

UNIVERSITY OF EDUCATION, WINNEBA

HUMAN RESOURCE MANAGEMENT AND ITS EFFECT ON EDUCATIONAL
DELIVERY: A CASE OF ATEBUBU-AMANTENG MUNICIPALITY



**A Dissertation in the Department of Educational Leadership, Faculty of Education
and Communication Sciences, submitted to the School of Graduate Studies,
University of Education, Winneba, in partial fulfilment of the requirements for the
award of Master of Arts (Educational Leadership) degree**

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DECLARATION

STUDENT'S DECLARATION

I, MOHAMMED LAMINI, declare that this dissertation, with the exception of quotation and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part of whole, for other degree elsewhere.

SIGNATURE:

DATE:

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of dissertation as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: DR. PHILIP OTI-AGYEN

SIGNATURE:

DATE:



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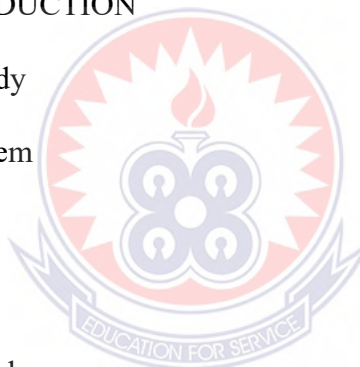
DEDICATION

To the Late Prof. Martin Amoah.

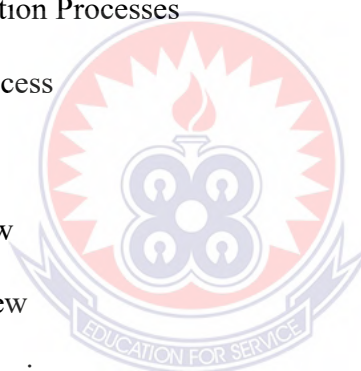


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ABSTRACT

The purpose of this study was to investigate the effectiveness of human resource management issues on educational delivery in Atebubu-Amanteng Municipality. Objectives of the study were to identify the recruitment and selection processes of teachers; to find out kinds of policies and programmes HRM department motivate teachers to give off their best and to identify the challenges of human resource management in educational delivery. The target population of the study was 150 respondents. Purposive sampling was used to select all the 30 management staff. Simple random sampling was used to select 120 staff/workers. The researcher used closed ended questionnaire to collect data for the study. The data was processed using the Statistical Package for Social Sciences (SPSS) software package version 20.0. The data was analysed with the use of frequencies and percentages. The study revealed that that defining the vacancy, source candidates, screen applicants, shortlist candidates, interview candidates, conduct testing, and extend a job offer were main recruitment and selection processes at Atebubu Amanteng Municipality educational directorate. Again, statement such as aligning HRD to strategic priorities, building knowledge-productive learning culture, developing managerial and leadership capability, very large pool of qualified applicants making staff selection difficult, too much favouritism and personal contact hinders recruitment and selection process, political influence in the recruitment process, allocating sufficient financial resources and using it wisely. The study recommend that training and development policies also need to be discussed with newly recruited teachers to afford them the opportunity to know the training and development programmes available and how to access them. This is to ensure that teachers have the opportunity to upgrade themselves in order to keep pace with the changing demands of their professions.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Human Resources Management (HRM) practices provide significant support and advice to line management. The attraction, retention and development of high caliber personnel are a source of competitive advantage for any business, and is the outcome of an effective human resource management policy. The role of human resource management has changed greatly since medieval times when the major motivational factors were basic human necessities and the role of human resources management was to arrange for these in proportion to the work done.

Today's organizations consist of fast, flexible and dynamic teams of enthusiastic, motivated, creative people who can fully express themselves and the Ghana Education Service is no exception. Since the establishment of the castle schools in the 1600s and later as colonial schools in the 1800s till date, human resource development management and practices have been one of the most pivotal challenges facing education in the country.

Every educational system depends heavily on teachers for the execution of its programmes. Teachers are highly essential for successful operation of the educational system and important tools for the educational development. The teacher is therefore the most important actor in the educational theatre because without him educational programmes rolled out by governments and international bodies become futile (Adeniji, 1999). Teachers at all levels of education play the decisive role in pivoting the growth and the direction of education. Quality teachers are needed for improved educational

delivery and the quality of a teacher is reflected in the learning outcomes of his students. (Harris & Sass, 2006). Despite the major strides achieved particularly in access to primary education, major challenges still remain. Among the challenges are the issue of improving quality and increasing learning achievement.

Human resources management policies such as study leave policy had enable most teachers to upgrade their academic qualifications to diploma and degree levels in the universities through full-time study whiles on full salary (Cobbold, 2007). But the great majority (about 70%) of such teachers do not return to the classroom after their studies (Quansah, 2003), making an otherwise good policy counterproductive.

Previous studies investigating why Ghanaian teachers leave the profession cited inadequate salary, chronic prestige deprivation for teachers and lack of opportunities for promotion as the major factors (Bame, 1991; Godwyll & Ablenyie, 1996; Wylie, 1964; Cobbold, 2007). Some recent studies have found poor or non-implementation of conditions of service, and deplorable socio-economic conditions in rural areas where most teachers work, as additional factors. Moreover, many first time teachers think they are neglected by the system once they are posted to schools (Cobbold, 2006; Hedges, 2002). In particular, isolation from professional colleagues and from the District Office, and a perceived hostile attitude on the part community members are cited as key demotivating factors. These latter findings raise challenges, which could be addressed through an effective and efficient human resource development and management programs. Whatever the definition, Roger, Winston, Don and Greamer (1997) assert that an excellent recruitment program begins with hiring the right people and placing them in position with responsibility that will allow them to maximize their skills, knowledge and

talent. Different organizations have set up policies on recruitment. These policies vary from one organization to another. Since organizations are never static, recruitment policies are likely to change from time to time to address emerging trends.

According to Forojalla (1993), it is now generally accepted that, it is the human resource of a nation, not its capital, nor natural resources that ultimately determine the pace and character of its economic and social development. To him, the education system constitutes the principal mechanism for the development of the necessary human knowledge and skills. For the education sector to play this role effectively, all stakeholders of education must have a suitable platform to give-off their best to ensure that the requisite knowledge, skills, experience and attitudes are imparted to beneficiaries of the system.

Staff shortages exist and in order to cope with rising enrollment, Americans use technology to supplement especially in subjects like math and science (Leinwand 1992). American introduced Teach for America (TFA) policies which attracted the best, brightest and talented students to be recruited to energize school improvements. Each state makes its own rules concerning who can be certified and what they can be certified to teach.

In Ghana, recruitment policies have evolved from the time the first school was set up by the missionaries and has changed from time to time during the colonial and postcolonial era. At independence, recruitment of teachers had been supply driven. This was basically to replace the expatriate that were leaving when Ghana attained independence and to cater for increased student enrollment. Under this system, a number

of non-professionals were recruited while a few professional graduates were posted as soon as they graduated from colleges.

As a result, the number of non-professional teachers increased over time. This system changed in 2013 with the government policy on staff rationalization, recruitment and freeze of employment of teachers. Since then, no teacher has been recruited into the service. Education Directorates including Atebubu-Amanteng only got a supply of teachers from teachers who have completed Colleges of Education and those who have graduate from the various Universities on study leave. The Municipal also made use of teachers who came on release from other Districts.

In recruiting teachers just like in any other sector, qualification and experience is critical. These two factors affect teacher quality. Darling-Hammond (2000a) stated that the traits of teacher quality include, verbal ability, subject matter knowledge, knowledge on pedagogy and the ability to use diverse strategies based on student's needs. The latter is tied with the experience a teacher has. The delivery of quality education rests significantly on the quality of teaching in the classroom reinforcing. This is based on the assumption that quality teachers augment curriculum defects and scarcity of educational (Anderson, 1991). Teacher quality is widely thought of as an essential determinants of academic performance, yet there is little agreement as to what specific characteristics make a good teacher (Hanushek & Rivkin, 2006).

In many countries teacher qualifications have been related to the delivery of quality education and student learning. This has made teacher quality the target of many educational reforms such that there has been calls for the professionalization of teacher education by making it longer, upgrading it to graduate programs and regulating it through mechanisms of licensure, certification and promotion aligned with standards

(Darling-Hammond, Berry & Thorenson, 2001; Darling-Hammond, Chung & Frelow, 2002).

The teacher is an indispensable human resource and, indeed, the single most important element in the school system, more important than the quality of equipment and materials and the level of financing. Teachers are very important that in Nigeria people whose names are not on the register of teachers are prohibited from teaching (Teachers Registration Council, 2004). It is generally accepted that promoting teacher quality is a key in improving quality educational delivery at all levels (Harris & Sass, 2011) and there has been emphasis on quality, quantity and devotion of teachers to improving education (Hanushek & Rivkin, 2006).

Also, the working conditions and remuneration of teachers are factors to consider when looking at the delivery of quality education. Teachers' working conditions are important to students as well as teachers because they affect how much individual attention teachers can give to students and consequently affect educational delivery. Teachers must be provided with the right conditions in order to teach effectively and for students to learn (Berry, Smylie & Fuller, 2008).

Working conditions and remuneration serves as motivation for teachers. Teacher motivation is crucial to teaching and learning excellence. When teachers are well motivated they are more likely to motivate students to learn in the classroom, to ensure the implementation of educational reforms and feelings of satisfaction and fulfillment. While teacher motivation is fundamental to the teaching and learning process, several teachers are not highly motivated. Compared with other professionals, teachers across various countries, school contexts and subject fields exhibit higher levels of emotional

symptoms. According to Dai and Sternberg (2004), high levels of job dissatisfaction, stress and burnout which characterize most teachers can negatively influence motivation and job performance. The most critical finding from studies is that very sizeable proportions of primary school teachers, particularly in sub-Saharan Africa, have low levels of job satisfaction and are poorly motivated. Many tens of millions of children are, therefore, not being taught properly and are not receiving even a minimally acceptable education (Bennell & Muykanuzi, 2005).

Closely related to motivation is the teacher-pupil ratio. The high PTR in many developing countries is as a result of large enrolments following the quest for universal primary education and the increasing teacher shortages. Classroom situations are exceptionally dire in most developing countries where class size may sometimes exceed 100 pupils (Ron, 2004) and in turn affect quality education.

Attitude of teachers also shape quality education. When teachers exhibit indifference towards education, the delivery of quality education becomes unattainable. The teacher intellectual attitudes, emotional reactions, various habits and personality affects the students in terms of academic success, personality, interest and etc. (Brooks & Sikes, 1997). Effective educational delivery is only attainable when teachers have desirable attitudes.

1.2 Statement of the Problem

Over the years, teachers have expressed grave concern about their discontent in their conditions of service, which they attribute to management. For instance, the 1987 education reform was greatly influenced by the exodus of teachers to foreign countries as a result of worsening conditions of service. In some of the cases they had to resort to

strikes to register their protest to management. Notably, in 2006 teachers embarked on a prolonged nationwide strike to press home their demands for better conditions of service which in one way or the other affected education delivery in Ghana. Presently, there is a growing concern about the dwindling and poor performance of pupils in the Basic

The role of the Human Resource Management is evolving with the change in competitive market environment and the realization that Human Resource Management must play a more strategic role in the success of an organization. Organizations that do not put their emphasis on attracting and retaining talents may find themselves in dire consequences, as their competitors may be outplaying them in the strategic employment of their human resources.

The future success of any educational policy relies on the ability to manage a diverse body of talented teachers that can bring innovative ideas, perspectives and views to their work. The challenge and problems faced at the workplace can be turned into a strategic organizational asset if an organization is able to capitalize on this melting pot of diverse talents (Chan, 2011). With the mixture of talents of diverse cultural backgrounds, genders, ages and lifestyles, an organization can respond to business opportunities more rapidly and creatively, especially in the global arena (Cox, 1993), which must be one of the important organizational goals to be attained. More importantly, if the organizational environment does not support diversity broadly, one risks losing talents to competitors.

Ghana has recently gone through a tremendous reform in education such as the extension of the duration of senior high school education, introduction of the capitation grant and school feeding programmes in the basic school. These measures have led to an ever dying need for more teachers with its intrinsic challenges. A very serious challenge

what to do to retain teachers where many teachers leave the classroom for new jobs. The teacher training colleges (TTCs), which produce the bulk of basic schoolteachers, do not have the facilities to admit and turn out enough teachers despite yearly increase in admission of teacher trainees. Added to this problem is the fact that many basic schoolteachers teach for only three years after graduating from the TTCs (Cobbold, 2007). Research has shown that an enormous number of teachers are leaving their jobs and or moving to other jobs (Samah & Aisha, 2008).

. Ghana Education Service Atebubu Amanteng Municipal are worried about the effective role that has been abandon by the human resource management department to improve the efficiency of teaching and learning in Atebubu-Amanteng Municipal Assembly.

1.3 Purpose of the Study

The main focus of this study is to investigate the effectiveness of human resource management issues on educational delivery in Atebubu-Amanteng Municipality.

1.4 Research Objectives

The main thrust of this study is to investigate the effectiveness of human resource practices in Ghana Education Service (GES). With this, the specific objectives included;

1. To identify the recruitment and selection processes of teachers in Atebubu Amanteng Municipality educational directorate.
2. To find out kinds of policies and programmes HRM department motivate teachers to give off their best.

3. To investigate the Challenges of Human Resource Management in Educational delivery.

1.5 Research Questions

This study sought to provide answers to the following research questions.

1. What are the recruitment and selection processes of teachers in Atebubu Amanteng Municipality educational directorate?
2. What kinds of policies and programmes HRM department motivate teachers to give off their best??
3. What are the Challenges of Human Resource Management in Educational delivery?

