

**DYNAMICS OF JOB SATISFACTION AND RETENTION
OF SPECIAL NEEDS EDUCATION TEACHERS IN BASIC
SPECIAL SCHOOLS IN SOUTHERN GHANA**

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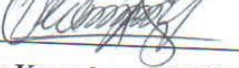
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DECLARATION

I confirm that this thesis is my original work and has not been presented in any other university. The thesis has been complemented by referenced works duly acknowledged. Where text, data or tables have been borrowed from other works, the sources are specifically accredited through referencing in accordance with anti-plagiarism regulations.


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DEDICATION

I dedicate this thesis to all children with special needs in Ghana.

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OPERATIONAL DEFINITION OF KEY TERMS

The following terms were used within this thesis and the definitions adopted were outlined below;

Teacher Attrition: It has been used to refer to the proportion or percentage of teachers who leave their positions with a given employer during a specified time period. (Jones & Walters, 1994).

Basic Education: It refers to the first nine (9) years of schooling prior to secondary school excluding pre-school. (Ministry of Education, 1991).

Compensation: It refers to all forms of salary and rewards received by employees for the performance of their jobs (Snell & Bohlander, 2007)

Disability: It refers to a loss or damage to part of the human body or system (Kauffman & Hallahan, 1995).

Dynamics: The interaction among the determinants of job satisfaction (Self).

Integrated Schools: Refer to school environment where children with disabilities and their non-disabled peers are put together either for instructional or social purposes (Kelleghrew, 1995).

Interpersonal Relationships: Refer to how a group of people relate among themselves in a given community (Ivancevich & Donnelly, 2000).

Job dissatisfaction- It refers to employee's negative feelings about his or her job (Robbins, 2005).

Job satisfaction- It refers to the collection of positive attitudes, feelings, beliefs and behaviors one has towards his or her job (Maniram, 2007)

Leadership Styles: Refer to different approaches adopted by leaders in their organization (Nkata, 2005).

Motivation – it refers to the general state which influences an individual to be effective and efficient (Vroom, 1964).

Regular Schools: it refers to school environment where the focus is on non-disabled learners (Forest, 1987).

Retention: It refers to the act of retaining quality teachers in the classroom (Podson, 2002).

Segregated School: It refers to an environment where only children with disabilities are educated (Ballard, 1999).

Special Education Teacher: - Refers to a specialist teacher who has been trained specially to teach children with special needs in education (Ainscow, 1994).

Special Needs School –Refers to a school specially established for the education of children with special needs in education (Sharp & Smith, 2002).

ABBREVIATIONS AND ACRONYMS

ADE	Assistant Director of Education
ANOVA	Analysis of Variance
DDE	Deputy Director of Education
EFA	Education for All
G.E.S	Ghana Education Service
GNA	Ghana News Agency
GNAT	Ghana National Association of Teachers
IDEA	Individuals with Disabilities Education Act
PMDG	Post Millennium Development Goals
MOE	Ministry of Education
NAGRAT	National Association of Graduate Teachers
NGO	Non – Governmental Organization
P.T.A	Parent Teacher Association
SED	Special Education Division
SPSS	Statistical Package for Social Sciences
TEWU	Teachers and Educational Workers Union

ABSTRACT

The study aimed at investigating dynamics of job satisfaction and retention of special needs education teachers in Southern Ghana. Specific objectives included identifying the relationship between compensation and retention, establishing the correlation between leadership styles and retention, describing the extent to which interpersonal relationship predicts retention, finding out any differences in perception of the teachers and investigating problems facing the special needs schools in relation to teachers' job satisfaction and retention. In an attempt to focus the study, four null hypotheses were formulated and tested and one research question was posed. The study was based on Herzberg's Two-factor Theory that explains the determinants of job satisfaction and dissatisfaction of employees. This study adopted descriptive correlational survey method, utilizing mixed methodologies in data collection and analyses. The target population for the study was 375 teachers and 14 head teachers drawn from 14 schools within the study area. The study was however conducted in 9 schools which consisted of 5 schools for the Deaf, 3 schools for the Intellectually Challenged and one school for the Blind. Out of 150 sampled teachers, 140 of them and all the 9 head teachers participated in the study with a return rate of 93.3% for the teachers. Multiple sampling techniques were applied to select the sample schools and the respondents. The main instruments for the data collection were questionnaire and interview schedule. Experts reviewed the teachers' questionnaire to ensure validity whilst pilot testing of the teachers' instrument yielded a reliability of 0.77. Quantitative data was analyzed descriptively and inferentially and inferential statistical tools such as Pearson Moment Correlation, Simple Linear Regression and One-Way Analysis of Variance (ANOVA) were used to test the null hypotheses at 0.05 level of significance. Answers to the research question were qualitatively analysed using thematic approach. The findings of the study revealed that there was positive and statistically insignificant relationship between compensation and retention. Also a statistically significant relationship was found between leadership styles and retention of special needs education teachers in Southern Ghana. The study also found that interpersonal relationship was a significant predictor of special educators' retention. Further findings revealed that there were no statistical significant differences among the three different categories of teacher types in relation to perception about their job satisfaction and retention. Finally, the study discovered that head teachers of special needs schools in Southern Ghana are faced with numerous administrative and management challenges which negatively impact on job satisfaction and retention of special education teachers in Southern Ghana. The study recommended that policy makers and stakeholders take actions aimed at ensuring that special educators are compensated accordingly by instituting differentiated financial and non-financial incentive packages for them. The study also recommended that the Ghana education service should be organising frequent in-service training for head teachers to update their knowledge on contemporary leadership styles that are considered to increase retention.

CHAPTER ONE

INTRODUCTION AND CONTEXT OF THE STUDY

1.1 Introduction

This Chapter consists of the background to the study, statement of the problem, purpose and objectives of the study. This is followed by research hypotheses to be tested, significance of the study, limitations, delimitations and assumptions of the study. Finally, the Chapter describes the theoretical and conceptual frameworks as well as the operational definition of key terms used in the study.

1.2 Background to the Study

The role of teachers, including special needs education teachers, in the development processes of any nation is well recognized all over the world. They are the most critical assets in the provision of any effective educational system. Special needs education teachers in particular provide instructions to children with disabilities by adapting and developing materials that match the learning needs of the individual learner. Meanwhile, the methods and the materials needed to meet those objectives and procedures put much work load on them. Besides, special needs educators interact with learners with different abilities and educational needs in the same classroom. However, the teachers are expected to meet the needs of all learners and manage them within the classroom to ensure their future development. This implies that special needs education teachers have an important and challenging responsibility of educating learners with disabilities.

Mengistu (2012) reported that the quality of the teachers, their commitment, satisfaction and motivation are the determinant factors for the students to benefit from the education system. Jaiyeoba and Jibril (2008) as cited by Mengistu (2012) indicated that satisfied and motivated teachers are critical in improving any educational system. The job satisfaction for teachers has a significant effect in their commitment and instructional delivery. Shann (2001) investigated teachers' professional commitment and satisfaction in urban schools and found that teacher job satisfaction is a predictor of teacher retention, a determinant of teacher commitment and a contributor to school effectiveness. In a similar study, Chang, Kim and Tickle (2010), investigated administrative support and its impact on public schools and found that teachers' satisfaction with financial rewards was a significant determinant of their retention.

However, teachers in special education, like their colleagues in regular schools have been reported for not being satisfied with their job and as result, a large number of them abandon the teaching profession (Chambers, 2008; Duesbery & Werblow, 2008; Thornton, Peltier & Medina, 2007). Earlier on, Stempien and Loeb (2002) investigated the differences in job satisfaction between general education and special education teachers in the United States and found that teachers of students in special education programs were found to be the most dissatisfied. Specific stresses and frustrations, both from within and from outside the classroom, were found to be associated with the dissatisfaction. Stempien and Loeb (2002) have boldly stated that the special needs education sector in particular has been susceptible to losing its well-

trained educators. In America, Whitaker (2000) reported that the annual attrition rate for teachers in special education is estimated to be between 8% and 10%.

Similarly, Gardner (2010) studied factors that influence retention and attrition of teachers who teach music in United States of America and found that recognition and administrative support has a positive effect on the teachers' retention. Teachers are responsive to improved working conditions such as higher salaries and that they are more likely to leave their current school or to abandon the teaching profession entirely when given the opportunity (Hanushek, Kain, & Rivkin, 2004; Imazeki, 2005; Podgursky, Monroe & Watson, 2004). Thus, the higher teachers are paid, the higher the rate of retention (Guarino, Santibanez, & Daley, 2006). In Britain, Green (2000) reported that there has been a fall in employees' job satisfaction since the beginning of 1990.

In Africa, studies reveal that employee burnout from most institutions and organizations are common phenomenon. Bagrain (2003) conducted a study on multiple commitments for educators among South Africa workers and established that South Africa has been experiencing the exodus of professionals in all sectors of the economy to developed countries. In a study on job satisfaction and dissatisfaction among elementary school heads and teachers in Nairobi, Karugu as cited by Otube (2004) revealed that due to the failure of educational managers to recognise the determinants of job

satisfaction and dissatisfaction accounts for exodus of employees from most institutions in Kenya.

In a recent study in Kenya, Kinyua (2014) investigated the determinants of job satisfaction among teachers of learners with special educational needs in integrated public primary schools in Kirinyaga County, Kenya. The findings of the study showed that the determinants of job satisfaction included relationship with colleague teachers, job security, pupil teacher ratio and prestige within the working class in the county. The study also revealed that factors influencing job dissatisfaction included special allowance, the physical facilities, procurement of resources, teaching and learning materials, current salaries and slim promotion opportunities. In a related study, Muthoni (2014) investigated institutional factors influencing job satisfaction among teachers in public primary schools in Nairobi County. The study established that the current salaries negatively influenced the respondents' job satisfaction.

In a related study, Garrett and Ssesanga (2005) examined job satisfaction and dissatisfaction of Ugandan academics and identified inadequate and irregular salaries as some of the major factors creating job dissatisfaction of the university lecturers in Uganda. The study indicated that 76% of the participants expressed the view that inadequate salary was the main source of their discontent. The researchers further reported that Ugandan academics were compelled to undertake part-time jobs due to poor remuneration, thereby impacting negatively on their commitment to their main institution.

In Ghana, the phenomenon of job satisfaction and dissatisfaction among Ghanaian teachers has generated a lot of controversy for some time now and various committees and commissions have been set up by both past and present Government to address the problem. The two main teacher associations in Ghana namely; Ghana National Association of Teachers (GNAT) and National Association of Graduate Teachers (NAGRAT) usually serve as the official mouth piece of teachers at both basic and secondary schools level. These union groups always engages the Government in matters regarding improved working conditions for teachers which reveal that teachers in Ghana are not well remunerated. Boateng (2001) studied Ghanaian primary school teachers' satisfaction with their job and what can be done to retain them in the profession. The researcher found that teachers were generally dissatisfied with their job. Low salary rates top high on the list of predictors of teachers' job dissatisfaction.

In a national survey conducted in 2009 by Ghana National Association of Teachers (GNAT) and Teachers & Educational Workers Union (TEWU) of Ghana Trades Union Congress on job satisfaction of pre-university teachers, the survey revealed majority of the teachers (72%) of the teachers were either "Dissatisfied" or "Very Dissatisfied". The main reasons cited for the dissatisfaction are the low level of wages and poor conditions of service in the education sector. The study further reported that nearly 10,000 teachers leave the classroom annually and 50% of the respondents intended leaving teaching before they retired.

The above statistics present a negative picture in terms of teacher retention. Cobbold (2010) citing Ghana News Agency (GNA) report recalled that in the local news of Wednesday, 19th June 2002, the G.E.S expressed concern about teachers not returning to the classrooms after pursuing further studies in tertiary institutions. Figures from the G.E.S reported by the GNA indicated that out of 16,446 teachers who went on study leave between 1997 and 2002, only 4,914 (about 30%) teachers returned to their posts. This statistics in view of the researcher, it is bad news for a country such as Ghana with a constitutional mandate to improve access to basic education, and enhance teaching and learning in basic schools. It also threatens the achievement of the objectives of Education for All (EFA) and the Post Millennium Development Goals (PMDG) to which Ghana is committed. A recent small-scale quantitative study conducted by Sam, Effah and Osei-Owusu (2014), involving 116 teachers selected from four senior high schools in one district emphasized the seriousness of the problem. The study concluded that most of the teachers were dissatisfied with their job and may leave the teaching profession in the nearest future if their conditions of service and salaries as well as school and classroom environments are not improved.

The researcher with his two years' experience of teaching in a School for the Deaf in Ghana observed that most special education teachers in Ghana do not feel recognised. Besides, the people of Ghana have little knowledge with regard to the nature of their job. Also, the general public especially parents perceive special needs education teachers in Ghana to be the one who could not perform well in school during their training, so they are posted to this field

to teach learners with disabilities. The result is that teachers continue to leave the classrooms resulting in poor quality of teaching and learning in the special schools. For these reasons, the researcher questioned the job satisfaction of special education teachers in Ghana, what is being done to retain motivated special educators and also the problems confronting head teachers of special schools in Ghana with regards to teacher attrition and retention.

Considering the negative effects of low teacher satisfaction among educators in Ghana, policy makers and other significant stakeholders need to implement strategies that encourage retention. Although, many studies have been done to measure the job satisfaction of teachers in the education sector, it has scarcely been applied specifically to special education teachers in Ghana. The present study therefore attempts to establish the relationship between job satisfaction and retention of special needs education teachers in southern Ghana.

1.3 Statement of the Problem

From the background of the study, it is evident that the rate at which qualified teachers leave their profession has been one of the biggest challenges confronting provision of quality special needs education in Ghana. This is because at the commencement of every academic year, schools in Ghana experience teacher shortages as a result of request for transfer and vacation of post by qualified teachers (Dery, 1995). The reasons for this phenomenon are yet to be known. However, the loss of experienced teachers hurts the quality of instruction in the special schools and drives up the costs of recruiting and

retraining of new teachers. Substantial resources from all levels of educational institutions are spent on preparing and training people for the teaching profession.

Although job dissatisfaction among teachers in Ghana is widely recognised as a serious problem, there is little systematic research as to the pervasiveness or the effect on the quality of educational provisions for learners with special needs in the country. At the time that this study was being considered, the researcher had not come across, nationwide study on job satisfaction and retention of special needs education teachers in Ghana and as a result, not much literature is available on the subject.

Most of the studies that the researcher found during the review of literature on this subject were done in countries such as United States of America, Pakistan, Malaysia, Turkey, New Zealand, Israel etc and therefore, their findings are more applicable to the countries in which they were conducted. Researchers in Ghana focus on teachers in regular schools and examples of such studies are common to find (Boateng, 2001; Cobbold, 2010; Appiah-Agyekum, Suapim & Pephrah, 2013; Saani, 2013; Sam, Effah & Osei-Owusu, 2014). However, considering the emphasis of using research to achieve developmental goals, there is the urgent need for empirical study to help fill this knowledge gap. Therefore, the central problem of this study was to investigate and establish the relationships between the factors influencing job satisfaction and retention of special needs education teachers in Southern Ghana.

1.4 Purpose of the Study

The purpose of the study was to examine how job satisfaction influence and relates to retention of special needs education teachers in Southern Ghana.

1.5 Objectives of the Study

The study was guided by the following objectives;

- i) To identify the relationship between compensation and retention of special needs education teachers in Southern Ghana.
- ii) To determine the correlation between head teachers' leadership styles and retention of special needs education teachers in Southern Ghana.
- iii) To describe the extent to which interpersonal relationships among the staff in the special needs schools predict retention of special needs education teachers in Southern Ghana.
- iv) To find out significant differences among the three categories of special needs education teachers (Teachers of the Deaf, Blind and Mentally Challenged) with respect to their perception on retention in the special needs schools in Southern Ghana.
- v) To investigate the views of head teachers on challenges facing special needs schools in relations to teachers' job satisfaction and retention in Southern Ghana.

1.6 Research Question

What is the view of head teachers on challenges facing special schools in Southern Ghana?

1.7 Null Hypotheses

The following null hypotheses were formulated to guide the study;

- i) H₀1: There is no significant relationship between compensation and retention of special needs education teachers in Southern Ghana.
- ii) H₀2: There is no significant correlation between head teachers' leadership styles and retention of special needs education teachers in Southern Ghana.
- iii) H₀3: Interpersonal relationships among staff in the special schools do not significantly predict retention of special needs education teachers in Southern Ghana.
- iv) H₀4: There are no significant differences among the three categories of special needs education teachers (Teachers of the Deaf, Blind and Mentally Challenged) with respect to their perception of retention in the special schools in Southern Ghana.

1.8 Alternative Hypotheses

- i) H₁: There is significant relationship between compensation and retention of special needs education teachers in Southern Ghana.

- ii) H₁: There is significant correlation between head teachers' leadership styles and retention of special needs education teachers in Southern Ghana.
- iii) H₁: Interpersonal relationships among staff in the special needs schools significantly predict retention of special needs education teachers in Southern Ghana.
- iv) H₁: There are significant differences among the three categories of special needs education teachers (Teachers of the Deaf, Blind and Mentally Challenged) with respect to their perception on retention in the special needs schools in Southern Ghana.

1.9 Assumptions of the Study

In this study, the researcher assumed that job satisfaction leads to teacher retention. It is further assumed that good compensation of work, head teachers' leadership style, interpersonal relationships in the schools and the type of disabilities the teachers handle may influence job satisfaction which translates into either retention or attrition of special education teachers in Southern Ghana. The researcher again assumed that respondents had the information needed and provided honest, forthright, and helpful responses pertinent to the study.

1.10 Limitations of the Study

The study was limited by the fact that the questionnaires were administered to a sample of respondents teaching in only segregated basic special needs schools in the Southern Sector of the country. This may have affected the

results of the study through biased reporting by the sampled teachers and as a result, this study could not permit any meaningful generalization to be made to special teachers in other parts of the country. Thus, attempts to generalize the study findings to special needs educators in the Northern Sector of the country may be a source of academic controversy since economic conditions in the different parts of the country are not the same though the working conditions of the teachers are the same. Therefore, the results would be generalized to only special education teachers in Southern Ghana.

1.11 Delimitations of the Study

Ideally, a research of this nature and significance should have covered all special needs education teachers in Ghana irrespective of the type and level of the schools they teach. Unfortunately, logistical support at the disposal of the researcher made it impossible and as a result the study was delimited to only special needs educators teaching in only segregated basic special needs school settings and did not include special education teachers in regular schools, unit schools, senior high schools, and inclusive or integrated settings.

Secondly, though existing literature revealed that, researchers have identified several determinants of job satisfaction, this study confined itself to variables such as compensation, leadership styles of head teachers, interpersonal relationships at work place and the three types of disabilities (deafness, blindness and intellectual disabilities). These variables were considered because they are more responsive to policy and administrative interventions.

1.12 Significance of the Study

This study aimed at providing workable solutions to the problematic issue of low teacher satisfaction among special needs education teachers within the Ghana Education Service (G.E.S). This research may be very useful in several ways to various stakeholders in G.E.S as shown below:

First and foremost, studies that examine the relationship between job satisfaction and retention of special needs education teachers in Ghana were limited in the existing literature. Most of the studies reviewed solicited information on job satisfaction of regular education teachers leaving out special needs education teachers. Since much research on this phenomenon had not been done in Ghana, this study would help to bridge the knowledge gap in the literature on job satisfaction and retention from the special needs education teacher's perspective. Besides, none of the existing studies which were reviewed collected data on head teachers' views regarding teachers' job satisfaction and retention. This study gave the unique opportunity for them to do so. Thus the study would help to provide possible answers as to how to tackle the critical management issue of special needs education teachers' job satisfaction and retention.

Secondly, the results of the study might provide reliable and comprehensive information for policy makers, special needs school managers, administrators and other significant others to formulate policies that would facilitate the government of Ghana's aim of attracting and retaining qualified special needs

education teachers to ensure effective and efficient teaching and learning in the schools.

Last but not least, it is hoped that this study may inspire academicians and other researchers to conduct additional research on the subject of special needs education teachers' job satisfaction and retention.

1.13 The Theoretical Framework

The term job satisfaction is embedded in the concept of motivation. According to Mbua (2003), job satisfaction is synonymous to motivation. This means that the theories of motivation can be adapted to explain teacher job satisfaction and retention. This study looked at Herzberg's Two-factor theory as well as turnover and retention model proposed by Price (1997) as the theoretical basis and attempt to explain the reasons why some teachers would remain in the same job for a very long time and why others would leave their jobs in the short time.

1.13.1 Herzberg's Two-Factor Theory

According to the theorists, there are two sets of factors that explain job satisfaction and dissatisfaction among employees and that these factors are distinct from each other. They maintained that variables that lead to job satisfaction are not the same as those factors that led to job dissatisfaction. Herzberg, et al., (1959), categorized these factors into intrinsic and extrinsic.

Intrinsic factors are factors within the individual that influence or motivate him or her to work hard towards achieving a goal. Examples of intrinsic factors include the nature of work, recognition, responsibilities, achievement and opportunity for personal growth and development. Intrinsic motivators such as responsibility, the challenging nature of a job, and achievement are motivators that come from within a person (Akyeampong & Bennell, 2007). According to Herzberg, et al. (1959), the presence of intrinsic factors within an organization or institution would inspire employees and create job satisfaction. However, the absence of these factors from the organization may not necessarily lead to job dissatisfaction. The presence of intrinsic factors or motivators lead to job satisfaction, but their absence will not lead to job dissatisfaction (Perrachione, Petersen & Rosser (2008).

On the other hand, extrinsic factors are factors within the working environment that prevent job dissatisfaction. They identified factors such as salaries, fringe benefits, interpersonal relationship, leadership job security etc and asserted that, if these factors are absent from the organization, it would lead to job dissatisfaction. The extrinsic job characteristics reflect outcomes generated by performing the job, and are concerned with the context or environment in which the job has to be performed (Furnham, 2005). According to Herzberg, et al., (1959), extrinsic factors, which are external to what a person does, do not contribute to job satisfaction when present, but rather to job dissatisfaction when absent. In other words, when the hygiene factors are satisfied, they do not motivate or lead to satisfaction; they only prevent dissatisfaction (Herzberg, et al., 1959).

The relevance of the theory to the study lies in the fact that the basic themes of the theory are consistent to the variables of the study. Herzberg, et al. (1959) established that the intrinsic factors can lead teachers to feel satisfied, but their absence does not necessarily lead to dissatisfaction. Applying this theory to teachers, it could be concluded that a special needs education teacher who feel unrecognized in the performance of his or her duties in the special needs school would not necessarily abandon teaching in special needs school as long as he or she is well-paid and has good relationships with colleagues. According to Jyoti and Sharma (2009), the intrinsic factors are very important in motivating the youth to join the profession. Thus, satisfaction derived from intrinsic aspects of the job is more sustaining and, therefore, enables teachers to sustain their motivation and cause them to be retained in the special needs schools. Similarly, a special needs education teacher who feels under paid will be dissatisfied; however, if the employer increases his or her salary to an appreciable level, it will not necessarily lead to job satisfaction. According to Furnham (2005), if teachers perceive that their working conditions as good, the reasons for job dissatisfaction are removed.

With regard to teachers, a teacher who feels that his or her salary is not enough will be dissatisfied, but improving the salary to an acceptable level will not necessarily lead to job satisfaction. Similarly, when teachers perceive that their working conditions (hygiene factors), as good, the reasons for job dissatisfaction are removed (Furnham, 2005).

1.13.2 Price (1977) Determinants, Intervening Variables and Turnover Model

There are limited theories on retention. However, a range of turnover theories have been propounded and can be adapted to explain the reasons for teacher retention. This study adopted Price's (1977) Causal Model of Turnover. Price (1977) identified five determinants of turnover and these were pay, integration (relationship with supervisor or coworkers), instrumental communication (clearly defined work roles), formal communication (organization communicates practices and policies) and centralization (distribution of power in the organization). He elaborated this concept further by introducing a variable called *opportunity* as a moderator of job satisfaction and turnover, and explained it as the availability of alternative employment in the environment. A diagram of Price's (1977) model of turnover is presented in

Figure 1.1

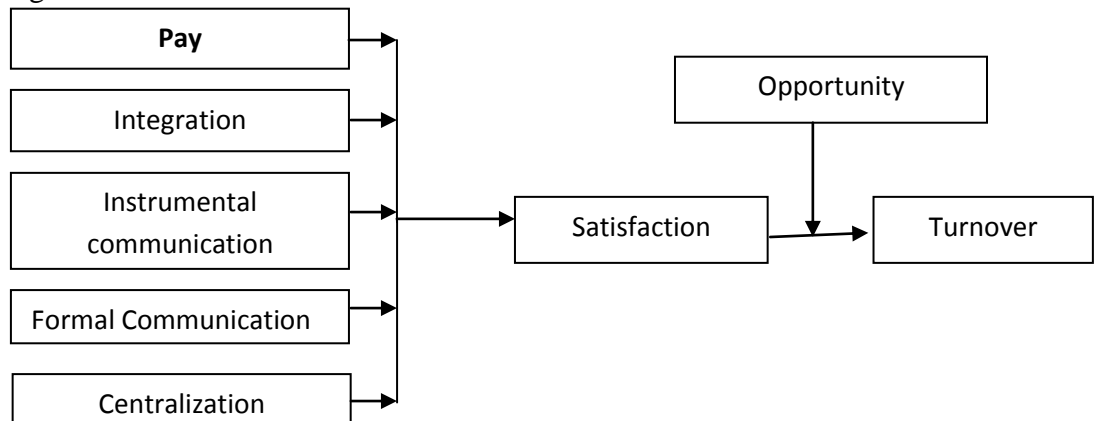


Figure 1.1: Price (1977), Causal Model of Turnover (Adopted).

According to Price (1977), although job dissatisfaction is the central factor in the turnover process, job dissatisfaction would lead to turnover only when opportunity is relatively high. Price proposed that this assertion depends on two assumptions. Firstly, employees must first be aware of the opportunities available to them, as they are unlikely to pursue an opportunity which they are not aware of. Secondly, members of the organization have the freedom to leave the organization, only at the time of their dissatisfaction, their contractual obligation permits them. In this model, individual would act in their best interest and only leave if suitable job alternatives are more favourable to their current job.

