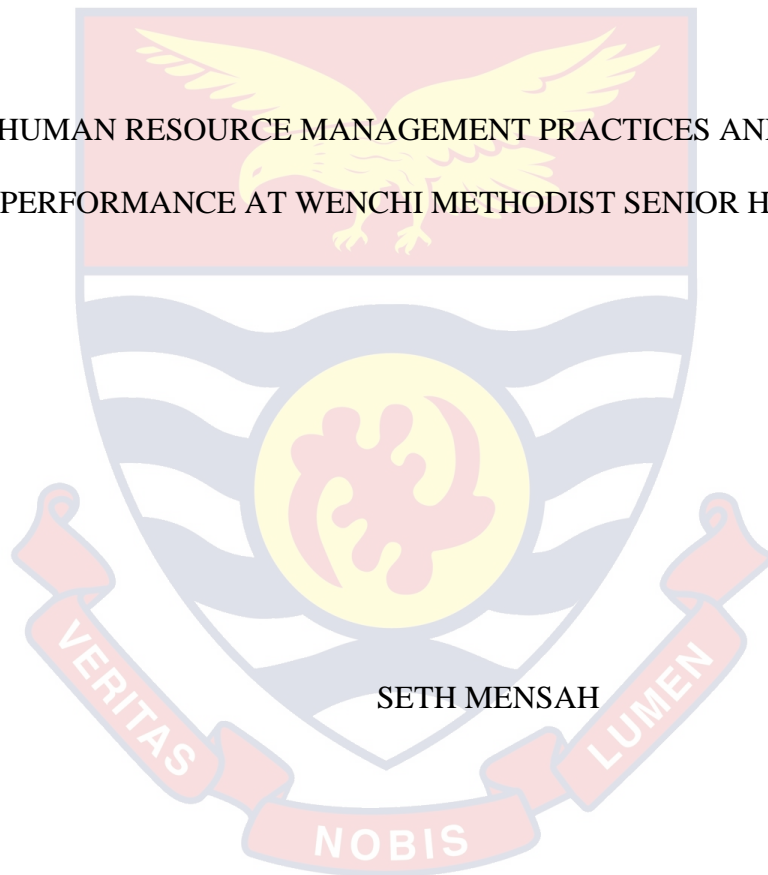


UNIVERSITY OF CAPE COAST

HUMAN RESOURCE MANAGEMENT PRACTICES AND EMPLOYEE  
PERFORMANCE AT WENCHI METHODIST SENIOR HIGH SCHOOL



2019

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HUMAN RESOURCE MANAGEMENT PRACTICES AND EMPLOYEE  
PERFORMANCE AT WENCHI METHODIST SENIOR HIGH SCHOOL

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Dissertation submitted to the Department of Human Resource Management of  
the College of Humanities and Legal Studies, University of Cape Coast, in  
partial fulfilment of the requirements for the award of Master of Business

Administration degree in Human Resource Management

AUGUST 2019

## DECLARATION

### Candidate's Declaration

I hereby declare that this dissertation is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature: ..... Date: .....

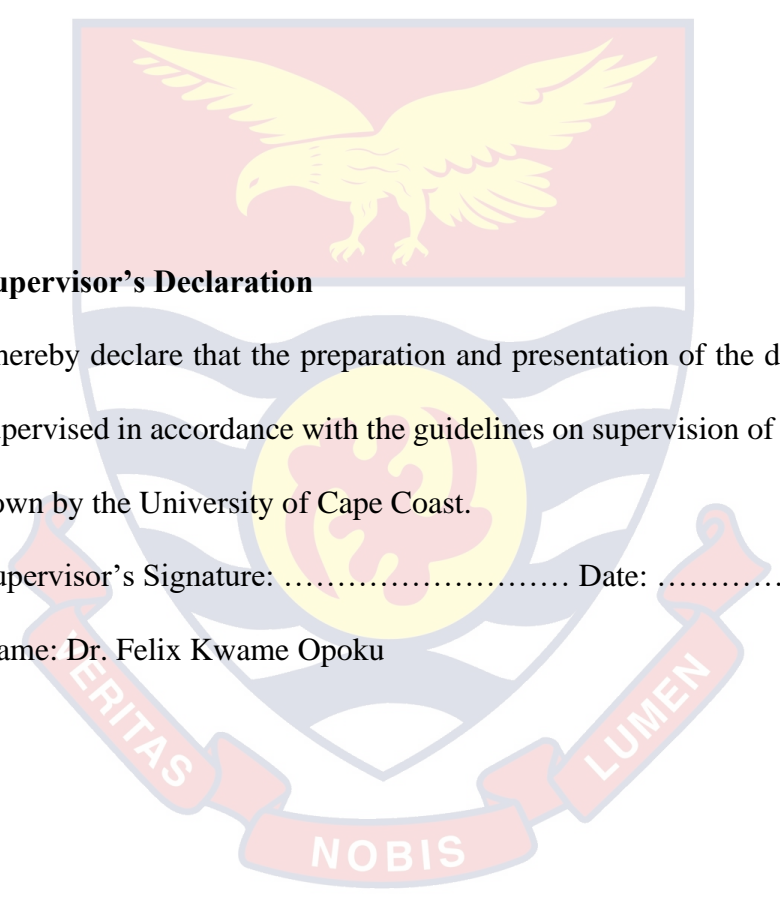
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### Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's Signature: ..... Date: .....

Name: Dr. Felix Kwame Opoku



## ABSTRACT

The purpose of this study was to investigate human resource management practices (HRM) and employee performance in Wenchi Methodist Senior High school. The study adopted a survey research design. A total of 110 of the staffs of the school were randomly selected for the study. Relevant data for the study were collected through the use of questionnaires. Statistics were presented in forms of frequencies, percentages, mean and standard deviation as well as inferential statistics using Pearson product-moment correlation and simple linear regression to achieve the objectives. The Statistical Package for the Social Sciences (SPSS) was used for the data analysis. The study revealed that the HRM practices of the school were generally up to scratch. The performance of the staff was found to be high. Also, significant positive relationship exist between the HRM practices and the performance of the employees in the school and as well, the performance of the employees was significantly affected by the HRM practices in the school. For practical purposes, the school should keep up with its good HRM practices, but should also trigger steps to improve the few shortfalls that were identified in its HRM practices.

## KEY WORDS

Employee performance

Human resource management

Human resource management practices

Management practices

Performance

Wenchi Methodist Senior High school

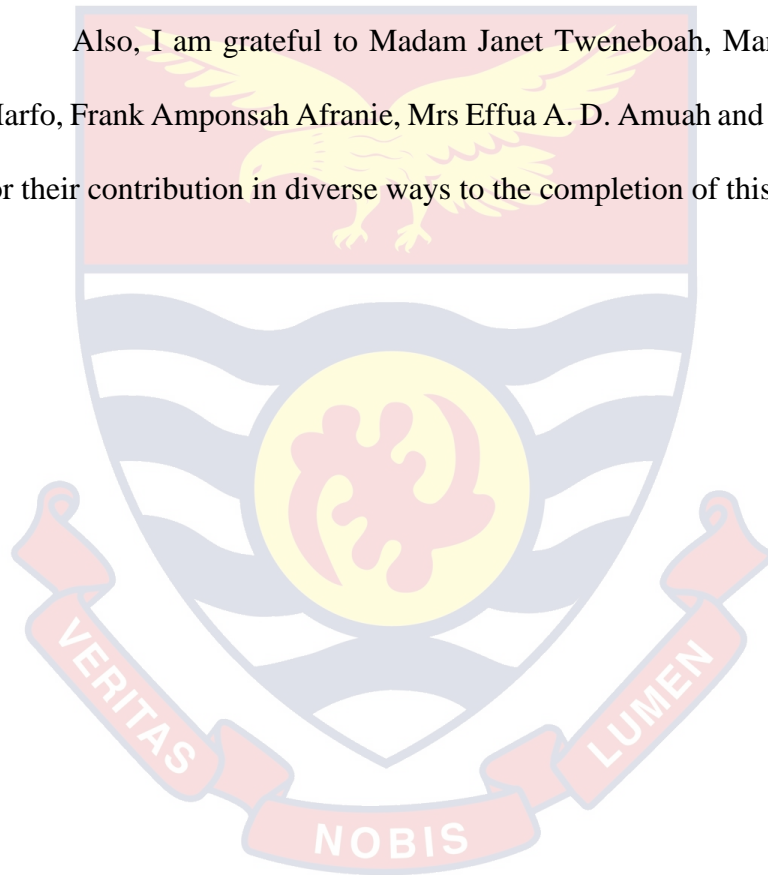


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## DEDICATION

To my wife and son, Mrs. Linda Akosuah Mensah and Elvis Brefo Mensah.



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## LIST OF ABBREVIATIONS

HR	Human Resource
HRD	Human Resource Development
HRM	Human Resource Management
HRMP	Human Resource Management Practices
JS	Job Satisfaction
SPSS	Statistical Package and Service Solution



## CHAPTER ONE

### INTRODUCTION

This chapter provide a detailed background on human resource management, practices and development. It also provide the problem that confront the Wenchi Methodist Senior High School so far as human resource management practices are concern, objectives and how the overall study is being organized. This chapter ends with a chapter summary where a more brief but elaborate overview of the chapter is presented.

#### **Background to the Study**

A growing interest has been shown in research relating to human resource management (HRM) practices over the past few decades (Jiang, Lepak, Hu, & Baer, 2012). The main goal has been to investigate how organisations can maximise performance and creativity by still keeping expenses down (Combs, Liu, Hall, & Ketchen, 2006; Turnley, Bolino, Lester, & Bloodgood, 2003). The focus of debates relating to human resources management practice is constantly changing, resulting in the evolution of both academic theory and organisational expectations. It highlights the need for a growing proactive nature of the human resource (HR) function, its crucial importance to the success of organisations, and the possibility of change in the HR function. According to Debrah and Budhwar (2004), the competition, globalisation, and continuous change in markets and technology are the primary reasons for the transformation of human resource management.

The policies, practices and interventions considered as HRM practices can generally be described as employee management practices. Jiang et al. (2012) argue

that by implementing practices such as good training and development programmes, selection methods, incentive/reward schemes as well as good empowerment and participation programmes, employees' knowledge and motivation are likely to increase. Employees are the most important assets of every organisation. Indeed, people and the management of people are increasingly seen as key elements of competitive advantage (Allen & Wright, 2007; Pfeffer, 2005; Boxall & Purcell, 2003). Unlike the traditional views on competitive advantage which emphasised such barriers to entry as economies of scale, access to capital and regulated competition, more recent views on competitive advantage have highlighted an organisation's strategic management of its human resources as a source of competitive advantage, which cannot be easily acquired or imitated.

Although research has established a theoretical link between competitive advantage and performance, and that competitive advantage results in increased organisational performance, rather than the other way around, strategic human resource management research grounded in the resource-based view has emphasised the direct relationship between human capital and organisational performance, rather than competitive advantage (Newbert, 2008; Takeuchi, Lepak, Wang, & Takeuchi, 2007; Powell, 2006).

The importance of people management as a critical source of competitive advantage has been highlighted because of the increasingly competitive global marketplace facing organisations, and the ease with which other sources of competitive advantage such as technology, manufacturing processes, structure, and business strategy can be easily acquired or imitated. Organisations are therefore

seeking to understand how their human resources could be managed to enable them achieve sustainable competitive advantage (Dyer & Reeves, 2005).

The importance and immense contribution of human resource to organisations cannot be overemphasised. Human resource is valuable and serves as the backbone of organisations the world over. Employees are a key resource that can be strategically managed for an organisation to attain competitive advantage. As asserted by Dyer and Reeves (1995), resources that are rare and valuable create the highest form of competitive advantage.

Theoretically, the term 'human resource management practices' relates to a form or system in which a set of distinct but interrelated activities, functions and processes are directed at attracting, developing and maintaining or disposing a firm's human resources (Lado & Wilson, 1994). HRM practices are concerned with organisational activities directed at managing the pool of human resource and ensuring that the resources are employed towards the fulfilment of organisational goals (Schuler & Jackson, 2006). Appelbaum (2001) captures HRM practices as a discipline comprising the activities involved in planning, obtaining, developing, utilising, evaluating, maintaining, and retaining the appropriate numbers and skill mix of employees.

