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A STUDY OF THE GHANA NATIONAL ASSOCIATION OF TEACHERS' PROGRAMMES AND ITS IMPLICATIONS FOR MEMBERSHIP COMMITMENT

RESEARCH REPORT

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ABSTRACT

This study seeks to understand the implications of the Ghana National Association of Teachers' (GNAT) programmes on members, and to investigate the perception of members regarding their commitment to the union. The period, 1995 to 2014 was chosen because it marked the era of fragmentation of GNAT, and the formation of other teacher-unions which broke the monopoly of GNAT as the sole teachers' union in Ghana. The main objective of the study is to examine the implications of member commitment on GNAT programmes. Specifically, the study intends to investigate the perceptions of satisfaction, participation and loyalty of union members. It also attempts to examine the responses of the union to challenges within the organization.

The study was based on interviews of key informants and a survey of members and former members of GNAT. Structured questionnaires were used as instruments. Data Analysis was by the application of Excel and SPSS (Statistical Package for Social Sciences). Presentations are displayed by graphs, frequency tables and pictorials. In order to understand commitment of respondents, the survey measures members' satisfaction, participation and loyalty to GNAT. These variables are related to programmes, hence questions on variables were asked in relation to programmes.

This study has found out that GNAT membership decline can be partially explained by decline in levels of member participation and satisfaction with programmes. The study, has however noted that despite members' dissatisfaction with GNAT programmes, the majority of them are still committed to the union. One possible reason for the high loyalty of members could be the value that they attach to the union. The study therefore concludes that the members' perception is not, by itself, a sufficient variable for understanding the union's decline. The study recommends that the communication system of GNAT be improved. It also recommends that due to changing composition of membership with respect to age and qualifications, there is need to broaden the professional development of members especially those in leadership positions by fashioning programmes to meet their needs. There is also need to engage members in establishing the training needs in the Ghana National Association of Teachers that would be included in the training programmes in order to make them more attractive.

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I also owe my beloved family my profound gratitude.

Last but not least, I would like to express my appreciation to the GNAT for allowing me this great opportunity to study.

DECLARATION

I solemnly declare that I conducted this study in its entirety independently and that this Research Report has never been submitted to any academic institution for examination whatsoever. I hereby submit this report in the field of Labour Policy and Globalisation for examination in partial fulfilment of the requirements for the award of the Degree of Masters of Arts in the Faculty of Humanities, at the University of the Witwatersrand, Johannesburg, in accordance with applicable rules.

Signature of Candidate: .....
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Date: 12th December, 2014

DEDICATION

This Dissertation is dedicated first and foremost to the Almighty God for sustaining me throughout the programme. Then to my beloved wife, Mrs Elizabeth Amma Mankosa Boh and my three children: Lydia Dziedzorm Boh, Caleb Eyram Boh and Dorcas Kafui Boh for always being by my side.

They had been a tremendous source of inspiration and great encouragement to me throughout this process; without them, this thesis would not have been possible.

ABBREVIATIONS/ACRONYMS

ASTU	Assisted Schools Teachers' Union
C&A-GD	Controller and Accountant-General's Department
CCT	Coalition of Concerned Teachers
CCTA	Consultative Council of Subject Teachers Association
Check-off	A system of collecting membership subscriptions
CPP	Convention People's Party
CTF	Canadian Teachers Federation
DE	Distance Education
DFID	Department for International Development
DG	Director-General
EFA	Education for All
EI	Education International
FAO	Food and Agricultural Organisation
FCUBE	Free and Compulsory Basic Education
GBDC	Ghana Book Development Council
GCE	General Certificate of Education
GCTU	Gold Coast Teachers' Union
GCUT	Gold Coast Union of Teachers
GES	Ghana Education Service
GNAT	Ghana National Association of Teachers
GNAT -LAS	Ghana National Association of Teachers Ladies Society
GNATOC	Ghana National Association of Teachers on Campus
GRATAG	Graduates Association of Ghana
GSTA	Government School Teachers Association

GTS	Ghana Teaching Service
GTUC	Ghana Trade Union Congress
GUSS	Ghana Universal Salary Structure
HR	Human Resource
IFTA	International Federation of Teachers Association
ILO	International Labour Organisation
JHS	Junior High School
JSS	Junior Secondary School
MOE	Ministry of Education
NAGRAT	National Association of Graduate Teachers
NGO	Non-Governmental Organisation
NRCD	National Redemption Council
NTTC	National Teacher Training College
POTAG	Polytechnic Teachers Association of Ghana
PRO	Public Relation Officer
PTA	Parent-Teacher Association
SAP	Structural Adjustment Programme
SHS	Senior High School
SPSS	Statistical Package for Social Sciences
SSS	Senior Secondary School
SWOT	Strength, Weakness, Opportunity, Threats
TEWU	Teachers and Educational Workers Union
TF	Teachers' Fund
GTUC	Ghana Trade Union Congress
UGCC	United Gold Coast Convention

UNION	Used interchangeably for GNAT and Association
WAEC	West Africa Examination Council
WHO	World Health Organisation

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CHAPTER ONE: INTRODUCTION

Trade union membership in recent decades has generally been declining across the world's industrialised market economies (Carley, 2001). In the US, for example, union density has declined over the years from about 25 percent in 1970 to 12 percent in 2002 (Borjas 2010). In the UK it declined from 55 percent in 1979 to 29.6 percent in 1998. In Africa, the situation is mixed in the sense that, in some countries' unions a few are still strong while the majority of them are on decline. This study investigates the state of union membership decline in Ghana, focusing on a specific union, the Ghana National Association of Teachers (GNAT).

There are many factors that have attributed to the decline in union membership. One of the most common causes of decline cited by unions in industrialised countries is that unions have faced challenges associated with labour market restructuring (MacKenzie, 2008). This restructuring has been defined by liberalisation, privatisation, downsizing the direct workforce and the use of sub-contracts. In addition to these economic changes, the changes in political ideologies that have accompanied globalization are a major factor that has contributed to the change in trade union's mode of operation and its decline of membership. Another factor that has been cited is the unions' inability to organise the growing number of new workplaces (Machin 2000). Finally, for those unions that are doing well, some are being overshadowed by negative publicity about corruption leading to mistrust among members in these unions. Bad publicity rapidly spreads to more worsening publicity and once a reputation is tarnished, the damage is done and this is very difficult to turn around.

The causes of labour union decline are not so much attributed to employers' anti- or "weak" labour laws, but rather a lack of worker support for unions. Almost all these factors are responsible for the membership decline in trade unions, and also to a large extent, has something do with commitment. For example, the union's inability to unionise the growing number of new workplaces could be attributable to inadequate commitment of union leadership to the course of union-growth in workplaces.

Presently, the changing conditions in world markets have begun to transform the organization of work in ways that have important implications for unions and their relationship with their members. New technology, recession and a much greater level of uncertainty in the global market had an impact upon the behaviour of employees and industrial relations systems. Besides these factors, the increased employment opportunities for non-manual workforce, the reduction of personnel in large workplaces, new attitudes towards solidarity and individualism on the part of workers have had general implications for the internal dynamics of unions in many countries.

Organizations today are facing an increasingly competitive and rapidly changing environment. Voluntary organizations like trade unions are no exceptions. However, there are several differences between unions and the workplace organisations/companies. In the workplace, workers render services to the organisation/company and they are paid in exchange for their services. Here, there is formal authority and discipline over the workers to ensure that they participate and are also committed to the job. By contrast, within the unions, members pay and expect the union to work for them. Leadership lacks formal authority over members. Indeed, in unions, members ostensibly have "control" over the leadership. Therefore, there is need for unions to provide programmes and services which members perceive as beneficial to them. Members have expectations that they will enjoy certain benefits by joining a union such as job security, wages, fringe benefits and general responses to challenges which they face as members. Union-members' level of commitment to the union will be based on the degree to which these expectations are met. In both cases, there is what could be described as an exchange relationship. The difference in dynamics means that the union must convince its members of its usefulness and also emphasize the importance of member's commitment to increase its effectiveness. Convincing members of the usefulness and of the importance of its role to members is a formidable task. It requires the understanding of the various variables that may affect members' satisfaction, participation and loyalty.

It is quite clear that there are many factors responsible for the decline of trade union membership and that includes membership commitment. There has been a lot of speculative international literature about programmes of unions having impacts on union commitment.

This study builds on this international literature by investigating the issue of union and member commitment within Ghana. Specifically the study examines how member commitment can help us understand the decline of GNAT. The study examines GNAT from the period of 1995 to 2014. It focuses on how the unions' programmes affect its members. This period was chosen because it marked the era of fragmentation of GNAT and the formation of other teacher-unions which broke the monopoly of GNAT as the sole teachers' union in Ghana. The study is based on interviews of key informants and a survey of members and former members of GNAT. In order to understand the commitment of the respondents, the survey measured their satisfaction, participation, and loyalty. The study is interested in how these variables are influenced by GNAT's programmes.

1.2. PROBLEM STATEMENT

1.2.1. GNAT: FROM THE MONOPOLY ERA TO THE MULTI-UNION PERIOD

The formation of GNAT dates back to 1931. GNAT is the only union which has fought for the rights of teachers since 1958 (GNAT, 2007) because historically it had a special, protected, relationship with government at the time (Osae, 1981) namely the Convention People Party (CPP) government. Even though there were minor membership disagreements and conflicts, these were managed and did not distract the Union from its main objectives. There was unity, tenacity of purpose, solidarity and commitment in the teachers' front. As a result, GNAT was somewhat successful in many of its demands and negotiations teachers. For example, according to Amoako (2012:64), GNAT was able to achieve considerable improvement in the salaries and general working conditions for teachers. Even though some might say GNAT had been an ideal union, teachers appeared to be quite satisfied with their noble profession and had been well respected in society under this formidable and stable union during this period. Among the many gains by GNAT was a successful negotiation with the Ministry of Education for a rent or housing allowance of 20% of salaries in 1977 (Darkwah, 2013:31). These undoubtedly, motivated teachers to be diligent in their duties as teachers who in turn were also said to be selfless and movers of community development as opinion leaders.

However, in 1992 a new constitution which was drawn up to usher in the Fourth Republic in the history of post-colonial Ghana, changed the country's labour laws. Also passed in 1992 was the

Public Services Negotiating Committee Law (PNDC Law 309 of 1992). The 1992 Constitution and PNDC Law 309 together had important implications for labour. The Constitution sanctioned union pluralism in the sense that it "provided for the right of workers to join or form unions of their choice, to march and engage in activities, to demand improved conditions, and to protest against or in support of public policy" (Darkwah, 2013:106). The PNDC Law 309 of 1992 also granted bargaining rights to state employers such as teachers and nurses to negotiate directly with the state for improved conditions of service. According to (Darkwah, 2013: 106), the combined effect of these two legal instruments on labour was that they provided the legal basis for discontented workers within the ranks of some labour organizations to withdraw their support for the mother organization and form their own unions.

The pluralism introduced by the 1992 constitution was implemented in 2003 with the passage of the new Labour Act, Act 651. The Act clearly stipulates that it required only two people to form and register a trade union under the law. Therefore the threat of break-up of unions over trivial issues has since intensified and remains very high in Ghana. It was against this background that after nearly forty years of union stability, according to Darkwah (2013), some graduate teacher members who were dissatisfied with GNAT began to criticize their own Association. They eventually formed a second teachers' union, the National Association of Graduate Teachers (NAGRAT) in 1995. This was followed by a third teachers' union in 2010, the Coalition of Concerned Teachers (CCT), which fragmented from both GNAT and NAGRAT. Thus, many other smaller teachers' unions were also formed and proliferated from the existing unions. However, some of them could not sustain the control of the labour terrain and eventually got dissolved. This fragmentation seriously affected overall national union-solidarity. It was no longer able to achieve the needed results for bread and butter issues and the vital unity of purpose of teacher-unionism was lost. Its hitherto united voice and solidarity became a fragmented front and yielded very few results.

This fragmentation echoes the view expressed by many GNAT members and former members who argue that the way in which GNAT has tackled its problems has not been sufficient. There is a growing perception of non-performance of the Association with regard to satisfactory salary levels. According to (GNAT, 2007), some of the above concerns were articulated by members of

the Union but never properly addressed. Such members' concerns have overshadowed the minds of teachers to the extent that they are very hesitant to participate in the activities and programmes of GNAT, (GNAT, 2007). Slowly, the gap between the Association and its members began widening by the day. A sense of dissatisfaction and suspicion could be discerned. The value judgement efforts of the Union are either said to remain blocked from teachers' view or the teachers are simply not enthused by them.

After nearly forty years of relative stability, these changes have had significant impacts on the membership of GNAT. Table 1 presents a comparison, between 1995 and 2014, of the membership of GNAT relative to the total teacher employment within the Ghana Education Service (GES), the state entity that employs all teachers in the public schools.

Table 1: Population statistics of GES and GNAT from 1995 to 2014 compared

YEAR	GES TEACHER POPULATION	GNAT MEMBERSHIP	PERCENTAGE OF GNAT MEMBERSHIP RELATIVE TO GES POPULATION	PERCENTAGE DIFFERENCE BETWEEN GNAT AND GES
1995	120,500	120,111	99.6	-
1999	159,210	146,346	91.9	-7.7
2003	178,418	178,000	98.4	+ 6.5
2007	186,998	160,831	86.0	-12.4
2011	216,841	182,636	84.2	-1.8
2014	219,284	172,500	78.7	-5.5

Source: (GES, 2014 and GNAT, 2014 documents)

The table1.1 shows that while the GNAT membership was growing during this period, the total employment of teachers was growing at a faster rate. Therefore, between 1995 and 2014 there was a decline of (-20.9%) in the overall population of GNAT compared with teacher- population employed by the GES. This decline is such that it brings to the fore the need to investigate the factors that militate against such membership losses by the Association. The largest decline (-12%) was experienced in the period between 2003 and 2007, just after the labour law was

introduced. This appears to confirm the suggestion that the introduction of the labour law and its resultant proliferation of new teachers' unions was one of the main factors among other factors that had a negative impact on the GNAT membership. However, this decline was proceeded by a decline of (-7.7%) from 1995 to 1999 before the introduction of the labour law. This suggests that there was already some membership dissatisfaction even before the 2003 labour law. One stands to conclude that if there were no issues of dissatisfaction, the change in the labour law would not have made such significant impact on the GNAT membership. Therefore, it is important to investigate these underlying causes of dissatisfaction. Further analysis on this subject will be discussed in chapters four and five of this report.

1.3. OBJECTIVES OF THE STUDY

The main aim of the study is to understand the implications of GNAT programmes on membership commitment.

The following are the specific objectives:

- To investigate the perceptions of union members on satisfaction, participation and loyalty.
- To examine the responses of the union to challenges within the organization.

In order to achieve these sub- objectives, two types of investigative tools were used: surveys and interviews of key informants.

1.4. RESEARCH QUESTIONS

The study seeks to find answers to the following research questions:

- What are the organizational challenges facing GNAT?
- What are the causes of members' change in attitude towards GNAT?
- What are the causes of fragmentation of GNAT after the birth of the Labour act 651?
- What are the perceptions of members regarding how GNAT should address issues of dissatisfaction of members?

1.5. RATIONALE OF THE STUDY

This study is important because it brings to the fore the impact of labour laws on the stability of unions regarding participation and commitment of members. It contributes immensely to existing academic knowledge on challenges of labour unions and also brings about some awareness on how members' issues can be addressed. The research findings have provided data which would be relevant to policy formulation; not only within the Association but to trade unions, policy makers, political parties and future researchers in Ghana and abroad. It is anticipated that appropriate strategies will be designed to address the growing gap between unions and the membership.

1.6. THE OUTCOME OF THE STUDY

This study has argued that GNAT membership decline can be partially explained by decline in levels of members' participation and in levels of satisfaction of members with programmes. However, the study also found that the majority of members are still committed to the union. One possible reason for the high loyalty of respondents, despite their dissatisfaction with its programmes, could be the value that they attach to the union.

Therefore the study concludes that members' perceptions are not, by themselves, a sufficient variable for understanding union decline. Other conclusions are discussed in the concluding chapter of the report.

2.0. CHAPTER TWO: REVIEW OF LITERATURE

This chapter is devoted to setting the theoretical framework for the study and review of some relevant literature on previous work that has been done. The organization of the chapter will be based on theoretical and conceptual framework which is comprised of two parts. The first part provides background information on the history of GNAT and the education system in Ghana. The second part deals with the concepts of membership satisfaction, participation, and commitment within unions.

2.1. HISTORICAL BACKGROUND OF GNAT

It is important to begin with the history of the formation of the first teachers' union in Ghana. The first teachers' union to be formed in Ghana (then Gold Coast) was the Government School Teacher Union (GSTU) in 1925. It was to serve as a platform for teachers to express their views on issues that affected their conditions of service. However, the GSTU did not represent all teachers since it excluded teachers who did not teach in government schools. Following massive protests by teachers against the colonial government's plan to impose a 29 percent tax on their salaries, teachers, mostly in schools set up by religious bodies, formed the Assisted School Teachers Union (ASTU) in 1931. This body embraced teachers in both government schools and schools run by religious bodies.

In 1958, GSTU and ASTU reached an agreement and merged as one union under the common name of Gold Coast Teachers' Union (GCTU) (GNAT, 2007). The merger of GSTU and ASTU marked the end of fragmentation of teacher unions since 1958 in the history of education in Ghana. To a large extent, the membership of the union demonstrated overwhelming loyalty and commitment to policies and programmes of the union to ensure solidarity and stability in Ghana (Asiedu-Akrofi, 1971: 18).

In 1958, the GCTU joined with the Union of Teachers and Educational Institutions Workers (UTEIW) as one of the fourteen (14) affiliated unions of the Ghana Trade Union Congress (GTUC) in accordance with provisions of the Industrial Relation Act of 1958, which aimed to consolidate a wide range of Ghanaian unions into a centralized federation which would have close ties with the ruling Convention People's Party (CPP).

Many teachers were sceptical of GTUC's over-dependence on the Convention People's Party (CPP) and therefore decided to opt out to avoid being dragged into ideological controversies of governance (Osae, 1982:9-10). A further reason for which teachers were reluctant to stay in the new federation was that the ideological and "class" position of teachers themselves showed that they had little in common with blue-collar workers of the GTUC. These factors combined provided sufficient reason for the membership to support the union's decision to leave the federation. The then President of Ghana, Dr Kwame Nkrumah agreed to teachers' demands to back out of the GTUC. Thus on July 14, 1962, the teachers and the Minister of Education formally inaugurated the Ghana National Association of Teachers (GNAT) as a separate organization from and independent of the GTUC (Osae, 1982).

Although the GNAT derives its legal existence from the Trustee Incorporation Act of 1962 which strictly classifies it as a voluntary association, it has been recognized by successive governments as the sole representative body of teachers at the pre-tertiary level and has been granted the concession of utilizing the "check-off" system of collecting membership subscriptions. The 'check off' system here means anyone that has appointment into the Teaching Service as a teacher became an automatic member of GNAT. The Ghana National Association of Teachers decentralized its administrative structure headed by fairly well-trained, qualified and committed full-time staff giving it an advantage over all other teachers' unions in Ghana.

One of the ideologies of GNAT is participatory democracy (GNAT, 2000). This form of practice offers opportunity to each member to climb to the highest level of decision-making. Elections are held to choose GNAT office bearers periodically from the grassroots to the National level. ''Participatory democracy is a process that emphasizes the broad participation of constituents in the direction and operation of political systems'' (Kendall, 2011). Participatory democracy tends to advocate more involved forms of participation. However, the findings of the survey conducted for this study call into question the depth of participation by members in GNAT activities. This could be a possible reason for the gradual decline in membership that this study seeks to explain, as will be discussed further in Chapters 4 and 5. Delegate conferences, which are attended by the accredited representatives of the members, are the highest decision-making bodies of the Association where major decisions are taken. It is at such conferences that the officers of

Association at the various levels are elected (GNAT, 2000). Currently, the National, Regional and District delegate conferences are held once in four years whereas local delegates conferences are held once in two years. Decisions at conferences emanate from the grass root levels of the association through resolutions and memoranda.

2.3. THE EDUCATION SYSTEM OF GHANA

2.3.1. THE ROLE OF THE MINISTRY OF EDUCATION

The Ministry of Education (MOE) is responsible for the provision and management of education in Ghana. There are various statutory bodies under it including the Ghana Education Service, the Ghana Library board, the Bureau of Ghana Languages, the Ghana Book Development Council, the National Commission for UNESCO, the National Service Secretariat, the Planning, Budgeting, and the Monitoring and Evaluation Division (PBME). The Ministry of Education, like other state organizations of this kind, derives its status and functions from the Civil Service Law, PNDCL 327 of 1993 and in accordance with the terms of section 11(3) of that law, it is the highest organization in the Education Sector. Its main functions are to initiate and formulate policies taking into account the needs and aspirations of the people; undertake development planning in consultation with the National Development Planning Commission and Coordinate, monitor and evaluate the efficiency and effectiveness of the performance of the sector.