This model is relevant to this study. This is because from the perspective of retention, pay (compensation) which is an aspect of Price model is also a variable in the present study. Teachers are usually responsive to receiving higher compensation, hence, if they perceive that a higher and fairer pay awaits them in other institutions or organizations, they are likely to take the opportunity.

1.14 Conceptual Framework

The framework shows the relationship between the independent and the dependent variables identified in the theoretical framework as presented in Figure 1.2

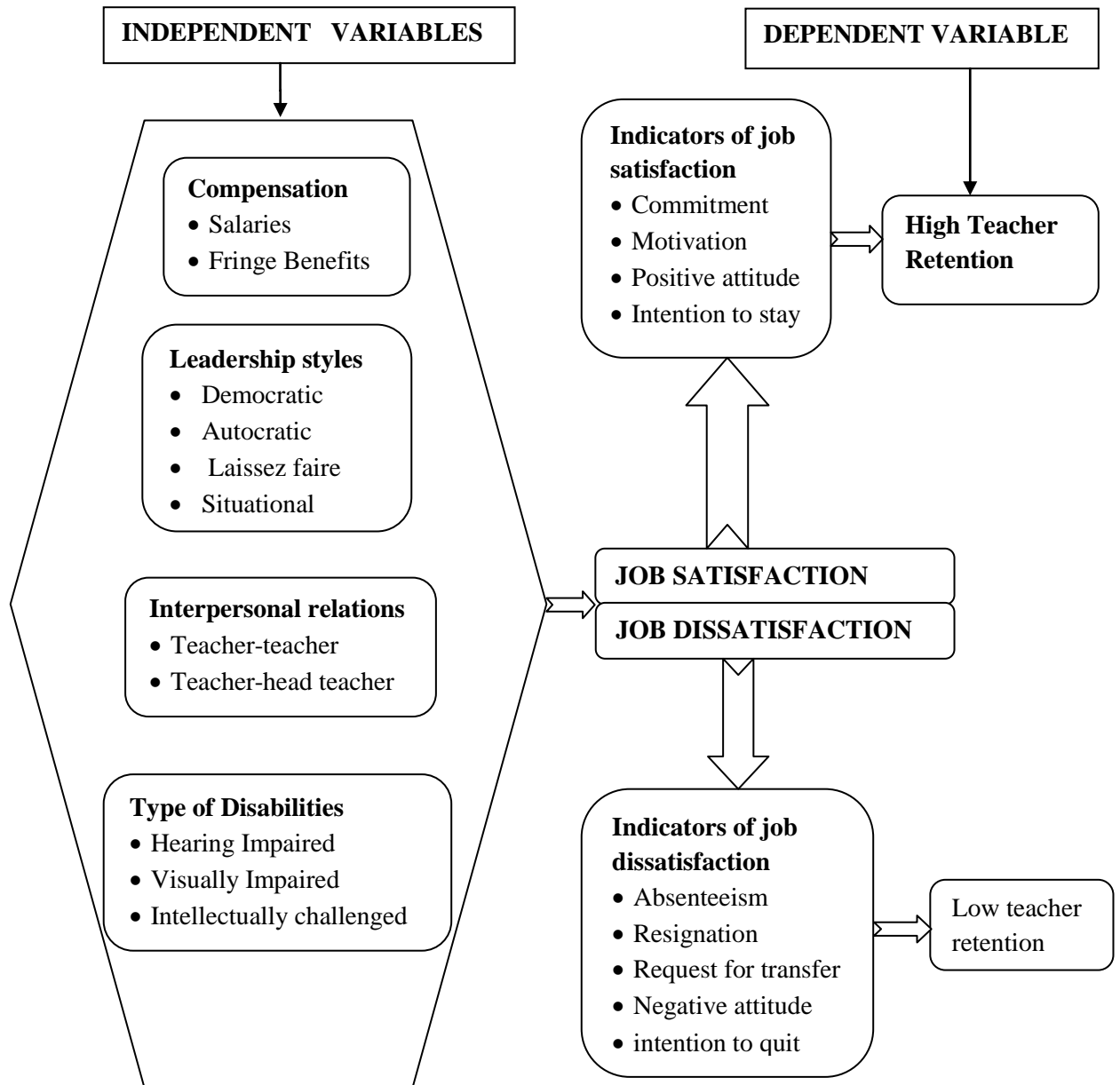


Figure 1.2: Conceptual Framework Showing the Dynamics of Job Satisfaction and its Outcomes. Source: Researcher, (2014).

From Figure 1.2, teacher retention which was the dependent variable could be influenced by four major independent variables namely; compensation, leadership styles of head teachers, interpersonal relationships at work place and the type of disability group that the teachers serve. If these variables are favourable to the special needs education teacher, one was likely to observe job satisfaction which was indicated by overt behaviours such as motivation, commitment to work, positive attitude etc. These would eventually lead to high teacher retention. On the other hand, if the independent variables do not relate favourably to the teacher's job satisfaction, it could lead to job dissatisfaction which was characterised by negative behaviours such as absenteeism, resignation, and request for transfer etc. which ultimately translated into low teacher retention. Indeed, if teacher retention was observed to be low, the elements of the independent variables should be re-examined and measures put in place where applicable to ensure high teacher retention.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presented literature contributions related to the problem under study. The review covered the findings and ideas of some other researchers, authors and professionals whose work was relevant to the issue under investigation. The review of literature covered the concept of job satisfaction. This was followed by review of literature on the relationship between variables such as compensation, leadership styles, interpersonal relationships and retention of teachers. This was followed by differences in teacher's perception on retention and challenged facing special needs schools in relation teachers' job satisfaction and retention. Finally, the chapter covered summary of the literature reviewed and identification of research gaps in the literature.

2.2 The Concept of Job Satisfaction

Review of literature shows that there is no universally acceptable definition for the term job satisfaction despite being widely researched by many scholars. This means that there are many definitions of job satisfaction as possible depending on how the individual perceive the concept. Zembylas and Papanastasiou (2006) opined that there is no conventional definition of the concept of job satisfaction. For the purpose of this study, an attempt was made to cite some of the definitions given by some scholars. According to Mbua (2003), job satisfaction is "the fulfilment acquired by experiencing

various job activities and rewards.” Whereas, for Robbins (2005), the concept job satisfaction refers to the employee’s feelings about her or his job. Similarly, Maniram (2007) also explained job satisfaction as a collection of attitudes, feelings, beliefs and behaviour one has towards his or her job. Therefore, from the fore-going citations, job satisfaction could be taken to be an attitude of a person reflecting the degree to which his important needs are satisfied by his job. From these different definitions, we can conclude that the main components of job satisfaction are emotion, attitude and reaction.

On the basis of the above definitions, this study used the concept of teacher job satisfaction to simply refer to the special education teachers’ attitudes, perceptions and feelings that they have towards teaching students with special needs. This means that teacher job satisfaction refers to whether special needs education teachers are happy with their job or not. In other words, if teachers have positive attitudes or good feelings about their job, these qualities are used to justify their job satisfaction.

Therefore, a teacher with high morale tends to remain in their classrooms and perform better on the job. Teacher job satisfaction is critical to any educational reforms and influences job performance, attrition, and ultimately student performance. This is to say that job satisfaction could be regarded as a very important issue within the educational context, especially for special education teachers, because their roles are many, time consuming and stressful. Therefore, it is necessary they feel satisfied in carrying out their duties to ensure effectiveness in delivering their roles.

2.3 Relationship between Compensation and Retention of Teachers

Compensation is considered as one of the major factors that determines job satisfaction and retention of employees (Lambert, Hogan & Barton, 2001). Compensation is made up of all forms of salary and rewards received by employees for the performance of their jobs (Snell & Bohlander, 2007). Basically, there are two types of compensation, namely; direct and indirect compensation. Direct compensation includes employee wages and salaries, incentive-payments, bonuses and commissions. While indirect compensation comprises the many fringe benefits provided by employers and non-financial compensation including health care, life insurance, subsidized lunch, leave policy, overtime, pension plan and transportation policies. Teacher compensation may have implications for retention and provision of quality education.

Several studies had revealed that the employees' turnover and retention was related positively to their compensation (Imazeki, 2005; Ingersoll, 2001; Lankford, Loeb & Wyckoff, 2002; Podgursky, Monroe & Watson, 2004). Walker (2010) investigated factors that influenced retention of teachers of emotionally disturbed students in South-Western Virginia. The purpose of the study was to find out if significant relationships exist between the variables of compensation and teacher retention. 142 special needs education teachers from school districts in regions six and seven of South-Western Virginia completed 79 items on a Likert style questionnaire. Results of the analysis revealed a strong correlation between compensation and retention of special needs education teachers who work with emotionally disabled students. Findings

indicated that administrative support, compensation, and staff development were the three most significant factors that influenced certified special educators' decisions to stay or leave their assigned positions. The research model was simple and understandable. The use of questionnaire to collect data was also appropriate. However, the data was collected from just one source using only the questionnaire and this may affect generalization of the findings to the population. The present study seeks the views of the head teachers with regards to teachers' job satisfaction and retention through the use of interview schedule.

In a similar study, Fulbeck (2011) investigated teacher retention and the effects of financial incentives in Denver. The aim of the study was to estimate the extent to which professional compensation in the form of incentives influenced teacher retention. Teacher interviews and secondary data were used in the analysis. Semi-structured interviews were conducted with a purposively selected sample of 24 teachers. Findings suggested that teachers do respond to financial incentives at a seemingly low level. Furthermore, analyses point to a greater impact on retention rates for schools with high professional compensation participation and for the high-poverty schools where teachers are eligible for the retention incentives. Moreover, the analysis was quite complicated to enable readers to understand the findings. The present study employed simple correlational analysis to estimate the effect of teacher compensation on retention of special education teachers in Southern Ghana.

Nawab and Bhatti (2011) conducted a study on the influence of employee compensation on organizational commitment and job satisfaction in the educational sector of Pakistan. The aim of this research study was to investigate the impact of employee compensation on their job satisfaction and employee's organizational commitment among Pakistani university teachers. The population for the study consisted of all faculty members of universities recognized by higher education commission in Pakistan. Purposive sampling method was utilized for selecting 41% of the population as the sample size. A total of 270 questionnaires were sent and 233 were received back constituting return rate of 86.3%. Out of 233 questionnaires 6 were incomplete and 3 were not filled according to the instructions so they were discarded and total of useable questionnaires came up to 224 and the usable rate became 82.9%. Both descriptive and inferential Statistical tools such as Pearson correlation and multiple regression analysis were used in the data analysis. The results revealed a positive, moderate and significant correlation between employee compensation and commitment and between employee compensation and job satisfaction. The return rate of 86.3% was very satisfactory and 41% sample size was adequate for generalization of the finding. Appropriate statistical tool of correlational analysis was used to establish the relationship between employee compensation and organizational commitment.

In a similar study, Saani (2013) investigated the influence of compensation and teacher supervision on teacher work performance of private school teachers in Ghana. A total of 103 basic school teachers in Ashiaman Community of Tema completed the questionnaire; comprising 23 closed-

ended items related to forms of compensation, teacher's job satisfaction, teacher supervision and teacher work performance. The instrument used for the data collection was a five point scale questionnaire. Data for the study were analysed using Pearson Product Moment Correlation and Multiple Regressions. The study found out that compensation and teacher supervision relate positively to teacher work performance. However, the two variables do not directly predict work performance. They do so only, if teachers are satisfied with the forms of compensation available to them. Thus, teachers work performance increases significantly when they are satisfied with the forms of compensation given to them. The use of correlation and multiple regression in the data analysis was found to be appropriate however, it appeared the study focused on the relationship between compensation and teacher supervision as well as teacher work performance among regular private school teachers. The present study looked at the relationship between compensation and retention of special needs teachers who taught in special needs schools in Southern Ghana.

In a related study, Mengistu (2012) carried out a study on Ethiopian secondary school teachers' job satisfaction. The study investigated factors that impact on the job satisfaction of the teachers in the secondary schools. Stratified and simple random techniques were employed to sample 300 secondary school teachers in Addis Ababa. A mixture of quantitative and qualitative research design was used. Self-constructed questionnaire was used to collect quantitative data while qualitative data was collected through interview conducted with a sample of 10 teachers who were purposively selected for the

study. Advanced statistical tool such as constant comparative method was used in the data analysis. The findings of the study showed that the teachers were very much dissatisfied with their Salary and fringe benefits. Furthermore, a statistical significant relationship was found between salaries and fringe benefits and job satisfaction. The use of mixed methodology in the study was positive because it provides good triangulation. However, the study was carried out in a different environment and different population. In this study, job satisfaction and retention of special needs education teachers in basic special schools in Southern Ghana were explored.

Ngigi (2010) investigated retention of special needs education teachers in public primary special schools in Nairobi province, Kenya. The aim of the study was to examine the effects of remuneration package on quitting and retention of special needs education teachers. The study was conducted in five public primary special schools in Nairobi province. The study adopted a descriptive survey design and a random sample of 5 special needs schools were selected for the study. The sample size of the study constituted 75 respondents of the 93 special education teachers. Simple frequencies and percentages were employed in the data analysis. Findings showed that a majority of the teachers (N= 59, 84.3) were not satisfied with the current remuneration packages which was considered as one of the major factors negatively affecting the retention of special needs educators in the special schools. The study also revealed that inadequate resources negatively affected retention of special needs educators. A large sample size of 75 teachers out of a total population of 93 teachers was representative enough to generalize the

findings to the rest of the population. However, the use of descriptive statistics such as frequencies and percentages may not be able to measure the actual effect of remuneration package on retention. In this study, the effect of compensation on retention of special education teachers in Southern Ghana was established through inferential method of hypothesis testing to enable generalization from the sample to the population.

Kontoh (2010) conducted a study on job satisfaction of teachers in special needs education and its influence on teacher retention in North Akwapim District of Eastern region, Ghana. The study used a descriptive survey to describe the levels of job satisfaction among the special needs education teachers. The population consisted of 150 teachers drawn from three special schools namely; Adukrom Unit School for the Mentally Handicapped, Demonstration School for the Deaf and Akropong School for the Blind. Hundred teachers were selected for the study through multi stage sampling technique. The main instrument used to collect data for this study was a questionnaire. Data was analysed using frequencies and percentages. The study revealed that special education teachers in North Akwapem were not satisfied with their salaries and fringe benefit. The sample size of hundred out of a population of 150 thus about 67% sample size is just right for a descriptive survey. The study also considered sample of teachers from three different categories of schools which was very good since information from the various schools could be captured and compared at the same time. However, special needs education teachers in unit schools cannot be adequately be compared with their counterparts in segregated special needs

schools. Moreover, a critical examination of the research report showed that the study only identified the factors that determined the job satisfaction of the teachers without relating it to retention. Another methodological limitation was the fact that, the study was conducted in only one district. This may make generalization of the findings for other districts quite unacceptable. The present study expanded the scope of this study by involving all the special schools in the whole of southern Ghana. Besides, the current study employed higher order statistical tools to establish if there was any relationship between some of the job satisfaction variables and retention of special education teachers. The present study again examined if there was any significant difference in the perception among the different category of teachers who teach in different school types.

2.4 Relationship between Leadership Styles and Retention of Teachers

The role leadership is very significant in any educational institution. The leader of any educational establishment is supposed to organize and direct all institutional resources both human and material towards achieving the institutional goals. Positive school leadership is a determinant of teacher commitment and contributor to school effectiveness. According to Oyetunyi (2006), the critical role of leadership in any organization such as a school is shown in every aspect of the school like instructional practices, academic achievement, students' discipline, and school climate, to mention but a few.

Several researchers had found a relationship between leadership styles and retention of teachers (Bogler, 2001; Bogler, 2005; Sigilai & Bett, 2013). Bogler (2001) conducted a study on the influence of leadership style of principals on teacher job satisfaction and retention. The study revealed that leadership styles of head teachers or principals influenced the job satisfaction and retention of the teachers. The study also found out that the involvement of teachers in decision making process by the principal was a significant determinant a higher level of job satisfaction among the teachers. Thus, teachers reported greater satisfaction in their work when the principals delegate responsibilities to them or use participatory approach in arriving at decisions that involve the progress of the entire school.

In a related study, Ngururi (2013) conducted a study on the influence of teachers' job satisfaction on pupils' performance in public examinations in Nakuru County, Kenya. The findings revealed that job satisfaction of the teachers was affected by the head teachers' administrative styles used in schools. The study concluded that poor leadership decreases job satisfaction.

Similarly, Bhatti, Maitlo, Shaikh, Hashmi and Shaikh (2012) explored the impact of Autocratic and Democratic Leadership style on job satisfaction in private and public school. Self-developed questionnaire was the main tool for data collection. The data were collected from two hundred and fifty (250) teachers of both public and private schools. Inferential statistics was employed in the data analysis. It was found that leadership style has a positive impact on job satisfaction and public teachers have high level of job satisfaction rather

than private teachers. The study found, among other things that employees feel uneasy when working under autocratic leaders.

In a related study, Adeyemi (2011) investigated principals' leadership styles and teachers' job performance in senior secondary schools in Ondo State, Nigeria. The study population comprised all the 281 secondary schools in the State. Out of this population, a sample of 240 senior secondary schools was taken and selected through the stratified random sampling technique. Out of the 7,460 teachers in the schools, a sample of 2,040 teachers was selected through the stratified random sampling technique. This sample was made up of 240 principals and 1,800 teachers. Questionnaire was the main data collection tool from both teachers and the principals. The data collected were analysed using frequency counts, percentages, correlation and the t-test. It was found that the democratic leadership style was the most commonly used leadership style among principals of senior secondary schools in the State. The study further found that teachers' job performance was found to be better in schools having principals using autocratic leadership style than in schools having principals using democratic or laissez-faire leadership styles. A study sample of 2,040 representing about 27% of the population was found to be representative enough for such a descriptive survey. However, the study only explored the teachers' preferences for different leadership styles adopted by the principles in secondary schools level. The current study established the relationship between the leadership style of head teachers in basic special schools and retention of special needs education teachers in the special needs schools located in Southern Ghana.

Omeke and Onah (2012) conducted a study to investigate the influence of principals' leadership styles on secondary school teachers' job satisfaction in Nsukka Education Zone of Enugu State, Nigeria. The design of the study was a descriptive survey design. The study used stratified random sampling technique to select a total of 28 public secondary schools from three Local Government Areas in the zone. Some 280 classroom teachers were used as respondents for the study. Answers to the research questions were analysed using mean and standard deviation while t-test was used to verify the null hypothesis at 0.05 level of significance. The results revealed that the principals adopted three leadership styles in their administration namely; autocratic, laissez faire and democratic according to their dominance. Teachers irrespective of gender agreed that only democratic leadership enhances their job satisfaction. The choice of stratified sampling technique by the researcher in the selection of schools and teachers from three different local authority areas made it possible for all members of the subgroups to be represented in the sample size and this was acceptable. However, the use of means, standard deviation and t-test was inappropriate in such a study since the choice of such tools could not allow for measure the influence of leadership style on job satisfaction. Therefore, the present study employed simple regression analysis to determine the influence of job satisfaction on retention of special needs education teachers in Southern Ghana.

In a similar study, Nsubuga (2008) conducted a study on the analysis of leadership styles and school performance of secondary schools in Uganda. The study aimed at investigating the relationship between leadership styles of head

teachers and school performance of secondary schools in Uganda. The study employed mixed methodology that used both the qualitative and quantitative methods in data collection and analysis. The study used correlation survey design to determine the relationship between the independent and the dependent variables in the study. Data for the study was collected through observations, questionnaires, and interviews and focus group discussions. The total sample size for the study was 625 participants made up of 24 head teachers, 200 teachers, 351 students, 49 parents and 10 staff from the Ministry of Education. Purposive and simple random sampling techniques were used in the selection of the sample respondents. The finding of the study revealed that the democratic leadership was the most preferred type of leadership style in the school. It was also found out that the use of democratic leadership style by school head teachers leads to higher school performance. The adoption of correlational survey design fitted well with the study since it allowed the researcher to establish the relationship between leadership styles and school performance. However, the use of interview schedule and focus group discussion in collection of qualitative data was found unsuitable because establishing relationships between two or more variables with qualitative data require some experience. The current study considered on quantitative data in establishing the relationship between leadership styles and retention of special needs education teachers.

In a related study, Voon, Lo, Ngui and Ayob (2011) investigated the influence of leadership styles on employees' job satisfaction in public sector organizations in Malaysia. The objective of the study was to determine the

relationship between two leadership styles and job satisfaction among employees in the public sector. Two hundred Malaysian executives working in public sectors voluntarily participated in the study. Data was collected through survey questionnaires from targeted employees working in public sector. A total of 300 questionnaires were distributed to selected public sectors using a convenient sampling method. However, only 200 employees responded to the survey, resulting in a 66.7% response rate. The study findings revealed that the leadership style had direct relationships with employees' job satisfaction. The results showed that transformational leadership style had a stronger relationship with job satisfaction. This implies that transformational leadership was deemed suitable for managing government organizations. The current study sought to investigate the relationship between leadership styles of head teachers of special needs schools and retention of special needs education teachers in Southern Ghana.

2.5 Interpersonal Relationships as a Predictor of Teacher Retention

Interpersonal relationships are the elements that make up the social and support network of employee within the contest of job satisfaction. The interaction may include conversation and communications among workers. Gibson, Ivancevich, and Donnelly, (2000) noted that conversation and communication at work place have the advantage of developing trust and respect among co-workers when they share their experiences in the work place with their colleagues and significant others.

Ozen (2013) explored the relationships of various social psychological variables with primary teachers' job satisfaction in Turkey. The study aimed at determining the relationship among job satisfaction and social psychological variables of government primary school teachers. Two questionnaires were used to determine the relationship between organizational climate and teachers' job satisfaction. Collegial teacher behavior and intimate teacher behavior were found to have a significant impact on job satisfaction and retention.

In a related study, Botes (2012) conducted a study on job satisfaction of special needs educators in New Zealand. The aim of the study was to investigate the factors that influenced job satisfaction of New Zealand special needs educators. Mixed method design involving both quantitative and qualitative data were utilized to explore the strategies that influence the job satisfaction of special needs educators who taught in New Zealand special needs schools. The target population in this study consisted of managers in New Zealand special needs schools. The researcher focused on a sample size of eight educational managers from three special needs schools out of the 36 special needs schools in New Zealand. The educational managers (three principals, four deputy principals, and one assistant principal) were selected and approached to participate in this research based on their geographical location. The findings from this study indicated that the job satisfaction of special needs educators is mainly influenced by collaborative working relationships at work environment.

Price (2012) conducted a study on principal- teacher interactions and how affective relationships shape principal and teacher attitudes. The study focused on the effects of principal–teacher relationships to explain variation in satisfaction, cohesion, and commitment outcomes. The population for the study consisted of all public school principals and teachers in the United States for the 2003–2004 school year. To assess the relationship process between principals and their teachers, the researcher developed Likert scale question responses. Linear regression modelling techniques was used to test the effects of the principal–teacher relationships on teacher outcomes. The study found out that principals’ relationships with their teachers had a significant effect on principals’ and teachers’ satisfaction, cohesion, and commitment levels.

In a related research, Bogler (2005) conducted a study on the job satisfaction of among Jewish and Arab teachers in Israel. The study was purposed to investigate the interpersonal relationship between the principals and the teachers and how this relationship impact on the level of job satisfaction for both principals and teachers. The findings of the study revealed that both Arab and Israeli teachers perceived their relationships with their principals and colleagues as part of the source of their satisfaction with their job. The study concluded that the interpersonal relationship with colleagues was a significant determinant of teachers’ job satisfaction and retention.

Similarly, Otube (2004) researched on job motivation of teachers educating learners with special needs in four provinces in Kenya. The study adopted descriptive expo-facto design. The population consisted of 966 teachers from

the four purposively selected provinces. A sample size of 270 teachers serving learners with special needs from both special and integrated schools was drawn for the study. Data was collected using job design survey and teachers' satisfaction survey. The results from the teachers' satisfaction survey revealed that cooperation received from colleagues was ranked as one of the most important and motivating factors by the special education teachers. Furthermore, the study revealed that the teachers indicated humanitarian reasons as a major factor contributing to their continued effort and motivation to work with students with disabilities. The study also identified poor terms of service and lack of equipment and facilities as one of the most significant factors contributing negatively to the teachers' motivation. Similarly, Mengistu (2012) carried out a study on job satisfaction of secondary school teachers in Ethiopia. The findings showed that the poor relationship head teachers had with the teachers significantly and negatively impacted on their job satisfaction. Moreover, the study found a significant relationship between interpersonal relationship and job satisfaction.

Valogo (2007) conducted a study on motivation and retention of graduate teachers in senior secondary schools in Bolgatanga Municipality of Ghana. The aim of the study was to determine the extent to which relationship with heads, supervisors and colleagues influence the retention of graduate teachers in senior secondary schools within the study area. A sample of 82 graduate teachers was drawn from a population of 126 representing about 65% of the target population. A total of 80 respondents made up of 58 males and 22 females returned their questionnaires. The findings showed that graduate

teachers were found to be satisfied with interpersonal relationship with heads, supervisors as well as colleagues.

However, these results are inconsistent with findings by Dunette and Wicken (1998) who argued that job dimensions such as achievement, recognition and responsibility for the job were important job factors leading to the satisfaction of a worker and not peer relations. The finding by Dunette and Wicken (1998) has been corroborated by Ngururi (2013) who reported that interpersonal relationships among teachers does not have any significant effects on teachers' job satisfaction. The teachers indicated that they enjoyed their work because their immediate supervisor had a cordial relationship with them.

In Ghana, teachers had mixed feelings and attitudes towards the supervisory activities of officials mandated by Ghana Education Service. In this study, the issue of corroborative working relationship may be important in the lives of special education teachers in Ghana and therefore, the study explored the relationships among the staff in special needs schools in Southern Ghana to determine their influence on teacher retention.