1.6 Significance of the Study

The thrust of every educational research is the contribution to knowledge. The findings of this study will be of immense help to government and other educational stakeholders. This will serve as a guide for the ministry and GES in introducing new policies of teacher recruitment; to ensure they have the qualified, knowledgeable and experienced teachers.

The study is meant to help Ghana Education Service in Human Resource Management under the constitution and outline considerations to be made during implementation of policies so as improve the academic performance. The study will also contribute knowledge on teacher management in terms of policy formulation and

implementation and also serve as secondary information for academia who will research on teacher recruitment policy and its effect in the future.

1.8 Limitations of the Study

The following limitations are envisaged for the research: data unavailability, financial difficulties and unpreparedness or unreadiness of respondents to give out information necessary for the study. There is the potential for bias responses from some teachers and of the selected municipality, because of the fear of divulging vital information about the operations of their companies. Nevertheless, these potential limitations are not likely to significantly affect the validity of the findings of the study.

1.9 Definition of Key Concepts

Attitude: Refers to “a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor” (Eagly & Chaiken, 1993).

Experience: It is the accumulation of knowledge or skill that results from direct participation in events or activities.

Educational Delivery: The mode of imparting knowledge

Human Resource Management: The business practice of overseeing an organization’s employees.

Pay policy: It is new hire pay to ensure equity, fairness and transparency in Public Service Salary Administration as well as enhance performance and productivity.

Qualification: It refers to credential attesting to level of education.

Remuneration: Refers to reward for employment in the form of salary, wage or pay and includes allowances, bonuses, cash incentives and noncash incentives.

(www.businessdictionary.com/definition/remuneration.html)

Teacher-student ratio; is the number of students who attend a school divided by the number of teacher in the institution.

Teacher's experience: teacher experience will be considered in terms of the number of years taught.

Teacher qualifications: Refers to pre-service qualifications and the frequency of attending in-service training. They include a bachelor of education science degree, diploma, Bachelor of Science degree or Master's Degree.

Working condition; refers to the working environment and all existing circumstance affecting teachers in the workplace, including job hours, physical aspect, legal right and responsibilities.

1.10 Organization of the Study

The study is subsequently organised under five chapters. Chapter one dealt with the background which identifies the problem area and the problems to be investigated. The chapter also deals with research objectives, research questions, significance, delimitation and limitation of the study. Chapter two reviewed of related literature. Literature was reviewed to show the theoretical framework and conceptual framework that support the study. The literature review was related to their utility to the current study.

Chapter three discussed the methodology of the study. It described the research design and instruments for the collections of data. This chapter described the population for the study, the sampling technique and sample size, the processes and procedures adopted for data collection and analysis for the study. Chapter four presented the results and discussions of the findings of the study. Chapter five bordered on the summary, conclusions and recommendations of the study. Recommendations from the findings and suggested areas for further research were also included in the chapter five.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

The chapter discusses findings of related researches obtained from relevant articles, textbooks, journals, speeches, web sites and other credible sources of information to this study. This chapter also presents the works that have been done by other researchers which were considered relevant for the subject of study.

2.1 The concept of human resource management in education

2.1.2 Definition of Human Resource

The term 'human resource management' (HRM) has been subjected to considerable debate. The concept is shrouded in managerial hype and its underlying philosophy and character is highly controversial because it lacks precise formulation and agreement as to its significance. Nonetheless, definition of the subject matter is given according to Bratton and Gold (1999:11) as: "That part of the management process that specializes in the management of people in work organizations. HRM emphasizes that employees are critical to achieving sustainable competitive advantage, that human resources practices need to be integrated with the corporate strategy, and that human resource specialists help organizational controllers to meet both efficiency and equity objectives."

Naturally, the definition of human resource management would be incomplete without further explaining what the terms 'human resources' and 'management' are. First and foremost, people in work organizations, endowed with a range of abilities, talents and

attitudes, influence productivity, quality and profitability. People set overall strategies and goals, design work systems, produce goods and services, monitor quality, allocate financial resources, and market the products and services. Individuals, therefore, become 'human resources' by virtue of the roles they assume in the work organization. Employment roles are defined and described in a manner designed to maximize particular employees' contributions to achieving organizational objectives (Tyson and York 2000).

In theory, the management of people is no different from the management of other resources of organizations. In practice, what makes it different is the nature of the resource, people. One set of perspective views the human being as potentially a creative and complex resource whose behaviour is influenced by many diverse factors originating from either the individual or the surrounding environment (Schuler and Jackson 2011). Organizational behaviour theorists, for example, suggest that the behavior and performance of the 'human resource' is a function of at least four variables: ability, motivation, role perception and situational contingencies. Another set of perspectives emphasizes the problematic nature of employment relations: (Watson, 1986). The human resources differ from other resources the employer uses, partly because individuals are endowed with varying levels of ability (Schuler and Jackson 2011), with personality traits, gender, role perception and differences in experience, and partly as a result of differences in motivation and commitment. In other words, employees differ from other resources because of their ability to evaluate and to question management's actions and their commitment and co-operation always has to be won. In addition, employees have the capacity to form groups and trade unions to defend or further their economic interest.

Human resource is often referred to as personnel, staff or workers (Wright, and McMahan, 2005), .

2.1.3 Definition of Management

The term ‘management’ may be applied to either a social group or a process. The term ‘management’, when applied to a process, conjures up in the mind a variety of images of managerial work. Management may be seen as a science or as an art. The image of management as a science is based on the view that experts have accumulated a distinct body of knowledge about management which, if studied and applied, can enhance organizational effectiveness. This view assumed that people can be trained to be effective managers (Stabelin, & Geare, 2010). Classical management theorists set out to develop a ‘science of management’, in which management is defined in terms of planning, organizing, commanding, coordinating and controlling’. In this classical conception, management is regarded as primarily concerned with internal affairs. Another set of perceptives on the role of management emphasizes that an organization is a purposive miniature society and, as such, power and politics are pervasive in all work organizations. By power it means the capacity of an individual to influence others who are in a state of dependence (Schuler and Jackson 2011). Organizational politics refers to those activities that are not required as part of a manager’s formal role, but which influence, or attempts to influence, the distribution of resources for the purpose of promoting personal objectives. Politics in organization is simply a fact of life. Those who fail to acknowledge political behaviour ignore the reality that organizations are political systems. An

alternative image of managerial activity is to view management as art (Stabelin, & Geare, 2010).

This implies that managerial ability and success depends upon traits such as intelligence, charisma, decisiveness, enthusiasm, integrity, dominance and self-confidence. The practical implications of this view are quite different from the ‘management as science’ approach. If management is equated with specific traits associated with successful styles of leadership, it would provide a basis for selecting the ‘right’ individual for managerial positions in the organization (Spangenberg, 2016). Managerial skills can be developed but cannot be acquired by attending ‘business schools. In other words, if management is an art, managers are born. The science-versus-art discourse is not an arid academic debate, given public and private expenditure on management education and training.

The theme of control in organizations provides yet another view of the role of management. From this perspective, managerial control is the central focus control the labour process by deskilling workers using scientific management techniques and new technology. In searching for the meaning of management, Watson’s (1994) ethnographic study focuses attention on how managers shape both themselves and their subordinates through communicating values to be shared throughout the organization. Spangenberg, (2016) argues that management is inherently a social and moral activity; a human social craft. It requires the ability to interpret the thoughts and wants of others – be these employees, customers, competitors or whatever – and the facility to shape meanings; values and human commitments. Perhaps the most sensible way to approach the debate of

what management is, is by recognizing that management is indeed both an art and a science and that, at the same time, it is involved in both political behaviour and control.

HRM refers to the management of people in organizations. According to Anbuoli (2016), it comprises the activities, policies, and practices involved in obtaining, developing, utilizing, evaluating, maintaining, and retaining the appropriate number and skill mix of employees to accomplish the organization's objectives. HRM aims to ensure that the organization obtains and retains the skilled, committed and well-motivated workforce it needs. This means taking steps to assess and satisfy future people needs and to enhance and develop the inherent capacities of people; their contributions, potential and employability by providing learning and continuous development opportunities. Becker, Billings, Eveleth and Gilbert and Becker (1996) are of the view that HRM is related to rigorous recruitment and selection procedures, performance-contingent incentive compensation systems, and management development and training activities linked to the needs of various organisations.

HRM has several aims, including maximising employees' contributions in order to achieve optimal productivity and effectiveness, while at the same time achieving the objectives of individual employees and those of the society; supporting the development of firm-specific knowledge and skills that are the result of organizational learning processes; and enhancing motivation, job engagement and commitment by introducing policies and processes that ensure that people are valued and rewarded for what they do and achieve and for the levels of skill and competence they reach (Kusi, 2017; Anbuoli, 2016; Saville & Sik, 1992). To Dessler (2008)

HRM aims to develop and implement policies that balance and adapt to the needs of its stakeholders and provide for the management of a diverse workforce, taking into account individual and group differences in employment, personal needs, work style and aspirations and the provision of equal opportunities for all.

The idea of HRM developed from traditional personnel management, or personnel administration, which was typically used to describe the work of the traditional personnel department (Redman & Wilkinson, 2001). This development implied an increased importance of strategic management of human resources as a way to success. The transition from personnel administration to HRM also implied integrating managers at all levels, especially line managers, in this process (Guest, 1991). Brewster and Larsen (2000:2) explain that HRM has become “an institutionalised way of handling the central issues of selecting, appraising, rewarding and developing people” and it focuses “the interplay between people, tasks and organization”

2.2 The issues in Human Resource Management

Every educational system at every level depends heavily on teachers for the execution of its programmes. Maintaining and improving educational standards is only possible through teachers. The teacher, therefore, is the most indispensable entity in the school. He is the greatest aid to learning. Thus as far as possible, he should be thoroughly trained and supported in his work. Human resource management deals with the establishment of procedures for the employment and payment of workers or staff. It is the arrangement of conditions which make possible greater self-direction by staff in the performance of their duties. It is, therefore, an important function in the general context of all administrative responsibility of managing staff.

However, in Nigeria, the Ministries of Education, Civil (Public) Service Commission are very much involved in a number of policies affecting teachers. Areas of such involvement, for example, include recruitment, staff development, transfers and promotions, staff evaluation, dismissal and general discipline, salaries and pensions. Thus, the life of the school teacher is affected by the activities of officials in the Ministries of Education or their agencies. Consequently, the interaction of the two becomes essential if teaching is to become effective. It should also be remembered that the major premise of staff or human resource management in schools is that the end results of the educative process will be determined by the effectiveness of the school teachers.

In dealing with staff or human resource management in schools, we are essentially concerned with three major issues namely: assessing the need for staff, satisfying the need for staff and, maintaining and improving staff services.

2.3 Theoretical Literature

The study will be guided by three main theories of HRM. The best practice HRM theory, HRM practices and organization performance theory and the resource based view (RBV). Two models of HRM namely; The Human Resource Strategy and Organization fit model and the soft and hard HRM model will be discussed. Three service quality models shall also be presented; Technical and functional quality model, the Gap Model, and the attribute service quality model.

Best Practice Human Resources Management Theory

The characteristics of the “soft” model of HRM are very similar to those that are under the HRM best practice”. Johnson, (2000) suggests that the underlying guiding principle of best practice is the valuing and rewarding of employee performance. After extensive research, Huselid, (1995) developed a list of 13 “High performance work characteristics” that he believed constituted best practice HRM. Pfeffer, (1998) drawing heavily from this previous work done by Huselid, outlined seven best practices of successful organizations which included such things as employment security, selective hiring of new personnel, self-managed teams, decentralized high compensation relative to performance, extensive training, reduction in barriers and extensive sharing of financial and performance information.

However, Guest, (1999) and others have questioned the basis of some of the universal claims made about the connection between HRM strategies and organizational performance. They report that they are not convinced by the idea that there is a general prescription of HRM intervention that can be applied in any organization, irrespective of context and priorities with the likelihood of a similar level of response and results, (Guest, 1999). Although there is still debate between HRM practitioners as to what common sense meaning; literally the methods and techniques which produce superior results in HRM, (Price, 2004). Therefore, activities that are designed to empower and develop the employee in addition to positively affect the bottom line of the organization are considered „best practice“, (Edgar, 2003). A recent study carried out in New Zealand firm resulted in contrasting results. Stablein and Geare, (1993) conducted a study investigating the commonality of best practice HRM activities in New Zealand

organizations. Examining different functions of the organizations such as salary, administration and employment, results showed that based on EEO (Equal Employment Opportunity), most sectors tended to be very good at utilizing HRM best practices to activities within the firm and that much improvement was required to get business up to the levels of HRM best practice utilized abroad.

2.3.1 HRM Practices and Organization Performance Theory

The impact that HRM policies and practices have on the overall firm performance is very important in terms of human resources management, (Huselid, 1995). Essentially, the main goal of all firms is to consistently maximize and improve their bottom line. Many managers see human resource management as an integral part of this, while others have questioned its validity. Wright and McMahan, (2005) support this when they state that human resources can provide a source of competitive advantage. They highlight the importance that human resources are crucial in the creation of firm specific competitive advantage. However, the effectiveness of even the most highly skilled employees will be limited if they are not motivated to perform. Bailey, (1993) also alluded to the fact that the contribution of a highly skilled and motivated workforce will be drastically reduced, if jobs are structured in such a way that employees do not have the opportunity to use their skills and knowledge to design new and improved ways of performing the tasks. In order to ensure that employees are not underutilized, organizations will employ HRM practices to motivate staff and encourage participation and contribution. Firms may motivate employees by using performance appraisals that assess individual or group performance and linking these appraisals with incentive compensation schemes and internal promotion systems, (Huselid, 1995).

This theoretical literature clearly outlines that HRM practices can affect individual employee's performance through their influence over employees' skills and motivation and through organizational structures that allow employees to improve how their jobs are performed. Therefore, Huselid, (1995) states that according to this theory a firm's HRM practices should be related to at least two dimensions of its performance. Firstly, if superior HRM practices increase employees' contribution to the organization, this should directly affect outcomes that employees have direct control over, such as turnover and productivity. This should in turn increase the corporate financial performance.

