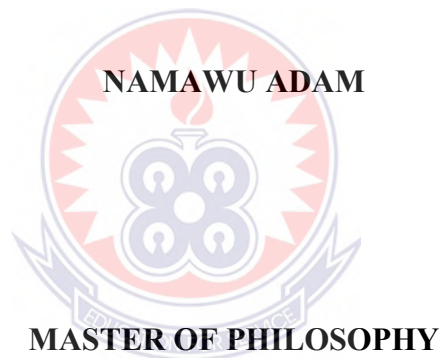


UNIVERSITY OF EDUCATION, WINNEBA

**HUMAN RESOURCE MANAGEMENT PRACTICES AND STAFF WORK
PERFORMANCE: THE CASE OF SAGNARIGU MUNICIPALITY IN THE
NORTHERN REGION, GHANA.**



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**A thesis in the Department of Educational Administration and
Management, School of Educational and Life – long Learning, submitted
to the School of Graduate Studies in partial fulfillment of
the requirements for the award of the degree of
Master of Philosophy
(Educational Administration and Management)
in the University of Education, Winneba**

JANUARY, 2024

DECLARATION

Student's Declaration

I, Namawu Adam declare that this Master's thesis work titled “**HUMAN RESOURCE MANAGEMENT PRACTICES AND STAFF WORK PERFORMANCE: THE CASE OF SAGNARIGU MUNICIPALITY IN THE NORTHERN REGION, GHANA.**” is my original work. I have conducted thorough research and presented the findings in this thesis. I have acknowledged and cited all sources used. This work has not been submitted for any other award or previously published. I take full responsibility for the content and have adhered to ethical guidelines. Any act of plagiarism or dishonesty is strictly against academic policies and may have severe consequences. I affirm that this thesis represents my original work.

Sign:.....

Date:.....



Supervisor's Declaration

I affirm that the creation and presentation of this work were conducted under my supervision, adhering to the guidelines stipulated for the supervision of dissertations by the University of Education, Winneba.

Supervisor's Name: Prof. Hinneh Kusi

Signature:

Date:

DEDICATION

To friends, family and supported learned academics for the diverse roles in making this dream a reality.



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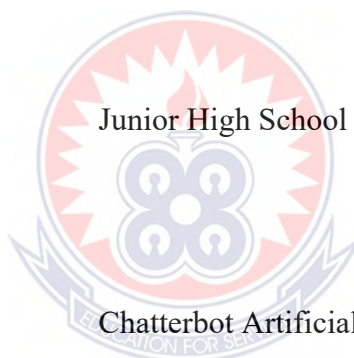
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GLOSSARY

(HRM)	Human Resource management
(GES)	Ghana Education Service
(HR)	Human Resource
(JHS)	Junior High School
(chatbot AI)	Chatterbot Artificial Intelligence
(DHR)	Director for Human Resource
(HD.TR)	Head teacher
(TR.)	Teacher



ABSTRACT

This study delves into HRM practices and staff work performance in Sagnarigu Municipality's public sector education in the Northern Region of Ghana. Employing a qualitative case study design with a purposive sampling technique, seven participants, including HR professionals, head teachers, and teachers, were interviewed using semi-structured interview guides for data collection. Thematic analysis of data revealed the significance of structured HRM practices in contributing to an effective organizational structure. Recruitment responsibilities were centralized for consistency, and WhatsApp emerged as a key modern communication tool. Challenges in information delivery and training execution raised concerns about potential information overload due to WhatsApp dominance. In the realm of information delivery and in-service training, a dynamic shift from traditional to modern methods was observed. WhatsApp played a crucial role in effective communication, with positive feedback mechanisms influencing teacher behaviour and adaptability to potential communication shifts. In-service training was found to positively impact teachers' work performance, emphasizing the need for ongoing support, leadership training, and resource provision. Conclusions underscored the comprehensive nature of HR practices fostering effective structures. Persistent challenges in information delivery and training suggested the necessity for strategic interventions. Recommendations included continuous training for HR managers, collaborative recruitment processes, and exploration of additional communication tools. Addressing challenges in information flow, balancing WhatsApp usage, and enhancing training delivery were also highlighted. The study advocated for embracing modern information delivery, strengthening in-service training, implementing feedback mechanisms, and promoting a balanced approach to teaching effectiveness and adaptability in education.

CHAPTER ONE

INTRODUCTION

Effective human resource management (HRM) practices are essential for improving staff work performance within organizations. The Ghana Education Service (GES) in the Sagnarigu Municipality, as a key player in the education sector, faces numerous challenges in delivering HRM practices and enhancing staff work performance. This research aims to investigate the challenges in HRM practices delivery, with a specific focus on information delivery and in-service training, and how the effective implementation of these practices can improve staff work performance within the GES in the Sagnarigu Municipality.

The education sector in the Sagnarigu Municipality plays a vital role in shaping the future of the nation. However, there are significant obstacles and complexities associated with delivering HRM practices within this context. The GES encounters various challenges ranging from inadequate resources, limited technology, bureaucratic processes, and a lack of efficient communication channels. These challenges hinder the effective delivery of HRM practices and subsequently impact staff work performance. Therefore, understanding these challenges and finding solutions is crucial for ensuring the quality of education and overall development of the municipality.

Information delivery is an essential aspect of HRM practices that directly influences employee performance. In the context of the GES in the Sagnarigu Municipality, the timely and accurate dissemination of information to staff members is crucial for them to stay updated on policy changes, administrative procedures, curriculum updates, and other relevant information. However, due to limited resources and out-dated systems,

information delivery poses a significant challenge. This hampers effective decision-making, impedes productivity, and ultimately affects the overall work performance of staff members.

In-service training is another critical HRM practice that directly impacts staff work performance. Continuous professional development through training programmes equips employees with the necessary skills and knowledge to perform their roles effectively. However, the GES in the Sagnarigu Municipality often struggles with providing regular and high-quality in-service training opportunities to its staff members. Limited resources, time constraints, and ineffective training methodologies hinder the effective implementation of in-service training programmes, leading to suboptimal staff performance and a potential skills gap within the organization.

This research aims to identify the specific challenges in delivering HRM practices, with a specific focus on information delivery and in-service training, within the GES in the Sagnarigu Municipality. By studying these challenges in depth, this research aims to provide valuable insights for HRM practitioners, policymakers, and administrators within the GES. The findings of this study will contribute to the existing literature on HRM practices in the education sector and provide practical recommendations for improving the delivery of HRM practices in the context of the Sagnarigu Municipality. Ultimately, enhancing HRM practices will lead to improved staff work performance, thereby positively impacting the quality of education and overall development within the municipality in the Northern Region.

1.1. The background to the study

Human resource management practices are the steer to the vehicle of every successful organization. HRM practices play key roles in impacting and influencing the employee job satisfaction, employee retention and employee performance which is geared towards attaining a sustained competitive advantage through the efficient and effective utilization of the human resource. Human resource management practices are the day to day professional activities and procedures developed and carried out by the front line managers of organizations to ensure the effective utilization of the human capital. HRM practice is described as managing a pool of organizational activities and direct them towards the fulfillment of organizational goals and activities (Schuler & MacMillan, 1984).

Schuler and Jackson (1987) define human resource practices as the system that attracts, develops, motivates and retains employees to ensure the effective implementation and the survival of the organization and its members. To add to this, human resource practices are also conceptualized as set of internally consisted policies and practices that are designed and implemented to ensure that a firm's human capital contributes to the achievements of its business objectives (Delery & Doty,1996). To develop and accomplish a comprehensively high achieving organization, it is necessary for the organization to train and develop a workforce who can ponder and act in link with the changing organizational skills requirements. Staff of the organization can be trained and informed as per the needs and wants of its new demands. In the face of fast involving innovations, human matrix plays a major role. The growth success of an organization is determined by human dynamics and their influence. Rundle (1997) argued that people and not the firm are the acclimatizing

mechanism determining the responsiveness of an organization towards the competitive environment.

Chang and Hangs (2005, p.434) concluded that, “to compete effectively firms must constantly improve their performance to reduce cost, enhance qualities and differentiate their products and services”. Multiple research studies on HRM practices widely accepted that, employee/staff creates an important source of competitive advantage for organizations. As a result, it is necessary an organization adopts and deliver properly HRM practices that make best use of its staff. Scholars (Huselid, 1995) have identified that HRM practice has a huge impact on employee behaviours and attitudes. This is further supported by researchers (Noe, Hollenback, Gerhart & Wright, 2008) which were cited by Chew,(2015) who pointed out that employees attitude and values which are align with corporate vision will lead to continuous prosperity and growth of an organization. Thus, HRM practice plays a crucial role in developing, modeling and improving performance of staff in an organization.

According to Venkatsh (2018), a committed and dedicated workforce is a valuable asset that can hardly be duplicated or limited by competitors. This placed further importance on the need for effective human resource management and practices in the survival of every organization. A plethora of studies have been made on relationships, effects, impacts, and influences of human resource practices on the employees’ retention, performance, satisfaction and turn overs. For instance, (Ali, 2015) attest that, motivational strategies are fast becoming a practice in attracting, developing and retaining employee in an institution. Anangwe (2016) in his study findings on ‘Factors affecting Employee Retention in public Organization’ stated that, employee retention was affected by the training and development, compensation, job content and employee skills recognition. This throws more lights on the need for

HRM practices in Organization. In the same findings, he stated that most employees are satisfied with the compensation in terms of rewards and benefits, this further means they were comparable with what was being offered in the job market, hence the calls for good administration of Human Resource practices to best fit the needs of the employee/staff as well as the organization. From here it can be seen that when the HRM practices are not well delivered, then its usefulness will fail to exist which may lead to the backwardness of an organization pertaining to performance.

Ali (2016) in his study 'the Impact of Reward system on Employee performance' found that; there is positive relationship between reward given to employees and their overall performance. In a similar study by (Ibar & Khan, 2015) and (Adjei, 2019) in their conclusions state reward is more important of any business, organizations, Institutions, schools and very beneficial for employee performance. This is not withstanding to the fact that performance of every employee /staff is based on the level of attention giving to the HRM practices employed and applied. In any Organization, the employees must be treated as a valuable asset; the Organization's mission will be achieved in a better way if their skills would be developed (Alansi, 2021). Also, in the presence of the competitive environment, the success of any organization depends upon the capabilities and the caliber of their Human Resources and their programmes and practices (Rehman, 2011) (as cited by Alansi 2021).

In addition, study on impact of human resource management practices on employees' satisfaction (Al-hawari & Shdefa, 2016), and HRM practices impact on Turnover (www.adri.org) all indicate positive relationships. Retention practice in human resource management in Education (Malie, 2006) depicts the necessity of human resource practices to retain the already existing staff within the education sector. More of HRM practices study made by Chen and Farh, (2000), Girmar (2019), Tail,

Saludin and Hanafi (2018), and again Induction role on employees' performance (Mihili, 2014) all pointed out to the positive impact HRM practices have on retentions and turnovers of employees/ staff in an organization.

However, having reviewed these literature and with the little experiences, I have realized that less attention is given to the challenges in delivering and how these human resources practices should be applied or delivered to have greater contributions on the human capital towards improving teacher work performance in the Ghana Education Service. This is clearly observed in the Sagnarigu Municipality in recent developments within the Ghana Education Service in relation to the new curriculum implementation, the teachers portal manipulation, incorporating technology in teaching and learning. Teachers within the Municipality are found in great anxiety when it comes to proper implementation of the new curriculum (common core curriculum), manipulation of the teachers' portal and even incorporating technology in teaching which place devalue to the teacher professionalism and consequently lowering the quality of the teacher performance leading to overall poor performance of students in the Municipality. Being a witness to these incidents indicate that something is missing or inadequate in terms of HRM practices delivery in the Municipality. It is therefore in this context, the study aims to explore the challenges in delivery of HRM practices and how these practices should be applied to improve work performance of the teaching staff.

In particular, the thesis delves into the challenges faced by Human Resource managers in effectively implementation of best HRM practices, focusing on information delivery and in-service training for teachers within Sagnarigu municipality, this study aims to identify alternative approaches to enhancing teaching staff's work performance. I argue that, there is the need to investigate these challenges

both HR manager encounters in delivery of these practices and what the teachers as the end receivers also face respectively and the suitable way out since knowing these challenges will put me in the best position to offer some alternatives to the challenges.

To validate this observation made, I conducted an informal interview with some teaching staff within the municipality and found out they experience poor and training and inadequate information in regard to recent development in the profession. For this reason, the receivers of these practices being the teaching staff showed poor confidence in management and subsequently poor attitude towards inputs to yielding of improve work performance. Based on this backdrop, I am motivated to conduct this study on Human resource management practices and staff work performance within the Ghana Education Service in Sagnarigu Municipality in the Northern Region with focus on Information Delivery and In-service training practices. This will explore how they should be delivered to improve teaching staff work performance.

1.2 Statement of the problem

In the 21st Century, performance is considered the backbone of every organization for progressive development in gaining a competitive edge, especially in the Global economy. The human resource managers of these organizations are the key to ensuring better performance of staff, which is enhanced by designing and implementing the human resource management practices such as motivation, recruitment, compensations, appraisal ,induction, in-service training, rewards, information delivery just to mention a few. Employee/Staff performances in many Organizations have been noted by different authors across the Globe to be determined by many variables with HRM practices forming the foundations for such discussions. Every strategy adopted by an organization is directed towards either organizational

goal or employee/staff performance with the sole objective of grasping the best result the Organization can get from the employee/staff. It is said and observed that organizations which do not adopt effective delivery of human resource practices turn to perform poorly in the growing future.

Human resource management practices are therefore seen to improve, and boost the skills and knowledge of a staff or employee towards improved work performance. Training of staff boosts their skills according to updated knowledge. Similarly, if a member of staff or an employee receives appraisal on performance, they are motivated to perform more. Unfortunately, in a close observation and some experiences I had, these practices are not clearly seen contributing to the work performances of the teaching staff in Sagnarigu Municipality although there have been some physical application of the practices by managers of HR to the end receivers who are the teaching staff. This situation is gradually having far-reaching implications for both the teachers and students, leading to, decreased job satisfaction, a challenging learning environment and a reduced performance as a result of inadequate knowledge and skills in relation to the current development in the educational sector of the pre-tertiary level. This subsequently causes further problems of high rate of school dropout especially in the Basic level within the Municipality. Research has shown that effective human resource management practices such as communication, professional development, and supportive leadership style, contribute to higher levels of job satisfaction and teacher retention (Ingersoll & Strong, 2011). In contrast, ineffective practices can result in demotivation, decreased job satisfaction, and higher turnover rates ultimately affecting teacher performance (Ingersoll & May, 2011). Consequently the problem that has motivated this study is that, there are inadequacies in the human resource practices in the Ghana Education Service at the

Sagnarigu Municipality and these tend to affect teacher work performance. This provides the *raison d'être* for conducting this study to uncover what is missing or the challenges in terms of delivering these practices and how to apply them to improving staff work performance with a focus on information delivery and in-service training as the human resource management practices in Sagnarigu Municipality in the Northern Region of Ghana. In exploring the obstacles encountered by Human resource managers in delivery HRM practices, particularly in information dissemination and in-service training to teachers within Sagnarigu municipality, this study aims to identify alternative approaches to enhance teaching staff's work performance. Uncovering these challenges and way out will play a role in empowering staff with requisite skills and knowledge in their professional field. When teachers receive training and support to enhance their teaching skills, it positively impacts their instructional practices, which in turn enhances student learning and performance (Hattie, 2009; Yoon, 2002). Further, this empowerment will provide psychological happiness to the employee (teaching staff) which motivates them to perform better in the organization (Elnaga & Imran, 2013; Kampkotter, 2017; Shanodhini & Srividhya, 2018; Sonnentag & Frese, 2022).

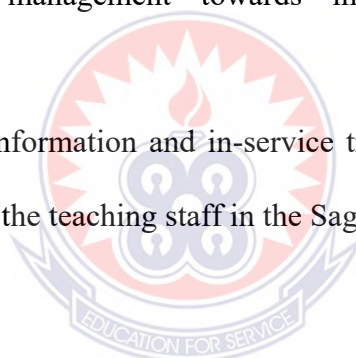
1.3 Purpose of the study

This study investigated the challenges of human resource management practices- Information delivery and In-service training- towards improving staff work performance in Ghana Education Service in the Sagnarigu Municipality in Northern Region.

1.4 Objectives of the study

The objectives to the study were to;

1. Investigate the Human Resource Practices used by the managers of Ghana Education Service at the Sagnarigu Education office to manage the teaching staff within the Municipality.
2. Find out the Human Resource Management practices –related challenges faced by the managers of Ghana Education Service in Sagnarigu Municipality in managing their staff.
3. Explore how the information delivery and in-service training practices are delivered by management towards improving teaching staff work performance.
4. Explore how information and in-service training practices affect the work performance of the teaching staff in the Sagnarigu Municipality.



1.5 Research questions

The above specific objectives made it possible to address key research questions driven the study. These included the following;

1. What are the Human Resource Practices used by the managers of Ghana Education Service at the Sagnarigu Education Office to manage the teaching staff within the Municipality?
2. What are the Human Resource Management practices –related challenges faced by the managers of Ghana Education Service in Sagnarigu Municipality in managing their staff?

3. How are the information delivery and in-service training practices delivered by management towards improving staff work performance in the Sagnarigu Municipality?
4. How does information delivery and in-service training practices affect the work performance of the teaching staff in the Sagnarigu Municipality?

1.6 Theoretical Framework

A theoretical framework is the underlining principle that guides the research process and provides a foundation for understanding and interpreting research findings. It is a collection of theories, concepts, and models that inform the researcher's understanding of the topic at hand and helps to formulate research questions, hypotheses, and methodologies. Theoretical frameworks provide a structure for organizing and analyzing data and assist in connecting the research findings to existing knowledge and literature.

In this study, the theoretical framework comprises three main theories: Human capital theory, Social Exchange theory and Herzberg Two Factor theory. This establish the foundation for this study and it contributions to the existing knowledge. These theories serve as lenses through which I examined the links between HRM practices and staff work performance. The contents of these guided theories were examined by showing how they link human resource management in Information Delivery and in-service training practices to improve staff work performance within the Ghana Education Service in Sagnarigu Municipality in the Northern part of Ghana.

Human Capital Theory proposed by economist Theodore Schultz, argues that investments in employees' education, training, and skills development lead to increased productivity and organizational success (Schultz, 1960). This theory

provides a theoretical foundation for understanding how HRM practices, such as recruitment, selection, training, and development, contribute to enhancing staff work performance.

Social Exchange Theory proposes that social exchanges and the fulfillment of expectations influence individuals' behaviours. This theory birth is traced to George Homans in 1958 in his Essay 'Social Behaviour as an Exchange'. It highlights the importance of positive relationships and interactions between individuals within organizations, which can be fostered through effective communication, employee engagement, and feedback mechanisms. This theory provides insights into the challenges of HRM practices delivery, particularly in relation to social exchange and staff satisfaction.

Herzberg's Two-Factor Theory, proposed by psychologist Frederick Herzberg, distinguishes between motivators (internal factors such as job satisfaction, recognition, and growth opportunities) and hygiene factors (external factors such as salary, job security, and working conditions) (Herzberg, 1966). This theory helps to understand the effects of information delivery and in-service training practices on staff work performance by examining their influence on employee motivation and satisfaction. By incorporating these theoretical frameworks into the study, I aim to develop a comprehensive understanding of the challenges and strategies for effective HRM practices delivery in the Sagnarigu Municipality and how they impact staff work performance. This will in the long run create an environment that fosters continuous development, positive relationships, and intrinsic motivation among teaching staff. Hence, their improve work performance in the staff of Sagnarigu Municipality in the Northern Region.

1.7 Significance of the study

The study sought to investigate the challenges in delivery of information delivery and In-service training practices and how they should be delivered to improve performance of the teaching staff in the Sagnarigu Municipality. Effective and efficient deliveries of these Human Resource Management practices will be an important tool to achieve improve staff work performance as well as the Organizational goals.

The findings of this study add to knowledge of Human resource managers within the teaching sector to improve on the practices of Information delivery and In-service training.

The findings of the study also aid policymakers and implementers on re-examining policies set in human resource practices in the educational sector.

1.8 Delimitation of the study.

There are several districts and municipalities in the Northern Region of Ghana but this study was limited to the public pre-tertiary educational sector of the Sagnarigu Municipality. Time-bound, limited resource and the research paradigm necessitated the scope of the study.

The content scope covers human resource management practices specifically information delivery and In-service training. This study was carried out in three selected basic schools, the head teachers and a teacher from each of the school selected and the human resource manager for Sagnarigu Municipal Education office. The study investigated the challenges in carrying out these human resource practices

(Information delivery and In-service training) and how they should be delivered to improve performance of the teaching staff.

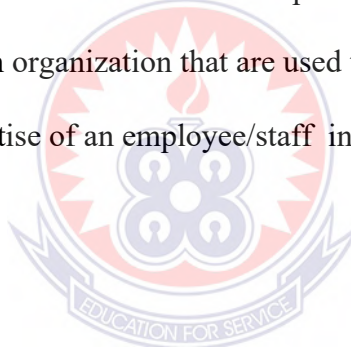
1.9 Operational definition of terms

Human Resource management Practices (HRMPs)

HRM practices are approaches with special qualities to the management of skills, knowledge and expertise of employee/staff that serves the interest of an existing Organization.

Human Resource Practices (HRPs)

Human resource practices can be defined as the policies and procedures or the laid down strategies within an organization that are used to streamline the skills, knowledge and the expertise of an employee/staff in order to add value to its performance.



Information Delivery

Information delivery refers to the process of transmitting information to recipients which involves effectively conveying such information in a manner that can be understood and utilized by the intended recipients, and consequently be acted upon.

In-service training

In-service training is also defined as the coaching of in- the-service staff with the purpose of improving on their skills and knowledge which is relevant to an organizational goal.

Employee / Staff performance

This refers to the effectiveness and efficiency with which individuals in educational organization contribute to goals and objectives of an educational institution(s). It encompasses teaching quality, administrative responsibilities, collaboration, and overall commitment to enhancing the educational experiences for students.

1.10. Organization of the study

This thesis comprised of five (5) chapters. The sequences and structure of these chapters are as follows: Chapter One (I): Introduction. This introductory chapter embraced the background of the study, statement of the problem, the purpose of the study, objectives of the study, research questions, and significance of the study, Theoretical framework, delimitation of the study, definition of terms and organization of the study. Chapter Two (II): Literature Review. This chapter is concerned with a comprehensive review of literature and a vivid analysis of theories and concepts in relation to the study and the thematic lines. Chapter Three (III): Research Methodology. This chapter describes the research paradigm, research approach, research design, population, sample size, sampling techniques, research instruments, data collection procedure, data analysis plan, and Trustworthiness. Ethical issues are also discussed. Chapter Four (IV): Qualitative Results and Discussions. This chapter presents the overall results along with discussions of the qualitative data gathered during the study. It includes the results from the semi-structured interview conducted. Chapter Five (V): This chapter presents the summary, conclusion and recommendation. It discusses the overall findings of the study, offers recommendation arising from the findings, report on limitations of the study, indicates areas for future research and offers final conclusion.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The importance of effective human resource management practices in enhancing staff work performance cannot be overstated. In today's dynamic and competitive business environment, organizations are increasingly recognizing the significance of their human capital as a key driver of success. Consequently, the field of human resource management has evolved to encompass a wide array of practices aimed at managing and maximizing the potential of the workforce.