Research has unveiled three major viewpoints on HRM practices (Newbert, 2008). These are the universalistic, contingency and configurational approaches. The universalistic approach posits that the implementation of specific sets of best practices could lead to organisational improvements irrespective of the organisation's specific circumstance (Kochan & Osterman, 1994). The contingency



approach also explains that the various HRM practices are context specific and thus different organisational milieu may warrant different strategies (Arthur, 1994). Further, the configurational approach argues that a good fit between various HRM practices and organisational strategy would improve the HRM-firm performance relationship (Becker & Gerhart, 1996).

Effective human resource practices can assist organisations to achieve the optimum use of other resources, and consequently contribute to effectiveness and continuous improvement of employee performance in the organisation. Employee performance in an organisational context is usually defined as the extent to which an organisation's member contributes towards the achievement of the organisation's goals. Employee performance is essentially what an employee does or does not do. Employees are primary source of competitive advantage in service-oriented organisations (Pfeffer, 2005). Competitive organisations worldwide rely on employees to provide innovative solutions to the problems that come their way.

Indeed, in the current business environment where competition is high and technologies, processes and products can be easily duplicated by competitors, employees are seen as the key and most reliable resource that can keep an organisation a step ahead of its competitors. Pfeffer (2005) affirms that the acquisition, development and retention of talent form the basis for developing competitive advantage in many industries and countries. Accordingly, for any organisation to thrive and remain competitive, it is important that it attracts and retains adroit human resources.

Many researchers have pointed out that human resources management practices impact on employee and organisational outcomes such as employee satisfaction, employee performance, employee commitment, employee retention, employee presence, social climate between workers and management, employee involvement, employee trust, employee loyalty, and organisational fairness (Edger & Geare, 2005; Paauwe & Richardson, 1997; Storey, 1995). Some of the aforementioned researchers further posit that these outcomes and HRM practices can significantly contribute to the performance of a firm in terms of profits, market value, market share, sales, productivity, product service quality, customer satisfaction, new products and services development, and future investments (Edger & Geare, 2005; Paauwe & Richardson, 1997).

The impact of human resource management (HRM) policies and practices on employee performance is an important topic in the fields of human resource management, industrial relations, personnel economics, and industrial and organisational psychology, among others (Khan, 2010; Bourdieu, 2006). An increasing body of work contains the argument that the use of high performance work practices, including comprehensive employee recruitment and selection procedures, incentive compensation and performance management systems, and extensive employee involvement and training, can improve the knowledge, skills, and abilities of a firm's current and potential employees, increase their motivation, reduce their shirking, and enhance the retention of quality employees while encouraging non-performers to leave the firm (Khan, 2010).

The teacher is the most important factor in determining the quality of education that learners receive. It is said that if teachers acquire the professional competence and attitudes that enable them to effectively perform their multiple tasks in both the classroom and outside the classroom, then employees become the single most important contributing factor in ensuring quality educational provision (Davidson, 2007). According to Davidson (2007), no educational reform will succeed if employees are not enthusiastic, adding that in countries where educational reforms succeed, teachers are well-recognised, respected and motivated to perform. It is, therefore, essential to ensure that teachers are adequately motivated so as to encourage them to deliver high quality educational services throughout the country. And this can be largely achieved through the implementation of sound HRM practices. It is, therefore, against this background that this study sought to examine the effect of human resource management practices on teacher performance at the Wenchi Methodist Senior High school.

### **Statement of the Problem**

There has been considerable research on human resource management methods in manufacturing, small and medium-sized businesses. However, the majority of these research have concentrated on human resource management methods in Western nations and organisations. Only a few of these studies have been performed in poor nations, such as Ghana (Salifu, 2008), and even then, they have focused exclusively on the industrial sector. Meanwhile, human resource management techniques are a significant predictor of service industry productivity. Given the much more direct interaction between workers and consumers in service-

oriented organisations than in industrial organisations, it makes more sense to focus on the service sector. However, the majority of previous research on human resource management techniques and organisational performance has concentrated on the manufacturing sector, rather than the service sector, despite the fact that the majority of workers work in service sectors (Akyeampong & Asante, 2006).

Ghana Education Service (GES), founded in 1974, is renowned for its concerted efforts to make education available to all children of school-going age with the ultimate goal of guaranteeing the appropriate development of the human capital necessary for the country's social and economic progress. Among other things, the goal of the Ghana Education Service is to offer and anticipate the provision of high-quality education that would promote the country's socioeconomic growth (Akyeampong, 2006). The Service recognizes children of school-age as critical members of the society whose experiences and development, at their stage of life influence not only their own adulthood, but also the life prospects of their unborn offspring (Bennell & Akyeampong, 2006).

Despite government's efforts in education, teacher performance has continued to decline (Salifu, 2008). In Ghana, teaching has become a last option for university graduates and secondary school dropouts. The increasing trend among school graduates to enter the teaching profession only after they are unable to obtain more lucrative employment in the business sector has exacerbated the issue (Akyeampong & Asante, 2006).

In light of this, the present research aimed to ascertain the most efficient human resource management methods for ensuring better teacher performance and

assisting the Ghana Education Service in achieving its targeted goals and objectives.

### **Purpose of the Study**

The study examine human resource management practices and employee performance in Wenchi Methodist Senior High school.

### **Objectives of the Study**

The objectives of the study are to:

1. examine the human resource management practices in Wenchi Methodist Senior High school.
2. assess the performance of staff of Wenchi Methodist Senior High school.
3. examine the effect of human resource management practices on employee performance in Wenchi Methodist Senior High school.

### **Research Questions**

The study was guided by the following research questions:

1. What are the human resource management practices in Wenchi Methodist Senior High school?
2. What is the level of performance of employees in Wenchi Methodist Senior High school?
3. What effect does human resource management practices have on employee performance in Wenchi Methodist Senior High school?

### Significance of the Study

The relevance of this study rests on its probable contribution to knowledge, policy-making and human resource management practices. Perhaps this study is the first comprehensive study to assess the relationship between human resources management practices and employee performance at the Wenchi Methodist Senior High school. Thus, in terms of theoretical significance, the study advances knowledge and understanding of how human resources management practices impact on employee performance. Consequently, other public service sector organisations and educational institutions in developing countries, in particular, can use the results of the study as a guide to develop new programmes and policies and/or redesign the existing ones in a manner that can help them to improve the performance of their employees.

The study also has significant practical implications. First, the results of the study may reveal the effectiveness of human resource management practices at the Wenchi Methodist Senior High school. In this way, the findings of the study are expected to benefit the human resource professionals in the school in relation to the formulation of realistic and far-reaching policies for enhancing the performance of teachers in the school. Second, the findings of the current study can enrich the competencies that HR professionals require to identify, utilise, and combine the skills, knowledge and experiences of subordinates for improving and sustaining the human capital of the organisation.

Finally, the research would not only add to works that have been done in this area, but also provide ground for future research and also provide useful information for policy formulation.

### **Scope of the Study**

The study sought to examine the effect of human resource management practices on employee performance at the Wenchi Methodist Senior High school. Although various dimensions of human resource management abounds, this study considered human resource management practices in respect of employee recruitment and selection, training and development, performance appraisal, and compensation practices. Again, only employees in Wenchi Methodist Senior High school were made to take part in the study. And again, the focus on this school is just for a case since all the Senior High schools cannot be studied.

### **Limitations**

Challenges such as secrecy, unwillingness on the part of the Management of the school to give their approval for the study and fear on the part of the respondents to disclose vital information were limitations to the study. Some of the respondents felt uneasy about taking part in the study while others were simply not bothered. The inaccessibility of some seminal records and reports on the activities of the school was a challenge. The unwillingness of some teachers, especially those in management to disclose strategic information all in the name of confidentiality was also one of the limitations to the study. The collection and gathering of the data was a challenge due to the fact that, some of the respondents were not willing to

answer the questionnaire while some of the questionnaires also got missing by the respondents.

### **Definition of Terms**

To enhance the understanding of readers, the following definitions have been provided for the concepts that were considered in the study:

#### **Human Resource Management**

Human resource management is the way in which an organisation manages its staff and helps them develop so that they can execute the organisation's mission and goals successfully.

#### **Human Resource Development**

Human Resource Development is the part of human resource management that specifically deals with the continuous training and development of employees in an organisation. It is the framework for helping employees to develop their personal and organizational skills, knowledge, and abilities. Human Resource Development includes such opportunities as employee training, employee career development, performance management and development, coaching, mentoring, succession planning, key employee identification, tuition assistance, and organisation development.

#### **Human Resource Management Practices**

Human Resource Management practices refer to a form of system in which a set of distinct but interrelated activities, functions and processes are directed at attracting, developing and maintaining or disposing of a firm's human resources or employees.



## **Employee Performance**

Employee performance is defined as the achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed. Employee performance can be manifested in improvement in production, easiness in using a new technology, highly motivated workers, among others.

## **Organisation of the Study**

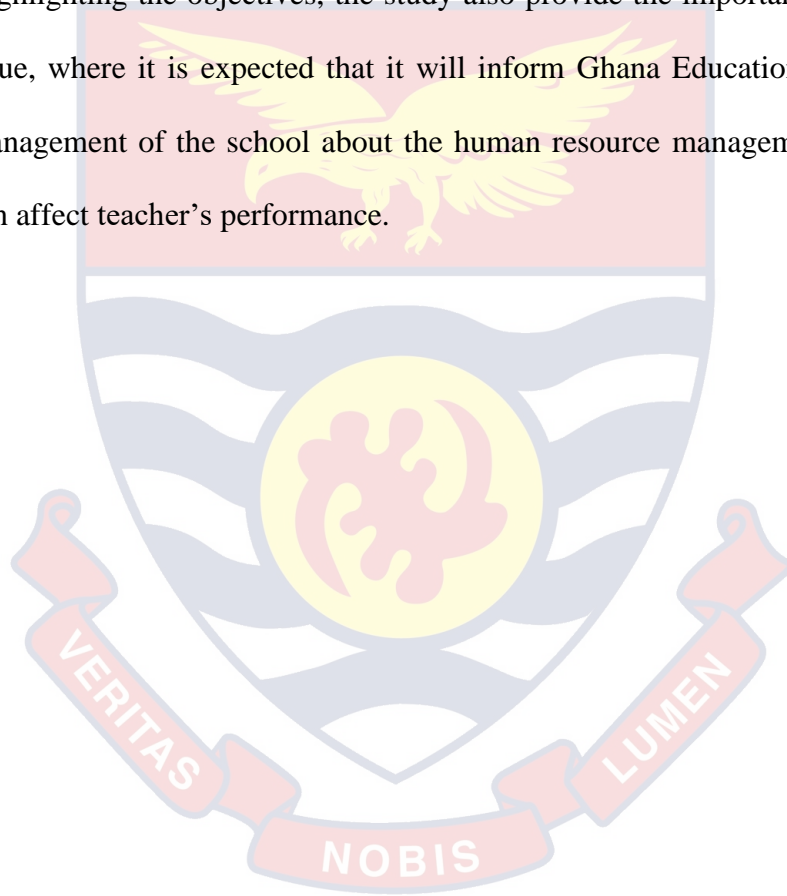
The dissertation is organised into five chapters. The first chapter illustrates the background to the study, statement of the problem, purpose of the study, research questions as well as the research hypotheses. It also highlights the significance of the study and how the dissertation is generally organised. The second chapter focuses on the literature review. It presents the concepts and theories underlying human resources management practices and employee performance. And also explains the make-up of the various concepts as well as the relevant theories underlying the various variables that were considered in the study.

The third chapter also explains the research methodology. It expounds on the research design, study area, population, sample and sampling procedure, data collection instrument, data collection procedure, and data processing and analysis. The fourth chapter presents the results of the study and their relevant discussion. The last chapter, chapter five, focuses on the summary of the research process, key findings, conclusions and recommendations. That is, it draws together all aspects of this research in a concise manner. It also explores the possibility of extending

this research in the future. At the end of the report are the bibliography and appendices.

### **Chapter Summary**

This chapter has provided a detailed background to human management practices in general and specifically in the Wenchi Methodist Senior High school. Highlighting the objectives, the study also provide the important of studying this issue, where it is expected that it will inform Ghana Education Service and the management of the school about the human resource management practices that can affect teacher's performance.



## CHAPTER TWO

### LITERATURE REVIEW

#### **Introduction**

This chapter presents a review of existing literature that is relevant to the study. The literature review is centred on the following themes: the concept of human resource management; human resource management practices, including employee attraction and retention practices, recruitment and selection practices, training and development practices, and performance appraisal practices, reward systems and practices, and health and safety practices. This chapter again touches on the concept of employee performance, and further presents the theoretical foundations as well as the conceptual framework of the study.