2.3.2 The Resource Based View (RBV)

This theory derives from the idea of economist Edith Penrose. The mainstay of this theory of the firm is that resources including employees systems and business partners are combined into ways of working which are rare, inimitable, valuable and non substitutable so that they become resources of competitive advantage, (Shaun Tyson, 2006). HR systems create the human capital pool of skilled people so that they can sustain what Wright et al, (2001) described as strategically relevant behaviors. The Resource-Based Approach focuses on internal resources that are viewed as the principal factor for a sustainable competitive advantage. In effect, the value brought by human resource is the core of this approach where flexibility is optimized in order to reduce costs and increases efficiency. Human resources, by adding value, uniqueness and the most effective way to use resources, tend to increase the competitive advantage of a company in comparison to another, (Miller and Shamsie, 1996; Porter, 1991). The (R.B.V) tends to ignore the baseline of specific industries as it takes into account the

differences of firms in the same sector as a competitive advantage. However, competitive advantages are gained by the rightsizing process, (Hamel and Prahalad, 1993), which implies that an organization obtains more output from its existing resources and optimizes the way in which they are used. Therefore, it is the way in which these resources are used, along with the same baseline in an industry, which create the competitive advantages rather than the differences between firms.

In the (RBV) of HR strategy, managers seek to gain a competitive advantage through the quality of the people employed. The basic requirement to trade in most industries is a well trained workforce, flexible and responsive to customer demands. These basic policies Purcel, (1999) describes as „table stakes“ the price necessary for terms and trading in the market, but not a sufficient differentiator for a long term competitive advantage. The RBV requires, therefore, a skills and capability focus, so that firms learn faster than their rivals, and that they protect and enlarge their intellectual capital. As a consequence, companies can generate a human capital advantage as well as an organizational process advantage.

Mavrinc and Siesfield, (1997) suggested that 35% of an institutional investor's valuation of a company is attributed to non-financial attributes, such as management credibility and expertise, innovativeness, the ability to attract and retain talent, compensation practices, and the quality and execution of the business strategy. As a basis of competitive advantages the (RBV) lies primarily in the application of the bundle of valuable interchangeable tangible resource at the firm's disposal, (Mwailu & Mercer, 1983; Wernerfelt, 1984). To transform a short-run competitive strategy into a sustained competitive advantage requires that these resources are heterogeneous in nature and not

perfectly mobile, (Peteraf, 1993). Effectively, this translates into valuable resources that are neither perfectly imitable nor substitutable. Such elements as the speed of response to the customer, the brand image, the quality of the product or service and the relationship, marketing approach are the constituent parts of the competitive strategy, into which the HRM component of competency recruitment and development, motivation and retention, innovation and problem-solving are embedded, (Shaun Tyson,2006).

2.3.4. The Human Resource Strategy (HR) and Organization Fit Model

From a strategic point of view, human resource strategy is seen as a statement of “intent” in an organization with regards to how the organization is going to manage its resources. “These intentions provide the basis for plans, developments and programs for change.” From this view point, the aim of human resource strategy is the “development of capability within the company, in order to give the business a competitive advantage,” (Tyson, 2000). Therefore human resource strategy is seen as an input into the organization. Others, such as Purcell and Ahlstrand, (1994), conceptualize HR strategy as an “outcome”, a process or action, a “mechanism for achieving a desired objective,” (Tyson, 1997 p 278).

SHRM consists of work which is concerned with identifying and seeking to understand the features of organizational performance. The task is to identify key causal connections and to assess their impact on the capability of the organization and on the behavior, attitudes and skills of staff, (Salaman G, 2005). On the other hand there are the academic research based analysis and assessment of the factors which may influence levels of performance (selection processes, competences, types of training, changing structural forms). This seeks to identify and understand the role and impact of the

organizational measures, (structures, processes and so on) that are installed as a result of consultant recommendation or as a result of other influences singularly and together, these measures are claimed to impact positively on organizational performance and hence merit attention, (Salaman, 2005).

The HR strategy has been centred on a number of approaches:- The matching approach or contingency approach in which there must be a fit between competitive strategy and internal HR strategy and a fit among the elements of the HR strategy“. The relationship between business strategy and HR strategy is said to be „reactive“ in the sense that HR strategy is subservient to „product market logic“ and the corporate strategy, (Purcell & Ahlstrand, 1994). The fit perspective or the matching model suggests that optimal HRM combines both vertical integration between HR and business strategy, and horizontal integration between individual HR policies areas. The contingency theorists emphasize the economic desirability of fitting HR strategy to the firm’s choice of competitive strategy, although there are variations which add or sometimes substitute other contingencies such as life cycle stages and structure, (Boxall, 1992 p.62).

Organizational theorists such as Baird and Mesaulhan, (1988) and Atkinson, (1984) propose that people would be managed in different ways depending on the phase of growth of the organization, the structure of the firm and the concept of flexibility and flexible firms. Business theorists argue that HR strategy depends on business strategy while change management theorists argue that it is not the business strategy but rather the degree of change, which would determine the HR strategy.

The choice of HR strategy is governed by variation in organizational form (for example size, structure and age), competitive pressures on management and the stabilities

of labour markets, mediated by the inter-plays of manager subordinate relations and worker resistance, (Thompson & McHugh, 2002). Moreover, the variations in HR strategy are not random but reflect to management logics, (Bamberger & Meshoulam, 2000). The first is the logic of direct, process based control in which the focus is on efficiency and cost containment (managers needing within this domain to monitor and control worker's performance carefully), where as the second is the logic of indirect outcomes based control in which the focus is an actual results (within this domain, managers needing to engage workers' intellectual capital commitment and cooperation).

Shaun Tyson, (2006) observes that the fit between human resource strategy and business or organization strategy is a key determinant of HR effectiveness. The fit between these two aspects of strategy enables HRM to contribute fully to the organizational objectives. The process of strategy formation is the process by which many different perspectives come to be reconciled. It is the process of taking the influences from the economy and society and reinterpreting these and organizational objectives during reconciliation influences from employees, shareholders and other stakeholders. There are the external and internal pressures, therefore which put the fit between HR strategy and business strategy under pressure.

Examples of external pressures include changes to legislation, economic changes, and socio cultural, technological and environmental factors. Internal pressures are exemplified by organizational structure, policy and culture. Divisionalized structures, and different planning periods for business strategies from HR strategies, graduate recruitment for example may be based on assumptions about staffing needs beyond two year or three year business plans. Miles and Snow, (1994) describe the need to integrate

HR and business strategy at the policy level; that is to bring together policies into the business process and programmes, such as those concerned with quality customer services, cost reduction and productivity improvements. They see the process as one of fitting organizational structure and management process to strategy.

2.3.5. Soft and Hard Human Resource Management Approach

HRM can fundamentally be separated into two types of approaches the hard and soft models of HRM. The hard version of HRM is primary concerned with the business performance and is widely acknowledged as placing little emphasis on workers' concerns. The Michigan Model of HRM supports this approach of HRM and is essentially "hard" focusing on the profitability and well-being of the organization in direct contrast to this method is the „soft“ version of HRM which although still primarily advocate equal concern for the well being of its employees. This relationship between HRM practices and employee well-being is illustrated in the Harvard model, Beer Spector, Lawrence Mills & Walton, (1984), which is one of the most widely referred to as models of HRM.

The model looks at all stakeholders interests from the shareholders, employees, to the unions, in addition to taking into account situational factors such as societal values and workplace conditions. Taking these two sets of factors into account enables the organization to make HR policy choices such as appropriate resource flows, reward systems, work systems and employee influence that will best satisfy employees within the firm. According to the Harvard model, once the appropriate HRM policy choices have been made, HR outcomes of commitment, competence, congruence and cost –

effectiveness should occur, (Beer et al, 1984). This model suggests a „soft“ approach to HRM is required if employers are to benefit from HRM practices.

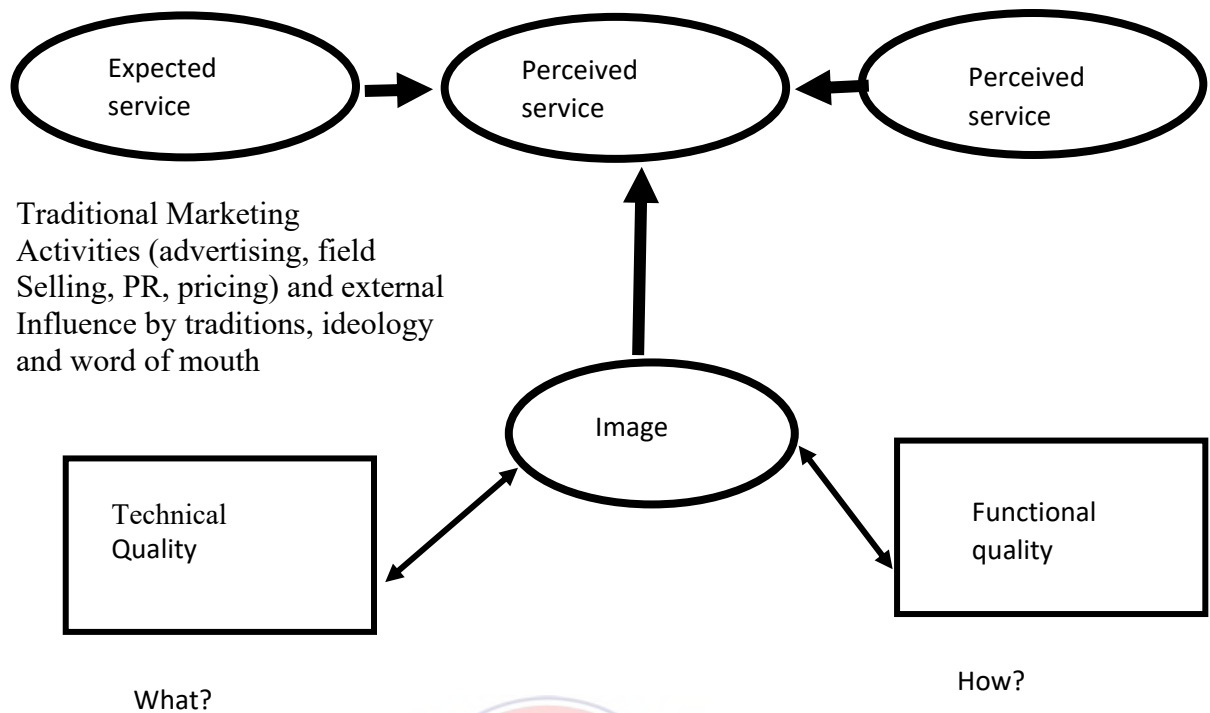
Although the two HRM approaches of „hard“ and „soft“ are vastly different, Edgar, (2003) believes that employees are likely to include elements of both models in their HRM practice. This is due to the fact that almost in all cases the overall goal of the organization is to improve the profitability, which can be achieved through adopting the „hard“ model of HRM practice, (Edgar, 2003). However in addition to this, research has found that organizations tend to also adopt the philosophy of developmental humanism and therefore also espouse a soft approach to HRM, (Guest, 1999).

2.3.6. Service Quality Model

During the past decades, service quality has become a major area of attention to practitioners, managers and researchers owing to its strong impacts on business performance, lower costs, customer satisfaction, customer loyalty and profitability (Leonard and Sasser, 1982). The literature review in this study covers at least three service quality models with the primary aim to enable the management to understand and enhance the quality of the organization and its offering.

SQL. Technical and Functional Quality Model (Gronroos, 1984)

A firm in order to compete successfully must have an understanding of consumer perception of the quality and the way service quality is influenced. Managing perceived service quality means that the firm has to match the expected service and perceived service to each other so that consumer satisfaction is achieved. The author identified three components of service quality, namely: technical quality; functional quality; and image (see Figure 1.)



Source: Gronroos (1984)

Technical quality is the quality of what consumer actually receives as a result of his/her interaction with the service firm and is important to him/her and to his/her evaluation of the quality of service. Functional quality is how he/she gets the technical outcome. This is important to him and to his/her views of service he/she has received. Image is very important to service firms and this can be expected to build up mainly by technical and functional quality of service including the other factors (tradition, ideology, word of mouth, pricing public relations).

2.4 Recruitment and selection

The overall aim of recruitment and selection process should be to obtain at minimum cost the number and quality of employees required to satisfy the HR needs of an organization. The principal purpose of recruitment activities is to attract sufficient and

sustainable potential employees to apply for vacancies in the organization while that of selection activities by comparison is to identify the suitable applicants and persuade them to accept a position in the organization, (Cole, 2002). From the foregoing, it is not just recruiting and selection but effective recruitment, selection, the right placement that is important. Indeed employee recruitment and selection, (teachers included) is absolutely critical to effective HRM and organizational profitability, (Beatty, 1994; Foulkes, 1975;; cited by Dessler, 2003) states “I do not know of any major project backed by good ideas, vigor and enthusiasm that has been stopped by a shortage of cash; but I do know of industries whose growth has been partly stopped or hampered because they cannot recruit and select any efficient and enthusiastic labour force. Recruitment and selection exercise in essence requires that job profiles be merged with candidature profiles (the job matching principle). Individuals whose candidature profiles most closely fit the job profiles available in the organization ensure more job satisfaction and low labour turn over. Recruiters and selectors must know the nature of the job and must be confident that the requirements of the job will be appropriate to the potential employees, (Bogumil, 1983; cited by Dessler, 2003).