2.6 Differences in Teachers' Perception of Retention

Evidence suggests that teachers tend to leave certain schools at higher rates than others. Research also suggests different types of teachers are more likely to leave certain schools, or teaching altogether, than others. Lankford, Loeb and Wyckoff (2002) opined that high-quality teachers are more likely to leave, especially if the school serves students who are impoverished and low-

achieving. Teachers with different positions also appear to have different rates of retention. A study by Ingersoll (2001) suggests that secondary teachers, particularly those that teach mathematics and science, are more likely to leave than elementary school teachers. The author found that teachers of mathematics and science were to be more likely to leave than teachers of other subject specialties.

Luckner and Hanks (2003) examined the perceptions of a national sample of teachers of students who are deaf or hard or hearing to assess how satisfied or dissatisfied they were with their jobs. A questionnaire was developed and distributed to 998 teachers out of which 610 completed surveys were used for the analysis. Of the 59 items in the survey, 51 were scored as positive for the group as a whole. Data were examined by comparing the responses of four categories of teachers across the United States. The findings for these four groups were similar to those for the group as a whole. The results of the study showed that teachers of students who are deaf or hard of hearing were in general, satisfied with their jobs.

Bruster (2014) compared the perception between general and special education teachers on inclusion of students with disabilities in the mainstream setting. The study involved teachers at six rural high schools located in Northeast Georgia. Causal-comparative, quantitative study design was employed to compare the perceptions of inclusion of students with disabilities in the mainstream classroom that are held by high school general education teachers and high school special education teachers that teach in inclusive

settings. The target population of this study was all teachers, both special education and general education, who taught in inclusive classrooms in the state of Georgia. The accessible population consisted of all high school general education and special education teachers who taught in inclusive classrooms. Questionnaire was the main data collection instrument used by researcher to evaluate the perceptions of teachers toward the inclusion of students with disabilities in the general education or mainstream classroom. The t-test was performed to determine if the differences between the mean scores of the two groups on the survey items occurred by chance or represented a significant statistical difference in the two groups. These results indicated a significant difference between high school general education teachers' overall perceptions of inclusion and high school special education teachers' overall perceptions of inclusion. Special education teachers were clearly more positive than general education teachers about the inclusion of students with disabilities, the influence of students with disabilities on the general education classroom and its students, and the management of behaviour in the inclusive classroom. However, there was no difference in teacher self-efficacy between the two groups.

Sheldrake (2013) researched into the perceptions of administrators and special needs education teachers on attrition and retention of special needs education teachers in the Mountain Park School District, United States. The purpose of the research study was to compare the view of both administrators in special needs education and their teachers on issues relating to special education teacher attrition and retention and determine if both administrators and

special education teachers identified similar causes of special needs education teachers' attrition and strategies that impact positively on retention rates. A mixed methods descriptive study involving administrators, special needs education teachers and teachers on special assignment employed in twenty-five school districts and three Educational Service Districts. A two-way analysis of variance was conducted to test whether or not there was a significant difference between administrators and teachers perceptions of the causes of high special education teacher attrition. The analysis of the data from the two sub-groups were compared and contrasted and it was found out that administrators and special education teachers shared similar perceptions of the causes of high special education teacher attrition rates and similar perceptions of strategies to increase retention among the teachers. Therefore, the study concluded that there was no statistically significant difference between the perceptions of administrators and special education teacher with regards to their perception on the causes of high special education teacher attrition.

Otube (2004) conducted a study to determine job motivation of teachers educating learners with special needs in four provinces in Kenya. The study findings revealed that the teachers educating students with different types of disabilities were approximately motivated by similar factors. The results of the study also showed that teachers serving in special schools and integrated schools were almost equally positively motivated by similar factors. In a related study, Ngimbudzi (2009) investigated job satisfaction among secondary school teachers in Njombe District of Tanzania. The purpose of the

study was to examine the factors that are associated with teachers' job satisfaction. The inferential statistics techniques revealed significant differences in teachers' job satisfaction in relation to gender, age, school location and school type, but there were no significant differences in relation to marital status, teaching experience, teacher type and promotional position.

Although, some special education studies have investigated differences in job satisfaction of special education teachers with regard to teaching assignments and demographic variables (age, gender, qualification experience and race) of the teachers, few studies address the differences in perception of retention on special education teachers in relation to the type of disability groups they teach. For example, the differences in job satisfaction of teachers of the Deaf and teachers of the Blind have rarely been addresses in the majority of the special education job satisfaction studies. According to Fore, Martin and Bender (2002), numerous studies using a variety of study designs have delineated the type of disabilities teachers deal with as a factor that may lead to burnout. This thesis aims to provide some empirical analysis in this field. Specifically, the present study establishes the differences in the perception of the three categories of special education teachers in Southern Ghana in relation to their job satisfaction and retention.

2.7 Challenges Facing Head Teachers in Special Schools

The head teacher or principal of a school is the administrator and manager of that educational institution. As leaders, they encounter a number of challenges

in management of their schools. The nature of work performed by employees has a significant impact on their level of job satisfaction (Landy & Trumbo, 1989). Working with children with disabilities could be very challenging when one considers the nature of work done by the teachers in special schools.

In a study conducted by the Council for Children with Behavioral Disorders and cited by Albrecht, Johns, Mounstevan and Olorunda (2009), identified lack of current, appropriate textbooks and materials as well as no access to resource services as significant factors that determine teachers' intention to leave the profession of teaching children with emotional and behaviour disorders. Most schools in Africa lack basic amenities like piped water, electricity, staffroom and toilets. Therefore, poor school facilities (such as lack of basic teaching materials, and an absence of sufficient equipment for laboratories and inadequate infrastructure also seem to add to the existing woes of the unmotivated teachers.

In a similar study, Ngithi (2013) explored administrative challenges faced by primary school head teachers in Embakasi district of Kenya. The aim of the study was to identify problems confronting head teachers of public primary schools and determine the strategies the head teachers employed used in addressing those challenges. The target population was made up of all the head teachers in the 42 schools located in Embakasi district. Simple random sampling technique was used to sample 10 head teachers who participated in the study. The major instrument for data collection was self-constructed questionnaire and descriptive statistics was employed in the data analysis.

From the findings, the study revealed that majority of the head teachers encounter challenges in management of their schools. Some of the problems identified included inadequate teaching-learning resources, poor sanitation lack of adequate classrooms and furniture.

Mutua (2011) conducted a study on constraints faced by head teachers in instructional supervision among secondary schools in Machakos County, Kenya. The objective of the study was to find out the constraints faced by secondary school head teachers in undertaking instructional supervision. The researcher adopted a descriptive survey design. The population of the study comprised 35 head teachers and 375 public secondary school teachers serving in the 35 secondary schools within the district. The overall sample size was 48 subjects .The research instrument comprised of the use of questionnaires for head teachers and teachers. The qualitative data obtained from the head teachers and teachers' questionnaire was analyzed by themes. The finding of the study was that each head teacher faces numerous challenges in their instructional supervision work with regards to students' performance, teacher absenteeism, and delays in release of government bursaries and inadequate teaching and learning materials. The use of two different data collection instruments thus questionnaire and interview guides for the same respondents was positive because it provided good triangulation. However, the sample size of 48 respondents out of a total population of 410 was too small for any meaningful generalization.

Similarly, Chireshe and Shumba (2011) conducted a study on teaching as a profession in Zimbabwe. The study aimed at investigating why Zimbabwean teachers seem demotivated in teaching as a profession and how the possible challenges could be addressed. The study found that the teachers raised the following factors/issues and challenges: poor salaries, poor working conditions, poor accommodation, lack of respect, absence of refresher courses, teachers not trained to cater for special needs children, and incompetency in terms of technological advancement. Among other issues, these challenges have resulted in low morale, poor delivery and brain drain in the education sector.

In a related study, Abraham, Mwuju and Egu (2012) investigated job satisfaction of secondary school effectiveness in South-East Nigeria. The study examined teacher job satisfaction for secondary school effectiveness. The findings revealed among others that the classrooms were well ventilated and concluded that inadequate classroom environment and school facilities produced negative teacher job satisfaction.

Appiah-Agyekum, Suapin and Pepra (2013) investigated the determinants of job satisfaction among Ghanaian teachers using 270 teachers randomly selected from five (5) public Senior High Schools in the Asuogyaman District of Ghana. The study identified problems/frustrations with the variety of administrative routines and accompanying paperwork; poor communication channels; low pay; few possibilities for career promotion or growth; and the declining respect for the profession as key issues on teacher satisfaction that

often influenced teacher retention. The sample size of 270 teachers was adequate for correlational analysis adopted by the researchers. Moreover, due to the sufficient sample size, the results could be generalized to other teachers in the district. The shortfall of this research is that it studied just one main variable which is reward system. It could have included other factor. The current study looked at compensation, head teachers leadership styles and interpersonal relationships at work place.

Plash (2005) conducted a study on retention issues of Alabama special education teachers. The study investigated issues that impact attrition, migration and retention of special education teachers in Alabama. The results indicated that the major reasons for either relocation or attrition were job conditions, occupational stress, demands of IDEA compliance, and increased caseload and class size. Other factors found included the relocation of spouse's job and threat of litigation. In the same vein, Locklear (2010) conducted a study on factors contributing to teacher retention in Georgia. The aim of the study was to determine how Georgia public high school faculty members perceived various pressures and experiences associated with a career in education. The findings of the study revealed that most of the teachers considered leaving their chosen careers due to low morale, low pay, and/or the amount of time required for the paperwork involved. The study further revealed that the teachers had chosen to remain in education due to the intrinsic rewards such as making a difference in the life of children.

However, it was reported that in Ghana, most of the schools had poor infrastructure facilities like classrooms and furniture which caused dissatisfaction among teachers and affected their retention (Louis, 2007). The author indicated that the working and living conditions for many teachers was poor which tended to lower self-esteem. Teachers had difficulty in finding decent accommodations in towns and villages where the schools were located, making it difficult for teachers to travel to work or school which caused frequent absenteeism and lateness to school (Louis, 2007). Therefore, this current study was purposed to explore the challenges that confronts the head teachers of special needs schools and how it impact on the retention of special needs education teachers in Southern Ghana.

2.8 Summary of Literature Review and Gaps Identification

Reviewed literature has indicated that job dissatisfaction and its consequences on employee retention is noted by researchers as an educational problem worldwide and scholars have made relentless effort in addressing the issue in order to ensure satisfaction and retention of employees. The studies reviewed identified numerous job satisfaction factors such as compensation, management and principal's leadership styles and the interpersonal relationships as some of the major factors that influence job satisfaction and retention of employees.

The literature reviewed in this study comes mostly from developed countries with only a few researches on Ghana. Besides, available studies on job

satisfaction in Ghana basically focused on regular education teachers particularly secondary school teachers to the apparent neglect of special education teachers who constitute a critical resource in the country's educational system. Again, the nature of job satisfaction requires that, studies about it should be comprehensive. However, most empirical studies so far gathered either investigated teachers in a particular special school or schools in only one district using either quantitative or qualitative technique in data collection and analysis. Besides, at the time this study was being considered, the researcher had not come across any study that tried to compare teachers' perception with regards to retention in all the three categories of special schools in Ghana namely; schools for the Deaf, Blind and Intellectually Challenged. Moreover, most of the researches conducted in Ghana only looked at the factors that influence job satisfaction of teachers without examining how these factors are associated with retention of the teachers or the extent to which these factors impact on retention of teachers.

In this study, the relationship between compensation and retention of special needs education teachers in Southern Ghana was investigated. Furthermore, the impact of interpersonal relationship on retention of special needs education teachers was assessed. The aim was to provide some empirical analysis in this field. It was within these knowledge gaps that this study focused on. Therefore, this study contributes to existing research literature by examining job satisfaction factors and how they relate and influence the retention of special education teachers in Southern Ghana utilizing mixed methodological approach in data collection and analysis.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The Chapter three described the research design and the location of the study. This was followed by the target population, sampling techniques and sample size. Other areas include research instruments, pilot testing, instrument validity and reliability. The final part of this Chapter discussed data collection and data analysis.

3.2 Research Design

Research design is a plan that defines how a research should be conducted in terms of collection, measurement and analysis of data. Orodho (2012) defines research design as the scheme or framework within which research is carried out. The research design enables the researcher to arrive at certain meaningful conclusions at the end of the study. In this study, the researcher adopted non-experimental descriptive correlational survey design. This involves collecting data in order to describe the current status of the phenomena and also to establish the association between the variables being investigated. According to Best and Kahn (2005), the descriptive survey method is useful for assessing a group of people's preferences, attitudes, concerns, interests, practices and perceptions. The main characteristic of this method is that "the researcher has no control over the variables; he can only report what has happened or what is happening" (Kothari 2004). The researcher adopted correlational design to

determine the correlation between the independent and the dependent variables under consideration. Cresswell (2005) opined that correlational research design enables the researcher to determine the degree and strength of relationships between two or more variables. This approach allowed the researcher to establish the relationship between the independent and the dependent variables. Therefore, the researcher was able to use the correlational design to determine the relationship between compensation and retention of special needs education teachers. Therefore, the study adopted descriptive correlational design in order to describe the job satisfaction and retention phenomenon as it exists among special needs education teachers in Southern Ghana.

The study again employed mixed methodology approach in data collection and analysis. This approach involves collecting and analysing both quantitative and qualitative data in a particular study. (Leech and Onwuegbuzie, 2009). The quantitative part helped the researcher to examine the relationship between the independent variables of compensation and leadership styles of head teachers on one hand and the dependent variable of teacher retention. The quantitative approach also enabled the researcher to measure the extent to which the independent variable of interpersonal relationship among staff predicted the dependent variable. The researcher found this approach to be most appropriate because determining relationships and impact involves statistical manipulations. On the other hand, the qualitative analysis helped in interpreting the interview data in order to address the objective five (5) of the study. Therefore, these characteristics of mixed methods approach perfectly fit

the design of the study which sought to investigate head teachers views and also establish relationships between the variables of the study.

3.2.1 Location of the Study

This study was conducted in the Southern Sector of Ghana. The sector consists of five (5) out of ten (10) administrative regions in Ghana namely: Greater Accra, Western, Central, Eastern and Volta regions (See Appendix I). This study covered all the fourteen (14) special needs schools across the five regions. The Southern Sector among other reasons has the greatest number of special needs schools than any other sectors in Ghana. Furthermore, the Southern Sector also has mixed schools for the Deaf, Blind and schools for the Intellectually Challenged. Most of the old and famous special needs schools such as Mampong Demonstration School for the Deaf and Akropong School for the Blind are all located in the South. Thus, the Southern Sector is very prominent in the history and development of special needs education in Ghana. These unique characteristics of the Southern Sector made it suitable for the researcher to undertake such a study.

3.3 Target Population

Target population refers to as a larger group of individuals or objects with unique attributes and for which the researcher is interested. According to Cresswell (2005), the term population is defined as a group of persons having common characteristics. In this research, the population of the study consisted of all the special needs education teachers and head teachers in the special needs schools in Southern Ghana. The head teachers were included in the

study due to the critical role they play in the daily management of the special needs schools. The researcher targeted all the 14 basic special needs schools with a teacher population of 375 and 14 head teachers in Southern Ghana totalling to 389. This was made up of 254 teachers of the Deaf, 72 teachers for Children with Intellectual Disabilities and 49 teachers of the Blind, (Special Education Division, 2014). Table 3.1 shows the breakdown of the target population for the teachers and head teachers in the schools.

Table 3.1: Target Population of Teachers and Head Teachers: 2013/2014

School	Teachers	Head teachers	Total
Castle Road Special School for IC*	03	1	04
Twin City Special School for IC*	18	1	19
Dzorwulu Special School for IC*	21	1	22
Three Kings Special School for IC*	16	1	17
Gbi Kledzo Special School for IC*	14	1	15
Sekondi School for Deaf	26	1	27
State school for the Deaf	32	1	33
Cape Coast School for Deaf	38	1	39
Salvation Army School for the Deaf	15	1	16
Kibi School for the Deaf	25	1	26
Koforidua School for the Deaf	32	1	33
Volta School for Deaf	29	1	30
Demonstration School for Deaf	57	1	58
Mampong School for the Blind	49	1	50
TOTAL	375	14	389

IC* = Intellectually Challenged.

Source (Special Education Division, 2014,)

Table 3.1 depicts the total target population as 389. This constitutes 375 teachers and 14 head teachers from all the special schools located within the study area. This statistics were obtained through personal communication with

the officer in-charge of statistics unit at the Directorate of Special Education Division of Ghana Education Service on 14th January, 2014.

3.4 Sampling Techniques and Sample Size

Multiple sampling techniques were adopted for the sample selection. These included stratified random sampling, simple random sampling, quota and purposive sampling. Stratified random sampling involves putting the target population into similar subgroups and then selecting members from each subgroup using simple random technique (Kombo & Tromp, 2006). This technique was used to select the specific schools from which the sample size of the special education teachers and head teachers were selected for the study.

The 14 special schools within the study area were stratified into 3 strata: These were eight (8) Schools for the Deaf, five (5) Schools for the Intellectually Challenged and one (1) School for the Blind. It is important to note that no other public basic special schools exist for other categories of special needs children such as those who experience autistic conditions and the physically challenged hence the concentration on the three major groups as stated above. The researcher adopted proportional representation method and selected nine (9) out of the fourteen (14) special schools to constitute the accessible population for the study. The 9 schools constituted about 64% of the entire schools which was found to be representative enough. These were 5 schools for the Deaf, 3 schools for the Intellectually Challenged and 1 school for the Blind. The required number of schools for the Deaf and Intellectually

Challenged were then selected based on simple random techniques. To avoid any biasness in the selection of the schools, the list of each of these special schools was obtained from the Special Education Division of Ghana Education Service. The sampled schools were randomly selected by writing the names of the schools on piece of paper and placing each category of schools in a separate containers, shuffling the containers and randomly selecting the schools. However, this was done with replacement in order to maintain the same probability for each school within the stratum to be picked. This process was continued until the required sample schools of three for the Intellectually Challenged and five schools for the Deaf were obtained. On the other hand, purposive sampling technique was adopted for the selection of the only School for the Blind as well as the head teachers for the study. Table 3.2 provides a breakdown of the accessible population.

Table 3.2: Accessible Population for Teachers and Head Teachers.

Schools	Teachers	Head teachers	Total
Castle Road Special School for IC*	03	1	04
Twin City Special School for IC*	18	1	19
Dzorwulu Special School for IC*	21	1	22
State school for the Deaf,	32	1	33
Cape Coast School for the Deaf	38	1	39
Kibi School for the Deaf	25	1	26
Volta School for Deaf	29	1	30
Demonstration School for the Deaf	57	1	58
Mampong School for the Blind	49	1	50
TOTAL	272	09	281

Source (Special Education Division, 2014)

Table 3.2 shows the total accessible population of 281 made up of 272 teachers and 9 head teachers generated from the target population of 389 for

the study. This was made up of 181 teachers for the Deaf, 49 teachers for the Blind and 42 teachers for the Intellectually Challenged.

From the accessible population, the sample size was drawn for the study. A sample is a subset selected from the accessible population and should be a representative of the actual population. According to Cohen, Manion and Morrison (2007), researchers are required to collect data from a smaller group who are part of the larger population. Amedahe (2002) proposed that a minimum sample size of 10% for large population and 20% for small population is generally acceptable for any descriptive study. However, Nwana (1992;72) also suggested that “ if the population is a few hundreds, a 40% or more sample size will do; if many hundreds a 20% sample will do; if a few thousands a 10% sample will do; and if several thousands a 5% or less sample will do”. In line with the recommendations by the experts, the researcher used 55% (150) of the teachers in the accessible population to determine the sample size for the teachers while all the nine (9) head teachers were purposively sampled for the study. Table 3.3 shows a breakdown of the sample size in respect to the strata.

Table 3.3: Strata Sample Size for the Number of Schools and the Teachers

Schools	Number of schools	Number of teachers	Sample size
Schools for the Deaf	5	181	100
Schools for Intellectually Challenged	3	42	23
School for the Blind.	1	49	27
Total	9	272	150

Table 3.3 shows a total accessible teacher population of 272 which was made up of 181 teachers from for the deaf, 49 teachers for the blind and 42 teachers for children with intellectual challenges. These teachers were drawn from a total of 9 special needs schools which consist of 5 schools for the Deaf, 3 schools for the Intellectually Challenged and 1 school for the Blind. The total sample size of the teachers was 150 which is a composition of the various strata from the respective schools. Thus, the sample size consists of 100 teachers of the Deaf, 27 teachers of the Blind and 23 teachers of children with intellectual challenges. Therefore, the population sample for the current study comprised of one hundred and fifty teachers (N=150) and nine head teachers (N=09). The researcher used proportional representation method where by the number of teachers selected from each category of school were based on their proportion in the entire study population.

3.5 Research Instruments

Research instruments are tools that researchers use to obtain information or data from the subjects or participants of their studies. There are several instruments for data collection and these include questionnaire, interview, observation, standardized test, focus group discussion and documentary analysis. In this study, the main instruments for the collection of data was questionnaire and interview schedule. Descriptive data are usually collected through questionnaires, interviews or observations (Creswell, 2012). This is in line with Orodho (2012), who opined that the most commonly used

instruments in education and social science research includes questionnaire and interview schedule.

3.5.1 Questionnaire

The questionnaire is a formally organized set of written items presented in a uniform manner to a number of respondents to elicit responses from them on a specific subject matter. Since the study is largely quantitative in nature, the researcher developed a self-constructed questionnaire with both closed and open ended items which served as the core data-collection instrument for the teachers. According to Cohen et al. (2007), a research tool such as questionnaire is simple to administer and more economical as compared to the use of interview in collecting data. The suitability of this instrument is also based on the fact that, all the teachers who were requested to respond to the questionnaire items were literates who did not need any further explanation or interpretation during the administration of the questionnaire. Furthermore, the questionnaire made it possible for the researcher to easily determine the relationship between the independent and the dependent variables using strict mathematical approach.

The entire questionnaire for the teachers consisted of six (6) sections. Thus sections A to F whereby, Section A of the questionnaire addressed issues on the biographical information of the respondents. These included the type of school they teach, their gender, age range, the number of teaching experience they had in special school setting, the number of years they had been teaching in their present school as well as their highest educational qualification.

Sections B to D sampled the views of respondents on the independent variables which included compensation, leadership style of head teachers and interpersonal relationship at work place. Finally, Section E requested respondents to answer few questions relating to the dependent variable which was the teacher retention.

All the items from sections B to E requested the teachers to indicate their level of agreement to statements purported to measure their job satisfaction in relation to teacher retention by means of a five-point Likert scale. The five-point Likert scale format with 5 = strongly agree, 4 = agree, 3= undecided, 2 = disagree and 1 = strongly disagree was used for the 57 items in this sections of the questionnaire. However, items in the negative were reverse coded.

Finally, Section F also asked the teachers to respond to a few open-ended items relating to factors in their school environment that encourages them to stay in their school as well as factors that would push them out of the schools. The open-ended items were placed in this section to give teachers the opportunity to indicate those factors that may retain them in the schools and those that dissatisfy them most. This was in line with Robson (2002) who opined that open-ended items provide opportunity to the respondents to give a vivid assessment of the situation on the ground. For detailed view of the teachers' questionnaire, see Appendix A.

3.5.2 Interview Schedule

Interview can simply be said to be the oral interaction between the interviewer and the interviewee through questions and answers. McMillan and

Schumacher (2001) define interviews as open-ended questions to gather data from interviewees on how they envisage the world around them and interpret the important events in their lives. In this study, face to face interviews were the major data collection strategy for the qualitative aspect of the study. The interview schedule allowed a wider channel of communication according to Vander, Stoep and Johnson (2009), thus, allowing the interviewer to ask participants to clarify or repeat answers.

Semi-structured interview items were developed to allow head teachers to share, highlight and explain their viewpoints relating to the challenges the head teachers in the special needs schools encountered. Spector (1997) argues that it is possible to obtain thorough or more extensive information on the phenomenon of job satisfaction if people are interviewed than administering a questionnaire. The interview schedule for the head teachers consisted of two sections. Thus, Sections A and B whereby Section A elicited responses on the biographical information of the head teachers. These included the gender, age and highest qualification. The Section B of the interview schedule for the head teachers captured information on various issues that included the following: the level of job satisfaction among teachers: issues relating to attrition and retention of teachers, administrative challenges and management issues. The face to face encourages the respondents to open up and responded freely during the interviewing, bringing out information that was very useful to the study. For detailed view of the head teachers' interview schedule, see Appendix B.

3.5.3 Pilot-Testing of the Instruments

Pilot- testing of the research instruments was undertaken at the Jamasi School for the Deaf, Wa School for the Blind and Kumasi Garden City School for the Intellectually Challenged. In all, a total of 20 participants made up of 17 teachers and 3 head teachers were used for the pilot testing. The teachers' questionnaire was pre-tested with the 17 teachers drawn from schools who were not part of the main study but who taught in the same special school types. Similarity of the population of these schools to that of the sample for the actual study was the main reason for the choice of these schools. Table 3.4 shows the constituents of the sample population for the pilot testing of the instruments.

Table 3.4: Distribution of Respondents for Pilot-testing

Name of school	Teachers	Head teachers	Total
Jamasi School for the Deaf	8	1	9
Kumasi Garden City School for IC*	6	1	7
Wa School for the Blind	3	1	4
Total	17	3	20

Source: Researcher (2014).

Table 3.4 shows that, a total of 20 participants which consists of 17 teachers and 3 head teachers were used for the pilot testing of the research instruments. Out of the 17 teachers, 8 were selected from Jamasi School for the Deaf, 6 from Kumasi Garden City School for the Intellectually Challenged while 3 of them were selected from Wa School for the Blind. The respective head teachers of the above named schools were also used in pre-testing of the

interview schedule. The purpose of the pre-testing exercise was to check the clarity of the questionnaire and the interview items, establish the understanding levels of the participants and obtain feedback on the time required to complete the questionnaire and to conduct the interview.

Extra sheets of paper were added to the questionnaire for respondents to pass comments on the clarity, ambiguities and problems on all aspects of the items in the instrument. As a result of such comments, statements felt to be ambiguous or misleading were revised for clarity before the actual data collection took place. For example, a response to item number one of the teacher's questionnaire was revised to read "School for the Deaf" instead of "Deaf school".