This literature review chapter focuses on the link between human resource management practices and staff work performance in the specific context of the Educational sector in the Sagnarigu Municipality in Northern Ghana. More specifically, it examined the role of information delivery and in-service training practices in influencing staff work performance. This study aimed to provide insights into the challenges in delivery of these practices, their effectiveness and potential impact on staff motivation, satisfaction, and overall performance basing on the assertion that: If Human Resource Management Practices are delivered well, there would be improvement in the staff work performance.

To frame the discussion, the review was drawn on three key theories: human capital theory, social exchange theory, and Herzberg's two-factor theory. Human capital theory posits that investment in human capital through training and development leads to improvements in individual and organizational performance. Social exchange theory emphasizes the reciprocal relationship between employees and their organizations, suggesting that when organizations invest in their employees, they are

more likely to reciprocate by demonstrating higher levels of commitment and exerting greater effort. Finally, Herzberg's two-factor theory suggests that certain factors, such as training and development opportunities and supportive work environments, can act as motivators, leading to increased job satisfaction and performance.

In exploring these theoretical perspectives, this literature review also addressed several important concepts related to human resource management practices. These included the identification of key practices relevant for managing staff, such as recruitment and selection, performance appraisal, training and development, and employee engagement. Moreover, it also examined the challenges and barriers that organizations may face in implementing effective human resource management practices.

Furthermore, this review delves into the ways in which information is delivered within the organization, as well as the in-service training practices employed to enhance staff work performance. The effectiveness of different methods of information delivery, such as face-to-face communication, written reports, and digital platforms, will be explored. Additionally, the review examined various in-service training practices, such as workshops, seminars, mentoring, and coaching, and their potential impact on staff work performance.

Lastly, this literature review explored the effects of information delivery and in-service training practices on staff work performance. It scrutinizes the potential benefits, such as improved job satisfaction, employee motivation, and productivity, as well as the potential challenges and limitations that organizations may encounter when implementing these practices.

2.1 Theoretical Framework

The theoretical framework as indicated in chapter one is the underpinning principle that guided this study's process, provided a foundation for understanding and interpreting the findings. It is a collection of theories, concepts, and models that inform my understanding of the study topic to formulate research questions, and methodologies. This theoretical framework provided a structure for organizing and analyzing data collected and assisted in connecting the study findings to existing knowledge and literature.

In this study, the theoretical framework comprised three main theories: Human capital theory, Social Exchange theory and Herzberg Two Factor theory. This established the foundation for this study and its contributions to the existing knowledge. The contents of these guided theories were examined by showing how they link human resource management in Information Delivery and In-service training practices to improve staff work performance within the Ghana Education Service in Sagnarigu Municipality in the Northern part of Ghana.

Human Capital Theory provides a theoretical foundation for understanding how HRM practices, such as recruitment, selection, training, and development, contribute to enhancing staff work performance. This theory suggests that individuals possess skills, knowledge, and abilities that can be considered as capital assets. Human resource management practices, such as training and development, recruitment and selection, and performance management, have a direct influence on enhancing human capital and consequently improving staff work performance. This further suggests that, Human resource management practices, such as training and development, recruitment and selection, and performance management, are vital for enhancing

employees' human capital, which in turn improves staff performance (Smith, 2010). For instance, a study by Brown (2014) found that organizations that invested in employee training and development programmes reported higher levels of staff performance and productivity. According to human capital theory, investing in training and development enhances employees' skills, knowledge, and abilities, which in turn improves their performance (Becker, 1993). Applying human resource management practices such as In-service training can contribute to the development of teaching staff's human capital in areas of skills development like pedagogical skills and subject knowledge, professional growth such as being updated with the latest educational trends in terms of methodologies and technologies, adoptability skills to changing educational environment, curriculum revisions and student needs and also boost the motivational level of the teacher leading to improved work performance (Smith, 2010). Therefore, the relevance of Human capital theory to education lies in its emphasis on investing in human resources through training and development to improve performance, which aligns with the goal of enhancing teaching staff effectiveness in the educational sector.

Social Exchange Theory provided insights into the challenges of HRM practices delivery, particularly in relation to social exchange and staff satisfaction. Effective human resource management practices, such as providing supportive work environments, fair treatment, and development opportunities, contribute to positive social exchanges between employees and the organization, resulting in improved staff performance. Again, Effective human resource management practices can foster positive social exchanges between employees and the organization. These exchanges, based on reciprocity and trust, contribute to improved staff performance (Blau, 2017). Research by Johnson, et al. (2018) highlighted that when employees perceive fairness

in reward distribution and organizational support, there is a positive impact on their performance and commitment to the organization. . Staff have needs, believes and feelings and may perceive that the organization cares about them if these needs are recognized. They may feel they are getting the best arrangement and that their efforts are worthwhile and rewarded. These feelings go deep with them analyzing their benefits /cost and the social exchange is to give their best to the organization. These will results to improved work performance. The willingness to generate an advance performance in work will be responded with a payback, either soon or with a time delay. With this theory, it is clear that, staffs are in an exchange relationship with the organization and payback in kind what they receive from an organization. Maximum organizational support through Human Resource Management Practices (motivation, in-service training, communication and information delivery, compensation etc.,) will make the staff satisfied with their concerned organization and put up their best towards work for the organization to achieve its goals. Therefore, the improve work performance of staff in an organization like GES will be traced to the proper delivery of Human resource management practices that serves as the backbone to organizational effectiveness. When information delivery practice is well and appropriately delivered to the staff with a clearly stated communication, so will the staff reciprocate with the expected results. In the same instance when in-service training practice is properly delivered where the staff gain a new knowledge or improve upon existing skills, there will be an improvement in their work performance as an exchange for the new knowledge/skills acquired. This therefore indicate, when teachers are proficient in IT (information technology), they can effectively integrate technology into teaching aiding student comprehension. Similarly, staying informed about educational trends enhances their performance, fostering a positive cycle of professional growth and improved teaching.

The relevance of Social exchange theory to education lies in its emphasis on fostering positive relationships and exchanges between educational institutions and teaching staff, leading to improved performance and commitment.

Herzberg's Two-Factor Theory helps to understand the effects of information delivery and in-service training practices on staff work performance by examining their influence on employee motivation and satisfaction. Herzberg's theory emphasizes the importance of both intrinsic and extrinsic factors in motivating employees. Human resource management practices, such as job design, recognition, and performance appraisal systems, can influence these factors and enhance staff work performance (Herzberg, 1968). In a survey conducted by Jones (2017), it was found that employees who experienced job enrichment, recognition, and feedback reported higher levels of motivation and job satisfaction, leading to improved performance. By applying human resource management practices such as in-service training and information delivery, the organization can address both factors. In-service training can provide opportunities for learning and growth (intrinsic) while information delivery ensures clarity and understanding of expectations (extrinsic). When these factors are met, it can contribute to improved work performance and job satisfaction among the teaching staff (Jones & Doolittle, 2017). By integrating these theoretical frameworks into my study, I inspired to gain a thorough insight into the hurdle and approaches related to the successful implementation of Human Resource Management (HRM) practices, that is information delivery and In-service practices in Sagnarigu Municipality. The focus is on understanding their influence on staff work performance. The ultimate goal is to cultivate an environment that nurtures ongoing development, positive interpersonal connections, and intrinsic motivation among teaching staff ultimately leading to enhanced work performance. The relevance of Herzberg Two- Factor

Theory to education lies in its emphasis on addressing both intrinsic and extrinsic factors that influence motivation and satisfaction, which are essential for enhancing teaching staff performance and job satisfaction in the educational setting.

By integrating these theoretical frameworks into the study, a thorough insight in to the hurdles and approaches related to the successful implementation of Human Resource Management (HRM) practices, particularly information delivery and in-service practices in Sagnarigu municipality, can be gained. The focus is on understanding their influence on staff work performance with ultimate goal of cultivating an environment that nurtures ongoing development, positive interpersonal connection and intrinsic motivation among teaching staff, eventually leading to enhanced work performance.

2.2 Conceptual Framework

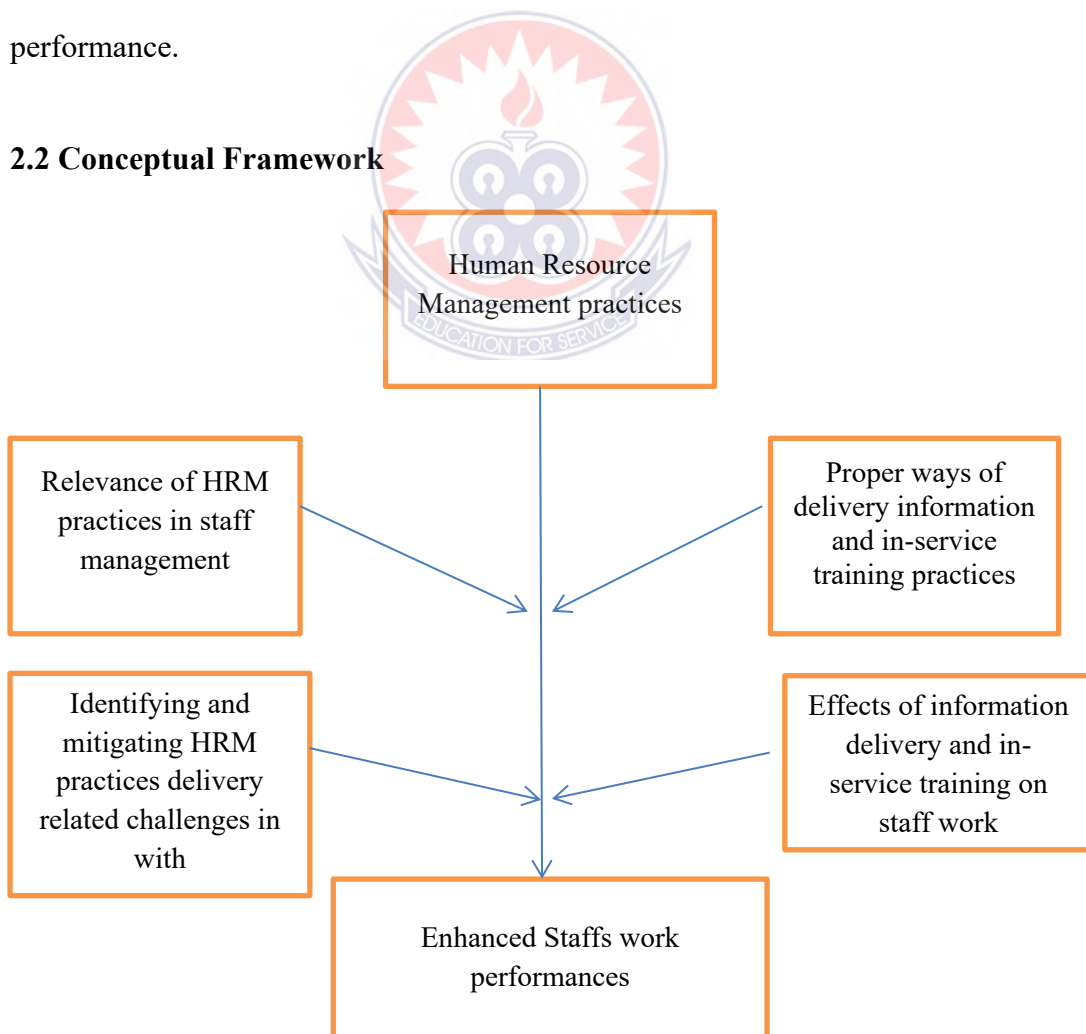


Figure 2.1: Conceptual framework

Description of Conceptual Framework

The framework above describes how the four concepts helped to link human resource management (HRM) practices and staff work performance with the opinion that if HRM Practices are effectively delivered, there will be an enhancement in staff work performance, forming the underlying assumption of the study. The first concept, relevance of HRM practices to managing staff explored how the alignment of HRM practices with staffs' needs influences their effectiveness in enhancing work performance. The second concept, HRM practices related challenges delved into the obstacles faced by HR managers in implementing these practices, potentially affecting their impact on staff work performance. The third concept which explored the ways of delivering information and in-service training to improve staff work performance investigated different methods of delivery and their impact. Lastly, the effectiveness of information delivery and in-service training on staff work performance assessed the efficacy of these programmes in achieving the desired outcomes. Together, these components form the conceptual framework of the study, illustrating the interconnectedness between the HRM practices the enhanced staff work performance.

2.3 Human Resources Management Practices Relevant for Managing staff.

The discussion on this concept concerns the research question one (1) to this study which states; “What are the Human Resource Practices used by the managers of Ghana education Service at the Sagnarigu Education Office to manage the teaching staff within the Municipality?”

Human resource management practices are processes of attracting, motivating, and attaining employees' survival to ensure the survival of the organization (Schuler & Jackson, 1987). According to (Khan & Khan,2017) HRM practices are specific formal policies and activities that are formulated and designed to attract, motivate, develop

and retain the firm's value asset i.e. human capital and to guarantee the employee's effective performance and success of the organization. Delery and Doty,(1996) added that, HRM practices are designed and implemented in such a way that human capital plays a significant role in achieving the goals of the organization. The appropriate use of HRM practices positively influence the level of employee's and employer's commitment (Purcell, 2003). Managing staff of an organization is often done by the human resource manager commonly known as the Human Resource (HR) this management is through the practices of recruiting, inducting, training and development of staff to mention few. Human resource management practices are the approaches to employee / staff management with an emphasis on those employees/staff as asset of the organization. Human resource management practices play a crucial role in the effective management of an organization.

The relevance of these practices can be seen in various aspects of management, including recruitment and selection, training and development, performance management, compensation and benefits, employee relations, workforce planning, employee engagement, diversity and inclusion, and information delivery and in-service training which are the focus of this study.

- a.** Recruitment and selection practices are important for management as they help in attracting and selecting the right candidate for the organization (Mathis & Jackson, 2018). By creating work descriptions, advertising work vacancies and conducting interviews, management ensures that they recruit or hire the individuals with the necessary skills and qualifications to meet the organization's needs.
- b.** Training and development practices are relevant in management as they provide employees with the knowledge and skills required to perform their job

effectively (Noe, Hollenbeck, Gerhart & Write, 2019). Through orientation for new staff and ongoing training initiatives for in-the-service staff, management ensures that, staff has the necessary competencies to contribute to the organization's successes.

- c. Performance management practices are essential for management as they help in setting clear expectations and goals for employees, providing regular feedback, and conducting performance evaluations (Aguinis, 2019). By implementing these practices, management can monitor and assess staff performance, identify areas for improvement, and recognize and reward high performers.
- d. Compensation and benefits practices are relevant in management as they help in designing a fair and competitive compensation system (Milkovich et al., 2021). By determining salaries, bonuses, and benefits, management can attract and retain talented staff, motivate them to perform at their best, and ensure their satisfaction and well-being.
- e. Employee relations practices are important for management as they help in maintaining positive relationships between employees and the organization (Gennard & Judge, 2019). By addressing staff concerns and grievances, promoting a positive work culture, and fostering open communication, management can create a supportive and engaging work environment.
- f. Workforce planning practices are relevant in management as they assist in analyzing the organization's current and future workforce needs (Boudreau & Ramstad, 2018). By forecasting workforce requirements, identifying skill gaps, and developing strategies to meet those needs, management can ensure the availability of the right talent at the right time.

- g.** Employee engagement practices are significant for management as they contribute to creating a positive work environment (Saks, 2020). By promoting work-life balance, involving staff in decision-making processes, and recognizing and rewarding their contributions, management can enhance staff satisfaction, productivity, and retention.
- h.** Diversity and inclusion practices are relevant in management as they help in creating a diverse and inclusive workplace (Kulik et al., 2019). By promoting diversity in recruitment and hiring, providing equal opportunities for career advancement and implementing diversity training programmes, management can harness the benefits of diverse perspectives and foster a culture of inclusion.
- i.** Information delivery practices play a crucial role in enhancing staff performance as they ensure that employees receive the necessary information and instructions to perform their roles effectively. According to a study by Rockstuhl et al. (2020), effective information delivery positively influences employee job performance and satisfaction. Thus, how well information is delivered to the staff or employees by managers within an organization plays a key role to improved work performance. Additionally, research by Newman et al. (2017) highlights that clear and timely information delivery fosters employee engagement and improves overall performance. This suggests, information delivery should be done in a clear and well-structured form in that, the end user or the receiver (staff/ employee) will appropriately carry out the purposes (instructions). The order in which information is delivered will have significant results on how it is received by the end-user or the

implementer. Understanding of a given instruction on an activity or a role by a staff also increases the prospects of them committing and acting on it.

- j. In-service training practices are highly relevant in managing staff of organization as they play a crucial role in improving staff performance, enhancing job satisfaction and ensuring a skilled workforce. Study have indicated that regular training programmes have a positive impact on the employee productivity and competence (Adebayo & Eriki, 2021).In-service training helps staff acquire new knowledge and skills that are aligned with the organization’s goals and promoting continuous professional development. In addition, it fosters a learning culture within the organization, creating a motivated and engaged workforce. By investing in in-service training, organizations can retain and attract talented employees leading to increased organizational effectiveness and competitiveness.

In summary, human resource management practices are highly relevant for managing staff as they impact various aspects of organizational success, including talent acquisition, employee development, performance management, compensation, employee relations, workforce planning, employee engagement, and diversity and inclusion.

2.4 Human Resource Management Practices Related Challenges.

Human resource managers in their professional work, encounter challenges as they attempt to deliver the HRM practices within an Organization. The discussion in this section pertains to the study question two (2) which states; “What are the Human Resource Management practices –related challenges faced by the managers of Ghana Education Service in Sagnarigu Municipality in managing their staff?”

The evolving in growth of the global world hence the economy calls for demand in high and consistent change in skills from human capital to meet its demands have subsequently brought challenges into the delivery of human resource practices by management. According (Colin,2022), Human resource professionals have many task in organizations including work planning, recruitment, training and development, performance management, compensation and benefits allocation etc. However, managing these tasks is not easy, and HR professional hence the managers must strive to ensure organizations achieve their objectives. This indicates staff/employee comfort and accessibility to the right tools that contributes to maximum productivity must be ensured.

It is stated clearly by scholarly articles the importance HRM practices play in the development and existence of organizations as they involve strategic planning, recruitment, and selection, training and development, performance management, compensation and benefits, and employee's engagement. They also help attract and retain talented employees, enhance productivity and performance as well as create a positive and inclusive work culture. These successes however become possible following the satisfaction and requisite skills of its employees/ staff. The success of different organizations, public or private depend largely on the performance of their human resource, with emphasis on employees' skills (Uma et al., 2017; Ong and Koh, 2018; Ong et al., 2019) as cited in (Cherif, 2020).

Cherif (2020) in her writings indicated that, the success, survival and competing power of the organization are tied to the commitment of their members. And for Organizations' members who are the staff to be committed to their work, their comfort and accessibility to the right tools that contributes to maximum productivity must be taken serious. Thus, emphasis is placed on human resource management

practices. However, the following related challenges are usually faced by management in executing these practices.

a. Recruitment and Selection

Recruitment and selection is a critical human resource management practice as it directly affects the quality of talent an organization acquires. However, there are various challenges associated with this practice.

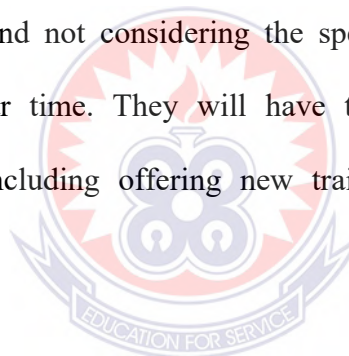
One major challenge is the scarcity of qualified and skilled candidates. As industries evolve, the demand for specific skills and competencies changes that are leading to a talent gap in the job market. Organizations may struggle to find appropriate candidates with the required skill set, leading to prolonged vacancies and increased recruitment costs (Chinthakanan & Wiwattanakantang, 2016). To overcome this challenge, organizations must invest in strategic workforce planning, develop partnerships with educational institutions, and provide training and development opportunities to bridge the skill gap.

Another challenge is the effectiveness of screening and selection methods. Organizations face the difficulty of identifying the most suitable candidates from a large pool of applicants. Traditional recruitment methods, such as resume screening and interviews, may not be sufficient in assessing candidates' true potential and fit with the organization (Collins & Stevens, 2002). Employing innovative selection tools like psychometric tests, group exercises, and work samples can enhance the accuracy and reliability of the selection process by providing objective data.

Additionally, the challenge of attracting diverse talent should not be overlooked. Organizations strive to create diverse and inclusive work environments; however, recruitment practices that unintentionally favor certain demographics can hinder the

achievement of this goal (Perryman, 2016). To overcome this challenge, organizations need to analyze their recruitment practices, develop diversity-focused strategies, and leverage various sourcing channels to reach a wider talent pool.

Challenges are prone in the delivery or application of this practice by managers of human resource in organization like the Ghana Education Service (Obiri-Yaboah et al., 2020). As technology advances in the global world, new HR_management tools and techniques are developed. As a result, HR professionals find it challenging to adapt to technological changes as well as select and place suitable staffs that fit work requirements at a station and a particular point in time base on specific demands. The Ghana Education service mostly post teaching staff to schools basing on number demanded and not considering the specific skills of staff needed at a station and at particular time. They will have to make some changes in their recruitment methods, including offering new training services to ensure quality results.



a. Leadership development

Leadership development is a critical practice in organizations as it focuses on enhancing the skills and abilities of individuals in leadership positions to effectively lead and manage teams (Smith, 2018). Nurturing staff with leadership skills and helping them advance in their professional work is key to the organization achieving high performance input from the staff since this is a strategic initiative that should be handled with care to retain commitment and high productivity inputs from staff. However, there are several challenges in the delivery of leadership development practices in an organization. One challenge is the lack of clear understanding of leadership development. Organizations may struggle with defining what leadership

development entails, leading to a lack of clarity in implementing relevant practices. In education, this might manifest as uncertainty among educational leaders about how to effectively develop leadership skills among teachers and administrators, leading to inconsistent or ineffective leadership practices. This challenge can be addressed by providing clear guidelines and frameworks for leadership development, ensuring that all stakeholders in education have a common understanding.

Another challenge is the identification and selection of potential leaders for development programmes. Organizations may encounter difficulties in accurately identifying individuals with the potential to become effective leaders. In education, this could result in difficulties in identifying teachers or staff members with the potential to become effective educational leaders, potentially leading to missed opportunities for developing leadership talent within schools and districts. This challenge can be overcome by implementing robust assessment methods to identify and select high-potential employees for leadership development initiatives in the Ghana Education Service.

Furthermore, organizations often face challenges in providing adequate resources and support for leadership development programmes. These programmes require financial investment, time, and commitment from both the organization and the participants. Overcoming this challenge involves securing necessary resources and creating a supportive environment that fosters leadership development.

Moreover, the lack of alignment between leadership development programmes and organizational goals and strategies can hinder their effectiveness. In the context of education, this may result in leadership development initiatives that are not aligned with the overarching goals and priorities of schools or districts leading to a

disconnection between leadership development efforts and desired educational goals. It is thus crucial for organizations including GES to ensure that leadership development practices are aligned with the organization's vision, mission, and strategic objectives. This challenge can be addressed by incorporating leadership development into the overall strategic planning process.