#### **Theoretical underpinning of the Study**

##### **Resource-Based View**

This study is underpinned by the Resource-Based View (RBV). The Resource-Based View states that a firm develops competitive advantage not merely by acquiring resources, but rather through a careful and an effective development, combination and deployment of its physical, human and organisational resources in ways that add unique value, which is difficult for competitors to imitate (Barney, 1991). The RBV suggests that for firms to achieve competitive advantage, they should look within for both their physical and intellectual resources. The central tenets of the RBV as suggested by researchers (Newbert, 2008; Barney, & Wright, 1998; Barney, 1991) are that resources that are valuable, rare, inimitable, and non-substitutable will lead to competitive advantage.

Value as used in this context refers to resources that help organisations to either exploit their opportunities or neutralise their threats while rarity refers to resources that are not currently available to a large number of an organisation's current and future competitors (Barney, 1991). Inimitability also refers to the difficulty that other firms have in copying or reproducing the resources for their own use. Finally, non-substitutability means that other resources cannot be used by competitors in order to replicate the benefit (Barney, 1991). When all of these are met, it is said that the firm or organisation possesses resources which can potentially lead to sustainable competitive advantage over time (Allen & Wright, 2007).

Prior to the advent of the resource-based view of the firm, the dominant strategic management thinking focused on external factors such as industry position that determined an organisation's profitability (Allen and Wright, 2007; Barney, 1991). However, with the advent of the resource-based view, strategic management research has moved to a more internal focus in accounting for firm performance (Allen and Wright, 2007; Barney, 1991). Though other scholars (e.g. Dierickx & Cool, 1989; Wernerfelt, 1984; Rumelt, 1984) had previously discussed the concept of RBV, Barney (1991) specifically explicated how the resources of a firm contribute to a sustained competitive advantage of the firm. Indeed, the resource-based view has become the basic theoretical foundation upon which much of the current strategic management research regarding knowledge-based views of the firm (Grant, 1996), human capital (Hitt, Bierman, Shimizu, & Kochar, 2001), and dynamic capabilities (Teece, Pisano, and Shuen, 2007) are based.

In spite of the wide acceptance of the RBV, it is not without criticism. Priem and Butler (2001) have suggested that the RBV does not constitute a true theory. Their argument focuses primarily on two basic issues. First, they suggest that the RBV is basically tautological. That is, its primary assertions are true by definition and therefore not subject to empirical verification. That is, without definitional dependence (i.e. valuable resources), the diametrical statement that unique firms possess competitive advantage does not logically follow. Their second major criticism of the RBV as a theory is that it has limited prescriptive ability.

In spite of the aforementioned criticisms, even the critics of the RBV agree that the impact of the RBV on strategic management research has been significant and that the effort to focus on the internal aspects of the organisation in explaining competitive advantage has been a useful one (Priem & Butler, 2001). According to Priem and Butler (2001), the RBV has made a significant contribution to strategic management, particularly when it comes to strategic human resource management (SHRM) research. It has been instrumental in the development of the field of SHRM (Wright, Dunford, & Snell, 2001), and serves as a backdrop against which much of SHRM theory and research is presented (Colbert, 2004; Delery, 1998). This is largely because the RBV has shifted emphasis from external factors such as industry position to internal resources of firms as sources of competitive advantage (Colbert, 2004).

Growing acceptance of internal resources as sources of competitive advantage has brought legitimacy to HR's assertion that people are strategically important to the success of organisations. This has resulted in a sustained effort to

conceptually or theoretically ground SHRM in the resource-based view. For instance, Colbert (2004) distinguished between a firm's human resources (i.e. the human capital pool) and HR practices (i.e. HR tools used to manage human capital). In applying the concepts of value, rareness, inimitability, and non-substitutability, they argued that HR practices could not form the basis for sustainable competitive advantage since any individual HR practice could be easily copied by competitors. It is through the people management system that the firm influences the human capital pool and elicits the desired employee behaviour. The RBV is appropriate for this study because of a couple of reasons. First, there is the human capital pool, consisting of the stock of employees' knowledge, skills, attitudes, and behaviour. And HR practices can help build the knowledge and skill base as well as elicit relevant behaviour. Second, there is the flow of human capital through the firm. This reflects the movement of people with their individual knowledge, skills, and abilities as well as knowledge itself. HR practices can certainly influence the movement of people. Besides, the types of reward systems, culture, and other aspects of HRM influence the extent to which employees are willing to create, share, and apply their knowledge internally. Third, the dynamic processes by which organisations change and/or renew themselves constitute the third area illustrating the link between HRM and the resource-based view of the firm. HR practices are indeed the primary levers through which the firm can change the pool of human capital as well as employees' behaviour in a manner that can lead to the success of the organisation.

## Conceptual Review

### Human Resource Management

There is no best way to manage people and no manager has formulated how people can be managed effectively as people are complex beings with complex needs. Human resource management (HRM) generally refers to the management of people in an organisation (Haslinda, 2009). It consists of the activities, policies, and practices involved in obtaining, developing, utilising, evaluating, maintaining, and retaining the appropriate number and skill mix of employees to accomplish the objectives of an organisation (Armstrong, 2009; Vemic, 2007). The goal of HRM is to maximise employees' contributions to the achievement of optimal productivity and effectiveness, while simultaneously attaining individual objectives such as having a challenging job and getting recognition as well as achieving societal objectives such as legal compliance and demonstrating proper corporate social responsibility.

Vemic (2007) defines human resource management as a distinctive approach to employment management which seeks to achieve competitive advantage through the strategic deployment of highly committed and capable workforce using an integrated array of cultural, structural and personnel techniques. According to Armstrong (2009), human resource management is a strategic and coherent approach to the management of organisations' most valued assets – the people working there who individually and collectively contribute to the achievement of the organisational objectives.

Human Resource Management has emerged as a major function in most organisations and is the focus of a wide-range of debates surrounding the contemporary employment relationships. It focuses on securing, maintaining and utilising an effective workforce which organisations require for both their short and long-term survival in the market. For management to achieve their goals, they should perform a number of basic functions which represent what is often referred to as the management process (Haslinda, 2009). It is worth noting that in the existing management literature, human resource management functions have been differently classified by different researchers despite the fact that they all serve the same purpose of making available effective human resources for use in an organisation.

Given the preceding core functions of human resource management, Cole (2004) opined those human resources are the most dynamic resource of an organisation. He further recommended that an organisation's stock of human resources need to be given considerable attention from the management of the organisation to enable them realise their full potential. The term HRM has largely taken over from that of personnel management, which also took over from previous terminologies such as labour or welfare management. In the 1980s, against a backdrop of economic recession and increased pressure on firms because of globalisation and the accelerated pace of change which was brought about by technological developments, a number of academics began to think about people in organisations from different perspectives. A combination of this thinking evolved into what later became known as human resource management.



Many authors have mistakenly equated human resource to the stock of people in the organisation. To them, the members of an organisation represent the human resource of the organisation. It is, therefore, not surprising to see many books being titled as people management or managing people. In fact, they may not be too wrong because if the human resource of an organisation is equal to the people in that organisation, then human resource management will be equated to the management of people in the organisation (Armstrong, 2009). The big question, however, is that why not the use of the title people management but human resource management? In human resource management, the main focus is on the resources residing in the person, including the skills, knowledge, attitudes, and abilities. These are the resources that the HR manager is interested in, especially when it comes to HR planning, recruitment, selection, training, development and rewarding candidates in the organisation (Haslinda, 2009).

### **Human Resource Management Practices**

Human resource management practices refer to a set of distinct but interrelated activities, functions and processes that are directed at attracting, developing and maintaining or disposing a firm's human resources (Haslinda, 2009). Schuler and Jackson (2006) also define human resource management practice as those organisational activities which are directed at managing and ensuring that an organisation's pool of human resources are employed towards the fulfilment of the organisational goals.

One of the most functional definitions of human resource management practice was given by Appelbaum (2001) who captures human resource

management practices as those practices that are basically concerned with the management of people within the internal environment of an organisation, consisting of activities involved in planning, obtaining, developing, utilising, evaluating, maintaining and retaining the appropriate number and skill mix of employees in the organisation. While there exist several human resource management practices, this study considered only seven of these practices: (a) employee attraction and retention practices, (b) recruitment and selection practices, (c) training and development practices, (d) performance and potential appraisal practices, (e) reward systems and practices as well as (f) health and safety practices. Each of these practices has been discussed in the following section.

### **Employee Performance**

The attempt to proffer a generally accepted definition of job performance was met with several debates in the past few decades. Consequently, the definitions of job performance range from general to specific and from quantitative to qualitative dimensions. Aldag and Stearns (2007) define individual job performance as the accomplishment of some organisational goals by a single person. Campbell (1990) also defines individual job performance as those actions or behaviors under the control of the individual that contribute to the goal of the organisation, and can be measured according to the individual's level of proficiency.

Initially, researchers were optimistic about the possibility of defining and measuring job performance. However, soon enough they started to realise that determining the dimensions of a job and its performance requirements was not a

straightforward process. The complication emerged because job performance may be measured at the individual, group, unit or the organisational level according to quantity or quality of output, creativity, flexibility, dependability, or anything else desired by the organisation. Again, performance at the individual level does not depend only on the amount of time the individual is physically seen doing the work but also on the amount of mental concentration that is made available during the performance of the work (Wanyama & Mutsotso, 2010).

In this study, job performance is defined as the total set of performance responsibilities associated with one's employment. This definition is chosen for the study because according to Griffin, Neal and Parker (2007), it has proven difficult for researchers to capture the full range of activities that contribute to individual effectiveness and performance in knowledge-based interdependent organisational contexts. Griffin et al. (2007) believe that by addressing the issue of performance through cross-classification of three levels at which role behaviours can contribute to effectiveness (i.e. at the individual, team, and organisational levels), and the three different forms of performance behaviors (i.e. proficiency, adaptivity, and proactivity) into sub-dimensions of work role performance, the individual performance of employees can be measured with some level of accuracy than the traditional task and contextual performance methods.

Employees' performance means how well employees perform on the job and assignments assigned to them and it is measured against generally accepted measures of performance set by their organisations. This means there are general expectations expected of employees in relation to their performance in every

organisation. Employees can be said to have performed when they have met the expectations and performed up to standard.

Getting employees involved in the planning process helps them to understand the goals of the organisation, what needs to be done, why it needs to be done and how well it should be done (Terrington, 2005). As reiterated by Terrington (2005), performance expectations need to be understood and where possible, it should include the contributions from the employees. Williams (2000) argues that as individuals cannot always control their results, it is important to have behavioural targets as well as output targets. It is therefore recommended that organisations should have a personnel development plan which would again underpin the achievement of objectives (Williams, 2000).

It has been observed from the literature review that, three variables are very important when assessing employee job performance. These are: (a) the requirements of the job itself, (b) the goals and objectives of the organisation, and (c) the behaviours that are most valued by management in the performance of the job (Motowildlo & Schmitt, 1999; Murphy & Shiarella, 1997). Research indicates that the task activities and contextual behaviours are both important in conceptualising the job performance of individual employees. As Murphy and Shiarella (1997) reported, because of the increased attention that is now being paid to contextual performance, job performance is no longer assessed on the basis of the tangible activities associated with the production of physical goods and services alone.

As societies are now moving from the physical world to knowledge-based economies, employee perceptions and expectations have expanded. In addition to performing the task, they also can indulge in certain innovative behaviours that can help their organisations to achieve competitive advantage. As Allen and Rush (1998) noted, contextual performance such as volunteering for additional work, following organisational rules and procedures, assisting and cooperating with co-workers and various other discretionary behaviours is beginning to be viewed as equally important to task performance (Allen & Rush, 1998; Ostroff, 1992).

### **Empirical Review**

Attracting and retaining quality talents are very important to every organisation, especially for organisations whose average turnover rates is more than 45 percent (Misnan & Mohammed, 2007). As noted by Delery and Doty (2006), because of skill shortage, employee turnover, long work hours and the often-remote location of organisations, it is imperative for HR professionals to constantly review the effectiveness of their organisation's talent attraction and retention strategies and to assess if they align with the demands and aspirations of the individuals for whom these strategies were formulated.