The interview schedule was also pilot-tested in the three sampled schools on the 14th, 22nd and 28th November, 2014. The three head teachers of the sampled schools were interviewed in their respective schools. For ethical reasons, the head teachers were informed about the purpose of the pilot-testing. The interviews lasted between 20 to 30 minutes each. The piloting showed that the head teachers needed time to think and compose their responses. Also in certain situations, the questions had to be repeated before the head teachers attempted to answer. Hence, the researcher decided to give head teachers a copy of the interview questions some few minutes before the interview took place during the main study. The pilot-testing also prompted the researcher to adopt tape recording of the interview responses instead of writing them on pieces of paper during the interview session. This was done to

enable the researcher to capture all the information given by the interviewees in order to save time in writing the responses.

3.5.4 Instrument Validity

Validity according to Johnson and Christensen (2004) is defined as the appropriateness of the interpretations, inferences, and actions that we make based on test scores. The authors cautioned that, in establishing the validity of an instrument, a researcher must ensure that the test measures what it is intended to measure, for the particular group of people and for the particular context, and also that the interpretations that are made based on the test scores are correct. In this study, some measures were considered by the researcher to address the face and content validity of the data collection instruments. Gay, Mills and Alrasian (2009), reported content validity of a research instrument can be established through expert judgment. Based on this, face and content validity was determined through a review by the researcher's supervisors. Additionally, the views of an expert in the field of educational psychology and special needs education in Kenyatta University was also sought to help judge the relevance and the suitability of the items that constituted the research instruments. The suggestions made by the supervisors and the experts were used to help shape the research instruments.

The researcher also ensured that the interview schedule that was used for collecting the qualitative data was trustworthy and free from bias. Cohen et al (2007) postulated that to ensure greater validity in qualitative study,

researchers should reduce the level of biasness associated with the administration of the instruments. To ensure trustworthiness in the interview data, tape recording method was used to capture the responses or the information obtained from the interviewees. The use of a tape recorder helped the researcher to minimise bias. This approach enabled the researcher to report in verbatim the voices of the interview participants.

3.5.5 Reliability

Reliability refers to the measure of the degree to which a research instrument yields consistent results. Gay et al. (2009) defined reliability as the consistency or stability of the test scores. This means that the research tool is expected to produce the same or almost the same scores any time it is administered to the same individual or group. There are several ways of determining the reliability of an instrument, for example, there is the split half, test retest, equivalent form and the internal consistency methods.

For the purpose of this study, the researcher adopted the internal consistency approach by means of Cronbach's Alpha. In determining the reliability, the data collected during the pilot-testing was subjected to statistical analysis where by the Cronbach's Alpha formula was used to ascertain the reliability co-efficient. Kimberlin and Winterstein (2008) contended that, Cronbach's Alpha is more useful for questionnaires that involve likert scale items. Since the teacher's questionnaires in the current study consisted mainly of Likert

scale items, the researcher found the Cronbach's Alpha formula to be the most appropriate approach to establish the reliability of the instrument.

The Cronbach's Alpha has a correlation coefficient ranging in value from zero to one. According to Gay et.al (2009), the closer a reliability coefficient value is to 1, the more reliable the test, while the closer the reliability coefficient value is to 0, the less reliable the test. After analysis of the pre-testing of the research instrument, the Cronbach's Alpha formula yielded a reliability coefficient of 0.77 for the teacher's questionnaire (See Appendix F). This was considered high enough to judge the reliability of the instrument. This complements the views of other authors (Fraenkel & Wallen, 2000; McMillan & Schumacher, 2010) who opined that, reliability of research instrument should be 0.7 and above. To improve the reliability of the head teacher's interview schedule, the researcher carefully recorded the entire data and all the transcripts were crosschecked to ensure there were no apparent mistakes.

3.6 Data Collection

Before the exercise of data collection for this study was done, the following procedures were adhered to;

First of all, to manage the logistical requirements of the research and to ensure that the study does not pose any ethical problems to the participants, the researcher obtained proposal approval letter from the Dean of Graduate Studies, Kenyatta University after the research proposal was approved by the Board of Graduate School (See Appendix C). This letter ensured the

credibility of the researcher. Secondly, the researcher personally contacted the Directorate of Special Education Division at the Headquarters in Accra on 31st July, 2014 and requested for permission to carry out a study in some selected special schools in the Southern part of Ghana (See Appendix D). The permission for the research was approved and a letter was written to the researcher and copied to all concerned head teachers and directors of education in the study area, requesting them to assist in the survey (See Appendix E for research permit). The research permit established the authenticity of the researcher's request for assistance from the sampled schools. According to Creswell (2005), gaining access involves obtaining permission to sites and individuals.

After securing the necessary permission, preliminary contacts were made with the head teachers of each of the sampled schools through phone calls and the researcher explained to them the purpose of the study and solicited for their assistance. The researcher also requested the head teachers to give a convenient day or date when he could visit the schools for the data collection. On the agreed dates, the researcher visited the schools for the actual data collection. On reaching the school premises, the researcher first called on the head teacher of the school. The courtesy call enabled the researcher to personally introduce himself, created rapport and solicited their support for the intended study. During the interaction with the head teachers, arrangements were made and the researcher met all the teachers as a group where the researcher made a short briefing or presentation in relation to the purpose of

the study and requested for their assistance. During the presentation, the researcher took the teachers through how to complete the questionnaires.

Finally, the researcher assured all the respondents, full confidentiality and anonymity. Prior to the briefing session, some of the teachers were not ready to participate in the study. However, after the presentation, the responses of those teachers turned to be positive. Immediately after the briefing session, the questionnaires were personally distributed to the participants who were selected for the study to complete and return on the same day their schools were visited. In view of the small number of respondents involved in the study, no research assistant was engaged in the data collection exercise.

Before the data collection, it had been planned that participants were to be given two weeks to return the questionnaire. This method is appropriate because it allowed participants to respond to the questionnaire at their own convenient time and thereby providing reliable information (Sarantakos, 2013). However, this method was abandoned due to the cost of transportation in Ghana and the reported low return rate (Sommers & Sommers, 2002). Therefore, the questionnaire was administered and retrieved on the same day. However, adequate time was given to the respondents to enable them provide the required information. Only one school was visited per day because many of these schools were located in only the regional capitals and the urban centres and travelling from one school to another was quite a distance. For instance, to travel from Cape Coast to Accra, the researcher covered a distance of about 180 kilometres.

Soon after the administration of the questionnaires, the researcher scheduled thirty minutes interview session with the head teacher of the visited school for the purpose of collecting the qualitative data. As a result of the assurance given to the participants on their confidentiality, all the nine head teachers voluntarily participated in the study. Semi-structured interview schedule was used and this enabled the researcher to probe answers provided in order to obtain deeper information on the issues under investigation. All interviewees were given copies of the interview schedule to study before the interview was conducted. This was to facilitate effective interaction between the interviewer and the interviewees. The participants were also made aware of the fact that the interview was being recorded by use of tape recorder.

After each interview session, the recorded information was played back for the participants who had time to listen to themselves. In one instance, after listening to the recorded interview, an interviewee requested that a comment she made during the interview session which was captured by the tape recorder be deleted. The researcher did not grant the request but rather reiterated his assurance for confidentiality and that at no point in time her identity would be associated with the information. Thus, she was assured that only pseudonyms would be used to identify the participating schools when reporting the extracts from the interview. In all, the researcher spent a maximum of six weeks for the actual data collection.

3.7 Data Analysis

Through statistical procedures, the demographic information of the 140 teachers and 9 head teachers were analysed by means of descriptive statistical techniques. The quantitative data obtained from the teachers were also analysed by frequencies, percentages, means, and standard deviations. The descriptive statistics are a set of statistical tools that allow us to accurately describe a large volume of data with just a few values (Brack, Kemp & Snelger, 2003). Therefore, descriptive statistical techniques were used to run a univariate analysis on each of the items that the participants responded to in order to obtain frequencies, percentages, means and standard deviations before making inferences. In running the univariate analysis, the responses to the five-point likert scale were combined into three responses namely: agree undecided and disagree. This was done to summarize the data that helped to address objectives 1 to 4.

Inferential statistics such as Pearson Product Moment Correlation Coefficient was used to analyse hypotheses 1 and 2 to find out if there existed any relationships in terms of the independent and the dependent variables. Pearson correlation is examination of the relationship between two variables (Bryman & Cramar, 2009). On the other hand, simple linear regression test was performed on hypothesis 3 to determine the extent to which interpersonal relationships at the schools predicts or had any significant influence on the dependent variable. Hypothesis four (4) sought to determine whether there was any significant mean difference among the three different categories of teachers with regards to the teachers' perception on their retention. One Way

Analysis of Variance (ANOVA) was employed to analyse the hypothesis 4. Table 3.5 shows a summary of the list of the null hypotheses tested and the specific statistical tests employed in the analysis.

Table 3.5: Null Hypotheses and Statistical Tests

No.	Null Hypotheses (H ₀)	Statistical Tests
H ₀ 1	There is no significant relationship between compensation and retention of special needs education teachers in Southern Ghana.	Pearson product moment correlation coefficient (r).
H ₀ 2	There is no significant correlation between head teachers' leadership styles and retention of special needs education teachers in southern Ghana.	Pearson product moment correlation coefficient (r).
H ₀ 3	Interpersonal relationships among the staff in the special needs schools do not significantly predict retention of special needs teachers in Southern Ghana.	Simple linear regression
H ₀ 4	There is no significant difference among the three categories of special needs education teachers in Southern Ghana in terms of their perception of their retention	One-way analysis of variance (ANOVA).

Finally, the thematic approach of data analysis was adopted to analyse and interpret the qualitative data that was obtained from the head teachers to address research objective 5 in the study. Thematic analysis is a method for identifying, analysing, and reporting patterns or themes within the data (Braun & Clarke, 2006). It minimally organises and describes your data set in detail (Braun & Clarke 2006). Therefore, the qualitative data collected provided a

rich account of challenges facing the special schools with a particular reference to teacher job satisfaction and retention.

CHAPTER FOUR

FINDINGS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This research was undertaken with the aim of identifying the dynamics of job satisfaction and how they relate to retention of special needs education teachers in Southern Ghana. The Chapter interpreted the results of the study and a discussed the findings in order to address the research objectives.

The first Section of the Chapter begins by presenting the general and biographic information of teacher respondents. The second Section presents the statistical analysis of the research objectives which is further divided into descriptive statistics and inferential statistics, with the inferential analysis focusing on the testing of the research hypotheses. In the descriptive analysis, the five point Likert- Scale ranging from strongly agree = 5, agree = 4 undecided = 3, disagree = 2 and strongly disagree = 1 was combined into three scale which was used to measure the teachers' responses as follows: agree, undecided and disagree. However, responses to negative statements were coded in reverse to reflect the coding values.

The third Section covered the qualitative data obtained from the head teachers on challenges facing special schools in Southern Ghana whilst the last section looks at the presentation of the views of the teachers from the open-ended questions regarding attrition and retention.

In order to achieve the aim of the study, the following specific objectives were developed to guide the researcher:

- i) To identify the relationship between compensation and retention of special needs education teachers in Southern Ghana.
- ii) To determine the correlation between head teachers' leadership styles and retention of special needs education teachers in Southern Ghana.
- iii) To describe the extent to which interpersonal relationships among the staff in the schools predict retention of special needs education teachers in Southern Ghana.
- iv) To find out the differences in perception among the three categories of special needs teachers (teachers of Deaf, Blind and Intellectually Challenged) in Southern Ghana in terms of retention.
- v) To investigate the views of head teachers on challenges facing special needs education schools in relation to teachers' job satisfaction and dissatisfaction.

To provide focus and direction, one research question and four null hypotheses were also formulated for the study. They are as follows:

Research Question: What are the views of head teachers on challenges facing special needs schools in relation to teachers' job satisfaction and retention in Southern Ghana?

Null Hypotheses

- i) H_{o1} : There is no significant relationship between compensation and retention of special needs education teachers in Southern Ghana.
- ii) H_{o2} : There is no significant correlation between head teachers' leadership style and retention of special needs education teachers in Southern Ghana.
- iii) H_{o3} : Interpersonal relationships among staff in the special schools do not significantly predict retention of special needs education teachers in Southern Ghana.
- iv) H_{o4} : There is no significant difference among the three categories of special needs education teachers in Southern Ghana in terms of their perception of their retention.

4.2 General and Biographical Information of Teacher Respondents

This Section presents general information on respondents return rate, type of school they taught as well as the respondents' demographic details such as gender, age, teaching experience in special needs schools, years of teaching in the present school and academic qualification of the teacher respondents.

4.2.1 Return Rate of the Teachers' Questionnaire

Questionnaires were administered to sample of 150 special needs education teachers out of which 140 returned their questionnaires for analysis giving a response rate of 93.3%. The high rate of returns by these respondents can be attributed to the fact that the completed questionnaires were collected on the

same day. Those teachers who could not return the questionnaire had sneaked out of the meeting with the researcher and the teachers with the excuse that they were attending workshops outside the school while others had not bothered to complete the questionnaire for one reason or another even after several persuasions. Table 4.1 shows the return rate of the teachers' questionnaire from each of the sampled schools.

Table 4.1: Return Rate of Questionnaire from Sampled Schools

Schools	Questionnaires Administered	Questionnaires Returned	Percentage Returned
Castle Road Special School for IC	02	02	100
Twin City Special School for IC	10	10	100
Dzorwulu Special School for IC	11	11	100
State School for the Deaf	18	18	100
Cape Coast School for the Deaf	21	21	100
Kibi School for the Deaf	14	13	93
Volta School for the Deaf	16	16	100
Demonstration School for the Deaf	31	31	100
School for the Blind	27	18	66.6
Total	150	140	93.3

From Table 4.1, those who responded to the questionnaire were 140 respondents representing 93.3% while those who couldn't return their questionnaire were only 10 constituting 6.7%. From the data, there is clear evidence that the special needs education teachers demonstrated high level of cooperation and commitment towards responding to the questionnaire.

4.2.2 Biographic Information of Teacher Respondents

4.2.2.1 Type of School

Item 1 of the teachers' questionnaire requested the respondents to provide information on the type of school they teach. Table 4.2 highlight the responses of the teachers.

Table 4.2: *Type of School*

Schools	Frequency	Percentage
Schools for the Deaf	99	71.0
School for the Blind	18	13.0
Schools for the Intellectually challenged	23	16.0
Total	140	100.0

Table 4.2 shows that the respondents for the study were drawn from three different types of schools namely; Schools for the Deaf, Blind and those with Intellectual Challenges. The data revealed that teachers from the Schools for the Deaf were 99 representing 71%; teachers from the Schools for the Intellectually Challenged were 23 representing 16% while teachers from School for the Blind were 18 representing 13 % of the total respondents. The teachers from the schools for the Deaf constituted the majority of the respondents in this study due to the fact that such schools are more than any of the categories of special needs schools in Southern Ghana as shown earlier in Table 3.1.

4.2.2.2 Gender of Teacher Respondents

Item 2 of the teachers' questionnaire requested the respondents to provide information on their gender. Table 4.3 sheds more light on the gender distribution of the respondents.

Table 4.3: Gender of Teacher Respondents

Category of Teachers	Male		Female	
	No.	%	No.	%
Teachers of the Deaf	42	42	57	58
Teachers of the Blind	6	33	12	67
Teachers of Intellectually Challenged	17	74	6	26
Total	65	46	75	54

Table 4.3 indicates that the majority of the teachers (N = 75, 54.0%) in the special schools were females while the minority (N= 65, 46.0 %) were males. Further analysis of the gender distribution shows that the majority (N=57, 58.0%) of the teachers of the Deaf were females while males constituted the minority (N=42, 42.0%). Among the teachers of the Blind, as many as 12 constituting 67.0% were females while only 6 representing 33.0% were males. However, in terms of teachers of the intellectually challenged, a different situation was found. This time, the majority (N=17, 74.0%) of the teachers were males while the females constituted the minority (N=6, 26.0%). The data revealed that the majority of the female special education teachers prefer teaching in schools for the Deaf and Blind rather than the schools for the Intellectually Challenged. This disparity may be due to the historical superstition among African women that if a woman interacts frequently with a

child born with disabilities, there is the likelihood that she will give birth to a similar child.

However, it is evident from the overall analysis that the population of teachers in the special needs schools in Ghana were mainly composed of female special needs educators. These results are not by chance but reality in that generally, there were more female teachers than male teachers in the entire basic schools in Southern Ghana.

4.2.2.3 Age of Teacher Respondents

Item 3 of the teachers' questionnaire requested the respondents to provide information on their age ranges. Table 4.4 shows the response of the teachers.

Table 4.4: Age Ranges of Teacher Respondents

Age Range	Frequency	Percentages (%)
21-30	18	13.0
31-40	47	34.0
41-50	51	36.0
51+	24	17.0
Total	140	100.0

Table 4.4 revealed the age distribution of teachers involved in the study. The findings revealed that 51 teachers (36.0%) who participated in the study were between the ages of 41-50 while 47 teachers representing 34.0% were between the ages of 31-40. The table revealed that 24 teachers constituting 17.0% were within 50 years and above with only a small percentage (N=18, 13.0 %) with the ages of 21-30 years. The fact that the majority of teachers in

special schools in Southern Ghana are in their early forties (40s), it could be concluded that the study was dominated by middle aged teachers.

4.2.2.4 Years of Teaching Experience

Teachers' questionnaire item 4 elicited information regarding the number of years of teaching experience the teachers had in special education schools.

Analyses of responses to the item were presented in Figure 4.1.

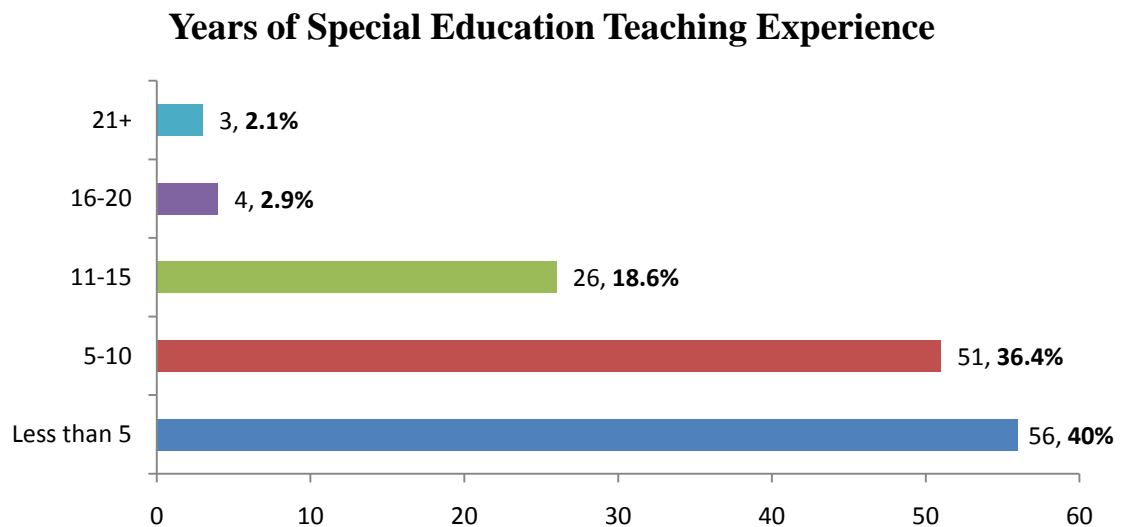


Figure 4.1: Years of Teaching Experience in Special Needs Education

Figure 4.1 shows the distribution of years of teaching experience the teachers had in teaching in special needs school setting. The figure revealed that 56 teachers representing 40% had less than 5 years teaching experience while 51 of them representing about 36.4% indicated 5–10 years' experience. Moreover, less than quarter (N=26, 18.6%) of the teacher had 11-15 years in teaching in special education. Only 4 teachers (2.9%) and 3 teachers (2.1%) had been teaching in special school for 16-20 years and 21 years and above respectively.

Similarly, the number of years of teaching in present special school was ascertained by item 5 of the teachers' questionnaire. The summary of the analysis is clearly presented in Figure 4.2.

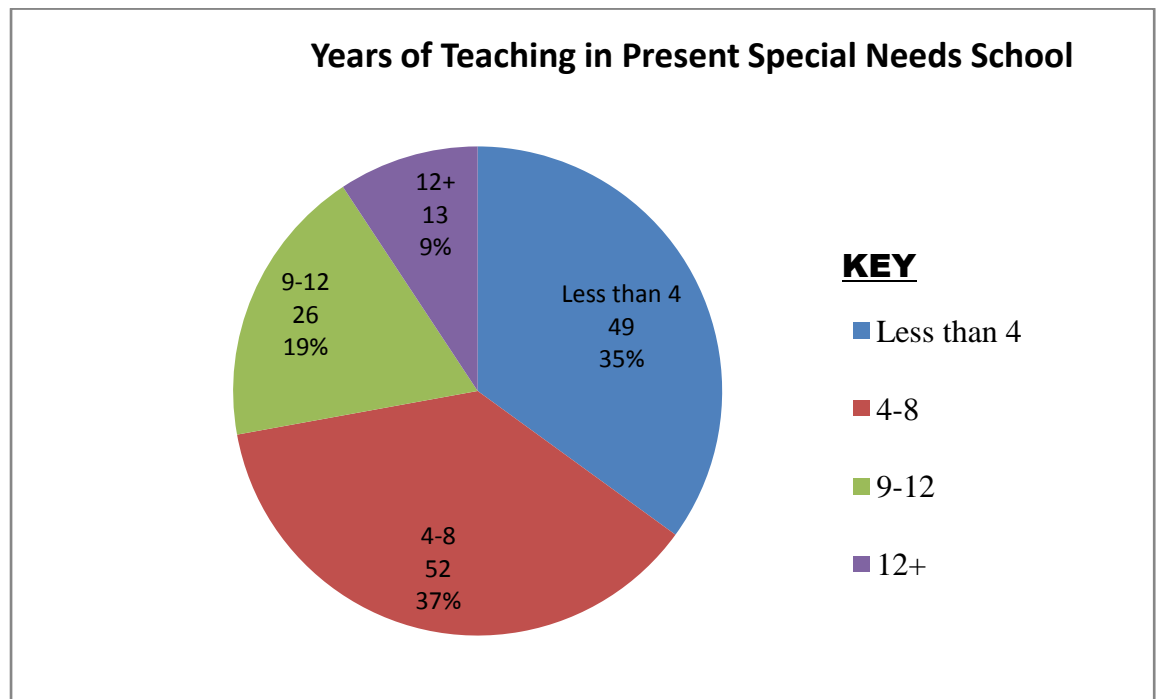


Fig 4.2: *Years of Teaching in Present Special Needs School*

The results from Figure 4.2 revealed that the largest proportion of teachers (N=52, 37%) had been teaching in their current special school from 4 to 8 years. This is followed by 49 teachers representing 35% who indicated that they have been in their present special school for less than 4 years. The figure again revealed that 26 teachers representing 19% had 11 – 12 years' experience in present school while 13 teachers constituting only 9% had been in the present school for 12 years and above. Synthesising data from Figures 1 and 2, it can be concluded that most of the teachers had been teaching in their current school since joining the profession.

4.2.2.5 Academic Qualifications of Teacher Respondents

Finally, item 6 of the teachers' questionnaire asked the teacher to provide their highest academic qualification. The teachers responded to the item appropriately. Table 4.5 shows the highlights of findings on the academic qualification of the respondents.

Table 4.5: Academic Qualification of Teacher Respondents

Qualifications	Frequency	Percentage (%)
Diploma	22	16.0
B.Ed.	100	71.0
Masters	13	9.0
Others	5	4.0
Total	140	100.0

Table 4.5 presents academic qualification or educational level of the teachers. More teachers (N=100, 71.0%) had Bachelor of Education degrees and 22 teachers representing 16.0% had Diploma. The table further revealed that 13 teachers constituting 9.0% had Master's degree while very few of them (N=5, 4.0%) had other certificates. The results show that the majority of the teachers in the special schools are highly qualified since the minimum qualification to be recognised as specialist teacher in special education in Ghana is the Bachelor's Degree. However, this might be due to the fact that one needs to obtain a Bachelor's Degree to be recognised by the Ministry of Education as a specialist teacher in the special school. The implication of this finding is that the level of qualification can negatively affect retention of special education teachers since those who are highly qualified are likely to quit the profession for better job with better pay elsewhere.

4.3 Compensation and Retention of Teachers

4.3.1 Descriptive Analysis

The first objective of this study sought to identify the relationship between compensation and retention of special education teachers in Southern Ghana. This objective was measured by 12 items in the teachers' questionnaire which were focused on teachers' salaries and fringe benefits (Appendix A-Section B). The teachers were requested to indicate their level of satisfaction with each of the 12 items. To obtain the responses of the teachers, simple frequencies were run and the respondents' agreements and disagreements to the statements in the teacher's questionnaire are shown in Table 4.6

Table 4.6: Teachers' Responses on their Compensation

Statements	A		U		D		Mean	Std. Dev.
	No.	%	No.	%	No.	%		
Salary equalled efforts put into teaching disabled children.	8	5.7	1	0.7	131	93.6	1.40	.829
Salary received improves commitment to work.	11	7.8	6	4.3	123	87.9	1.70	.950
Salary met all monthly expenses.	5	3.6	-		135	96.4	1.33	.724
Salary motivated teachers to remain teaching in special school.	9	6.4	8	5.7	123	87.9	1.65	1.017
Present salary made teaching in special school comfortable	12	8.6	3	2.1	125	89.3	1.64	1.005
Teachers would continue teaching in special schools if salary improves.	106	75.7	17	12.1	17	12.1	3.89	1.155
Teachers were paid sufficient responsibility allowance for teaching children with disabilities.	6	4.3	6	4.3	128	91.4	1.42	.849
Teachers felt happy with present fringe benefits.	8	5.7	6	4.3	126	90.0	1.56	.875
Teachers appreciated bonuses received from teaching in special schools.	11	7.9	1	0.7	128	91.4	1.54	.955
Allowances paid to teachers in special schools made teaching enjoyable.	13	9.3	1	0.7	126	90.0	1.51	1.103
Fringe benefits received were fair compared to teachers in regular schools.	8	5.7	4	2.9	128	91.4	1.52	.909
In terms of fringe benefits, special education teachers were catered for.	2	1.4	4	2.9	134	95.7	1.44	.660

KEY: A = Agreed, U = Undecided, D = Disagreed

From Table 4.6, majority of teachers (N=131, 93.0%) disagreed that the salary they were paid as special education teachers equalled the efforts they put into teaching children with special needs, whilst more than three quarters (N=123, 87.0%) of the teachers disagreed that their salary improved commitment to work. Again, almost all (N=135, 96.0%) teachers were of the view that the

present salary did not meet their monthly expenses and most of them (N=123, 88.0%) again disagreed that salary motivated them to continue teaching in special schools.