To overcome these challenges, organizations can establish partnerships with external leadership development experts or consultants who can provide guidance and expertise. Additionally, continuous evaluation and feedback mechanisms should be implemented to measure the effectiveness of leadership development practices and make necessary adjustments.

b. Employees /Staff Engagement

Employee or staff engagement refers to the emotional commitment and involvement of employees towards their work and the organization. It is crucial for organizations to effectively engage their employees to enhance productivity, job satisfaction, and overall organizational performance (Johnson & Lee, 2019). However, several challenges can hinder the delivery of effective employee engagement practices in an organization.

One challenge is the lack of communication and transparency. Organizations may struggle with communicating information, goals, and expectations to employees, leading to a lack of understanding and disengagement. In education, this could lead to miscommunication between administrators, teachers and staff potentially resulting in misunderstandings, disengagement and lack of cohesion within school communities. To overcome this challenge, organizations should establish clear communication

channels and transparent practices that ensure employees are well-informed and involved in decision-making processes.

Another challenge is the presence of a negative work culture or environment. Toxic work environments can significantly impact employee engagement and motivation. In the aspect of the educational sector, toxic work environments can contribute to low morale, high turnover rates and decreased teacher effectiveness, ultimately impacting student learning and achievement. Organizations therefore need to address issues related to workplace culture, such as harassment, bullying, or lack of recognition, to foster an engaging work environment. This can be done through training programmes and implementing policies that promote a positive and inclusive workplace culture.

Additionally, employees/staff may face challenges related to workload and work-life balance. High levels of workload and stress can negatively impact employee engagement. With regards to education, excessive workload and a lack of work-life balance can lead to burnout among teachers and staff negatively impacting their job satisfaction, well-being and ultimately, their ability to effectively support student learning. Organizations therefore, should focus on providing opportunities for work-life balance, flexible working arrangements, and support programmes to help employees manage their workload effectively.

Furthermore, leadership plays a crucial role in fostering employee engagement. Ineffective or disengaged leaders can undermine employee engagement efforts. In education, effective leadership is essential for creating a positive work environment, motivating teachers and staff and promoting a culture of collaboration and continuous improvement. Organizations will need to invest in leadership development

programmes to ensure that leaders are equipped with the necessary skills and knowledge to effectively engage and motivate their teams.

Moreover, the lack of recognition and rewards can hinder employee/staff engagement. In the context of education, a lack of recognition for teachers and staff members' contributions may lead to feelings of undervaluation and disengagement impacting morale and job satisfaction. Employees/staff need to feel valued and appreciated for their contributions. Organizations should implement recognition programmes and reward systems that acknowledge and celebrate employee achievements and efforts.

To address these challenges, organizations can implement regular employee/staff feedback mechanisms, such as surveys or focus groups, to understand staff concerns and perceptions better. This information can then be used to tailor employee/staff engagement initiatives and interventions.

c. Motivation

Motivation affects how much effort, persistence, and creativity people put into their work and how satisfied and engaged they are with their tasks and roles. Motivation therefore plays a crucial role in driving staff performance, satisfaction, and overall organizational success (Brown, 2020). However, organizations face various challenges in delivering effective motivation practices.

One challenge is the diversity of employee needs and preferences. Different employees have different motivators and are driven by different factors. Teachers and staff members may have diverse motivations and professional goals, requiring school leaders to tailor motivational strategies to meet individual needs and preferences to foster a supportive and inclusive work environment. Organizations need to recognize and understand these individual differences to tailor motivation practices accordingly.

This can be addressed through individualized goal-setting and performance management processes.

Moreover, employee motivation can be hindered by a lack of clear goals and performance expectations. In education, unclear expectations and goals may lead to confusion among teachers and staff members about their roles and responsibilities, potentially impacting their motivation and work satisfaction. When employees are unsure of what is expected from them, it becomes challenging for them to stay motivated. Organizations therefore need to establish clear and realistic goals that align with the overall organizational objectives. Regular feedback and performance discussions can also help clarify expectations and enhance motivation.

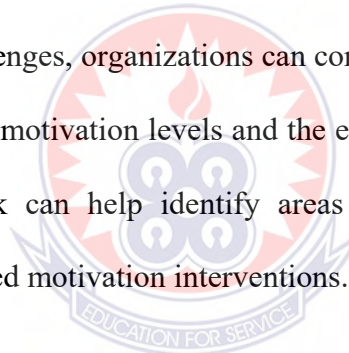
Furthermore, the absence of meaningful work or a lack of opportunities for growth and development can negatively impact employee motivation. Employees need to feel that their work has purpose and that there are opportunities for personal and professional growth. In education, providing teachers and staff members with opportunities for professional development, career advancement and meaningful professional development can enhance their motivation, work satisfaction and overall effectiveness in supporting student learning. Organizations can address this challenge by providing training and development programmes, as well as creating a supportive environment that allows employees to pursue challenging and meaningful work.

Additionally, inadequate recognition and rewards systems can demotivate employees. It is crucial for organizations to implement fair and transparent reward systems that acknowledge and appreciate employee efforts and contributions. Implementing fair and transparent recognition and rewards systems in the educational sectors can help acknowledge and appreciate teachers and staff members' contributions fostering a

positive work environment and enhancing motivation. This can involve monetary incentives, non-monetary rewards, or even simple gestures of appreciation, such as verbal recognition.

Moreover, ineffective leadership can hinder employee motivation. Leaders play a critical role in creating a motivating work environment through their behaviours, communication, and support. In education, effective leadership is pivotal to inspiring and motivating teachers and staff members, fostering a sense of purpose and direction, and creating a supportive and empowering work environment. Thus, Organizations need to invest in leadership development programmes to ensure that leaders possess the necessary skills to motivate and inspire their teams.

To overcome these challenges, organizations can conduct regular employee surveys to gather feedback on their motivation levels and the effectiveness of current motivation practices. This feedback can help identify areas of improvement and guide the implementation of tailored motivation interventions.



d. Compensation and Benefits

Compensation and benefits are essential HR practices that aim to attract, retain, and motivate employees. Compensation and benefits are key to keeping employees happy considering that they are the reason why the organization stays alive. When workers are comfortable, they will try their best to ensure the organization achieves its objectives. However, several challenges exist in effectively delivering compensation and benefits practices.

One challenge is maintaining internal and external equity. Internal equity refers to ensuring fairness in pay structures within the organization, while external equity refers to aligning compensation practices with market rates. Organizations need to

strike a balance between these two equity considerations to attract and retain top talent while ensuring fairness. This can be achieved through regular market research and benchmarking exercises to ensure competitive compensation packages.

Another challenge is managing the costs associated with compensation and benefits programmes. Organizations need to ensure that their compensation and benefits practices are financially sustainable and aligned with their budget limitations. This requires careful planning, cost analysis, and evaluation of the return on investment of these programmes.

Moreover, organizations may face challenges in effectively communicating and explaining the complexities of compensation and benefits programmes to employees/staff. A lack of understanding can lead to dissatisfaction and confusion among staff. Organizations need to invest in clear and accessible communication channels and provide training and education to employees to ensure their understanding and appreciation of the compensation and benefits offered.

Additionally, the rapid evolution of technology and the gig economy present challenges in designing and implementing flexible compensation and benefits programmes. Traditional compensation structures may not adequately address the needs and expectations of today's diverse workforce. Organizations need to adapt their compensation and benefits practices to reflect the changing nature of work, such as offering flexible working arrangements, non-traditional benefits, and performance-based incentives.

Furthermore, legal and regulatory requirements related to compensation and benefits can also pose challenges for organizations. Compliance with labor laws and regulations is essential to avoid legal consequences. HR professionals need to stay

updated on relevant laws and regulations and ensure the organization's compensation and benefits practices are in compliance.

To address these challenges, organizations can establish cross-functional compensation committees or task forces that include representatives from various departments to ensure diverse perspectives in decision-making. Additionally, conducting regular employee satisfaction surveys and focus groups can provide valuable feedback on the effectiveness of compensation and benefits practices.

e. Maintaining Workers' Health and Safety at Workplace

Maintaining workers' health and safety is a critical responsibility for organizations, as it not only protects staff but also helps in improving overall productivity. However, there are several challenges that organizations face in fulfilling this human resource management practice.

One notable challenge is the presence of various safety hazards in different work environments. Different work environments have different safety risks and regulations to adhere to, such as construction sites, healthcare facilities, manufacturing plants and even the teaching and learning site. Organizations must identify and control these hazards to ensure the safety of their employees (DeArmond et al., 2016). This requires proactive risk assessment, implementation of safety protocols, and regular safety training programmes.

Another challenge is the enforcement of safety policies and procedures. Despite having safety protocols in place, organizations may face difficulties in getting employees to comply with these regulations. This can occur due to a lack of awareness, resistance to change, or the perception that safety measures may impede work efficiency (Abdul malek, 2012). To overcome this challenge, organizations

should prioritize safety by providing regular training, enforcing consequences for non-compliance, and fostering a culture of safety in the workplace.

Additionally, the global nature of modern workplaces raises challenges in maintaining a safe working environment. Organizations with international operations may have to manage multiple safety regulations and cultural differences that impact workers' health and safety. This necessitates the need for organizations to establish cohesive safety standards and policies that are adaptable across different locations and cultures (Bamber et al., 2016).

f. Retaining the Best Talent

Retaining the best talent is a critical human resource management practice for organizations as it ensures the long-term success of the business. Nevertheless, there are several challenges to overcome in effectively retaining top talent.

Firstly, the competitive job market plays a significant role in the challenge of retaining the best talent. As the job market becomes increasingly competitive, employees have more choices and opportunities to explore. This makes it difficult for organizations to retain their top performers as they are constantly being approached by other employers offering higher salaries or better benefits packages (Srinivasan & Reddy, 2020). Thus, organizations need to be proactive in creating a supportive work environment and offering attractive rewards and recognition programmes to motivate employees to stay.

Secondly, employee engagement and job satisfaction are crucial to retaining the best talent. If employees are not satisfied with their work or feel disconnected from the organization, they are more likely to seek opportunities elsewhere. To address this challenge, organizations must ensure that employees have opportunities for growth

and development, as well as offer a positive work culture that promotes regular feedback and open communication (Hausknecht et al., 2009).

Lastly, the lack of effective career development programmes can also contribute to the challenge of retaining the best talent. Employees/staff seek organizations that provide opportunities for growth, advancement, and learning. If employees/ staff perceive limited career opportunities within the organization, they may be more inclined to explore other job options that align with their aspirations (Saiyadain, 2009). Organizations should invest in development programmes such as mentoring, coaching, and training initiatives to foster employees' professional growth and provide clear career paths.

g. Organizational Data and Integrity Management

Organizational data and integrity management practices play a critical role in ensuring the effective delivery of services in organizations. However, there are several challenges that organizations encounter in maintaining the integrity and security of their data while delivering services. One major challenge is the increasing volume and complexity of data. With the rise of digital technologies, organizations now generate and process vast amounts of data. This poses challenges in terms of data storage, organization, and analysis (Dubey, 2021). Organizations must invest in robust data management systems and processes to effectively handle and utilize this data.

Another challenge is the threat of data breaches and cyber-attacks. As data becomes increasingly valuable, organizations enjoy the benefits of the advancing technology, while so, their data are at risk of leaking into the wrong hands and also becomes a target for hackers and malicious actors. As in the case of staff within the Ghana education service, they go to commercial cafes to access their information online

example pay-slip accessibility and others related software issues. With regards to this, organizations must implement strong cyber security measures to protect their data and ensure the privacy and confidentiality of their clients and stakeholders (Saber, Nielsen, & Chen, 2019). Regular security audits and training programmes are necessary to mitigate the risk of data breaches.

Furthermore, ensuring data integrity and accuracy can also be challenging. Data integrity refers to the accuracy, completeness, and consistency of data (Liu, 2019). Organizations must establish proper data governance frameworks and implement quality control measures to ensure the reliability of the data they process. This includes regular data validation, error detection, and correction practices.

Additionally, the integration and interoperability of different systems and databases can pose challenges in data management. Organizations often work with multiple data sources and systems, making it difficult to synchronize and consolidate data (Dubey, 2021). Ensuring seamless integration and interoperability requires effective data integration strategies and standardized formats for data exchange.

To overcome these challenges, organizations need to adopt effective data management practices. This includes implementing data governance frameworks, establishing robust cyber security measures, conducting regular data audits, and providing training programmes for data integrity and management (Saber et al., 2019). Moreover, organizations should adopt technologies such as data analytics and machine learning to process and analyze data more efficiently.

In conclusion, organizational data and integrity management practices present several challenges in delivering services effectively. The increasing volume of data, the threat of data breaches, ensuring data integrity and accuracy, and managing data integration

and interoperability are some of the key challenges organizations face. However, with the implementation of appropriate data management practices and robust cyber security measures, organizations can mitigate these challenges and ensure the integrity and security of their data throughout service delivery.

h. Managing a Diverse Workforce

Managing a diverse workforce poses several challenges for delivery managers in terms of human resource practices. One related challenge is ensuring effective communication and understanding among employees from different cultural backgrounds (Darma, 2016). This can include language barriers, different communication styles, and varying levels of cultural awareness. Delivery managers must take proactive steps to bridge these gaps in order to maintain efficient teamwork and productivity.

Another related challenge is managing conflicts and resolving issues that may arise due to diversity (Darma, 2016). When individuals with different beliefs, values, and perspectives come together, conflicts can arise. Delivery managers must be skilled in conflict resolution techniques and create a supportive and inclusive work environment that encourages open dialogue and mutual understanding.

Furthermore, promoting equality and addressing issues of bias and discrimination is crucial in managing a diverse workforce (Darma, 2016). Delivery managers need to ensure that all employees are treated fairly and have equal opportunities for growth and development. This involves implementing policies and practices that promote diversity and inclusion, such as inclusive recruitment and talent management strategies.

With the above statements, it is clear that managing a diverse workforce presents challenges in terms of effective communication, conflict management, and promoting equality. Delivery managers therefore need to be equipped with the necessary tools and strategies to address these challenges and create an inclusive work environment that benefits both employees and the organization.

In conclusion, HRM practices related challenges faced by HR managers are plenty, and the above are the most common ones in most organizations including the GES. Understanding these human resource management practices related challenges is the first step towards building a solid and productive organization. In addition, working on human resource management challenges helps develop the right management practices policies and procedures. Having management policies and procedures in the organization guides workers to perform better. Workers will know what needs to be done hence be more productive (Hrlineup, 2021). This will result in achieving the goals of the organization through building a strong workforce, enhance employee well-being, and ensure the long-term success of the business.

2.5 Ways of delivery information and In-Service Practices to improve staff work performance.

There are several ways to deliver information and provide in-service training practices to enhance the work performance of staff. The effective delivery of information and the implementation of comprehensive in-service training practices are essential elements for enhancing staff work performance in organizations.

This section aims to explore various ways of delivering information and executing in-service training programmes to improve the work performance of staff. This discussion pertains to the question Three (3) of this study which states; “How are the

information delivery and in-service practices delivered by management towards improving staff work performance in the Sagnarigu Municipality?” This section will discuss the importance of communication methods, feedback mechanisms, and the significance of adopting innovative training practices.

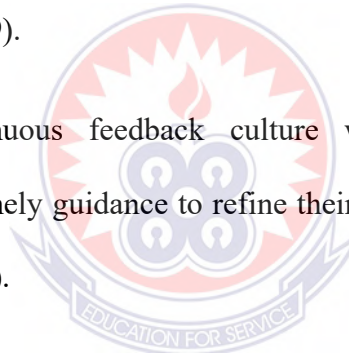
i. Utilizing Multiple Communication Channels

To deliver information efficiently, organizations should employ various communication channels. This includes using email, video conferences, bulletin boards, and intranet platforms to disseminate crucial information to employees (Ilgen & Pulakos, 1999). By utilizing different channels, employers can cater to the diverse preferences and learning styles of their staff members. It is essential to identify the most effective mediums for delivering specific types of information, such as policies and procedures or performance feedback (Noe, 2017). This approach ensures that employees receive information in a timely and easily understandable manner. Therefore, how well information is delivered to the staff or employees by managers within an organization plays a key role to improved performance. This suggests that information delivery should be done in a clear and well-structured form in that, the end user or the receiver will appropriately carry out the purposes (instructions). The order in which information is delivered will have significant results on how it is received by the end-user or the implementer. Understanding of a given instruction on an activity or a role by a staff also increases the prospects of them committing and acting on it. Delivery the right information at the right time to staff by managerial leaders will leads to a higher returns on staff work performance. Information delivery therefore is an indispensable human resource practice that human resource managers should pay attention to in their managerial practices.

ii. Implementing Feedback Mechanisms

To improve staff work performance, organizations need to establish effective feedback mechanisms. Regular feedback offers employees an understanding of their performance, identifies areas for improvement, and enhances job satisfaction (Smither, London, & Reilly, 2005). Annual performance appraisals, 360-degree feedback can provide valuable insights to employees/staff about their strengths and areas that require development. Providing ongoing coaching sessions and mentoring programmes is another, with this, a senior or experienced staff takes charge of new or junior staff. This is closely related to a master-apprentice, where a father-son or a mother-daughter relationship exists. The mentor acts as an adviser and protector to the trainee (Armstrong, 2009).

Implementing a continuous feedback culture within the organization allows employees to receive timely guidance to refine their skills, leading to enhanced work performance (Noe, 2017).



iii. Tailoring Training Programmes to Individual Needs

In-service training programmes should focus on identifying and addressing specific skill gaps among staff. Training sessions should be customized to meet individual needs, ensuring that employees acquire the necessary knowledge and skills to perform their jobs effectively (Kirkpatrick & Kirkpatrick, 2006). Prior to designing training programmes, organizations can conduct training needs assessments to identify areas that require improvement and match those with the objectives of the organization (Noe, 2017). By tailoring training programmes to individual needs, organizations are better equipped to enhance overall staff work performance.

iv. Embracing Technology in Training Practices:

Incorporating technological tools in in-service training practices can significantly enhance staff work performance. E-learning platforms, virtual classrooms, and simulation exercises provide employees with interactive and engaging learning experiences (Kirkpatrick & Kirkpatrick, 2006). These programmes provide personalized guidance and support to employees, helping them develop relevant skills and knowledge (Lopez, 2020). The individual workers have a set of skills or abilities which they can improve or accumulate through training and education Becker (1962) and Rosen (1976).

Additionally, incorporating technology-based methods such as e-learning platforms can be beneficial in delivering effective training. These platforms offer the advantage of flexibility and convenience as participants can access the training materials at their own pace and convenience (Johnson, 2019). According to Smith (2018), workshops and seminars allow for interactive learning and provide opportunities for staff to ask questions, clarify doubts, and engage in practical exercises. These innovative training methods allow employees to practice and apply their newly acquired skills in realistic scenarios, fostering better retention and application of knowledge (Smither et al., 2005). It is important for organizations to invest in relevant technological resources to optimize the effectiveness of their training programmes. It should not be forgotten that in-service training is provided for any professional to educate himself/herself or being educated for his/her profession from the first day he started the profession until the day he/she left the profession (Ercan & Kutay, 2022). This suggests the unending delivery of in- service training by the personnel in charge of human resource in every organization especially the educational sector to the teaching staff since this will play a magnificent role in improving their work performance. The staff is more likely to

give in higher work performance in new instructional processes when they are given training on clear and specific guidelines for implementation.

Conclusion

In conclusion, organizations can significantly enhance staff work performance by adopting effective information delivery and in-service training practices. Utilizing multiple communication channels, implementing feedback mechanisms, tailoring training programmes to individual needs, and embracing technology are essential components in this process. By implementing these strategies, organizations can foster an environment of continuous learning, provide staff with the necessary tools and resources to excel in their roles, and ultimately improve overall work performance.

2.6. Effects of Information delivery and In-service training Practices on Staff work performance.

The effective dissemination of information and in-service training practices can have significant impacts on staff performance in various organizational settings. The discussions in this section pertain to the question four (4) of the study which states; “How does information delivery and in-service training practices affect the work performance of the teaching staff in the Sagnarigu Municipality?” The discussion will explore the effects of information delivery methods and in-service training practices on staff work performance.

In today's rapidly changing business environment, organizations need to ensure that their staff members have the necessary knowledge and skills to perform their tasks efficiently. Effective information delivery and in-service training practices play a

crucial role in enhancing staff work performance. By exploring the effects of these practices, organizations can improve overall staff productivity, job satisfaction, and employee retention.

The essence of information lies in its ability to help working people in an organization make informed decisions, solve problems as well as communicate effectively with others either within same organization or outside that still holds to the interest of the organizational growth. Information is a critical resource for both the organization's working people and the organization as a whole as it stands to play an active role in driving progress and innovation in all areas of human capital when it is effectively delivered. Information delivery is the process of delivery information to the end user in a way that is most likely to be understood and most likely to be acted upon (Malik, 2022). This suggests that information delivery should be done in a clear and well-structured form in that, the end user or the receiver will appropriately carry out the purposes (instructions). The order in which information is delivered will have significant results on how it is received by the end-user or the implementer. Understanding of a given instruction on an activity or a role by a staff also increases the prospects of them committing and acting on it. Delivery the right information at the right time to staff by managerial leaders will leads to a higher returns on staff work performance. Clear communication channels are imperative for effective information delivery. Organizations need to establish systems that enable staff members to receive accurate, up-to-date information in a timely manner. A study by Hargreaves and Fink (2004) found that organizations with well-established communication channels experienced higher levels of staff satisfaction and productivity. Regular updates through company-wide emails, intranets, and team

meetings can foster a sense of transparency and ensure that employees are well-informed.

Another study conducted by Tannenbaum and Yukl (1992) found that providing information to employees during training can positively impact their work performance. The researchers found that employees who received clear and specific information about their job responsibilities and performance expectations were more likely to perform their tasks effectively. This adds to the idea that information delivery plays a crucial role in enhancing staff work performance.

Also, to ensure a liability of staff services in an organization with educational activities that aim to increase their level of efficiency and increase their knowledge, experience and skills so they can better fulfill their future duties and responsibilities, in-service training is considered key. In-service training is the formal or informal work related learning activities undertaken by an employee/staff through opportunities provided by the employer which contributes to the employee/staff professional development and efficiency geared towards efficiency in the work of staff in an organization. A study conducted by Noe, Wilk, and Mullen, (1997) examined the impact of in-service training practices on work performance. The researchers found that training programmes that focused on providing employees with opportunities to practice new skills and receive feedback were effective in improving their performance.

Also, Interactive and Collaborative Training Sessions contribute to effective staff work performance. In-service training practices that encourage active participation and collaboration can significantly enhance staff work performance. Interactive training sessions provide an opportunity for staff members to engage in discussions,

ask questions, and share experiences. A study conducted by Tsai (2012) revealed that interactive in-service training sessions positively influenced the knowledge acquisition and skill development of participants. Practical exercises, case studies, and role-playing scenarios facilitate hands-on learning experiences, which can be directly applied to work situations. This highlights the importance of hands-on training and continuous learning for enhancing staff work performance.

The provision of ongoing training and professional development opportunities again is essential for staff retention and improved performance. Professional growth not only enhances knowledge and skills but also boosts staff morale and motivation. A study by Aragon-Sanchez and Sanchez-Marin (2005) corroborated that organizations providing continuous professional development experienced higher levels of job satisfaction and commitment from their employees. Encouraging staff participation in conferences, seminars, and workshops allows them to stay updated with industry trends and instills a sense of value and recognition within the organization.

Furthermore, study conducted by Colquitt, LePine, and Noe (2000) emphasized the role of supervisor support in the effectiveness of information delivery and in-service training practices. The researchers found that when supervisors are supportive and provide resources and feedback, employees are more likely to benefit from training programmes and exhibit higher levels of work performance. It is noted that, the larger the gap between the skills required performing a task and the actual skills available for performing a task, the greater the lack of job satisfaction and the greater the increase in employee turnover within an organization (Mankins, 2009) likewise the emergence of poor performance. This suggests that the implementation of effective training practices must also consider the support and involvement of supervisors.