According to most books of HRM, the following are some of the mistakes you do not want to make while performing recruitment and selection include; Hiring wrong person for the job, experience high labour turnover, find your people not doing their best, waste time with unnecessary interviews, have your company taken to court because of discriminations action and commit any unfair labour practice, (Dessler, 2003). Staffing involves job analysis, human resources planning, recruitment and selection. All these areas of staffing would be haphazard if the recruiter did not know the qualifications

needed to perform the various jobs. Lacking up-to-date descriptions and specifications, a firm would have to recruit and select employees for jobs without having clear guidelines. This could have disastrous consequences. Job analysis is conducted after the job has been designed, the worker has been trained and the job is being performed. Human resource planning involves matching the internal and external supply of people with job openings anticipated in the organization over a specified period of time.

In the words of Armstrong, (2005), the three stages of recruiting and selection are:- defining requirements – preparing job descriptions and specification; deciding terms and conditions of employment, attracting candidates- reviewing and evaluating alternative services of applicants, advertising, using agencies and consultants and selecting candidates - sifting applications, interviewing, testing, assessing candidates, assessment centres, offering employment, obtaining references and preparing contracts of employment. It is hard to overemphasize the importance of effective recruiting. The more applicants you have the more selective you can be in your hiring, (Dessler, 2003).

2.4.1 Training and Development

Training is considered a form of human capital investment whether that investment is made by the individual or by the firm, (Goldstern, 1991; Wetland, 2003). Training is designed to promote employees with the knowledge and skills needed for their present jobs. Once employees are hired, training programs enhance employee job skills and knowledge, apply them on the job and share them with other employees, (Noe, 1999; Lauri, Benson and Cheney, 1996) found that firms often delay training to determine whether workers are good matches and therefore have a lower probability of leaving the firm „Development is an effort to provide employees with abilities the

organization will need in the future, (Gomez – Meja, Balkin and Cardy 1995; Wilk and Cappelli, 2003). Development involves learning that goes beyond today’s jobs; it has a more long term focus. Skill development could include improving basic literacy, technological know - how interpersonal communication or problem solving abilities.

Employees want good training opportunities to increase their marketability. The conventional wisdom used to be that if the company makes them marketable, employees will leave at the first opportunity. But today, companies are finding that the more training employees get the more likely they are to stay. „Indeed when the training ends, the turnover tends to begin, (Jamrog, 2002; Wien – Tuers and Hill, 2002). According to Storey and Sisson, (1993), training is a symbol of the employer’s commitment to staff. It is also reflective of an organizational strategy based on adding value rather than lowering cost.

The training and development of people at work has increasingly come to be recognized as an important part of HRM, (Oakland and Oakland, 2001). An analysis of employee’s commitment among hospital administrators, nurses, service workers and clerical employees as well as among scientists and engineers from a research lab concluded that the employees’ personal career aspirations had a marked effect on employee commitment, (Detoro and McCabe, 1997; Marchington and Wilkinhson, 1997).

2.4.2 Compensation and Benefits Practices

Frye (2004), studied the relationship among the compensation practices and job satisfaction and examined the positive relationship among them. Previous study show that incentive pay strategies are means to improve the employee and overall performance,

(Ichniowski, 1997). High performance at work has good relations among employee and institutions, (Huselid, 1995; Spangenberg, 1994) states that pay for performance is a popular term for financial incentive linking at least some portion of an individual's salary directly to results or accomplishments.

The idea behind pay for performance rewards is to give employees an incentive for working better and smarter. Pay for performance is something extra needed because salaries and hourly wages do little more than motivate one to show up at work and put in the required hours, (Kreitner & Kinicki, 1992). The most direct form of pay for performance is the traditional piece rate plan, whereby employees are paid a specific amount of money for each unit of work. According to Kreitner & Kinicki, (1992), today's service economy is forcing management to adapt creatively and go further than piece rate and sales commission to promote greater emphasis on product and service quality, interdependence and teamwork.

2.5 Recruitment and Selection Processes

2.5.1 The Recruitment Process

Preliminarily, the recruitment process begins with consideration of the number and types of vacant posts needed to be filled, and the sources of personnel or skills needed for filling them. The source could be internal or external, or both, as earlier indicated. For internal sources, postings or transfers or promotion can thus be effected. In the case of external sources, there may be the need to start with advertisement of a kind as the first step.

The advertisement itself should contain adequate information about job content, qualifications and experience, compensations and other conditions of service, as earlier indicated.

2.5.2 Short Listing

After many applications must have been received, it may not be possible to invite every applicant to an interview, due to time and financial constraints. The employment agency should, therefore, short-list those to be interviewed by preliminary screening and selection base on the information available in the applications (Baker, 2017). But the problem is that some applications may not provide adequate information about the types of personnel required, depending on the format and the nature of application forms and letters respectively. Besides, a short-listing exercise may tend to lay emphasis on one or two qualities such as educational qualification and experience at the expense of other vital ones like physical posture and emotional stability and temperament which are fundamental in management processes and successes. It is for these reasons that preliminary interview may be considered as superior to short-listing (Huselid, 2015)).

2.5.3 Preliminary Interview

Preliminary interview can be conducted either after a short-listing exercise, or in place of short-listing exercise. Preliminary interview is superior to shortlisting in various ways. In the first place, preliminary interviews enable the employers or their recruitment officers to see the applicants personally so that both physical and emotional disposition of applicant can be assessed.

It also enables recruiting officers to evaluate the validity of information contained in the application forms or letters given by the applicants. This can be done by comparing

the preliminary interview with what obtains in the application forms. It is also important in the sense that it enables applicants to know more about the jobs they have applied for. This, however, has two-sided effects. Some applicants may develop more interest in the jobs while others may get discouraged when they get to know most of the things about the job, especially when the advertisement was not detailed or comprehensive enough. At any rate, factual information could be obtained by means of an application blank. Questions asked in the application blank, however, should not be embarrassing and difficult to interpret. But the degree of reliability of the use of the application blank is still questionable from many quarters.

In a study of III blanks completed by applicants for the job of nurse's aide, systematic checking with previous employers produced some marked discrepancies; one fourth disagreed on "reasons for leaving prior position, while over half of the applicants overstated both salaries received and duration of previous employment", as reported in Flippo (1980). It was also discovered that fifteen per cent had never worked for employers they indicated on the blank. This speaks for the unreliable nature or adverse effects of application blanks. The following passage also points towards this direction:

On hopefully rare occasions, newspapers carry stories of the highly successful medical doctor who from medical school, the reasonably effective professional who does not have the degrees claimed, and the properly credentialed and classroom effective professor who held three full-time college jobs simultaneously within a one hundred miles radius (Flippo, 1980:35)

The above quotation tends to support the criticisms against application blanks. It also suggests that despite the commendation of the system from certain quarters, there are still many loopholes for maneuvers.

A conclusive remark on all forms of interviews, and, particularly, the use of application blanks, is that success and reliability all depend on the degree of honesty and reliability of the applicants. But, perhaps most of these loopholes can be taken care of during the employment or final interview stage.

2.5.4 Employment Interview

After short-listing or preliminary interviews, the next stage is the final or employment interview. At the short-listing or preliminary interview stage, almost all the unqualified or the undesirable must have been eliminated, yet, the recruiting officers still have a number of candidates unproportionally larger than the actual number required for employment. The next stage, therefore, is to conduct an employment interview. The employment interview is the final stage of selection for placement, and almost the most difficult stage in the selection processes. It is difficult in the sense that almost all the candidates that reach this stage must have been recruitment officers are expected to choose only the MOST suitable candidates out of these, using interviewing techniques. The interview could be structured or unstructured, what Edwin Flippo describes as “guided” and “unguided” interviews. In the guided interview, a list of questions is prepared based on an analysis of job specification.

This is more suitable for untrained interviewers. With experienced and well qualified interviewers, however, the unguided interview is often used. The unguided interview, as the concept implies, is not planned or structured. It enable the interviewer to

obtain more information, including salient one, about the interviewee, since the latter does most of the talking and reveals more about himself. Whatever method of interviewing is chosen, the interviewer should observe certain principles of interviewing.

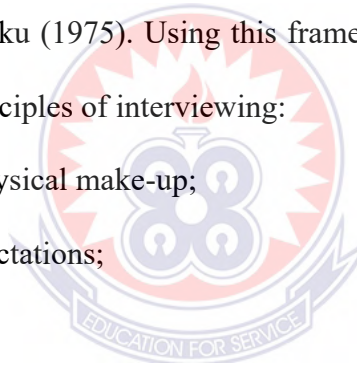
2.5.5 Principles of Interviewing

A good interviewing requires certain basic principles or a sort of guide or framework on which to base the assessment of candidates. The seven point plan developed by the National Institute of Industrial Psychology (NIIP) UK, was considered to be the first major framework universally applied in interviewing, and remained popular until the emergence of Mungo Frazer's Five Point Plan also known as the "Pentagonal Peg", as discussed in Ubeku (1975). Using this framework, interviewers are expected to observe the following principles of interviewing:

1. First impression and physical make-up;
2. Qualifications and expectations;
3. Brains and abilities
4. Motivation and
5. Adjustment

These principles differ somehow from those five presented by Edwin Flippo (1980) which include:

1. Preparation
2. Setting
3. Conduct of the interview
4. Close and



The analysis here, however, attempts to cover the loopholes created by the two sets of principles, although the emphasis is on the latter set of principles of interviewing as presented by Flippo.

2.5.6 Preparation

All forms of interview require careful planning or preparation. Interviewers must first of all determine the basic objectives of the interviews, and the methods of accomplishing these major objectives. The interviewers must have some basic knowledge about the interviewee before the commencement of this final interview. This implies that the interviewer must be conversant with the information already obtained in the preliminary interviews by referring to the application blanks or other sources of information. This enables the interviewer to determine what to expect and how to obtain what is expected from the interviewee. This important stage in the interviewing processes, unfortunately eludes Ubeku who goes straight to start with what he calls “first impression and physical make-up”, which in fact, is largely “setting” the second stage in Flippo’s analysis.

2.5.7 Setting

Although Flippo himself admits that this stage is not entirely a separate one from the first, he does not resist the temptation to treat it separately from any other stage of principle. The interviewer is expected to observe the principle of setting which is of two major types: physical and mental settings.

Unlike the one-sided approach in Ubeku, the physical setting is a two dimensional approach. The first consideration in this principle is that, the interviewer must make the interview hall or physical environment attractive, and as much as possible, matching with

the types of jobs or vacancies to be filled. An untidy and inconvenient physical environment may put off prospective candidates, especially at chief executive level, while an attractive physical setting may mean more attraction to the job and the organization as a whole.

The other perspective of physical setting comes in at the commencement of the interview. It begins with the entry of the candidates into the interview room when his physical appearance gives the first impression about himself. A candidate's shabby appearance may put off interviewers completely, while a smart-looking gentleman may just be considered to be the right man for the job as soon as he enters the interview room.

2.5.8 Conduct of the Interview

This is the real “action” stage at which the interviewer obtains the desired information and supplies some facts that the interviewee may wish to know (Bratton, & Gold, 2003).. The interviewer is expected to create a rapport or relationship between him and the interviewee. The former should create a good atmosphere which enables the interviewee to relax or feel free. In this case a sort of introductory piece or conversation on current affairs or general matter may serve as a useful tool. It also forms part of the interview process, because, apart from enabling the interviewee to feel free, the interviewer is able to determine the former's reactions to certain issues that may appear to be not of immediate concern to him (Boxall & Purcell, 2003) . The interviewer then moves straight to the interview contents. The questions should be straight and easy to understand. Sensitive questions should be avoided. The questions should be framed in such a way that the interviewee does most of the talking while the interviewer listens

attentively. The interviewer jots down important points or issues raised by the interviewee in the course of their conversation (Bratton, & Gold, 2003)..

Close: The “close” stage is important in the sense that the interviewee needs to be given some indications that the interview is coming to an end. This should be followed by some sort of indication of future action in a sort of positive future action. The candidates should be told when to know about the outcome of their interview (Bratton, & Gold, 2003).

Evaluation: The evaluation of an interview follows almost immediately after the interviewee leaves the interview room while the details are still fresh in the minds of the interviewers. The jotted down points should be examined in a broader perspective. Both the physical and mental disposition of the interviewee are considered along with skills, experience, and the ability for clear expression (Boxall & Purcell, 2003).

Selection: The final selection is done after the evaluation. The best thing is to make the final selection immediately after the evaluation stage. Some organizations, especially large ones, may chose to take the results of the interview programme for further scrutiny by a committee for selection and placement. This is the usual practice with the public services where certain political considerations like the popular but controversial “Federal Character” in Nigeria may have to come into play, particularly with the Federal Civil Service or National Corporations. At any rate, the candidates should be selected and placed according to the number of vacancies existing in the various section of the organization, and in accordance with their qualifications, and experiences (Boxall & Purcell, 2003).

2.6 Functions of Human Resources Management in Education

Human resource management in education is a set of practices and methods of integrating and maintaining the teaching staff in the school so that the school can achieve their purpose and as (Edgar, 2003) meet the goals for which they were established. It is the motivation and co- ordination of the activities and effort of the teachers in school in order to obtain maximum output from them and consequently achieve the goals of education optimally. The functions include the following:

- i. Staff maintenance
- ii. Staff relations
- iii. Staff development
- iv. Procurement of staff
- v. Job performance reward

Staff Maintenance: This concern making the work environment conducive for workers, pertinent practices include; promotion and transfer, motivation, staff safety, security and health services. It is pertinent that educational establishments have sound policies in respect of staff transfer and promotion to ensure that justice and fairness prevail in dealing with staff. As work to be performed in the school is important, the mood of the man to perform the job is equally important. For maximum and productive goal attainment, the school head must ensure the comfort and happiness of the workers. That can be done through prompt payment of salary, and ensuring a safe and healthy working environment (Edgar, 2003).