When asked whether they were comfortable teaching in special schools regarding their present salary, as many as 125 (89.0%) of the teachers disagreed. However, about 106 (76.0%) agreed that they would continue to teach in the special schools provided their salary improves. On allowances, almost all the teachers (N=128, 91.0%) disagreed that they were paid sufficient allowance for teaching disable children and that they were not happy (N = 126, 90.0%) with their present fringe benefits.

In addition, the bonuses paid to special education teachers were not enough as indicated by 128 (91.0%) of the teachers with as much as 126 (90.0%) disagreeing that the allowances they received made them enjoy teaching in the special schools. Similarly, 126 teachers disagreed that fringe benefits received as special educators were fair considering what regular teachers got and insisted that in terms of fringe benefits, they were not well catered for (N=134,96.0%).

Further descriptive analysis was conducted to ascertain the mean values. The last two columns of Table 4.6 represent the descriptive mean values of the various items as presented in the following paragraph.

The results from Table 4.6 again revealed that all the teachers were dissatisfied with the compensation paid to them as special educators and this is indicated by the low mean values. With exception of the statement that “I will

continue to teach in special school if my salary improves” which had a favourable response from the teachers (Mean=3.89, SD=1.16), all other statements had mean values less than 2.0 which was far below the average mean. From the average grand mean (Mean = 1.63, SD =0.92), it can be concluded that special education teachers in Southern Ghana are totally dissatisfied with their salary levels and fringe benefits. This confirms the results of the frequency counts in Table 4.6.

4.3.2 Testing of Hypothesis 1

H₀₁: There is no statistically significant relationship between compensation and retention of special education teachers in Southern Ghana.

Hypothesis 1 sought to find out the relationship between compensation and teacher retention. A two-tailed hypothesis, that there is no statistically significant relationship between compensation and retention of special education teachers in Southern Ghana, was statistically tested using Pearson Product Moment Correlational method. In testing this hypothesis, data on teachers' compensation and retention were collected from the responses on the teachers' questionnaire. Table 4.7 shows the results from the correlation analysis.

Table 4.7: Correlation Analysis of Compensation and Teacher Retention

		Retention	Compensation
Retention:	Pearson Correlation	1	.537
	Sign (2-tailed)	-	0.064
	N	140	140
Compensation	Correlation	.537	1
	Sign (2 – tailed)	.064	-
	N	140	140

The analysis from Table 4.7 shows a moderate, positive relationship between compensation and retention of special needs education teachers in Southern Ghana. However, the relationship was not statistically significant ($r = 0.54$; $N=140$; $p > 0.05$). The positive correlation coefficient of 0.54 between compensation and retention of special needs education teachers and the significant value of P being greater than 0.05 ($p > 0.05$) indicates that the relationship between the two variables was not statistically significant. This result was consistent with the study hypothesis one ($H_0:1$) leading to the acceptance of the hypothesis that there was no significant relationship between compensation and retention. Therefore, the study failed to reject the hypothesis, implying that compensation does not significantly relate to retention of special needs education teachers. The positive correlation of $r = 0.54$ shows that any increase in compensation would lead to an increase of teacher retention.

Based on the analysis, the study found that special education teachers in Southern Ghana were totally dissatisfied with their level of compensation. Evidently, the low mean values obtained from the analysis demonstrate that all the teachers were not happy with the compensation paid to them as special

educators. This finding had been supported by Kontoh (2010) who discovered that special needs education teachers in North Akwapem, Ghana were not satisfied with their present salaries and fringe benefit. The study had further been supported by the study conducted by Ngigi (2010) who found that a larger proportion of special needs education teachers 59(84.3%) in Kenya were not satisfied with the current remuneration packages which was considered as one of the major factors negatively effecting the retention of special educators in special schools.

In a related study, among secondary school teachers in Ethiopia, Mengistu (2012) found that the teachers were very much dissatisfied with their Salary and fringe benefits. Furthermore, a statistical significant relationship was found between salaries and fringe benefits and job satisfaction. The result of the significant test showed a positive relationship between teacher compensation and retention. Although, the relationship between compensation and retention of special needs education teachers in Southern Ghana was found to be positive, the relationship was not statistically significant. From the analysis, it can be concluded that because of the positive relationship between compensation and retention, an attempt to motivate teachers by increasing their salaries and fringe benefits may lead to an increase in retention of special needs education teachers in Southern Ghana. Thus, the better the salary and fringe benefits, the greater the retention and vice versa.

The results generated by the present study were largely supported by conclusions of other researchers in the literature reviewed earlier (Walker, 2010; Fulbeck, 2011; Nawab & Bhatti, 2011; Saani, 2013). For instance, Walker (2010) found a positive and strong correlation between compensation and retention of special education teachers who work with emotionally disabled students. The results of the present study add to the growing body of empirical evidence that confirms a positive relationship between compensation and retention of employees. It has been established that high levels of employee compensation can be expected to contribute to higher retention. The research findings support the positive impact of compensation on employee retention. The findings were however contrary to the findings made by Fulbeck (2011) who reported that teachers do respond to financial incentives at a seemingly low level.

This result may be slightly different from earlier studies due to the different social and economic environment in which the studies were done. However, the effect of an increase in compensation on retention of special education teachers in Southern Ghana was found to be minimal and contributes only about 29% to retention. This is because the teachers may be more attracted by intrinsic factors such as recognition and the nature of the work. Therefore, it is clear from the analysis that the compensation being paid to the teachers is not a significant determinant of job satisfaction and retention of special education teachers in Southern Ghana.

4.4 Leadership and Retention of Teachers

4.4.1 Descriptive Analysis

This objective sought to determine the correlation between head teachers' leadership style and retention of special needs education teachers in Southern Ghana. The objective was measured by 21 items in the teachers' questionnaire which focused on the four different types of leadership styles namely; democratic, autocratic, laissez-faire and situational (Appendix A-Section C). The teachers were requested to indicate their level of agreement with each of the 21 items. To obtain the responses of the teachers, simple frequencies were run to ascertain the respondents' extent of agreement and disagreement to the statements. Table 4.8 showed the responses of the teachers.

Table 4.8: Teacher's Response on Leadership Styles of Head Teachers

Statements	Agreed		Undecided		Disagreed	
	No.	%	No.	%	No.	%
Head teacher preferred collective decision making in the school.	91	65.0	9	6.	40	29.0
Head teacher often delegated leadership roles to the teachers.	93	66.0	9	7.0	38	27.0
Teachers consulted by the head teacher before major decisions are taken in the school.	59	42.0	12	9.0	69	49.0
Teachers are often invited to help address administrative problems.	45	32.0	18	13.0	77	55.0
Teachers involved in determining allocation and utilization of school resources in special schools.	36	26.0	16	11.0	88	63.0
Decisions involving development of the school are unilaterally made by the head teacher.	46	33.0	11	8.0	83	59.0
Teachers depended on the head teacher for ideas regarding the progress of the school.	70	50.0	8	6.0	62	44.0
Top management made decisions without informing teachers.	74	53.0	14	10.0	52	37.0
Major decisions were solely made by the head without the involvement teachers.	37	26.0	12	9.0	91	65.0
All management powers are centralized in the head teacher.	42	30.0	9	6.0	89	64.0
The system of administration is top-down in the school.	76	54.0	12	9.0	52	37.0
Head teachers left staff to make decisions on school programs without intervention.	22	16.0	16	11.0	102	73.0
Teachers made major decisions without the intervention of the head teacher of the school.	11	8.0	9	6.0	120	86.0
Teachers had the freedom to do their best in the interest of the school.	43	31.0	10	7.0	87	62.0
Teachers were not interfered with when making decisions that promote progress in the school.	52	37.0	15	11.0	73	52.0
Decisions were made by teachers and inform head teacher after ways.	22	16.0	11	8.0	107	76.0
Head teacher varied leadership style depending on the attitude of teachers.	81	58.0	10	7.0	49	35.0
Head teacher adopted different leadership styles depending on different situations.	84	60.0	11	8.0	45	32.0
Head teacher varied leadership styles depending on the circumstances.	87	62.0	10	7.0	43	31.0
Head teacher used flexible management style in promoting school progress.	78	56.0	12	9.0	50	35.0
Head teacher focuses on the situation in the school environment and the staff when taking decisions.	89	64.0	14	10.0	37	26.0

As indicated in Table 4.8, more teachers (N = 91, 65.0%) agreed that decisions were made collectively in the school whilst about 93 of them (66.0%) were happy with delegation of leadership roles to teachers. However, about half (N=69, 49.0%) of the teachers disagreed that major decisions were made in the school after they had been consulted. With regards to teachers involvement in dealing with administrative issues, majority (N=77, 55.0%) reported that they were not invited when such decisions were being made and that they were not consulted when decisions regarding administration, determining allocation and utilization of school resources were taken. However, when it comes to decisions on the progress of the school, as many as 83 teachers (59.0%) disagreed that such decisions were solely made by the head teachers.

Again, 70 teachers representing 50.0% reported that they depended on the head teacher for ideas regarding the development of the school whilst as many as 89 teachers (64.0%) disagreed that all powers were centralised in the head teacher. Moreover, only 43 teachers (31.0 %) had reported that the head teacher gave them the opportunity to act in the interest of the school.

Furthermore, 81 and 84 teachers representing 58.0% and 60% agreed that head teachers varied their leadership styles depending on the attitude of people and different situations or circumstances respectively. Similarly, 89 teachers representing 63.0% agreed that head teachers focused on school environment and the pupils during decision making. However, overall results revealed that the teachers responded favourably to the leadership styles of their head teachers.

Further descriptive statistics were run to determine the mean values of the various types of leadership styles under study. Table 4.9 represent the mean values.

Table 4.9: Mean Scores of Teacher Respondents

Types of leadership	Mean	Standard Deviation	Rank
Democratic	2.89	1.26	1 st
Autocratic	2.78	1.30	2 nd
Laissez-faire	2.23	1.16	3 rd
Situational	2.20	1.30	4 th

The results from Table 4.9 revealed that the most preferred leadership style by special needs education teachers in Southern Ghana was democratic leadership style which had a mean of 2.89 and a standard deviation of 1.26 while autocratic leadership style scored second with a mean of 2.78 and standard deviation of 1.30. Laissez-faire and situational leadership styles placed 3rd and 4th positions respectively with mean values of 2.23(SD =1.16) and 2.20(SD =1.30). From the results of the analysis, it could be concluded that the combination of democratic and autocratic leadership styles could result to high teacher retention if properly adopted. This conforms to the results of the descriptive statistics in Table 4.8

4.4.2 Testing of Hypothesis 2

H₀2: There is no significant correlation between leadership styles of head teachers of special schools and retention of special needs education teachers in Southern Ghana.

The hypothesis sought to determine the correlation between head teacher's leadership styles and retention of special needs education teachers. The hypothesis was tested using Pearson's correlational method. In testing this hypothesis, data on head teachers' leadership style and teachers' retention were collected from the responses on the teachers' questionnaire. Table 4.10 showed the results of the correlation analysis.

Table4.10: Correlation Analysis of Leadership Style and Retention

		Retention	Leadership style
Retention:	Correlation	1	.683**
Pearson	Sign (2-tailed)	-	0.009
	N	140	140
Leadership style	Correlation	.683**	1
	Sign (2 – tailed)	.009	-
	N	140	140

Correlation is significant at the 0.05 level (2-tailed).

Table 4.10 indicates the results of the correlation between head teachers' leadership style and retention of teachers. The analysis shows a significant positive correlation between the leadership style and retention of special needs education teachers in Southern Ghana ($r = 0.68$, $n = 140$; $p < 0.05$) rejecting the hypothesis that there was no significant correlation between head teacher's

leadership styles and retention of special needs education teachers. The correlation coefficient of $r = 0.68$ and the p value being less than the significant level ($p < 0.05$) indicate that there was a strong, positive and significant correlation between the two variables.

Therefore, the hypothesis 2 could be rejected because the study fails to accept the hypothesis. The positive relationship also implies that an improvement in the leadership style of the head teachers would lead to an increase in retention. In other words, the adoption of guaranteed school management and acceptable leadership styles of head teachers would help retain teachers in special needs schools.

In the analysis, it was found that the teachers responded favourably to the leadership styles of their head teachers. The study again found that the most preferred leadership style by special education teachers in Southern Ghana was democratic leadership style which had a mean score of 2.89 followed by autocratic leadership style which scored second with a mean of 2.78. This present finding was been supported by the findings of several studies (Bogler, 2001; Nsubuga, 2008; Bhatti et.al, 2012 & Ngururi, 2013) that found that the democratic leadership style was the commonest style of leadership used by principals of educational institutions. The teachers' preference for democratic and autocratic leadership styles was an indication that the laissez-faire leadership style and other forms of leadership style may not be good styles of leadership that could enhance retention of special needs education teachers. In support of the present study results, Nsubuga (2008) asserts that the democratic leadership style was the most preferred form of leadership style in

Ugandan schools. In support of this study results, Bogler (2001) reported that leadership styles of head teachers or principals significantly influenced the job satisfaction and retention of the teachers. The findings again corroborates with Ngururi (2013) who observed that job satisfaction of the teachers is affected by the head teachers' administrative styles used in schools.

In a related study, Adeyemi (2011) investigated principals' leadership styles and teachers' job performance in senior secondary schools in Ondo State, Nigeria and discovered that the democratic leadership style was the most commonly used leadership style among principals of senior secondary schools in the State. This author further adds that teachers' job performance was found to be better in schools having principals using autocratic leadership style than in schools having principals using democratic or laissez-faire leadership styles. The finding of the current study is quite revealing because the general notion among head teachers in Ghana is that teachers prefer leaders who adopt laissez-faire style at the expense of democratic and autocratic leadership styles.

Similarly, Bhatti, et.al (2012) explored the impact of autocratic and democratic leadership style on job satisfaction in private and public school and found that leadership style had a positive impact on job satisfaction and public school teachers had high level of job satisfaction rather than private school teachers. The study found, among other things that employees feel uneasy when working under autocratic leaders than democratic leadership. Furthermore, in their study, Omeke and Onah (2012) also discovered that

teachers irrespective of gender agreed that only democratic leadership enhances their job satisfaction.

Results from the present study also indicates that there was a significant positive correlation between the leadership style and retention of special needs education teachers in Southern Ghana ($r = 0.68$, $n = 140$; $p < 0.05$). This is perfectly in agreement with the findings of Voon et.al (2011) who noted that the leadership style have direct relationships with employees' job satisfaction. The results showed that democratic leadership style had a stronger relationship with job satisfaction. This revelation supports the fact that democratic leadership style is the most workable style of leadership that could enhance better retention among teachers in special needs schools in Southern Ghana.

From the analysis, it can be concluded that good school management and enhanced leadership styles of head teachers can positively influence retention of special education teachers because they adopt good management practices and leadership styles which most teachers endorsed. The findings of this study have therefore led the researcher to conclude that the type of leadership style adopted by head teachers is an important factor that could enhance job satisfaction and retention among special needs educators in special needs schools in Southern Ghana.

4.5 Interpersonal Relationship and Retention

4.5.1 Descriptive Analysis

Objective three sought to describe the extent to which interpersonal relationships at work place can predict retention of special needs education

teachers in Southern Ghana. This objective was measured by 14 items in the teachers' questionnaire which were focused on head teacher-teacher and teacher- teacher relationships. (Appendix A-Section D). The teachers were requested to indicate their level of agreement with each of the 14 items. Table 4.11 showed the responses of teachers.

Table 4.11: Teacher Responses on Interpersonal Relationships

Statements	A		U		D		Mean	Std. Dev.
	No.	%	No.	%	No.	%		
Teacher happy with relationship with head teacher.	99	71.0	12	8.0	29	21.0	3.56	1.254
Teacher happy with support from head teacher.	88	63.0	13	9.0	39	28.0	3.38	1.278
Teacher satisfied with the respect received from head teacher.	101	72.0	9	7.0	30	21.0	3.58	1.247
Friendly relationship existed between teacher and head teacher.	104	74.0	11	8.0	25	18.0	3.71	1.096
Relationships with head teacher enhanced teaching in the schools.	86	61.0	14	10.0	40	29.0	3.39	1.210
Relationship with head teacher encouraged continuous teaching.	78	56.0	15	10.0	47	34.0	3.22	1.275
Teacher satisfied with support received from colleagues.	110	79.0	9	6.0	21	15.0	3.74	1.048
Teacher happy with relationships among colleagues in the school	100	71.0	9	7.0	31	22.0	3.48	1.166
Teacher happy with the behavior of colleagues.	99	71.0	19	13.0	22	16.0	3.59	.951
Am satisfied with respect received from work mates	115	82.0	10	7.0	15	11.0	3.80	.899
Teacher satisfied with feedback from colleagues.	99	7.01	18	13.0	23	16.0	3.58	.953
Teachers' relationships with colleagues enhanced teaching.	105	75.0	8	6.0	27	19.0	3.59	1.003
Head teacher supported good teacher-teacher relationships.	109	78.0	7	5.0	24	17.0	3.74	1.167
Teacher satisfied with relationships with colleagues.	112	80.0	11	8.0	17	12.0	3.76	.920
Grand Mean							3.66	1.013

Table 4.11 presents interpersonal relationships that existed between the head teachers and the teachers. Results from Table 4.11 illustrate a good relationship as can be seen from the agreed column of the table where majority of teachers agreed to all the statements. The data in Table 4.11 clearly shows that the majority 99 (71.0%) of the teachers affirmed the statement that “Teachers were happy with relationship with head teachers” while 29 of the teachers (21.0%) disagreed to the statement. Only few of the teachers 12 (9.0%) were undecided on whether they were happy with their relationship with their head teachers or not. Also, as many as 101(72.0%) of the teachers agreed to the statement that “Teachers were satisfied with the respect received from head teacher” while the minority 30 (21.0%) of the teachers disagreed to the statement with a few 9 (6.0%) not sure as to whether they are satisfied with the respect they received from their head teachers.

On the issue of whether teachers were pleased with the relationship that existed among staff members in their schools, as many as 100 (71.0%) of the teachers responded positively while only 31(22.0%) of the teachers responded in the negative indicating that they were not pleased with the relationship among the staff members. Again, insignificant number of teachers (N=9, 6.0%) were uncertain with regards to their relationship with their colleague teachers. When asked whether teachers’ relationships with colleagues enhanced teaching, almost all the teachers (N=105, 75.0%) responded “Yes” while only 27(19.0%) said “No” with only 8 representing about 6 % saying they were not sure.

To further explore the data, descriptive analysis were run to determine the mean values and the standard deviations. The last column in Table 4.11 represents the descriptive mean values of the various items.

The result from Table 4.11 reveals that the means were very high and close for the various items or statements. With reference to head teacher-teacher relationships, the statement that “I have friendly relationship with my school head teacher” had the highest mean ($M=3.71$, $SD= 1.096$) while the statement that “My relationship with my head teacher encourages me to continue to teach in the school” had the lowest mean ($M=3.22$, $SD=1.275$) indicating that good relationship existed between the head teachers and their teachers.

With regards to the relationship among the colleague teachers, the analysis in Table 4.11 shows that the teachers were very much together as indicated by their high mean values. The statement that “Am satisfied with the respect I receive from my work mates” had the highest mean ($M=3.80$, $SD=0.899$). Among the eight statements, the statement that “I am happy with the relationships among my colleagues in the school” received the lowest means ($M= 3.48$, $SD= 1.17$) indicating that the special needs education teachers related well among themselves. This conforms to the results of the descriptive statistics in Table 4.11.

4.5.2 Testing of Hypothesis 3

Ho3: Interpersonal relationships at work place do not significantly predict retention among special needs school teachers in Southern Ghana.

The hypothesis was stated to determine the extent to which the independent variable of interpersonal relationship at school could predict retention of special education teachers in this study. To test the hypothesis, data on interpersonal relationships and retention were collected from the responses on the teachers' questionnaire. Simple linear regression method was used to determine the regression analysis. Tables 4.12 to 4.14 showed the data from the regression analysis.

Table 4.12: ANOVA Table for Retention and Interpersonal Relationship

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	328.231	1	328.231	8.311	.005 ^b
Residual	5449.905	138	39.492		
Total	5778.136	139			

a. Dependent Variable: retention

b. Predictors: (Constant), interpersonal

Table 4.12 shows the ANOVA results of $F=8.311$ with 1 and 138 degrees of freedom and F being significant at less than 0.05 level. This result indicates that the regression analysis appears to be good enough, since the significant value of $p = 0.005$ was statistically significant ($p < 0.05$). Therefore, the significant regression equation found from the output could be stated as; $F(1,138) = 8.311, p < 0.05$. This implies that fitting a model between the two variables would be valid.

Table 4.13 shows the results of the regression coefficient table used to derive the linear regression equation line.

Table 4.13: Regression Co-efficient Table

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	16.648	2.632		6.326	.000
Interpersonal	.160	.056	.645	2.883	.005

a. Dependent Variable: Retention

Table 4.13 contains the coefficients for the least square (fitted) line and other relevant information about the coefficients. The constant (16.65) represents the y-intercept with a slope of 0.16. The regression equation of the line found from the output could be deduced as:

$$\text{Retention (Y)} = 16.65 + 0.16 \text{ Interpersonal relationship(X)}$$

Where Y is the estimate value of the dependent variable and X is the value of the independent variable.

This suggests that, every unit improvement in interpersonal relationship among the staff would increase teacher retention by approximately 0.16. Therefore, it is evident that an interpersonal relationship in the schools was a predictor of teacher retention. However, the model though appears to be good, it did not indicate the contribution of the predictor variable to the retention of special needs education teachers.

Table 4.14 shows the extent of contribution of the interpersonal relationship as the predictor variable to teacher retention.

Table 4.14: Model Summary of Regression Statistics

<i>Regression Statistics</i>	
Correlation (r)	0.645
R Square	0.416
Adjusted R Square	0.385
Standard Error	1.338

Predictors:(Constant),interpersonal relationship

Table 4.14 showed the correlation coefficient ($r = 0.65$) for the regression analysis. This represents the strength of the linear relationship between interpersonal relationship and retention of special education teachers. The Table 4.14 also indicates the coefficient of determination which is given by R square of 0.416 that showed how much of the variation in the retention was explained by interpersonal relationships. This implied that the predictor variable, represented by interpersonal relationships could be fitted about 42% of the time. Thus, interpersonal relationship contributed about 42% to retention of teachers in the special needs schools in Southern Ghana.

However, as showed in Table 4. 14, the correlation coefficient (r) which is approximately 0.65 or 65% indicates a strong relationship between interpersonal relationships and retention of teachers in the special schools in Southern Ghana. In other words, retention of special needs education teachers could be explained by the existing interpersonal relationships in the schools. Thus, interpersonal relationship contributed approximately 42% of the variation in retention confirming the rejection of the stated hypothesis that

interpersonal relationship did not significantly predict retention of special education teachers in Southern Ghana. This implies that the proportion of the interpersonal relationships to retention of the teachers in the schools was significant. The rest of the 58% could be due to the effect of the combination of other variables like salaries and special allowances, proper recognition of teachers, improved school management and leadership styles, availability of school facilities and instructional materials, provision of accommodation and transportation for teachers and improved students' academic and social performances.

From the analysis of the responses regarding interpersonal relationships in the special schools, it is clearly shown that there was a good interpersonal relationship or positive group cohesion between head teachers and their staff as well as among the staff. The results from the study revealed very high mean scores for the various items or statements demonstrating that the staff were very much corroborating. From their means overall, head teacher-teacher relationship had a Mean=3.47 and teacher-teacher relationship scored a Mean=3.66. Therefore, it could be concluded that there existed group cohesion in the special schools in Southern Ghana in terms of interpersonal relationships.

The study results were supported by most of the existing findings regarding interpersonal relationship and retention of teachers (Otube, 2004; Bogler, 2005; Valogo, 2007; Botes, 2012; Price, 2012). Overall, interpersonal relationships among the staff in the schools seemed to have impacted on

retention of special needs educators in Southern Ghana. The results of the analysis indicated that the independent variable of interpersonal relationship was a significant predictor of retention of special needs education teachers. This finding was supported by Ozen (2013) study of social psychological variables of primary teachers' job satisfaction in Turkey which found collegial teacher behaviour to have a significant impact on job satisfaction and retention. It was also confirmed by the findings by Price (2012) who discovered that principals' relationships with their teachers had a significant effect on principals' and teachers' satisfaction, cohesion, and commitment levels. Moreover, the present finding is also in consonance with the findings by Otube (2004) on job motivation of teachers educating learners with special needs in four provinces in Kenya which revealed that cooperation received from colleagues was ranked as one of the most important and motivating factors by the special education teachers in Kenya. The finding was further supported by the work of Mengistu (2012) who found out that the poor relationship head teachers had with the teachers significantly and negatively impacted on Ethiopian secondary school teachers' job satisfaction.

The analysis portrayed in Table 4.11 clearly illustrates a good relationship that existed among the staff in the school. This finding had also been supported by a study conducted by Valogo (2007) on motivation and retention of graduate teachers in senior secondary schools in Ghana. The study established that graduate teachers were more satisfied with interpersonal relationship with heads, supervisors as well as colleagues. The present study had also been supported by Bogler (2005) who found that both Arab and Israeli teachers

identified their relationship with head teachers and colleagues as the most satisfying feature of their job. The findings by Bogler (2005) demonstrated that relationships with colleagues at work place is significant determinant of the teachers' satisfaction and retention.