2.3.2. THE ROLE OF THE GHANA EDUCATION SERVICE

The Ghana Education Service (GES) exists to implement the policies of the MOE at the pre-tertiary level. To carry out its responsibilities, it operates at the national, regional and district levels. At the national level, there is the Director-General (D-G) with two deputies. One is responsible for academic matters and the other for matters related to management.

The GES is among the most decentralized sectors of the government. One of its main functions is the recruitment of teachers into the service. It is also responsible for the payment of their salaries. As the criteria for recruitment and promotion in the GES are different from those in the civil service, the competence of the seconded staff cannot be guaranteed, particularly if no special in-service training was given to them before they took on their new assignments. The

GES is headed by a council named the Ghana Education Service Council. Through its decentralized structures, at the Regional and District levels, the GES manages first and second cycle institutions throughout the country. In this connection, the GES decentralized structures are synchronized with the political and administrative divisions of the country. Thus, there are ten (10) Regional and two hundred and seventeen (217) District Directors of Education (DDEs).

Before the introduction of the new labour law in 2003, Ghana Education Service Council was legally set up by National Redemption Council Decree (NRCD) 357 of 1975. It is this same decree that recognized GNAT as the only legally recognized teachers' union in the country at the time. This decree was later abolished in 1982 by PNDC Law 42. Nonetheless, after many years of GNAT's negotiation with government, the law was re-established in an Act of Parliament (Act 506, 1995) that re-established the GES. Clause16 (1) provided that: "The organization called Ghana National Association of Teachers has been formed to seek and promote, in accordance with law, the interests and well-being of members" (Osae, 1982: 40).

In 1981, the Government of Ghana, driven by a strong socialist ideology, earmarked the education system for radical reform to achieve two key objectives. First, reforms were seen as necessary to improve the quality of education provision. A survey had shown that a large majority (more than 80%) of children completing grade 6, or even JSS 1 'were completely illiterate' (MOEC, 1986). Secondly, reforms were needed to provide more equitable access to primary and secondary education. In the 1985/86 academic year, students in secondary schools represented only 7% of the relevant age group and primary enrolments had stagnated from the early 1980s until 1987 when it started rising (MOEC, 1986). Thus, the 1987 education reforms set out to improve access to basic education but also emphasized the need to include measures that would improve quality, efficiency, and equity in the education sector. It set some new objectives and introduced a new structure of education which was really an implementation of most of the earlier proposals in 1974.

Ghana operates on a 6-3-4-4 System: This means; primary school lasts 6 years, junior secondary/high school 3 years, senior secondary school 3 years, (senior high school entrants 2007- 2009 – 4 years), and a university bachelor's degree lasts 4 years. The teachers surveyed for

this study teach in the basic and secondary levels. The sole official language of instruction throughout the Ghanaian educational system is English. Students may study in any of the eleven local languages for much of the first three years, after which English becomes the medium. Students continue to study a Ghanaian language as well as French as classroom subjects through at least the ninth grade. All textbooks and materials are otherwise in English.

In order to enter senior secondary school/senior high school, about 375,000 Ghanaian students take the Basic Education Certificate Examination (BECE) at the end of JHS Form 3 (ninth grade) in seven subjects. Admission to senior secondary/high school is competitive: only 150,000 students can be admitted into the 500 public and 200 private national secondary schools. The vast majority of Ghanaian students attend public boarding schools, many of which are highly competitive. There are only half a dozen international private secondary schools in the country, collectively graduating about 300 students a year and offering the IB or A-level curricula.

The Senior High School was introduced in 2007, expanding the system to four years but not otherwise changing the curriculum, a policy that was reversed after three years as a result of which there were no graduates in 2010, and two cohorts graduating in 2013. In the public national schools, all students take a core curriculum consisting of English Language, Integrated Science, Mathematics, and Social Studies. Each student also takes three or four Elective subjects, chosen from one of seven groups: Sciences, Arts (social sciences and humanities), Vocational (visual arts or home economics), Technical, Business, or Agriculture.

At the end of senior secondary/high school (twelfth/thirteenth grade), all students take the West African Senior Secondary Certificate Examination, or WASSCE, (SSCE since 2005; WASSCE beginning in 2006) in each of their seven or eight subjects. These exams are administered nationwide in April-June each year, but the results are not available until the following August. Grading is exceptionally tough. 4% of grades are A's, and while 80% of grades are passes, only 53% of grades are credit passes of A1-C6. C's can be quite competitive.

This study is interested in how the system expects very competitive or high standard performance from the teachers. For the most part, teachers respond positively to the challenge

posed by the system by working very hard in order to produce such competitive results and to help students proceed to the universities or the tertiary level. These teachers would in turn expect commensurate motivation from their employers, the Ghana Education Service (GES). However, more often than not, this expectation is not realized. Their rational frustration has almost always been attributed to the failure of their mother union, GNAT as not working hard enough in addressing the teachers' grievances. Some of the packages demanded for teacher-motivation have been increases in salaries, extra duty allowances, and improved working conditions among others. Both teachers in public and private schools belong to the same unions and issues of motivation affect teachers in both sectors. This could be a major reason for high teacher attrition rate in the education service which invariably reflects on membership decline that unions are experiencing. As will be discussed further below, respondents to the survey in chapter 4 of this report feel that it is GNAT that has failed to address their challenges which has led to dissatisfaction with the efforts of the union.

2.3.3. TEACHERS: SUPPLY, QUALIFICATIONS AND ATTENDANCE

What is important here is that if teachers are unwilling to go to certain areas to teach, the few that accept postings to those areas needed to be well remunerated to attract others. However, the education service has always failed to honour their promise of additional 30 percent of salary as incentives to teachers in this regard. Secondly, the low percentage accounting for inadequate numbers of trained teachers in deprived areas never ends there; eventually, the percentage further dwindles when teachers find the living conditions unbearable. The obvious reason is that out of frustration they either seek transfers from those areas or they completely leave the service (GES) altogether. This trend is possibly one of the factors that contribute to the union membership decline as will be discussed in chapters 4 and 5. This attitude by the GES of failed promises to teachers who accept postings to schools in deprived areas is one of the factors that contribute to the low numbers of qualified teachers willing to teach in those areas.

2.3.4. COMMUNITY LINKS TO SCHOOLS

The linkage of community involvement in schools is very important for the purpose of this study. It is important to the extent that low community participation in the affairs of schools negatively affects motivation of teachers in such schools. Low community participation leads to situations

that demotivate the teacher. For example, Low community involvement results in poor student attendance in schools which invariably leads to poor students' academic performance, and for that matter, lack of importance attached to education. These factors affect the teacher's downward rating by the community. The teacher, therefore, suffers from insignificance and from neglect by community members to the extent that he/she suffers from lack basic needs such as decent school building and school environment, sanitation and decent accommodation among others as will be discuss in chapter 4. The neglect of these basic needs compels the teacher to want to either leave the community to another school or totally leave the profession altogether. This constitutes another cause of decline of union membership as well as leaving most of these community schools without professional teachers.

2.3.5. NON STATE PROVISION OF BASIC EDUCATION

Private basic education in Ghana is a feature of the urban community. These schools are run purely with the aim of making profit or business basics. Most of these private schools appear to perform better than the public schools, and for that matter, seem to justify the relatively high fees that they charge for their services. According to Tooley (2005), these schools were perceived to be providing better quality primary education than state providers. Tooley suggests that their popularity could be attributed to the perception that they provide the means for social mobility, and partly because of falling quality in public school education. Whichever way one perceives this, private schooling have also contributed in no small way to the education system of Ghana because they might have played a significant role in plugging gaps in supply, with poor quality private and religious schools growing in number to accommodate students who cannot find access to government schooling.

However, this study is concerned with poor private schools that employ teachers with poor working conditions and remuneration that leaves teachers dissatisfied and results not only in high teacher attrition rate in those schools but also in contribute to some teachers leaving the teaching profession for more lucrative sectors. This process contributes to the decline of union membership. Generally, most private schools are faced with great challenges with respect to their low salaries and poor working conditions.

The next section will examine the concepts of membership participation, satisfaction and commitment with regards to understanding the crisis of the union in this study.

2.4. THE CONCEPT OF MEMBERSHIP PARTICIPATION AND COMMITMENT TO UNIONS.

This study is interested in whether GNAT's decline reflects a declining commitment of members. Commitment is used to mean dedication to a particular union's cause or belief, and a willingness to get involved. The concepts of membership participation and satisfaction are important in this study because they provide an indication of the level of membership commitment. How consistent is the relationship between satisfaction, participation and commitment? This study attempts to examine the evidence towards a certain level of participation and satisfaction.

UNION PARTICIPATION

Tetrick and Klandermans developed a framework for understanding union participation as shown in Figure 1 shown below:

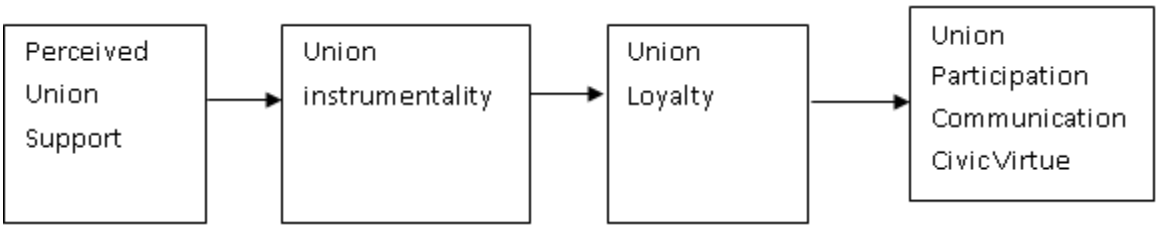

Figure 1.The concept of Union Participation

The first stage of the chart shows a member's "perceived union support" which reflects the member's perception towards the union they belong to, whether the union care about them as individuals as well as the value accorded to them. This recognition creates feelings of the members to want to reciprocate such favourable gestures from the union to them through their commitment to the union. Their commitment is expressed by reciprocating with the support to the union. The relation is described as a form of exchange relationship between the members and the unions (Tetrick, 1995). This perceived support is a reflection of the members' beliefs of how unions globally recognise their members as well as value their contribution to them.

The second in the chain, the ‘union instrumentality’ stage, it describes a member's satisfaction with the Union. Satisfaction with the union is related to a belief that the union can indeed satisfy important individual goals. The nature of these goals helps in determining whether members would participate in the union's programmes. Expressively oriented members, for example, may attend a union meetings because they are satisfied with the union or at least find attendance satisfying. Union instrumentality is also borne out of the union’s perceived usefulness to the members as they engage in an exchange relationship, while the members reciprocate by participating in the union activities. At this stage, both have become beneficial to each other, this refers to, the member and the union. However, instrumentally oriented members are may normally participate only when they are dissatisfied and want to change things (Gordon et al. (1980). Members who are instrumentally oriented are satisfied with the levels of services the union provides. If the union seems to be less satisfying with its programmes, members may conclude that their efforts to improve this service will have little impact. This means that the union has low instrumentality. Actual participation is related to a measure of commitment which has to do with the willingness to work for the union.

In the third stage, the concept of union loyalty forms an integral aspect of this study. This has to do with commitment which is expressed through loyalty to the union, a feeling of responsibility to the union, willingness to exert strong effort on behalf of the union and the belief in the goals of the union. This may imply that a member has a value attachment to the union or that a level of recognition for the union may be very high irrespective of his or her satisfaction or participation levels in union programmes which also translate into high level of commitment. However, ones instrumentality may be independent of one's loyalty.

The fourth stage is the combined effect of all the factors in the chain that influence a member's participation level in a union. This refers to the sum total of one’s union support levels, instrumentality, and loyalty which may culminate into the highest level of participation or the amount of efforts and time a member spends doing union work which may determine the member’s commitment level to the union's programmes. These could be expressed in terms of union participation, communication of civic virtues and other activities of the union. Social

pressures may be greater when members feel integrated into a group or a union which may contribute to shaping the member's intentions. The member's intentions here refer to both a member's attitudes and behavioural intentions in the group, which may be important in shaping his or her behaviours. However, it is the behaviour itself which expresses the participation in activities such as filing grievances, going on strike, running for union office or paying union dues which have a direct impact on industrial relations (Tetrick (1995). A member's participation in explaining the union's ideologies, policies and programmes to motivate others within or outside the union are important activities that require this form of membership commitment.

2.4.1. UNION PARTICIPATION

Union participation refers to involvement in collective action and related activities that are closely related to the effective functioning of the union (Metochi, 2002). Activities can be classified as either formal or informal. Formal activities include involvement in elections, meeting attendance, voting, filing grievances and serving as an officer. These activities are infrequent and scheduled. In contrast, informal activities include helping other members to file grievances, talking about the union with friends or family, and reading union-related publications (Fullagar et al., 1995:129). These are activities that are less formal but typically more frequent. Tetrick (1994) conceptualized informal activities as extra-role activities pursued beyond what is normally required.

Klandermans (1986) indicates that it is possible to classify the various kinds of trade union participation according to two criteria. The first is classified according to the time it takes. Some activities are of limited duration such as casting of votes during the council election. Others are naturally of longer duration such as trade union membership or filing grievances. A second classification criterion bears upon the amount of effort the activity requires from the trade union member. Some activities require just a limited effort (join a trade union); others very great efforts for example, taking part in a strike. The combination of these two criteria yields four kinds of trade union participation (WCL, 1997). These are illustrated in table 2.

Table 2: Levels of instrumentality of member to union activities

Instrumentality	Limited Time	Longer Time
Little Effort	Basic Activity Member	Loyal Basic Member
Greater Effort	Potential Core Member	Engaged Core Member

From these distinctions, it is possible to classify union members into four types based on the form that their participation level takes. The four types are:

Basic Activity Member: defined as the first step towards membership commitment to union

Potential Core Member: evidence of increased commitment upon being a basic activity member

Loyal Basic Member: An increased commitment having graduated as a potential core member

Engaged Core Member: The highest level of commitment

Based on the above concepts, a member's graduation from one level to the next may be dependent on increased devotion of time and effort to a higher level of commitment.

- Members who gave little effort for limited time are described as basic activity members and show low commitment level.
- Members who gave little effort and spent a longer period of time on union matters are loyal basic members and show low commitment level.
- Members who gave greater effort for limited time are potential core members and show high commitment level, and
- Members who gave greater effort for a longer time are engaged core members and also show high commitment level.

From Table 2 above, a low instrumentality level may results in low commitment level and a strong instrumentality results in strong commitment. The basis for a member to be highly instrumental to a union is the member's amount of time and efforts devoted to the union's cause. The level of commitment also places a member in categories such as basic activity, loyal basic, potential core, or engaged core member.

2.4.2. UNION SATISFACTION

Diorite et al (1986) argue that union satisfaction is a function of the discrepancy between a member's expectations and perceptions of union performance on a number of job and union-related issues such as bread and butter issues, internal relations between leaders and rank-and-file members, and improvements in the working environment. Unions have the responsibility to establish conditions of employment that should protect members' rights to safe working conditions and fair treatment to reflect how instrumental the unions can be. Instrumentality in this context means usefulness to each other. It refers to an exchange relationship between a member and the union. Usefulness or union instrumentality may also refer to satisfaction or effectiveness.

It may also be useful to think about union instrumentality as an indicator of perceived organizational effectiveness or usefulness in meeting members' goals ''rather than as a sign that the union values and cares about its members as individuals consistent with labour union ideology of solidarity and common good'' (Chacko, 1985:75). This treatment of instrumentality is consistent with Shore and Tetrick's (1994:36) argument that fulfilment of employment goals is a critical element for the development and maintenance of the exchange relationship between the individual and the organization.

For the purpose of this study, instrumentality may be determined by the degree to which a member's goals for union membership are fulfilled and vice versa. That is to say, if membership commitment is perceived to be low, it may equally suggest that satisfaction and/or participation levels may be low. Therefore, the variables: satisfaction and participation levels may be perceived as low in attaining members' goals such as good working conditions, employment security, salary negotiations and other forms of benefits. In practical terms, the commitment of the members to GNAT should have an influence on their participation in the activities of the union.

2.5. MEMBER'S LOYALTY AND COMMITMENT TO UNIONS

Nevertheless, there are exceptions to this rule, Gordon et al (1980) and Sverke and Sjoberg (2001) conceived the idea of value rationality-based and instrumental rationality-based

commitment to the union. In their thinking, "instrumental rationality-based commitment to the union" is essentially based on self-interest through the satisfaction of relevant personal goals and is viewed as the extent to which the union is perceived to be effective in achieving certain goals. By contrast, "value rationality-based commitment to the union" reflects a sense of shared loyalty, values, identity and pride in the union. Here, there no relationship between the levels of participation and commitment. Both satisfaction and participation levels of a member may also not necessarily be dependent on his or her commitment. In other words, a member's satisfaction level with programmes may be low and participation level may also be low but his loyalty level to union may be high. Therefore, that member may have a high level of commitment to the union but not necessarily based on satisfaction level. This implies that a member's value attachment to the union or recognition of the union may be very high irrespective of his or her satisfaction or participation levels in union programmes.

With respect to union commitment, Gordon et al (1980) outlined in their study that union commitment subsumes four major constructs which include an attitude of loyalty to the union, a feeling of responsibility to the union, a willingness to exert strong effort on behalf of the union, and a belief in the goals of unionism.

As will be discussed in Chapters 4 and 5 below, this was amply evident from the results of the survey in this study. These concepts are important for the purpose of this study because the evidence explained the linkage between satisfaction and participation of members in relation to union commitment. It further throws light on how value dimension and instrumental dimensions can be potential sources of a member's commitment to a union. However, the relative impact on membership behaviours of each commitment dimension may not be the same from one union to the other. The main concept of commitment which may consist of these dimensions is the recognition that individuals may be attached to organizations for variety of reasons which shape or inform their behaviour.

3.0. CHAPTER THREE: RESEARCH DESIGN AND METHOLOGY

3.1 INTRODUCTION

This chapter outlines the research design, the research method, the population under study, the sampling procedure, and the method that was used to collect data. The reliability and validity of the research instrument will be also addressed. Finally, ethical considerations pertaining to the research will be discussed.

This research used a mixed method approach (Creswell and Clark 2011) that included the use of both qualitative and quantitative data, a strategy known as triangulation. The rationale for the 'triangulation' according to (Shih, 1998) is to ensure the completeness of the research. 'Triangulation' is used to strengthen the weaknesses of one instrument with the other. This is important in order to increase both reliability and validity in measuring a concept. Triangulation can also overcome challenges related to a single-method, single-observer and single-theory bias and thus can be applied to confirm the research results and conclusions.

Because the survey was based on a non-probability sampling technique, the quantitative data is used for descriptive rather than inferential statistics. According to Brink and Wood (1998:289), a descriptive survey design can be utilised "to study characteristics in a population for the purpose of investigating probable solutions of a research problem". . As indicated above, there are two parts of the methodology. The first part is the quantitative and second part is qualitative.

3.2. QUANTITATIVE SURVEY

3.2.1. POPULATION

A survey was conducted to gather data on teachers` satisfaction, participation, and commitment to GNAT. The population involved were teachers who are members of GNAT and those who had once been members. Participants were selected from three of ten regions of Ghana. There were 30 respondents each from Central, Volta and Greater Accra Regions.

3.2.2. SAMPLING AND SAMPLE SIZE

Purposive sampling was administered. For the purpose of this survey, each region was purposively selected and was classified or stratified as either urban or rural. It was assumed that the respondent's opinions and perspectives about the union would vary according to demographic characteristic in ways which would be important for this study. The inclusion of the urban and rural dichotomy allows a comparison of response patterns in each stratum (urban and rural schools) in each region.

First, one district was selected in each of the 3 regions. The three regions were chosen because of their peculiar characteristics: The Central Region is the hub of education in Ghana. It is the home to many of the elite schools in Ghana. However, at same time, it has many deprived schools as well. Therefore, it was expected to have teachers with divergent opinions which would be important for analysis. The second region, the Volta Region was chosen because it is one of the regions in the country that has witnessed several agitations and strikes by the members of both GNAT and NAGRAT. It seems to be a region where members' satisfaction and commitment levels are at their lowest. The Greater Accra was chosen because it is the region with the National capital where the headquarters of GNAT and GES are located. Teachers in this location are relatively close to the activities of the Union, and the region contains very good schools as well as deprived ones.