In summary, information delivery and in-service training practices effects on staff work performance are connected like the umbilical cord of the unborn baby to the mother. Just as the mother supplies food to the baby through the umbilical cord to ensure active growth and development of the baby's entire body and organs to function properly in the journey of life. So is the essence of information delivery and in-service training practices to the staff work performance of every organization. Providing employees with clear and specific information, offering hands-on training, and ensuring supervisor support are all crucial factors that contribute to improved work performance (Tannenbaum & Yukl, 1992; Noe, Wilk, et al., 1997; Colquitt, LePine, & Noe, 2000).

2.7 Summary of Literature Review

The literature review chapter of the thesis focuses on three prominent theories in the field of human resource management, namely human capital theory, social exchange theory, and Herzberg's two-factor theory. These theories provide a theoretical foundation for understanding the link between human resource management practices and staff work performance. Additionally, the chapter also explored four key concepts: human resource management practices relevant for managing staff, human resource management practices related challenges, ways of delivering information and in-service practices to improve staff work performance, and the effects of information delivery and in-service training practices on staff work performance. The study specifically investigated these concepts in the context of Sagnarigu Municipality in the Northern Region of Ghana.

To improve staff work performance, this chapter explored different ways of delivering information and implementing in-service training practices. Effective communication

channels and information sharing mechanisms are essential for providing staff with the necessary knowledge and information to perform their jobs effectively. In-service training programmes offer opportunities for employees to enhance their skills and knowledge, contributing to improved work performance.

Lastly, the chapter discussed the effects of information delivery and in-service training practices on staff work performance. It reviews empirical studies that have examined the impact of these practices on various aspects of employee/staff performance, such as job satisfaction, productivity, and job-related skills. The findings highlight the positive effects of effective information delivery and well-designed in-service training programmes on staff work performance

All - in- all, this chapter therefore provided an in-depth analysis of the theories, concepts, and empirical evidence related to human resource management practices and staff work performance in the context of the Sagnarigu Municipality. By exploring human capital theory, social exchange theory, and Herzberg's two-factor theory, as well as examining relevant human resource management practices and challenges, the chapter establishes a foundation for the subsequent research and analysis conducted in the thesis.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

According to Kuranchie (2021), Methodology as a concept is refer to how the research will be done; how the sample will be chosen, what instruments will be employed to gather data, and how data will be gathered, analyzed and interpreted to answer the research questions and /or test the hypothesis. Methodology articulates the logic and flow of the systematic processes followed in conducting a research project, so as to gain knowledge about the research problem (Kivunji & Kuyini, 2017). In this study, qualitative research approach was employed. This approach emphasis understanding and interpreting phenomena through the quality and meaning of human experience (Silverman, 2020). It involves gathering data through techniques such as interviews, observations, and documentary analysis, and focusing on subjective understanding, contextual factors, and lived experiences of individuals or groups (Creswell & Poth, 2018). This chapter outlines and demonstrates the rigor and systematic nature of the study process and also discusses the scope of the study including its research paradigm, research approach, research design, site and sample characteristics, population, sample size and sampling techniques, research method and instrument, data collection procedure, data analysis plan, Trustworthiness, Ethical considerations and summary.

3.1 Research Paradigm

The term paradigm originated from the Greek word *paradeigma* which means *pattern* and was first used by Thomas Kuhn in 1962 to denote a conceptual framework shared by a community of scientists which provided with a convenient model for examining problems and finding solutions. In Kuhn's work 1977, he refers to paradigm as a research culture with a set of beliefs, values and assumptions that a community of researcher has in common regarding the nature and conduct of research. Also, (Kivunja & Kuyini, 2017) explains paradigm as the conceptual lens through which the researcher examines the methodology aspect of their research project to determine the research methods that will be used and how the data will be analyzed. Similarly, (Dezin & Lincoln, 2000) define paradigm as human construction, which deal with first principle or ultimate indicating where the researcher is coming from so as to construct meaning embedded in data. Paradigms in numerous research literatures are categorized into three major philosophically distinct types namely; positivism, Interpretivism and the pragmatism. These three philosophical perspectives are the popular paradigms in the recent social, organizational and management research. The paradigm that underpinned this study was the interpretivism. According to Lincoln and Guba (1989, p. 11), Interpretivism is "a primary inductive process... where the focus is on understanding and interpreting the meanings that people attach to their experiences."

Interpretivism is based on the assumption that reality is subjective, multiple and socially constructed; someone's reality can only be understood through their experiences of that reality, which may be different from another person's view shaped by the individuals' social or historical perspectives. Interpretivist believes that

knowledge is out there and is only best known to the knower; to possibly get the knowledge is by interaction with the individual in the context of the knowledge.

Interpretivist paradigm was employed to guide me based on its principle to get the in-depth of my study. Interpretivist paradigm is a perspective in research that emphasizes the importance of understanding individual's subjective meanings and interpretations of events and social phenomenon. This paradigm suggests that reality is constructed through social interactions and language, and emphasizes the context and unique perspectives of individual. Interpretive research acknowledges the feelings, experiences and viewpoints of the researched as a data (Kusi, 2012). Thus, in the lenses of interpretivist view, reality is subjective and cannot be objectively measured or quantified. Instead they aim to understand social phenomena by exploring individuals' experiences, beliefs, values, and interpretations. With regards to these contentions, this approach made it possible to tap in to the brains of the subjects being studied to get them to speak for me to understand and interpret what they were thinking or the meaning they were making of the context. In considering this paradigm, Maximum effort was made to understand the view point of the participants in the study rather than my view point of the study. Again, emphasis was placed on understanding of the individual and their interpretation of the world around them in that case, the context of my study. Hence the central endeavor of the interpretivist paradigm is to understand the subjective world of human experience (Guba & Lincoln, 1989) as cited in (Kivuja & Kuyini, 2017).

3.2 Research Approach

Research approaches are plans and the procedures for research that spans the steps from broad assumptions to detailed methods of data collections, analysis, and interpretation. The research approaches could also be referred to the specific methods or strategies employed by researchers to gather data, analyze information, and draw conclusions in their studies. According to Kuranchie (2021), the approaches to research are quantitative, qualitative and mixed methods. They emanate from different philosophical assumptions that shape the way researchers approach problems and gather and analyze data (Ary et al, 2010) as cited in Kuranchie (2021). The research approach adopted for this study was the qualitative approach. According to Merriam (2009, p.3), qualitative research is a “means for exploring and understanding the meaning individuals or groups attribute to a social or human problem.” This approach centers on exploring the richness and depth of human experiences, rather than seeking to generalize findings to a larger population. Qualitative research is a holistic approach that involves discovery (William,2007), meaning it goes beyond studying the physical rather it study the lived experiences, feelings and the non-verbal communication or expressions of the researched. Qualitative research emphasizes understanding social phenomena through in-depth exploration and interpretation of subjective experiences and meanings. Qualitative Research is also described as an unfolding model that occurs in a natural setting that enables the researcher to develop a level of detail from high involvement in the actual experiences (Creswell, 1994).

Thus, this approach was adopted to assist me have a comprehensive insight into the study problem and allows for more nuanced understanding of the participants experiences and behaviours there by discovering the answers to my research questions

through an in-depth analysis. The problems of the study were identified and defined by the analysis of information conveyed through the speaking and gestures of participants. This gave me the magnificent lenses to their varied experiences and opinions on the study problem.

3.3 Research Design

Research design refers to the overall plan or strategy that a researcher follows to answer their research questions or objectives. It outlines the framework for collecting and analyzing data and provides a systematic and logical structure for the research study (Creswell, 2014). The design of a research is crucial as it determines the type of data that will be collected, the validity and reliability of the findings, and the extent to which conclusions can be drawn (Yin, 2018). Kirumbi (2018) added that, research design is the asset of procedures and methods used for data analysis of different variables used in research model. It helps researchers ensures that all aspects of their study align with their research questions and objectives. This study employed the case study design among the others in qualitative research approach.

A case study is a research method that involves in-depth exploration and analysis of a particular individual, group, organization, event, or phenomenon within its real-life context (Yin, 2018). Case study is the detailed study of a specific subject, such as a person, group, place, event, organization, or phenomenon (Mccombes, 2023). It is used in collecting rich and detailed data using multiple sources such as interview, document, observation and artifacts. Case study provides the opportunity to examine complex real-life situations, uncovering nuances and exploring the interplay of various factors (Creswell & Poth, 2018). Case study was employed following my intent to gain concrete, contextual and in-depth knowledge about the study problem. The study sought to discover the challenges in delivering human resource practices

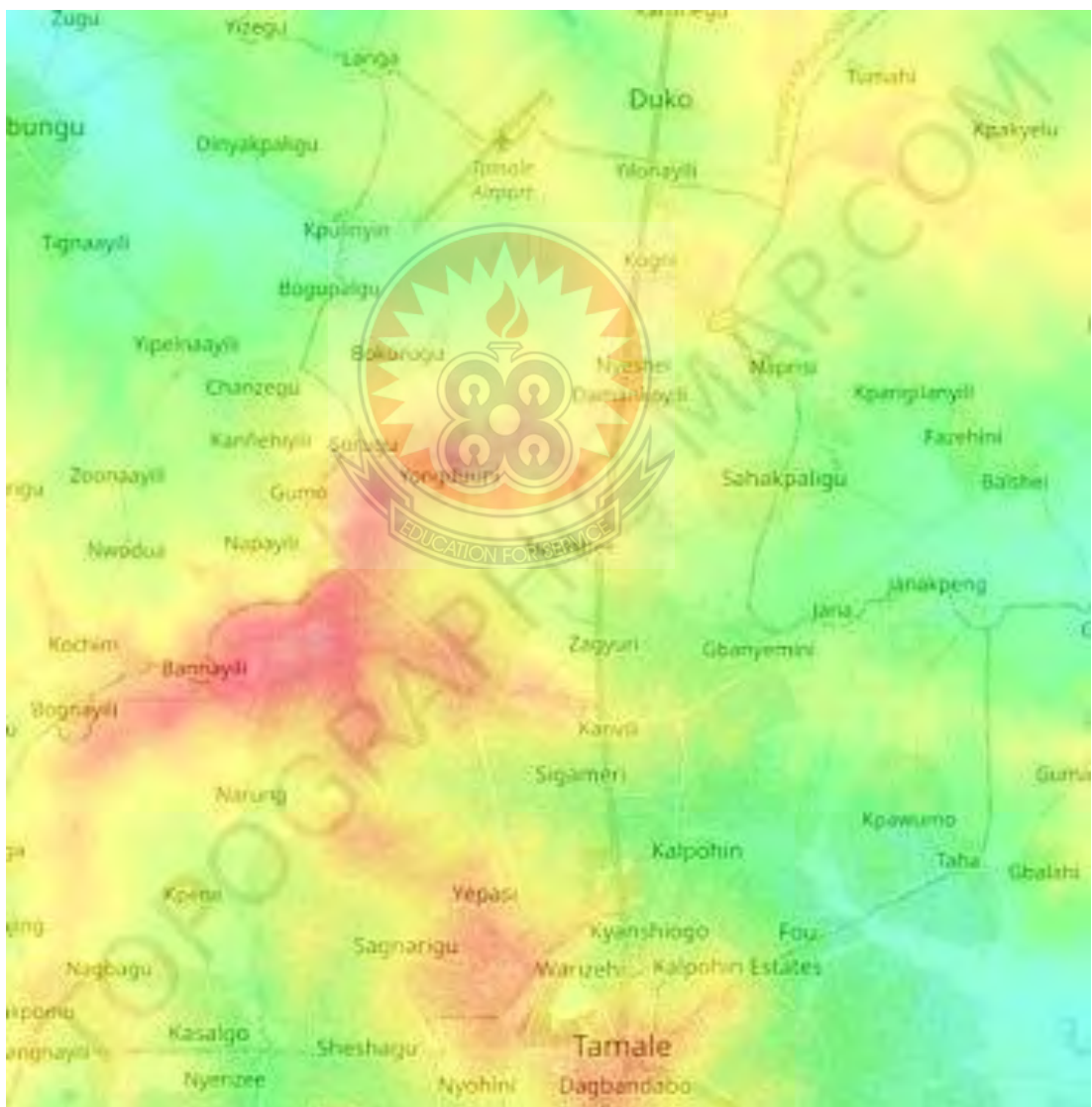
with focused on information delivery and in-service training, and how they should be delivered to improve the teaching staff performance in Sagnarigu Municipality. However, it is important to note that the case study design was not without limitations. For instance, its time consuming and resource intensive nature called for a brief discussion of the design disadvantage and how it impacted the study limitation was acknowledged and necessary. Specifically, the time consuming nature of the case study design due to in-depth exploration and analysis may have contributed to the time constraints experienced during data collection, thus impacting study's scope and depth.

3.4 Site and sample characteristics

This part of the methodology gave a vividly description of the locality within which the study was conducted. Description of the site can transport the reader to the research site or help the reader to visualize participants of the study (Creswell, 2005). Kusi (2012) also stated that, in doing qualitative research, for instance, the researcher needs to describe the context in which the study will take place. Thus, I presented below a brief description of the study locality which indicated the history of the locality, physical features, political, Education and Educational management structure, and the Municipal Education's office location.

Sagnarigu Municipal is one of the sixteen districts in the Northern Region of Ghana and the sixth newly created districts in the Northern Region in the first half of 2012. Originally it was formally part of the then-larger Tamale Municipal District in 1988, which was created from the former West Dagomba District Council, until a small northern part of the district was spilt off by Legislative Instrument (LI) 2066 to create Sagnarigu District on 24th June, 2012. The municipality is located in the Northwest part of the Northern Region and has Sagnarigu as its capital city. The brain behind the

creation of the district was to redirect developmental projects to the north and west communities of the Municipality. The Municipality has seventy- nine (79) communities comprising twenty (20) Urban, six (6) peri-urban and fifty-three (53) rural areas. According to the report of the population census (2021), It has a total of population of 341,711, Time zone; UTC+0(GMT) and ISO 3166 code; GH-NP_SG. Figure1.1 is the topographical map of the Sagnarigu Municipality shown in figure below.



Source: <https://en-g.topographicnic-map.com/map-k8ng57/Sagnarigu-Municipal-District/>

Figure 3.1: The Topographical Map of Sagnarigu Municipality

The Municipality covers a total land size of 200.4km² and shares boundaries with Savelugu-Nanton Municipality to the north, Tamale Metropolis to the south and east, Tolon District to the west and Kumbungu District to the north-west. Geographically, the Municipality lies between latitude 9° 16' and 9° 34' North and latitude 0° 36' and 0° 57' West. Figure 1.2 in list of figures is the map of Sagnarigu Municipality.



Source: Sagnarigu District Analytical Report,(2014).

Figure 3.2: The District Map of Sagnarigu Municipal

The municipality has two constituencies: the Sagnarigu Constituency and the Tamale North Constituency with each represented by one (1) elected Member of Parliament in the Parliament of Ghana in Accra (Sagnarigu District Profile, 2013).

The Municipality after its creation in the first half of 2012 is home to a diverse range of educational institutions and within its public basic education it has 79 Junior High Schools (JHS), the Municipality ensures a smooth transition from basic education to higher levels. These schools provide Junior High students with essential academic skills and prepare them for the Senior High School curriculum.

In addition to JHS, the municipality boasts 129 Primary Schools, playing a pivotal role in shaping the foundation of students' education. These schools serve as primary stepping stones in fostering a love for learning, nurturing creativity, and building a solid academic base.

Furthermore, Sagnarigu Municipality houses an impressive number of 214 Kindergartens. These institutions focus on early childhood education, laying the groundwork for holistic development and preparing children for primary education. The Municipality has a total number of Three thousand four hundred and eight (3,408) teachers and two hundred and fourteen (214) head teachers. The Education Office in Sagnarigu Municipality consists of a hierarchical management structure to ensure efficient oversight and coordination. The structure comprises a Director and four key personnel serving as frontline administrators.

At the top of the management structure is the Director, who oversees and provides leadership to the Education Office. The Director is responsible for overall strategic planning, policy implementation, and ensuring the smooth functioning of educational programmes in the municipality.

Supporting the Director are four frontline administrators, each with specific responsibilities:

1. Deputy Director - Human Resource Management and Development: This individual manages and develops the human resources within the education office. They handle recruitment, training, and professional development programmes for teachers and other staff and assisted by the training officer who sees to the execution of training programmes in the municipal education sector.

2. Deputy Director - Administration and Finance: This role focuses on the administrative and financial operations of the education office. The Deputy Director in this position oversees budget planning, resource allocation, procurement, and general office administration.

3. Deputy Director - Planning and Statistics: This individual is responsible for strategic planning, policy formulation, and data collection and analysis. They ensure that decisions made within the education office are evidence-based and in alignment with long-term goals.

4. Deputy Director - Supervision and Monitoring: The role of the Deputy Director in this position is to ensure the quality of education in Sagnarigu Municipality. They supervise teachers, monitor school performance, and conduct evaluations to maintain educational standards.

The Director and the four Deputy Directors work collaboratively to ensure a coordinated approach to managing and improving the education system in Sagnarigu. They are responsible for implementing policies, providing guidance and support to

staff and educators, and ensuring the overall success of educational programmes in the municipality.

The Education Office of Sagnarigu Municipality is centrally located within the premises of Tamale Senior High School. Situated at the west of the municipality, it offers convenient access to staff, educators, and members of the community. Just a ten-minute walk from the south gate, the office is conveniently located directly opposite the Alhaji Aliu Mahama Sports Stadium.

3.5 Population

Population refers to the total group of individuals, object, or events that the researcher wants to study and draw conclusions about (Smith, Johnson, & Davis, 2019). It represents the larger group from which a sample is selected for the study. (Smith et al., 2019) added that, the population can be defined based on various characteristics, such as age, gender, occupation, or geographical location depending on the research objectives. Thus, 3,408 teachers, 214 head teachers in the Public Basic schools and the Human resource manager of the Sagnarigu Municipal Education sector is the study population from which seven (7) people were chosen on purpose as the element of which same study or inference was made (cooper and Schindler, 2014) for this study. The seven (7) persons comprised of the human resource manager of the Sagnarigu education office, three head teachers of the selected schools and the three teachers from these selected schools in the Sagnarigu Municipality.

3.6 Sample size and Sampling technique.

3.6.1 Sample size

Sample size is termed the number of participants or observations included in a study. Also, sampling size refers to the number of subjects, respondents or participants that is finally used in a research (Kuranchie, 2012). Sample size in qualitative research is not determined based on statistical considerations but rather on the principal of data saturation, where the aim is to gather enough data to achieve a rich and comprehensive understanding of the research topic. According to Guest, Namey, and Mitchell (2013), in qualitative research, sample is not predetermined by data saturation, which occurs when collecting additional data no longer provides new insights into the research topic (p.61). Therefore, the sampled size for this study was determined based on judgments of the research questions and objectives, and participants' potentials to provide rich and relevant data related to the research questions, and reflexivity and rich description.

In regards to this, the sample size for this study was purposively selected. The size was made up of seven (7) participants. The study sample size was limited to seven participants because of manageability and also with the aim to have an in depth discovery of the study problem for effective interpretations and better understanding.

3.6.2 Sampling technique

Sampling technique refers to the methods used in selecting a smaller group of participants to tell us essentially what a larger population might tell us if we ask every member of a larger population the same question. These techniques allow researchers to study a subset of individuals or units that can provide insights and information

about the larger population. Sampling techniques are broadly categorized in to two groups namely; probability sampling and non-probability.

Probability sampling refers to the selection of a sample from a population based on the principle of randomization sampling. Non probability sampling on the other hand refers to selection of units from population using a non-random (subjective) method. This study used non-probability sampling technique because the underpinned paradigm for the study was interpretivist that aimed for in-depth understanding and rich insights to the problem of the study. Additionally, it is cost-effective and time-efficient since it allows quick gathering of data by targeting specific individual or groups within a population. Kusi (2012) indicated that, in a qualitative research, a researcher explores a phenomenon or phenomena, implying that, the chosen sampling strategy should fulfill this purpose. In this regard, non-probability sampling was found suitable since the study was located under interpretivist - qualitative framework, and aims to discover the phenomenon for better understanding. Purposive sampling was chosen among the other five non-probability sampling techniques.

Purposive sampling is a non-probability sampling where researchers deliberately select participants based on specific criteria or characteristics that align with their research objectives (Bryman, 2012). Rather than randomly selecting individuals from a population, researcher uses purposive sampling to target specific groups or individuals who possess the desired traits or knowledge relevant to the study (Palinkas et'al., 2015). Also, Dornyeie (2007) states that, Purposive sampling is a technique used to find individual who can provide rich and varied insight into the phenomenon under investigation so as to maximize what we can learn. (Creswell & Creswell, 2018) echoes that purposive sampling is commonly utilized when researchers are aimed to gain in-depth insights from participants who can provide rich and relevant data related

to their research question. This called for used of purposive sampling in this study. The study population was selected “on purpose” from which the rich information was gotten that helped the study’s objectives to be achieved.

Purposive sampling comes with several sampling methods for qualitative study; Thus, Maximum variation sampling among the other purposive sampling method was suitable for this study since the sample size was small with only seven (7) participants. Maximum variation sampling involves purposely selecting participants who represents a wide range of characteristics or perspectives within the given population (Palinkas et al., 2015). This method helps to ensure diversity within the sample and allows for a comprehensive exploration of various viewpoints or experiences related to the research objectives. In the context of this study where participants were selected with different roles within same organization that is the public pre-tertiary educational sector within same Municipality hence with different experiences, the used of maximum variation sampling method adds in-depth and richness to the data collected. Below were the steps taken in using the maximum variation sampling method/ technique;

1. Defined the study objectives: The objectives and research questions of my study were clearly established. I outlined the specific dimensions or characteristics needed to capture through participant selection.
2. Identified key attributes/variables: The attributes that were essential for representing the diversity I wanted to explore was determined. These were the role, status and other relevant factors related to my study objectives.
3. Determined sampling criteria: The variation that I wanted in the variable was specified. For example, by being interested in different perspectives on the study

problem, I sought participants from various backgrounds or with differing levels of knowledge or experience.

4. Selected participants on purpose: This involved active sought individuals who represent different characteristics or attributes within the defined objectives.

5. Maintained balance and diversity: Continuously monitoring of the characteristics of the participants selected was ensured to have a balanced representation across all variables of interest. Sampling strategy was adjusted leaving any significant gaps or underrepresented groups.

6. Collected data: Once I had the diverse sample, data was collected using the research instrument-, semi-structured interview. The data collection instrument guide was aligned with the study objectives and captured the dimensions of variation aimed to be included.

7. Analyzed and interpret: Data was analyzed by considering the range of perspectives, insights, or experiences captured by the diverse sample. Attention was paid to patterns or differences that emerged based on the selected variables. These analyses were used to inform my interpretations and conclusions.