Workplace challenges and the remoteness of the location of an organisation may have significant influence on its attractiveness to potential employees (Bartunek & Moch, 2007). It has also been found that human resource development (HRD) practices, such as work design, incentives, flexibility, training and direction positively influence employees' perceptions of the attractiveness of an organisation (Misnan & Mohammed, 2007). As the war for talents continues in many industries,

potential talents now prefer to work in an organisation that offers better conditions of service and guarantees more security, better careers, development opportunities, and better salaries (Nicoleta, 2011). They will also want to work in an organisation that is known by its brand (Kotler & Pfoertsch, 2010).

Retaining quality employees is also critical to the growth and survival of organisations, as it costs significantly more to replace and train a new employee than to retain an existing one (Misnan & Mohammed, 2007). An effective retention strategy rests on a combination of factors. Employees want their personal needs (e.g. compensation, benefits, scheduling, etc.) and practical needs (e.g. development, resources, tools, technology, etc.) to be met (Nicoleta, 2011). They also want to feel valued by the organisation. These imperatives must, therefore, become the foundation of the value proposition for employees, as evidenced by the organisation's vision, and strategies (Nicoleta, 2011).

Within the process of leading, managing and developing people, recruitment and selection are inevitable. To this end, HRM professionals take a crucial "gatekeeper" role by recruiting and selecting only those people who can be led, managed and developed (Misnan & Mohammed, 2007). Effective recruitment and selection decisions enhance the firm's chances of finding the best candidates available for any advertised position (Bartunek & Moch, 2007). Recruiting and selecting candidates in an effective and efficient manner can both avoid undesirable costs such as costs associated with high staff turnover, poor performance and dissatisfied customers and also engender a mutually beneficial employment

relationship characterised, wherever possible, by high commitment on both sides (Misnan & Mohammed, 2007).

Fuller and Huber (as cited in Taylor, 2018) have observed that talents may be recruited internally through various methods, such as promotions from within, lateral transfers, job rotation and rehiring former employees. According to Taylor (2018), internal recruitment practices help an organisation to achieve cost savings in areas such as advertising, induction and training. For instance, employers can advertise job vacancies at no cost by using staff noticeboards, newsletters or the intranet systems (Bartunek & Moch, 2007). However, a company may sometimes also resort to external recruitment, as not all skills can be sourced from within (Misnan & Mohammed, 2007).

This therefore makes it difficult for HRM professionals to ignore external recruitment methods such as the formal techniques of printed media advertisements, external agencies, education liaison, other media and professional contacts (Misnan & Mohammed, 2007).

Once management has decided on the appropriate means by which they will recruit potential candidates for the job, their next task is to identify the most appropriate and effective method for identifying the person who will best fit the vacancy (Taylor, 2018). Selecting the right candidate is fundamental to the functioning of an organisation. This is because inappropriate selection decisions reduce organisational effectiveness, breed invalid reward and development strategies, and can be very distressing for managers who have to deal with unsuitable employees. As noted by Krebs (2008), in today's increasingly

competitive business environment, hiring the best people is considered as one of the most critical elements of a company's success. In support of this stance, Misnan and Mohammed (2007) posit that the placement of human resources, more than anything else, should be seen as a matching process and how well an employee is matched to a job affects the amount and performance of that employee in a given task.

Employers are now recognising that well designed and implemented selection programmes produce concrete benefits, including a reduction in turnover, enhanced performance, lower levels of employee misconduct as well as other tangible indices of return on investment (Taylor, 2018). Taylor (2018) again observed that one of the most popular combinations of selection tools used by most employers over the last few decades is the classic trio of curriculum vitae (CV)/application forms, interviews and references. The logic of employee selection is that, without variability among individuals in terms of their abilities, aptitudes, interests and personality traits, one would expect all job candidates to perform comparably.

Human resource professionals are expected to provide training programmes in order to develop the specific knowledge or expertise of employees (Jacobs, 2003). Present-day firms require more and more knowledge and skills that are still inadequately present in formal school education (Vemic, 2007). Training and development are becoming a practical and vital necessity, as they assist employees to develop and rise within the organisation and also increase their market value, earning power and job security (Mamoria, 2005). According to Mamoria (2005), a



well-trained employee would make a better and economic use of materials and equipment, which tends to minimise wastages in the system. Training and development opportunities represent an employer's commitment to his workforce. Poor training programmes tend to make employees feel a lower commitment to the employer, leading to lower job satisfaction and higher employee turnover (Mohrenweiser & Zwick, 2009).

There are two major types of training: on-the-job training and off-the-job training (Ongori & Nzonzo, 2011). On-the-job training (OJT) allows the trainee to acquire skills by actually doing the job (Dessler, 2008). It is a method of training where the learner develops skills in the real work situation by actually using the machinery and the materials involved in performing the job (Ongori & Nzonzo, 2011). This type of training is normally handled by experienced colleagues, supervisors, managers, and mentors who are often tasked with the responsibility of developing training programmes that could help to effectively develop the specific knowledge or expertise of employees (Obisi, 2011). Most frequently, there are three incentives for embarking on on-the-job training. These are: the favourable relationship between training costs and benefits; the responsibility to train just-in-time; and the expectation of a positive transfer of what was learned to the employees' work situation (Sims, 2006).

Employees may also be sent for outside training to enhance, update or develop their specific skills. This may be necessary if the outside training can provide the expertise, equipment, or facilitate the sharing of experiences that are not available within the organisation (Jacobs, 2003). Off-the-job training

programmes may also be developed and conducted by in-house trainers or consultants hired for the task (Sims, 2006). Training instructions may be delivered through lecture, vestibule training, role playing, case study, discussion and simulation. The environment can also be designed or controlled to minimise intermittent distractions from employers, thereby creating a climate conducive for learners (Gambin, Hasluck & Hogarth, 2010; Obisi, 2011). A major disadvantage of off-the-job training is that training effectiveness is constrained because of the possibility of inadequate transfer of learning from the training environment to workplace environment.

One major challenge of the employer today is the inability to design training programmes that could promote the transfer of training. Most training programmes are inefficiently designed. As noted by Mohrenweiser and Zwick (2009), practically all training programmes are built on theoretical perspectives which tend to hamper the transfer of material learnt in a more practical fashion. In contemporary business, the focus of training has shifted from the trainer to the trainee (Knowles, 2000). The emphasis now is on learners doing something in the learning process rather than merely listening and watching the trainer (Knowles, 2000). The role of the trainer has therefore become one of designing activities to provide trainees with the opportunity to transfer the competencies they have learnt.

In the 21st Century, employees represent the heart and pulse of the organisation (Ahmad & Bujang, 2013). They are the ultimate assets whose performance determines the growth and productivity of the organisation (Katerina, Andrea & Gabriela, 2013). For this purpose, it is important that employee

performance is periodically evaluated using the 360-appraisal method (Ahmad & Bujang, 2013). Employee performance may be measured at the individual, group, or organisational level according to quantity and/or quality of their output, creativity, flexibility, dependability, or anything else desired by management (Campbell, 1990). An organisation can derive total benefit from the performance of its employees only when the management of the organisation are able to explore, expand, and appraise the full potential of their employees (Fletcher, 2001).

The term performance appraisal has many labels including, but not limited to, performance review, employee appraisal, performance evaluation, employee evaluation, employee rating, merit evaluation, performance assessment, performance measurement, staff assessment, or personnel rating (Ahmad & Bujang, 2013). In an effective performance appraisal system, the performance of individuals over the review period is evaluated; strengths and weaknesses identified, and reasons for any shortfall in performance examined (Bartunek & Moch, 2007). Performance appraisal may be conducted through job ranking, paired comparison, graphic rating scales, forced choice list, forced distribution, field review, rating by self and the peer group, or the 360° performance appraisal method (Ahmad & Bujang, 2013).

Performance appraisal focuses on identifying the employee's likely future roles within the organisation. In contemporary business, management would have to continuously review its structure and systems, create new roles, and assign new responsibilities (Katerina et al., 2013; Fletcher, 2001). In this way, the capability of employees to perform the new roles and responsibilities would have to be assessed

(Ahmad & Bujang, 2013). Performance appraisal has become part of a more strategic approach to integrating HRM activities and business policies through which managers evaluate, compare and provide feedback on employee performance (Fletcher, 2001). Performance appraisal is important because it serves as the basis for performance feedback, employee training and development, validation of selection process, promotions and transfers, human resource planning, layoff, and career development (Bartunek & Moch, 2007).

The design of employees' compensation is a delicate and more controversial area in human resource management (Ryan & Sagas, 2009; Chelladurai, 2006; Selden & Moynihan, 2000). Many employees consider pay as having a direct bearing on their status and recognition. They believe that their basic pay reflects how much they fare in the eye of management, and in the society in which they are working (Bohlander, Snell, & Sherman, 2001). Employees will feel satisfied with their pay if how much they are receiving matches their input in terms of the time, energy and effort that they use in performing their work. If they feel that their contributions exceed the rewards that they get from their job, particularly in terms of pay, dissatisfaction may set in and vice versa (Ryan & Sagas, 2009). Therefore, a high level of pay or benefit relative to that paid by competitors can ensure that a company attracts and retains high quality employees.

The design of employee compensation is a strategic issue, which according to Olive and Alan (2006), requires one to understand the basic purposes of compensation, knowledge of the determinants of compensation, and the use of pay surveys. In other words, decisions relating to employee compensation should not

be made randomly. This is because even where the value of jobs in the organisation are carefully determined, there is the possibility that one person may be paid more or less for the same job than his or her colleague in terms of qualification, seniority, experience and suchlike (Milkovich, Gerhart & Hannon, 2001). According to Anthony, Perrewe and Kacmar (2002), this is the overarching reason why pay level decisions are very crucial in designing an equitable employee compensation system.

The pay level of an organisation is simply the average amount of money that is paid for the specific groups of jobs in that organisation. The significance of having a well-calculated pay level is that it influences the ability of an organisation to attract and retain talented employees (Mello, 2002). Basically, three pay level policy options may be chosen: lead, lag or match policies. Firms with a lead policy pay higher wages than the average amount paid in the labour market. Employers who choose a lag policy pay lower amount than the average wage, while employers with a match policy tend to pay an amount that matches the market rate (De Cieri & Kramar, 2008; Anthony et al., 2002).

A major challenge facing most industries today has been the prevalence of accidents resulting in injuries, diseases and loss of property and lives (Misnan & Mohammed, 2007). Although industries, such as mining, manufacturing, construction and lumber, are known to be very dangerous, risky and hazardous, the majority of the accidents that occur on site are preventable (Thai & Grewal, 2007). According to Thai and Grewal (2007), the amount of regulations within such industries is indicative of this danger, with many occupational health and safety

standards often called up in law to provide the necessary information for curbing the situation (Hopkins, 2011). However, although there are numerous legislations governing industrial health and safety in different countries, the ultimate responsibility rests on the management of organisations to create a self-disciplined workforce beyond legislative and regulatory requirements.

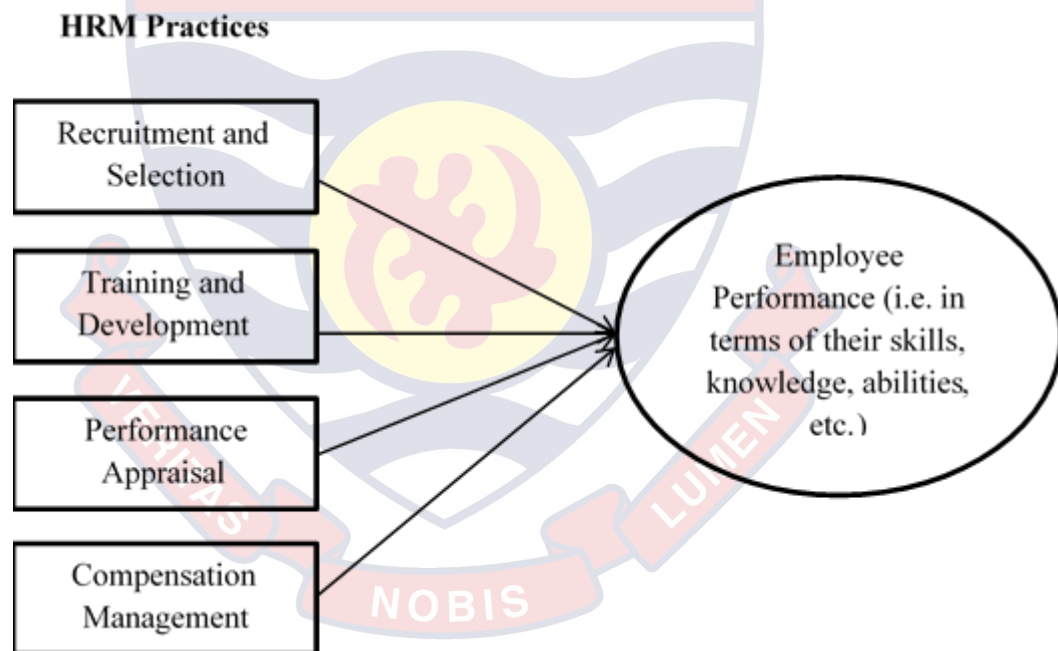
Traditionally, workplace accidents were attributed to engineering aspect of safety. Consequently, increased efforts on engineering safety through technological improvement were the hallmark of the day (Vredenburg, 2002). While research was ongoing in this area of safety, it was observed shortly after the Chernobyl nuclear accident in the then Soviet Union that the beliefs and attitudes of employees working within the organisation greatly affected the safety in the workplace (Vredenburg, 2002). As noted by an early pioneer of accident prevention and industrial safety, 88 percent of industrial accidents originate from the human aspect of the organisation (Goetsch, 2005).