Next, a “local” (or cluster of schools) was selected from both a rural and urban area within the region. Finally, individual schools were selected from both rural and urban locales. In total, 90 respondents were sampled across all the three regions. In each region, 30 respondents were administered with questionnaires in selected rural and urban schools respectively. Eighty-five questionnaires were completed and submitted, resulting in a response rate of 94 percent.

3.2.3. DATA COLLECTION

A structured survey (see appendix A) was administered which aimed to capture information on GNAT members diverse experiences and opinions with regard to their own satisfaction, participation and commitment to the union. Permission was confirmed through information and consent forms (see appendices C and D). Anonymity and confidentially were also guaranteed.

Each respondent sealed his or her questionnaire in an individual envelope to ensure anonymity and the envelopes were collected by the researcher.

3.2.4. INSTRUMENT FOR DATA COLLECTION

The questionnaire covered four major areas as follows:

SOCIO-DEMOGRAPY - Profile of teachers/respondents (region where school is located, their age, sex, education level and others**).**

SATISFACTION- Challenges and their level of satisfaction with their work as teachers - Satisfaction and dissatisfaction issues facing GNAT and the role in salary negotiations for teachers, the overall performance of GNAT.

PARTICIPATION- Positions held in GNAT and level of participation in GNAT programmes.

COMMITMENT- Questions were based on commitment of members and focused on issues of perceived union support, instrumentality and loyalty.

3.3.1. QUALITATIVE INTERVIEWS

Qualitative research is characterized by its aims which relate to understanding some aspect of social life, and its methods which (in general) generate words, rather than numbers as data for analysis Rotchford (2002). Qualitative methods generally aim to understand experiences and attitudes of people, the community or institutions.

3.3.2. SAMPLE

According to Neuman (2000) purposive sampling is acceptable for special situations in mind such as the judgment of an expert, study on perception of specific cultural values or of an institution. Three key informants were chosen for in-depth interviews. Two interview subjects were senior GNAT personnel and one was a retired educationist who was once a GNAT member. These individuals were chosen because they have immense knowledge of the Union.

3.4. INSTRUMENTS FOR DATA COLLECTION

Semi-structured in-depth interviews were conducted (see appendix B). The interviewees were encouraged to elaborate on the issues on the interview schedule where necessary and were allowed time to express themselves freely.

3.4.1. DATA COLLECTION

Data for the interview was collected from these key persons between 24th and 30th June 2014 from the GNAT management and retired senior personnel from the Ghana Education Service at the GNAT Headquarters in Accra through in-depth interviews at least for 2 hours each. The researcher also arranged to meet the retired key person in his home for the interview. An interview schedule (appendix B) was used to collect information from them. The data was recorded through audiotapes. The recorded interviews was transcribed and coded.

3.4.2. DATA ANALYSIS

Qualitative analysis involved content analysis. This is the process of analyzing data using words instead of figures (Clifford, 1997). In this process, the recorded data were transcribed immediately from one interview to another. The transcribed data was cross checked to ensure the prevention of any loss in meaning and also to avoid researcher bias. Data was then analysed. The qualitative analysis involved the categorisation of the data from interviews and field notes into common themes. Specifically, the following steps were taken in analysing the qualitative data:

i. Reading and reviewing field notes;
ii. Writing of notes in reviewing of field notes and transcripts;
iii. Coding of the data: The researcher identified common thematic areas, thus, the patterns and common themes that emerged in responses dealing with specific items;
iv. Coding of the data;
v. Checking whether or not there are deviations from the patterns and common themes that emerged;
vi. Interpreting the data by attaching significance to the themes and patterns observed;

3.5. LIMITATIONS AND STRENGTHS OF THE STUDY

It is important to declare that, since the researcher is a member of the union under study, there is a potential for bias in certain aspects of the report. However, the researcher made sure that the research was adequately protected from any form of influence or compromise. Although the union leaders assisted in some selected schools they too could have influenced the responses. However, the responses were sealed in envelopes which gave little or no chances for any external influence.

3.6. ETHICAL CONSIDERATIONS

The researcher recognizes that it is his responsibility to conduct the research in an ethical manner according to the guidelines of the University of the Witwatersrand and any laws and/or legal frameworks that may apply, and according to the norms and expectations of the discipline.

Permission was sought from the School of Social Sciences and the Faculty of Humanities of the University of the Witwatersrand (see appendices E). Ethics clearances were also sought from the Ethics Committee of the University. The researcher also obtained permission from GNAT (see appendix C), the union under study. All participants in this research and all stakeholders involved provided written informed consent. In addition, all reasonable efforts were made to guarantee the confidentiality and anonymity of survey respondents as well as the three key information participants. In the case of the key information participants, pseudo names were used.

CHAPTER FOUR: RESEARCH FINDINGS

4.1. QUANTITATIVE FINDINGS

4.1.1. INTRODUCTION

The findings obtained from the study are presented in this chapter. The study examined the Ghana National Association of Teachers' programmes and their implications for membership commitment. The chapter is divided into four major thematic areas. The first part focuses on the demographic characteristics of the respondents in order to show how the sample of members surveyed for this research relates to the general population of the union. The last three parts build on the discussion in Chapter 2 above about the relationship between members' commitment to the union and their satisfaction with and participation in union programmes. Questions from the survey measuring satisfaction, participation and the commitment of the membership in relation to the Association's programmes have been presented. To explain how these variables relate to the commitment of members, each thematic area has examined the roles by gender, age, localities, education background, length of service and others.

4.1.2. DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

In 2007, GNAT conducted a Membership Enumeration Exercise. The data from this census of members is used as a point of comparison for the sample covered in this survey. Specifically, comparisons are made in terms of age, gender and educational background. This chapter will explain how these variables relate to the commitment of members. These are important in the assessment of the declining pattern of GNAT because they speak to core objectives of the survey by examining the relationship of these variables and commitment of respondents.

The gender analysis of the 85 respondents indicated that the majority (57.6%) were males. Thus the proportion of males who responded to the study was about 15.2 percent higher than the proportion of females (42.4%). Figure 2 graphically presents the results.

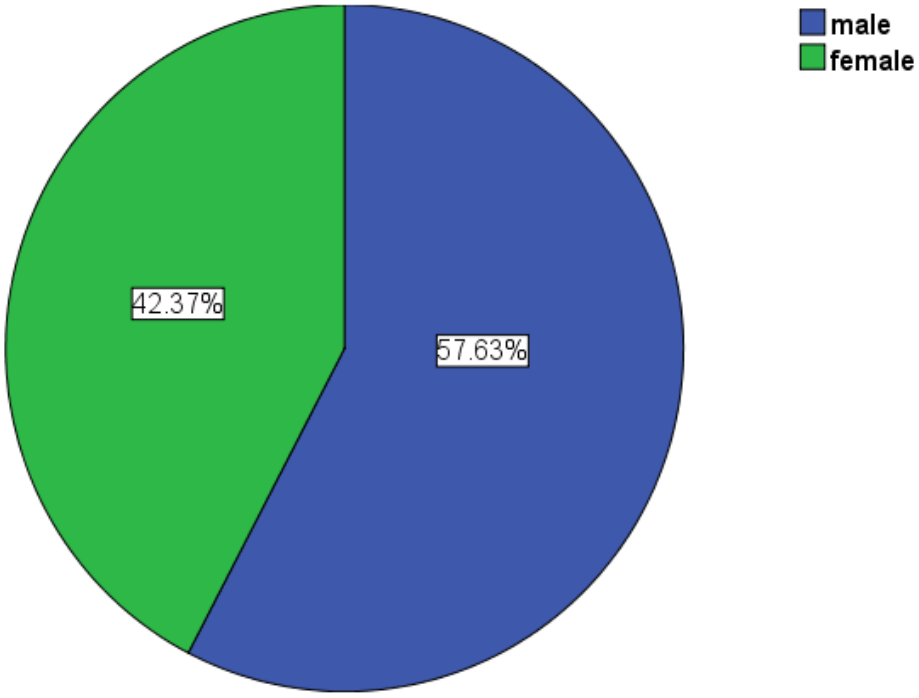

Figure2: Gender distribution of respondents

Source: Survey data, 2014

The percentage of the male and female membership in the 2007 enumeration data was 56 percent and 44 percent respectively. Thus generally, there is not much variation in the proportion of males and females in the sample as compared with the proportion of the population of the 2007 GNAT membership enumeration. The correspondence between the gender distribution in the sample and the population will ensure the outcome of the survey reflects a fair assessment of the challenges of the membership. Given the fact that the union population is not overwhelmingly male or female, there is need to design programmes that take into account the needs of both males and females in the union.

The age distribution of the respondents was also analysed as part of studying their demographics. Descriptive statistical analysis performed on the ages of the respondents presented an average

age of 35.48 years with minimum and maximum ages of 24 years and 58 years respectively. A standard deviation of 7.866 was also obtained which gives the indication that the ages of the respondents are not clustered around the mean age. This gives the indication that the sample has a blend of both old and youthful members. Based on the minimum and maximum ages obtained, the study further recoded the ages of the respondents into ten consistent age group intervals as shown in Table 4.

Table 4: Ages (years) of the respondents

Age	Frequency	Percent
22-31	39	45.9
32-41	29	34.1
42-51	12	14.1
52 and above	5	5.9
Total	85	100.0

Source: Survey data, 2014

The Table 4 above shows that 80% of the respondents were 41 years old or below. Considering the National Youth Policy of Ghana which defines a youth as a person aged from 18-35 years, coupled with the GNAT Youth Policy (2011), which also defines a youth as a person aged 40 years and below, then a critical assessment of the results in Table 1 implies that generally, respondents are young. This was based on a research finding by GNAT in 2007 which revealed that the youth (young males and females between ages 19 – 40) formed 70 percent of the total membership of the GNAT and therefore certain programmes and activities of former times were inconsistent with the aspirations and desires of the youth thereby leading to apathy.

The youthful profile of the union presents both challenges and opportunities. This large proportion of the youth might suggest that the membership's needs and interest have changed as young people continue to increase in terms of entry into the union. This could be a reason for dissatisfaction. However, the youthful profile is also an opportunity because the predominance of young members could make it easier to transform policies and programmes of the union since young people are known for their lack of conservatism.

Although the proportion of the members who are very close to retirement in the sample is small, retirement is an important issue for the union. A popularly supported retirement scheme could motivate the younger generations to retain their membership in the union. Therefore, this is considered in the analysis of commitment below.

The educational background of the respondents was also analyzed with the results shown in Table 5.

Table 5: Educational background of the respondents

Education	Frequency	Percent
Secondary	9	10.6
Post-Sec. /Cert A	6	7.1
Diploma	20	23.5
First Degree	49	57.6
Others	1	1.2
Total	85	100.0

Source: Survey data, 2014

Table 5 above shows that more than half (57.6%) of the respondents had first degree. However, none of the respondents had a second degree. A little over 80 percent (81.1%) of the respondents had tertiary educational background (at least Diploma). Generally, this can be concluded that the respondents had high educational qualifications. This could be explained by the numerous academic programmes outlined by the public universities such as distant learning, sandwich programme (these are top-up programmes available for teachers on the job) and the expansion of the study leave with pay policy by the Ghana Education Service. This gives the indication that teachers in recent times are making efforts to upgrade their academic skills and that there has been some improvement in the educational advancement of the members of the Association as compared to some ten years ago where it was common to have some members who were unqualified teachers. This may also suggest that there have been increased opportunities for further studies available to teachers as a reason to suspect that education levels have increased in recent years. Despite the improvement, much needs to be done to ensure that the members of the

Association benefit from further academic and professional advancement programmes such as the study leave with pay because educational background has implications for commitment.

The study further explored the educational backgrounds of the respondents across gender. This was to help determine whether or not there was any relationship between the educational background of the respondents and their gender. The results show that more than half of the males (53.1%) and females (63.9%) respectively had first degree. Additionally, three female respondents had secondary education against six males with the same educational qualification. Figure 3 shows the graphical distribution of the results.

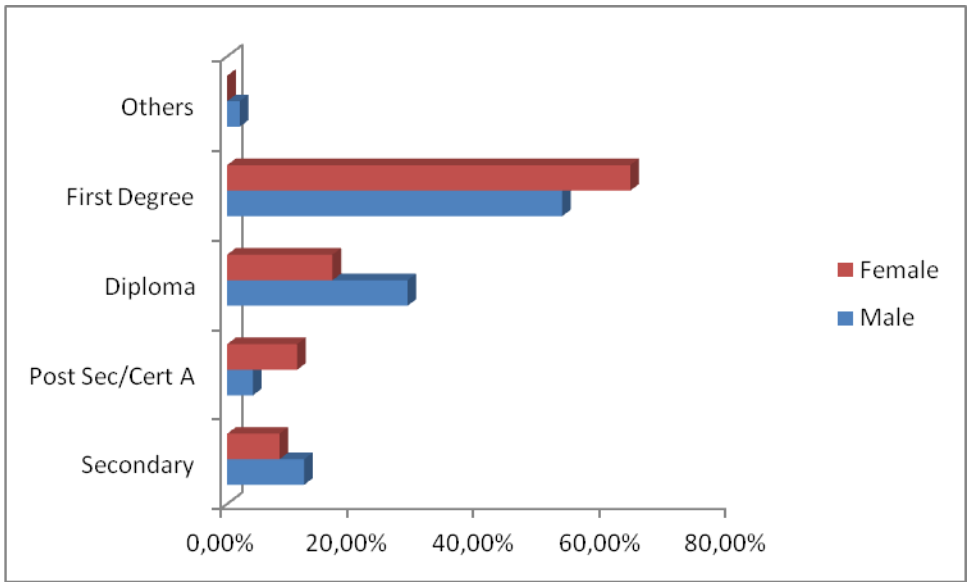

Figure 1: Educational background of respondents across gender

Source: Survey data, 2014

Generally, it can be concluded that the educational background of the respondents is independent of their gender and that both male and female respondents were likely to have similar educational backgrounds. However, it is encouraging to note that women in the Association have higher educational qualification in comparison to their male counterparts. This is essential in empowering them socio-economically, politically and academically.

The localities from which the respondents' schools are located are also explored. Figure 3 shows the results.

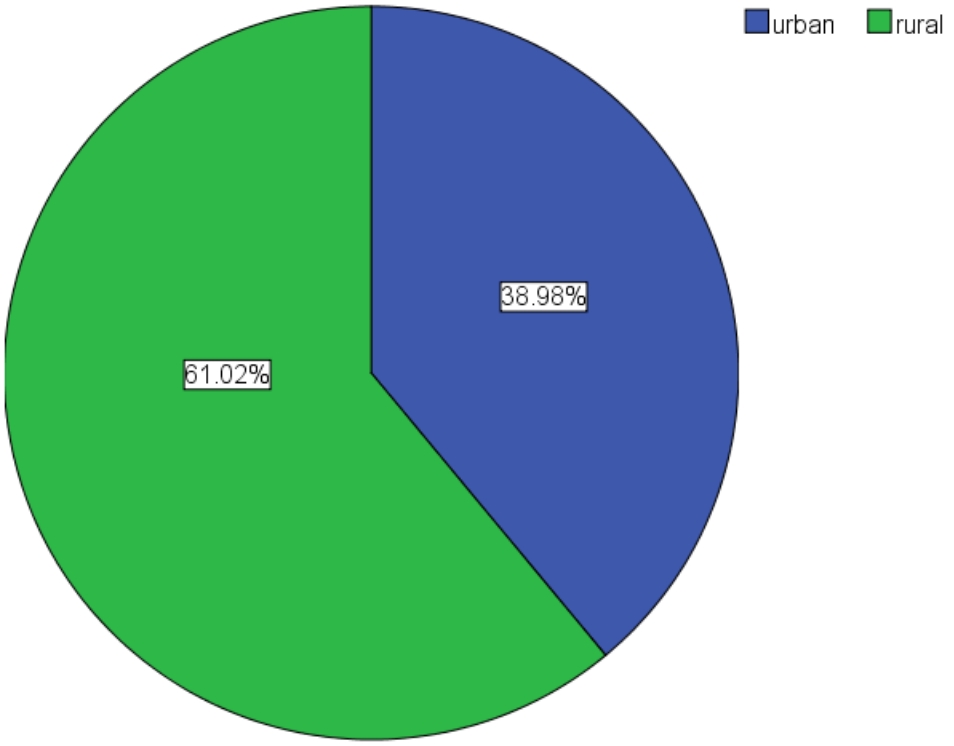

Figure 4: Locality of the respondents

Source: Survey data, 2014

The results in Figure 4 show that majority of the respondents (61.0%) were located in rural areas. The proportion of the respondents who were located in rural areas was about 22 percent more than the respondents located in urban areas. This pattern does not necessarily compare with the existing enumeration pattern of GNAT because the difference was that the 2007 enumeration profile indicates that 67 percent of teachers constitute the rural areas. Nonetheless, it is helpful in examining if the strength of the basic unit structures of the Association varies between urban and rural areas.

4.2. SATISFACTION LEVELS OF RESPONDENTS

The theoretical literature discussed in Chapter 2 suggested that members' commitment to the union is influenced by satisfaction with the union's performance and its programmes. Therefore, this section of the chapter analysed the levels of satisfaction of respondents' with GNAT

programmes and labour related issues. Respondents' level of satisfaction with demands such salary negotiations, working environments, accommodation, GNAT's ability to respond to their challenges promptly among others have been analysed.

On the issue of challenges teachers face, the study explored the respondent' perception of the various professional challenges they face. This variable was treated as a multiple response variable since a respondent could experience more than one form of challenge. Table 6 shows the results.

Table 6: Challenges faced by teachers

Challenge	Frequency	Percent
Accommodation	44	51.8
Low salary	64	75.3
Working environment	47	55.3
Relationship with community	23	27.1
School administration	17	20.0
Relationship with pupils	6	7.1

Source: Survey data, 2014

It is noted in Table 6 that the major challenge encountered by the teachers was low salary (75.3%) followed by poor working environment (55.3%) and accommodation (51.8%). On the other hand, the least challenge that teachers face is the relationship with pupils (7.1%), school administration (20%) and the community (27%).

This implies that the challenges of the teachers are both intrinsic and extrinsic to their teaching profession. There are three issues (salary, working environment and accommodation) which are among the central challenges that the union focuses on. So if there is dissatisfaction, it is suggested that the union has to address this dissatisfaction through its policies and programmes.

However, the largest number of respondents was not satisfied with the outcome of its salary negotiations. This result is consistent with the GNAT Membership Enumeration Report (GMER, 2007) which indicates that the perception of non-performance of the Association with regard to appreciable salary levels was a major concern. However, this could be explained by the GMER

(2007) assertion that the concerns of members of GNAT have overshadowed the minds of teachers to the extent that members fail to see any other good thing the Association is doing for them.

The problem of low incomes of teachers and their high dissatisfaction featured prominently. Indeed teachers' economic conditions and those of their families have deteriorated considerably in over the years probably due to economic stagnation and decline in standard of living arising from several factors including high inflation and the impact on most families who still grapple with the burden of unemployed dependants. The existing GNAT socio-economic welfare packages such as the Teachers' Fund which grants soft loans to teachers, need to be made more innovative and attractive to meet members' needs than ever before.

Based on this, the study found out from the respondents the extent to which they are satisfied with their working conditions with the results shown in Table 7.

Table 7: Extent of respondents' satisfaction with working conditions

Extent	Frequency	Percent
Very satisfied	2	2.4
Satisfied	22	25.9
Somewhat satisfied	36	42.4
Not satisfied	25	29.4
Total	85	100.0

Source: Survey data, 2014

The results in Table 7 show that less than 30 percent (25.9%) of the respondents were satisfied with their working conditions. In other words, a greater proportion of the respondents were somehow satisfied (42.4%) with their working conditions. This suggests that the satisfaction with working conditions captured in this table does not seem to be a deep one. Many of those who answered that they faced challenges with their "working environment" answered that they were at least "somewhat satisfied".

In this regard, the study further examined the extent of satisfaction on the working conditions across the demographics of the respondents (age, gender and educational background). It is

evident here that gender was not a significant factor as there was not much variation between the two genders. It can be observed that there was not a great deal of variation with regards to gender and age, but that educational background did present an interesting pattern.

In relation to the educational background of the respondents, 44.4 percent of those with secondary educational background were somehow satisfied with the working conditions whereas about 66.7 percent of those with Post-Secondary/Certificate were satisfied with the working conditions. Interestingly, none of the respondents with first degree were very satisfied with the working condition. However, about 45.0 percent of those with Diploma and 42.9 percent of those with first degree were respectively somehow satisfied with the working condition in their schools. Figure 5 shows the graphical view of the findings.