Staff Relations: Edgar, (2003) stated that to be a good communication network in the school to enable workers to be constantly informed of the progress being made in the

school. Workers should be encouraged to participate in planning and decision making in the school. Workers should be encouraged by recognizing the staff as human beings with feelings, interest, needs and emotions and treating them as such with fairness and respect.

Staff Development: This is the process of appraising staff performances and identifying their key skills and competence that need development or training to improve their skills for better performance. It involves providing development programme and training courses that are suitable for the programme. The success of educational organization hinges on the strength and quality of the staff members. There is need to change through training and to improve and grow in competence. This can be done through in-service training, conference, workshop and seminars (Hofstede , 2001).

Procurement of Staff: Human resource management functions start with the process of recruitment and selection by which educational institutions get the best personnel to interpret and implement the curriculum programmes. Staffing of schools is a job performed by the ministry of education through its agencies in the federal and state government. Procurement of staff in education deals with obtaining people with appropriate and necessary skills, abilities, knowledge and experience to fill the vacant teaching posts in schools.

Job Performance Rewards: This involves the design and administration of rewards for jobs performed. It is very important that management, ministry of education and its agencies take the issue of reward system very seriously. Staff performance would increase substantially if they are adequately compensated according to the quality and quantity of work done (Kebasso, 2005).

2.7 Challenges of Human Resource Management in Education

The challenges that confront the practice of HRM in organisations are huge and steep. Major human resource capacity challenges are believed to manifest three-dimensionally as: policy, task/skill/organisation and performance motivation induced (Antwi, Analoui & Cusworth, 2007). Literature also suggests that the pertinent issues include the perceived lack sufficient knowledge and skills on the part of HRM practitioners necessary to implement effective HRM practices at various levels in their organization (Nel, Werner, Du Plessis, Ngalo, Poisat, Sono, Van Hoek & Botha, 2011; Burton, 2003; Jayne, 2002) and HR professionals not being assertive enough to be present in the boardroom to guide human resource programmes to achieve long-term impacts on human resource initiatives. This probably points to a lack of adequate drive and communication to apply strategic human resources management fully (Du Plessis, 2004; Birchfield, 2003). Other challenges identified in literature include inadequate strategic human resource planning, low budgetary provision for training and development, doubtful skills and competencies of HRM practitioners, poor reward management, ineffective supervision, indiscipline, and occupational stress (Onah, 2000). Also, change management, leadership development, human resource effectiveness measurement, organizational effectiveness, compensation, staffing, succession planning, and learning and development (Anyim, Ikemefuna & Mbah, 2011; Rutherford, Buller, & McMullen, 2004).

Human resource management has become notably complex in the sense that as human beings, they are not reliable for doing one thing over and over in exactly the same way. They can be expensive depending on their cadres, qualification and skills. Their

productivity is highly dependent on the person's ability to instruct. The same content cannot be delivered every time. A number of factors have contributed in this complexity.

They Include the Following:

2.7.1 Poor Working Condition

It is not out of way if staff expects to be paid finance rewards commensurate with the services performed. The ideal thing is to have a systematic producer for establishing a sound reward system and structure. A good remuneration tends to reduce inequalities between staff earnings, raise their individual morale, motivate them to work for pay increase and promotions, reduces inter group friction and employee grievances. Teachers' salaries are not paid alongside with other civil servants and in some cases, teachers are owed many months of salary arrears.

2.7.2 Problems of Staffing

The problem of staffing is enormous. There are problem on the quality and quantity of staff recruited for the education of our citizens. The reason is from poor staff recruitment and selection process. Politicians and God fatherism has taken the upper hand. Some staff rarely stay in the remote areas where the management wants their services. They use to stay in the urban areas for self-convenience. The verification exercise carried out by Universal Basic Education Commission (2000), Shows that an additional 275 to 462 teachers were needed to teach in primary schools in Ghana.

2.8 Strategies to improve human resources

An organization exists for the purpose of creation of product(s) or providing services to clients or customers. The existence of any organization is centered on its

workforce, which is the human resource. In a school system, human resource include the principal, vice principal, teachers, non academic staff and students. Human resources are the driving force in the school system, with the responsibility of making sure that goals and specific objectives are achieved in academics and extracurricular activities. Human resource management involves all management decisions and actions that affect the nature of the relationship between an organization and its employees. The decisions and actions according to Stoner, Freeman and Gilbert (1995) include; human resource planning, recruitment, selection, orientation, training and development, performance appraisal, and promotions, transfers, demotions and separations. Human resource management involves human resources needs, assisting in the design of work systems in terms of recruitment, selection, training development, counseling, motivation and rewarding employees, acting as liaison with unions and government organization and handling other matters of employees well-being.

For the activities of human resources management to be implemented effectively as to improve the quality of education, certain strategies are required of the human resource manager. These strategies according to Armstrong (2009) include: meeting the needs of employees for healthy, safe and supportive work environment, interpersonal relation between management and the employees, providing an environment in which employees are encouraged to learn and develop, attracting and retaining high quality people, continual reward for success, proper management of data, and planning and implementing of Quality education involves continual improvement in inputs, processes and outputs.

These improvements are expected to include: student enrolment, retention, gender ratio, student-teacher ratio, facilities, curriculum, assessment, training and development of students and teachers, improved result in external and internal examination, high moral standard, obedience to rules and regulations, etc. Improvement is expected to be total for quality to be achieved and that the school culture is required to be defined and supported by constant attainment of students, improvement through integrated strategies. If there is evaluation of quality work during supervision, use of competent staff, dissemination of information to teachers and students, teamwork, proper guidance and counseling and new research and development to invigorate all educational activities, then quality will continually improve in the educational system.

Human resource development

Human resource management in public organisations does not take place in a vacuum. It is influenced by several factors, some of which have been discussed above. One critical area which will determine whether the government, and for that matter public organisations, will be in a position to recruit and retain competent workforce borders on the nature, type and quality of educational programmes we develop. The concern here, viewed in a holistic sense, is that of human resource development which has been defined by Harbisson and Myers (1964, p. 2) as "the process of increasing the knowledge, the skills and the capacities of all people in the society". Prescriptions and issues on human resource development raised by the

Constitution include the following: provision of educational facilities at all levels, free and compulsory universal basic education (FCUBE), development of free vocational training, equal access to pre-university and opportunity for lifelong learning. It is relevant

to point out that human resource development in Ghana has been facing two major problems since the mid-1960s. First is the lack of skilled personnel in certain critical areas of the Ghanaian economy. This is mainly due to lack of funds to provide the necessary training at home or abroad. Second is the over-emphasis on liberal education which has ironically created a surplus in certain categories of skills. This problem is compounded by insufficient labour market information as well as lack of collaboration between educational and training institutions responsible for skill development and Ghanaian organisations in need of such skills. This unfortunate situation has inevitably impacted on both quantitative and qualitative human resource development in Ghana. The net result, as pointed out by Gamey (1994), is that most of the estimated 230,000 school leavers who enter the labour market each year from our educational and training institutions lack the requisite skills.

These lapses are among the concerns which gave rise to the educational reforms in Ghana since 1987. The objectives of the reforms, as stated by the Ministry of Education in the guidelines on secondary education among others, are "to provide an increasing number of basic education leavers with the opportunity for education at a higher level to such an extent that the variety of relevant occupational skills they would be equipped with will have a definitive impact on national manpower requirements".

2.9 Summary and Gaps to be filled by the study

Due to limitations in the amount of published research on HRM available in Kenyan organizations and particularly in the education sector, there is little data upon which predictions can be made as to the prevalence of „soft“ HRM use, (Edgar, 2003).

Empirical research in this area is very limited and that much of the theory is not sufficiently precise. This problem is multiplied by the fact that, of the research that has been completed, much of it suffers from a number of limitations. Most of the previous studies were carried out in developed countries, a few other studies done in the country touch on companies, industries and little has been studied on the education sector. Consequently there is inadequate data in this area of study. In addition many of the studies that have been carried out have focused on the effects of individual rather than multiple HR practices, (Meyer & Allen, 1997). Compounding this problem of limited empirical research is a difficulty in attempting to compare any research that has been done. There are a few studies that look at HRM practices from the employers' perspective, which is somewhat surprising, given that the employee is the focus and consumer of HRM, (Edgar, 2003). There is hence the urgent need to develop a clearer definition and conceptualization of the notion of HR practices and the systems of practice. It is clear that a major disconnect exists between the literature review suggestions on the HRM practices to administer and what the TSC, as the employer of teachers actually does.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This section provided explanation on the manner in which the research was carried out. It encompasses the research design, population, sampling design, data collection procedures for primary data and secondary information, data analysis and ethical considerations for the study.

3.1 Research Design

Research design, according to Worgu (1991), is a plan outlining how information is to be gathered for an assessment or evaluation that includes identifying the data gathering method(s), the instruments to be used, how the instruments will be administered, and how the information will be organized and analyzed. . Research design provides the glue that holds the research project together (Trochim, 2006). A design is used to structure the research, to show how all of the major parts of the research project work together to try to address the central research questions.

The study used a descriptive survey design to examine the human resource management policies in Atebubu Amanteng Municipal Assembly. According to Leedy and Ormrod (2010) descriptive survey design attempts to describe systematically a situation, problem, service or programme or provides information about the living conditions of people in a community. The main purpose of such studies is to describe what is prevalent with respect to the problem or issue under study. This makes the descriptive design a suitable choice for this study. Moreover, adopting this method allowed for flexibility to obtain desired results.

3.2 Population of the Study

The target population is the entire group a researcher is interested in; the group about which the researcher wishes to draw conclusions. Jaeger (1988), defines the target population as “the group of persons, objects or institutions that define the objects of the investigation”. As defined by Sanrantakos (1997), a research population is also known as a well-defined collection of individuals or objects known to have similar characteristics. All individuals or objects within a certain population usually have a common, binding characteristic or trait. In this study, the target population consist of 243 consisting of 63 staff and 180 management staff of Atebubu Amanteng Municipal educational directorate.

3.3 Sampling Technique and Size

According to Kusi (2012), a sample is a subset of the population of interest, it is the chosen group of all the subjects of the population that the researcher wishes to know more about. Borg and Gall (2007) described sampling as a technique used for selecting a given number of subjects from a target population as a representative of the population in research. In order to obtain the appropriate sample size for the study, an updated list of all the head teachers and teachers was obtained from the office of the Municipal Director of Education.

Simple random sampling was used to select 150 respondents, comprising thirty (30) staffs (workers) and one hundred and twenty management (120) for the study. The lottery type of the simple random sampling was used to select the sample based on Krecjie and Morgan (1970) table for the determination of sample size. The table indicate that for a population of 243, the sample size should be 150.

The Atebubu-Amanteng Municipal Education office was selected based on their proximity to education office. This was done to enable the researcher, who is a working student, to be able to visit the office to solicit for the needed or relevant information for the study.

Table 3.1 Distribution of Respondents

| Selected Office | Respondents | Sample | Sampling Technique | Data collection Procedure |
|---|---------------------|-----------|-----------------------|--------------------------------|
| Atebubu-Amanteng Municipal Education Office | Management Staff | 30 120 | Random Random | Questionnaire Questionnaire |

Source: Researcher's Construct

From table 3.1 sample size of 150 were selected from a total population of 243. Lottery type of the simple random sampling technique was used to select the 150 staff/workers and management members. Simple random techniques were used because each member of the population has an equal chance of being chosen for the study.

3.4 Research instruments

Questionnaires were developed for this study. Questionnaires are an inexpensive way to gather data from a potentially large number of respondents. Often they are the only feasible way to reach a number of reviewers large enough to allow statistical analysis of the results. A well-designed questionnaire that is used effectively can gather information on both the overall performance of the test system as well as information on

specific components of the system. They offer greater assurance of anonymity. Questionnaires are stable, consistent and uniform measure without variation. They offer a considerable and objective view on the issue, since many respondents prefer to write rather than talk about issues.

The questionnaire was a closed ended one. Close ended questions and its question types are critical for collecting survey responses within a limited frame of options. Closed ended questions are the foundation of all statistical analysis techniques applied on questionnaires and surveys (Walliman, 2011). It was used to collect data from Head teachers and teachers who were sampled for the study.

3.5 Data Collection Procedure

An introductory letter was taken from the Department of Educational Leadership, University of Education, Winneba Kumasi Campus to seek permission from the Atebubu Amanteng Municipal Director of Education to carry out the study. Having been granted permission, the researcher made the necessary arrangement for the selection of the respondents and data collection. All participants were contacted with an introductory letter and either questionnaires or interview schedule. These instruments were administered to the respondents within a specified period of time.

Questions were divided into two major parts. The first part dealt with the biographic data of the respondents and the second section focused on obtaining responses for the research objectives. Some questionnaires were open-ended and some were closed ended. There were also questions in the form of a Likert scale from which respondents were to indicate their stance.

Validity of Instruments

Validity and reliability in research is the degree of stability exhibited when measurement is repeated under identical conditions (Neuman, 2011). The researcher took the following steps in order to ensure the validity of the data. The questionnaire was based on information obtained from literature review. This was to ensure that it was from a representation of elements from the subject under study.

Reliability of Instruments

Reliability is a measure of the degree to which a research instrument yields consistent result or data after repeated trials (Bell, 2008). Reliability is the extent to which the measuring instruments produce consistent scores when the same groups of individuals are repeatedly measured under the same conditions. In this study, reliability was first ensured by applying specific criteria on the formulation of multiple choice questions and likert- type scale items. The instrument was pre-tested as discussed above and data collected from the responses of the pre-test computed.

3.6 Data Analysis

After the required data has been obtained from the field survey, the next step was to analyse the data and interpret it for meaningful understanding. The analysis was based on data collected through the administration of questionnaire. The data was collected from the respondents, it was cross checked for omissions, errors, legibility and consistency in classification (Zikmund, 2003). Questions were coded into the SPSS. Questionnaires were given identifying feature in this case numbers and entered into the

SPSS. Data was checked for omission and mistakes and corrections were made where appropriate. It was used to generate frequency distributions by coding the responses from the answered questionnaires. Data was then analysed using descriptive survey.