However, the finding in the current study disagrees with an earlier study by Ngururi (2013) who reported that interpersonal relationships among teachers did not have any significant effects on teachers' job satisfaction in Kenya. From the perspective of the researcher, interpersonal relationships among teachers and their head teachers in the schools may be a reason for teacher retention in the special needs schools but its extent of influence may be hampered if the institutional cohesion is not enhanced. Thus, it takes more than interpersonal relationships at work place or group cohesion to cause teachers to be retained. However, given the consistent findings in the previous studies on interpersonal relationships at work environments, and its impact on employee retention, improved working relationship could be a strategy to increase retention. From the findings, it could be concluded that although interpersonal relationship was significant, it could not independently influence teacher retention in special needs schools in Southern Ghana. It requires a combination of other factors which are essential to teachers' retention.

4.6 Differences in Retention of Teachers in Special Needs Schools

4.6.1 Descriptive Analysis

The fourth objective sought to find out if there was any significant difference among the three different categories of special education teachers' (Teachers of the Deaf, Blind and Mentally Challenged) perception with respect to their

retention in their respective special schools. This objective was measured by comparing the responses of the three groups of teachers pooled from the 10 items in the teachers' questionnaire which were focused on teacher retention (Appendix A- Section E). The teachers were requested to indicate their level of agreement or disagreement to each of the 10 statements. Table 4.15 shows the response distributions to the statements by the three groups of teachers.

Table 4.15: Teachers' Perception on Quitting Special Needs School

Statement	Teachers of the Deaf						Teachers of the Blind						Teachers of the Intellectually challenged					
	Agree		Undecided		Disagree		Agree		Undecided		Disagree		Agree		Undecided		Disagree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
With my present salary, I feel like quitting my job of teaching in special school.	19	19.0	18	18.0	62	63.0	8	45.0	4	22.0	6	33.0	20	87.0	2	9.0	1	4.0
If I had another job that pays the same salary as in special school, I will quit immediately.	17	17.0	20	20.0	62	63.0	6	33.0	3	17.0	9	50.0	15	65.0	3	13.0	5	22.0
The nature of my work stresses me always.	13	13.0	5	5.0	81	82.0	14	78.0	1	5.0	3	17.0	17	74.0	1	4.0	5	22.0
I think a lot about leaving special school due to poor conditions of service.	13	13.0	13	13.0	73	74.0	8	44.0	5	28.0	5	28.0	20	87.0	-	-	3	13.0
I am actively searching for an alternative job to teaching in special school.	13	13.0	21	21.0	65	66.0	9	50.0	6	33.0	3	17.0	9	66.0	4	17.0	4	17.0
As soon as it is possible, I will leave this school.	12	12.0	27	27.0	60	61.0	14	78.0	2	11.0	2	11.0	15	65.0	5	22.0	3	13.0
The leadership practices of my head teacher contribute to my intention to quit teaching in special school.	53	54.0	9	9.0	37	37.0	14	78.0	1	6.0	4	22.0	15	48.0	4	17.0	8	35.0
Teaching in special school is too demanding.	17	17.0	3	3.0	79	80.0	13	72.0	3	17.0	2	11.0	18	78.0	-	-	5	22.0
My teaching load discourages me from teaching in special school.	29	29.0	11	11.0	59	60.0	11	61.0	4	22.0	3	17.0	10	44.0	1	4.0	12	52.0
It is boring teaching in special school.	33	33.0	5	5.0	61	62.0	10	56.0	2	11.0	6	33.0	17	74.0	-	-	6	26.0

The data in Table 4.15 clearly showed that all the teachers had the intention of quitting the job of teaching in special needs schools at the least opportunity due to their negative perception of their job satisfaction and retention. Item 1 focused on finding out whether with the present salary, the teachers felt like quitting the job of teaching in special school. Majority of the teachers, 64(63.0%) and 20(87.0%) of the teachers of the Deaf and intellectually Challenged respectively affirmed the statement. Only about half (N=8, 44.0%) of the teachers of the Blind affirmed to the statement. On the other hand, 19(19.0%), 6(33.0%) and only 1(4.0%) of teachers of the Deaf, Blind and Intellectually Challenged respectively disagreed or said “No” while 18(18.0%),4(22.0%) and 2 (9.0%) of the teachers were neutral. Those who disagreed to the statement suggested that with their present salary, they would want to be retained in the special schools.

With regards to item 2 that sought to find out whether if the teachers would quit special education profession to another job that pays the same salary, a total of 62 representing 63.0% of the teachers of the Deaf and 15 representing 65.0% of the teachers of the Intellectually Challenged agreed with the statement. In the case of teachers of the Blind, only 6 representing 33.0% agreed to the statement while half (N=9,50%) of the teachers of the Blind disagreed to the statement that they would leave special needs education to a job that pays the same salary. When teachers were asked whether their thoughts of leaving special school job was due to their poor conditions of service, responses to item 4 indicates that majority of the teachers of the Deaf

and Intellectually Challenged agreed with the statement while less than half of the teachers of the Blind disagreed with the statement. On the issue of whether the teachers would leave their schools as soon as it was possible, responses to item 6 shows that most of the teachers from the three category of schools were in agreement with the statement while about one-eighth (1/8) of all the teachers responded in the negative indicating that they would not leave their schools even when it was possible for them to leave. However, 27(27.0%) of the teachers of the Deaf, 5(22.0%) of teachers of Intellectually Challenged and 2(11.0%) of teachers of the Blind were undecided as to whether they would leave their schools as soon as it is possible.

With regards to the statement that “leadership practices of head teachers contributed to teachers’ intention to quit teaching in special school” as much as 14 representing about 78.0% of the teachers of the Blind agreed to the statement while as much as 53 constituting about 54.0% of teachers of the Deaf also disagreed to the same statement. Moreover, 11 representing 48.0% of the teachers for the Intellectually Challenged also responded in the affirmative indicating differences in the opinion of some of the teachers.

Responses to item 8 show that teaching in special schools was very demanding. Responses from the majority of the teachers across the three categories were in agreement with the statement while the minority disagreed with the statement. However, insignificant number of teachers across the three categories was not sure as to whether teaching in special needs schools was demanding or not. Furthermore, with regards to whether the amount of

teaching load that the teachers in special needs schools undertook discouraged them from teaching in special school, responses to item 9 shows that the majority of teachers from both the Schools for the Deaf and Blind agreed while the majority (N=12, 52.0%) of teachers from the schools for the Intellectually Challenged disagreed to the statement. However, 4 of the teachers from the Blind school representing about 22.0% were neutral as to whether teaching load in their school discouraged them from teaching there.

Concerning the nature of the job, responses to item 10 shows that teaching in special needs schools was boring. A total of 17 (73.0%), 61 (62.0%) and 10 (56.0%) teachers from the schools for the Intellectually Challenged, Deaf and Blind respectively responded “Yes” to the statement that “It is boring teaching in special school” while 6 teachers of the Intellectually Challenged representing 26.0% and about 33.0% of the teachers from both schools for the Deaf and Blind responded “No” to the same statement indicating that they didn’t find it boring teaching in special school. Further analysis using mean test values was performed to determine whether there was a significant difference in their mean values. Table 4.16 represents the descriptive mean values of the various items as well as the grand mean for the various groups of teachers.

Table 4.16: Comparing the Means of Various Teachers

Statement	Teachers of the Deaf		Teachers of the Blind		Teachers of the Intellectual Challenged	
	M.	SD	M	SD	M	SD
With my present salary, I feel like quitting my job of teaching in special school.	2.42	1.26	2.89	1.49	1.78	0.79
If I had another job that pays the same salary as in special school, I will quit immediately.	2.41	1.19	3.33	1.53	2.39	1.16
The nature of my work stresses me always.	2.09	0.93	2.06	1.06	2.35	0.98
I think a lot about leaving special school due to poor conditions of service.	2.14	1.04	2.83	1.34	1.91	0.95
I am actively searching for an alternative job to teaching in special school.	2.26	1.04	2.50	1.15	2.39	0.94
As soon as it is possible, I will leave this school.	2.37	1.01	2.11	1.08	2.22	0.99
The leadership practices of my head teacher contribute to my intention to quit teaching in special school.	3.31	1.33	2.06	1.21	2.74	1.21
Teaching in special school is too demanding.	.05	1.08	.06	0.91	2.30	0.97
My teaching load discourages me from teaching in special school.	2.53	1.22	2.39	1.15	2.96	1.29
It is boring teaching in special school.	2.56	1.34	2.61	1.42	2.13	1.22
Grand Mean	2.41	1.14	2.48	1.23	2.32	1.05

From Table 4.16, the data reveals on the face value that there were some observed differences among the three different categories of special needs education teachers in terms of their opinions about their job satisfaction and retention. However, critical analysis of Table 4.16 shows that the differences in the mean values were not statistically significant among the three teacher's groups. This is shown by the differences in their respective mean values. The results from Table 4.16 indicates that teachers of the Deaf had a grand mean

score of 2.41 with a standard deviation of 1.14 and teachers of the Blind had a grand mean score of 2.48 with a standard deviation of 1.23 whilst teachers of the Intellectually Challenged scored a grand mean value of 2.32 and a standard deviation 1.05. None of the groups of teachers differed significantly.

It is clear from the mean values obtained that the differences among the three teacher types are not significant. Although, teachers of the Blind showed a slightly positive attitude (Mean=2.48) towards retention than the other category of teachers, there were no significant difference. Moreover, findings from the Table 4.14 revealed that all the three categories of teachers had an average mean which was less than 2.5 indicating that all the teachers irrespective of type of school, they had some negative perceptions about their job satisfaction and retention and that they wished to quit from teaching in the special schools. Thus, the three categories of the special needs teachers had similar views with regard to retention.

4.6.2 Testing of Hypothesis 4

H₀ 4: There is no significant difference among the categories of special school teachers' perception in terms of the special needs children (disability groups) they teach and retention of special education teachers in Southern Ghama.

The hypothesis sought to find out if there were any significant differences among the category of teachers in special needs schools (Deaf, Blind and Mentally Challenged) in terms of the children they taught (disability groups)

and their retention. To test the hypothesis, data on special education teacher's retention were collected from the responses of the three groups of teachers. One-Way Analysis of Variance (ANOVA) statistical method was used to compare the means of the three different groups of special education teachers with regard to their retention. Tables 4.17 show the output of the data from the One-Way ANOVA analysis.

Table 4.17: One – Way ANOVA

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	29.604	2	14.802	.353	.703
Within Groups	5748.532	137	41.960		
Total	5778.136	139			

Table 4.17 clearly revealed that, no significant differences were found with regards to retention among the three groups of teachers namely teachers of the Deaf, teachers of the Blind and teachers of the Intellectually Challenged ($F = 0.353$; $df = 2, 137$, $p > 0.05$). This may be due to the fact that their conditions of service remained the same. The implication of this finding was that the hypothesis should be accepted, so the null hypothesis stating that there was no significant difference among the three different categories of teachers with regard to their retention was accepted. Therefore, the ANOVA test was not statistically significant. The evidence from Table 4.16 was enough to infer that the means of the three teacher groups did not differ significantly. Hence, it was deduced with 95% confidence that the perception on teacher retention

among the three different categories of special needs education teachers studied was the same.

From the descriptive analysis of the responses regarding the differences in special needs education teachers' perception on quitting special education, it could be concluded that though teachers from various categories had slightly different opinions on retention, there was no significant differences relating to the type of school they taught. According to the findings of the study, as revealed in Table 4.16, all the teachers showed their dissatisfaction with their job and that demonstrate their intention to quit special needs education profession. This is indicated by their respective mean values. The results from Table 4.16 showed that teachers of the Deaf had a grand mean score of 2.41 with a standard deviation of 1.14 and teachers of the Blind had a grand mean score of 2.48 with a standard deviation of 1.23 whilst teachers of the Intellectually Challenged scored a grand mean value of 2.32 and a standard deviation 1.05. These mean values were all below the average mean of 2.5 and were very close to each other, thus differences in the mean values are not significant. The test statistics also revealed that there were no statistically significant differences among the teachers in these three school types in relation to their job satisfaction and retention.

The present study has revealed that majority of the special education teachers from the three different schools had similar negative perception about their job satisfaction and wished to leave the profession at the least opportunity. Furthermore, the result of this study is unique in that the majority of the

research studies focus on different categories of teachers in the mainstream education and not in the special education sector. This finding was a departure from the finding by Otube (2004) who investigated job motivation of teachers educating learners with special needs in four provinces in Kenya and found that teachers serving in special schools and integrated schools were almost equally positively motivated by similar factors.

Bruster (2014) also compared the perceptions of general and special education teachers and found a significant difference between high school general education teachers and high school special needs education teachers' overall perceptions on inclusion. In a related study, Luckner and Hanks (2003) examined the perceptions of a national sample of teachers of students who are deaf or hard of hearing to assess how satisfied or dissatisfied they were with their jobs. The results of the study found that teachers of students who were deaf or hard of hearing were in general satisfied with their jobs. These findings contradict the finding of the present study. However, the possible reasons for these varied and sometimes contradicting findings could be due to the fact that the studies were undertaken in different countries and different times. Moreover, the working conditions for the teachers may differ across space and time. Additionally, the use of different methods and sample populations may account for the differences in the findings.

Despite the finding that there was no significant differences in relation to teacher types, the finding of the present study is in line with Sheldrake (2013) who compared administrator and special education teacher perceptions of

special education teacher attrition and retention in the Mountain Park School District, Northwest United States. The results of the surveys from the two sub-groups concluded that there was no statistically significant difference between the perception of administrators and special education teacher with regards to their perception of the causes of high special education teacher attrition. Furthermore, the current had been supported by the finding of Ngimbudzi (2009) who investigated job satisfaction among secondary school teachers in Njombe District of Tanzania and found no significant differences in relation to teacher type.

4.7 Challenges Facing Special Needs Schools in Relations to Retention of Teachers

4.7.1 Brief Overview of the Qualitative Analysis

This Section addressed the last objective of this study which was meant to find out the views of the head teachers about the major challenges facing the special needs schools in Southern Ghana with a particular reference to teachers' job satisfaction and retention. The researcher interviewed the nine selected head teachers on individual basis. This was done with the view of gathering accurate qualitative information that provides true expression of the situation under investigation. Semi-structured interview guide was used in the collection of the interview data and it was presented narratively using the thematic approach. The interview guide was divided into two sub sections. The first part elicited information on the biographical data of the head teachers while the second part elicited responses on the challenges facing head teachers of special schools in Southern Ghana.

4.7.2 Biographical Information on Head Teachers

All the nine (9) head teachers, who participated in the study provided data on their biographical information. Letters of the alphabets from A –I were used as pseudonyms in place of the names of the schools to conceal the identity of the respondents for ethical reasons. The head teachers were labelled with the letters in an order in which they were interviewed. Table 4.18 illustrate the findings on the biographical-data of the head teachers.

Table 4.18: *Head Teachers' Biographical Information*

Headmaster	Gender	Age (yrs.)	Highest qualification
A	Female	48	Bachelor's
B	Female	54	Masters
C	Male	43	Masters
D	Female	49	Bachelor's
E	Male	52	Bachelor's
F	Female	55	Master
G	Female	54	Masters
H	Male	51	Masters
I	Male	58	Bachelor's

Table 4.18 indicates the gender distribution of the head teachers who participated in this research study. The table revealed that the majority of the head teachers (N=5; 56.0%) were females whilst the minority (N=4; 44.0%) were males. It was expected that the majority of the head teachers who took part in the study would be females since women accounted for a large proportion of special needs education teachers in Southern Ghana as shown by the teachers' biographical data in Table 4.3. In the face of these facts, it can be assumed that the Ghana Education Service preferred female head teachers to

their male counterparts when it comes to the management of schools that deal with students with special needs in Southern Ghana.

The Table 4.18 also indicates the ages of the head teachers in this study. The data revealed that majority of the head teachers (N=6; 67.0%) were above 50 years of age while the minority (N=3; 33.0%) were between 43 and 50 years of age. It should be noted however that there was no head teacher who was below the age of 40 years. It is clear that majority of the head teachers were in their late adulthood or old age. The implication of these findings is that the Ghana Education Service appoints matured and experienced people to head the special school. The practice of appointing people with long years in teaching might prevent young, inexperienced but energetic teachers from holding headship positions in the schools. Some of those with energy and fresh enthusiasm could have performed better if afforded an opportunity to do so.

The last column of Table 4.18 presents the highest educational qualification of the head teachers who participated in this study. Majority of the head teachers (N=5, 56.0%) had Master's degree which was the highest qualification whilst the minority of the head teachers (N = 4, 44.0%) had Bachelor of Education degree. It was revealing per the data in Table 4.18 that, none of the head teachers held either a diploma certificate or doctorate degree as his or her highest qualification. This result showed that, almost all the head teachers in the special needs schools had bachelors' degree which was their minimum qualification and this was encouraging. The implication of this finding could

be that all the head teachers were aspiring to obtain higher degrees. This was consistent with the Ghana Education service (G.E.S) practice that requires head teachers of special needs schools in Ghana to have at least first degree in education before being considered for appointment as heads of such institutions. Though, there is no specific policy regarding the minimum academic qualification for one to be appointed as head teacher in special school in Ghana, it appears that the education managers prefer head teachers with a minimum of first degree. The G.E.S policy only requires that before one is appointed as head teacher, he or she should be on the rank of at least Assistant Director of Education (ADE) or Deputy Director of Education (DDE). The G.E.S is silent on the academic qualification. Based on the analysis, the data revealed that all the head teachers were adequately qualified.

4.7.3 Analysis of the Views of Head Teachers

This section analyses the interview data obtained from the head teachers. Thematic approach to qualitative data analysis were adopted for use in this study. The qualitative data collected from the interview held with the head teachers have been presented based on the following four (4) major themes namely; level of job satisfaction, attrition and retention rates, problems facing special schools in Southern Ghana and management strategies to improve job satisfaction of special needs education teachers

4.7.3.1 Level of Job Satisfaction

The first interview question sought to find out from the head teachers about the level of job satisfaction among their teachers in the respective schools.

Analysis of their responses on this sub-theme helped to provide more information and explanation to answer the research question. When asked about the level of job satisfaction of the teachers, the responses given by the head teachers are presented as follows:

Majority of the head teachers (N = 6; 67.0%) indicated that the job satisfaction of the teachers was either low or very low. This showed that teachers who worked with these head teachers were not happy with their job. The head teacher from school **E** said;

So far as am concerned and from the point of view of my teachers, I will say that their job satisfaction is very low.

Most of the interviewees were all in agreement with this. For instance, the head teacher from school **F** said;

I can see that majority of my teachers are not enthused about teaching in the special school. As a head teacher, I can tell you about those who are happy with their job and those who wish they were not teaching in special school. But as management, we are trying to make everyone happy so that they can give out their best to the kids.

The implication is that the head teachers attested to the fact that most of their teachers experienced low job satisfaction. This situation in the view of the researcher can affect the teachers' role performance in the special schools. However, it is anticipated that the school based interventions by the head teachers would encourage the teachers to do their best. Explaining why they thought that the job satisfaction of their teachers was low or very low. Most of

the responses from the head teachers were focused on the monies that teachers in the regular schools were getting from extra classes teaching, which teachers in special needs schools did not get. They indicated that teachers in special needs schools relied only on their basic salary. Few of the head teachers also mentioned absence of appropriate teaching and learning materials as a demotivating factor for the teachers. The following comments serve as examples:

This is what the head teacher from school **B** said:

Because, closed to our school is the Secondi College and when my teachers compare themselves with colleagues from the same university who teaches in the College, they feel left behind. This is because, their colleagues get other allowances such as extra classes and my teachers don't get any extra allowance apart from their monthly salaries.

The head teacher of school **A** also highlighted:

Teachers in regular schools do get extra classes allowance, they take money from the parents to do extra classes for their children but over here, we don't get anything like that. Then the government too, is not giving us any allowance apart from our basic salary that we take.

Another head teacher from school **I** also remarked that:

In regular schools in town, teachers have extra classes and the children pay for the extra classes that the teachers conduct for them but in special needs school, teachers don't have any extra classes so some of the teachers feel that they have not been treated well so they always complain to me and If you are a special education teacher and you don't experience job satisfaction, you get stressed and you would want to leave to regular school or abandon the teaching service entirely.

In response to why teachers in the special schools demonstrated low level of job satisfaction, this was what the head teacher from school **E** had to said:

Well, so far as the teachers have been employed by the government, it is the government that has to make them be satisfied with their job. But much is not coming from the government in terms of teaching- learning materials that suit the educational needs of our children. This is the only institution dealing with severe-profound children who are intellectually disabled but we don't have the requisite teaching-learning materials that will go with their teaching. So at least, if you the teacher trained for that purpose and you are not getting the necessary input, it is something that can somehow down play on your ability to perform hence you can become dissatisfied with the job.

However, the head teacher from school **D** was not certain with regards to the level of job satisfaction of her teachers. She stated:

I can't say it is high or low, I think it is in between high and low.

But when this head teacher was further asked to explain her position, her responses suggested that teachers were not happy with their job. This is what she had to say:

You know that as for we teachers, our major tool that we use to teach are the instructional materials and you know also that this is a government institution and at times we have to use our own resources to purchase those items and that makes the work very difficult for us.

From the comments that was emanating from the head teachers, it appeared that there was no incentive packages put in place for special needs education teachers in Southern Ghana as asserted by their head teachers. This situation can be demotivating as they continue to compare themselves with mainstream teachers whose level of academic qualification was the same as the special education teachers. This could explain why most of the teachers experienced low job satisfaction in the special needs schools. Thus, the responses from the head teachers suggested clearly that low level of teacher job satisfaction remained one of the major challenges confronting heads of special schools in Southern Ghana. It is evident, that educators' level of job satisfaction tremendously affects the quality of teaching that goes on in the special schools.

The job dissatisfaction as expressed by the head teachers of special schools seemed to have negatively impacted on retention of the special school teachers. This finding was supported by a study conducted by Stempien and Loeb (2002) who also found out that there was a relationship between job

stress and job satisfaction for special needs educators. Other researchers such as Emery and Vandenberg (2010) also reported that high attrition rates and low retention levels were some of the negative consequences of job dissatisfaction. These responses given by the head teachers needed to be addressed to enable policy makers and implementers develop a strong teacher base for the special needs education sector in Ghana.

On the other hand, the data from the interviewees also revealed that some of the teachers were satisfied with their job. However, it must be noted that this position was reported by the minority of the head teachers. According to them, their teachers experienced high levels of job satisfaction. This is what the head teacher from school C said:

Well, I can confidently report that my teachers are very happy with what they do in this school for that matter their job satisfaction is high.

The head teacher from school H also added:

Teachers in this school are very comfortable working here and as a result, you don't hear them complaining about their job dissatisfaction and that could mean that their job satisfaction is high.

When these head teachers were further asked as to what made them think that the job satisfaction of their teachers was high, they were all able to provide clear explanations of the evidence that a special needs teacher was satisfied in the job. The responses from the various head teachers correlated with each other.

The head teacher from school **A** commented that:

Job satisfaction is not about money but attitude of the people towards work and for my interaction with them during this brief stays in this school, I see that they are committed to their job and they love doing what they do so you find less people complaining about their role. I see that they are happy.

In response to the same question, this is what the head from school **G** said:

The job satisfaction of the teachers in this school is generally not bad rather it is good. Here, I will say that their motivation is the blind child. That is what is motivating and encouraging them because the ultimate goals is that they are here to help the child to excel to be somebody tomorrow and that is what is keeping them going, for that reason I will say that their job satisfaction is okay.

Another reason for the high level of satisfaction among special needs education teachers as pointed out by the head teacher of school **D** was:

In our school, teachers are provided with accommodation and I think that, where they leave is convenient to them. We have some materials that teachers also use in teaching their children and I think that supports them to do their job well. As compared to other schools, I think we are doing well.

Responses from these head teachers revealed that special education teachers in their schools were satisfied with their job. The responses from the head teacher agreed to the views of most of the teachers that provision of residential accommodation for staff had a potential of retaining them in the special schools. It can be deduced from the interview data that a high level of job

satisfaction could positively impact on retention of special education teachers. This is not surprising because responses of high job satisfaction for special needs educators correspond with reviewed literature. From the literature reviewed earlier, Stephens and Fish (2010) supports this finding when they reported that special needs educators experienced high levels of job satisfaction.

It is hoped that education managers will strive to improve the job satisfaction of special needs educators in Southern Ghana.

4.7.3.2 Attrition and Retention Rates

Attrition plays a major part in the teacher shortage problem. Therefore, the head teachers were requested to share their views on the attrition problems in their schools. However, the responses from the head teachers relating to attrition were conflicting as the head teachers tried to justify the situation in their various schools. While the majority (N=7,78%) reported of low attrition rates in their schools, the others had contrary view indicating that the attrition was high in the special schools. A few individual responses were selected to be representative of such responses. Specific examples are given below:

In analysing the responses of those who reported of low attrition in their schools, the following responses emerged from the interview:

The head teacher from school **E** reported that:

Attrition is very low in my school because I have not experienced teachers leaving the school. Most of the teachers I came to meet, it was only one person who left because he had Master's degree and he is currently teaching in Mount Mary College of Education at Somanya but the rest are still teaching here.

Also, the head teacher from school **G** remarked that:

As for attrition, it is very low. The teachers don't normally leave the school. Some of the teachers have been here as long as twenty-four (24) years. Though, on some few occasions we had one or two people leaving but generally retention is okay.

From the statements, it is evident that some of the schools experienced low attrition rates. When the head teachers who reported of low attrition rates in their respective schools were asked to explain further what in their opinion accounted for the high retention in the schools, there were two major themes that emerged. The most common one being the love for the job. The second most common theme noticed was the unemployment situation experienced by the country. A couple of specific examples from the interviewees chosen to highlight the response include the following; the following was the answer from the head teacher of school **G** stated:

I know that it is because of the love that they have for the children that cause them to remain teaching in the school.

The head teacher from school **E** simply stated that:

I believe that it is a calling on them to give out their best and to see disabled children live a successful life in future.