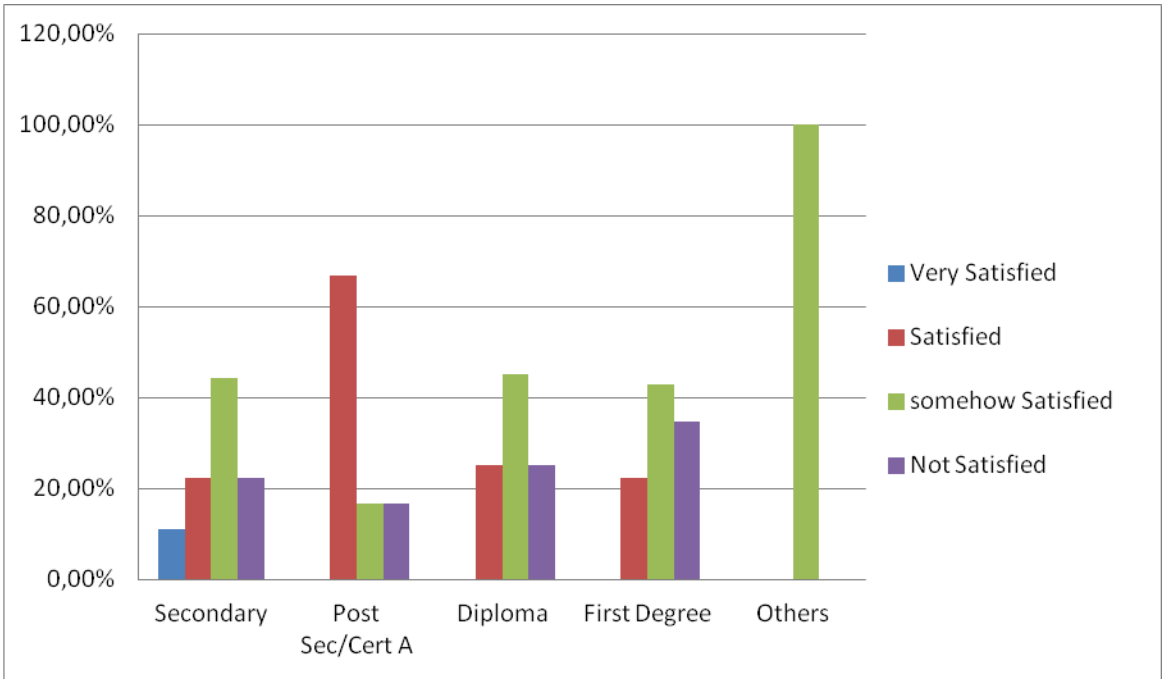

Figure 5: Satisfaction with working conditions across respondents' educational background

Source: Survey data, 2014.

Figure 5 shows that none of the respondents with post secondary Certificate 'A', First Degree and other educational qualifications was very satisfied with the working conditions in their schools. Especially, with regards to salaries and qualifications, the more teachers get higher qualifications

the less they tend to be satisfied with their salaries. This is because salaries of teachers are structurally graded in terms of ranks depending on their qualification levels of entry into the service. At certain levels, unequal qualifications may be lump up together unto the same salary grade. Additionally, it is a laid down scheme of the GES that teachers' performance and specific length of service be rewarded through promotion interviews and not necessarily based on the qualification of the particular teacher. This has implications for the high attrition rate of teachers who have high academic qualifications in certain academic fields in the GES leaving for other more lucrative jobs.

The study also explored the extent to which the respondents' are satisfied with how GNAT addressed their challenges. Table 8 shows the results.

Table 8: Satisfaction with the extent to which GNAT resolves members' challenges

Level	Frequency	Percent
Very satisfied	4	4.7
Satisfied	27	31.8
Somehow satisfied	33	38.8
Not satisfied	21	24.7
Total	85	100.0

Source: Survey data, 2014.

The results in Table 8 show that less than 10 percent (4.7%) of the respondents were very satisfied with the extent to which GNAT addresses their challenges. While 31.8 percent affirmed that they are satisfied with the responses of GNAT to their challenges. On the whole, less than 40 percent (36.5%) were satisfied. The quotes from respondents show that dissatisfaction was directly linked to the GNAT's performance on issues relating to salary and other issues.

For example, one respondent stated:
"Considering the unnecessary and undue delays in processing salary concerns, how can I be satisfied with the activities of GNAT?''

The study also asked the length of time that respondents have been unsatisfied with the extent to which GNAT addresses their challenges. This question was intended to shows whether there

were members with long-standing unresolved concerns or whether dissatisfaction had arisen relatively recently. The analysis shows that there were no differences in the views of the respondents across rural and urban areas about the extent to which they are satisfied about how GNAT addresses their challenges. Table 9 shows the results.

Table 9: How long respondents became dissatisfied with GNAT's handling of challenges

Level	Frequency	Percent
10 years and more	4	4.7
Between 10 and 5	21	24.7
Between 5 and 1	30	35.3
One to date	30	35.3
Total	85	100.0

Source: Survey data, 2014

Table 9 indicated for how long the respondents had been dissatisfied. The table indicated more respondents (35.3%) were dissatisfied in the first years and also between one and five years of service. The least dissatisfaction (4.7%) of respondents had standing issues for more than ten years. The table seeks to explain for how long the respondents had been dissatisfied. So the implications are that some members have had long standing feeling of dissatisfaction.

The survey specifically asked if members had ever left the union in the past. Understanding the levels of satisfaction of these "returned members" can help in showing whether issues facing members are long standing or recently arisen. The study also tried to explore the attrition rate of the respondents by studying whether or not the respondents have left GNAT before. The result is indicated in figure 6).

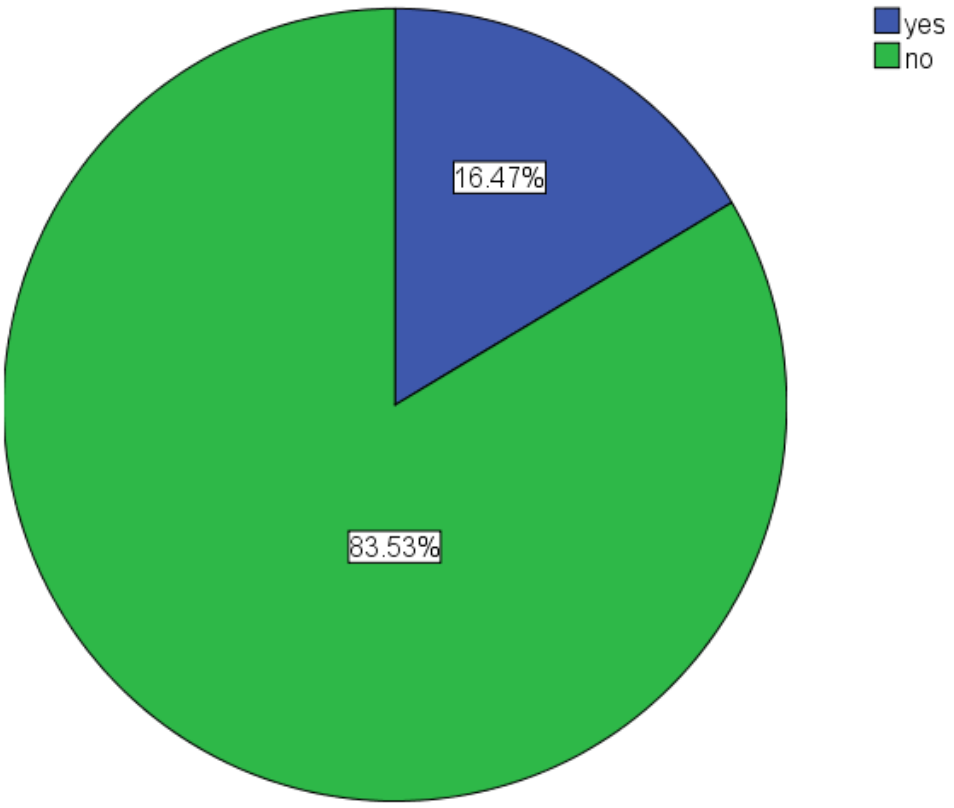

Figure 6: Ever left GNAT

Source: Survey data, 2014

The results show that about 16.47 percent of the respondents have ever left GNAT. The study further explored among those who have left GNAT to find out whether or not they are now satisfied with GNAT. Half of the respondents in this regard (50.0%) were still dissatisfied with GNAT while about 25.0 percent were somehow satisfied. Less than 10 percent (8.9%) were very satisfied and 16.7 percent were satisfied. The implications on teachers who re-joined GNAT but are still not satisfied is to the extent that they might hardly be satisfied with any teacher-union in Ghana.

In relation to gender, as indicated in figure 7, while none of the males were somewhat satisfied about how GNAT addressed their challenges, 11.1 percent of the females were satisfied in this regard. Generally, about 47.2 percent of the females were satisfied with how GNAT addressed their challenges against 28.0 percent of the males who were also satisfied. It was also noted that 44. 9% of the males and 30. 6% of the females were respectively somehow satisfied with the extent to which GNAT addressed their challenges.

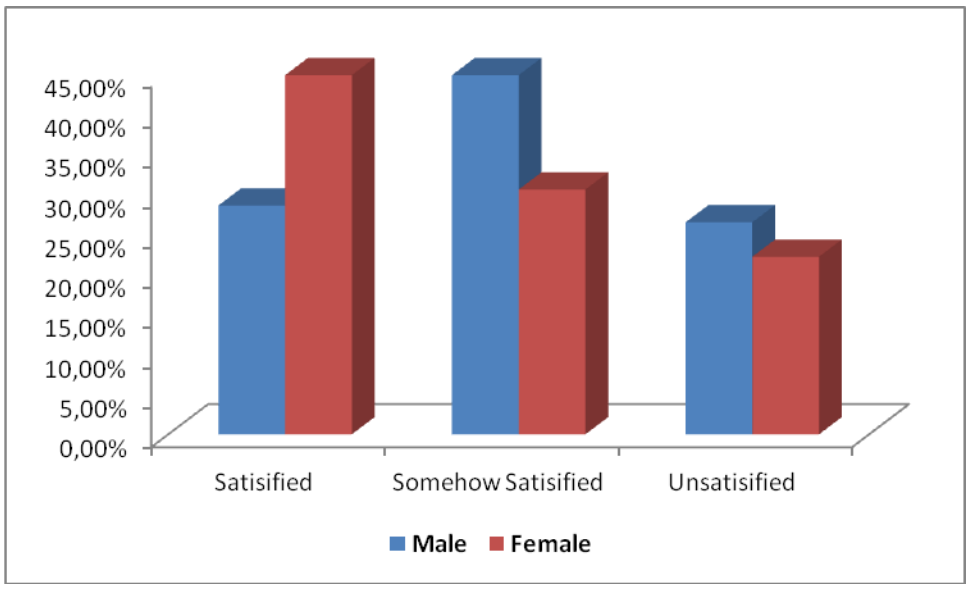

Figure 7: Satisfaction with how GNAT addresses challenges across gender

Source: Survey data, 2014

Generally, it was noted that the satisfaction level of the respondents on how GNAT addresses their challenge was dependent on their gender and that the males were more likely to be aware of how GNAT addresses their challenges as compared to the females. This is also as the result of activities of GNAT Ladies organization established within the union which target the female with free flow of information about their challenges and options for solutions.

With regard to the locality, about 34.6 percent and 39.4 percent of the respondents from the rural and urban areas were respectively very satisfied with the extent to which GNAT addresses their challenges. However, in relation to "somewhat satisfaction", 42.3% of those from the rural and

33.3% of those from the urban were somehow satisfied respectively with how GNAT addresses their challenges. For those not satisfied, 23.1 percent of those from the rural and 27.3 percent of those from the urban respectively were not satisfied with how GNAT addresses their challenges.

The survey also asked about key things GNAT should do to address the challenges confronting its members. The thematic analysis presented the following key areas: effective communication of policies and programmes, effective design of retirement and welfare programmes and implementation of more career and professional development programmes, and design of effective negotiating system.

The study further explored whether or not the respondents were satisfied with the outcome of the Association's salary/pay negotiations since they joined the Association as indicated in table 10 below.

Table 10: Satisfaction with the outcome of GNAT's salary/pay

Level	Frequency	Percent
Satisfied	25	29.4
Somehow satisfied	29	34.1
Not satisfied	31	36.5
Total	85	100.0

Source: Survey data, 2014

Generally, less than half of the respondents (36.5%) were unsatisfied with the outcome of the Associations salary/pay negotiations since they joined the Association. A higher proportion of the respondents were somehow satisfied with the outcome in this regard. Nonetheless, the Association needs to do more by negotiating for other fringe benefits through the involvement of entire membership in the negotiation process. This implies that GNAT should obtain inputs from members through its elected officials for an effective negotiation process. Delays in communicating the outcome of the negotiations to members regarding terms and conditions of service was also noted to be a problem.

In relation to the satisfaction with how GNAT addresses the respondents' challenges across age, figure 8 indicates that 60.0% of the respondents aged 52 and above were unsatisfied with how

GNAT addresses their challenges while none of the respondents in this age category was either very satisfied or satisfied with how GNAT addresses their challenges. The respondents aged 22-31 years (38.5%), 32-41 years (37.9%) and 42 - 51 years (41.7%) were respectively satisfied with how GNAT addressed their challenges. Generally, it can be deduced that the youth seemed to be somehow satisfied with how GNAT addresses their challenges as compared to the older folks. This trend could be explained by the fact that about 80 percent of the respondents of the are youthful and that suggests that GNAT is probably developing and implementing more youthful programmes without necessarily paying more attention to the development of older folks.

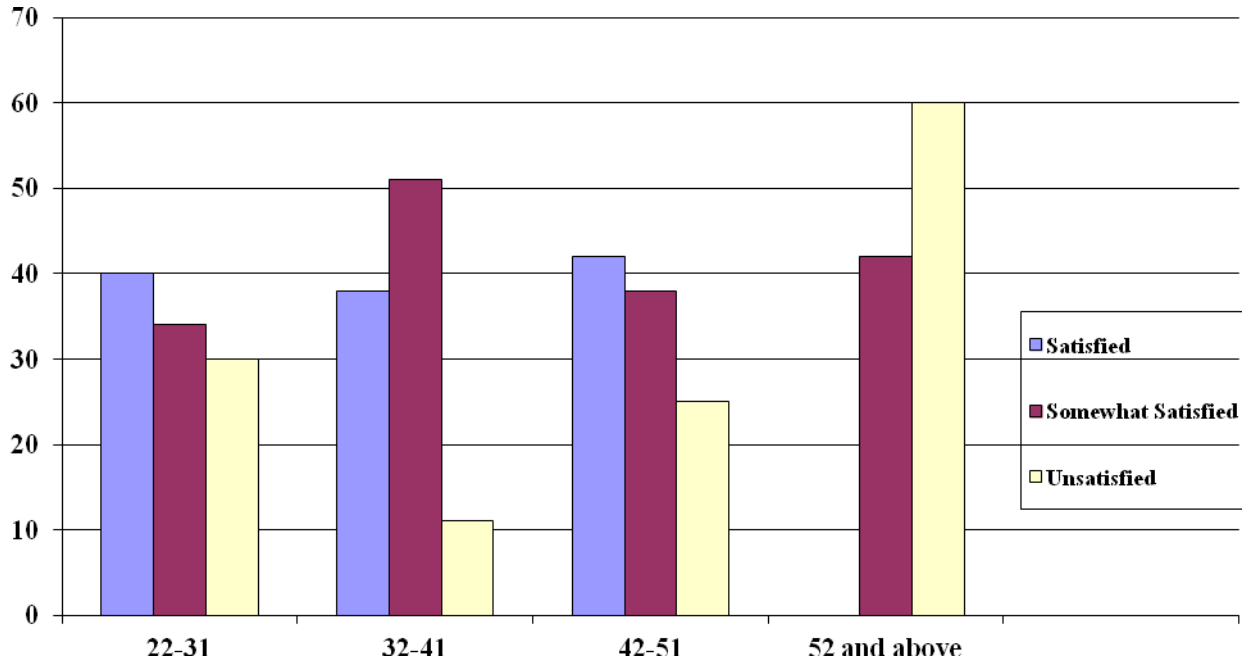

Figure 8: Satisfaction with how GNAT addresses challenges across age**.**

Source: Survey data, 2014

4.3. PARTICIPATION IN PROGRAMMES OF GNAT

The theoretical literature discussed in Chapter 2 suggests that participation in activities of the union correlates with commitment to the union which is influenced by participation. This section of the chapter will analyse the levels of participation of respondents in GNAT programmes**.** The section will explore the frequency with which respondents are involved in the activities of GNAT such as attending meetings, taking part in workshops, seminars, conferences and

elections. It will also discuss members' experiences and interest in taking up leadership positions in GNAT. In relation to participation, Figure 9 shows whether or not the respondents hold any position in GNAT.

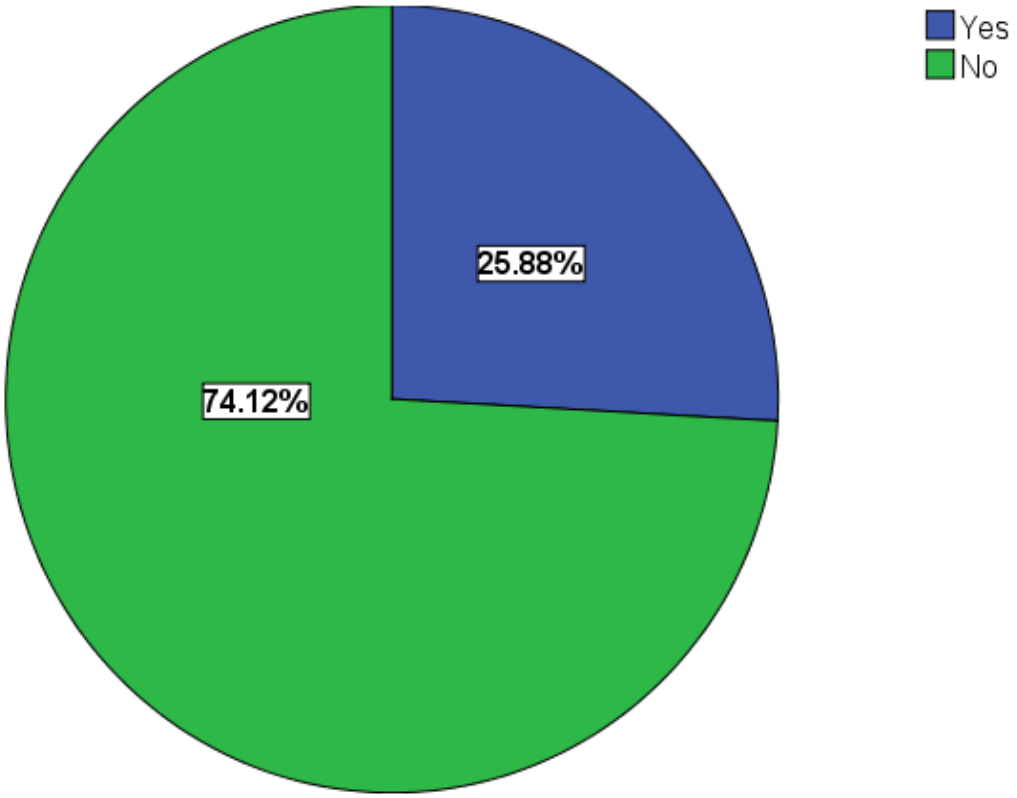

Figure 9: Hold position in GNAT.

Source: Survey data, 2014.

Figure 9 shows that over 25 percent (25.9) of the respondents did not hold or had held any position in GNAT. In other words, the proportion of respondents who have not held any position in GNAT is about 48.2 percent more than those who have held some positions. The nature of any hierarchical organization is that it will have a few leaders and many regular members. So in that

respect, it is perhaps surprising that almost a fourth of respondents held some sort of leadership position.

The study also explored whether or not holding position in GNAT was dependent on the gender of the respondents. Over 70 percent of the males (71.4%) and females (77.8%) had respectively not held any position in GNAT. In relation to age and among those who have held positions, 34.5 percent were aged 32-41 years, 20.5percent were aged 22-31 years, 25.0 percent were aged 42-51 years while only one of the respondents aged 52 years and above also held a position.

Among the 23 respondents who have held or are holding some position in GNAT, the study further explored the level at which the position was held. This variable was treated as a multiple response variable since a respondent could have held different positions at different levels. This variable was necessary in exploring the level of participation in the leadership of the Association across the various structures in the Association as shown on table 11.

Table 11: Level of position

Level	Frequency	Percent
School	21	95.5
Local	2	54.5
District	0	0.0
Regional	0	0.0
National	0	0.0

Source: Survey data, 2014

The results in Table 11 show that a significant proportion (95.5%) of the respondents has held some positions or are holding some position at the school level. This was followed by the proportion which held position at the local level (54.5%). However, none of the respondents held any position at the district, regional and national levels.