By following the above steps, it was easy to intentionally select participants who represented different characteristics within the Municipal Public Basic Education Sector, enabling a more comprehensive and diverse understanding of the study topic. Consequently, this method enables researchers to gain a more comprehensive understanding of the research phenomenon by capturing a wide array of perspectives and insights (Palinkas et al., 2015). While maximum variation sampling has several advantages, it also has some potential disadvantages. Here are a few:

1. Time-consuming: The process of selecting individuals with maximum variation can be time-consuming (Brinkman & Kvale, 2015). It may require significant effort and resources to identify and recruit participants who represent diverse characteristics or perspectives.
2. Practical constraints: In certain cases, it may not be feasible to select participants with maximum variation due to practical constraints. For example, in organizations with a small or homogenous population, finding individuals with diverse characteristics or perspectives may be challenging (Creswell, 2014).
3. Limited generalizability: Due to the small sample size, the findings obtained from maximum variation sampling may have limitations in terms of generalizability (Guest et al., 2006). The small sample may not accurately represent the entire population or organization, thereby affecting the applicability of the findings to a broader context.
4. Subjectivity and biases: Maximum variation sampling relies on the researcher's judgment and decision-making during participant selection, which introduces subjectivity and potential biases (Patton, 2002). This subjectivity can impact the representation of certain characteristics or perspectives within the sample. However, these potential disadvantages and approach of the sampling process were considered with caution to ensure the quality and applicability of the findings.

3.7 Research instrument / Research Method

Research instruments are tools or techniques used in research to gather data or information. These tools can be questionnaires, interviews guides, observation checklist, or any other tool used to collect data for research purposes. These instruments are designed to collect accurate and reliable data, ensuring that the research findings are valid and credible. Research instruments are tools used to

collect, measure and analyze data related to a person's research interest. According to (Johnson, smith & Williams,2020), Research instruments are crucial in a study as they help researchers collect accurate and reliable data, which is essential for drawing valid conclusion and making informed decisions. By using appropriate research instruments, researchers can systematically gather the necessary information, analyze it and interpret the results (Johnson et al., 2020). Ary, (2010) stated that the most common research instruments used in qualitative research are observation checklist, interview guide, and document evidence checklist. This study used semi-structured interview guide as a tool to collect data. The interview guides included the following;

- a. Questions related to what are the Human Resource Practices used by the managers of Ghana Education Service at the Sagnarigu Municipal to manage the teaching staff.
- b. Questions related to what are the Human Resource management practices - related challenges faced by the managers of Ghana Education Service in Sagnarigu Municipality in managing their staff.
- c. Questions related to how are the information delivery and in-service training practices delivered by management towards improving staff work performance in the Sagnarigu Municipality.
- d. Questions related to how does information delivery and in-service training practices affect the work performance of the teaching staff in the Sagnarigu Municipality. Sample of this interview guides are in appendix C'.

Semi-structured interview was chosen among the other types of interview and used in this study. Semi- structured interview is a qualitative research method that combines a

pre-determined set of open-ended questions, that is, questions that prompt discussion with the opportunity for the interviewer to explore a particular themes or response further. A semi- structured interview has been referred to as a ‘conversation with a purpose’ (Burgess, 1984). The study opted for a singular method, solely semi-structured interview based on my decisions driven by various factors. Firstly, semi-structured interview offers a depth of understanding that aligned with the research objectives (Smith, 2022), they allowed for comprehensive exploration of participants’ perspectives, experiences and insights, thereby yielding rich and nuanced data. Secondly, Semi-structured interview offers flexibility which allowed me to gather rich and detailed information from participants, while maintaining some structure and consistency in the interview process. According to Flick (2018), semi-structured interviews are advantageous as they allow researchers to have a predefined set of questions and topics to cover, while also enabling the exploration of unplanned themes or issues that arise during the interview. This flexibility allowed participants to provide in-depth and nuanced responses, thus contributed to a more comprehensive understanding of the research topic. Additionally, semi-structured interview facilitates a more conversational and interactive approach between me and the interviewees compared to fully structured interviews. As stated by Rubin and Rubin (2012), this style of interviewing encourages participants to feel more comfortable and engaged, which can lead to greater openness and honesty in their responses. The fluid nature of semi-structured interview also enabled me to probe further and sought clarification on certain points, leading to a more comprehensive and accurate dataset of this study. Also, comparative analysis across different participants and contexts of study topic was flexible. By having a consistent set of core questions, researchers can identify

commonalities or differences in responses, which help in identifying patterns, themes, or variations within the data (Bryman, 2016).

However, there were few potential disadvantages associated with the use of semi-structured interview for data collection in this study. Semi-structured interview required a significant investment of time and resources. Conducting and transcribing multiple interviews was time-consuming, and analyzing qualitative data in-depth was resource-intensive. This can become a constraint, especially when researchers have limited time or budget for their study (Flick, 2018). Participant bias: Semi-structured interviews rely on participants' self-reporting, which may be influenced by social desirability bias or memory limitations. Participants may provide answers that they believe are socially acceptable or may struggle to accurately recall specific details, leading to potential inaccuracies or distortions in the data collected (Rubin & Rubin, 2012). By being aware of these disadvantages, and with concentrating efforts of semi-structured interview, the study maximized the efficiency of resource utilization and still obtained valuable insights.

3.7 Data collection procedure

According to (Johnson & Smith, 2018), Data collection procedure refers to the specific steps or methods used to gather data in a research study. It involves the implementation of research instruments such as, interview guides or observation checklist, to collect relevant data for analysis. (Creswell, 2014) added that, the data collection steps includes setting boundaries for the study, collecting information through unstructured or semi-structured observations and interviews, document, and visual materials as well as protocol for recording information. For the purpose of this study, Qualitative data collection procedure was employed – the primary data source was utilized.

Primary data; this refers to the fresh data that are collected directly from the field and have not been published. Kothari (1985:11) attest that, primary data is original information collected for the first time. Thus, the primary data collection procedure was done through the use of semi-structured interview to get rich information on the experiences and beliefs of the three groups of participants namely the Human resource manager, the three (3) head teachers and the three (3) teachers who were purposively chosen in respect of the study problem. Semi-structured Interview guide (shown in Appendix C) was used in administering the interview to comprehend the practices the human resource manager employed and the encountered challenges, explored how these practices were delivered and how they affected work performance of teaching staff. Open-ended questions were used to inform discussion during interview.

Since conducting a semi-structured interview involves having a predetermined list of question while also allowing for flexibility and follow-up question based on the respondent's answers, the steps below were taken before, during and after to ensure a good conduct of semi-structure interview:

A. Before the interview, I

1. Defined the purpose: the purpose of the interview and what specific information or insights needed from the respondents were clearly defined
2. Identified the target audience: who to interview to gather the desired information was determined. This is the participants of the study and they included the human resource manager, the head teachers and the teachers within the per-tertiary public basic schools in the Sagnarigu Municipal Education sector.

3. Designed the interview guide: Lists of open-ended questions that are related to the purpose of the interview were designed. Questions were clear and concise to avoid confusing the participants.
 4. Pilot study the interview guide: a preliminary interview was conducted with a small group of individuals similar to the target participants to test the interview questions and gather feedback. This helped to identify any confusing or irrelevant questions that needed to be modified or removed.
 5. Scheduled and prepared for the interview: Once the interview guide was finalized, I scheduled interviews with the selected participants after presenting an introductory letter from my institution and permission letter to the Municipal Education Directorate and was granted the permission (Shown in appendix A and B) and familiarizing myself with their background and any relevant information to ensure a productive interview.
- B.** During the interview, which serves as the heart of the study where insight of the study was collected for analysis, Interviews with the participants were conducted face to face and one on one manner. Creswell (2012) indicated that, one on one interview is a data collection process in which the researcher asks questions to record answers from only one participant in the study at a time. To ensure clear background recordings, an office was secured for the interview with a recorder. A smart phone with the 'Otter app' was used in the recordings as well as transcribing of all conversations throughout the interview following the below steps; I
1. Started with an introduction: self-introduction was done at the starting point of the interview, explaining the purpose of the interview, and reassured the

participants about the confidentiality and anonymity of their answers. Also, their consent obtained to record the interview.

2. Asked open-ended questions: broader questions were used to start, this encouraged the participants to share their thoughts and experiences. These open-ended questions also allowed them to provide detailed answers and insights.
3. Encouraged elaboration during the interview, through probing deeper by asking follow-up questions to encourage the respondent to elaborate on their answers. This helped to obtain a more detailed and meaningful responses.
4. Stayed neutral and non-judgmental: neutral stance was maintained throughout the interview. Expressing any biases, opinions, or judgments that may influence the participant's answers was avoided.
5. Listened actively, took notes and paid attention to participants' body language as they were speaking for deeper analysis.
6. Allowed time for questions: Towards the end of the interview, participants were given an opportunity to ask questions, seek clarification, or provide additional information that might not have been covered in the interview questions.

Interview was done in three sets, one set for the Municipal Education human resource manager, the other set for the head teachers and the last set for the teachers. Each interview lasted between forty-five (45) minutes to fifty (50) minutes.

C. After the interview, I

1. Expressed gratitude to the participants for their time and participation with a special thank you package and they were so glad for it.
2. Analysed and synthesized the data: After all interviews were conducted, I analysed the data collected, identified common themes or patterns, and synthesized the information to draw meaningful conclusions and insights.

3.8 Data analysis procedure

Cooper and Schindler, 2014 explain Data analysis as the process of editing and reducing accumulated data to a manageable size, developing summaries, looking for patterns, and applying statistical techniques. Cooper and Schindler further stated that, what managers need is information and not raw data. In this regard, the researcher owns the responsibility to generate the needed information through analysis of collected data.

In this study, Inductive analysis approach being one of the main approaches to qualitative data analysis was employed since the main approach for the study inquiry was qualitative, and to identify emerging patterns that reflected in the discovery.

Inductive analysis approach refers to the process of generating theories and insights from data through a bottom-up approach. It involves moving from specific instances to broader generalizations, allowing patterns and themes to emerge from the data itself. Thomas (2006) defines inductive analysis as “the process of identifying patterns and themes in qualitative data to generate theories or understanding about a phenomenon” (p, 56). Before responses were processed, data preparations were

carried out on the interview recorded through transcribing, editing, coding and cleaning of the data.

Thematic analysis technique among the other techniques in qualitative data analysis was adopted in analyzations and interpretations of data collected in this study. Thematic analysis is a flexible and accessible approach to evaluating qualitative data such as interview transcripts, field note or other text that emphasizes identifying, analyzing and interpreting patterns, meaning and themes (the Farnsworth Group, 2023). Thematic analysis involves identifying and analyzing patterns or themes within the gathered data. It centers on interpreting and understanding the meaning and significance of these themes within the context of the research questions. Thematic analysis allows the researcher to explore and capture the various perspectives and experiences of participants. Braun and Clarke (2006) describe thematic analysis as “a method for identifying, analyzing, and interpreting patterns of meaning within qualitative data” (p. 79). This approach involves several steps including data familiarization, generating initial codes, searching for themes, reviewing and defining themes, and finally producing a detailed analysis.

The manual process along with the aid of chatbot AI was used with the following steps outlined by the Farnsworth Group (2023):

1. Familiarize with data; here a prolong engagement with the data and a decision was taken as what to code, employed and which code best fit the study content. Both reflective thoughts and thoughts about potential themes in the data were documented.
2. Generate initial codes: after reading and re-reading through transcripts and written text from the interview guides, coding was made.

3. Search for themes in the codes; coded patterns i.e. themes were searched for and reflexivity diary entries were done.
4. Reviewing of theme; verification was done by ensuring that everything classified as a theme matched the data and existed in the data.
5. Finalized themes; here themes are explained in-depth; checks on data and codes were made to ensure they reflected themes and matched research questions.
6. Produce Report; here thick description of the context of the study and details provided on how and why data was analyzed.

3.9 Trustworthiness

Pilot and Beck (2014) defined Trustworthiness of a study as the degree of confidence in data, interpretation, and methods used to ensure the quality of the study. It emphasizes the establishment of trust and confidence in the study's outcomes by ensuring transparency, rigor, and the absence of bias. In this study, protocols necessary for the study were established for its worthiness. The four criteria outlined by Lincoln & Guba (1985) were adopted in constituting trustworthiness of this study.

a. Credibility

This has to do with confidence in the truth of this study data and interpretation of them, therefore the findings. In ensuring the credibility of this study, the procedures necessary for conducting qualitative approach were used.

- i. Peer debriefing; impartial colleagues and qualified persons were allowed to review and assess the transcripts, methodology and findings of the study to avoid biasness.
- ii. Reflective journaling technique; keeping records of what I did, thought and felt during data analysis. Russell and Kelly (2002) attested

that, keeping self-reflective journal during the analysis process is a strategy that facilitates reflexivity by using the researchers' journals to examine "personal assumptions and goals" and to clarify "individual belief systems and subjectivities" (p.2). This facilitated the discovery of the study.

- iii. Theoretical triangulations: Human capital theory, social Exchange theory and Herzberg Two factor theory were used to direct the findings of this study.

b. Transferability

Transferability in qualitative study, measures the extent to which findings can be transferred to other setting or group. It refers to how the findings of a study can be used or applied to other situations or how generalizable are the results of the study (Kuranchie, 2021). Lincoln and Guba (1985, p.301) stated that, transferability is concerned with "the degree to which the findings of the study can be transferred or generalized to other context or settings." It associates with examining whether the same results or patterns of relationships would emerge if the study were conducted in a different setting or with a different sample. The Farnsworth Group (2023) also indicated that, transferability in qualitative research measures whether, or to what extent, the study's results are applicable within other context, circumstances and settings. For this study to constitute transferability, details description on the site and sample characteristics, the participants and the procedures used in collecting data during the study were well stated.

c. Dependability

Dependability refers to the stability of the data over time and over the conditions of the study (Pilot & Beck, 2014). Dependability is used to measure or demonstrate the

consistency and reliability of your study's results (Farnsworth Group, 2023). This is where researcher ensures that findings generated are reliable (Kuranchie, 2012). According to Nowell, Norris, White and Moules (2017), dependability is achieved through establishing clear and systematic procedures, thoroughly documenting the research process, and maintaining a detailed audit trail of decisions made throughout the study. This involves keeping careful records of data collection, analysis and interpretation methods to enable others to replicate the study or assess the rigor and credibility of the research. Lincoln and Guba (1985) emphasize that dependability is crucial for establishing the credibility and trustworthiness of qualitative research findings. This ensures that the research process and analysis are transparent, well documented and free from biases or inconsistencies, enhancing overall reliability of the study.

In this regards, all processes involved in the methods used in data collection, analysis and interpretation were vividly outlined and followed during the study. Codes cross-checking by other learner persons were adequately practiced.

d. Confirmability

Confirmability is the congruence between two or more people about data accuracy, relevance or meaning- the objectivity of the study. Objectivity shows the extent to which the research yielded findings without the researcher's influence (Kuranchie, 2012). Confirmability is concerns with the scope to which a study finding can be validated or recreated by researchers. It emphasizes the significance of minimizing researchers' bias and subjectivity in the study process. According to Lincoln and Guba (1985 p. 301), confirmability entails establishing the auditability and

consistency of the research findings. It involves documenting and providing clear evidence of the research process, data collection, and analysis decisions.

In ensuring confirmability in this study, peer debriefing was used; this involves consulting with other researchers and expert in the field to receive feedback and gain alternative perspectives on the research process and findings. Also, reflexivity journaling was accounted; this refers to practice of self-reflection and critical analysis of the researcher's own biases, assumptions, and experiences throughout the research process (Nowell et al., 2017). This had to do with the researcher providing detailed accounts of his/her self to permit inclusive as part of data analysis (Kuranchie, 2012.p165). It involves keeping a structured journal where the researchers record their own thoughts, emotions, and reflections on the research process, aiming to uncover and acknowledge their subjectivity and potential influence on the study (Finlay, 2002). Response on interview transcripts was read repeatedly and reflected on before drawing conclusions. Findings were allowed for critiques by experts and other colleagues' researchers.

3.10 Ethical considerations

This refers to moral principles and values considered throughout the research process in order to show integrity with the research community. Ethical considerations are therefore intended to protect the rights and well-being of the study participants and uphold the integrity of the study processes. (Kusi, 2012) indicated that, addressing ethical issues is very relevant in any effort to acquire new knowledge. There are various Ethical considerations that are commonly applied in research studies (Hammerley & Traianou, 2012). In abiding by these principals; I in the first step obtained consent from the participants before they took part in the study. Next, approval was sought from the management as well as permission from the participants

for an audio recording and transcriptions of interview. Further, the participants were informed about the purpose and nature of the study.

Participants were adequately informed about the research, understood the information and had the power to decide whether to participate or decline. I ensured and assured the participant that, their responses would be handled with strict confidentiality and would only be used for the purpose of the study. Thus, would not be declared to the third party without the consent of the participants. All scholarly quotes were recognized. Participants were not required to mention their names during the interview. The dignity and worth of all the participants were guaranteed.

3.11. Summary of Methodology

This chapter has addressed the study methodology. It discusses the various aspects of the research design and data collection procedures. The study adopted an interpretivist paradigm, that indicated the researcher's aim to understand the subjective experiences and interpretations of the participants.

The research approach employed in this study is qualitative, allowing for in-depth explorations and interpretations of the human resource management practices with focus on information delivery and in-service training practices and their impact on staff work performance. This approach allowed for a better understanding of the complexities and nuances of the phenomenon investigated.

The chosen research design for this study is a case study. This design was appropriate because it focused on a specific context, the Sagnarigu Municipality, and explored the human resource management practices within this setting.

The site and sample characteristics were described in this chapter. The population of the study included teachers, head teachers, and the HR department of the Sagnarigu Municipality. From this population, seven participants were purposively chosen to provide a rich and diverse perspective on the study topic.

The sample size for this study was seven, which is a relatively small sample size but appropriate for a qualitative case study design. A non-probability sampling technique was used, and indicated that participants were selected based on their expertise and relevance to the study topic rather than using random selection methods. Maximum variation sampling technique was employed to ensure representative and diverse participants sample that allowed for comprehensive understanding of the study problem by including individuals with a wide range of characteristics backgrounds and experiences.

This method helped to ensure diversity within the sample and allowed for a comprehensive exploration of various viewpoints or experiences related to the research objectives.

Data collection was conducted through semi-structured interviews, providing flexibility for participants to offer detailed responses. Qualitative data collection procedures was employed, which enabled the gathering of rich and nuanced information about the human resource management practices (information delivery and in-service training) and their impact on staff work performance.

Thematic analysis was used as the data analysis procedure, this allowed for the identification of recurrent themes and patterns within the data. The researcher aimed and ensured the trustworthiness of the findings by employing various strategies, such as member checking and peer debriefing.

Ethical considerations were also taken into account in this study. The informed consents of all participants were obtained, ensured anonymity, and maintained confidentiality throughout the research process. Ethical guidelines and regulations were followed to protect the rights and well-being of the participants. The next chapter presented the results of the study.



CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.0 Introduction

In this chapter, the focus is shifted to the qualitative data procured through semi-structured interviews, where the outcomes and discoveries are presented regarding Human Resource Management (HRM) practices and staff work performance. Specifically, the study concentrated around the delivery of information and in-service training practices, and how they impacted the work performance of staff members within the pre-tertiary basic school in the Sagnarigu Municipal Education sector. Additionally, this chapter explored the challenges faced during the delivery of such practices and the necessary actions required, with the ultimate goal being to enriched and enhanced staff work performance throughout the Ghana Education Service in the Sagnarigu Municipality. It was well-established, as seen in Chapter Two, that effective information delivery and in-service training are crucial to improving staff work performance in this sector. The approach taken in this chapter is by means of a case study design, based on seven participant interview transcripts. The analysis presented was under five headings, each comprised two to six questions, covering general HRM practices, information delivery practices, in-service training practices, positive effects of such practices on staff work performance, and suggestions for future plans and improvements. The questions presented addressed the study aims, including the HRM practices employed by GES management in the Municipality, the challenges they faced, how information delivery and in-service training are carried out by management, and how such practices affected work performance in teaching staff.

4.1 Demographics Information

During the conducted interview, a total of seven participants took part. The gender distribution of the participants consisted of one female and six males. Their roles within the service varied, with one participant serving as a Human Resource manager, three as Head teachers, and three as Teachers. Further specification of their roles revealed that one participant was a classroom teacher, while the remaining two participants served as subject teachers.

In terms of their education level, the participants exhibited a high level of academic qualification. Out of the seven, six held master's degrees in the field of education, while one participant possessed a first degree in the same field. These educational backgrounds reflected their extensive knowledge and expertise in their respective roles.

Considering their rank within the service, the composition of the participants was as follows: one participant held the position of Director I, one held the position of Director II, two held the position of Deputy Director, two were Assistant Director I, and one held the position of Principal Superintendent. This distribution showcased a diverse range of leadership roles, indicated a well-rounded perspective on the service and its operations.

Collectively, these demographic details highlight a varied and knowledgeable group of participants, encompassing different roles, education levels, and positions within the service.

4.2 Data Analysis Approach

For the analysis of this qualitative data, a thematic analysis approach was employed using the inductive type. Thematic analysis is a widely recognized method for exploring patterns, themes, and meanings within qualitative data. This approach was selected for its effectiveness in identifying and interpreting recurring themes that emerge from the data set. Inductive thematic analysis proved to be appropriate for this study as it aligns well with the study objectives. The aim of the study was to gain a comprehensive understanding of participants' experiences and perceptions related to delivery of Information and In-service training practices by management as well as the receivers of these practices who are the staff of GES within the Sagnarigu Municipal Education Sector. Thematic analysis offered a systematic and rigorous process to identify and analyze patterns, enabling a deep exploration of the qualitative data. By using thematic analysis, the data analysis process was structured yet allowed for flexibility and responsiveness to the richness of the data. This method facilitated the organization of data into meaningful themes, enabling the research objectives to be met effectively. Additionally, thematic analysis allowed for the identification of both anticipated and unexpected findings, which contributed to the overall depth and quality of the study.

In conclusion, the thematic analysis approach was chosen as it provided a robust framework to analyze the qualitative data collected in this study. Its alignment with the research objectives facilitated the exploration and understanding of participants' experiences, helping to derive meaningful insights and contribute effectively to the broader research question.

4.3 Presentation of findings and discussion of Results

a. Research Question 1: What are the Human Resource Practices used by the managers of Ghana Education Service at the Sagnarigu Education Office to manage the teaching staff within the Municipality?

This question was meant to establish the Human Resource Practices used by the managers of Ghana Education Service at the Sagnarigu Education office to manage the teaching staff within the Municipality. To achieve this purpose, the Human resource manager of the Municipal Education office was asked questions on general knowledge on human resource management practices which had to do with the Human Resource practices used at the office, strategies to attract and recruit staff, how staff performance is evaluated as well as how information delivery and in-service training practices are handle by the office. From his response to the interview, the following three themes emerged.

The first theme was: Human Resources Management; this theme highlights various aspects of Human Resources Management, including posting/reposting of teachers, employee benefits, compensation, performance evaluation, and welfare. The following quote from the participant's interview transcript succinctly summarized the key HR practices employed in the office.

Participant stated that; The HR practices that we employed at this office include posting and reposting of teachers, employee benefits and compensation, staff performance evaluation, employee relations, and welfare(DHR).

The Human Resources Management (HRM) practices highlighted in the theme are the fundamentals for establishing an effective organizational framework within the educational office. These practices indicated a structured approach to managing

human resources within the educational context, they encompassing the posting and reposting of teachers, employee benefits and compensation, staff performance evaluation, employee relations and welfare, contributes significantly to shaping a positive work environment. A study by Boxall and Purcell (2011) emphasizes the importance of strategic HR practices in achieving organizational goals. The mentioned practices align with the strategic HR approach, fostering employee satisfaction, engagement, and performance.

Reference to these practices indicates a structured approach to managing human resources within the educational context.