A head teacher from school **H** also cited unemployment situation in the country as the reason for the low attrition rates among special education teachers. This is what he said:

With the current high rising unemployment in the country, it is not easy for a teacher to leave his job just because he or she is not paid well and am sure this is one of the factors that is making attrition low in the school.

The same head teacher continued by emphasizing that:

To be honest with you, my teachers don't have the option of leaving the school to go and seek for other jobs because these days it is difficult to get a new job. At the moment, there is a high graduate unemployed youth out there hunting for a job so, as soon as they leave, those guys will quickly apply to take their positions.

The responses revealed that although, the teachers were not motivated enough, they still remained in the schools due to the love that they had towards children with disabilities as well as the unemployment situation in the nation. The researcher is of the view that the teachers willingness to continue to teach in the special schools may be due to the fact that they did not have any job alternatives as a result of the high level of unemployment challenges confronting the nation. It is therefore possible for one to conclude that the low attrition rate that characterise the special schools is due to non-availability of

alternative job opportunities for the teachers. This finding was supported by Price (1977) who stated that job dissatisfaction would lead to turnover only when opportunity is relatively high. The implication of this finding is that lack of motivation for the special needs teachers can hamper the provision of quality teaching and learning in the special schools.

On the other hand, few of the head teachers also reported of high attrition rates among their teachers. As individual comments were analysed, the common theme that emerged was non-salary incentives for special educators. Responses of two of the head teachers were chosen to sum up the views of those head teachers.

This is what the head teacher from school **B** had to say:

Attrition is very high in this school. This is because we are in the city and there are a lot of secondary schools around us and so they just drift to the second cycle schools and some even move to the junior secondary schools.

The head teacher from school **B** further added that:

Yes we have big attrition problem. Our teachers always threaten to stop teaching in the special school. In the regular schools, the parents are ready to pay for extra classes so they make a lot of money there as compared to the special school. This makes our teachers feel like quitting special education.

Evident in the head teachers' comments show that special education teacher either seek for transfer from special school to regular schools or abandon the teaching service entirely. This view appears to contradict the earlier assertion

given by some of the head teachers that the teachers don't have any job opportunity that could cause them to leave the special schools. Also, the researcher observed from the respondents that there was a strong emphasis on special education teachers not earning any extra allowance as compared to their colleagues in regular schools who are able to make extra monies from the private classes they organize for their students. This phenomenon is likely to discourage many teachers from teaching in the special needs schools. According to Butt and Lance (2005), this situation may suggest some core problems in the functioning of the schools.

Another theme noticed in the head teachers responses were those relating to the communication gap between the teachers on one hand and their hearing impaired students in the schools for the Deaf. The head teachers were of the opinion that despite the training given to the teachers at the university level, most of them were unable to communicate effectively with their hearing impaired students using sign language making them to seek for transfers from the special schools to the mainstream schools.

Below are some of the comments the head teachers from schools **I** and **D** gave as reasons for special teachers leaving the schools due to poor communication in sign language skills.

The head teacher from school **I** said:

The attrition rate is very high in this school because some of them complain of the difficulty in communicating in sign language with the hearing impaired students and they sometimes feel like going away because they feel their presence is not relevant and that they are not giving much to the children.

The head teacher from school **D** also added that:

Most of our teachers are posted to the special schools directly from the university without being proficient in the sign language and when they report to the school, they realise that they cannot teach using sign language so they leave immediately to regular schools.

The head teachers' comments show that newly trained special education teachers from the university are not adequately prepared in the use of sign language in teaching the hearing impaired students before being posted to the schools. They get frustrated and apply for transfer to regular schools. The comments from the head teachers therefore, revealed that most of the special education teachers who were posted to teach in the special schools for the Deaf are not fluent in the sign language which was the major mode of communication for the hearing impaired students in Ghana. This finding that most of the teachers posted to the schools for the Deaf lack the ability to communicate in sign language was supported by Kumedzro (2007) who observed that newly trained teachers for the hearing impaired reported to the special schools without any mastery in the sign language. This finding was further supported by Gadagbui (2005) who stated that one of the major weaknesses of the training curriculum of the Department of Special Education,

University of Winneba, was the fact that the special education teachers' preparation in sign language has been inadequate. The implication of this finding is that teaching and learning will not be effective in the special schools for the Deaf.

4.7.3.3 Problems that Influence Retention of Teachers in the Schools

This sub-section presents the findings related to problems that confront special schools in Southern Ghana. The interview question sought to find out from the perspective of head teachers the challenges that influenced teacher attrition and retention in the special needs schools. All the head teachers unanimously mentioned poor management support and inadequate resources as the most critical problems that confronted their schools. The issue of the government not making resources available to the special needs education sector emerged strongly. Other themes noticed in the head teachers' responses included poor communication and lack of recognition of the special education teacher. These in the views of the head teachers affected the smooth management of the schools and translate into teachers' job dissatisfaction.

When the head teachers were asked about the challenges they faced in the special needs schools, several issues emerged and a few individual responses had been selected to be representative of general views of all the head teachers.

The head teacher from school **B** noted that:

Inadequate materials and resources are the most important factors that affect my administration because the Ghana Education Service does not provide these materials regularly and this makes the teachers to complain a lot.

This was supported by the head teacher from school **E** who described resources as an incredibly important factor:

Educators can only do their work if they have access to appropriate and adequate resources. Students with disabilities have distinctive special educational needs that require specialized teaching – learning resources to meet these unique needs.

The head teacher from school **G** also commented that:

The government has stopped bringing us the resources we need for our teachers to use in teaching the children and so if even a teacher needs some teaching- learning materials, they complain a lot and sometimes you have to come out with something from your own pocket to buy what the teachers need for them. As head teachers, we need the teaching-learning materials so that when the teachers request, we can readily get it for them. Because when the teachers come and you don't get it readily for them, you yourself as a leader, you will feel frustrated. It is a bit worrying so for me, that is my greatest challenge.

The conclusion that could be drawn from the responses of the participants regarding availability of resources was that head teachers in the special needs schools had challenges regarding provision of resources for effective teaching and learning. The implication of this finding is that special needs education teachers did not get adequate resource to teach the learners with special needs

and as a result present their lessons in abstract form without any concrete materials. The finding is consistent with the finding by Council for Children with Behaviour Disorders (2007) cited by Albrecht, Johns, Mounstevan and Olorunda (2009), who identified lack of current, appropriate textbooks and materials as well as no access to resource services as significant factors that determine teachers' intention to leave the profession of teaching children with emotional and behaviour disorders. In a similar study which also supports the present study, Ngithi (2013) concluded that majority of the head teachers in Kenya were faced with administrative challenges in management of the pupils which include, inadequate textbooks and other learning resources, lack of adequate classrooms and furniture and poor sanitation.

Another theme that was identified in the head teachers' responses to the interview questions was those that related to delays in government release of funds to the schools.

According to the interviewee from school **G**:

The flow of money from the government side was one of our major problems. Though it comes, but when we are in dire need we don't get the money. I think the flow of money have to be regular so we can cater for the children's academic, social and psychological needs.

The above comment was supported by the head teacher of school **C** who reported that:

The government normally delays in releasing funds to the school and as a result, we have to be relying on the suppliers on credit basis and they keep on chancing us day-in-day- out for their monies, This does not augur well to have an atmosphere for children to be able to have academic work go on smoothly because they have to stay off the classroom for three to four weeks before we are able to arrange for feeding for them.

The head teacher of school **C** further asserted that:

The administrative grant which is used for maintenance and fuelling of vehicle and other materials have not even come for the last two years.

Almost all the head teachers were of the view that they were not getting the necessary support from the government.

To sum it up what the interviewees said in relation to delay in funding, the head teacher from school **H** concisely said:

Our challenges are mostly financial. The children don't pay fees and as a result, we depend on government grants to run everything. The feeding grant which we use to feed the children is almost always in arrears. Presently, we have only received about 20% of the feeding grant for the term. So as a head, you always have to go round begging people to come and supply you with food and also you have to look for donations to supplement the children's feeding.

The conclusion that may be drawn from the above analysis is that most of the head teachers are confronted with greater financial burdens and this may impact on their ability to provide for their teachers the necessary resources and incentives that will make them happy teaching in the special needs schools. The influence of resources on special needs educators' job satisfaction and retention is supported by Butt and Lance (2005) who asserted that inadequate resources and delay in the release of funds to the schools are the key factors that contribute to the level of job dissatisfaction of special needs educators. This finding was further supported by Mutua (2011) who discovered that head teachers in Kenya faced numerous challenges in their instructional supervision work with regards to delayed in release of government bursaries and inadequate teaching and learning materials.

When the head teachers were asked as to what problems do teachers in their school usually complain about, majority of the head teachers identified students' academic progress as the most significant problem that dissatisfy their teachers. In respond to the question above, the head teacher from school A reported that special needs students' academic performance in external examination was a great source of worry for both teachers and heads of special schools.

She commented that:

In every institution, the end crowns the work and if your children's performance in examination is not quite good, it gives that low satisfaction. If I were to be with regular children in the mainstream, they might perform for the school and the teachers to get credit.

A colleague head teacher from school **C** re-echoed the responses of other interviewees by reporting that:

I think most teachers would be getting a lot of job satisfaction from what they do in their classrooms. We are not just satisfied with the performance of our children because they are not able to obtain the good grades that the regular children normally get. Although, we don't fail outright, we think that our children could do better than what they are doing right now.

The head teacher from school **H** reiterated a similar view but added that if their students were able to perform well in the external examinations that could constitute their job satisfaction.

He said:

Although, we don't experience zero per cent (0%) but it is the quality of the passes that we are looking at. Some of us are looking for opportunity where our students also get a single digit score as their results from the Basic Education Certificate Examination and that will make us very proud.

From the above discussion, it is clear that the special needs educators thrive on the students' achievements and making positive contributions to the lives of

students with special needs. The findings of this study have therefore led the researcher to conclude that the educational outcome of children with disabilities is a source of job satisfaction for special needs education teachers. This finding was supported by Stephens and Fish (2010) who noted that special needs educators' high job satisfaction was related to the contributions they made to the lives of their special needs students and their success in teaching these students.

Lack of effective communication was another noticeable problem that was mentioned by the head teachers as an issue influencing job satisfaction and retention of special needs education teachers in their schools. More than half of the sample group felt that the flow of information from education offices or Special Education Division (S.E.D) is essentially important and influences educators' level of job satisfaction.

The following are what some of the head teachers had to say:

The head teacher from school **D** remarked:

Communication is important in any aspect of life. However, most of the time, we are not informed about what is going on within the education sector.

A colleague head teacher from school **B** agreed to the importance of communication or the flow of information and lamented that:

When there is information going round that concern all teachers, we are the last to receive such information. Actually, the metropolitan directorate bring us information late. We don't sometimes get the information directly from the office rather we hear from our colleagues in the regular schools.

In the light of these responses, it became understandable that communication was one factor that contributed to job satisfaction of special education teachers in Southern Ghana.

In response to challenges facing head teachers in special schools, three of the head teachers also mentioned lack of recognition and appreciation as contributing factors to special education teacher's job dissatisfaction. For instance, the head teacher from school **A** who identified lack of recognition and appreciation reported that:

The fact is that recognition is an important factor in the teacher's job satisfaction and it appears that teachers in special education are not given the recognition they deserve.

The head teacher from school **E** also indicated that:

The work of the special educators is very stressful yet they are not recognised for the work they do.

The head teacher from school **H** summarized the views of his colleagues and concisely reported that:

I think that the problem facing special education teachers is the lack of recognition for the work that they are doing. Other teachers in the mainstream get rewarded occasionally, they get brief rewards from the parents of the children but for special education, it is like only poor people have special children and those who are well to do don't recognise them but I believe if government as our employer recognises the importance of these people, then may be a premium can be placed on those who are teaching in special education. This is because technically, teaching special children is twice as difficult as teaching ordinary children so anybody who decides to teach in special school must be appreciated by the government and even the other people that they work with.

The comments showed that the head teachers were saying almost the same things. To them, recognising the good effort of the teachers was one of the ways the school could make the special needs education teacher be retained in the special needs school. This implies that recognition which is an intrinsic motivation factor is believed to be an influencing factor. Opinions of these head teachers were deemed valid when acknowledging their supporting statements for identifying the special needs education teachers as the group that did not experienced job satisfaction. Therefore, it is clear from the above comments that one cannot negate the importance of recognising the special education teacher. The finding that, teachers in the special education sector were not well recognised was an issue that can influence the teachers' job satisfaction and retention. This finding was in consonance with the findings made by Maniram (2007) who reported that job satisfaction was the result of intrinsic motivating factors such as recognition. This confirmed the fact that lack of recognition and declining respect for the teaching profession were key issues on teacher satisfaction that often influenced teacher retention.

From the analysis of the above responses, it can be deduced that challenges facing heads of special schools in Southern Ghana vary greatly. Data from the respondents do indicate some universal factors. All head teachers mentioned financial constraints, management support and the unavailability of adequate resources as the main challenges facing them. More than half of the interviewees viewed students' ability to progress academically as the third most significant challenge. Other challenges identified included poor communication and lack of recognition. In the nutshell, the study findings

revealed that almost all the head teachers were not comfortable managing the special schools due to the existing problems within the special education sector and that may affect the retention of the teachers.

4.7.3.4 Strategies to improve job satisfaction of special educators

One statement from the interview guide also requested the head teachers of special needs schools to share some of the administrative strategies that their school management usually put in place to promote job satisfaction of their teachers. Almost all the head teachers reported that they had strategies in place to improve job satisfaction and retention for special needs education teachers. The head teachers gave varied responses and some even listed multiple strategies. A few individual responses were selected to highlight the management strategies that were being adopted by the head teachers. Below are some of the responses:

The head teacher from school **C** mentioned:

We have been trying to raise some monies within the school set up. We have school farm and we also rear animals and that give us some funding. Besides, our vocational department also undertake some business activities that bring some income to the school and through these activities we are able to purchase teaching- learning materials for the teachers to use in teaching the children.

The head teacher from school **H** also asserted that:

If there is a shortage of teaching-learning materials such as card boards and chalks, we fall on the P.T.A to provide us with those things or sometimes they give us money to buy the resources needed by the teachers to teach the children.

These views were also supported by the head teacher from school **G** who indicated that:

In the first place as management, we try to provide the teachers with all their materials that they need to work with so at least when they have that one, then they know that the problem does not come from the administration. We also encourage the parents to provide the child's basic needs. If the children have their own learning materials such as textbooks and exercise books, it adds up to improve their performance.

The head teacher's statements showed clearly that the special needs schools faced serious financial constraints and that the heads had to devise their own means of running the schools. This situation at times resulted in the teachers not being satisfied working in the special needs schools.

However, the responses showed that some of the head teachers had instituted transportation and canteen services as a welfare policy in order to increase teachers' job satisfaction in the schools.

In this regard, the head teacher from school **A** stated that:

To make our teachers happy, the management have made the school bus available to pick the teachers to and from their home every day without paying anything on transportation. This enables our teachers to come to school early and discharge their duties towards the children.

The head teacher from school **G** agreed to school **A** and added that:

What we do is to discuss the issue of our teachers' job satisfaction with the parents during P.T.A meetings and at times they give us something to feed the teachers and through this means we are able to provide breakfast and lunch for the teachers every day.

In response to the same question, the head teacher from school **H** reported that:

As management, we sometimes organise and give the teachers some incentives on our own just to encourage them.

The head teacher of school **H** was quick to add that:

Sometimes we also commend them when they do a good work. We appreciate their effort; we encourage them so that they will go ahead and do it more. Other times too, if we have few incentives or materials we also provide in order to encourage them to support the children.

From the above analysis, it was clear that the head teachers together with their school management teams took a number of critical decisions that helped to solve some of the problems that influenced teacher's job satisfaction. The results revealed that parents, teachers and significant others had to support the schools in the provision of teaching-learning resources to enhance effective teaching and learning. The respondents emphasized on the need to provide adequate resources to the special schools.

This finding was supported by the views of Billingsley, Carlson and Klein (2004) who found out that adequate resource was one of the main factors that contribute to educators' job satisfaction. The study also revealed that teacher recognition was an important determinant of job satisfaction and retention. However, the responses from the head teachers revealed that special education teachers didn't get the needed recognition that would boost their morale in the schools. This finding was however, contrary to the findings by Steyn (2001) who noted that recognition is the perceptible acknowledgement of an educator's good work. The author proposes that recognition can be given in various ways: verbal recognition at a staff meeting, written recognition in a newsletter, high scores in personal appraisal.

Based on the findings of this study, it was concluded that teacher recognition was a critical variable that could lead to increased levels of special needs education teachers' job satisfaction. It is in the humble opinion of the researcher that, teachers tend to be satisfied if this factor is present in the teaching job and believe that it will positively impact on teachers job satisfaction and retention. However, it became clear that none of the head teachers mentioned communication as most effective management strategy to increase job satisfaction for special needs educators even though, lack of proper communication emerged strongly as one of the challenges confronting special needs education teachers in Southern Ghana.

4.7.4 Analysis of Teachers' Responses on Open-Ended Questions

To further explore the challenges facing the head teachers of special schools with a particular reference to problems confronting the teachers, three open-ended questions reflecting specific issues relating to the retention and attrition of special education teachers were posed to the teacher respondents.

The first statement requested teachers to describe school factors that encouraged them to continue to stay or teach in the special schools while the second statement requested the teachers to describe school factors that dissatisfied them in the special needs schools. The last statement requested the special education teachers to suggest strategies to improve job satisfaction of special needs education teachers in Ghana.

Table 4.19 showed responses of teachers on the factors that satisfied them most as well as the frequencies and percentages of the responses given by the teachers. In all, 189 responses were summarized as shown:

Table 4.19: Reasons for teacher intention to remain in special schools

Teacher Retention Factors (TRF)	Teachers of the Deaf		Teachers of the Blind		Teachers of the Intellectually Challenged	
	Freq	%	Freq.	%	Freq	%
Accommodation	7	8.5	2	6.7	2	2.6
Good Interpersonal Relationship	24	29.3	-	-	23	29.9
Head teachers/management support	8	9.8	-	-	8	10.4
Adequate Infrastructure	6	7.3	7	23.3	5	6.5
Love and Desire	33	40.2	16	53.3	17	22.1
Communication Ability	4	4.9	-	-	-	-
Location of School	-	-	5	16.7	1	1.3
Conducive School Environment	-	-	-	-	14	18.1
Adequate Teaching & Learning material	-	-	-	-	3	3.9
Flexible Duty Schedule	-	-	-	-	4	5.2
Total	82	100	30	100	77	100

The results in Table 4.19 indicate that provision of accommodation, adequate infrastructure as well as love and desire of teaching children with special needs are the major reasons that all the three categories of special education teachers acknowledged as the most satisfying reasons for remaining in the special schools. Table 4.19 showed that the teachers of the Deaf had positive views for love and desire of teaching learners' with special needs (N=33, 40.2%). Similar views were also expressed by teachers of the Blind for love and desire of teaching (16, 53.3%) whilst teachers of children with Intellectual Challenges also showed a strong positive view for good interpersonal

relationships as the most satisfying factor that encouraged them to remain in the special schools (N=23, 29.9%). Written comments by the teachers also indicates that teachers of the Deaf focused on good interpersonal relationships among their colleagues or between the teachers and their head teachers as the most satisfying factor (N=24, 29.3%) whilst teacher of the Blind identified adequate infrastructure facilities in their schools as the most compelling reason why they wished to remain teaching in the special school (N=7, 23.3%). The teachers' of the Children with Intellectual challenges also mentioned love and the desire of teaching children with intellectual disabilities as the second most important factor keeping them in the school (N=17, 22.1%).

The analysis of the data indicates that only a smaller number of teachers of the deaf stated that their ability to communicate with hearing impaired children in sign language encouraged them to remain teaching in the Deaf school (N=4, 4.9%) and also only few of the teachers of the blind also mentioned provision of accommodation in the school as the least most satisfying factor (N=2, 6.7%). The minority of the teachers who taught in the schools for the Intellectually Challenged also identified the location of the school as the least satisfying factor of motivation when all the factors were ranked (N=1, 1.3%). In addition, specific factors such as conducive school environment, adequate teaching-learning materials and flexible teaching schedules were noted by teachers of the children with intellectual disabilities as critical concerns regarding their job satisfaction and retention in the field of special education. It must however be noted that these factors (conducive school environment, adequate teaching-learning materials and flexible teaching schedules) were not

mentioned by any of the teachers teaching in both schools for the Deaf and Blind. A few teachers of the Blind also identified the location of the school as an encouraging factor (N=5, 16.7%).

It was also interesting to note that those who taught the blind students did not say much about provision of accommodation in the school. Moreover, none of the teachers teaching in the school for the Blind mentioned good interpersonal relationships and head teachers management support as a factor keeping them in the school. The analysed data revealed that in most cases, special education teachers were being influenced by different factors that made them to continue to remain in their respective schools.

The second open-ended question on the teacher's questionnaire elicited information from the teacher respondents on the factors that dissatisfied them most in the special needs schools. Table 4.20 illustrates the factors that the teachers mentioned as the most dissatisfying together with the frequencies of their responses. As many as 226 issues were identified by the respondents and these were categorised into 13 factors as shown:

Table 4.20: Problems that Influence Teachers to Quit Special schools

Teacher Attrition Factors	Teachers of the Deaf		Teachers of the Blind		Teachers of the Intellectually challenged	
	Freq.	%	Freq.	%	Freq.	%
Inadequate salary and allowances	28	23.9	8	25.8	16	20.4
Inadequate accommodation for staff	13	11.1	2	6.5	7	9.0
Inadequate teaching & learning materials	12	10.3	2	6.5	14	17.9
Lack of support and poor leadership style	26	22.2	6	19.3	17	21.8
Poor interpersonal relationship	3	2.6	-	-	-	-
Lack of recognition	7	6.0	-	-	-	-
Inadequate facilities	9	7.7	-	-	-	-
Nature of work	11	9.4	2	6.5	6	7.7
Communication problems	3	2.6	-	-	7	9.0
Poor educational outcome of students	5	4.3	4	12.8	2	2.6
Poor head teacher-teacher relationship	-	-	7	22.6	6	7.7
Inadequate accommodation for students	-	-	-	-	1	1.3
Lack of government commitment	-	-	-	-	2	2.6
Total	117	100	31	100	78	100

From Table 4.20, it can be observed that inadequate salaries and allowances, inadequate accommodation for staff, poor teaching and learning materials and lack of support and poor leadership styles were mentioned by all the three categories of special education teachers as the major attrition factors that could influence their intention to quit from teaching in the special school. The rest were the nature of work and poor educational outcomes of students. Analysed data in Table 4.20 showed that, of the total 226 responses, teachers of the Deaf mentioned 117 problems whilst teachers of children with intellectual

disabilities listed 78 issues as factors that were likely to push them out of special schools. The rest of 31 problems were commented by teachers of the Blind.

Further analysis revealed that of the total of 117 comments from the teachers of Deaf, 28 (23.9%) were related to teachers' salaries and allowances, 26(22.2%) were associated with lack of support and poor leadership provided by head teachers, 13(11.1%) focused on inadequate accommodation for staff, 12(10.3%) were related to inadequate teaching-learning materials, 11(9.4%) mentioned the nature of their job, 9(7.7%) talked about inadequate school facilities while 7(6.0%) reported on lack of recognition as the most important causes of dissatisfaction. A few (N= 5, 4.3%) of the teacher's comments were related to poor educational outcome of students and 3(2.6%) commented on poor interpersonal relationship and communication problems as the factors that was influencing their intentions to quit from teaching in special school. It is worth noting that none of the teachers teaching in the schools for the Deaf mentioned poor teacher-teacher relationships, inadequate accommodation for students and lack of government commitments as negative factors that were likely to keep teachers away from the schools.

Similarly, analysed data from Table 4.20 also indicated that out of a total of 31 comments reported by the teachers of the Blind, 8(25.8%) were issues about their salaries and allowances, 7(22.6%) were related to poor head teacher-teacher relationships, 6(19.3%) focused on lack of support and poor leadership. About 4(12.8%) of the teachers' comments reflected that they

were dissatisfied with poor educational outcome of students whilst 2(6.5%) commented on inadequate accommodation for staff and inadequate teaching-learning materials as some of the most important factors that dissatisfied them and made them think of leaving the special education profession entirely. It is interesting to note that the voices of teachers of the Blind were silent when it came to problems such as interpersonal relationships, lack of recognition, inadequate school facilities and lack of government commitments towards special needs education.

With regards to problems reported by teachers who taught children with intellectual disabilities, Table 4.20 again reveals that out of a total of 78 comments indicated, 17(21.8%) were related to lack of support and poor leadership, 16(20.4%) focused on poor salaries and allowances, 14(17.9%) were associated with inadequate teaching-learning materials and 7(9.0%) had to do with inadequate accommodation for students and communication problems materials as some of the most important factors that affected the teachers job satisfaction and retention. Only few smaller responses focused on; nature of work (N=6, 7.7%); poor educational outcome and lack of government commitment to special education (N= 2, 2.6%), and inadequate accommodation for staff (N=1, 1.3%).

From the comments reported by the teachers in Table 4.19, the findings revealed that the love and desire of teaching disabled children, good interpersonal relation among teachers and adequate infrastructure were major determinants of teacher's job satisfaction and retention. The intrinsic motivation of helping learners with disabilities emerged strongly as a major factor in the special schools that encouraged the teachers to continue to teach in the special schools in Ghana. This view was also expressed strongly by the majority of the head teachers.

This finding was supported by Otube (2004) who investigated job motivation of teachers educating learners with special needs in four provinces in Kenya and revealed that humanitarian reasons was identified by the teachers as a major factor contributing to their continued effort and motivation to work with students with disabilities. The finding of the present study was also supported by Locklear (2010) who established that teachers in Georgia had chosen to remain in the field of education in order to make a difference in the life of children. This result of the present study was further supported by a study conducted Abraham et.al (2012) who examined teacher's job satisfaction for secondary school effectiveness and found that inadequate classroom and school facilities produced negative teacher job satisfaction.