The study also explored whether or not the respondents have participated in GNAT activities such as workshops, voting, professional development and seminars as shown in figure 10.

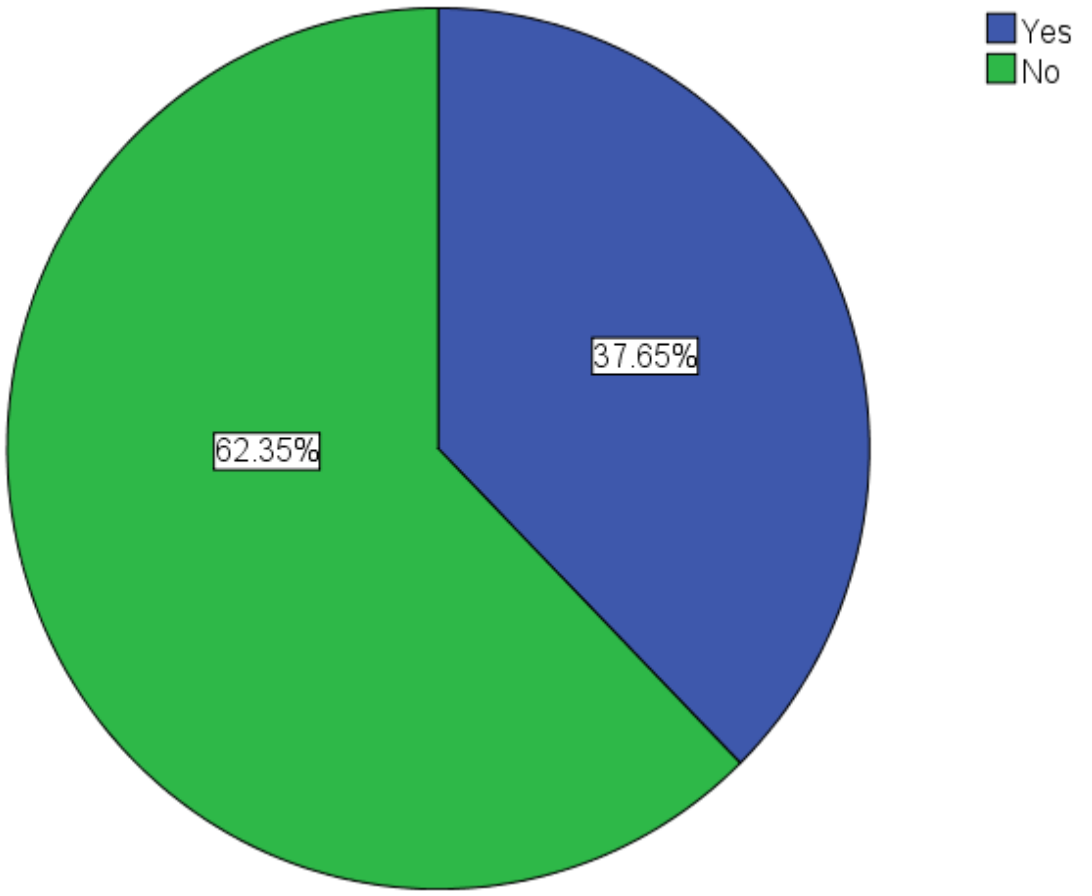

Figure 10: Have participated in GNAT activities.

Survey data, 2014

The majority (62.4%) of the respondents have not participated in the activities of GNAT such as workshops, voting, professional development and others. Lack of participation in the activities of GNAT could be explained by lack of interests, poor communication within the Association and unattractive programmes. Further analysis shows that about 68.7 percent of the respondents who have participated in the activities of GNAT were aged 22-41 years. Only seven respondents aged 42-51 years and two respondents aged 54 years above respectively participated in the activities of GNAT. This again gives an indication that although the general participation in the activities of GNAT is minimal among members the youth are somehow being attracted to participate in the activities of the Association. This again explains the fact that the Youth Policy which seeks to

attract more young people into the activities of GNAT is having some productive impact. An almost even distribution was noted in gender participation in the activities of GNAT (Male = 38.8%, Females= 36.1%).

The study specifically explored the activities the respondents have participated in. Thematic analysis of the open-ended questions shows the following key activities.

i. Voting
ii. Professional development
iii. Conferences, workshops and seminars
iv. School representative meetings

One of the respondents stated:

I have participated in an in-service training for mathematics teachers.

Another respondent stated:

Voting at national delegate conference 2010 and workshops on improving the standard of teaching.

In this regard, the study further explored the specific reasons for the lack of adverse participation in the activities of GNAT.

Table 12 shows the results. This variable was only applicable to the respondents who have not participated in the activities of GNAT.

Figure 12: Reasons for not participating in GNAT activities

Level	Frequency	Percent
Time constraints	6	11.3
Not interested	11	20.8
Never got invitation	36	67.9
Total	53	100.0

Source: Survey data, 2014

Table 12 again shows that the majority (67.9%) of the respondents who did not participate in the activities of GNAT did not receive any invitation for participation. This again affirms the earlier assertion that generally, this might mean that more direct communication and recruitment needs to take place even among existing members.

However, having about 20.8 percent of the respondents not interested in the activities of GNAT is an issue that needs further investigation into the nature of GNAT programmes and their appeal to members' 'tastes'.

Figure 11 shows participation across gender. That gender was not a significant factor as there was not much variation between the two genders. It can be observed that there was not a great deal of variation with regards to gender. The level of participation of male and female is somewhat low. However, participation seem to be slightly tilted in favour of the male.

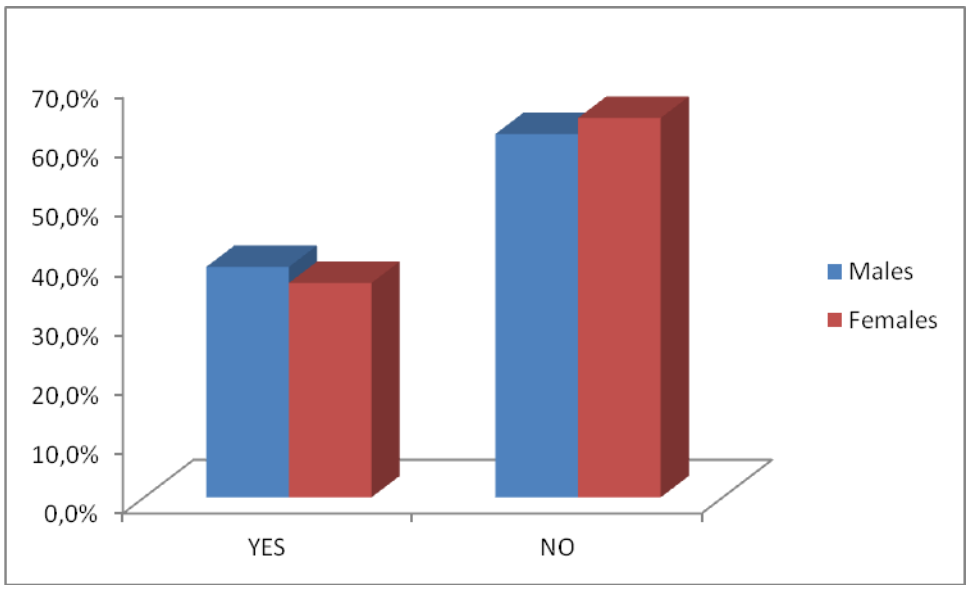

Figure11: Participation in the activities of GNAT across gender

Source: Survey data, 2014

Figure 12 indicates that in relation to participation across the localities, about 60.6% of those from the urban and 23.1% of those from the rural areas have respectively participated in the activities of GNAT. This low participation from the rural areas might be due to breakdown in communication links to members or the lack of means to get to centres of activities. Figure 12 indicates their participation in the activities of GNAT across localities.

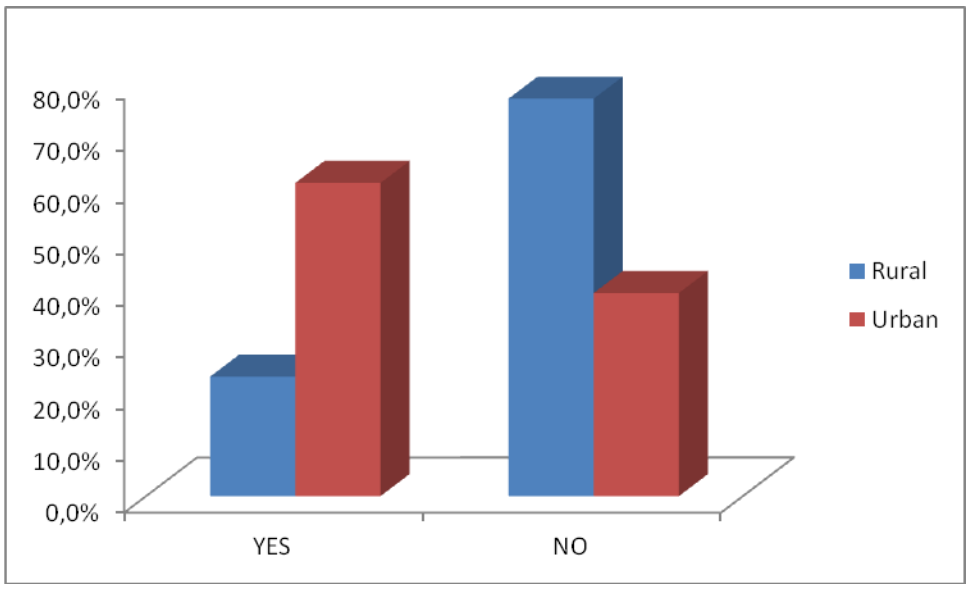

Figure 12: Participation in the activities of GNAT across locality

Thus the participation in the activities of GNAT was noted to be dependent on the locality of the respondents and that the respondents from the urban areas were most likely to participate in the activities of GNAT as compared to those from rural areas. The disparities in the level of participation across the two localities could be explained by the fact that there have been limited opportunities for the respondents in the rural areas to participate in the activities of GNAT in the rural areas.

An analysis on the participation across the educational background of the respondents is presented in Figure 13. Generally, it was noted that secondary (33.30%), post-secondary (88.3%), first degree (38.80%), diploma (25.00%) respectively participated in the activities of GNAT.

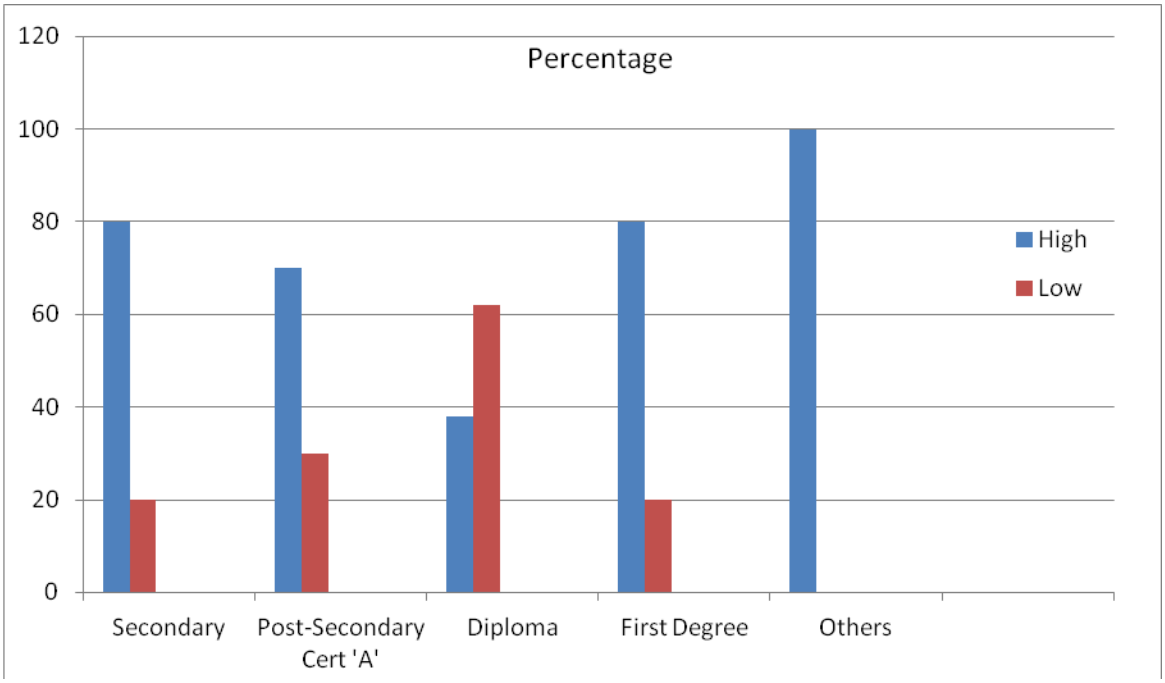

Figure13: Participation across the educational background of the respondents.

Source: Survey data, 2014

4.3.1. COMMITMENT OF MEMBERS

The study also explored the relationship between membership commitment to GNAT programmes and their participation in the activities of GNAT using cross-tabulation analysis as indicated on table 13.

Table13: Relationship between participation and commitment.

I do feel loyal to GNAT	Frequency	Percent
Strongly agree	13	15.3
Agree	39	45.9
Disagree	9	10.6
Strongly disagree	24	28.2
Total	85	100.0

Source: Survey data 2014.

Of the 85 respondents who have participated in the activities of GNAT, those who strongly agree that they feel loyal to GNAT were 15.3 percent and respondents who merely agreed were 45.9 percent. A total of 61 percent altogether agreed that they are loyal to GNAT. In other words, the commitment level of the members had an influence on their participation in GNAT activities.

In relation to the age of the respondents and their commitment, it was noted that more than half of the respondents aged 22-31 years (76.9%), 32-41 years (86.2%) and 42-51 years (83.3%) had high commitment towards GNAT, while 80.0 percent of the respondents aged 52 and above had high commitment towards GNAT. High in this context is synonymous with 'yes' and low is synonymous with 'no'. These are used interchangeably. Figure 14 indicates the commitment across respondents' age.

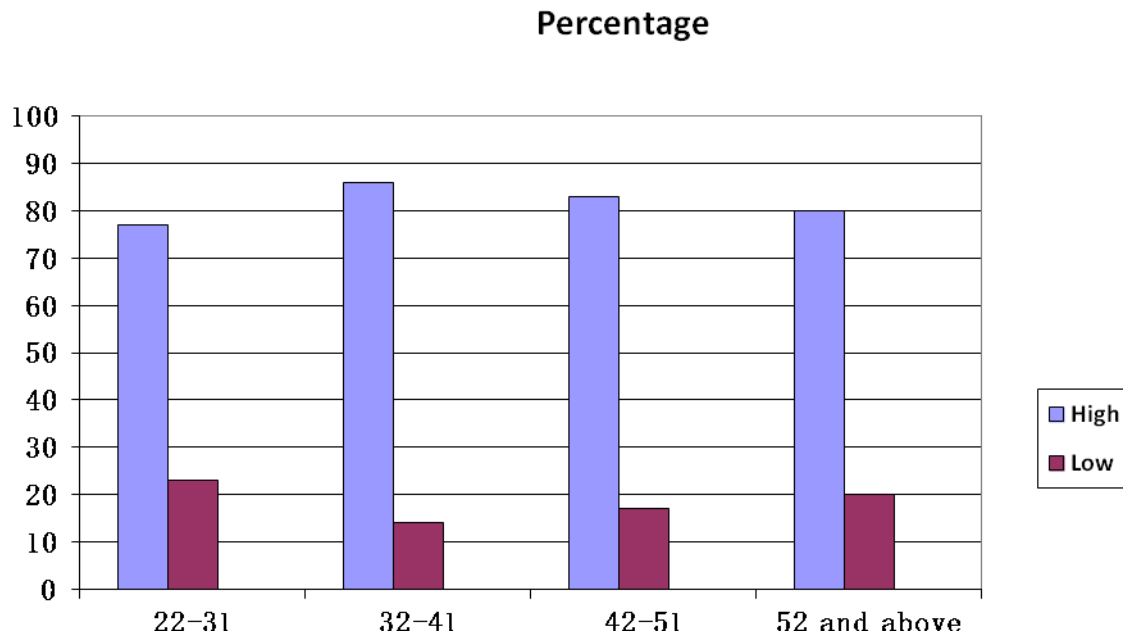

Figure 14: Commitment across respondents' age

Source: Survey data, 2014

In relation to the commitment of the respondents across gender, 79.6% of the males and 75.0% of the females respectively had high commitment towards GNAT. Generally, the commitment level of the respondents was noted to be independent of the gender of the respondents and that both males and females are likely to have high commitment towards GNAT.

An analysis of commitment across localities shows that 80.8% of the respondents from the rural areas and 72.7% of the respondents from the urban areas respectively had high commitment towards the Association. However, the results suggest that the proportion of the respondents from the rural areas appears to be more committed standing at 7.5 percent higher than the

respondents from the urban areas. Nevertheless, generally, further analysis shows that the commitment of the respondents was independent on their locality. That means respondents from both rural and urban areas have high commitment towards GNAT. Figure 15 indicates respondents' commitment across localities.

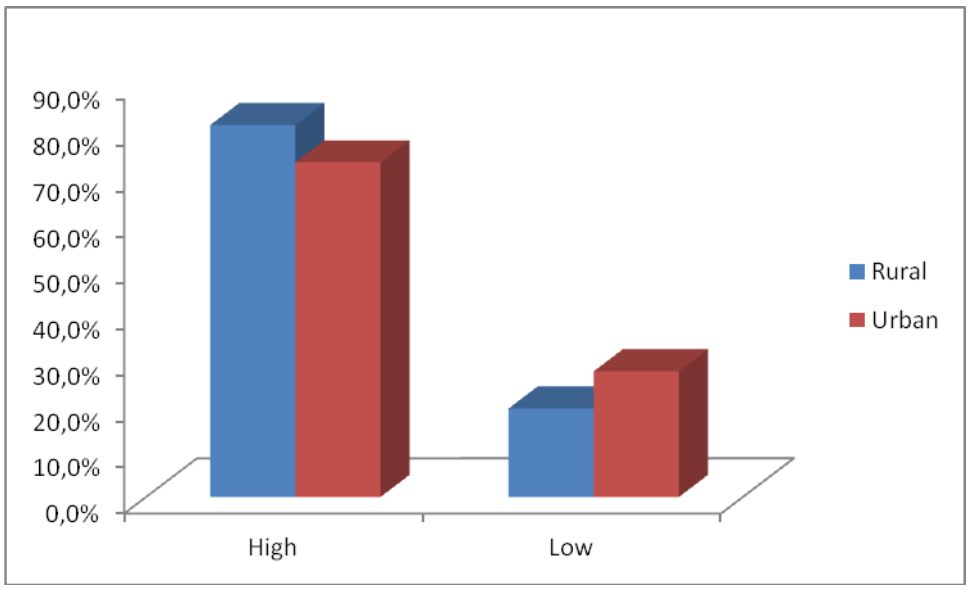

Figure 15: Commitment across locality.

Source: Survey data, 2014

Commitment across educational backgrounds shows that 80 percent of Secondary school certificate holders, 66.7% of Post-secondary education holders, 38.8 percent of Diploma holders, 82.0 percent of First degree holders and 100 percent of holders of other qualifications respectively had high commitment towards GNAT. Figure 16 shows respondents' commitment across educational backgrounds.