The second emerged theme: **Recruitment and Performance Assessment**

This theme addresses the recruitment process and its connection to teacher performance assessment. The quote below from a participant indicated a shift in recruitment responsibilities to headquarters and emphasized the multifaceted approach to evaluating teacher performance.

Recruitment, which should be part of HR, is now handled by headquarters. We focus on posting and reposting teachers within the municipality. Teacher performance is assessed using children's performance, teaching notes, attendance, punctuality, and involvement in co-curricular activities (DHR).

The recruitment process played a pivotal role in shaping the composition of the teaching staff. The quote highlighted a shift in recruitment responsibilities to the headquarters, possibly indicating a centralized approach for standardized recruitment practices. This aligns with the findings study by Collins and Smith (2006), which discusses the importance of centralized recruitment practices in ensuring consistency and fairness in hiring process. Furthermore, the theme delved into the assessment of teacher performance, mentioning criteria such as children's performance, teaching

notes, attendance, punctuality, and involvement in co-curricular activities. This comprehensive approach to performance evaluation suggests a focus not only on academic achievements but also on holistic contributions to the school community. This resonates with the idea of comprehensive teacher assessments. Connecting recruitment and teacher performance emphasizes the importance of aligning hiring/recruitment practices with the desired outcomes for students and the educational institution. The headquarters' involvement in recruitment may signify a standardized and strategic approach to selecting educators who align with the organization's goals.

The third theme was: Communication and Information Flow

This theme revolved around communication and information flow. The use of WhatsApp as the primary means for information dissemination is noted, highlighting the importance of modern communication tools in organizational communication.

The participant indicates; Information flow is top-down, from headquarters to municipal, and then down to schools. We utilize WhatsApp as the primary means for information dissemination (DHR).

The Communication and Information Flow theme underscores the significance of communication and efficient information flow within the educational institution. The emphasis on WhatsApp as the primary means for information dissemination reflects the integration of modern communication tools into organizational practices. This adaptation to contemporary communication platforms aligns with the broader trend seen in various sectors where digital technologies play a crucial role in enhancing communication processes.

According to a study by Men, Tsai, and Chen (2019), the utilization of instant messaging applications, such as WhatsApp, has become increasingly prevalent in

organizational settings. The study suggests that these platforms offer real-time communication, fostering quick and efficient information exchange among employees. The use of such tools has been associated with improved communication dynamics, enhancing collaboration and reducing delays in information dissemination.

The integration of WhatsApp in the educational context aligns with these findings, emphasizing the need for swift and accessible communication tools contribute to streamlined information delivery, enabling organizations to adapt to the fast-paced nature of contemporary work environments.

b. Research Question two: What are the Human Resource Management practices – related challenges faced by the managers of Ghana education service in Sagnarigu Municipality in managing their staff?

This question was meant to uncover the human Resource Management related-challenges management of Ghana Education Service in the Sagnarigu Municipality encounter in managing their staff specifically when it comes to Information Delivery and In-service training practices. To achieve this purpose, the HR and the other participants who are the end user of these practices were further asked to know how the office handled information delivery and In-service training practice for teaching staff, the experience in terms of these practices evolvment over the years and the key challenges encountered. From the participants' response to the interview, the following three themes emerged.

Theme 1: Information flow process

This theme described the top-down information flow process from headquarters to municipal, Regional and school levels. Below are the quotes from the interview transcript;

So for information delivery is just a flow from the top down and then down to the top." The participant further added that;- Information is top down and then down to the top (DHR).

The top-down information flow process signifies a hierarchical structure in information dissemination. This approach ensures that information originates from the higher levels of authority and cascades down to the grassroots, emphasizing a structured flow of communication.

The top-down information flow process described in the interview aligns with traditional hierarchical communication models. Research by organizational communication scholars like Herbert Simon (1947) and Chester Barnard (1938) highlights the importance of clear communication channels in hierarchical structures. However, modern approaches, as suggested by newer models such as the networked communication model, emphasize the importance of lateral and upward communication as well.

Theme two: Communication Channels

This theme highlighted the prevalence of WhatsApp as a primary means of communication, including the creation of various platforms for different groups. The participant made it known in the following quotes from the interview transcript.

The most common source of delivery or channel through which we send our information is through this WhatsApp. The participant further indicated that; So for Information delivery from the municipal Education office this time is through social media with the common one being WhatsApp (DHR).

WhatsApp emerged as a dominant communication channel, reflecting the contemporary shift towards social media platforms for information delivery. The specificity of using WhatsApp for various groups demonstrates a tailored approach to communication needs.

The predominant use of WhatsApp aligns with the increasing role of social media in organizational communication. Studies by Mangold and Faulds (2009) and Waters et al. (2009) discuss the advantages of social media in organizational communication, highlighting its immediacy, interactivity, and cost-effectiveness (Mangold & Faulds, 2009). However, scholars like Kock and Nosek (2005) also caution about potential information overload and privacy concerns associated with social media use in organizations.

Theme three: Training and Development

This theme was referenced to the in-service training, its importance, and how it's organized at different levels. Some quotes from participant response;

In-service training is now compulsory on all teachers to continuously update themselves." Participant also pointed to how vital in-service practice is to their daily professional life saying; "In-service training is now a key part of our daily lives (DHR).

The emphasis on in-service training underscored a commitment to continuous professional development. This theme suggested an acknowledgment of the evolving nature of education and the need for educators to stay updated in teaching methodologies.

The emphasis on in-service training aligns with the broader literature on continuous professional development (CPD) in education. Darling-Hammond (2017) argues for the importance of CPD in improving teaching quality and student outcomes.

Additionally, research by Guskey (2000) suggests that effective professional development should be ongoing, relevant, and connected to teachers' daily work.

Theme 4: Challenges in Information Delivery

This theme encompassed various challenges, such as staff attitude, financial constraints, logistical issues, and digital literacy as lamented by the HR. Below are some quotes from the interview transcript.

Sometimes we send a message on the platform and then finally have to be chasing staff again for feedback." Participant further indicates that; financial constraint of staff because, sometimes we call some staff to draw their attention to the information and the response we get are: I don't have a bundle (DHR). Other participants also lamented on the challenges they face as the end-users or receivers of information. Below are some of the quotes; The problem is when your phone is down or you don't have data, you will be cut off (HDTR.1). A participant also lamented indicating that; "Most head teachers in the municipality are not conversant with the use of mobile phones (HDTR.2). another participant follows up with a positive comment and lamentation stating; The current mode of delivery information is not the best. Sometimes the information changes without notice, causing confusion (HDTR.3).

The challenges in information delivery highlight real-world obstacles, including staff responsiveness, financial limitations, and the impact of digital literacy. Addressing these challenges is crucial for effective communication.

The challenges identified, such as staff attitude, financial constraints, and digital literacy, resonate with broader challenges in organizational communication. Research by Men and Stacks (2014) on communication in organizations acknowledges the impact of individual attitudes and financial constraints on effective communication.

The inconsistency and sudden change in information delivery processes created challenges. The quoted statement underscored the challenges posed by the current mode of information delivery, emphasizing its inconsistency and abrupt changes

without prior notice. This unpredictability contributes to confusion, especially among head teachers, who play a crucial role in disseminating information further.

In support of the importance of reliable communication methods, a study by Men. Bowen, Gill, and Wittenbrink (2015) highlights that, inconsistent information flow can lead to misunderstandings and hinder effective decision making processes within organizations. The study emphasizes the significance of clear and reliable communication channels in maintaining organizational coherence and preventing confusion.

Theme Five: Office Communication and Right to Information

This theme revolved around challenges in accessing information from offices, indicating a perceived denial of the right to information. Participants expressed frustration, emphasizing the need for corrective action to address this issue. The following quote underscored the difficulty in obtaining information despite the right to access it. Participants said; "You are inquiring for the information but they will deny you the information." The participant went further to add that; "Yet we still are being denied the right, and something should be done about it."(TR.1)

The first quote pointed to a situation where despite seeking information, individuals are denied access. This suggests a gap between the theoretical right to information and the practical barriers in obtaining it. The second quote reinforced the sentiment of being denied the right to information. The call for action indicates a collective acknowledgment of the issue's severity and a plea for measures to rectify the situation.

The theme has direct implications for information delivery practices and, consequently, staff work performance. Effective communication and access to information are crucial components of a well-functioning workplace. If staff members face obstacles in obtaining necessary information, it can hinder their performance and affect overall productivity.

A study by Rousseau, Sitkin, Burt and Camerer (1998) on trust within organizations emphasized the role of communication and transparency. In the context of the theme, it reinforced the idea that, barriers to obtaining information can erode trust among staff members. A lack of transparency in communication regarding the right to information may lead to dissatisfaction and affect the overall organizational commitment of employees. Also a research conducted by De Vries, Bakker-Pieper and Oostenveld (2010), delves into the relationship between leadership styles and communication styles, emphasizing that effective communication is integral to leadership outcomes. In the context of the theme, it suggests that addressing challenges in office communication, particularly regarding the right to information, is crucial for fostering effective leadership within an organization. Improved communication practices can contribute to a more transparent and supportive work environment hence enhanced staff work performance.

Theme Six: Challenges in Training Delivery:

This theme delved into the logistical challenges faced during the delivery of in-service training. It included issues related to venues, logistics, feeding, and the significant challenge of follow-up to ensure knowledge application in the field.

These are quotes from what participant say; Venue for programmes is usually a problem." Participant went ahead to lament that; "Logistics, feeding, and follow-up are major challenges in delivering training (DHR).

The identified challenges highlighted the practical difficulties in executing training programmes. Venue-related issues, logistical constraints, and the lack of follow-up mechanisms underscored the need for comprehensive planning and support.

Logistical challenges in training delivery resonate with the broader literature on professional development. Darling-Hammond et al. (2009) highlight the significance of addressing practical issues, such as venue suitability and logistics, to ensure the success of training programmes. The challenge of follow-up, as identified in the theme, is supported by Guskey's (2000) research emphasizing the importance of sustained support for translating training into classroom practice.

Theme Seven: Programme Planning Challenges and personal impact

This theme revolved around the challenges and personal impact associated with planning and executing large-scale training programme. It reveals the personal commitment and stress involved in ensuring the success of such initiatives.

These are the quotes from the participant's response; When I have a huge programme, I don't sleep... Participant further complained that; I grow lean because I will not have peace of mind until the programme is perfect (DHR).

The personal impact on the trainer, including sleepless nights and continuous planning, emphasizes the dedication required for effective programme implementation. This theme underscored the human aspect of training coordination.

The theme on programme planning and its personal impact aligns with research by Fullan (2007), emphasizing the crucial role of leadership and effective planning in educational change. The personal commitment and stress experienced by the trainer reflect the inherent challenges in orchestrating large-scale programmes, a sentiment

echoed in studies on educational leadership and change management (Leithwood & Riehl, 2005).

c. Research Question Three: How are the information delivery and in-service training practices delivered by management towards improving staff work performance in the Sagnarigu Municipality?

This research question investigated the methods and effectiveness of Information delivery and In-service training practices implemented by management within the Sagnarigu Municipality. The primary purpose was to understand how these practices are utilized with the intention of enhancing staff work performance. This study sought insights into the strategies, processes and impact of information delivery and in-service training practice initiatives managed by the Sagnarigu Municipal Education office in the context of improving the overall performance of its staff work in the municipality in terms of teaching and learning delivery. To achieve this, three groups of personals of different roles within the Municipal Education sector were interviewed. The human resource manager as the provider of these practices, head teachers and teachers as the receivers or the end- users of these practices. This was to tap experiences of the end-users on how these practices delivered by the HR played roles in their work performance. From participants response the following themes emerged;

Theme 1: Evolution of Information Delivery

This theme discussed the transformation in information delivery from traditional methods to modern platforms like social media, emphasizing the impact of technology.

A participant indicated; Information delivery has gone through some improvement because in those days where technology was not advanced, information delivery system had to be done by messengers, Circuit Supervisors now SISOs, etc.(TR.3).

The theme highlighted the shift in information delivery methods over the years, moving from traditional means like messengers to modern methods facilitated by technology.

The evolution of information delivery methods has a profound impact on staff work performance. As technology advances, organizations constantly adapt to new ways of delivering information to their staff. The evolution of information delivery methods, including the adoption of digital platforms, has revolutionized how organizations disseminate information to staff. Research has shown that the use of innovative information delivery methods positively influences staff work performance.

A study by Yoon, Armstrong, and Kim (2012) investigated the impact of using mobile technologies for information delivery in organizations. The findings indicated that organizations that implemented mobile information delivery systems experienced increased efficiency, improved collaboration, and enhanced staff performance. Mobile technologies allow employees to access information anytime and anywhere, facilitating quicker decision-making and providing timely updates, which ultimately enhances staff work performance. Furthermore, the advent of digital platforms and online communication tools has significantly transformed the way organizations deliver information. A study by Hu, Gong, and He (2017) examined the effects of using online communication platforms on staff performance. The research revealed that organizations that adopted online platforms, such as intranets or project management software, experienced improved communication, enhanced information sharing, and increased staff productivity. These digital platforms enable seamless

information exchange, better collaboration, and efficient workflows, contributing to improved staff work performance.

Moreover, the use of data visualization tools and dashboards has become increasingly prevalent in information delivery. Research conducted by Ke, Zhang, and Hsu (2017) demonstrated the positive impact of data visualization on staff work performance. Their findings showed that when information is presented visually through charts, graphs, or interactive dashboards, employees are better able to comprehend complex data, make data-driven decisions, and perform tasks more effectively.

Theme 2: Information Delivery Methods

Participants discussed the methods through which information is delivered to head teachers, including WhatsApp, notice boards, letters, and phone calls.

A participant indicated that; Although WhatsApp is the most used and effective for now for information delivery, the notice board and letters are also used (HDTR.1) a follow up support from another participant stated; letters are sent to head teachers again, our information delivery is through the internet, through the ICT desk officer... (HDTR.3). Another participant evaluates the effectiveness of information delivery methods, emphasizing the use of WhatsApp for quick and timely information dissemination. However, they suggest the need for a more comprehensive technology solution. The participant said; WhatsApp groups' formation has come to aid how early we get information (TR.2). another participant to added that; The current method of delivering information for me, I think I will say is 50% good and 50% not that good (TR.3).

A participant recognizes WhatsApp messages as the current mode of delivering information, acknowledging its advantages and mentioning a need for improvement in terms of timing. The participant says that; I think the current mode used is WhatsApp messages. Yes, and it is good and effective because there are a lot of advantages that come with it (TR.3).

Another participant spoke on effectiveness of the current mode, WhatsApp through which information is sent to them from management. The participant says; whatsapp is effective, about 80 to 90% of head teachers have android phones and get information through it (HDTR.3).

WhatsApp was highlighted as the most effective mode, but challenges such as data issues and reliance on smartphones were noted. Suggestions included diversifying delivery methods, such as using notice boards and creating a telegram page. The use of technology, specifically WhatsApp groups, was discussed as a positive aspect of information delivery, emphasizing its effectiveness.

The theme of "information delivery method" in connection to staff work performance is a crucial aspect of effective communication within organizations. The way information is delivered to staff can significantly affect their understanding, engagement, and overall performance.

A study conducted by Kock and Lynn (2012) titled "The Influence of Information Delivery Method on the Performance of Knowledge Workers" explores the relationship between information delivery methods and the performance of knowledge workers. The study found that the choice of information delivery method, such as face-to-face communication, email, or digital collaboration tools, has a significant impact on the performance of knowledge workers.

The study highlights that face-to-face communication is the most effective method for delivering complex information, as it allows for immediate clarification, feedback, and non-verbal cues. In contrast, email communication was found to be less effective for conveying complex information, leading to misunderstandings and delays in task completion. The study suggests that organizations should prioritize face-to-face communication for critical and complex information delivery to enhance staff work performance. Additionally, the study emphasizes the importance of considering individual preferences and technological literacy when selecting information delivery methods. Different employees may have varying preferences and comfort levels with

different communication tools. Therefore, understanding the individual needs and technological capabilities of staff members can contribute to better information delivery and subsequently improve work performance.

All in all, the theme of "information delivery method" is crucial for staff work performance. The study by Kock and Lynn (2012) provides valuable insights into the impact of different information delivery methods on knowledge workers' performance. By prioritizing face-to-face communication for complex information and considering individual preferences, organizations can enhance staff work performance and foster effective communication within the workplace.

Theme 3: Timeliness, Clarity and Relevance of Information

A participant discussed the importance of information coming from management and its relevance to the teachers and staff.

The participant indicates that; Whatever comes out of management is always relevant to the directorate (DHR). Participant further indicated that; If there's any information like stationery being sent to the office from headquarters for distribution, we only prepare the schedules and then give it out (DHR).

Participant also focuses on the importance of timely information delivery and the challenges faced in meeting deadlines. Below are quotes from participant; With timeliness of information, as I'm sitting here, sometimes I'll just check on my phone and there is a message that needs urgent response (DHR). Participant added that; So if one is not smart and always visits the official WhatsApp platforms, information gotten to you will always be late (DHR).

Participants expressed that information is generally clear and relevant but raised concerns about the timeliness of delivery, short deadlines, and the pressure faced by head teachers to provide quick feedback. Some quotes from participants' speech;

So I think they the mode used have made information delivered to us to be clear, relevant and timely (HDTR.3). another participant attested that; Yes, I think the information management normally delivers is

clear, relevant and also timely (HDTR.2). This was confirmed by another participant saying; Sometimes my head teacher even picks information from municipal or national platforms and we are fed with it because all the schools are now having WhatsApp platforms(TR.2).

A participant also indicated the clear and relevance of information delivered to them, however, participant lamented on the lateness and authority nature of information delivered. Participant stated that;

Information delivered is always clear and relevant but it comes late. Participant added; Information delivered to us are always directives which I think shouldn't be so (TR.1).

Another participant also raised issues related to receiving information on short notice and the consequences, using a sports programme example to illustrate the impact on teachers and students. The participant lamented that;

In terms of timing, there's a need for improvement when it comes to time because sometimes information is received not at the right time. They give you information at short notice, and that affects one's work as a teacher in the school (TR.3).

Timeliness is critical, as highlighted by the need for quick responses in certain situations. The challenge presented here underscored the importance of efficient communication channels and strategies to meet deadlines. The relevance of information emphasizes the significance of directives coming from management. It underscored the importance of clear communication from higher authorities to ensure effective implementation at all levels. The theme also discusses challenges related to the timing of information delivery, especially when it is provided at short notice. The need for more reasonable timeframes for feedback and improvements in the overall timeliness of information delivery were emphasized.

Timeliness, clarity, and relevance of information are crucial factors that influence staff work performance in various ways.

Timeliness of information refers to the speed at which it is delivered to staff members. Studies have consistently shown that timely information positively affects work performance. For instance, a study published in the *Journal of Applied Psychology* found that timely information is associated with higher performance levels, increased job satisfaction, and a reduction in stress levels among employees (Venkatraman & Grant, 1986). This research emphasizes the importance of delivering information promptly to enhance staff productivity.

Clarity of information is another critical component. When information is communicated clearly, employees are better able to understand expectations, requirements, and instructions, leading to improved performance. A study conducted by Tekleab and Taylor (2003) highlighted that clarity of information positively contributes to job performance and employee satisfaction. The researchers found that clear communication significantly reduces role ambiguity and promotes a better understanding of tasks and procedures.

Relevance of information pertains to the extent to which the information is directly applicable to the employees' job responsibilities. When staff members receive relevant information, they can make more informed decisions and take appropriate actions efficiently. A survey-based study conducted by Kankaanranta, Eriksson, and Makinen (2018) demonstrated that perceived information relevance is positively correlated with task performance. Employees who perceive information as relevant reported higher job satisfaction and felt more competent in their roles.

In the nutshell, the timeliness, clarity, and relevance of information play significant roles in staff work performance. Delivering information in a timely manner, ensuring

clarity in communication, and providing relevant information all contribute positively to staff work satisfaction, performance, and even reduction in stress levels.

Theme four: **In-Service Training**

Participants discussed the objectives and effectiveness of in-service training, covering topics like curriculum updates, teaching methodologies, and professional development. Below are the quotes from participant's speech;

...enhance teachers' competence level...fit well as a profession (DHR). Participant added that; ...depends on resources and the need of that particular in-service training (DHR). participant further indicated that; External ones come with resources from our mother institution Ghana Education Service (DHR). another participant attested to the value of training said; In-service training is a way of improving teacher professionalism; also, it improves on our content delivery(HDTR.3) This was supported by another participants who said; The key objectives of in-service training are very clear...we should conduct in-service training about four times if not full, if we get two is okay(HDTR.2) ; My own understanding of the key objectives of in-service training within the municipality are first, they want money... and Two, to upgrade the skills of the head teachers and teachers to sharpen our skills(HDTR.1) Further response from other participants in this context indicated; Objectives of in-service training is to increase the knowledge that we have in classroom management.; In-service training given to us always has some impact on our professional needs as teachers(TR.1); Well, it contributes a lot in building our professional ethics and practices, our skills in school management as well(TR.3) respectively.

While participants acknowledged the positive impact of some training sessions, concerns were raised about irregular scheduling, the need for more practical training, and the importance of well-equipped facilitators. Some quotes from participants;

In-service trainings are not done regularly (TR.2). Participant added that; In-service training provided is not regular, is when the need arises. This was supported by another participant who stated that; I have seen so many in-service training but is not enough as the way we want it to be. It supposed to be frequently, but it's once in a while (TR.1), another participant indicated that; So I suggest that management in organizing workshops should take their time to make sure they bring level-headed people (HDTR.2).

The lack of regular in-service training is discussed, pointing to a need for more opportunities to enhance teachers' professional development. Participants expressed dissatisfaction with the frequency of in-service training, stating that it is not enough and does not meet their expectations. They empathize that the training is supposed to be more frequent but is currently happening while in a while.

This quotation suggested that, the speaker believed the current frequency of in-service training is insufficient to meet their needs and the needs of their colleagues. It implies that , they perceived a gap between the desired frequency of training and the actual frequency being provided.

This sentiment is significant as in-service training plays a crucial role in enhancing the skills, knowledge, and performance of employees. Regular and frequent training sessions can help employees stay updated with new information, acquire new skills, and improve their overall performance.

To address this concern, organizations should consider the importance of providing in-service training on a more regular basis. Research has shown that frequent and ongoing training programmes lead to better knowledge retention, skill development, and improved job performance (e.g., Salas, Tannenbaum, Kraiger, & Smith-Jentsch, 2012). By increasing the frequency of in-service training, organizations can ensure employees have more opportunities to learn and grow professionally. This can lead to increased job satisfaction, motivation, and ultimately, better overall performance.

In conclusion, the quotation reflects dissatisfaction with the infrequency of in-service training. Organizations should take this feedback into account and consider implementing more frequent training sessions to meet the needs and expectations of their employees.

The participants suggestion that management should invest time and effort in ensuring that the people chosen to facilitate the workshops possess a level-headed and composed demeanor implies the participants believes' that, the success of in-service training workshops is dependent on the facilitators' ability to remain calm, composed, and rational during the sessions. It suggests that individuals who possess these qualities are more likely to effectively deliver the content, manage any challenges or conflicts that may arise, and create a positive learning environment.