### **Conceptual Framework**

This study was conducted to examine the effect of human resource management practices on employee performance in Wenchi Methodist Senior High school in the Wenchi Municipal. The study was therefore meant to develop a framework that could provide a sound interpretation of the relationship between human resource management practices and employee performance. The conceptual framework for this study therefore suggests that effective human resource management practices help to provide employees with the requisite skills, knowledge and abilities to meet the task, contextual and adaptive performance. In

this study, human resource management practices are limited to recruitment and selection, training and development, performance management and compensation management.

The conceptual framework for the study is presented in Figure 1. The framework is based on the Resource-Based Theory which states that a firm develops competitive advantage by not only acquiring but also developing, combining, and effectively deploying its physical, human and organisational resources in ways that add unique value which is difficult for competitors to imitate (Barney, 1991).



**Figure 1: Conceptual Framework of the Study**

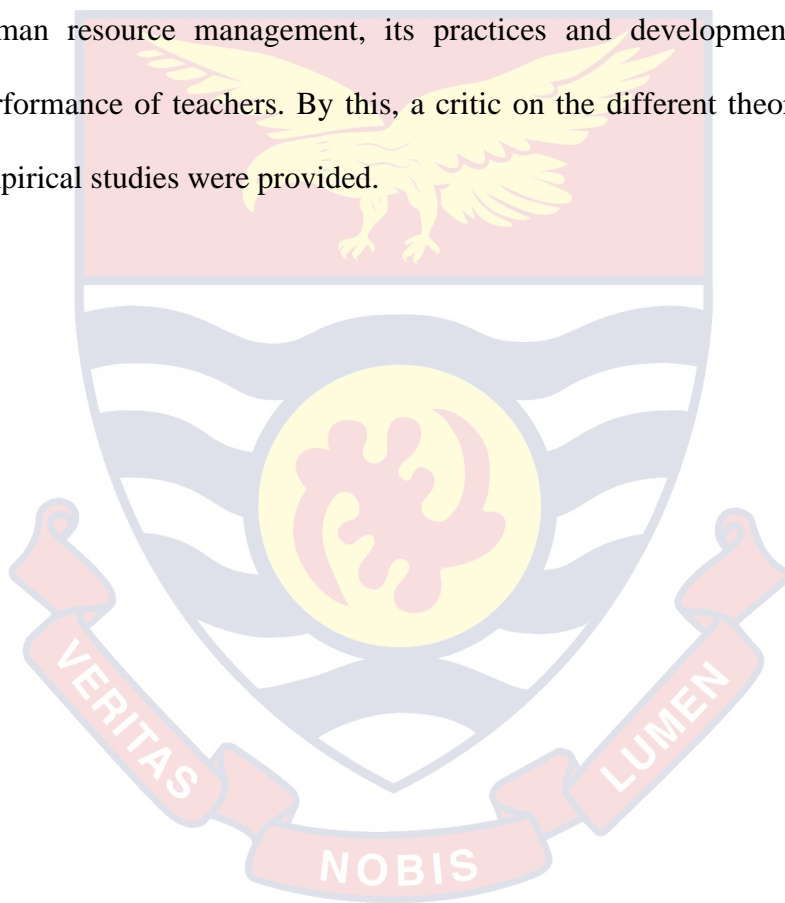
Source: Researcher's Construct

As illustrated in Figure 1, the study essentially sought to examine how the human resources practices in the school with regard to recruitment and selection

processes, training and development, performance appraisal, and compensation management affected the performance of teachers in the school in terms of their skills, knowledge and abilities, among others.

### Chapter Summary

This chapter provides a synthase of the various literature surrounding human resource management, its practices and development as well as the performance of teachers. By this, a critic on the different theories, concepts and empirical studies were provided.





## CHAPTER THREE

### RESEARCH METHODS

#### Introduction

The general objective of the study was to examine the effect of human resource management practices on employee performance. This chapter discusses the research procedures that were adopted in carrying out the study. It expounds on the research design, study area, population of the study, sample and sampling procedure, the methods of data collection, data collection procedure, ethical considerations, and data processing and analysis procedure.

#### Research Approach

Since the study seeks to quantify issues, the quantitative research approach which follows the positivist philosophy was used.

#### Research Design

Research design is a framework of methods and techniques chosen by a researcher to combine the various components of a research in a reasonably logical manner so as to address the research problem effectively and efficiently (Bhat, 2019). It provides an insight into how a research ought to be conducted and also serves as a blueprint for the data collection, measurement and analysis. According to Trochim (2006), the function of a research design is to ensure that the evidence obtained will enable the researcher to effectively address the research problem as unambiguously as possible. Kothari (2004) also posits that it is needful for a researcher to have a research design as it facilitates the smooth sailing of the various research operations.

In line with this and the objectives of the study, I adopted the survey research design. This design involves the collection of data so as to answer questions concerning the current state of a phenomenon. It is aimed at determining the nature of a situation as it exists as of the time of a study. The descriptive survey research design is generally regarded as one of the best research designs to adopt when a researcher wants to address research questions that begin with such words as “what” and “how”. The choice of survey for this study was primarily informed by the intention of the researcher to give account of the various issues that were examined in the study. In other words, the researcher did not intend to modify any of the variables that were examined in the study.

The use of the survey research design also helped the researcher to obtain enough information with regard to the research problem from quite a sizeable number of respondents. In the end, the researcher was able to get a broader and clearer picture of the various issues that were explored in the study. The fact that surveys require less time to conduct also made it possible for the study to be completed within the required time frame. The quantitative approach to research was adopted for this study. With this, only numerical data were gathered about all the variables that were considered in the study. This made it possible for the data to be analysed pretty easily.

Notwithstanding the numerous advantages associated with the survey research design, there is the possibility of getting varied responses merely due to wording of items of the research instrument. To offset this drawback, the research instrument was subjected to intense scrutiny by the researcher and all the inherent

ambiguities that were identified were duly corrected before it was finally administered to the respondents.

### **Unit of Study**

The study was conducted at the Wenchi Methodist Senior High school, located in the Wenchi Municipality of the Brong-Ahafo region of Ghana. The Municipality is administered by the Wenchi Municipal Assembly. The Wenchi Municipal Assembly was one of the two local authorities created in 1974 to oversee the then Nkoranza, Techiman, Yeji, Attebubu and Kintampo in the Brong Ahafo region. The decentralisation reforms of 1988 established it as Wenchi District Assembly by Legislative Instrument, L.I. (1471) of 1989. In 2004, with the creation of Tain District, the Assembly operated under Legislative Instrument 1782 of 2004. The district was later upgraded to a Municipality status with Legislative Instrument 1876 of 2007. The capital of the Municipality is Wenchi and it is one of the biggest district capitals in terms of landscape in the Brong-Ahafo Region (Wenchi Municipal Assembly, 2016).

The Wenchi Municipality is located in the western part of Brong Ahafo region. It covers a total land area of 1,145 square kilometers. The topography of the Municipality is predominantly undulating with gentle slopes of less than one percent inclination. The land generally rises from 30m above sea level to over 61m in the North West. Apart from the north-western high land, the other areas are basins of the tributaries of the Volta and therefore low lying (Ghana Statistical Service [GSS], 2014).

The population of the Municipality as at the end of the 2010 Population and Housing Census was 89,739 with a growth rate of 2.5 per cent. Males constitute 49.1 percent and females represent 50.9 percent. More than sixty percent (63.3%) of the population is rural. The Municipality has a sex ratio of 96.5. The major occupation in the Municipality is agriculture. The total age dependency ratio is 83.5 percent. This has serious implication for the working population.

There are five Senior High schools in the Wenchi Municipality, of which Wenchi Methodist Senior High is the largest which has about 2,500 student population. Wenchi Methodist Senior High runs courses in the areas of general science, agricultural studies, business, vocational studies, graphical arts and music. Wenchi Methodist Senior High school is a Methodist institution and wishes to be one of the best schools when it comes to the training of students who are disciplined, methodical, confident, honest, and beyond compare (Wenchi Methodist Senior High, 2018).

### **Population of the Study**

Population refers to a group of individuals, events or objects having common observable characteristics. It is the entire group of individuals or items that share one or more characteristics from which data can be gathered and analysed (Simon & Goes, 2011). It is the aggregate of all who conform to a given specification. Cozby (2001) defines population as the aggregate of all elements that show a set of common characteristics that is relevant to the purposes of a research. According to Saunders, Lewis and Thornhill (2016), population refers to the complete set of cases or group members that a researcher is interested in. It is a

collection of elements or objects that possess the information sought by the researcher and about which inference are to be made.

The population of this study consisted of the all the staff members of the various academic departments of Wenchi Methodist Senior High school in the Wenchi Municipality. In all, there were one hundred and seventy (170) members in the school. The distribution is presented in Table 1.

**Table 1: Target Population**

Categories of Staff	Total Number
Senior Members	12
Junior Staff	158
Total	170

Source: Wenchi Methodist Senior High School Annual Report (2018)

The senior and junior members who are teachers, head masters and mistresses, head of departments, head of account section, librarian and matrons.

### **Sample and Sampling Procedure**

Sampling refers to the process of picking up a few or a small unit out of the whole population for study. Such unit is expected to be a representative of the whole population. A sample can be small enough for convenient data collection and large enough to be a true representative of the population from which it has been selected. Sample size refers to a number of items to be selected from the universe to constitute a sample. It a collection of some parts of the population on the basis of which judgment is made (Kothari, 2004). The simple random sampling technique was used in selecting an appropriate sample for the study.

Simple random sampling is a process of selecting a sample at random from the sampling frame. With this sampling technique, each member of the population under study has an equal chance of being selected and the probability of a member of the population being selected is unaffected by the selection of other members of the population. It involves selecting at random from a population the required number of subjects for a study. Simple random sampling maintains the original sampling frame but the number of elements available to be drawn decreases as each element of the sample is removed.

In using the simple random sampling technique, the total list of employees in the school was obtained from the school's Human Resource Department. Given the total population of 170, a sample size of one hundred and eighteen (118) was obtained at 95 percent confidence level, using Krejcie and Morgan's (1970) sample size determination formula (see Appendix II).

### **Data Collection Instrument**

Relevant data for the study were collected by using survey questionnaire. A survey questionnaire is defined by Creswell (2009) as a tool usually used to provide a set of questions which are beneficial for data gathering, analysis and research. The importance of questionnaire is evident in a lot of processes. For instance, it allows the respondents of a study to have an idea about the kind of information which they would be required to provide. The use of survey questionnaire is also a quick, convenient and inexpensive method of collecting standardised data for quantitative research.

Two main variables were measured in the study: (1) human resource management practices and (2) employee performance. Consequently, the research questionnaire was divided into three main sections. The first section of the questionnaire focused on the demographic characteristics of the respondents. The second section also focused on examining the human resource management practices in the school while the third section sought to measure the performance of the participants. The items for measuring HRM practices were adapted from Udofia and Ikpe (2012). They were nine (9) in number. The items that sought to measure the performance of the staff members were also adapted from Griffin et al. (2007). They were also nine (9) in number.