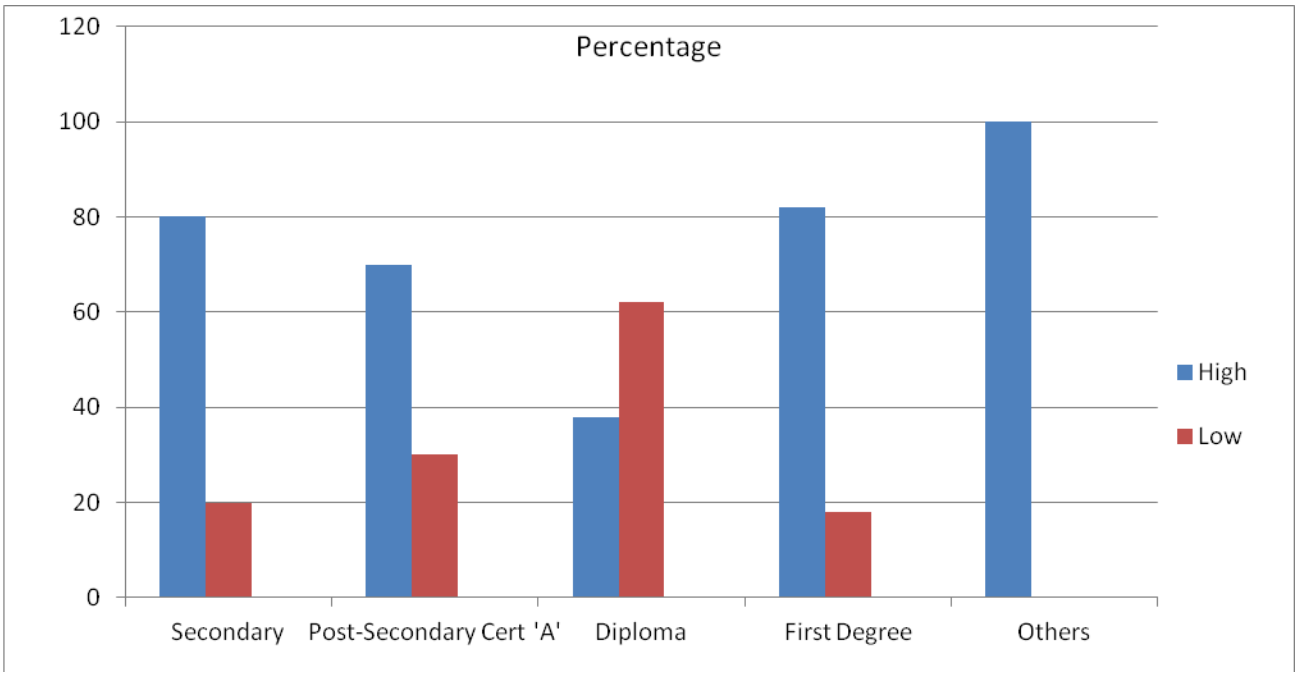

Figure16: Commitment across educational background.

Source: Survey data, 2014

As part of exploring the commitment level of the members of GNAT to the Association in relation to the teacher population in Ghana, the study further explored the population trend of GNAT from 1995 to 2014. Table 14 shows the results.

Table 14: Population trend of GNAT from 1995 to 2014

YEAR	GES TEACHER POPULATION	GNAT MEMBERSHIP	PERCENTAGE OF GNAT MEMBERSHIP RELATIVE TO GES POPULATION	PERIODIC PERCENTAGE VARIATION OF GNAT MEMBERSHIP
1995	120,500	120,111	99.6	-
1999	159,210	146,346	91.9	-7.7
2003	178,418	178,000	98.4	+ 6.5
2007	186,998	160,831	86.0	-12.4
2011	216,841	182,636	84.2	-1.8
2014	219,284	172,500	78.7	-5.5

Source: GES and GNAT documents

With reference to the table 14 above, the population of GNAT relative to the total population of employed teachers declined significantly from 1995 to 2014 by 20.9 percent. This steep decline was from the situation in 1995 when 99.6 percent of teachers employed by the GES were organized by GNAT.

The table also shows that the steep decline began sometime after 2003. From 2007 to 2014 there has been a steady decline in the GNAT membership relative to the total population of teachers from 86.0 to 78.7. It is noteworthy that this is also the period that saw the promulgation of the new labour law. The implementation of this new labour law may have brought in its wake a further splintering of GNAT membership.

The corresponding decline to the GNAT membership with the introduction of the new labour law may help explain the apparent mismatch between levels of satisfaction and levels of commitment found in the survey.

Figure 17 below is the graphic presentation of GNAT membership relative to the GES teacher population. It shows that from 1995 to 2014, an increase of 6.6 percent was recorded. All the other periods under review recorded a reduction in the members of GNAT relative to the GES population.

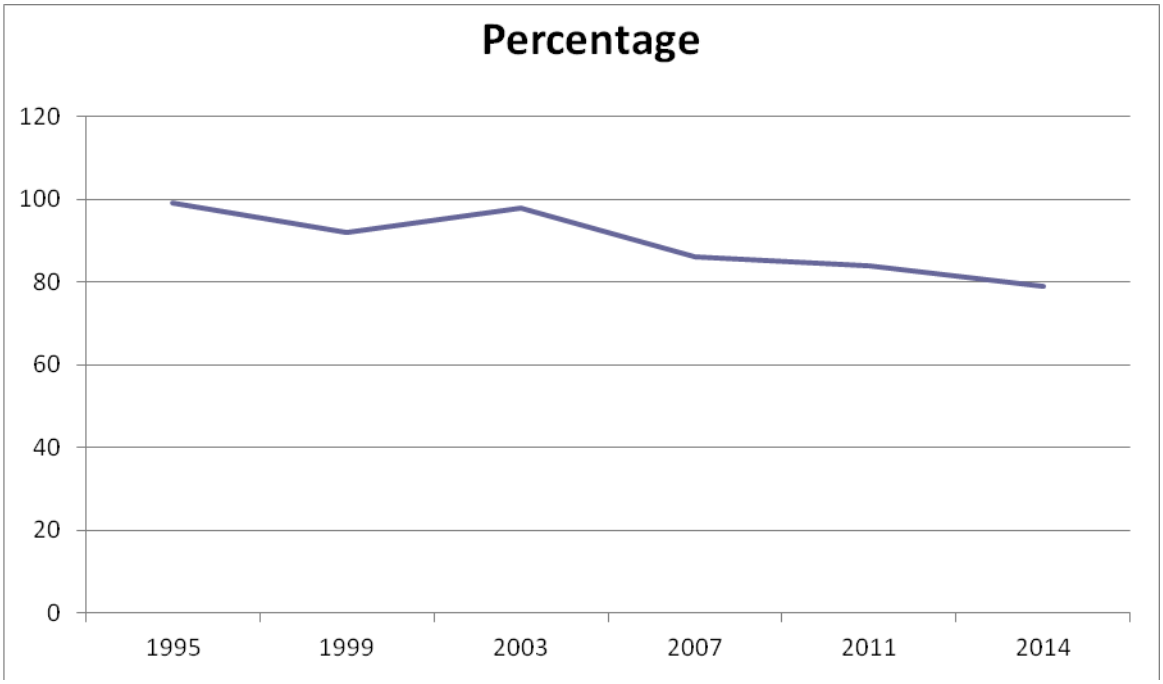

Figure 17: GNAT relative to GES teachers' population from 1995 to 2014.

There were mixed reactions among the key informants as to whether or not the introduction of the new Labour law caused the splinter of GNAT membership. However, it is evident from the graph that the steep decline of the GNAT membership between 2003 and 2007 is most probably the result of the introduction of the new labour law in 2003. This is ample evidence that the new labour law undermined union stability. In other words, the law allows for 'unnecessary' fragmentation and this leads to the undermining on union stability. Thus the new Labour law somewhat threatens the stability of the union over trivial issues. Thus the law provided the legal basis for discontented members of GNAT to withdraw their support and form their own unions as noted by Darkwah (2013). The implication of this suggests that Ghana probably should critically examine its labour laws, and for that matter, other countries with similar labour laws especially in Africa. Dissatisfaction of membership is still an issue for GNAT to grapple with.

Nevertheless, this did not show substantial correlation to commitment in this survey. It is indicative from the analysis that even though members were somewhat dissatisfied, they still preferred staying committed to GNAT. Otherwise, the level of decline in membership would have been greater than it is currently considering the fact that it still commands almost 80 percent (precisely 78.7 percent), a figure which represents the majority of teachers in the Ghana Education Service. This issue will be discussed in greater detail in chapter 5.

4.4. QUALITATIVE FINDINGS

4.4.1. INTRODUCTION

This section of the chapter presents the findings arising from the qualitative data gathered during the interviews with the key informants. The qualitative analysis involved the categorisation of the data from interviews and field notes into common themes of socio-demography, satisfaction, participation and commitment of GNAT members.

Of all the three key informants who were interviewed, two of these notes are attached to the report (see appendix G). Two key informants, participants A and participant B are from the management of GNAT, the third, participant C is a retired educationist in GES and a former senior official of GNAT. Their answers are categorised into thematic areas as follows:

SOCIO-DERMOGRAPHY OF MEMBERS

Two participants, B and C indicated that there were on-going changes in the composition of membership with respect to age and qualifications which calls for change in policy direction of GNAT to ensure effectiveness of the programmes. Participants A and C pointed out that GNAT's numerical strength provides it with the capacity to generate revenue internally through the check-off system of dues payment which also gives its financial independence and its large national geographical spread of membership benefits the organization in terms of its prospects for future stability.

SATISFACTION OF MEMBERS

All the participants (A, B and C) were of the opinion that most of the members were not satisfied with the manner in which GNAT was handling their grievances. They also were unanimous that there was lack of satisfaction with GNAT negotiation capabilities with respect to salaries and better conditions of service for teachers. As to whether GNAT was doing well to the satisfaction of their members, the participants were divided in their opinions. Participants A and C were of the view that GNAT was not doing well enough to satisfy their demands while Participant B opined that GNAT was doing its best to satisfy its members in the prevailing circumstances.

In addition, participants B and C were in agreement on the fact that the new labour law had undermined the stability of GNAT, and therefore, was responsible for the splintering of the members. But Participant A said" I am not too sure if the introduction of the new Labour Act has caused the splinter of GNAT members.″ Nevertheless the respondent pointed out that as a result of the dissatisfaction, there was splintering of the membership even before the new labour law was introduced. Participant C also revealed that the law promulgated in 1992 in Ghana's constitution was an eye opener and bases for members who rebelled against the union later in 1995.

All the participants were unanimous on how GNAT was addressing the challenges by recounting the following initiatives in dealing with issues of satisfaction through soliciting of inputs and inclusion of the rank and file of members through consultative workshops. This was held throughout the ten regions of the Association before the drafting of the 2013 – 2018 Five Year Strategic Plan of the association.

PARTICIPATION OF MEMBERS

Here too, all the three agreed that GNAT had a challenge of a major information gap, that is, poor communication flow from top to bottom and from bottom up leading to apathy among members. This led to lack of information about the programmes of GNAT which had a negative impact on participation in programmes. This also resulted in apathy on the part of members. From the interviews, one gets the sense that poor communication affected their participation and

commitment level. The three key informants were also unanimous of the fact that there was need for adequate involvement of members in union policy formulation.

With regards to addressing the challenge of participation in programmes to make them attractive to members, GNAT initiated the development of a youth policy and its implementation in 2010/2011. This was based on research findings which revealed that young males and females aged between19 – 40 formed 70 percent of the total membership of GNAT. It was imperative, therefore, that certain programmes and activities of former times were not consistent with the aspirations and desires of the youth thereby leading to apathy.

COMMITMENT OF MEMBERS

First, all the three participants were of the view that leaders were not being proactive enough in handling crisis situations. Participants B and C said that there was mistrust between the leadership of GNAT and the general membership for lack of transparency with regards to use of funds. However, members still feel they are better off remaining in GNAT even in the face of challenges with GNAT programmes.

Further to that, participant C was of the view that the remuneration of the GNAT staff were not motivating enough to ensure total commitment to their jobs.

However, all the three participants made the point that the introduction of the Labour Act 561 Section 80 (1) of 2003 which provides that "two or more workers employed in the same undertaking may form a trade union" opened the door for any one with the ambition to form a trade union to do so to satisfy his or her ego. In addition, Participant A was of the view that the emergence of the new labour law quoted above had given rise to the splinter activities especially within GNAT because it had opened the floodgates for easy breakaway activities for disgruntled members of the union.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.1. INTRODUCTION

This chapter discussed the implications of the findings presented in Chapter 4. The study examined how GN

AT member commitment was influenced by their satisfaction with and participation in the unions' programmes. Both the quantitative and qualitative findings will be discussed together. The chapter uses the evidence from the findings to provide answers to the research questions posed in Chapter 1.

5.2. SOCIO-DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS.

Data on the demographic characteristics of the respondents makes it possible to explain how variables such as age, gender, educational background, and locality relate to the commitment of GNAT members.

The age distribution of respondents shows that the majority of members are youthful as 68 out of 85 respondents (or 80%) are aged 41 and below (see table 4). This age group forms a large majority of the membership of GNAT while only 20 percent of the respondents are above 41 years of age. The National Youth Policy of Ghana defines a youth as a person aged from 18-35 years while GNAT Youth Policy (2011) defines a youth as a person aged 40 years and below. The recruitment of the youth in trade union business as the focus of trade unions generally has made young people become a primary target for GNAT. The level of commitment of the members in all the age categories was generally high. The youthful profile of the union presents both challenges and opportunities. This large proportion of the youth might suggest that the membership's needs and interests have changed as young people continue to increase in terms of entry into the union. Due to high numbers of young members, there is a likelihood that some of them might be neglected leading to their dissatisfaction. However, the youthful profile is also an opportunity because the predominance of young members could make it easier to transform policies and programmes of the union since young people are known for their lack of conservatism.

Although the proportion of the members who are very close to retirement in the sample is small, retirement is an important issue for the union. A popularly supported retirement scheme will not only boost the morale of the older members but also motivate the youth to retain their membership in the union.

The percentage of the male and female membership in the 2007 enumeration data was 56 percent and 44 percent respectively. The correspondence between the gender distribution in the sample and the population will ensure that the outcome of the survey reflects a fair assessment of the challenges of the membership. The profile of the respondents is almost of similar percentage (see figure 2). This gender percentage in GNAT currently appears to reflect the general trend of the teachers nationally. The awareness of the gender profile of the union has implications for effective policy planning for GNAT. Considering that females appear to have higher satisfaction with and participation in GNAT programmes, it suggests that the current nature of the programmes do not adequately address the needs of both males and females. This information, if properly utilised, will ensure that gender friendly programmes are fashioned out to maximize the participation and commitment of both males and females.

The inclusion of the urban and rural dichotomy was to ensure that there was fairness in the distribution of respondents in each selected region and to understand whether there were differences or similarities in response or opinion-patterns of members. The findings revealed that there had been limited opportunities for the respondents in the rural areas to participate in the activities of GNAT than in the urban areas (see figure 12). This could be due to the poor level of information flow to rural areas. It is possible that poor communication is a major challenge in GNAT which hampers members' awareness of programmes, activities and the venues which militate against their participation. This challenge is one of the root causes of members' apathy in GNAT. However, the findings show that rural respondents were slightly more committed than the urban respondents (see figure 15). It is suggested that teachers in rural areas have more free time as compared to their counterparts in urban areas since they are usually distracted by various social activities and other personal commitments.

In the GNAT 2007 population census, the gender education background indicated that males were slightly ahead of females with more males having pursued university education in the ratio

of 3:1. Currently, it is encouraging to note that women in the Association have higher educational qualifications in comparison to their male counterparts in the ratio of 5:6 (refer to figure 3). This is essential in empowering them socio-economically, politically and academically. This is an indication that the females are taking more advantage of the opportunities being given to teachers for further education. There is no doubt that the women's organization, GNAT-Las is used as a platform to encourage women advancement academically and socially.

With respect to commitment across educational background, the evidence shows high commitment in the secondary and post secondary Cert 'A' holders but higher among degree holders. The study also found out that diploma holders had generally low commitment while secondary School, post- secondary certificate A, and degree holders are high in commitment (refer figure 16). We can conclude from these pieces of evidence that the respondents' demographic orientation plays a prominent role in influencing their commitment. The diploma holders must somehow be feeling demoralized due to the unfair salary structure which puts them at a disadvantage level compared with degree holders whom they sometimes regard as almost their equals in education.

5.3. SATISFACTION WITH GNAT PROGRAMMES

In response to the question: " what were the organizational challenges facing GNAT?" Generally, the respondents have not been very satisfied with the extent to which GNAT addresses their challenges. In general, it can be concluded that the Ghana National Association of Teachers has not satisfied its members adequately as follows:

The major challenge encountered by the teachers was low salary, followed by poor working environment and accommodation (see table 6). This implies that the challenges of the teachers are both intrinsic and extrinsic to their teaching profession. On the other hand, the least challenge that teachers face is the relationship between pupils, school administration and the community.

As regards, satisfaction with how GNAT addresses members' challenges, there was relatively high satisfaction reported (see figure 8). This was independent of whether a respondent was rural or urban based. Respondents below age 52 were generally satisfied. However, those aged 52 years and above were not satisfied (see figure 8). The changes in the composition of membership

with respect to age and qualifications appear to have a major impact on GNAT. It is possible that because the overall membership of the Association is youthful, and therefore, the focus on programmes has shifted in favour of the youth. However, there is a need to take the union's profile into account in order to address the challenges of both young and old. GNAT currently appears to develop and implement more youth-oriented programmes without paying much attention to the development and interests of older members.

The same question across gender indicates that the females were somewhat more satisfied than their male counterparts. This can probably be explained by group efforts manifesting through the formation of GNAT- Las, a women organization within GNAT that champions their cause and facilitates easy flow of information. The group has also embarked on programmes which have targeted females more than males (see figure 7). It is probably an indication of the females' ever-improving levels in education than the male counterparts that is reflected in these outcomes as well.

Regarding satisfaction with respect to educational background, it was clear that most respondents with diploma and first degree as their highest qualifications, were not satisfied with the way GNAT addresses their salary grievances while the less qualified, the secondary school certificate and post-secondary teachers` certificate "A" holders were relatively satisfied (see table 5). The implication of this is that the higher the teachers get in terms of qualifications, the less satisfied they become with their salaries. Generally, more than half of the respondents were not satisfied with their salaries but a small proportion was somewhat satisfied (see table 7). This suggests that salary is the primary issue on which members are dissatisfied with in GNAT. Issues related to salaries and qualifications are quiet difficult to deal with, especially where economic policies of various governments led to deterioration of rank and file of the membership and eventual dissatisfaction with GNAT's ability to negotiate satisfactorily as emphasized by one key informant. This trend is perceived as lack of satisfaction with GNAT negotiation capabilities with respect to salaries and better conditions of service for teachers. Implications are that the more teachers get higher qualifications, the less they tend to be satisfied with their salaries. This is because salaries of teachers are structurally graded in terms of ranks depending on their qualification levels of entry into the service. At certain levels, unequal qualifications may be lumped up together unto the same salary grade. Additionally, it is a laid down scheme of the

GES that teachers' performance and specific length of service be rewarded through promotion interviews and not necessarily based on qualifications of the particular teacher. This is responsible for the high rate of attrition among teachers who have high academic qualifications in certain academic fields in the GES as they leave for other more lucrative jobs.

However, as much as (75.3%) of the respondents were not satisfied with the outcome of the salary negotiations by GNAT. This result is consistent with the GNAT Membership Enumeration Report (GMER, 2007) which indicated the perception of non-performance of the Association with regard to appreciable salary levels as a major concern and criticized how GNAT was addressing their challenges in general. The GMER (2007) report went further to assert that the concerns of members of GNAT had overshadowed the minds of teachers to the extent that they no longer see any good thing the Association is doing for them. It appears this problem has still not been addressed as the problem of low incomes of teachers and their high dissatisfaction featured prominently during interviews. This has negative implications for the standard of living of the teacher. The dissatisfaction might be as a result of the deterioration of teachers' conditions and those of their families, probably due to economic stagnation and decline in standard of living arising from several factors. These factors include poor economic conditions over the years brought about by policies of various governments which triggered high inflation and impacted on most families who still grapple with the burden of unemployed dependants. To ameliorate the perceived low standard of living, the existing GNAT socio-economic welfare programmes such as the Teachers' Fund which grants soft loans to teachers, need to be made more innovative and attractive to meet members' needs.

In addition to the low satisfaction levels amongst members with the manner GNAT is addressing their needs, members no longer perceive GNAT as a valuable and caring body. This is disturbing given that GNAT as an organization was founded on the ideology of solidarity and the common good. In this regard, GNAT needs to develop an effective union instrumentality or means of being useful and a mechanism aimed at addressing the needs of members to ensure effectiveness in the achievement of members' goals as suggested by Chacko (1985).

Generally, an assessment of the results implies that the respondents' working conditions do not contain all what it takes to make the environment conducive for effective teaching. Therefore,

this could be a possible factor for high attrition levels in the teaching profession, and by extension, the GNAT. These low satisfaction levels among members of GNAT could explain the decline in the membership of GNAT relative to the GES teacher population over the years. Between the years 1995 to 2014, GNAT lost about 21 percent of its members. To address some of these issues of dissatisfaction, GNAT needs to design mechanisms that would reach out to its members and collect their views and inputs before they engage in any negotiations or bargaining. The involvement of members would help prepare GNATS's negotiation team better in its negotiation ability.