3.7 Ethical Issues

The researcher ensured that all participants were educated on the objectives and need for the study. Ethical issues that were given precedence in this study were informed consent, confidentiality and anonymity. Participants were informed that they had the right to refuse to partake in the study and that their voluntary participation would only go a long way to assist the researcher address a societal problem. They were also assured that their responses would remain anonymous and that the information would not be shared with any other person as it was for academic work.

They were further assured that their views and contribution to the study would be treated with utmost anonymity and confidentiality. Also, questions regarding any challenges from the participants were addressed before the start of the survey. The researcher ensured that all works which were used in the research were duly cited and referenced.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

The chapter comprises the demographic characteristics of respondents which collected data on age, gender, educational background and teaching experience. It also presents the analysis and discussions of the main data based on the research questions.

4.1 Demographic Characteristics of Respondents

This section shows the gender of the respondents, age bracket, and highest professional qualification attained, the duration spent in Ghana Education Service and their current ranks.

4.1.2 Gender of respondents

Respondents were asked to state their gender and the following data was obtained. The result is presented in table 4.1.

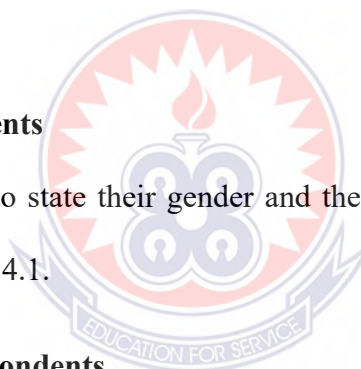


Table 4.1 Gender of respondents

| Gender | Frequency | Percentage (%) |
|--------|-----------|----------------|
| Male | 78 | 51.8 |
| Female | 72 | 48.2 |
| Total | 150 | 100 |

Source: Field Survey, 2020

From Table 4.1, it can be noted that the male teacher forms the majority by 78 (51.8%) while females are represented by 72(48.2%). This implies that Ghana Education Service is not biased in its employment but rather male dominating over their female counterparts.

4.2.2 Age of respondents

The results regarding the age distribution of the respondents are presented in table 4.2.

Table 4.2 Age of respondents

| Age | Frequency | Percentage (%) |
|---------|-----------|----------------|
| 20 - 30 | 35 | 23 |
| 31 - 40 | 76 | 51 |
| 41 - 50 | 27 | 18 |
| 51 - 60 | 12 | 8 |
| Total | 150 | 100 |

Source: Field Survey, 2020

Table 4.2 indicates that 76 (51%) of the sample were aged between 36 to 45 years and 64 (42.2%) aged between 31 and 40 years. Furthermore, 35 (23%) were aged between 20 to 30 years, 27(18%) were aged between 41 to 50 years and remaining 12 (8%) were between 51 to 60 years. The finding also gives an indication that all the sampled respondents were grown-ups and experience enough to partake in a credible research endeavour such as this study. Thus they were likely to provide the needed information.

4.1.4 Academic Qualification of Respondents

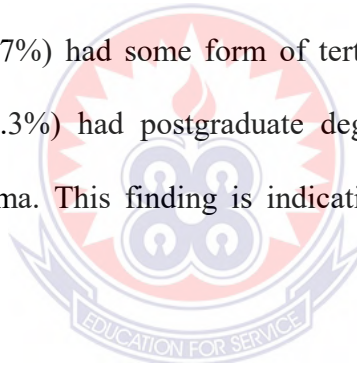
The results regarding the academic qualification of the respondents are presented in the table 4.3.

Table 4.3 Academic Qualification of Respondents

| Academic qualification | Frequency | Percentage (%) |
|------------------------|-----------|-------------------|
| Masters | 32 | 21.3 |
| Degree | 103 | 68.7 |
| Diploma | 15 | 10 |
| Total | 150 | 100 |

Source: Field Survey, 2020

Table 4.3 indicates that in terms of the academic qualification of respondents, most respondents 103(68.7%) had some form of tertiary education (Bachelor Degree), and the remaining 32(21.3%) had postgraduate degree education and the remaining 15(10%) have had Diploma. This finding is indicative of the high level of education amongst the respondents.



4.1.5 Professional Rank of Respondents

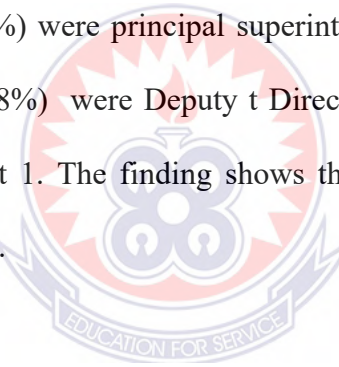
The responses with regard to the professional rank or qualification of the respondents are presented in Table 4.4.

Table 4.4 Professional Rank of Respondents

| Professional Rank | Frequency | Percentage (%) |
|--------------------------|-----------|----------------|
| Deputy Director | 27 | 18 |
| Assistant Director 1 | 30 | 20 |
| Assistant Director 11 | 31 | 21.2 |
| Principal Superintendent | 43 | 28.4 |
| Senior Superintendent 1 | 19 | 12.4 |
| Total | 150 | 100 |

Source: Field Survey, 2020

Table 4.4 indicates the professional rank of respondents. The study shows that most respondents 43 (28.4%) were principal superintendents, 62(41.2%) were Assistant Directors I and II, 27 (18%) were Deputy t Director and the remaining 19 (12.4%) were Senior Superintendent 1. The finding shows that, all the respondents had passed through the education ranks.



4.1 .6 Experience of Respondents

The results regarding the experience of respondents of the respondents are presented in the Table 4.5.

Table 4.5 Experience of Respondents

| Experience with the GES` | Frequency | Percentage (%) |
|--------------------------|-----------|----------------|
| 1 - 5 years | 24 | 14.6 |
| 6-10 years | 18 | 12.3 |
| 11-15 years | 20 | 13.3 |
| 16-20years | 26 | 17.8 |
| 21-25 years | 16 | 11 |
| 26-30 years | 30 | 20 |
| Above 30 years | 16 | 11 |
| Total | 150 | 100 |

Source: Field Survey, 2020

Table 4.5 revealed that 30 (20%) had work with the service between 26 to 30 years, 26(17.8%) had worked 16 to 20 years, 24(14.6%) between 1 to 5 years, 20(13.3%) have worked with GES between 11 to 15 years , 18(12.3%) have worked with GES between 6 to 10 years, and 16(11%) have been with the GES between 21 to 25 years and above 30 respectively as indicated by the table 4.5 below. It further indicates that higher proportion of GES workers had spent much time with the service and had acquired enough experience to deliver quality teaching and learning.

4.2 Analysis of the Main Data

Analysis of the main data is organized in line with the main themes of the research questions. For easy analysis, Strongly Agree and Agree were combined as Agree while Strongly Disagree and Disagree were combined as Disagree.

4.2 The recruitment and selection processes of teachers in Atebubu Amanteng

Municipality educational directorate

The Research Question 1 sought to find out the recruitment and selection processes of teachers in Atebubu Amanteng Municipality educational directorate and the results are presented in Table 4.6.

Table 4.6 How Leadership Styles Motivate Teachers

| Items | Responses | | | | | | | |
|----------------------|-----------|------|---------|------|----------|----|------|-------|
| | Agree | | Neutral | | Disagree | | Mean | Std |
| | Freq | % | Freq | % | Freq | % | | |
| Defining the vacancy | 105 | 70 | 24 | 16 | 21 | 14 | 4.41 | 0.343 |
| Source candidates. | 122 | 81.4 | 13 | 8.6 | 15 | 10 | 4.23 | 0.873 |
| Screen applicants | 105 | 70 | 24 | 16 | 21 | 14 | 4.22 | 1.069 |
| Shortlist candidates | 108 | 72 | 21 | 14 | 21 | 14 | 4.21 | 1.063 |
| Interview candidates | 122 | 81.4 | 13 | 8.6 | 15 | 10 | 4.23 | 0.873 |
| Conduct testing. | 110 | 73.3 | 28 | 18.7 | 12 | 8 | 4.01 | 1.438 |
| Extend a job offer | 105 | 70 | 24 | 16 | 21 | 14 | 4.41 | 0.343 |

N = 150: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

The data in Table 4.6 shows that the majority of the respondents fairly agreed that Receive a job order with the mean response value of 4.41. When you receive a job order from your client, you can get the recruitment process rolling. The findings support the idea of () A job order should include information about the position candidate is filling and a well-written job description.

The job description should tell potential applicants everything they need to know about the job, including Job title, detailed description of the job, required and preferred

qualifications, location and salary range. The researcher went further to argue if the job description does not give enough information, or if it is not written in a way that could attract top talent, consider re-writing it. To find applicable candidates, someone need to understand the job order.

The respondents also fairly agreed that Source candidates is another recruitment process in education as shown by the mean response value of a 4.23. This implies that once one fully understands the open position, the next step of the recruitment and selection process is to source candidates. There are many ways school or any educational institution can source passive candidates and active candidates. Active candidates are those actively looking for work while passive candidates are not. Successful recruiters are able to source both types of candidates.

Organization and schools can source candidates using the following tools and sources of recruitment Social media, Online job boards, recruiting database and Referrals

However, the respondents agreed that Screening of applicants was another recruitment and selection process with a mean response value 4.22. The data in table 4.6 also shows that respondents fairly agreed that Shortlist candidates was identified as one of the recruitment processes in Ghana Education Service as shown by the mean response value 4.21.

From table 4.6, 81.4 % representing majority of the respondents agreed that Interview candidates was recruitment and selection process. The mean score 4.23 shows that respondents agreed to the statement. The finding supports after many applications must have been received, it may not be possible to invite every applicant to an interview, due to time and financial constraints. The employment agency should, therefore, short-list

those to be interviewed by preliminary screening and selection base on the information available in the applications (Baker, 2017). But the problem is that some applications may not provide adequate information about the types of personnel required, depending on the format and the nature of application forms and letters respectively. Besides, a short-listing exercise may tend to lay emphasis on one or two qualities such as educational qualification and experience at the expense of other vital ones like physical posture and emotional stability and temperament which are fundamental in management processes and successes. It is for these reasons that preliminary interview may be considered as superior to short-listing (Huselid, 2015).

The data in Table 4.6 clearly points out that the respondents fairly agreed that the selection and recruitment in GES involve Shortlist of candidates with a mean response value of 3.11. The respondents also fairly agreed that Conduct testing was one of the recruitments processes (Mean= 4.11)

Majority of the respondent agreed that the Conduct testing in the selection and recruitment process with (Mean=4.75). This implies that to further test a candidate's skills, client might consider conducting job-fit tests. A job-fit assessment test helps the school to determine how the candidate would mesh with the company. A job-fit test can take anywhere from 30 minutes to one hour. It asks a series of questions candidates must answer honestly. Educational institutions should also conduct background checks on each candidate. And, the need to check references to verify information and learn more about their character and work ethic.

Finally, the data in table 4.6 also shows that respondents fairly agreed that extend a job offer was identified as one of the recruitment processes in Ghana Education Service

as shown by the mean response value 4.41 The final stage of the selection process is actually selecting a candidate extend the job offer to the candidate your client wants to hire. The candidate might try to negotiate the salary for the client. Talk with your client to see whether the requested salary is possible. If the candidate declines the job offer, one will either need to go back to the other top candidates or restart the recruitment and selection process.

The finding support the ideas of in attracting employees into an organization, the starting point is recruitment. Recruitment attracts a pool of prospective employees into an organization for selection to be done. Several authorities have expressed their views on the concept of recruitment. Bratton and Gold (2007) noted that recruitment is the process of generating a pool of capable people to apply for employment to an organisation. In the opinion of Noe (2004), recruitment is the process through which the organisation seeks applicants for potential employment. It is thus, the seeking for and obtaining potential job candidates. It is striking to note that Bratton and Gold as well as Noe have all perceived recruitment as a process as clearly stated in their respective definitions of recruitment. Furthermore, Harris (2009) viewed recruitment as the first part of the process of filling a vacancy. It includes the examination of the vacancy, the consideration of sources of suitable candidates, making contact with those candidates and attracting the best ones from them.

The position of Harris (2009) was corroborated by Gerber, Nel and Van Dyk (1998). On their part, Gerber et al., defined recruitment as those organizational activities that influence the number and or/types of applicants who apply for a position and/or affect whether a job offer is accepted. As a process, recruitment also entails discovering

potential applicants for anticipated vacancies. This view on recruitment process depends, to a large extent, on size of an organization. This is because enterprises which are large have higher tendency of recruiting potential applicants than the smaller organizations which are usually located far from urban centers. Recruitment is a two-dimensional affair/process in the sense that just as organizations are searching for potential applicants; the applicants themselves are also searching for suitable organizations for employment. Rebore (2007) believed that the principal purpose of recruitment activities is to attract sufficient and suitable potential employees to apply for vacancies in the organization. Selection happens to be the next most important stage in the hiring process. Cole (2004) indicated that the task of selection is to cream off the most appropriate applicants, turn them into candidates, and persuade them that it is in their interest to join the organization, Selection is very much a two-way process, that is the candidate is assessing the organization, just as much as the organization is assessing the candidate.