### **Sources of Data**

Basically, the study relied on only primary data sources for all data needs. The primary data were collected from both the senior and junior members of staff in Wenchi Methodist Senior High school in the Wenchi Municipality. According to Leedy and Ormrod (2010), primary data is the data which is closest to the truth, and is often the most valid, illuminating, and truth-manifesting source of data. In addition to the primary data collection, other pieces of information were derived from textbooks, published and unpublished journal articles, magazines, other master's theses, government publications, the Internet and official documents of the Wenchi Methodist Senior High school.

### **Data Collection Procedures**

The questionnaires were administered by proxy. A research assistant was approved by the research supervisor for this project. The research assistance was

based in Wenchi, which was the study area. The research assistance personally gave out the questionnaire to each respondent in Wenchi Methodist Senior High school in the Wenchi Municipality. Each potential respondent was briefed and after which the instrument was administered. Respondents were also apprised of the purpose of the study to minimise any associated bias. Subjects who did not wish to participate in the study were asked to return the blank survey to the investigator.

The questionnaire was administered between 9:30 am to 10:30 am for two weeks. This time was favourable and convenient for the staff since it was their break time which permitted the researcher to administer the questionnaire without interfering their busy schedules. This was done in order to ensure a 100 percent return of questionnaire administered to the respondents. However, out of the 118 questionnaires that were administered, only 110 were duly completed and returned by the respondents. Hence, the response rate was 93.2 percent.

### **Ethical Consideration**

As noted by Punch (2013), ethics in research has to do with the responsibility of researchers to be honest and respectful to all individuals who are affected by the research study or would be affected by the results of the study. This is important because a researcher ought to gain the permission of people in authority to provide access to participants in a study (Punch, 2013). This work would not have been possible if the key ethical issues in social science research were ignored. The research topic was sent to the supervisor for approval as well as the institutional review board of the University of Cape Coast acceptance was sought.



The supervisor approved the topic as a researchable topic and free from harming the respondents, but of benefit to the respondents. Consequently, a letter from the Department of Human Resource Management of the University of Cape Coast was presented to the schools to seek approval to conduct the study. This letter was sent to the head of the school for approval.

Also, data for the study were collected in accordance with the ethical codes of conduct in social science research as proposed by Cozby (2001). Voluntary participation, anonymity and confidentiality of respondents were assured. Respondents voluntarily took part in answering the questionnaires and none was selected or called upon to answer the questionnaire without his/her full consent. The nature and purpose of the research was fully explained to the respondents. Data collection was done over a period of two weeks.

### **Data Processing and Analysis**

Data analysis is a process which involves drawing conclusions and explaining findings in words about a study (Creswell, 2009). The information that was retrieved from the field through the use of questionnaires was analysed through the use of quantitative tools. Since the research was mainly quantitative, the Statistical Product for Service Solution version 21.0 was used to code, edit, organise and analysed the data. The final results were summarized using tables and charts. The various research questions were addressed as follows:

The first research question which sought to examine the human resource management practices in the school was addressed using descriptive statistical tools such as frequencies and percentages as well as means and standard deviations.

These statistical tools were seen as the most appropriate statistical tools for addressing this research question because the researcher was essentially interested in determining the human resource management practices that were common in the school as well as the extent to which these practices were carried out in the school.

The second research question which sought to examine the level of performance of the staff in the school was also addressed using mean and standard deviations. Mean and standard deviation were considered the most appropriate statistical tools for addressing this research question because they are effective for gauging the extent of a phenomenon.

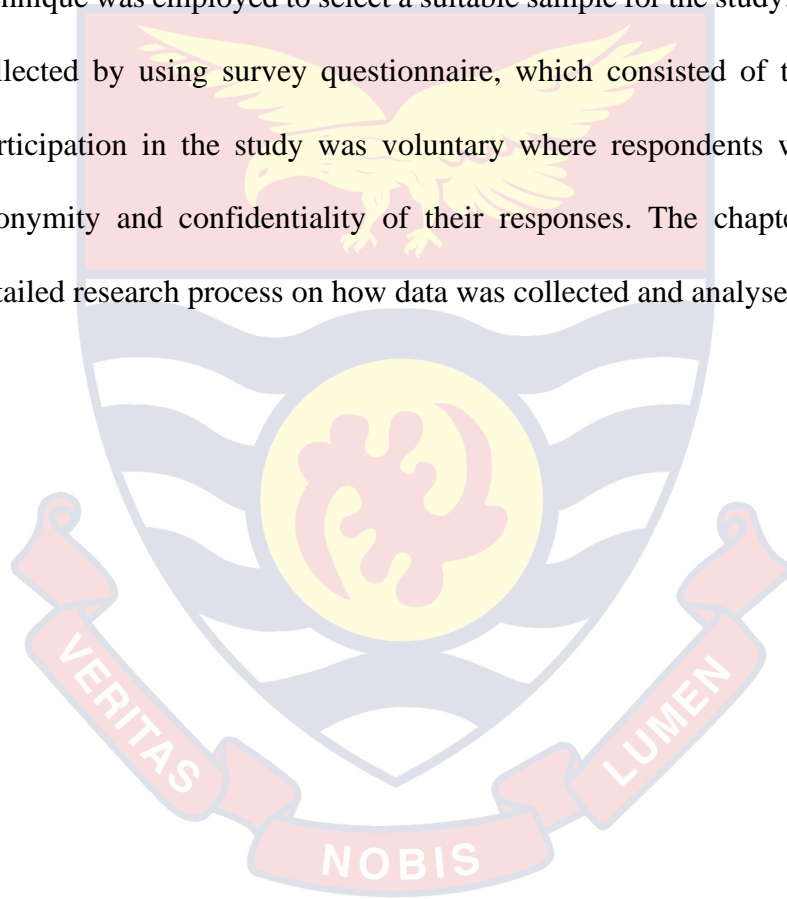
Additionally, the first research hypothesis which sought test whether or not significant relationship existed between the human resource management practices and the performance of staff in the school was addressed using Pearson product-moment correlation coefficient. Pearson correlation was deemed the most appropriate statistical tool for assessing this relationship as the two variables of interest especially when the variables are continuous in nature.

Moreover, the second research hypothesis which sought to test whether or not the human resource practices in the school had a significant impact on the performance of the employees was addressed using linear regression analysis. The dependent variable was employee performance while the independent variable (i.e. the factor) was human resource management practices. Statistical significance of the effect was assessed at .05 level of significance or 95% confidence interval. The decision to use simple linear regression analysis was occasioned by the fact the researcher was only interested in assessing the effect of just one independent

variable (in this case, human resource management practices) on a single dependent variable (in this case, employee performance). Again, the use of this linear regression is justified on the grounds that the dependent variable is continuous.

### **Chapter Summary**

The study adopted the survey research design. The simple random sampling technique was employed to select a suitable sample for the study. Primary data was collected by using survey questionnaire, which consisted of three (3) sections. Participation in the study was voluntary where respondents were assured of anonymity and confidentiality of their responses. The chapter also provides a detailed research process on how data was collected and analysed.



## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### Introduction

This chapter presents the analysis of data collected and the interpretation of the findings. The study sought to examine the effect of human resource management practices on employee performance in Wenchi Methodist Senior High school in the Brong-Ahafo region of Ghana. The results of the study are essentially based on the following variables: socio-demographic characteristics of the respondents and human resource management practices in the school with respect to recruitment and selection, training and development, performance and potential appraisal, reward systems as well as health and safety practices.

Also, the results are presented in accordance with the research questions and hypotheses that guided the study. Detailed discussion of answers to each research question and hypothesis has been provided. Out of the one hundred and eighteen (118) questionnaires that were issued out to the respondents, one hundred and ten (110) were duly completed and received. Therefore, the response rate was 93.22%.

#### Demographic Data

Data relating to the demographic characteristics of the respondents were collected and analysed. Descriptive statistics such as frequencies and percentages were used for the analysis. The demographic characteristics that were considered in the study were the age, gender, academic and professional qualification, length of service, workload levels and work experience of the respondents. These demographic characteristics of the respondents were regarded as important because

such information could guide the researcher to determine whether or not the respondents had the necessary level of maturity, objectivity, authority and independence to provide reliable and meaningful information on which research reports and decisions could be based.

### Age Distribution of Respondents

Results concerning the age distribution of respondents are presented in

Table 2.

**Table 2: Distribution of Respondents by Age Groups**

Age Groups	Frequency	Percent
20 – 24	20	18.18
25 – 29	30	27.27
30 – 34	20	18.18
35 – 39	10	9.09
40 – 44	10	9.09
45 – 49	16	14.55
50 and above	4	3.64
Total	110	100.00

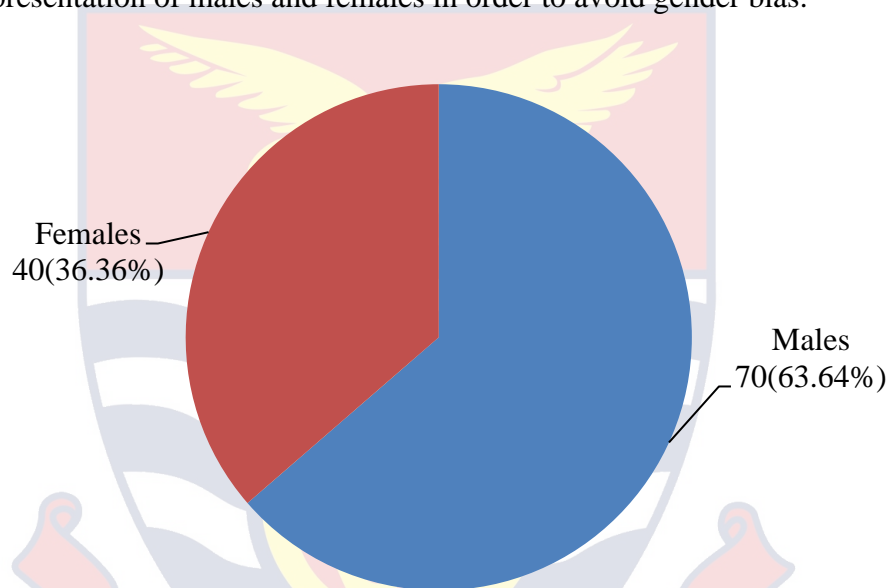
Source: Field Survey (2019)

Results in Table 2 indicate that majority of the respondents were in the age group of 25-29 years. This group was represented by 27.27% of the total respondents of the study. This was followed by the age groups of 20-24 years and 30-34 years. These age groups were also represented by 18.18% each of the respondents. The age groups 35-39 years and 40-44 years also constituted 9.09% each of the respondents while those who were within the age group of 45-49 years and those above 50 years constituted 14.55% and 3.64% of the respondents

respectively. This implies that more than 60% ( $18.18+27.27+18.18=63.63$ ) of the workers are youth, thus, less than 35 years.

### Gender of Respondents

Results on the gender distribution of respondents are captured in Figure 1. Although the distribution favoured males, the study strived to achieve a fair representation of males and females in order to avoid gender bias.



**Figure 1: Gender Distribution of the Respondents**

Source: Field Survey (2019)

From Figure 2, more than half of the respondents were males. However, the result is not very surprising as it generally reflects the gender distribution of workforce in organisations in Ghana. As asserted by Obisi (2011), males usually outnumber their female counterparts in most business organisations in Ghana. In this study too, the males were 70, representing 63.64% of the total respondents while the females were 40, representing 36.36% of the total respondents.

### Academic Qualification of Respondents

The respondents were asked to indicate their highest academic qualification.

The results are presented in Table 3.

**Table 3: Highest Academic Qualification of the Respondents**

Level of Education	Frequency	Percent
Bachelor's Degree and below	92	83.64
Master's Degree and above	18	16.36
Total	110	100.00

Source: Field Survey (2019)

Results in Table 3 show that majority 92(83.64%) of the respondents hold Bachelor's Degree certificate or less while the remaining 18 (16.36%) hold Master's Degree certificates and above. By implication, all the respondents had the required academic qualification to work as either teachers or administrators at the Senior High school level.

### Length of Service of the Respondents

The respondents also differed in their work experience, in respect of how long they have stayed in the Ghana Education Service. Results on the length of service of the respondents are presented in Table 4.

**Table 4: Respondents' Length of Service**

Length of Service	Frequency	Percent
1-10 years	80	72.73
11-20 years	20	18.18
21-30 years	6	5.45
Above 30 years	4	3.02
Total	110	100.00

Source: Field Survey (2019)

As profiled in Table 4, eighty (80) of the respondents representing 72.73% had spent between 1-10 years in the Ghana Education Service as of the time of the study. Twenty (20) of them representing 18.18% had also spent between 11-20 years in the Service. Additionally, six (6) respondents representing 5.45% had worked in the Ghana Education Service for between 21-30 years while the remaining four (4) respondents representing 3.02% had also spent more than 30 years in the Ghana Education Service. By implication, the respondents had a satisfactory work experience to provide the needed information.