5.4. LEVEL OF PARTICIPATION OF MEMBERS

This section discusses the extent to which respondents were involved in GNAT activities including meetings, taking part in workshops, seminars, conferences as well as having an interest in taking up leadership positions in GNAT. Generally, there is low level of participation in GNAT programmes or activities among respondents. During interviews, all 3 key informants remarked GNAT's communication with members as poor and a major challenge. Indeed, issues of challenges regarding participation has major links to communication. Without effective information flow, it is not possible for GNAT to roll out any effective programme. This is because the members have to cover a large area to reach out to the entire country. This means that most members would not be aware of the programmes because of gaps in information delivery. However, for those respondents who have held positions in GNAT, the majority have done so either at school or local level because the respondents were selected or skewed towards those schools and localities. In terms of how age affects the likelihood of holding a position in GNAT, it came out that the youth have a higher likelihood to hold more positions. For members in the older age group, the likelihood was very low but it was fairly equally distributed across gender, localities and educational background. This confirms the provision by the GNAT constitution as mentioned in the literature review that the Ghana National Association of Teachers has a distinct and well structured democratic arrangement right from the school base to the local, district, regional and national levels which ensures that democratic procedures apply in the selection for every position of leadership.

Regarding low participation levels in the activities of GNAT such as workshops, voting and professional development, it appears the main causes are information gaps, attitudes, perceptions

and structural challenges. In terms of participation of respondents across age, again this was skewed in favour of the youth (see figure 11). Participation in terms of gender and localities (rural and urban) were evenly distributed (see figure 13) low but evenly distributed, however, not too significant. In terms of educational background, it was generally low at all the levels apart from post-secondary certificate 'A' holders whose participation was very high (see figure 14). However, for all those respondents who actively participated in the programmes and activities of GNAT, the evidence indicates that their commitment levels were somewhat high (see table 10).This low level of participation could also be explained by the fact that there is the challenges in leadership and organizational direction drive. Publicity of GNAT programmes are so low that as many as 57.1 percent of the membership suggested a serious need for improvement in this area.

Respondents gave several reasons to explain why they have not participated in any of the activities organised by the Association. As many as 67.9 percent of the respondents indicated that they were not or had never been invited to take part in any such programmes. The Association may be caught up in a situation where few of its members (professional development workshop attendants) are constantly re-cycled from one programme or activity to the other due to many factors that may serve as hindrances to devotion of time and efforts of members. A membership-based organisation like GNAT, with a high level of apathy of about 20.8 %, is likely to suffer in the long term if a good number of its registered members do not participate in its programmes and activities (see table 9). Although the general participation in the activities of GNAT is quite low among members, the youth are somehow being attracted to participate in the activities of the Association. This again explains the fact that the Youth Policy which seeks to attract more youth into the programmes of GNAT is yielding positive results. Most respondents expressed the belief that their membership in GNAT consists of the payment of dues and nothing else. This indicates that the union is somehow not serving its members as expected and may therefore become defunct.

Having over 70 percent of the respondents not holding or having held any position in GNAT does not necessarily mean that the majority of the respondents were not interested in taking up leadership positions in GNAT. The fact is that the majority never get invitation to participate in GNAT programmes and activities (see table 12). The fact is that not all the members can hold

positions in a large organisation at one go. But more importantly, for more than 25% of the membership to have held or be currently holding positions in GNAT should be seen as fairly satisfactory (see table 8). Holding positions does not necessarily bar members from participating in GNAT activities.

The majority of respondents who did not participate in the activities of GNAT did not receive invitations asking for their participation. This is an indication that generally, the opportunities for participation in GNAT activities are limited (see table 12). Having about 20.8 percent of the respondents who were not interested in the activities of GNAT is an issue that needs further investigation into the nature of GNAT programmes and their level of appeal to members. However, this could also mean that some respondents do not really understand what the purpose of the union is and therefore they appear to be mere trade union representatives. This could also be explained by the fact that succession planning has not been fully integrated and implemented into the Association to ensure that membership outside the leadership is sufficiently prepared to the engaged core commitment level (see table 2) and to take up leadership positions which have been created as a result of retirements or resignations.

It is also indicative that the interest to hold positions in the union was independent of gender of the respondents because the males and the females seemed to be holding positions proportionally balanced in terms of percentage of gender distribution. However, in relation to age, it was noted that the youth are being more attracted to take up leadership positions. In general, the interest in taking up leadership positions was somewhat low among all members. The interest in the youth taking up leadership positions in recent times could be explained by the GNAT Youth Policy, launched in 2011, which seeks to empower the youth to take leadership positions in the Association as well as enhance their participation in the activities of the Association. This claim from the survey finding was also clearly emphasised by all the three key informants during interviews. The researcher asked each one of them to explain the effects the youth policy was having on GNAT with regard to participation in programmes. This trend could also be explained by the fact that about 80 percent of the members of the union are youthful and that GNAT is probably developing and implementing more youthful programmes without paying much attention to the needs of older members.

In relation to the holding of positions within the decentralised system of GNAT at national, regional, district, local and school levels, it transpired that most of the respondents have only held positions at the basic levels of the Association (school and local) as compared to the higher levels (District, Regional and National). This does not necessarily mean that there have not been adequate opportunities created for members by way of building their capacities in preparing them for leadership at higher levels of the Association. It could simply be that the selection of respondents might have been skewed towards members at the grass roots (school and local), which is invariably dominated by the youth. It could also be said that the number of positions available may be so limited that members might have been pruned down through the vetting process to ensure that only members who are dedicated should be engaged at higher levels (see table 2).

In addition, the majority of the respondents have not participated in the activities of GNAT such as workshops, seminars, professional development and others. This means that most members of GNAT have not been involved in team work that could build them up for possible collective action that are closely related to the effective functioning of the union as noted by Metochi (2002). This is due to either inadequate dissemination of information or unattractiveness of these activities or programmes. Although, some respondents have been involved in some formal activities of the GNAT, they have not helped other members in activities such as filing of grievances, talking about the union with friends or family and reading union-related publications to update their knowledge. These are activities which take a greater effort and longer time, and which are classified as informal activities (Fullagar et al., 1995). Nonetheless, these informal activities equip members with skills towards higher commitment, for example, from basic activity to potential core member. The breakdown in communication with the union has resulted in majority of the members not receiving invitations to programmes and activities. This could be responsible for the apathy witnessed in the system, and for that matter, lack of commitment of respondents.

Generally, as earlier noted, the opportunities for participation in GNAT activities are limited. Having 20.8 percent of the respondents not interested in the activities of GNAT is an issue that needs further investigation. This implies that GNAT programmes are probably not attractive enough to its members. GNAT will need to create more exciting opportunities for participation

with a wide variety of programmes for members. It might also be as a result of poor communication networks which make members unaware of the existing programmes and activities. Much as having the majority of the members not participating in any activities of GNAT could be attributed to lack of effective communication system within the union, on the other hand, it could be something else. Tetrick (1995) asserts that taking up an active role in the trade union movement requires an awful lot of effort as well as an awful lot of time. Tetrick, however, emphasizes that these programmes are designed to build or contribute to increased commitment levels towards moulding future leaders of GNAT.

5.5. COMMITMENT OF MEMBERS

Considering the logical link between members' instrumentality and union loyalty as depicted in the theoretical framework presented in Chapter 2, the low instrumentality among members has several implications for union pluralism. This is especially the case given the provisions in the Labour Act 651 Clause 80 which states that "Two or more people may form a union". In other words, GNAT needs to put in place stringent measures which could make the instrumentality of its members higher in order to avoid fragmentation. In spite of the proliferation of teachers trade unions coupled with the fact that GNAT has not entirely satisfied the needs of its members, it still contains the majority of the teaching force in the country. Thus, GNAT's numerical strength provides it with the opportunity to be the leading teacher trade union in the face of the proliferation of trade unionism. However, in attempting to make projections into the future, one would conclude that although the prospects of GNAT in this era of union pluralism look bright, generally, since 2003, the membership of GNAT relative to the GES teacher population has been declining. GNAT needs to embark on regular retraining programmes for its appointed staff and elected officers to ensure that effectiveness and efficiency is imparted into the quality of leadership of the Association to make a strong impact in the face of the trade union pluralism. The formation of Concerned Coalition of Teachers (CCT) in 2011 could account for the decline in the membership of GNAT from 2011 to 2014. Generally, it can be stated that since the breakaway of NAGRAT from GNAT in 1995, the membership of GNAT has suffered attrition to some extent although not been too significant. However, considering the proliferation of teacher unions in the country, GNAT needs to design programmes and activities more carefully that can meet the needs of its members in this highly competitive environment.

Generally, it can be concluded that although respondents' satisfaction levels were generally low with regard to the responses of GNAT to their challenges, their levels of loyalty and commitment to the union were high. This could be because of the great value the respondents attach to the union. This could be explained by the fact that although there is a proliferation of teacher trade unions, members feel they are better off remaining in GNAT even in the face of their dissatisfaction with GNAT programmes as noted by the key informants.

Participation levels of respondents in programmes are also generally low. It is noted to some extent, that the commitment of the members to GNAT has an influence on their participation in the activities of GNAT. The relationship between members' commitment and their participation in the activities of GNAT is consistent with theories by Tetrick (1994) and Klandermans (1986) which link union loyalty to members' commitment. This explains the fact that satisfaction and participation levels were low because the theories link satisfaction and participation as having a direct relationship with commitment. These could explain the decline of 20.9% in membership over the 20 year period as indicated by the statistics in (table 14).

However, considering the above decline level of the membership as indicated in this study, the theories of Gordon et al (1980), Sverke and Sjoberg (2001) are complementary to those of Tetrick (1994) and Klandermans (1986). Whichever way one looks at the results, there has been some level of decline in GNAT membership from 1995 to 2014. But the idea of value attachment to union leading to loyalty of members irrespective of satisfaction or participation was evident in the study. According to Gordon et al (1980), Sverke and Sjoberg (2001), the idea of value and instrumental rationality-based commitment to the union is important. In their view, value rationality-based commitment to the union reflects a sense of shared values, loyalty, identity, and pride in the union. This means that the relative impact on membership behaviours of each commitment dimension may not be the same from one union to the other. The concept of commitment here, may consist of two dimensions namely: recognition and loyalty or value that individuals may attach to organizations for variety of reasons, and this shapes or informs their behaviour. Here again, the member's satisfaction and participation levels may not necessarily reflect the outcome of these variables and therefore may have minimal implications on commitment. This could probably play a role and may account for the relative high commitment of respondents to GNAT in spite of their relatively low satisfaction and participation levels.

Based on the statistics, even though the perceived instrumentality to members is reflected in their low participation levels in the survey, this did not entirely affect loyalty levels in that same proportional terms in this case of the study. It is indicative from the analysis and the discussion that even though members were somewhat dissatisfied and participation was also somewhat low, they still prefer staying loyal to GNAT. It could mean that a more dynamic account of the phenomena existed in which the value a member attached to the union played a major determinant role in their commitment. Otherwise, the level of decline in membership would have been greater than it is currently indicating, considering the fact that it still commands almost 80 percent of teachers in the Ghana Education Service (see figure 17) and (see table 14) respectively. Nonetheless, it can be concluded that both theories demonstrated their relevance in this study. Therefore, the two theories are right in terms of the specifics in what they both indicate. One would therefore conclude that they complemented each other in this study.

Finally, one can conclude that there were low levels of participation and equally low levels of satisfaction with programmes or activities among the respondents. These might have accounted for the decline of 20.9 percent in membership over a period of 20 years but the fact remains that most of the respondents are still committed to the union. However, one possible reason for the high loyalty of members could be the value that they attach to the union.

With regards to the new labour law and splinterism of GNAT members, there were mixed reactions among the key informants as to whether or not the introduction of the new Labour law has caused splinterism of GNAT members. It was evident that the sharp decline of the GNAT membership between 2003 and 2007 was most probably the result of the introduction of the new labour law in 2003 (see table 14). There is ample evidence to support the view that the new labour law undermined union stability. In other words, the law allows for unnecessary fragmentation and this leads to the undermining on union stability. Thus the new labour law supports the threat of break-up of unions over trivial issues. Thus the law provides the legal basis for discontented members of GNAT to withdraw their support for their mother union and form their own unions as noted by Darkwah (2013).

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

6.1. INTRODUCTION

This section presents a summary of the findings from the study as well as the conclusions, recommendations and directions for further research. The conclusions are made in relation to the major findings.

6.2. CONCLUSIONS

1. This study has argued that GNAT membership decline can be partially explained by decline in levels of member participation and satisfaction of members with its programmes. However, the study also found that the majority of respondents are still committed to the union. One possible reason for the high loyalty of respondents, despite their dissatisfaction with its programmes, could be the value that they attach to the union. Therefore the study concludes that the issue of member perception is not, by itself, a sufficient variable for understanding union decline.

2. GNAT has survived over the years partly because of the high loyalty the members have towards the union but should be cautioned that this may not always be sustained. Therefore, the union needs to do more.

THE FOLLOWING ALSO CONCLUDED AS MAJOR FINDINGS:

Poor communication was identified as a major challenge to participation in programmes. This has led to the low level of participation in GNAT. This also resulted in a major information gap, that is, inadequate communication flow from top to bottom and from bottom up leading to apathy among members. This lack of information about what GNAT is doing and what its programmes were, also affected their participation and satisfaction levels which impacted to some extent on commitment. The changing in the composition of membership with respect to age and qualifications has also led to dissatisfaction among members as focus on programmes shifted.

Poor bargaining by GNAT was also identified as one of the challenges. Lack of adequate involvement of members in negotiations had led to the low level of satisfaction in GNAT programmes and activities, including poor salary negotiations, poor salary grading system for

teachers among others. The changes in the composition of membership with respect to age and qualifications also had a major impact on GNAT because the overall membership of the Association is youthful. Therefore, the focus on programmes has shifted in favour of the youth. This led to the neglect of older members of the association. It was also clear that the new labour Act 651 has undermined the stability of GNAT.

Furthermore, GNAT has not fully prepared members to step into positions left vacant by those who have retired or left although there are some improvements in attracting the youth to take up leadership positions in the Association. Thus, there are opportunities available for succession of members, and that identifying and developing the best people for key leadership roles in the GNAT should be considered. There is need, however, to develop an effective succession plan that would demonstrate commitment to career development and professional advancement since it could be a powerful employee-retention strategy.

6.3. RECOMMENDATIONS: IMPLICATION FOR POLICY MAKING

Based on the key findings and conclusions arising from the study, the following recommendations are made for policy making in the Association.

Communication: Enhancing the Effectiveness

It was evidence in the survey, as well as emphasised by the key informants that there has been a breakdown of communication in GNAT is a major contributing factor responsible the gaps between the national level and the rank and file of the membership. Most of the members are not able to receive vital information from the Association and therefore are not aware of the programmes and activities of the Association. In the same way, there are no mechanisms in place for the grassroots to relay information to the top. This is a major contributing factor to the low level of participation in programmes. This gap has been responsible for the breakdown of the levels of commitment. It has potentially prevented members from developing from the basic activity level through to the engaged core member commitment level. As a result, the union is deprived of would-be engaged core level members who could have been in the basket of committed members to be earmarked for succession plan towards leadership. GNAT needs to give special attention to applying the two-way (the top-down and bottom-up) approaches of

information delivery between the union and its members. Thus effective communication from headquarters to members and from members to headquarters needs improvement.

One of the most effective ways to enhance communication is to send information across multiple channels. GNAT is advised to use channels such as emails, text messaging, T.V and Radio, dramatizing new concepts on the media, bulletins and the use of the GNAT Website to enhance the communication from headquarters to members. Members also needed to be educated on how effectively information could relayed through to the chain of command to the top level within the shortest space of time possible.

Participating in the Negotiation Process

Many factors should be considered when negotiating a union contract. GNAT is advised to consider inculcating the following measures in the initial negotiation process:

- Obtain inputs from the various structures of the Association from the Basic Units (the school level) to the National including members, elected officers and staff meetings before negotiations. This will ensure that the negotiators of the Association have a strong understanding of what members want and what they see as the most important inclusions in the negotiating contract; and
- Address benefits issues. Besides salary, negotiators of GNAT should develop key interest in pushing for other fringe benefits for its members including supplementary medical insurance, cumulative sick leave, retirement gratuities, and study leave and housing among other relevant fringe schemes.

Training of Members in Union Activities

Union representatives are more likely to carry out their duties effectively if they possess skills and knowledge relevant to their duties. Training is important for union representatives to enable them carry out their duties effectively. Training should be available both to newly elected and appointed GNAT executives and officials so as to establish effective union representatives. Continuous training of members and executives in trade union should cover areas such as:

- The collective bargaining arrangements at the place of work, particularly, the scope of the recognition or other agreement;
- The structure of the union;
- The role of the union representative; and
- The handling of proposed collective redundancies or the transfer of undertakings.

Incorporating Succession Planning

GNAT is encouraged to develop an effective succession planning programme that would demonstrate a commitment to career development and professional advancement since it is a powerful employee-retention strategy. To successfully enhance succession planning in the Association, GNAT is further advised to create a succession plan through:

- The identification of job functions;
- Identifying staffing levels needed and related
- The conduct of gap analysis and establish priorities; and
- The development of a competence model to help provide blueprints of the talent of members to build at present and in the future.

Supervision and Monitoring

There is a need to strengthen the basic units of the Association. This could be done through the provision of logistics (such as motorbikes) to local branch executives to enhance their supervision and monitoring duties. Additionally, coordinated professional training programmes backed with effective monitoring and supervision are also ideal through seminars, workshops, conferences, public lectures and symposia.

Finally, it is important for GNAT to consider undertaking SWOT analysis of the Association through research on the needs assessment of its members to ensure that its internal strengths and weaknesses are addressed on regular bases. In doing this, GNAT needs to factor in the criticisms, perceptions and expectations of the rank and file of its membership to ensure increased commitment to the union-programmes. In addition, GNAT should learn from other organizations

of similar nature so that whatever it is doing is not independent of the trends in the emerging global order.

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APPENDIX A: DRAFT QUESTIONNAIRE

UNIVERSITY OF THE WITWATERSRAND

TOPIC: A STUDY OF GHANA NATIONAL ASSOCIATION OF TEACHERS' (GNAT) PROGRAMMES AND ITS IMPLICATIONS FORMEMBERSHIP COMMITMENT.

This study is part of a Master's programme to be conducted under the auspices of the University of the Witwatersrand, (Global Labour University) Johannesburg, South Africa. The objective of this study is to solicit information from the membership of Ghana National Association of Teachers (GNAT). It is intended to examine the implications of GNAT programmes for its membership commitment. We will appreciate it very much, if you could spend a few minutes to complete this questionnaire

Instruction: Please provide responses in the space provided. You can use [√] to indicate your choice in the appropriate box (where necessary).Confidentiality: All information provided will be treated with strict confidentiality and the identity of participants will be protected. The questionnaire will be used solely for academic purpose of this study.

SECTION I: BACKGROUND INFORMATION

1. Which region is your institution/school is located?

2. In which district is your school located?

3. Age of respondent (in years):

4. Sex: [] male [] female

5. Rank……...

6. How long have you been working at your present institution/school?

SECTION II: LABOUR MARKET EXPERIENCE

7. Academic qualification of respondent: [ ] Secondary [ ] post-secondary/ cert. A

[ ] Diploma [ ] First degree [ ] Second degree [] Others (specify):

8. How long have you been working as a teacher (in years or months)?

9. What challenges do you face most as a teacher? *(You may choose one or more, specify where necessary)*

[ ] accommodation [ ] low salaries [ ] working environment [ ] relationship with community

[ ] school administration issues [ ] relation with pupils [ ] others……

10. To what extent are you satisfied with your work condition?

[ ] Very satisfied [ ] Satisfied [ ] Somewhat satisfied [ ] Not satisfied

SECTION III: PARTICIPATION AND SATISFACTION WITH ASSOCIATION'S PROGRAMMES

11. How long have you been a member of GNAT? ……..

12. Do you hold or ever held any positions in GNAT? [] Yes [] No

13. If yes to *13 above,* at what level did you hold that position? [] School [] local [] district

[] regional [] national

14. Have you ever participated in GNAT activities such as workshops, voting, professional Development, seminars, etc.? [ ] Yes [ ] No

15. If yes to *14 above*, state them ……

16. If no to 14 above, select plausible reason [ ] Never got invitation [ ] Not interested

[ ] Time constraints [ ] Specify if others.

17. To what extent are you satisfied with how GNAT addresses your challenges?

[ ] Very satisfied [ ] Satisfied [ ] Somewhat satisfied [ ] Not satisfied

18. If not, in 17 above, since when have you been dissatisfied with GNAT's handling of challenges?

[ ] 10 years and more [ ] between 10 and 5 years [ ] between 5 and 1years [ ] 1year to date

19. Suggest 3 (three) things GNAT should do to address the challenges confronting teachers?

i)…….

ii)……

iii)……...