Acheampong (2006) believed that selection is the process of matching prospective employees to the jobs they have applied for. Acheampong noted that the selection process is very crucial in human resource development because if the task of employee-job-fit is not achieved then both the organization and the individual worker would suffer. In the perspective of Analoui (2007), selection is a process of choosing from among available applicants the individuals who are likely to successfully perform a job. Similarly, Gomez-Mejia, Balkin and Cardy (2007) stated that selection is a process of making a 'hire' or 'no hire' decision regarding each applicant for a job. The process typically involves determining the characteristics required for effective job performance and then measuring applicants on those characteristics, which are typically based on the job analysis. In a

related vein, Bratton and Gold (2007) saw selection as the process by which managers and others use specific instruments to choose from a pool of applicants a person or persons more likely to succeed in the job(s), given management goals and legal requirements. The major selection methods include interviews, assessment centers, and various written tests such as achievement tests, aptitude tests, and personality tests. However, amongst all the selection methods, the interview is by far the most commonly used in many institutions of higher learning.

Interviews in their own right can take several forms which include the structured interview, the unstructured interview, the board or panel interview, and the group interview. Recruitment and selection are two processes which are inextricable in HRM Practices. Recruitment and selection have an important role to play in ensuring worker performance and positive organisational outcomes. It is often claimed that selection of workers occurs not just to replace departing employees or add to a workforce but rather aims to put in place workers who can perform at a high level and demonstrate commitment (Ballantyne, 2009). Effective recruitment and selection can play a pivotal role in shaping an organisation's effectiveness and performance, if organisations are able to acquire workers who already possess relevant knowledge, skills and aptitudes and are also able to make an accurate prediction regarding their future abilities. If we accept this premise, then recruiting and selecting staff in an effective manner can both avoid undesirable costs – for example those associated with high staff turnover, poor performance and dissatisfied customers – and engender a mutually beneficial employment relationship characterised, wherever possible, by high commitment on both sides.

4.3 The kinds of policies and programmes HRM department motivate teachers to give off their best

Research question two sought to identify the kinds of policies and programmes HRM department motivate teachers to give off their best. The responses are presented in the table 4.7.

Table 4.7 policies and programmes HRM department motivate teachers to give off their best

| Items | Responses | | | | | | | |
|--|-----------|------|---------|------|----------|------|-------|-----|
| | Agree | | Neutral | | Disagree | | Total | |
| | Freq | % | Freq | % | Freq | % | Freq | % |
| In-service training is systematically organise for teachers | 105 | 70 | 24 | 16 | 21 | 14 | 150 | 100 |
| Promotions are based on merit | 122 | 81.4 | 13 | 8.6 | 15 | 10 | 150 | 100 |
| Teachers are posted based on where their services are need | 105 | 70 | 24 | 16 | 21 | 14 | 150 | 100 |
| Teachers in deprived areas are given special incentive | 108 | 72 | 21 | 14 | 21 | 14 | 150 | 100 |
| Female employees are entitled to (3) months maternity leave on full pay on becoming pregnant, and on the certification by a medical officer or recognized medical practitioner | 101 | 67.3 | 28 | 18.7 | 21 | 14 | 150 | 100 |
| Heads of institutions make sure that new employees receive orientation to adjust to their roles | 110 | 73.3 | 28 | 18.7 | 12 | 8 | 150 | 100 |
| Study leave selections are fair and just | 122 | 81.4 | 15 | 10 | 13 | 8.6 | 150 | 100 |
| Teachers on bond are not permitted to leave the service except with the prior written approval of the GES Council | 115 | 76.7 | 15 | 10 | 20 | 13.3 | 150 | 100 |
| Teachers are issued with written job descriptions | 117 | 78.3 | 18 | 11.7 | 15 | 10 | 150 | 100 |
| Recruitments processes are fair and transparent | | | | | | | | |

Source: Field Data 2020

From Table 4.7, it is observed that for all the items relating to the factors that play a role in the use of corporal punishment, majority (67% - 81%) of the respondents agreed. Thus generally, the respondents agreed that In-service training is systematically organised for teachers, promotions are based on merit, teachers are posted based on where their services are needed, teachers in deprived areas are given special incentives, female employees are entitled to (3) months maternity leave on full pay on becoming pregnant, and on the certification by a medical officer or recognized medical practitioner, heads of institutions make sure that new employees receive orientation to adjust to their roles. Study leave selections are fair and just, teachers on bond are not permitted to leave the service except with the prior written approval of the GES Council, teachers are issued with written job descriptions, and recruitment processes are fair and transparent. HRM department policies and programmes motivate teachers to give off their best.

Again, Table 4.7 shows that 105 (70%) of the respondents strongly agreed that In-service training is systematically organised for teachers was one of the kind of policies and programmes HRM department motivate teachers to give off their best, 24(16%) were neutral and remaining agreed 21(14%) disagreed. In-service training is a professional and personal educational activity for teachers to improve their efficiency, ability, knowledge and motivation in their professional work. The primary purpose of in-service training is to enable teachers to acquire new understanding and instructional skills. This implies that when teachers are given the opportunity to further their education it motivates them to give their maximum best.

Table 4.7 revealed that 122 (81.4%) of the respondents strongly agreed that Promotions are based on merit was kind of policies and programmes HRM department

motivate teachers to give off their best, 13(8.6%) were neutral and remaining agreed 15(10%) disagreed. The finding supports the argument made by (Neal, 2011) A merit promotion, in general, is a deserved advance into a higher position of employment. While many employers elevate workers on the basis of merit, the federal government's civil service system is perhaps the best-known example of a merit promotion system. Civil service means employment with any branch of government other than the military. Determination of merit is based on such factors as previous work performance, education, ability and competency. Teacher promotion is an important issue in school administration that deserves more academic attention. In business management a commonly used tool for employee motivation, aside from promotion, is the compensation system, which can be flexibly and frequently adjusted with the performance of individual staff members.

Table 4.7 shows that 105 (70%) of the respondents strongly agreed Teachers are posted based on where their services are need was identified as kind of policies and programmes HRM department motivate teachers to give off their best, 24(16%) were neutral and remaining agreed 21(14%) disagreed.

Again from Table 4.7, 108 (72%) of the respondents strongly agreed Teachers in deprived areas are given special incentive was kind of policies and programmes HRM department motivate teachers to give off their best, 21(14%) were neutral and remaining agreed 21(14%) disagreed. The study is in line with Education policy makers chose from two distinct methods to induce their teachers to perform to a desired standard, although it should be noted that the use of one of the methods does not necessarily exclude the other, and they regularly work in tandem.

The first is one in which teachers are paid on a standard scale and progress up that scale based on their level of education and years of experience (Gius, 2013). Policy makers using this system seek to motivate their teachers through the use of professional development programs as well as through the screening process used in the recruitment of new teachers. The second system is one in which policy makers have more flexibility in the compensation they pay their teachers, and seek to use financial incentives which motivate teachers to perform to a higher standard (Neal, 2011). It is the latter system that shall be explored here; to see what effects these financial incentives have on teacher performance. Both motivation and selection effects will be examined in order to determine the extent to which financial incentives have an impact on teacher performance. Advocates for the use of financial incentives for teachers, as well as critics of a standard pay scale for teachers, argue that explicitly acknowledging the relationship between teacher performance and pay will have the dual effect of motivating existing teachers to improve what they deliver in the classroom, as well as selection effects which encourage more suitable teachers to join the profession in the first place (Ashiedu & Scott-Ladd, 2012, Jabbar, 2013 and Leigh, 2012). These motivating effects consist of exacting greater effort from teachers, attempting to link their financial compensation to their performance as a teacher (Neal, 2011). Selection effects relates to the screening process, as well as the attraction of new teacher recruits, and offers a way to regulate the quality and suitability of those who join the teaching profession in the first place.

From table 4.7 shows that 101 (67.3%) of the respondents strongly agreed that Female employees are entitled to (3) months maternity leave on full pay on becoming pregnant, and on the certification by a medical officer or recognized medical practitioner

was a kind of policies and programmes HRM department motivate teachers to give off their best, 28(18.7%) were neutral and remaining agreed 21(14%) disagreed. ensuring that mothers and fathers have adequate paid leave for the birth of a child should be priority for economic development. Studies show that adequate maternity leave can lead to lower infant mortality rates, health benefits for the mother, higher female labor force participation and increased breastfeeding rates.

From table 4.7 shows that 110 (73.3%) of the respondents strongly agreed that Heads of institutions make sure that new employees receive orientation to adjust to their roles was a kinds of policies and programmes HRM department motivate teachers to give off their best, 28(18.7%) were neutral and remaining agreed 12(8%) disagreed. The findings was in line with Asare- Bediako (2008) is of the view that policies must cover all aspects of the Collective Bargaining Certificate starting from recruitment, job description, orientation, training and development among others. The explanation of these policy matters is presented below.

He sees recruitment as searching for and obtaining potential job candidates in sufficient numbers and quality so that the organisation can select the most suitable candidates to fill its job needs. The external recruitment processes include advertisement, employee referrals, employment agencies, schools, colleges and universities. The organisation can also use internal recruitment process through career development, succession planning and promotion.

From table 4.7 the study revealed that 122 (81.4%) of the respondents strongly agreed Study leave selections are fair and just was a 15(10%) were neutral and remaining agreed 13(8.6%) disagreed. This is because people who would have remained

in the service with the hope that they could be awarded study leave with pay will be discouraged and may eventually leave teaching. In the same vein, those who would have been attracted into teaching may back out. In this regard, the policy, instead of being an incentive becomes a disincentive to teachers and prospective teachers. There is no shroud of doubt that the study leave policy needs to be reviewed to meet the aspiration of teachers.

From table 4.7 shows that 115 (76.7%) of the respondents strongly agreed that Teachers on bond are not permitted to leave the service except with the prior written approval of the GES Council, was a kind of policies and programmes HRM department motivate teachers to give off their best, 15(10%) were neutral and remaining agreed 20(13.3%) disagreed.

From table 4.7 shows that 117 (78.3%) of the respondents strongly agreed that Teachers are issued with written job descriptions was a kind of policies and programmes HRM department motivate teachers to give off their best, 18(11.7%) were neutral and remaining agreed 15(10%) disagreed.

From table 4.7 shows that 117 (78.3%) of the respondents strongly agreed that Recruitments processes are fair and transparent was a kind of policies and programmes HRM department motivate teachers to give off their best, 18 (11.7%) were neutral and remaining agreed 15(10%) disagreed to the statement. This support studies by Quansah (2003) and recent national study by Quansah (2003) and Pennington (1998) reports a shortage in trained teachers with teacher attrition range from 20% leaving within the first three years of teaching to 60% leaving within the first five years. Therefore, it is paramount that teacher recruitment strategies in Ghana are looked at again.

4.4 The investigate the Challenges of Human Resource Management in Educational delivery

Research question three sought to investigate the Challenges of Human Resource Management in Educational delivery. The responses are presented in the table 4.8.

Table 4.8: Challenges of Human Resource Management

| Items | Responses | | | | |
|---|-----------|------|------|------|-------|
| | D% | N% | A% | Mean | Std |
| Aligning HRD to Strategic priorities | 8 | 5.3 | 86.6 | 3.95 | 1.002 |
| Building knowledge-productive learning culture | 13.3 | 16.0 | 70.7 | 3.94 | 1.155 |
| Developing managerial and leadership capability | 9.4 | 5.3 | 85.3 | 3.90 | 1.257 |
| Very large pool of qualified applicants making staff selection difficult | 14.7 | 6.7 | 78.6 | 3.86 | 1.207 |
| Too much favouritism and personal contact hinders recruitment and selection process | 9.2 | 15 | 75.8 | 3.66 | 1.195 |
| Political influence in the recruitment process | 13.3 | 10 | 76.7 | 3.58 | 1.201 |
| Allocating sufficient financial resources and using it wisely | 10 | 11.7 | 78.3 | 3.44 | 1.301 |
| Insufficient autonomy to carry out recruitment and selection | 8 | 5.3 | 74.6 | 3.43 | 1.173 |
| Low salary and fringe benefits | 13.3 | 16.0 | 73.7 | 3.95 | 1.002 |
| Vacant positions not declared and filled on time | 9.4 | 5.3 | 71.3 | 3.10 | 1.155 |

N =150: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

Table 4.8 unambiguously outline some challenges that stifles better implementation of HRM programmes on the organization evidence from all the one hundred and fifty respondents. 86.6% of the respondents strongly agreed to the assertion that aligning HRD strategic priorities were a challenge. 5.3% also neutral and 3% disagreed and strongly agreed that aligning Human Resource Development strategic priorities in HRM was a challenge with a mean score of 3.95 as this is not far from what Harrison and Kessel (2004) argued that it is employee development that arises out of the need to actualize the often-heard statement by organizations that people are our greatest assets. Strategic HRM is driven by the organization's goals and operates within these goals to develop human capital and is thus a purposeful way of matching people to the organization. The central focus should be to expand the learning capability that can help generate the knowledge base of the organization and enhance both competitive and collaborative capability. A Strategic HRM as that development arising from a clear vision about people's ability and potential to provide competitive advantage to an organization (Ozcelik & Ferman 2006).

13.3% of the management respondents believe that building knowledge-productivity learning culture was not a challenge as they disagreed with this assertion. However, 70.7% agreed that it was a major challenge with a mean score of 3.94. This significant number of agreements is in contortion with Harrison and Kessel (2004), the effectiveness of HRM Practices in contributing to culture change rests on its practitioners' alertness and responsiveness. To new needs in the workplace, on their ability to raise awareness of the importance of a culture of learning. That means, in practice for managers and other employees, and on their production of relevant interventions that can

form part of culture's new context. In developing managerial and leadership capability 85.3% of the respondents agreed with the idea with only 9.4% of the disagreeing. This in effect buttresses the point this assertion “In knowledge economy managers and team leaders increasingly have to master strategizing, organizing and HRM processes relevant to innovative organizational forms (Harrison &Kassel, 2004)”. 78.6% majority of the respondents agreed that very large pool of qualified applicants making staff selection difficult was a challenge to HRM showing a mean score of 3.86.