The workload levels of the respondents were also explored. And the results are presented in Table 5.

**Table 5: Respondents' Level of Workload**

Workload Level	Frequency	Percent
High level of workload	70	63.64
Moderate level of workload	30	27.27
Low level of workload	10	9.09
Total	110	100.00

Source: Field Survey (2019)

Table 5 contains results on the views of the respondents regarding the workload in Wenchi Methodist Senior High school. From the results in Table 5, over 60 percent of the respondents (i.e. 63.64%) indicated that the workload on them in the school was high. This was followed by those who revealed that the workload on them in the school was moderate. This group constituted 30(27.27%) of the respondents. However, about 9% (10) of the respondents indicated that the



workload on them in the school was low. In all, the results indicate that the workload on workers in Wenchi Methodist Senior High school were on the average high.

### Marital Status of the Respondents

Both married and unmarried employees were included in the study sample. As such, the marital status of the respondents was explored. The results are presented in Table 6.

**Table 6: Marital Status of the Respondents**

Status	Frequency	Percent
Married	90	81.82
Not married	20	18.18
Total	110	100.00

Source: Field Survey (2019)

Results in Table 6 show that majority 90(81.82%) of the respondents who participated in the study were married while the remaining 20(18.18%) were not married. The results show that only few of the teachers at Wenchi Methodist Senior High school were not married as of the time of the study, hence further implying the possibility that few of the teachers are having less responsibility so far as their families are concern.

### Human Resource Management Practices

Descriptive statistical techniques, precisely frequencies and percentages were used to examine the human resource management practices at the Wenchi Methodist Senior High school. The main areas of human resource management

practices that were considered in the study included job analysis, recruitment and selection, training and development, and compensation practices. The results are presented in the ensuing sections.

### Recruitment and Selection Practices

The recruitment and selection methods for which the respondent had gone through before working in the school. The results are presented in Table 7.

**Table 7: Recruitment and Selection Method**

Recruitment and selection method	Frequency	Percent
Walk-In	88	80
Employee Referral	83	75
Newspaper Advert	15	14
The Internet	2	2
school Career Centres	1	1

Source: Field Survey (2019) \*Multiple responses

Results in Table 7 show that walk-in was the most frequently used method of recruitment in the school. This was indicated by 88(80%) of the respondents. This was closely followed by employee referral, which was also indicated by 83(75%) of the respondents.

Following the submissions of Misnan and Mohammed (2007), it is likely that effective recruitment and selection decisions could take place at the Wenchi Methodist Senior High school as most of recruitment methods that were being used in the school have been tried and tested and found to be good recruitment methods. Employee referral, for instance, has proven to be one of the best ways of sourcing, as it reduces the time to hire, improves the quality of hire, improves offer acceptance rate, increases employee retention and also facilitates the hiring of more

specialised candidates (Martic, 2018; Tyagi, 2018). Also, recruitment and selection methods such as walk-in and employee referral are associated with relatively lower cost. As asserted by Taylor (2018), internal recruitment methods such as employee referral reduce cost per hire and help an organisation to achieve monumental cost savings in terms of advertisement, induction and training. For instance, the organisation can advertise job vacancies at no cost by using staff noticeboards, newsletters or the organisation's intranet systems (Bartunek & Moch, 2007).

Also, employees who are employed through referrals by existing employees usually have an idea of the organisation's vision and work culture already. That is, they know what to expect and would not be left scratching their heads once they are hired. Being familiar with the work environment, the new employee would not take much time to absorb and adapt to it and would stay longer than employees who are employed through external sources (Tyagi, 2018). Therefore, the frequent use of recruitment and selection methods such as walk-in and employee referral could go a long way to help the school to spend less on its recruitment and selection processes, and the savings that would be made could also be used to address other developmental challenges of the school. And all of these would culminate in the general progress of the school.

Other recruitment methods that were used by the school included newspaper advert 15(14%), the Internet 2(2%) and school career centres 1(1%). These findings corroborate an assertion by Misnan and Mohammed (2007) that an organisation may sometimes also resort to external recruitment, as not all skills can be sourced from within. And this therefore makes it difficult for human resource management

professionals to ignore external recruitment methods such as the formal techniques of printed media, advertisements, external agencies, school career centres, and other media and professional contacts (Misnan & Mohammed, 2007).

### Training and Development Practices

The training and development programmes of the school were evaluated by performing frequency analyses to determine the training methods that were frequently used in the school. The results of the analysis are presented in Table 8.

**Table 8: Methods of Training**

Methods of training	Frequency	Percent
Lecture	94	85
Visual Technique	74	67
Role Play	98	89
Computer-Based Training	77	70
Simulators	11	10
Similar Sector Trips	9	8
Others (Case Study, Psychodrama)	50	45

Source: Field Survey (2019)

\*Multiple responses

The results in Table 8 show that the most frequently used method of training in Wenchi Methodist Senior High school was the role play method 98(89%). The lecture method of training was found to be the second most frequently used method of training in the school 95(85%). Other frequently used methods of training in the school included visual technique 74(67%), computer-based training 77(70%), simulators 11(10%), similar sector trips 9(8%) and other methods like case study and psychodrama 50(45%).

The profile of the trainers was also investigated, this is because it is central to how a respondent execute him/herself training services. The findings are presented in Table 9.

**Table 9: Profile of Trainers**

Profile of the trainers	Frequency	Percent
External trainers	6	5
Experienced staff members of the school	85	77
Individual external trainers	33	30
Trainers of consultancy firms	22	20

Source: Field Survey (2019)

Results in Table 9 show that 85 of the participants representing 77% of the total respondents of the study received their training from experienced staff members of the school. This was followed by those who received their training from individual trainers outside the school and those who received their training from trainers of consultancy firms. These two groups were also represented by 33(77%) and 22(20%) of the respondents respectively. The results generally show that the respondents mostly received training from experienced staff members of the school.

Experienced staff members usually have a bank of experience under their belt. Hence, the chances that they would act as good facilitators during training programmes are quite high. And this is likely to result in effective training and development programmes in the school. The types of training evaluation methods in the school were also examined. The results are presented in Table 10.

**Table 10: Training Evaluation**

Type of Training Evaluation	Frequency	Percent
Trainee Self-Evaluation	95	86
Tests Applied Before and After the Training	94	85
Trainer Evaluation	77	70
Consultancy Firm Evaluations	11	10
Behavioral Change	19	17
Utility Analysis	35	32

Source: Field Survey (2019)

Results in Table 10 show that trainee self-evaluation 95(86%), test applied before and after the training 94(85%) and trainer evaluation 77(70%) were the common training evaluation methods in the school. Other training evaluation methods like utility analysis 35(32%), behavioural change 19(17%), and consultancy firm evaluations 11(10%) were not used very often in the school.

The preceding results generally show that training and development is somewhat a regular activity at the Wenchi Methodist Senior High school. Therefore, as noted by Mamoria (2005), such training programmes have the tendency of raising the market value of the staff of the school. Also, as reiterated by Mohrenweiser and Zwick (2009), well-trained employees tend to make better and economic use of materials and equipment. This could therefore minimise wastages in the school and enhance efficiency and effectiveness in the teaching and learning process.

### **Compensation and Benefits Practices**

The compensation and benefits systems and practices in the school were also examined. With this, the factors that affected the salary levels of the workers

in the school were explored. The responses revealed that the bases for salary increment of the workers in the school included the following: the level of inflation in the country, performance levels of the workers, highest level of educational qualification, number of years spent in the Ghana Education Service, skills of the employee, and collective bargaining. All these bases could be described as very sound and fair and could therefore go a long way to promote a congenial atmosphere in the school. Other HRM practices in the school are also presented in Table 11. They include whether there is a regular supervision or not, whether clearly established procedures for promotion and other fringe benefits in the school or not, whether or not newly employed teachers are taken through orientation or in-house training, whether regular training and development programmes organised for the teachers or not, etc.

**Table 11: Other HRM Practices in Wenchi Methodist SHS**

Statements	Mean	Std. Deviation
The head of the school regularly supervises the activities of the staff in the school.	3.42	1.307
There are clearly established procedures for promotion and other fringe benefits in the school	3.65	1.243
Remuneration of workers in the school is done on fair basis	3.68	1.275
Regular performance appraisal is conducted in the school with the aim of improving the teaching and learning processes in the school.	3.61	1.001
Performance appraisal that is conducted in this school is done professionally.	3.40	1.286

Selection and recruitment of staff into the school are based on established procedures.	3.44	1.221
Teachers who go contrary to the established rules and regulations are sanctioned fairly.	3.38	1.207
Newly employed teachers are taken through orientation or in-house training.	3.12	1.275
Training and development programmes are regularly organised for all the teachers in the school.	2.61	1.062
Weighted Mean and Std. Dev.	3.37	1.208

Source: Field Survey (2019)

Results in Table 11 show that the human resource management practices in the school were generally up to standard (Weighted Mean= 3.37; SD= 1.208).

From the results in Table 11, majority of the respondents (Mean=3.68; SD=1.275), for instance, revealed that the school had a fair basis for the remuneration of its workers. Again, majority of the respondents (Mean=3.65; SD=1.243) indicated that the school had clearly established procedures for determining the promotion and other fringe benefits of its staff.

The findings of the study compare well with the view of Anthony et al. (2002) that decisions relating to employee compensation should not be made randomly, for even where the value of jobs in the organisation are carefully determined, there is still the possibility that one person may be paid more or less for the same job than his or her colleague in terms of qualification, seniority, experience and the like. It is therefore commendable that the school had clearly defined bases for determining the remuneration as well as the promotion and other fringe benefits of its staff. This could go a long way to perk up the staff of the school and also stave off confusion regarding remuneration issues in the school. As rightly



pointed out by Mello (2002), this could also enhance the chances and ability of the school to attract and retain talented employees.

Performance appraisal was also found to be a regular activity in the school (Mean=3.61; SD=1.001). This bodes well for the continued success of the school, as regular performance appraisal can provide a lot of useful information for both the Management and the other staff members of the school. For instance, a well-conducted performance appraisal can help the Management of the school to identify the training and development needs of the staff of the school and come up with appropriate training and development programmes as well as support systems that can help to effectively address those needs. As reiterated by Bartunek and Moch (2007), performance appraisal serves as the basis for performance feedback, employee training and development, validation of the selection process, promotions and transfers, human resource planning, layoffs, and career development.

Also, to be fully satisfied and competent, employees need to feel that they are valued and are producing good results (Fawcett, 2019). Performance appraisal therefore presents a great opportunity to give employees sincere feedback, spurring them on to work smarter and better (Fawcett, 2019). This is particularly true when it is supported by a good merit-based compensation system whereby best achievers get better pay and other attractive packages. Besides, performance appraisal helps to set achievable targets which motivate employees, and also empowers them to feel more confident when they are able to achieve the set targets (Fawcett, 2019). As indicated by Fletcher (2001), an organisation can derive total benefit from the

performance of its employees only when the management of the organisation are able to explore, expand, and appraise the full potential of their employees.

Additionally, information that is generated from performance appraisal can be used by the school to assess the success of its recruitment and selection practices. For example, if a large number of workers in the school score well on their appraisals, it would signify that the school's recruitment and selection processes are effective. On the other hand, the presence of many poor performers would mean that the school's recruitment and selection processes are not up to standard and that they may need an overhaul.

Notwithstanding the aforementioned findings the study, a close review of the results in Table 11 shows that, although training and development programmes were organised for the staff of the school, the extent to which such training and development programmes were organised for the staff of the school was not really up to the mark (Mean=2.61; SD=1.062). The Management and the human resource department of the school are therefore encouraged to make training and development programmes almost an everyday activity in the school. When this is done, it will greatly help the teachers to improve their skills and also keep abreast of latest developments in the educational sector, particularly when it comes to teaching and learning. It could further motivate them to work even much harder and become more loyal to the school.

As indicated by Jacobs (2003), human resource professionals are expected to provide training programmes in order to develop the specific knowledge or expertise of employees. This is because present-day organisations require more and

more knowledge and skills that are still inadequately present in the formal school system (Vemic, 2007). According to Mohrenweiser and Zwick (2009) also, poor training programmes tend to make employees feel a lower level of commitment to the employer, leading to lower job satisfaction and higher employee turnover. And considering the fact that employees are the ultimate assets whose performance determines the growth and productivity of every organisation as asserted by Katerina et al. (2013), there is the need for the Management and the human resource division of the school to step up the rate at which training and development programmes are organised for the staff of the school.