20. Are you aware that one of the roles of GNAT is to negotiate salaries for teachers?

[ ] Yes [ ] No

21. Are you satisfied with the outcome of the Association's salary/pay negotiations since you joined the Association?

[ ] Very satisfied [ ] Satisfied [ ] somewhat satisfied [ ] Not satisfied

22. Have you ever left GNAT? [ ] Yes [ ] No

23. If Yes to 22 above, are you now satisfied with GNAT? [ ] Very satisfied [ ] Satisfied [ ] somewhat satisfied [ ] Not satisfied

SECTION IV COMMITMENT OF MEMBERS

Below is a set of attributes that is used to describe your commitment to GNAT. Kindly indicate your views on each of the statements below. Use the scale ranging from 1= Strongly disagree (SD), 2= Disagree (D), 3=Agree (A), 4= Strongly Agree (SA) to indicate your view

Statements SD 1 2D 3A 4SA 5N

24. I think GNAT has my interest as its main focus [ ] SD 1 [ ] 2D [ ] 3A [ ] 4SA

25. I think I am in a better position at work because l am a member of GNAT

[ ] SD 1 [ ] 2D [ ] 3A [ ] 4SA

26. I do feel loyal to GNAT [ ] SD 1 [ ] 2D [] 3A [ ] 4SA

27. I have no options to consider leaving GNAT

[ ] SD1 [ ] 2D [ ] 3A [ ] 4SA

Thank you very much for completing the questionnaire.

APPENDIX B: KEY INFORMANT INTERVIEWS SCHEDULE

THIS SECTION MUST BE ANSWERED BY KEY INFORMANTS ONLY, THROUGH INTERVIEWS.

1. What were the main reasons that led to the fragmentation of GNAT members and the formation of NAGRAT?

2. Was GNAT working efficiently enough to satisfy its members at the time?

3. Why did the introduction of the new labour law, caused splinters amongst GNAT members?

4. How in your opinion did the introduction of the new labour law undermined union stability?

5. What are the organizational challenges facing GNAT and its response to serving its members?

6. What in your opinion are the main challenges still confronting and its members that GNAT needed to be addressed?

7. How are they being addressed?

8. What are the prospects of GNAT in this era of union pluralism?

9. Any other relevant comment(s) you will want to bring to the fore for the purpose of this research?……
...…….

APPENDIX C: CONSENT FORM FOR INTERVIEWEES

Topic Study: A STUDY OF THE GHANA NATIONAL ASSOCIATION OF TEACHERS' PROGRAMMES AND ITS IMPLICATIONS FOR MEMBERSHIP COMMITMENT.

I (name and surname) _____ agree to partake in the above-mentioned study willingly. I have been made aware:

1. I am free to pull out of the research anytime I feel uncomfortable
2. The importance and aim of this study
3. My personal identity will not be used for this research
4. Once the research has been completed, I will be able to access it from the Wits library and possibly on the Wits University publication database http://wiredspace.wits.ac.za/search
5. I have been made aware of the type of questions I will be asked prior the actual interview.
6. I am free to ask any questions when I have them.

Date_____2014

Signature_____

APPENDIX D: PARTICIPANT INFORMATION SHEET

Title of Study: A STUDY OF THE GHANA NATIONAL ASSOCIATION OF TEACHERS' PROGRAMMES AND ITS IMPLICATIONS FOR MEMBERSHIP COMMITMENT

Invitation to participate

My name is Johnson Kwaku Boh. I am M.A. student of the Global Labour University, Wits. I would like to invite you to participate in my research study. Please read this information sheet to know more about the nature of the research and what it entails.

What is the purpose of this study?

The study seeks to examine the implications of the Ghana National Association of Teachers' (GNAT) programmes for its membership commitment, from the period of 1995 to 2014.

Why I have chosen this topic

This study is important because it brings to the fore the impact of labours laws on the stability of unions regarding participation and commitment of members. It will contribute immensely to existing information and also bring about great awareness. The research findings will provide data, which would be relevant to policy formulation within the Association, governments, trade unionists, stakeholders, civil society, policy makers, and future researchers. Appropriate strategies will be designed to address the growing gap between the Union and the membership.

What will happen to the results of this study?

The findings of this study will be reported in my postgraduate research report and will be available at the Wits library and possibly published in the online database of the University of The Witwatersrand www.wiredspace.wits.ac.za or other academic journals once completed.

Do I have to take part?

Participation in this study is completely voluntary. If you chose to participate, you will be given this information sheet to keep. I will then ask you to sign a consent form which simply indicates

that you agree to participate. If, at any time, you change your mind, you are free to withdraw from participation. You won't be required to provide reasons.

Will my participation in this study be confidential?

All the information collected in this study will be kept strictly confidential and anonymous. Your personal identity will not be required and none of your personal details will be collected or stored. None of the things you will say during the interview will be traceable to you at all.

Will the interviews be recorded?

All interviews will be recorded only with your permission. The purpose of the recording is to help me to accurately quote the things you say. If, however, you don't wish to be recorded, note-taking will be used.

Who has reviewed this study?

This research has been approved by the Human Research Ethics Committee (HREC) of the University of the Witwatersrand. Should you have any questions, concerns or wish to confirm any of this information please feel free to email my supervisor:

Dr Ben Scully atben.scully@wits.ac.za Cell Phone Number + 27714466534

Or

My Good Self, Email: Mr Johnson Kwaku Boh; bh_jhnsn@yahoo.com

Cell Numbers +27818045163 or + 233244293154

Kindly sign below as an indication that you are willing to participate:

Signature:

Thank you for taking time to consider participating in this study.

APPENDIX E

University of the Witwatersrand, Johannesburg

Faculty of Humanities – Postgraduate Office

Private Bag 3, Wits 2050, South Africa • **Tel:** +27 11 717 4002• **Fax:** +27 11 717 4037• **Email:** Sarah.Mfupa@wits.ac.za

Student Number: 967219

Mr Johnson Kwaku Boh
House No.249/14
Kasoa
OK

11 August 2014

Dear Mr Boh

APPROVAL OF PROPOSAL FOR THE DEGREE OF MASTER OF ARTS BY COURSEWORK AND RESEARCH REPORT IN LABOUR POLICY AND GLOBALISATION

I am pleased to be able to advise you that the readers of the Graduate Studies Committee have approved your proposal entitled "*A study of the Ghana national association of teacher's programmes and its implications for membership commitment*". I confirm that Dr Benn Scully has been appointed as your supervisor in the School of Social Sciences.

The research report is normally submitted to the Faculty Office by 15 February, if you have started the beginning of the year, and for mid-year the deadline is 31 July. All students are required to RE-REGISTER at the beginning of each year.

You are required to submit 2 bound copies and one unbound copy plus 1 CD in pdf (Adobe) format of your research report to the Faculty Office. The 2 bound copies go to the examiners and are retained by them and the unbound copy is retained by the Faculty Office as back up.

Please note that should you miss the deadline of 15 February or 31 July you will be required to submit an application for extension of time and register for the research report extension. Any candidate who misses the deadline of 15 February will be charged fees for the research report extension.

Kindly keep us informed of any changes of address during the year.

Note: All MA and PhD candidates who intend graduating shortly must meet your ETD requirements at least 6 weeks after your supervisor has received the examiners reports. **A student must remain registered at the Faculty Office until graduation.**

Yours Sincerely

SD Mfupa

Sarah Mfupa
Postgraduate Division
Faculty of Humanities
Private Bag X 3
Wits, 2050

APPENDIX F

Research Office

HUMAN RESEARCH ETHICS COMMITTEE (NON-MEDICAL)
R14/49 Boh

CLEARANCE CERTIFICATE	**PROTOCOL NUMBER H14/08/29**
PROJECT TITLE	A study of the Ghana National Association of Teachers' Programmes and its implications for membership commitment
INVESTIGATOR(S)	Mr JK Boh
SCHOOL/DEPARTMENT	Social Sciences/Sociology
DATE CONSIDERED	22 August 2014
DECISION OF THE COMMITTEE	Approved Unconditionally
EXPIRY DATE	21/09/2016

DATE 22/09/2014 **CHAIRPERSON** E.M. Tabane PP (Professor T Milani)

cc: Supervisor : Dr B Scully

DECLARATION OF INVESTIGATOR(S)

To be completed in duplicate and **ONE COPY** returned to the Secretary at Room 10000, 10th Floor, Senate House, University.

I/We fully understand the conditions under which I am/we are authorized to carry out the abovementioned research and I/we guarantee to ensure compliance with these conditions. Should any departure to be contemplated from the research procedure as approved I/we undertake to resubmit the protocol to the Committee. **I agree to completion of a yearly progress report.**

Signature

22/08/2014
Date

PLEASE QUOTE THE PROTOCOL NUMBER ON ALL ENQUIRIES

APPENDIX G (i)

KEY INFORMANT INTERVIEW SCHEDULE: PARTICIPANT (A)
DATE: 15-7- 2014.

PLACE OF INTERVIEW: GNAT HEADQUARTERS, ACCRA.

A STUDY OF THE GHANA NATIONAL ASSOCIATION OF TEACHERS' PROGRAMMES AND ITS IMPLICATIONS FOR MEMBERSHIP COMMITMENT

SECTION VI THIS SECTION MUST BE ANSWERED BY KEY INFORMANTS ONLY. ***Please write each question before you process with each answer.***

1. What were the main reasons that led to the fragmentation of GNAT members and the formation of NAGRAT?

The reasons include;

i) . The then prospective leaders of yet- to- be formed NAGRAT always lacked trust and competence in the leadership of GNAT as far as negotiation for better conditions of service for all teachers in pre-tertiary division was concerned.

ii) As per human nature, there was and there is, whether rightly or wrongly so many misconceptions about the handling of dues of members deducted at source.

iii) Closely related to (ii) above, it could be said that transparency in the activities of GNAT has not yet reached the desired level, especially at the grassroots-(all-inclusiveness)

iv) Again, as per human nature, many persons wish to be in leadership positions. Therefore, no matter what, people will prefer to form their own groups no matter how small, so that they can also 'enjoy' leadership aura.

v) However, on NAGRAT'S own website, the following are posted as reasons leading to their breaking away from GNAT:

- To fight against incessant neglect and marginalization of the teaching profession
- To correct the incidence of lumping of all graduate teachers together with other categories of teachers on the same rank for salary purpose which to them was a great disincentive.
- GNAT's rejection of the 1993 Pay and Grading Committee and Gyampo Salary Review Commission's recommendation that separate hierarchical structures for graduate and non-graduate professional teachers for salary purposes should be created.
- And finally, a statement attributed to one time General Secretary of GNAT that 'if graduate teachers wanted it they could form their own

association and that another teachers association would engender competition and efficiency'

2. Was GNAT working efficiently enough to satisfy its members at the time?

i) Definite, from some of the reasons adduced above, it could be said that to some, if not all graduates and perhaps some non-graduate teachers on the quiet side did not think that GNAT was working efficiently to satisfy its members at the time. However, it must be quickly re-echoed that since human nature is an insatiable one and since every day comes with its own problems hardly would there be a time without problems to solve. Equally, one can ask the question without any cynicism anyway, that since NAGRAT came into existence how much has changed, as far as the lot of teachers is concerned? The collective focus of all should be the improvement of our economy, efforts that would move us away from this 'third world' status to a higher one where we all can see substantial leaps in our salaries and wages as in some developed countries. I say some because with the current global economic fluctuations, even some so called developed nations are not getting it easy wages, salaries and general conditions of service wise.

3. Why did the introduction of the new labour law, caused splinterism of GNAT members?

I am not too sure if the introduction of the Labour Act caused splinterism of GNAT members because the reasons adduced in 1(i-v) above do not include anything about the Labour Law. I would rather say that the introduction of the Labour Act, 2003, Act 561 Section 80 (1) 'Two or more workers employed in the same undertaking may form a trade union' served as a fertile, legal framework with free to operate open space for any one with such an ambition to satisfy his or her ego.

4. How has the introduction of the new labour law undermined union stability?

Surely, we cannot talk about union stability without talking about numbers even though not limited to it, so if these numbers are being depleted every now and then, then union stability is also being undermined because the new law allows for 'unnecessary' fragmentation.

5. What are the organizational challenges facing GNAT and its response to serving its members?

Some of the organizational challenges facing GNAT include;

i) Inadequate communication flow from top to bottom and bottom up
ii) Non-ownership of GNAT's Strategic/Development Plan by the rank and file
iii) Inadequate building of bridges and alliances with other groups, bodies, etc (parents, old boys and girls associations, non-formal workers, teachers in privately owned schools, etc.)

a) One of the responses to the above challenges is the **soliciting of inputs and inclusion of the rank and file of members through consultative workshops** that were held throughout the ten regions of the association before the drafting of the 2013 – 2018 Five Year Strategic Plan of the association.

b) Another response is the **rolling out of a youth policy** and its implementation in 2010/2011 after a research finding had revealed that the youth (i. e. young males and females between ages 19 – 40) formed 70 percent of the total membership of the GNAT and therefore certain programmes and activities of former times were incongruent with the aspirations and desires of the youth thereby leading to apathy.

c) Yet another is the **constant membership education** being churned out through programmes like the School Representative Programme, Orientation Courses for Newly Elected Officers at all levels (local, district, regional and national) etc.

d) **Constitutional Amendments** is yet another response to help serve the interest of members better than before. The Constitution of GNAT within a period of four (4) National Delegates Conferences has undergone drastic changes all with the view to meeting the current interests and aspirations of the membership. For example, more appealing welfare packages (such as the institution of the Teachers' Fund, introduction of death and retirement benefits, etc.) have been rolled out.

6. What in your opinion are the main challenges still confronting GNAT and its members that needed to be addressed? Please state them.

i)…Means and ways to help members overcome some personal challenges like acquisition of private places of residence, decent accommodation and other basic necessities in the deprived places of work, etc. ……

ii) How to help more members further their education without losing their salaries ……

iii) Negotiating for better conditions of service including salaries and allowances and the regular payment of existing allowances like T & Ts, Transfer grants, Vehicle Maintenance Allowance. ……...

7. How are they being addressed?

Through continuous negotiations, lobbying, engagement of the major stakeholders, use of legal means like The National Labour Commission, etc.

8. **What are the prospects of GNAT in this era of union pluralism?**

The future is still bright for GNAT since a lot of gains have been chalked and a lot of structures have been created giving it a very solid foundation. GNAT can be said to own about 90% when it comes to union density in the education sector unions in Ghana. The momentum however has not only to be maintained, but also built upon especially in this era of pluralism. More innovative, cross-cutting, result-oriented strategies are what is needed in this era. The sky is always the limit.

9. **Any other relevant comment(s) you will want to bring to the fore for the purpose of this research**

i) Constant training and re-training of both elected and appointed officers

ii) All-inclusiveness system of union governance

iii) Succession planning for political and administrative leadership of the organization

iv) Re-structuring of the research department of the association

v) Re-structuring of the Communications department of the association

APPENDIX G (iii)

SUBJECT: KEY PARTICIPANTS C (Retire Educationist and Former GNAT Official

DATE: 18- 7- 2014

PLACE OF INTERVIEW: HIS RESIDENCE, ACCRA

A STUDY OF THE GHANA NATIONAL ASSOCIATION OF TEACHERS' PROGRAMMES AND ITS IMPLICATIONS FOR MEMEBERSHIP COMMITMENT

SECTION VI

1. What were the main reasons that led to the fragmentation of GNAT members in the formation of NAGRAT?

The Concerned Graduate Teachers (Later National Association of Graduate Teachers) expressed the following as reasons for the fragmentation

i. Unhappiness with the Government rejection of the Gyampoh Commission recommendation of a separate hierarchical and salary structure for graduates and non-graduate teachers in the Ghana Education Service-an alleged rejection that was blamed on GNAT

ii. Dissatisfaction with what was considered as GNAT's inability to negotiate different levels of salary and rank for graduate teachers within GNAT which reflected insensitivity to the plight of graduate teachers in the GES.

iii. The refusal of GNAT leadership to allow the disgruntled teachers who had registered as an Association to remain a ''Pressure group'' within the GNAT leading to their outright dismissal from the GNAT

iv. The perceived inefficiency of the GNAT leadership to negotiate for favourable conditions of Science for the membership.

v. Refusal of GNAT leadership to listen to opposing views.

vi. GNAT leadership too quick to apply sanctions

2. **Was GNAT working efficiently enough to satisfy its members at the time?**

As a human institution, there were some problems bedeviling the GNAT at the time of the splinter activities including:

i. Ignorance of the roles expected of elected officers
ii. Leaders (both political and administrative) distancing themselves from the rank and file; some leaders being interested only in the colours of their office
iii. Lack of information flow
iv. The general membership not able to easily ventilate their grievances
v. Members not being able to initiate changes in union policies.
vi. The perception of ‘’Mafia’’ at the top.

3. Why did the introduction of the new Labour law cause splinterism Of GNAT membership?

The emergence of the new labour law Labour Act 2003(651) has given rise to the splinter activities especially within the GNAT for various reasons including:

i. It opened the floodgates for easy breakaway activities for members of unions who were disgruntled and formation of new unions with particular reference to provision of the Law which grants permission for a minimum of five people who wish to unionize themselves to do so.

4. How has the introduction of new labour Law undermined union stability?

Ans: The law in its current form grants the right of collective bargaining only to the GNAT (being the union with the largest membership within the teaching industry at the pre-tertiary level) to negotiate on behalf of the others. Examples of the groups emerging from this situation include CCTA, NAPTA and Innovative Teachers’ Association. Simply put, no union is safe, no matter its vibrancy and longevity.

5. What are the organizational challenges facing GNAT and its response to serving its members?

a .Lack of succession plan for replacing a new chief executive (General secretary)when there is vacancy.

b. Lack of effective flow of information from the leadership to the rank and file and vice versa.

c. Not all members are aware of the raison d’etre of GNAT.

d. Not all officials (both elected and paid) understand fully the role of they are expected to play.

e. It is not easy for ordinary members to initiate changes in union policy

f. GNAT staff not ‘fairly’ rewarded commensurate with the exacting tasks they undertake

g. No effective conflict Resolution Mechanism/Crisis Management Program put in place/lacklustre attitude of GNAT's District Secretaries.

6. **What, in your opinion, are the main challenges still confronting GNAT and its members that needed to be addressed? Please state them**

Leaders not being proactive in handling critical situations
i. No real Human Resource Policy put in place
ii. A dissatisfied and ignorant membership that has displaced its priorities.

7. How are they being addressed?

One means of addressing the situation especially with regard to sustenance of interest in the Association is the Youth Policy which is commendable.

8. What are the prospects of GNAT in this era of union pluralism?

a. GNAT's numerical strength provides it with the capacity to generate revenue internally through the check-off system of dues payment (Darkwa, K.,2014)which also gives its financial independence .
b. The decentralized administrative structure headed at all levels by well- trained qualified and committed full time staff gives it advantage over all other unions in Ghana, including NAGRAT, UTAG and POTAG (Darkwah, K., 2014)
c. A distinct competence as a teachers trade union and professional Association with proven skills and expertise in the management of its affairs (Darkwa K., 2014)
d. Cooperation from a large number of stakeholders, public education as well as the goodwill and respect of foreign partners (Darkwah K., 2014).
e. A large national geographical spread of membership
f. Acquisition of long term fixed assets.
g. A large store of well-wishers, supporters and retired officers of GNAT
h. GNAT remains the most vibrant and better organized Teachers' Union /Association on the African Continent.

9. Any other relevant comments you will want to bring to the fore for the purpose of this research

a. GNAT leadership should avoid complacency and be up and doing, no matter the successes
GNAT leadership should learn to use every crisis for all it is worth but not engage in the blame game.
b. A disciplined financial and accounting system should be put in place.
c. Good internal processes such as rigorous hiring procedures, candid performance reviews and comprehensive programs that make the Association's policies clear enough should be developed.

d. A culture of integrity (i.e. honesty, transparency, fairness and strict adherence to rules and regulations)

e. Review the current communication strategy with a view to taking advantage of new developments in ITC techniques.

f. Staff should have a union of their own for purposes of negotiating with the Management of GNAT, their conditions of service and other welfare packages.

APPENDIX H: LIST OF PARTICIPANTS' INTERVIEW SCHEDULE

PSEUDO NAMES	**FROM WHERE**	**PLACE OF INTERVIEW**	**DATE**
PARTICIPANT A	GNAT MANAGEMENT	GNAT HEADQUARTERS, ACCRA	15-7- 2014
PARTICIPANT B	GNAT MANAGEMENT	GNAT HEADQUARTERS, ACCRA	16-7- 2014
PARTICIPANT C	FORMER GES OFFICIAL	HIS ACCRA RESIDENCE	18-7- 2014