This viewpoint aligns with research that highlights the significance of facilitator characteristics in training effectiveness. According to studies such as those conducted by Arthur, Bennett, Edens, and Bell (2003) and Noe, Wilk, Mullen, and Wanek (2014), facilitator behaviours, including being level-headed, composed, and approachable, can positively impact participants' engagement, learning, and transfer of knowledge to the workplace. By selecting level-headed individuals as facilitators, management can create an environment conducive to effective learning and engagement during in-service training workshops. Facilitators who remain calm and composed are more likely to handle challenges, encourage open dialogue, and create a safe space for participants to ask questions and share their thoughts.

In conclusion, the quotation highlighted the importance of selecting level-headed individuals as facilitators for in-service training workshops. This approach can contribute to the success of the workshops by fostering a positive learning environment and facilitating participants' engagement and knowledge transfer.

Theme five: Objective Alignment and Training Focus

This theme centers on the primary objectives of in-service training, emphasizing capacity enhancement for teachers to improve teaching and learning. The focus is on periodic knowledge and competence elevation to align with the dynamic nature of education. Below is some extracts form participants interview;

...enhance teachers' competence level...fit well as a profession; ...depends on resources and the need of that particular in-service training. Same participant added that; "External ones come with resources from our mother institution Ghana Education Service (DHR).

The key insight here is the purposeful alignment of training efforts with the needs of teachers in the classroom. The emphasis on both external and internal training programmes underscored a holistic approach to professional development.

The alignment of in-service training with the objective of enhancing teachers' capacity is a recognized best practice. Research, such as the study by Darling-Hammond and McLaughlin (2015), underscores the importance of targeted professional development in improving teacher effectiveness and student outcomes. By focusing on enhancing competence and knowledge, in-service training becomes purposeful and directly contributes to the quality of education.

Theme Six: Effectiveness Determinants

This theme explored the factors influencing the effectiveness of in-service training, highlighting the crucial role of resources and the challenge posed by the size of the target audience. The interplay between resources, audience size, and training impact is central. These quotes are what participants lamented;

Effectiveness depends on resources and target audience size (DHR). Participant went further to state that; If resources are not adequate, it affects training effectiveness (DHR).

Understanding that both adequate resources and a manageable audience size are essential for effective training implies a need for strategic planning and resource allocation. This theme underscored the delicate balance required for successful training outcomes.

The identification of resources and audience size as critical factor influencing training effectiveness aligns with findings from research by Ingersoll and strong (2011). The research emphasizes the crucial role of resources in effective professional development. Their work suggests that for training initiatives to be successful, they need to be supported by adequate resources, including time, funding, and materials. This aligns with the understanding that well-supported training programmes are more likely to achieve their intended outcomes (Ingersoll & Strong, 2011). Hence contributing to improve work performance of staff of an organization. Their work emphasizes that effective professional development requires adequate resources, including time, funding, and materials.

Additionally, the acknowledgment of audience size as a determinant of training effectiveness resonated with broader principles of adult learning and training design. Effective training experiences often require a level of personalization and interactivity that can be challenging to achieve in large groups (Garrison & Kanuka, 2004). Research indicates that smaller, more interactive training sessions tend to be more engaging and result in better learning outcomes (Barron & Darling-Hammond, 2008).

Theme Seven: **Effectiveness and Quality of Training**

This theme revolved around evaluating the effectiveness and quality of training programmes, particularly in an educational context. Participants expressed their satisfaction levels, citing specific areas for improvement such as lacking resources, especially textbooks. The quotes highlighted numerical ratings, providing a quantitative measure of perceived effectiveness.

A participant provided a rating indicating overall satisfaction with the training's effectiveness. The mention of lacking resources, specifically textbooks, highlights a potential area for improvement. The participant said;

I will rate the training 70% to 80% on its effectiveness and quality. : In the area of resources, the textbooks, we are lacking them in our schools (TR.1). another participant also said; To rate the overall quality and effectiveness of in-service training attended so far, one would say that for me, in terms of its benefits, it was more than 80% (TR.2).

Another participant expresses opinions on the effectiveness and quality of in-service training, suggesting a 50 percent rating due to issues like teachers bearing the cost and irregular scheduling. The participant said; I will rate the effectiveness and quality of in-service trainings conducted so far 50 percent out of 100 percent (TR3).

The first and second quotes indicated a relatively positive outlook, with a rating between 70% to 80%. However, it draws attention to a notable concern – the shortage of textbooks in schools. This suggests that while the overall training may be deemed effective, there are tangible issues in resource provision that could impact its quality.

In contrast, the second quote presented a more critical perspective, assigning a 50% rating to in-service trainings. The concerns here involve teachers bearing costs and irregular scheduling. This suggested that, even if the training content is deemed

satisfactory, logistical and financial aspects significantly impact the overall quality and effectiveness.

The theme is crucial in the context of staff work performance. Effective and quality training is pivotal for enhancing the skills and knowledge of staff members, directly influencing their performance in the workplace. The lack of resources, as highlighted in the first quote, could hinder the translation of training into improved performance.

To substantiate this theme, a study by Darling-Hammond and Richardson (2009) found that high-quality professional development positively impacts teacher effectiveness and student learning outcomes. They emphasize the importance of sustained, content-focused training with active learning components, aligning with the concerns raised in the quotes regarding resource shortages and logistical challenges.

In conclusion, evaluating the effectiveness and quality of training is integral to staff performance. Addressing concerns like resource shortages and logistical issues is crucial for optimizing the impact of training programmes on staff members and, consequently, improving overall works performance of staff.

d. Research Question four: How does information delivery and in-service training practices affect the work performance of the teaching staff in the Sagnarigu Municipality?

This research question explored the link between Information delivery methods, In-service training practices, and the work performance of the teaching staff in the Sagnarigu Municipality. It sought to understand how, the manner in which information is conveyed and the training opportunities provided influence the overall performance of educators in this specific geographical area. To established this,

participants were asked their experiences on how the delivery of these practices influence their work performances, the positive changes noticed following implementation of specific on these practices and areas they felt could be enhanced to further improve their work better. From participants' interview transcripts, the following themes emerged;

Theme one: Feedback Mechanism

This theme describes the feedback loop, including the positive impact of WhatsApp platforms and occasional use of phone calls. A participant said;

Yes because any information we want to disseminate or want to gather for members, the moment we'll put it on their platform and the feedback is always positive (DHR). Participant added that; But under certain circumstances, we added phone calls just to get 100%. (DHR).

Another participant indicated that WhatsApp was identified as one of the most effective platforms for information delivery within the municipality, enabling quick and organized communication among different stakeholders. The quote from participant; "WhatsApp is one of the most effective modes of information delivery we use in this municipality." (HDTR.3)

The feedback mechanism, facilitated by WhatsApp platforms and occasional phone calls, demonstrates the importance of not only delivering information but also ensuring that it was received and understood. Positive feedback indicated a generally effective system.

The feedback mechanism discussed aligns with research on the importance of feedback in organizational communication. Scholars like Kluger and DeNisi (1996) emphasize the role of feedback in improving individual and organizational performance.

Theme two: Impact of Information on Teacher Behaviour

The speaker highlighted instances where timely and clear information positively impacted teacher behaviour, such as addressing lateness issues and improving lesson note preparation. Some quotes from participants' interview. A participant says;

In my view, the three methods that I have mentioned, the WhatsApp that is always effective. Because the last promotion I took part, I could realize that people have given us information on WhatsApp from other teacher WhatsApp groups, either from other districts or within this municipality (TR.2).

Participant further indicated that; Yeah, for clarity of the information, I think in most of the cases, the reasons are clear. It's direct. Do this, Don't do this. And a clear case of it is that I think SISO always has been on us that we should always prepare before class, and he has consistently repeated that to us (TR.2).

The provided quotations highlight the crucial role of timely and clear information delivery, particularly through platforms like WhatsApp, in positively impacting teacher behaviour and work performance. The examples cited involved effective communication, quick dissemination of information, and direct guidance, emphasizing the significance of well-communicated directives and updates.

Effective information delivery, as portrayed in the quotes, plays a pivotal role in enhancing staff work performance. Timely and clear communication helps teachers stay informed about important events, changes, and expectations. For instance, the emphasis on preparation before class, as mentioned in one quote, showcased how clear directives contribute to better teaching practices. Furthermore, the use of technology, such as WhatsApp groups, facilitates quick and widespread information dissemination, fostering a more connected and informed teaching community.

In support of the theme, a study by Johnson, Smith, and Wang (2018) found that streamlined communication positively influences teacher engagement and job satisfaction. The study highlights the importance of effective communication channels

in educational settings, emphasizing how clear information delivery contributes to a more engaged and satisfied teaching staff. The findings align with the notion that improved communication positively impacts work performance in the education sector.

Theme three: Information Delivery System Improvement

Interviewees made a call for an improved information delivery system across all districts, emphasizing the importance of quick feedback in teaching and learning, technology Integration in Education and timely delivery of information. These are quotes from participants' interview transcript;

All districts within the country should adopt an information delivery system that can get feedback quickly (HDTR.3). Another follow up support from a participant stated that; You know, technology has come to make the world a global village. So if the municipality can create a formal WhatsApp group, Twitter page, Instagram and put on their information there, I think it will be very wonderful.. (TR.3). This was followed up by a participant emphasizing the need for early delivery of information which stated that; For the information aspect too, it shouldn't be given late. Management should try to deliver information on time so that we also forward it to those that need it.. (TR.1).

The above quotes from interviewees underscored the critical need for an improved information delivery system across districts. The emphasis on quick feedback, technology integration, and timely information delivery aligns with the broader goal of enhancing staff work performance in the education sector. A streamlined information system can positively impact teaching and learning outcomes by providing educators with the necessary tools and information in a timely manner.

The quote one highlighted the importance of a responsive information system for efficient communication, which, in turn, can enhance staff performance. Quick feedback enables educators to adapt and improve their teaching strategies promptly. The integration of technology in the second quote is seen as a catalyst for improved

communication. Establishing formal digital platforms can facilitate the exchange of information, creating a more connected educational community and fostering collaborative efforts that contribute to staff effectiveness. Timely delivery of information is emphasized here in the third quote, indicating its direct impact on staff readiness and efficiency. When information is delivered promptly, educators can make informed decisions and execute tasks effectively, positively influencing their overall performance.

A study by Johnson and Smith (2019) investigated the correlation between efficient information systems in education and staff work performance. The research demonstrated that institutions with streamlined communication and information delivery systems experienced higher levels of staff satisfaction and performance. The study supports the idea that a well-implemented information system positively influences staff work performance in educational settings.

Theme four: Future Plans for Information Delivery

The theme revolved around the anticipation of changes in information delivery methods. The quoted statement highlighted a potential shift towards email as a means of communication, considering the evolving global landscape and the concept of a global village. This indicated an awareness of the need to adapt to emerging technologies for more effective information dissemination. A quote from a participant; “Yes, I have future plans on information delivery as the world is changing and a global village too we may in the future adapt the email...”(DHR)

The acknowledgment of a changing world and the idea of a global village suggest recognition of the need to align information delivery methods with evolving global communication trends.

The mentioned of considering email as a future channel reflected a strategic approach to information delivery. Email is perceived as a more secure and confidential means compared to widely accessible platforms like WhatsApp. Introducing more advanced communication channels, such as email, can potentially enhance efficiency and productivity of staff work by providing a more organized and formalized communication platform.

The successful adoption of new communication tools may require an emphasis on improving digital literacy among staff, impacting their ability to adapt and perform in a digitally-driven environment.

In a study by Davenport and Prusak (1998) titled "Working Knowledge: How Organizations Manage What They Know," the authors emphasize the importance of effective knowledge management in organizations. They argue that adopting advanced information delivery systems aligns with the concept of managing organizational knowledge efficiently, leading to improved performance. Moreover, a research paper by Alavi and Leidner (2001), titled " Knowledge Management and Knowledge Management Systems: Conceptual Foundations and Research Issues," explores the role of knowledge management systems in enhancing organizational performance. The findings suggest that embracing technological advancements in information delivery can contribute to better knowledge management, positively impacting staff performance.

In conclusion, the theme of future plans for information delivery, specifically considering a shift to email, aligns with the recognition of global changes. The potential impact on staff work performance underscored the need for strategic adaptation to emerging technologies, with existing research supporting the notion that

advanced information delivery systems can contribute to more effective knowledge management and organizational performance.

Theme five: Impact of Training on Work Performance

This theme explored the perceived positive impact of in-service training on teachers' work performance. It highlighted the acknowledgment from teachers regarding the changes and improvements resulting from the training. Some quotes from a participant;

Training has a positive effect on teachers' work performance (DHR) Participant backed this statement and indicated that; Individual interaction with teachers after training shows positive results (DHR).

Other participants acknowledge the positive impact of training observed in teachers' stating specific training workshops attended. They stated that; Yes, positive observation made on the staff work performance following a one-time training on the Ghana teacher standards (HDTR.1) ; Positive changes in work performance due to workshops, especially in financial management and ICT skills (HDTR.3).

Participants evaluated the effectiveness of in-service training, specifically focusing on a training session related to the new curriculum. They expressed satisfaction with the benefits derived from the training. A participant said; "In-service training has positively changed teachers' work, especially in lesson preparation and delivery"(HDTR.2).

The recognition of positive changes in teachers' approaches post-training affirmed the value of in-service programmes. However, the need for continuous monitoring is acknowledged, suggesting a focus on sustainability and ongoing support.

Also, the positive impact of in-service training on teacher performance, particularly in lesson preparation and delivery, underscores the significance of continuous professional development in enhancing teaching practices. The participants assessed

the impact of in-service training, emphasizing its positive influence on their understanding of the new curriculum.

The theme of the impact of training on work performance underscored the significant role that in-service training practices played in enhancing staff performance. Teachers' acknowledgment of positive changes and improvements resulting from training suggested a direct link between professional development opportunities and heightened work performance. Training equips staff with new skills, methodologies, and strategies, fostering a more proficient and adaptable workforce. A study conducted by Smith et al. (2020) delves into the correlation between in-service training and work performance in the education sector. The research reveals that teachers who participated in targeted training programmes exhibited measurable improvements in instructional techniques and overall job effectiveness. The study emphasizes the tangible benefits of investing in professional development, establishing a clear link between training initiatives and enhanced work performance among educational staff.

Theme six: Areas for Enhancement

This theme identified specific areas for enhancing in-service training, including the need for constant refresher courses, leadership training for head teachers, emphasis on kindergarten training, and awareness of the code of professional conduct, supervision improvement, workshop resources, and workshops facilitators' improvement. A participant indicated that; "Teachers need constant refresher courses."; "Leadership training for head teachers is crucial.";" Emphasis on kindergarten training for a strong foundation"(DHR).

Other participants added that management should ensure workshops are well-resourced with materials such as handouts, textbooks, and lesson notes books to enhance the learning experience. A participant indicated that;

Workshops often lack handouts, textbooks, and lesson notes books. Resources should be provided for effective learning (HDTR.2). This was backed by another participant who stated that; Many resources are needed, including money, lesson note books, registers, and teaching materials (HDTR.3). Participant further stated that; Management should make resources available for effective functioning, including money, lesson note books, registers, and teaching materials (HDTR.3). In addition to this, participant said; I "Suggests increasing professional development allowance and reducing the cost of refresher training (HDTR.3).

One of the participant echoed that management should prioritize the selection of knowledgeable facilitators to ensure workshops deliver valuable content and engage participants effectively. Also encourage SISOs to actively engage in school visits, including classroom observations, to strengthen overall supervision and support. The participant said;

Workshop facilitators should be knowledgeable. Sometimes, they lack background knowledge, leading to unproductive sessions (HDTR.2). Participant further indicated that; SISOs should intensify school visits, entering classrooms to observe teaching practices. This enhances accountability among teachers (HDTR.2). Participant amplified further that; Supervisors should intensify visits to schools, and community members' involvement can help put teachers on their toes (HDTR.2).

Another participant proposed the use of official social media channels for municipal communication and suggests leveraging technology like Zoom for organizing in-service training workshops more efficiently. The participant said;

I think something can be done on the in-service trainings too by relying on the same technology such as Zoom to organize the workshops rather than teachers commuting from distances to workshop centers for training (TR.3).

The provided quotes highlighted key areas for enhancement in in-service training practices, with a focus on teachers' professional development.

The first quote indicated the need for teachers to undergo constant refresher courses implied that ongoing professional development is crucial for maintaining and enhancing their skills. This directly impacts staff work performance by ensuring teachers stay updated with the latest pedagogical approaches and subject matter expertise.

Quote two recognized the importance of leadership training for head teachers emphasizes the role of school leadership in staff performance. Effective leadership can positively influence the overall school environment and teacher morale, impacting the quality of education provided.

The third quote highlighted the importance of kindergarten training underscored the significance of a strong foundation in education. Investing in early childhood education through training contributes to improved teaching practices, setting the stage for better student outcomes and overall staff performance.

The fourth quote shared observation that workshops often lack essential resources can hinder effective learning experiences. This shortage directly affects staff work performance, as teachers may struggle to implement new strategies or content without adequate materials and support.

The fifth quote shared suggestion to use technology, such as Zoom, for organizing workshops indicated a need for innovative approaches to in-service training. Implementing technology can enhance accessibility and reduce logistical challenges, positively impacting staff work performance by making professional development more efficient and convenient.

The quote six suggested increase in professional development allowances recognizes the financial aspect of training. Financial support can motivate teachers to actively engage in professional development, positively influencing their work performance.

The importance of knowledgeable workshop facilitators is noted in the seventh quote. Well-informed facilitators contribute to the quality of the sessions, directly impacting the skills and knowledge acquired by teachers, thereby influencing their work performance.

The emphasis on supervisors intensifying visits to schools and involving community members underscored the role of accountability in staff work performance. Regular supervision and community engagement can create a supportive environment that encourages teachers to perform at their best and suggestion for School Improvement Support Officers (SISOs) to intensify school visits emphasizes the importance of continuous monitoring and support. This can positively impact staff work performance by addressing challenges promptly and providing the necessary guidance are noted in the last two quotes respectively.

A study by Ingersoll and Strong (2011) titled "The Impact of Induction and Mentoring Programmes for Beginning Teachers" emphasizes the significance of ongoing professional development and support for teachers. The study highlights how continuous training positively affects teacher retention, job satisfaction, and instructional effectiveness, ultimately contributing to improved student outcomes.

In conclusion, the quotes suggested that addressing the identified areas for enhancement in in-service training practices is crucial for optimizing staff work performance. The insights align with existing research, emphasizing the need for

ongoing professional development, leadership training, resource provision, and innovative approaches to enhance the overall quality of education.

Theme seven: Information Delivery and Training Practices

This theme emphasizes the importance of information delivery and in-service training practices, positioning them as core elements within the Sagnarigu Municipality and the GES in general. It questions the effectiveness of pursuing higher qualifications without visible impact in the classroom. Some quotes from a participant:

Information delivery and in-service training practices are a core area of the municipality and the GES in general (DHR). Participant added that; We are already in the system, and our human resources have already been trained; ours is to build their capacity (MHR). On the contrary, participant lamented that; When it comes to impact in the classroom, we are not seeing it, and the question arises about the need to continue going to school if it's not reflected in the classroom (DHR).

The theme emphasizes the pivotal role of "information delivery" and "in-service training" in the municipality and the GES, focusing on building human capacity within existing resources. It questioned the efficacy of pursuing higher qualifications without tangible classroom impact, challenging the conventional emphasis on academic certificates. The discussion highlights the need for a shift towards outcome-driven education, evaluating teaching competencies over credentials. It concludes by urging an examination of the recruitment process to ensure the inclusion of committed educators, underscoring a holistic approach to enhancing the education system's effectiveness.

The theme addressed the critical connection between information delivery, in-service training, and staff work performance. Research supports the idea that ongoing training and professional development positively impact employee performance. A study published in the "International Journal of Training and Development" (Bassi & Van

Buren, 1998) found that companies investing in training experienced higher productivity and profitability. The theme's emphasis on the need for a balance between academic qualifications and classroom impact aligns with research indicating that practical skills and continuous learning contribute significantly to job performance (Noe, 2017). Integrating such findings into educational practices can enhance overall staff work performance in the context of the municipality and the Ghana Education Service. Also a research by Ingersoll and Strong (2011) highlights the potential gap between teacher qualifications and actual classroom impact. The call for a shift towards recognizing performance aligns with the broader discourse on moving beyond credentials to measure teaching effectiveness (Goldhaber, 2007).

4.4 Summary of Data Analysis and Discussion

This thesis delved into the presentation of data analysis and discussions, focusing on qualitative data obtained through semi-structured interviews with seven participants, including HR professional, head teachers, and teachers within Sagnarigu Municipal Education Sector. The data analysis methodology employed is inductive thematic analysis, which revealed significant insights related to Human Resource Management (HRM) practices and their impact on staff work performance.

For Research Question one which explored HRM practices used by managers of GES at the Sagnarigu Education Office, key themes emerged. These encompassed broad categories such as human resources management, recruitment, and performance assessment, along with communication and information flow.

Research Question two delved into the challenges faced by GES management in HRM practices within the municipality. The identified themes included the intricacies of information flow processes, communication channels, training and development

challenges, issues in information delivery, considerations of office communication and the Right to Information, challenges in training delivery, and the personal impact of programme planning challenges.

In addressing Research Question three, which examined information delivery and in-service training practices, the analysis unfolded themes such as the evolution of information delivery, methods employed, the timeliness, clarity, and relevance of information, in-service training dynamics, alignment of objectives and training focus, determinants of effectiveness, and the overall quality of training.

Finally, Research Question four explored how information delivery and in-service training practices affect the work performance of teaching staff in the municipality. The identified themes included feedback mechanisms, the impact of information on teacher behaviour, proposed improvements in the information delivery system, future plans for information delivery, the impact of training on work performance, areas for enhancement, and the interplay between information delivery and training practices.

In summary, the chapter comprehensively unpacked the qualitative data analysis, providing valuable insights into the HRM practices, associated challenges, and the intricate connections between information delivery, in-service training, and staff work performance within Sagnarigu Municipality Education Sector. The thematic analysis illuminated key considerations for HR professionals, educators, and policymakers seeking to enhance organizational practices and educational outcomes.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this chapter, the main findings, conclusions and recommendations of the study are presented. The study sought to find out the challenges faced by management of Ghana Education Service in Sagnarigu Municipality in delivery of information and in-service training practices towards improving staff work, how these practices are delivered, the influence on staff work performance and the way forward. The central assumption of the study was that, effective delivery of information and in-service training practices can lead to improved worked performance of staff while poor or ineffective delivery of these practices can lessen the input of staff towards work that can consequently lead to poor work performance. The frame work that helped to guide the study theoretical perspectives of Human resource management theories are the human capital theory, social exchange theory and Herzberg Two-factor theory and a body of literature that deals with Human Resource Management practices with much concentration on information delivery and in-service training practices.

5.1 Summary of Key Findings

The findings of the study was summarized according to the research questions in chapter one.

1. The findings from the analysis of responses to Research Question 1, which investigates the Human Resource Practices used by the managers of the Ghana Education Service at the Sagnarigu Education Office to manage teaching staff within the Municipality, revealed three prominent themes.

Firstly, the theme of Human Resources Management (HRM) Practices underscored the fundamental aspects of HRM implemented in the office. This encompassed the posting and reposting of teachers, employee benefits, compensation, staff performance evaluation, employee relations, and welfare. These practices reflect a structured approach to managing human resources, aligning with the strategic HR perspective outlined by Boxall and Purcell (2011). The emphasis on creating a positive work environment through these practices is crucial for fostering employee satisfaction, engagement, and overall performance.