Furthermore, the result of the present study as reflected in Table 4.20 also revealed that poor salaries and allowances, lack of support and poor leadership styles of head teachers, inadequate accommodation for staff, poor head teacher-teacher relationships and inadequate teaching-learning materials were

some of the significant factors which were negatively influencing special education teachers' job satisfaction and intention to quit. According to the findings of the study, out of 117 comments from the teachers of Deaf, 28 were related to teachers' poor salaries and allowances, 26 were associated with lack of support and poor leadership provided by head teachers, 13 focused on inadequate accommodation for staff, 12 were related to inadequate teaching-learning materials, 11 mentioned the nature of their job, 9 talked about inadequate school facilities while 7 reported on lack of recognition as the most important causes of dissatisfaction. Similarly, that out of a total of 31 comments reported by the teachers of the Blind, 8 of them were related to their poor salaries and allowances, 7 were associated with poor head teacher-teacher relationships, 6 focused on lack of support and poor leadership.

In the similar capacity, teachers who taught children with intellectual disabilities also identified lack of support and poor leadership, poor salaries and allowances, inadequate teaching-learning materials and inadequate accommodation for students as some of the most important factors that affects the teachers' job satisfaction and retention. The finding of this study was consistent with Chireshe and Shumba (2011) findings that, low morale, poor delivery and brain drain exhibited by Zimbabwean teachers was due to challenges such as poor salaries, poor working conditions, poor accommodation, lack of respect and teachers not being trained to cater for special needs children. The finding of the present study was also supported by Appiah-Agyekum et.al (2013) who concluded that low pay and declining respect for the profession were some of the key issues influencing job

satisfaction and retention of public Senior High School teachers in the Asuogyaman District of Ghana.

The finding was however inconsistent to the findings made by Walker (2010) who investigated factors influencing the retention of teachers of emotionally disturbed children in South Western Virginia and found that administrative support, compensation, and staff development were the three most significant factors that influenced certified special educators' decisions to stay or leave their assigned positions. This is also true in Plash (2005) study on retention issues of Alabama special education teachers. The study investigated issues that impacted attrition, migration and retention of special needs education teachers in Alabama. The results indicated that the major reasons for either relocation or attrition were job conditions, occupational stress, and demands of IDEA compliance, and increased caseload, class size, relocation of spouse's job and threat of litigation.

The findings of this study have led the researcher to conclude that the factors that dissatisfy teachers differ across space and people. The researcher is of the view that the inconsistency findings may be due to differences in the methods and samples used as well as changes in the environments in which the studies were carried out.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This Chapter presents the study findings on the dynamics of job satisfaction and retention of special needs education teachers in Southern Ghana. It covers the summary of the key findings and conclusions drawn from the study. It also includes recommendations as well as suggestions for further areas of research.

5.2 Summary of the Main Findings

The study was conducted to investigate the dynamics of job satisfaction and how it relates to the retention of special needs education teachers in Southern Ghana. The study employed descriptive correlation survey utilizing mixed methodology. The sample population of the study consisted of 140 teachers and 9 head teachers of special schools in Southern Ghana. The main instruments for data collection were questionnaire and interview schedule. The data was analysed both quantitatively and qualitatively. The findings of the study were based on the responses of head teachers and teachers teaching in the three different categories of special needs schools in Southern Ghana which included teachers of the Deaf, Blind and the Intellectually Challenged. The following are the summary of the main findings of the study based on the objectives:

With regard to objective one of the study, the findings established that special needs education teachers in Southern Ghana were dissatisfied with their job compensation in terms of salaries and fringe benefits as they compared the nature of their work with their colleagues in the mainstream education sector. This was indicated by the low mean values in Table 4.7. The Pearson's Product Moment Correlation Coefficient (Pearson r) was computed on the relationship between compensation and retention of special education teachers. The findings revealed that there was a positive relationship between compensation paid and retention of special needs education teachers in Southern Ghana. However, the relationship between compensation and retention was found not to be statistically significant ($r = 0.537$; $N=140$; $p > 0.05$).

According to the study findings from objective two, the teachers responded favourably to the leadership styles of their head teachers. The study found that special needs education teachers in Southern Ghana preferred democratic and autocratic leadership styles as against laissez-faire and situational leadership styles. The democratic leadership style was found to be the most preferred with a mean of 2.89 and a standard deviation of 1.26 while autocratic leadership style scored second with a mean of 2.78 and standard deviation of 1.30 (See section 4.41). The Pearson's product moment correlation coefficient (r) was computed on the relationship between head teacher's leadership styles and retention of special education teachers in Ghana. The results of the correlation analysis found that there was a positive correlation between the leadership style and retention of special needs education teachers in Southern

Ghana and the relationship was found to be statistically significant ($r = 0.68$, $n = 140$; $p < 0.05$).

The results of the study from objective three also found that interpersonal relationship at work place was a key requirement for special education teachers' retention in Southern Ghana. The descriptive analysis derived from Table 4.11 indicates that a good relationship existed between the head teachers and the teachers as well as among the colleague teachers. This was indicated by very high mean scores for the various statements the teachers responded to. According to the study findings, head teacher-teacher relationship had a grand Mean = 3.47 and teacher-teacher relationship scored a grand Mean = 3.66. This showed that the staff relate positively among themselves in the schools. Simple linear regression method was used to determine the extent to which interpersonal relationship predicted special needs education teachers' retention. The result of the regression analysis found that interpersonal relationship significantly predicted teacher retention since the significant value of $p = 0.005$ was statistically significant ($p < 0.05$). However, the extent to which interpersonal relationships predicted teacher retention was found to be weak which is indicated by a coefficient of determination of 0.416. This shows that interpersonal relationship, as a predictor variable, contributed about 42% to retention of teachers in the special needs schools in Southern Ghana.

In terms of objective four, the analysis of data on the perception of the teachers regarding their job satisfaction and retention revealed several findings. The study found that generally, all the three categories of teachers

expressed dissatisfaction of their job and indicated that given the opportunity, they would quit the job of teaching in special schools. This is shown by their respective low average mean scores (Table 4.16). In terms of differences in teacher perception on retention, the study found that teachers of the Blind had a self-rating mean score of 2.48 which was slightly higher than 2.41 for teachers of the Deaf. Similarly, the mean score of the teachers of the Deaf was also slightly higher than 2.32 for teachers of the children with Intellectual Challenges. However, the average mean values for the three categories of teachers were found to be less than the average mean score of 2.5 on the five-point Likert scale. The One-Way Analysis of Variance (ANOVA) statistical test analysis revealed no statistically significant differences among the three teacher types in relation to their perception of retention in their respective special schools ($F = 0.353$; $df = 2,137$, $p > 0.05$).

Analysis of the qualitative data for objective five revealed that the head teachers in the special schools in Southern Ghana are confronted with several administrative and managerial challenges that affected teachers' job satisfaction and retention in the special schools. Key among them is:

- i) The study found that the head teachers were working with special education teachers who were not adequately motivated. The present study revealed that special needs education teachers did not earn any allowance or extra income as compared to their counterparts in the mainstream sector who were able to make extra income through activities such as extra classes for their students. Thus, the study found

that low level of teacher job satisfaction remains one of the major challenges confronting heads of special schools in Ghana.

- ii) The study also found that despite the low level of job satisfaction of the teachers, attrition rates among the teachers was very low due to combination of factors such as the high level of unemployment in the country and the assertion that majority of the teachers were intrinsically motivated by their job.
- iii) The study again revealed that inadequate supply of teaching- learning resources and delays in release of funds by the central government to the special schools were another block of challenges confronting head teachers of special schools in Southern Ghana.
- iv) The study also found that the negative attitudes usually portrayed by the general public towards learners with disabilities and people who worked in the special needs schools affected the morale of the teachers that consequently translates into job dissatisfaction of the special needs educators.

According to the findings, the administrative strategies that the head teachers together with their school management team usually put in place to enhance job satisfaction and retention of their teachers included the following:

- i) Undertaking business activities such as farming, rearing of animals , poultry, preparation of doormats, beads, etc. that support the finances of the schools

- ii) Making appeals through proposal writing to individual philanthropist, benevolent and Non- Governmental Organisations (NGOs), churches etc. who normally supports the schools.
- iii) Involving Parent-Teachers' Associations (P.T.As) who were found to be instrumental in supporting the head teachers in the management of the schools.
- iv) Some of the schools in conjunction with the P.T.As organised speech and prize given day where deserving teachers were recognised and awarded accordingly.
- v) The study also found that some of the schools provided free transport and lunch to their teachers as a way of motivating them.

To complement the Analysis of objective five on problems that influence attrition and retention of special needs education teachers, the open-ended responses by the teachers' established that provision of adequate infrastructure, good interpersonal relationships among teachers as well as love and desire for teaching children with special needs were the major retention factors that all the three categories of special education teachers acknowledged as factors that positively influenced their retention in the special schools. On other hand, the study found that non-salaries allowances, inadequate accommodation for staff, poor head teacher-teacher relationships and inadequate teaching-learning materials were identified by the teachers as significant factors that could negatively impact on their retention.

5.3 Conclusions

Several conclusions were drawn from the study conducted on the dynamics of job satisfaction and retention of special education teachers in Southern Ghana.

For objective one, teacher compensation in terms of salaries and fringe benefits paid to special needs education teachers in Southern Ghana were found not to be commensurate with the nature of their work as shown by the teachers' own responses as well as comments from the head teachers. The absence of incentive packages and current low salaries paid to special education teachers contribute to their job dissatisfaction. However, the study established a positive relationship between compensation and retention of special needs education teachers in Southern Ghana. Based on the findings of the study, it was concluded that the levels of compensation packages offered to the teachers significantly impacted on their job satisfaction or dissatisfaction.

In relation to conclusion on objective two, the study established a statistically significant and positive correlation between the leadership style and retention of special needs education teachers in Southern Ghana ($r= 0.68$, $n = 140$; $p < 0.05$). The findings of this study have therefore made the researcher to conclude that unless head teachers of special schools are adequately trained in management and leadership, they would not be able to influence teacher retention significantly.

According to the findings based on objective three, interpersonal relationship among the staff in the schools was found to be a major predictor variable that contributed about 42% to retention of teachers in the special needs schools in Southern Ghana. The results of the study lead the researcher to conclude that interpersonal relationship is a significant variable that influences special needs education teachers' decision to quit or be retained in the special schools in Southern Ghana.

The analysis of objective four on teachers' perception in relation to their retention in the schools revealed that all the three groups of teachers were highly dissatisfied with their job and expressed their intention of quitting the job of teaching in special schools at the least opportunity. The present study therefore, concluded that no statistically significant difference among the three categories of special education teachers existed with respect to their perception of their job satisfaction and retention.

From the qualitative analysis which was based on objective five of the study, it was evident that head teachers in special schools in Southern Ghana encountered several challenges in the management of their schools. Problems such as teacher's job dissatisfaction, inadequate teaching and learning resources, delay in release of funds and poor education outcomes of their students emerged as major challenges confronting the head teachers. The study therefore concluded that if policy makers and stakeholders did not commit themselves to issues affecting the special education sector and address the management sources of teacher job dissatisfaction, it would result into

poor quality of education provided to learners with disabilities in the special schools.

The study results clearly indicated that provision of accommodation, adequate infrastructure, relationship with staff as well as love and desire of teaching children with special needs in the special schools were identified by the special education teachers as the most critical retention factors keeping them in the schools. However, inadequate salaries and allowances, inadequate accommodation for staff, poor teaching and learning materials and lack of support and poor leadership styles of head teachers emerged as the most significant attrition factors. Indeed, the findings from the perspectives of the head teachers pointed out clearly that even though, the attrition rates among the teachers was very low, the teachers were not really happy about their working conditions in the special schools.

5.4 Recommendations

Based on the findings of the study, the following recommendations were made with the view of enhancing the job satisfaction and retention of special needs education teachers in Ghana.

5.4.1 Policy Recommendations

- i) Based on the findings of objective one, it is recommended that the government should offer differentiated financial and non-financial incentives that are strategically targeting teachers who teach in special needs schools. By offering such incentives, special needs schools may

attract and retain quality teachers and encourage them to remain in the special classrooms rather than pursuing other career opportunities.

- ii) With regards to the findings on objective two, the study recommends that the Ministry of Education through the Ghana Education Service should adequately support the head teachers to have training in educational leadership and management before assuming offices in the special schools. The training programmes should particularly focus on the merits and demerits of the various leadership styles in school management. They should be made to understand that their behaviour model often influences attrition and retention of teachers.
- iii) Even though the findings on objective three established that there was a good interpersonal relationship among the staff in the schools, policy makers should not under rate the concerns the teachers raised. The study therefore, recommends that teachers should be involved in decision making and take responsibility of their decisions. They should also be encouraged to improve their teamwork skills and develop excellent communication skills.
- iv) Although, the conclusion on objective four indicated that no significant differences among the three categories of special education teachers exist with respect to their perception of their job satisfaction and retention, the study recommends that the Ministry of Education through the Division of Special Needs Education should recognise the unique and challenging roles of these teachers and motivate them to

remain in the special needs schools. These teachers can be recognised through the Annual National Best Teachers' Awards.

- v) In relations to findings on objective five, the Ministry of Education should make a deliberate effort at increasing funds to the special education sector. The study recommends that such funds be released on time to the special schools to enable the school management acquire the resources needed for effective teaching and learning in the special schools. The study further recommends that the school management should be encouraged to be innovative enough to source for funds from the community, NGOs and business organization to procure needed materials required by teachers.

5.4.2 Recommendations for Further Research

The present study on dynamics of job satisfaction and retention of special needs education teachers in Southern Ghana could be the first of its kind in Ghana on this field of study. The following areas could be exploited for future researches to enrich literature in the field of special needs education in Ghana.

- (i) Since the present study focused on special needs education teachers in only Southern Ghana, there is the need to embark on a nation-wide study on job satisfaction and retention of special needs education teachers in the whole of Ghana.
- (ii) There is need to compare regular teachers and special needs education teachers' perceptions of job satisfaction and retention in Ghana.

- (iii) There is the need to investigate the influence of teacher' demographic characteristics on retention of special needs education teachers in Ghana.
- (iv) There is need to assess the leadership behaviour of head teachers of special needs schools and their impact on retention of special needs education teachers in Ghana.

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SECTION B

Please indicate your level of agreement on the following statement. Strongly Disagree (SD), Disagree (D), Undecided (U). Agree (A) and Strongly Agree (SA).

Tick only one response for each statement.

	STATEMENTS	SD	D	U	A	SA
1	My salary as a special educator is equal to the effort I put into teaching special needs children.					
2	The salary I receive as a special educator improves my commitment to work.					
3	My salary meets all my monthly expenses.					
4	My salary motivates me to continue to remain teaching in special school.					
5	With my present salary, I am comfortable teaching in special school					
6	I will continue to teach in special school if my salary improves					
7	I am paid sufficient responsibility allowance for teaching children with disabilities.					
8	I feel happy with my present fringe benefits.					
9	I appreciate bonuses I receive from teaching in special school					
10	The allowances paid to teachers in special schools makes me enjoy teaching in the school.					
11	Fringe benefits I receive as a special educator are fair considering what others teachers are paid in regular schools.					
12	In terms of fringe benefits, I am well catered for in teaching in special school.					

SECTION C:

	STATEMENTS	SD	D	U	A	SA
1	My head teacher prefers collective decision making in the school.					
2	My head teacher often delegates his/her leadership roles to the teachers.					
3	I am consulted by the head teacher before major decisions are taken in the school.					
4	I am often invited by my head teacher to engage in addressing administrative problems.					
5	I am involved in determining allocation and utilization of school resources in my school.					
6	In my school decisions regarding school progress are solely made by the head of the school					
7	In my school, teachers count on the head teacher for ideas and suggestions regarding school progress.					
8	In my school, decisions are made from the top management before they are later communicated to the teachers.					
9	In my school, major decisions are solely made by the head without the involvement of any teacher.					
10	In my school, all powers are centralized in the head teacher.					
11	In my school, the system of administration is top-down.					
12	In this school, the head teacher leaves staff to make decision on school programs without intervention.					
13	In my school, major decisions are made by teachers without the intervention of the head teacher of the school.					
14	I have the freedom to do as I think best in the interest of the school.					
15	In my school, teachers are not interfered with when making decisions that promote progress in the school.					
16	In my school, decisions are made by teachers and the head teacher is later made aware.					
17	My head teacher varies his leadership style depending on the attitude of people he/she is leading.					
18	My head teacher adopts different leadership styles depending on the different situations.					
19	My head teacher varies his/her leadership styles depending on the circumstance.					
20	The head teacher of my school used flexible management style in promoting school progress.					
21	My head teacher focuses on the school environment and the people when making decisions.					

SECTION D:

	STATEMENTS	SD	D	U	A	SA
1	I am happy with my relationship with the school head					
2	I am happy with the support I get from my head teacher					
3	I am satisfied with the respect I receive from my head teacher					
4	I have friendly relations with my school head teacher					
5	My relationships with my head teacher enhances my teaching					
6	My relationship with my head teacher encourages me to continue to teach in the school					
7	I am satisfied with the support I receive from my colleagues					
8	I am pleased with the relationships among the staff members					
9	I am happy with the behaviour of my colleagues towards me					
10	I am happy with the respect I receive from my colleagues					
11	I am satisfied with the feedback I get from my colleagues					
12	My relationships with my colleagues enhances my teaching					
13	My head teacher supports good teacher-teacher relationships					
14	I am satisfied with my relationships with my colleagues					

SECTION E:

	STATEMENTS	SD	D	U	A	SA
1	With my present salary, I feel like quitting my job of teaching in special school.					
2	If I had another job that pays the same salary as in special school, I will quit immediately.					
3	The nature of my work stresses me always.					
4	I think a lot about leaving special school due to poor conditions of service.					
5	I am actively searching for an alternative job to teaching in special school.					
6	As soon as it is possible, I will leave this school.					
7	The leadership practices of my head teacher contribute to my intention to quit teaching in special school.					
8	Teaching in special school is too demanding.					
9	My teaching load discourages me from teaching in special school.					
10	It is boring teaching in special school.					

SECTION F:

- 1) Briefly describe the factors in your school environment that encourages you to continue to stay or teach in this school.

.....
.....

- 2) Briefly describe the factors in your school environment that dissatisfies you most and makes you feel like leaving this school.

.....
.....

APPENDIX B: INTERVIEW GUIDE FOR HEAD TEACHERS

Section A

1. Name of the school
2. What is your gender?.....
3. Which year were you born?
4. What is your highest educational qualification?

SECTION B

- 1) (a) What is the level of job satisfaction among your teachers in this school?
High or low
- (b) If high, what makes you think that their job satisfaction is high?
- (c) If low, what makes your teachers experience low job satisfaction in this school?
- 2) (a) What is the level of attrition among teachers in your school?
High or low
- (b) If high, what are some of the causes of high attrition rates among your teachers?
- (c) If low, what are some of the causes of low attrition rates among your teachers?
- 3 (a) In your opinion, what are the general problems facing special education teachers in Ghana?
- (b) What are some of the problems do teachers in your school usually complain about?
4. (b) What strategies does your school management usually put in place to ensure that your teachers are always satisfied with their job?

APPENDIX C: APPROVAL OF RESEARCH PROPOSAL

**KENYATTA UNIVERSITY
GRADUATE SCHOOL**

E-mail: dean-graduate@ku.ac.ke
kubps@yahoo.com
 Website: www.ku.ac.ke

P.O. Box 43844, 00100
 NAIROBI, KENYA
 Tel. 020-8704150

Internal Memo

FROM: Dean, Graduate School **DATE:** 17th July, 2014
TO: Mr. Felix Kwame Kumedzro **REF:** E83F/23604/12
 C/o Special Needs Education Department

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

=====

This is to inform you that Graduate School Board, at its meeting on 16th July, 2014, approved your Research Proposal for the Ph.D. Degree entitled, "Dynamics of Job Satisfaction and Retention of Special Needs Education Teachers in Southern Ghana."

You may now proceed with your Data collection, subject to clearance with the Director, Special Education Division, Ghana Education Service.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University's Website under Graduate School webpage downloads.

By copy of this letter, the Registrar (Academic) is hereby requested to grant you substantive registration for your Ph.D. studies.

Thank you.


JOHN M. ODONGI
FOR: DEAN, GRADUATE SCHOOL

CC. Registrar (Academic)
 Chairman, Special Needs Education Department

Supervisors:

1. Dr. Nelly Otube
 C/o Special Needs Education Department
Kenyatta University
2. Dr. Chomba Wa Munyi
 C/o Special Needs Education Department
Kenyatta University
3. Dr. Mary Runo
 C/o Special Needs Education Department
Kenyatta University

APPENDIX D: LETTER REQUESTING FOR RESEARCH PERMIT

Department of Special Needs Education
 Kenyatta University
 Post Office Box 43844-00100
 Nairobi-Kenya
 31st July 2014

The Director,
 Special Education Division,
 Ghana Education Service,
 Post Office Box NT 451,
Accra- Newtown

Dear Sir/ Madam

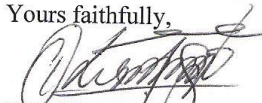
RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I hereby request for a permission to conduct research with teachers and head teachers at selected special schools in southern Ghana. I am a lecturer at University of Cape Coast and currently pursuing Ph.D Degree in special needs education at Kenyatta University in Kenya. My thesis topic is *"Dynamics of Job satisfaction and retention of special needs education teachers in southern Ghana."*

Please note that all the information collected will serve no other purpose than that of academic research and all names will be kept confidential. The estimated time to complete the questionnaire is about 30 minutes. The questionnaire and the interviews will be conducted at a convenient time as negotiated with the school heads. Care will be taken that the research does not interfere with normal school activities. Please find attached an introductory letter from Kenyatta University.

Your favourable consideration in this regard would be appreciated.

Yours faithfully,



Felix Kwame Kumudzro (Researcher)
 Student number – E83 F/23604/12
 Mobile; 0244180720/ +254 710848360

Lead Supervisor; Dr. Nelly Otube
 Dept of Special Needs Education
 Kenyatta University.
 Email; nelly33anne@yahoo.com Tel; +254 727405421.

APPDENDIX E: RESEARCH PERMIT

**GHANA EDUCATION SERVICE
(SPECIAL EDUCATION DIVISION)**

In case of reply the number and date
of this letter should be quoted

My Ref. No. SE.183/83

Your Ref. No.



P.O. Box NT.451
Accra-Newtown
Tel.: 0302 - 231469
Fax: 0302 (233) 231469
specialedgh@gmail.com

Date: 20/08/2014

Sir/Madam,

TO WHOM IT MAY CONCERN
PERMISSION TO CONDUCT RESEARCH IN SPECIAL SCHOOLS

Permission is hereby granted to the bearer of this letter, **Mr. Felix Kwame Kumedzro**, to conduct research in Special Schools in the Greater Accra, Central, Western and Volta Regions.

He is also to carry out pre-testing and pilot study at Garden City Special School, Kumasi, for the Intellectually Disabled, Jamasi Special School for the Deaf, and Wa Special School for the Blind.

We entreat all District Directors and Heads of the selected districts and schools to give him the needed assistance and attention.

We hope the outcome of your study will be made available to the Ministry of Education and the Ghana Education Service.

Thank you.

A handwritten signature in blue ink, appearing to read 'Thomas Patrick Otaah'.

THOMAS PATRICK OATAH
DEPUTY DIRECTOR
for: **DIRECTOR, BASIC EDUCATION DIVISION**
(IN CHARGE OF SPECIAL EDUCATION DIVISION)

APPENDIX F: RELIABILITY TEST RESULTS

Reliability

Scale: ALL VARIABLES

Case Processing Summary

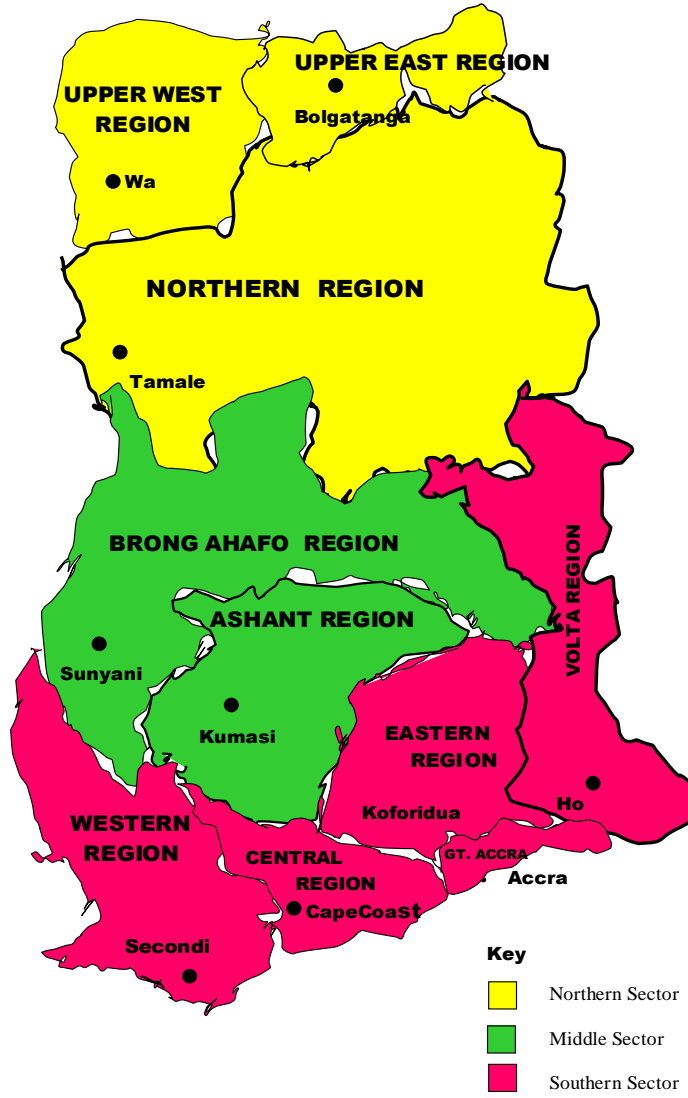
		N	%
	Valid	17	100.0
Cases	Excluded ^a	0	.0
	Total	17	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.782	.774	57

APPENDIX G: ADMINISTRATIVE MAP OF GHANA



VOLTA REGION