Too much favouritism and personal contact hinders recruitment and selection process 9.2% and 15% disagreed and neutral respectively while 75.8% agreed with a mean score of (3.66). Again, 76.7% agreed that Political influence in the recruitment process was a challenge. 13.3% and 10% disagreed and neutral respectively with a mean score of (3.58). 78.3% of the respondents agreed that allocating sufficient financial resources and using it wisely was a major set-back. 11.7 were neutral and only 10.0% disagreed to this assertion. This however is in congruence with Habib (2012), It is very important to be able to continue financing HRM at all times and regardless of volatile swings in financial budget levels. 74.6% of the respondents agreed that insufficient autonomy to carry out recruitment and selection was a challenge with a mean score of 3.43. 5.3% were neutral and the remaining 8% disagreed. 73.7% of the respondents agreed Low salary and fringe benefits were a challenge of HRM. 16.6% were neutral and a significant 16% disagreed.

From table 4.8, 71.3% representing majority of the respondents agreed that vacant positions not declared and filled on time was identified as a challenge with a mean score of 3.10. Several challenges and constraints exist in employee recruitment and HR

practices. One of the major constraints as posited by Rebore (2007) in recruiting for a position centers around the attractiveness of the job itself. A position that is viewed as anxiety laden and lacks promotion potentials may not command appreciable interest of the best brains. People especially skilled workers do not accept job offer to any position. They usually consider the implications and the opportunities associated with the job offer. In essence, when potential workers realize that the vacant position has less to offer them in their professional career and life in general, they do turn down the offer.

Another challenge has to do with salary and fringe benefits. Rebore (2007) argued that the best people for a job will become candidates if the financial compensation is in keeping with the responsibilities of the position. Education is a service enterprise and, as such, the major priority must be attracting the highly qualified employees. Recruiters may need to negotiate compensation with individuals or interested job candidates. This practice, in the viewpoint of Rebore helps to attract highly qualified individuals for less desirable positions. In school districts the salary for a position is usually fixed on a salary schedule and the fringe benefits are universally applied to all employees in a certain category. This makes the recruitment of highly qualified candidates a very difficult task especially if the position to be filled is the undesirable one.

Besides, if the salary and the fringe benefits are not motivating enough, recruiters may find it a herculean task to fill certain positions. Low salary is a major challenge to recruitment and selection. It has been revealed that salary levels in sectors such as energy, finance, revenue collection, and the media are all higher than those of the institutions (Adesina, 1990; Effah, 2006; Kwaw, 2015; Teferra & Altbach, 2004). Nyarko (2011) argues that the conditions of service and incentives such as provision of medical care,

accommodation and sponsorship for further studies offered to employees in polytechnics have not been as attractive when compared to similar institutions. This militates against the attraction and retention of qualified staff. Thus, inadequate incentives challenge the success of recruitment and selection in institutions. For some employees, incentives designed to motivate them may actually demotivate them if they seem to be unfair or too difficult to obtain. Additionally, incentives can sometimes cause unhealthy competition among employees and either force employees to cut corners or sabotage their colleagues (Beauregard and Fitzgerald, 2000; Kwaw, 2015).

More so, there are government restrictions which pose a huge challenge to recruitment and selection. In the opinion of Gerber et al. (1998), government legislation and regulations must be taken into consideration when a recruitment program is being planned. In many countries, since the government is the single largest employer, government directives such as quotas and embargos on recruitment serve as great barriers to public institutions to employ new workers. Currently in Ghana, there is a freeze on public sector employment and this phenomenon has worsened the economic conditions of several graduates who are constantly searching for public sector engagement. This has led to insufficient autonomy to carry out HR operations such as recruitment and selection in the institution. Whit church and Gordon (2007) assert that there is a simplified dichotomy between institutions which have power and responsibility as employers of staff and institutions where this authority rests with the government. In the former, the institution can, for instance, appoint, grade and, at least to a degree, determine the reward of staff, aspects of their conditions of employment, their development, and the building of capacity.

Another challenge associated with recruitment and selection is unrealistic expectations coupled with general lack of knowledge that many job applicants have about the job at the time that they receive an offer (De Boer et al., 2002). There are often unrealistic expectations from employees in terms of job content, job-related problems, and work tasks. When these unrealistic expectations are not realized, the worker becomes disappointed and dissatisfied which may force the employee to decide to quit the job. Thus, employers are often challenged by the general lack of knowledge and unrealistic expectations of applicants.

Again, there is the issue of competition from other knowledge providers or businesses for highly qualified professional within the same country (Teferra & Altbach, 2004). Afeti (2003) opines that the very qualified staffs needed in the polytechnics are those who are greatly sought after by other institutions. In support, Gascard (2012) and Kwaw (2015) maintain that such competition often hits fields such as medicine, technology and engineering, where institutions fail to compete with each other and the private sector due to several factors including salary differentiation.

There is also the issue of over-reliance on internal recruitment including promoting the already working staff to occupy vacant positions deserves attention. In the view of Rebore (2007), this practice has clear advantage in creating high morale among employees. Teaching assistants could be promoted into full- time lecturers when vacancies are available. Similarly, most institutions have classroom teachers qualified to become principals, deans, and heads of department which they tend to rely on during recruitment and selection of applicant for such positions. The danger, however, is that the situation may lead to inbreeding and also denial of more qualified personnel.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter consists of the summary of the findings of the study, conclusions, recommendations and suggestions for further research study.

5.1 Summary

Overview of the Study

The study assessed the human resource management and its effect on educational delivery in Atebubu-Amanteng Municipality. Specifically, the study sought to identify the recruitment and selection processes of teachers in Atebubu Amanteng Municipality educational directorate, find out kinds of policies and programmes HRM department motivate teachers to give off their best and investigate the challenges of Human Resource Management in Educational delivery. The researcher used descriptive survey as the research design for the study. The targeted population was 30 management and 120 staff/workers 274 in Atebubu Amanteng Municipality educational directorate The targeted population was therefore, 150 in all.

Purposive sampling was used to select 30 management while simple random sampling was used to select 120 staff/workers for the study. The researcher used questionnaire with closed ended questions to gather data for the study.

5.2 Summary of the Findings

From a careful analysis of the variables as presented in the previous chapter, the study revealed the following major findings:

5.2.1 The recruitment and selection processes of teachers in Atebubu Amanteng Municipality educational directorate.

Research question sought to analyse the recruitment and selection processes of teachers in Atebubu Amanteng Municipality educational directorate. The study revealed that majority of the respondents agreed that defining the vacancy, source candidates, screen applicants, shortlist candidates, interview candidates, conduct testing, and extend a job offer were main recruitment and selection processes at Atebubu Amanteng Municipality educational directorate.

5.2.2 Kinds of policies and programmes HRM department motivate teachers to give off their best.

Research question two sought to assess the Kind of policies and programmes HRM department motivate teachers to give off their best. The study revealed that:

1. About 50 percent of the teachers did not receive orientation when they first join the teaching service.
2. Over 60 percent of management and teachers do not have written job description.
3. Nearly 70 percent of teachers have benefited from in-service training in the previous years.
4. About 80 percent of both teachers and management staff are not well motivated

5.2.3 The Challenges of Human Resource Management in Educational delivery

Research question three sought to find out the Challenges of Human Resource Management in Educational delivery. 60% to 82% of the respondents agreed that statement such as aligning HRD to strategic priorities, building knowledge-productive learning culture, developing managerial and leadership capability, very large pool of qualified applicants making staff selection difficult, too much favouritism and personal contact hinders recruitment and selection process, political influence in the recruitment process, allocating sufficient financial resources and using it wisely, insufficient autonomy to carry out recruitment and selection, low salary and fringe benefits. Vacant positions not declared and filled on time were identified as the challenges of human resource management in educational delivery.

5.3 Conclusions

From the main findings of this study, conclusion could be drawn that defining the vacancy, source candidates, screen applicants, shortlist candidates, interview candidates, conduct testing., and extend a job offer were main recruitment and selection processes.

Again, in- service training, teachers incentives, study leave, maternity leaves and other motivational factors could be employ by HRM department to motivate teachers to give their best.

Finally, very large pool of qualified applicants making staff selection difficult, too much favouritism and personal contact hinders recruitment and selection process, political influence in the recruitment process, allocating sufficient financial resources and using it wisely, insufficient autonomy to carry out recruitment and selection, low salary

and fringe benefits. Vacant positions not declared and filled on time were identified as the challenges of human resource management in educational delivery.

5.4 Recommendations

Based on the findings of the study, the researcher recommends that:

1. The organization should maintain a proper formal written recruitment and selection process.
2. The organization should advertise for high and average skills positions in the metropolitan daily newspaper and internet.
3. The organization adopts structured interviews for all positions classed as high and average skilled.
4. All teachers should be afforded the opportunity to attend in-service training at least once a year. Teachers must be told how often in-service training programmes will be organised and the officer responsible. In-service training boost teachers' confidence level and also enable them gain new knowledge and skills needed for improve performance.
2. Training and development policies also need to be discussed with newly recruited teachers to afford them the opportunity to know the training and development programmes available and how to access them. This is to ensure that teachers have the opportunity to upgrade themselves in order to keep pace with the changing demands of their professiond.
3. The organization should use comfortable lounge-type seating area and a coffee table to be used to take interviews in the interview room.

5.5 Suggestions and Areas for Further Research

A critical insight into the impact of Human Resources practices on teacher promotion and retention within the Ghana Educational Service countrywide would be interesting.



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APPENDIX

Appendix A: Questionnaire

DEPARTMENT OF EDUCATIONAL LEADERSHIP

UNIVERSITY OF EDUCATION, WENNIBA

(KUMASI CAMPUS)

I write to solicit your help in a study on the above topic by asking you to complete a short questionnaire. This questionnaire is to collect information that would be used assessing the impact of senior high school heads' leadership style on teacher job performance using Kumasi metropolitan educational directorate. Please be assured that your responses will be used solely for the purpose of this study. You will not be identified in any part of the study. Your participation in the study is greatly appreciated. Thank you.

Please tick your response in the appropriate space.

SECTION A

1. Your Gender: Male Female
2. Age: 20-30 30-40 41-50 51-60
3. Highest qualification: Diploma Degree Master's Degree Mh. D
4. Your professional rank: Assistant Director 1 () Assistant Director 11 ()
Principal Superintendent () Senior Superintendent 1 () Senior Superintend 11 ()
5. How long have you taught in the GES: 1-5 years 6-10 years 11-15 years
16-20 years 21-25 years 26-30 years Above 30 years

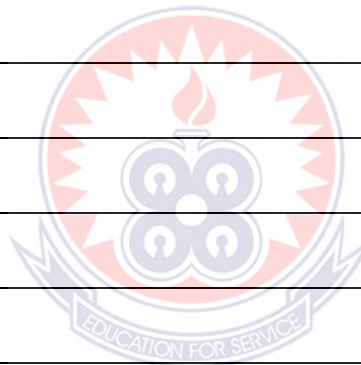
SECTION B

What are the recruitment and selection processes of teachers in Atebubu Amanteng Municipality educational directorate?

Please indicate the recruitment and selection processes of teachers in Atebubu Amanteng Municipality educational directorate.

1=strongly disagree; 2= disagree, 3= uncertain; 4= agree; 5= strongly agree

| No | | 1 | 2 | 3 | 4 | 5 |
|----|----------------------|---|---|---|---|---|
| 5 | Defining the vacancy | | | | | |
| 6 | Source candidates. | | | | | |
| 7 | Screen applicants | | | | | |
| 8 | Shortlist candidates | | | | | |
| 9 | Interview candidates | | | | | |
| 10 | Conduct testing. | | | | | |
| 11 | Extend a job offer | | | | | |
| 12 | | | | | | |



SECTION C

What kinds of policies and programs HRM department adopt to motivate teachers to give off their best?

Please indicate the challenges of human Resource management in Atebubu Amanteng Municipality educational directorate

1=strongly disagree; 2= disagree, 3= uncertain; 4= agree; 5= strongly agree

| No | statement | 1 | 2 | 3 | 4 | 5 |
|----|--|---|---|---|---|---|
| 13 | In-service training is systematically organise for teachers | | | | | |
| 14 | Promotions are based on merit 4. 5. | | | | | |
| 15 | Teachers are posted based on where their services are need | | | | | |
| 16 | Teachers in deprived areas are given special incentive | | | | | |
| 17 | Female employees are entitled to (3) months maternity leave on full pay on becoming pregnant, and on the certification by a medical officer or recognized medical practitioner | | | | | |
| 18 | Heads of institutions make sure that new employees receive orientation to adjust to their roles | | | | | |
| 19 | Study leave selections are fair and just | | | | | |
| 20 | Teachers on bond are not permitted to leave the service except with the prior written approval of the GES Council | | | | | |
| 21 | Teachers are issued with written job descriptions | | | | | |
| 22 | Recruitments processes are fair and transparent | | | | | |

SECTION D**What are Challenges of Human Resource Management in Educational delivery****Educational delivery?**

Please indicate the Challenges of Human Resource Management in Educational delivery

Educational delivery?

1=strongly disagree; 2= disagree, 3= uncertain; 4= agree; 5= strongly agree

| No | | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|---|
| 23 | Aligning HRD to Strategic priorities | | | | | |
| 24 | Building knowledge-productive learning culture | | | | | |
| 25 | Developing managerial and leadership capability | | | | | |
| 26 | Very large pool of qualified applicants making staff selection difficult | | | | | |
| 27 | Too much favouritism and personal contact hinders recruitment and selection process | | | | | |
| 28 | Understanding of different needs and interests | | | | | |
| 29 | Allocating sufficient financial resources and using it wisely | | | | | |
| 30 | Insufficient autonomy to carry out recruitment and selection | | | | | |
| 31 | Low salary and fringe benefits | | | | | |
| 32 | Vacant positions not declared and filled on time | | | | | |

Thank you