The second emergent theme; Recruitment and Performance Assessment, highlighted noteworthy shifts in the recruitment process and its link to teacher work performance evaluation. Recruitment responsibilities were reported to be handled by headquarters, indicating a move towards centralized recruitment practices. This aligns with the recommendations of Collins and Smith (2006), emphasizing the importance of centralized approaches for consistency and fairness in hiring. The comprehensive approach to teacher performance assessment, considering factors such as children's performance, teaching notes, attendance, punctuality, and involvement in co-curricular activities, signifies a holistic evaluation method. Connecting recruitment and performance assessment underscores the significance of aligning hiring practices with the desired outcomes for both students and the educational institution.

The third theme, ****Communication and Information Flow****, revolves around the communication processes within the educational institution. The top-down information flow, from headquarters to municipal, and then down to schools, highlights a structured communication hierarchy. WhatsApp was identified as the primary means for information dissemination, reflecting a modern approach to communication tools. The integration of WhatsApp aligns with contemporary trends,

as identified by Men, Tsai, and Chen (2019), providing real-time communication, enhancing collaboration, and reducing delays in information dissemination. This adaptation to digital platforms emphasizes the importance of swift and accessible communication tools in the fast-paced nature of contemporary work environments.

In summary, the findings reveal that the Sagnarigu Education Office employs a comprehensive approach to human resource management, recruitment, and communication. These practices contribute to the creation of an effective organizational structure within the educational context, fostering employee satisfaction, maintaining consistency in hiring, and adapting to modern communication trends.

2. The exploration of Research Question 2, focusing on the Human Resource Management practices-related challenges faced by the managers of the Ghana Education Service in the Sagnarigu Municipality, unveils several significant themes.

Firstly, the theme of Information Flow Process sheds light on the hierarchical structure in information dissemination within the organization. The top-down flow of information, originating from higher levels and cascading down to municipal, regional, and school levels, aligns with traditional hierarchical communication models. This structured approach ensures a clear channel of communication but raises questions about inclusivity and the potential exclusion of lateral and upward communication.

The second theme, ****Communication Channels****, emphasizes the dominance of WhatsApp as the primary means of information delivery. The specificity of using WhatsApp for various groups demonstrates a tailored approach to communication

needs, aligning with contemporary trends. However, concerns about potential information overload and privacy issues associated with social media platforms are noteworthy. The reliance on WhatsApp reflects the organizational adaptation to modern communication tools while highlighting the need for a balanced approach.

The theme of Training and Development underscores the importance of in-service training as a compulsory practice for all teachers, signaling a commitment to continuous professional development. This aligns with broader literature emphasizing the significance of continuous professional development in education, acknowledging the evolving nature of teaching methodologies and the need for educators to stay updated.

A significant theme, **Challenges in Information Delivery**, reveals real-world obstacles in communication processes. Challenges identified include staff attitude, financial constraints, logistical issues, and digital literacy. The inconsistency and sudden changes in information delivery processes contribute to confusion, especially among head teachers. End-users' perspectives highlight the impact of these challenges on individual responsiveness and overall communication effectiveness.

The theme of **Office Communication and Right to Information** brings attention to challenges in accessing information from offices, indicating a perceived denial of the right to information. Participants express frustration, emphasizing the need for corrective action to address this issue. The theme underscores the importance of effective communication and access to information in maintaining organizational trust and cohesion.

The challenges identified in **Training Delivery** encompass logistical issues such as venue problems, logistics, feeding concerns, and the significant challenge of

follow-up to ensure knowledge application. These challenges underscore the practical difficulties in executing training programmes, emphasizing the need for comprehensive planning and support in ensuring successful training initiatives.

The final theme, Programme Planning Challenges and Personal Impact, delves into the personal commitment and stress involved in planning and executing large-scale training programmes. The participants express the personal impact on the trainer, including sleepless nights and continuous planning, highlighting the dedication required for effective programme implementation. This theme underscores the human aspect of training coordination, emphasizing the role of leadership and effective planning in educational change.

In summary, the findings reveal a complex landscape of Human Resource Management practices-related challenges in the Ghana Education Service in the Sagnarigu Municipality. While the organization demonstrates a structured information flow process and adapts to contemporary communication channels, challenges in information delivery, training execution, and programme planning are prevalent. Addressing these challenges is crucial for maintaining effective communication, supporting professional development, and fostering a conducive work environment within the educational institution.

3. The qualitative analysis of Research Question Three aimed to investigate information delivery and in-service training practices within the Sagnarigu Municipality, focusing on how they are delivered towards improving staff work performance.

One prominent theme, "Evolution of Information Delivery," highlighted the transformation from traditional methods to modern platforms such as social media,

emphasizing the profound impact of technology. The adoption of digital platforms positively influenced staff work performance, as evidenced by increased efficiency, improved collaboration, and enhanced performance in organizations implementing mobile information delivery systems.

A critical aspect explored was "Information Delivery Methods," where WhatsApp emerged as the most utilized and effective means. Despite its effectiveness, challenges such as data issues and smartphone reliance were noted. Studies underscored the importance of choosing appropriate information delivery methods, emphasizing the impact of communication tools on staff understanding, engagement, and overall performance.

Another theme, "Timeliness, Clarity, and Relevance of Information," shed light on the importance of clear, relevant, and timely information. Participants generally perceived information as clear and relevant, but concerns were raised about the timeliness of delivery. Timeliness, clarity, and relevance were identified as crucial factors influencing staff work performance.

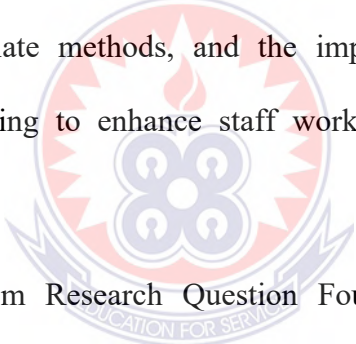
The theme "In-Service Training" emphasized its role in improving teacher professionalism and content delivery. Concerns included irregular scheduling, the need for more practical training, and the importance of well-equipped facilitators. Recommendations highlighted the significance of frequent, well-supported in-service training sessions to enhance staff work performance.

"Objective Alignment and Training Focus" underscored the purposeful alignment of training efforts with the needs of teachers in the classroom. The emphasis on both external and internal training programmes indicated a holistic approach to professional development.

The theme "Effectiveness Determinants" explored factors influencing the effectiveness of in-service training, identifying resources and audience size as critical determinants. Adequate resources and a manageable audience size were deemed essential for successful training outcomes.

Lastly, "Effectiveness and Quality of Training" provided numerical ratings expressing satisfaction with the effectiveness and quality of in-service training. Concerns about lacking resources, especially textbooks, and logistical issues were highlighted as areas for improvement. Evaluating the effectiveness and quality of training emerged as crucial for optimizing its impact on staff performance.

In summary, the findings underscored the dynamic nature of information delivery, the critical role of appropriate methods, and the importance of well-supported and frequent in-service training to enhance staff work performance in the Sagnarigu Municipality.

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4. The findings from Research Question Four illuminate the intricate link between information delivery methods, in-service training practices, and the work performance of teaching staff in the Sagnarigu Municipality. The emergent themes reveal key aspects influencing this dynamic. Firstly, the participants emphasized the positive impact of feedback mechanisms, citing WhatsApp platforms and occasional phone calls as effective tools for quick and organized communication. This underscores the importance of not only delivering information but also ensuring it is received and understood, aligning with established research on the significance of feedback in organizational communication.

Moreover, the impact of information on teacher behaviour emerged as a crucial theme. Timely and clear information, particularly through platforms like WhatsApp, was highlighted for positively influencing teacher behaviour. This was evident in addressing issues such as lateness and enhancing lesson note preparation, emphasizing the pivotal role of effective communication in shaping educators' practices.

Participants also expressed a need for improvement in the information delivery system across districts. This included a focus on quick feedback, technology integration, and timely information delivery. The quotes underscored the critical role of a responsive information system in efficient communication, influencing staff work performance by enabling educators to adapt and enhance their teaching strategies promptly.

Anticipation of future changes in information delivery methods, particularly considering a potential shift towards email, was identified as a strategic approach to adapt to evolving global communication trends. This recognition aligns with research emphasizing the importance of embracing technological advancements in information delivery for more effective knowledge management and organizational performance.

In terms of in-service training, positive observations were made regarding its impact on teachers' work performance. The focus on training related to the new curriculum highlighted the significance of continuous professional development in equipping staff with new skills and methodologies, contributing to a more proficient and adaptable workforce.

Identified areas for enhancement in in-service training practices included the need for constant refresher courses, leadership training, kindergarten training, and resource

provision. These areas collectively emphasize the importance of ongoing support, leadership development, and resource availability in optimizing staff work performance.

The overarching theme underscored the pivotal role of information delivery and in-service training practices within the Sagnarigu Municipality and the Ghana Education Service. It questioned the effectiveness of pursuing higher qualifications without visible impact in the classroom, urging a shift towards outcome-driven education. This aligns with broader discussions on recognizing and measuring teaching effectiveness beyond academic credentials, emphasizing the need for a holistic approach to enhance the education system's overall effectiveness.

5.2 Limitation of the Study

Time constraints resulting from the simultaneous demands of work and study commitments, posed a significant limitation to the study. Juggling professional responsibilities alongside academic pursuits limited the time available for comprehensive data collection. The dual roles hindered the scope and depth investigation of the study. Acknowledging this constraint is crucial for understanding the implications on the research's scope and depth.

The study's time constraints teach the importance of effective time management, resilience and balancing responsibilities effectively.

5.3 Conclusions

Based on the findings across the four research questions, the following conclusions were drawn.

The study underscored the critical connection between information delivery, in-service training practices, and staff work performance within the educational context of the Sagnarigu Municipality. Effective information delivery through platforms like WhatsApp plays a pivotal role in facilitating quick and organized communication among stakeholders. Positive feedback mechanisms ensured that information is not only delivered but also received and understood, contributing to overall effectiveness in organizational communication. Anticipation of future changes in communication methods reflects an awareness of the need to adapt to evolving global communication trends.

In-service training has a demonstrable positive impact on teachers' work performance, particularly regarding improvements resulting from specific training workshops, such as those related to the new curriculum. Ongoing professional development and continuous monitoring are crucial for sustaining these positive changes post-training. Identified areas for enhancement in in-service training include the need for constant refresher courses, leadership training, kindergarten training, and resource provision.

The study emphasizes the need for a balanced approach between academic qualifications and tangible classroom impact, advocating for the recognition and measurement of teaching effectiveness beyond credentials. It aligns with broader discussions on assessing and enhancing the overall quality of education by moving beyond traditional measures of qualifications.

Recognition of the importance of adapting to technological advancements, as evidenced by the potential shift towards email for information delivery, highlighted the need for efficient knowledge management and improved organizational performance. The study encourages a holistic approach to educational practices, emphasizing continuous improvement, adaptability to technological changes, and a shift towards outcome-driven education.

In summary, the conclusions drawn from the study provide valuable insights for policymakers, educators, and stakeholders aiming to enhance the overall quality of education in the municipality.

5.4 Recommendations

The study's recommendations collectively provide a comprehensive framework for policymakers and educational practitioners in the Sagnarigu Municipality. By focusing on effective communication, tailored training programmes, a balanced approach to evaluating teaching effectiveness, and embracing technological advancements, these suggestions aim to contribute to the continuous improvement of educational practices and outcomes in the Region.

To enhance Human Resource Practices within the Sagnarigu Municipality's education system, it is recommended that, the Ghana Education Service to implement continuous training programmes for HR professionals within education. This initiative aims to augment their understanding and application of modern Human Resource Management (HRM) practices. Additionally, fostering a collaborative approach in recruitment processes is advised to ensure consistency and fairness. Collins and Smith (2006) advocated for such an approach, emphasizing its importance in maintaining equitable hiring practices. The responsibility for this recommendation lies with the

Municipality Director of Education, supported by HR professionals and community members.

Furthermore, it is suggested the Ghana Education Service, community members, and technology experts in collaboration to explore and adopt additional modern communication tools alongside WhatsApp. This strategic move would complement existing channels, promoting real-time and effective information dissemination within the educational institution.

Addressing Human Resource Management challenges involves considering inclusive communication channels to overcome information flow challenges. Encouraging lateral and upward communication would enhance inclusivity within the organizational hierarchy. A balanced evaluation of WhatsApp as the primary communication channel is recommended. This involves addressing potential issues like information overload and privacy concerns associated with social media platforms. To overcome challenges in training delivery, the Municipal Director of Education in collaboration with training facilitators and community members are advised to develop comprehensive strategies. These strategies should encompass addressing logistical issues and enhancing follow-up mechanisms to ensure the successful implementation of training initiatives.

In the realm of Information Delivery and In-Service Training practices delivery, embracing and investing in modern information delivery platforms is crucial. Striking a balance between efficiency and addressing potential challenges, such as data issues, and enhancing the timeliness of information delivery is emphasized to positively impact staff work performance. The responsibility for this recommendations lies with

the Ghana Education Service and school administrators, supported by technology experts.

. To strengthen in-service training programmes, The Municipal Director, the HR and education specialist should place focus on practical aspects, well-equipped facilitators, and frequent sessions as suggested. These measures are intended to support continuous professional development among teaching staff.

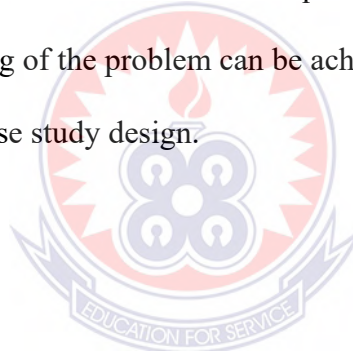
For Information Delivery, In-Service Training, and Work Performance to align effectively, implementing feedback mechanisms is paramount. Platforms like WhatsApp and occasional phone calls can serve as effective tools for communication and understanding. Anticipating and preparing for future changes in communication methods, such as a potential shift towards email, is advisable to stay aligned with global communication trends. Moreover, there is a recommendation to emphasize ongoing support, leadership development, and resource provision to optimize staff work performance.

In an overarching perspective, it is recommended to advocate for a balanced approach in recognizing teaching effectiveness. This entails moving beyond academic credentials to consider tangible impacts in the classroom. Encouraging continuous improvement and adaptability to technological changes is also advised to enhance the overall quality of education within Sagnarigu Municipality. Additionally, promoting outcome-driven education is recommended, emphasizing the need to measure teaching effectiveness based on observable impacts in the classroom. These efforts will require collaboration between policymakers, educators, community members, and education stakeholders.

These comprehensive recommendations provided valuable guidance for policymakers, educators, and stakeholders aiming to enhance the educational practices and outcomes in the municipality.

5.5 Suggestion for Future Research

For future research, a mixed-methods approach should be considered, blending qualitative insights from case studies with quantitative data. This hybrid design can extend the research timeframe, allowing for a more comprehensive exploration. Additionally, incorporating a stratified sampling strategy across diverse districts within the education context could yield a broader participant representation. By combining in-depth qualitative narratives with quantitative trends, a richer and more generalized understanding of the problem can be achieved, overcoming the limitations of a purely qualitative case study design.



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APPENDIX A

INTRODUCTORY LETTER



UNIVERSITY OF EDUCATION, WINNEBA

FACULTY OF EDUCATIONAL STUDIES

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT

P. O. Box 25, Winneba, Ghana

deam@uew.edu.gh

DEAM/MPHIL/INTRO/VOL.1/10

Date: 10th August, 2023

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION

We write to introduce **Namawu Adam** a student pursuing a Master of Philosophy Administration and Management Programme at the Department of Educational Administration and Management, University of Education, Winneba.

Namawu Adam is currently working on a research project titled:

“HUMAN RESOURCE MANAGEMENT PRACTICES AND STAFF WORK PERFORMANCE IN THE SAGNARIGU MUNICIPALITY”.

We should be grateful if you could accord him the needed assistance to aid the completion of his research.

Thank you.

Yours faithfully,

A handwritten signature in blue ink, appearing to read 'H. Kusi', written over a circular stamp.

Prof Hinneh Kusi
Ag. Head of Department

cc: Graduate School



www.uew.edu.gh

APPENDIX B

GHANA EDUCATION SERVICE

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

Ref. No. GES/NR/SMEO/EP.38/V.1
Your Ref No.:

Email: sagnarigumco2019@gmail.com



REPUBLIC OF GHANA

Municipal Education Office
Post Office Box 377 E/R.
Sagnarigu

GPS: NS-009-7757


Date: 13th September, 2023.

PERMISSION TO CARRY OUT RESEARCH WORK MS. NAMAWU ADAM

Following your request for permission to carry out your research work in the Sagnarigu Municipal Education Directorate of the Northern Region, I wish to inform you that your request has been granted.

You are however entreated to meet the people involved to have a discussion as to how you are to administer your questionnaire or interview.

Thank you.


ALHASSAN ALIDU JNR. (MR.)
MUNICIPAL DIRECTOR OF EDUCATION
SAGNARIGU

MS. NAMAWU ADAM
U E W
TAMALE



ais

APPENDIX C

SEMI-STRUCTURED INTERVIEW GUIDES

PART A'- HUMAN RESOURCE MANAGER

Duration for interview: Forty- five (45) Minutes.

I. INTRODUCTION

- a. Thanked the HR representative for the time and willingness to participate in the interview.
- b. Self-introduced and purpose for conducting the interview.
- c. Assured confidentiality and explained that their responses will be used for research purposes only.

II. GENERAL HR MANAGEMENT PRACTICES

- a. Can you briefly describe the human resource management practices employed at the Municipal education office?
- b. What strategies or policies does the office have in place to attract and recruit teaching staff?
- c. How is the performance of teaching staff evaluated, and what steps are taken to identify and address performance issues?
- d. How does the office handle Information delivery and in-service training practices for teaching staff?
- e. In your experience how has the office's information delivery and in-service training practices evolved over the years?

III. INFORMATION DELIVERY PRACTICES

1. How would you describe the current methods employed by the Municipal Education Office to deliver information to its staff members?

2. Which modes of delivering information have been particularly effective in your opinion (e.g., meetings, emails, memos, notice boards, etc.)? Please elaborate.
3. What are the key challenges the office faces in managing teaching staff when it comes to the delivery of information practices?
4. What other challenges or constraints are associated with the current information delivery practices? Please explain.
5. In what way would you describe the information delivered by management as clear, relevant, and timely? Can you provide any specific examples?

IV. IN-SERVICE TRAINING PRACTICES

1. In your view, what are the key objectives of in-service training within this Municipal education office?

2. How often are in-service training sessions conducted?

Are they scheduled regularly or only when specific needs arise? Any particular reasons for that?

3. What are the different formats of in-service training typically used (e.g., workshops, webinars, presentations, mentoring, etc.)? Which formats have proven to be most beneficial?

4. In what ways do the current in-service training programme(s) adequately meet the professional development needs of teaching staff members? Explain your answer further.

5. What are the key challenges the office faces in managing teaching staff when it comes to the delivery in-service training practices?

6. How would you rate the overall quality and effectiveness of the in-service training programmes? Can you provide examples or suggestions for improvements?

V. EFFECTS ON STAFF WORK PERFORMANCE

1. What are some of the positive changes you noticed in the work performance of staff members following the implementation of specific information delivery or in-service training practices?

VI. SUGGESTIONS FOR FUTURE PLANS

1. What are areas in information delivery or in-service training practices do you feel could be enhanced to further improve staff work performance?
2. Are there any new initiatives or future plans to further improve human resource management practices for teaching staff on these very practices?

PART B' - HEAD TEACHERS

Interview duration: Forty- five (45) Minutes.

I. Introduction:

Thank you for participating in this interview process. The purpose of this interview is to gather your feedback and insights regarding information delivery and in-service training practices implemented by management to enhance staff work performance. Your valuable inputs will aid in identifying areas for improvement and shaping the future training efforts within our organization.

II. Background

1. How long have you been a staff of GES in the Sagnarigu Municipality and what is your current role?
2. In your experience, how has the Education Office's information delivery and in-service training practices evolved over the years?

III. Information Delivery Practices

1. How would you describe the current methods employed by the education office to deliver information to you as a staff and a head teacher?
2. Which modes of delivering information have been particularly effective in your opinion (e.g., meetings, emails, memos, notice boards, etc.)? Please elaborate.
3. How will you describe the information delivered by management as clear, relevant, and timely? Can you provide any specific examples?

IV. In-Service Training Practices

1. In your view, what are the key objectives of in-service training within the municipality?
2. How frequently are in-service training programmes sessions conducted for head teacher? Are they scheduled regularly or only when specific needs arise?
3. What are the different formats of in-service training typically used (e.g., workshops, webinars, presentations, mentoring, etc.)? Which formats have proven to be most beneficial?
4. How do the current in-service training programmes in the Municipality adequately meets the professional development needs of head teacher and the teaching staff ?
5. How would you rate the overall quality and effectiveness of the in-service training programmes? Can you provide examples or suggestions for improvements?

V. Effects on Staff Work Performance

1. In your experience, how has information delivery and in-service training practices influenced your own work performance as head teacher and that of your colleagues?
2. What positive changes have you noticed in the work performance of staff members following the implementation of a specific information delivery or in-service training practices? Please share your observations.
3. In which other areas do you feel information delivery or in-service training practices could be enhanced to further improve staff work performance?

VI. Feedback and Suggestions

1. Based on your experience, what additional information or resources would you like management to provide you to enhance your work performance?
2. Do you have any suggestions for improving the overall information delivery and in-service training practices within our organization?
3. Is there anything else you would like to share with me regarding information delivery and in-service training practices?

PART C' TEACHERS

Interview duration: Forty- five (45) Minutes.

I. Introduction:

Thank you for participating in this interview process. The purpose of this interview is to gather your feedback and insights regarding information delivery and in-service training practices implemented by management to enhance staff work performance. Your valuable inputs will aid in identifying areas for improvement and shaping the future training efforts within our organization in the municipality.

II. Background

1. How long have you been a staff of GES in the Sagnarigu municipality and what is your current role?
2. In your experience, how has the municipal education office's information delivery and in-service training practices evolved over the years?

III. Information Delivery Practices

1. How would you describe the current methods employed by the education office to deliver information to teachers?
2. Which modes of delivering information have been particularly effective in your opinion (e.g., meetings, emails, memos, notice boards, etc.)? Please elaborate.
3. How will you describe the information delivered by management as clear, relevant, and timely? Can you provide any specific examples?

IV. In-Service Training Practices

1. In your view, what are the key objectives of in-service training within the municipal education?
2. How frequently are in-service training sessions conducted? Are they scheduled regularly or only when specific needs arise?
3. What are the different formats of in-service training typically used (e.g., workshops, webinars, presentations, mentoring, etc.)? Which formats have proven to be most beneficial?

4. In what ways have the current in-service training adequately meets the professional development needs of the teaching staff where you are part?

5. How would you rate the overall quality and effectiveness of the in-service training programmes? Can you provide examples or suggestions for improvements?

V. Effects on Staff Work Performance

1. In your experience, how has information delivery and in-service training practices influenced your own work performance as a teacher and that of your colleagues?

2. What positive changes have you noticed in the work performance of yourself as teacher and colleagues' staff following the implementation of specific information delivery or in-service training practices? Please share your observations.

3. In which other areas do you feel information delivery or in-service training practices could be enhanced to further improve staff work performance?

VI. Feedback and Suggestions

1. Based on your experience, what additional information or resources would you like management to provide you to enhance your work performance?

2. Do you have any suggestions for improving the overall information delivery and in-service training practices within the Municipality's Education sector?

3. Is there anything else you would like to share with me regarding information delivery and in-service training practices?