#### **Level of performance of Wenchi Methodist Senior High School Workers**

Research question two sought to measure the performance of the staff of Wenchi Methodist Senior High school. To this end, the respondents were presented with a number of statements that sought to measure the extent of their performance in the school, and they were required to indicate their level of agreement or otherwise to each statement as being a true description of their performance.

To determine the actual level of their performance, the possible responses to each statement were rated as follows: Strongly Disagree=1, Disagree = 2, Agree = 3 and Strongly Agree = 4. Afterwards, the measure of linearity of the scale was computed and the answer revealed a mean (i.e. cut-point) value of 2.5. Therefore, the decision rule was that any mean score that was less than 2.5 meant performance of the majority of the respondents with regard to that particular measure of performance was generally low. On the other hand, a mean score which was greater

than 2.5 meant that the performance of the majority of the respondents with regard to that particular measure of performance was generally high.

A mean score of exactly 2.5, however, denoted that the performance of the respondents with regard to that particular measure of performance was middling. Before the mean values were computed, checks were made to ensure that all the items looked in a positive direction and where necessary, the appropriate recoding of the variable(s) was done. The results are presented in Table 15.

**Table 12: Level of Performance of Staff of Wenchi Methodist SHS**

Statements	Mean	Std. Deviation
I am able carry out my core duties very well.	3.83	0.913
I am able to complete my duties properly and within the expected time frame.	3.41	1.179
I am able to cope well with changes in the way I carry out my duties.	3.52	1.134
I am able to effectively initiate better ways of performing my core tasks	3.14	0.502
I am able to offer help to other staff members when the need arises.	3.01	0.461
I am able to respond positively to changes in the way my department works (for instance, taking up a new role, if need be).	3.45	1.021
I am able to suggest ways that help to make my department more effective.	3.61	0.012
I am able to respond flexibly to changes that occur generally in the school.	3.48	0.989
I am able to offer suggestions that help to improve the overall effectiveness and efficiency of the school.	3.12	0.014
Weighted Mean and Std. Dev.	3.39	0.691

Source: Field Survey (2019)

Results in Table 12 indicate that the performance of the staff of the school was generally high (Weighted Mean=3.39; SD=0.691). By implication, the teachers

in the school carried out their duties as expected. For instance, majority of them indicated that they were able to respond flexibly to the changes that occurred in both their departments (Mean=3.45; SD=1.021) and the school as a whole (Mean=3.48; SD=0.989). Again, majority of them revealed that they were able to cope well with changes that occurred in the way in which they carried out the duties (Mean=3.52; SD=1.134). Additionally, majority of them revealed that they were able to do the following: initiate better ways of performing their core tasks (Mean=3.14; SD=0.502), suggest ways that helped their departments to be more effective (Mean=3.61; SD=0.012), and offer suggestions that helped to improve the overall effectiveness and efficiency of the school (Mean=3.12; SD=0.014).

Indeed, change is inevitable, especially in today's highly dynamic and fast-changing world. And for an institution to function well, its workers must be able to embrace changes as and when necessary. Therefore, the ability of the respondents to suggest practical ways of improving the quality of work in the school and also respond readily to the various changes that occurred in the school could contribute greatly to the progress of the school.

In addition to the above-mentioned findings, majority of the respondents revealed that they were able to carry out their core duties very well (Mean=3.83; SD=0.913) and also completed their assigned tasks within the expected time frame (Mean=3.41; SD=1.179). This is also commendable, as it could have a positive ripple effect on the overall efficiency and effectiveness of the school. The fact that majority of the respondents were also able to offer help to other staff members when

the need arises could also enhance the general camaraderie among the staff and further ensure the continuity of learning and learning activities in the school.

### **Relationship between HRM practices and Employee Performance**

It is implied in the third research question of the study to test whether or not significant relationship existed between the human resource management practices in Wenchi Methodist Senior High school and the performance of the workers in the school. To this end, Pearson product-moment correlation analysis was conducted to assess the relationship between the aforementioned variables using the various ratings for the employees' performance and the human resource management practices in the school. With this analysis also, all negatively worded statements were reversed and recoded accordingly before the necessary computations were carried out. The statistical significance of the relationship was assessed at 0.05 level of significance. The results of the Pearson product-moment correlation analysis are presented in Table 16.

**Table 13: Relationship between HRM Practices and Employee Performance**

	<b>Variables</b>	<b>Employee Performance</b>
<b>Pearson correlation</b>	HRM Practices	0.825
<b>Sig. (2-Tailed)</b>		0.000
<b>N</b>		110

Source: Field Survey (2019)

Results in Table 13 show that there is a significant positive relationship between the human resource practices and the performance of the staff in the school ( $r=0.825$ ,  $n=110$ ,  $p=0.000$ , 2-tailed). The Pearson product-moment correlation

coefficient of 0.825 as observed in Table 13 also gives an indication that the relationship that exists between the human resource practices and employees' performance in the school is pretty strong.

By implication, the results in Table 13 suggest that good human resource management practices are associated with higher level of employee performance in the school. Therefore, the null hypothesis, which states that there is not any significant relationship between human resource management practices and employee performance in Wenchi Methodist Senior High school, is accordingly rejected. The results in Table 13 again imply that the performance of the workers in the school is likely to increase if the Management of the school keep enhancing their human resource management practices.

### **Effect of HRM Practices on Employee Performance**

Research question three sought to examine the extent to which the performance of the teachers in Wenchi Methodist Senior High school was influenced by the human resource management practices in the school. To this end, a simple linear regression analysis was conducted to assess the impact of human resource management practices on employee performance in the school using the total performance scores that were early on computed for each of the two variables in question.

Simple linear regression analysis was deemed the best statistical tool for addressing this research hypothesis as there were only two continuous variables involved (i.e. human resource practices scores and employee performance scores).

The statistical significance of the effect was assessed at 0.05 level of significance. The results of the regression analysis have been presented in Tables 17, 18 and 19.

**Table 14: Goodness of Fit Analysis**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.825	0.68	0.62	11.464

Source: Field Survey (2019)

Presented in Table 14 are the results on the effect of human resource management practices on employee performance. The results show a coefficient of determination (i.e. R Square) value of 0.68. This implies that 68% of the changes that occurred in the performance of the employees were caused by the human resource management practices in the school. In other words, only 32% of the changes that occurred in the performance of the employees were attributable to other factors other than the human resource management practices in the school.

Though the results in Table 14 clearly show that the performance of the staff members was largely influenced by the human resource management practices in the school, information regarding the significance level of the effect was not provided. Therefore, the significance level of the effect was subsequently explored so as to serve as a basis for either accepting or rejecting the null hypothesis. The results are presented in Table 15 on the next page.

Results in Table 15 show that the performance of the staff members was significantly affected by the human resource practices in the school ( $F_{(1, 108)} = 7.764$ ,  $p=0.000$ ). In other words, the school's human resource management practices were a significant predictor of the performance of its staff members. Based on the results



in Table 18, the null hypothesis which states that human resource management practices do not have significant effect on employee performance in Wenchi Methodist Senior High school is accordingly rejected.

**Table 15: Effect of HRM Practices on Employee Performance**

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	15803.079	1	1755.898	7.964	0.000
Residual	63940.457	108	220.484		
Total	79743.536	109			

Source: Field Survey (2019)

To make it possible for the researcher and all other interested persons to accurately predict the outcome of the dependent variable (in this case, employee performance) using the independent variable (i.e. human resource management practices), the coefficients of the regression analysis were also explored. And the results are presented Table 16.

**Table 16: Coefficient Analysis**

Model	Unstandardised Coefficients		Standardised Coefficient	t	Sig.
	B	Std. Error	Beta		
(Constant)	10.226	3.604		8.466	0.000
Employee Performance	1.213	0.035	0.825	3.22	0.001

Source: Field Survey (2019)

The equation for predicting employee performance on the basis of human resource management practices is given as follows:

$$EP=10.226 + 1.213HRMP \dots\dots\dots (1)$$

Where:

EP= Employee Performance; and

HRMP= Human Resource Management Practices

It could be inferred from the results of the study that the school could further enhance the performance of its workers if the various human resource practices in the school are taken a notch higher. In other words, efforts by the school to enhance the performance of its workers must not exclude the human resource management practices in the school. The findings of the study corroborate a submission by Pfeffer (2005) that effective human resource management practices can assist organisations to achieve the optimum use of their resources and continuously enhance the performance of their employees.

### **Chapter Summary**

In this chapter, the study's findings and discussion were presented. The study's descriptive statistics were presented. As previously said, the outcomes were ordered in the order of the objectives.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Introduction

This chapter presents a summary of the research process, key findings, conclusions and recommendations. Also, suggestion for further research was provided.

#### Summary of the Study

The main purpose of the study was to investigate human resource management practices and employee performance in Wenchi Methodist Senior High school in the Brong-Ahafo region of Ghana. The study adopted the descriptive survey research design. The use of the descriptive survey research design also helped the researcher to use an appreciable number of respondents for the study.

The respondents for the study were selected using the simple random sampling technique. Relevant data for the study were also collected through the use of questionnaires. Data was gathered and analysed using the Statistical Package for Social Science (SPSS) software, version 21.0. Descriptive statistics such as frequencies and percentages, mean and standard deviation were used in examining the objectives one and two whereas inferential statistics such as Pearson product-moment correlation and simple linear regression where the statistical tools were used to address the objectives three and four. Both the descriptive and inferential result were presented in forms of Figures and Tables. The study was guided by the following research objectives:

1. examine the human resource management practices in Wenchi Methodist Senior High school.
2. assess the performance of staff of Wenchi Methodist Senior High school.
3. examine the effect of human resource management practices on employee performance in Wenchi Methodist Senior High school.

### **Key Findings**

Regarding the human resource management practices in the school, the results of the study, first of all, revealed that job analysis was regularly conducted in the school and the information that was subsequently generated was used for purposes like compensation management, selection and placement, job evaluation, performance appraisal, job design, recruitment, health and safety and training and development. Also, walk-in and employee referral were found to be the most frequently used methods of recruitment in the school. Additionally, role play, lecture, visual technique and computer-based training were found to be the common methods of training in the school.

More so, most of the training programmes that took place in the school were led by experienced staff members of the school while trainee self-evaluation, test applied before and after the training, and trainer's evaluation were the common training evaluation methods that were adopted in the school. When it comes to compensation and benefits practices, the results of the study revealed that the level of inflation in the country, performance levels of the staff, highest level of educational qualification, number of years spent in the Ghana Education Service,

skills of the employee and collective bargaining were the factors that determined the salary levels of the staff of the school.

In addition to the aforementioned findings, majority of the respondents revealed that: the remuneration of workers in the school was done on fair basis; there were clearly established procedures for promotion and other fringe benefits in the school; regular performance appraisal was conducted in the school; selection and recruitment of staff into the school were based on established procedures; the head of the school regularly supervised the activities of the staff in the school; performance appraisal that was conducted in the school was done professionally; teachers who flouted the established rules and regulations in the school were sanctioned fairly; newly employed teachers were taken through orientation or in-house training; and training and development programmes were regularly organised for all the teachers in the school.

With regard to the performance of the staff of the school, the results of the study revealed that the performance of the staff of the school was generally high (Weighted Mean=3.39; SD=0.691). The results of the study again revealed a significant positive relationship between the human resource management practices and the performance of the teachers in the school ( $r=0.825$ ,  $n=110$ ,  $p=0.000$ , 2-tailed).

The results of the study again revealed that the performance of the employees was significantly affected by the human resource practices in the school ( $R^2=0.68$ ,  $p=0.000$ ). In other words, approximately 68% of the changes that occurred in the

performance of the staff were occasioned by the human resource management practices in the school.

### **Conclusions**

It can be concluded from the study that a number of good and fair human resource management practices exist in Wenchi Methodist Senior High school. This could go a long way to improve the general welfare of the staff of the school.

The high level of performance that was observed among the staff of the school is also likely to have a positive impact on the general performance of the school, particularly when it comes to teaching and learning outcomes in the school.

The strong positive relationship that was observed between the human resources practices in the school and the performance of the performance of the staff also gives an indication that good human resources management practices in the school are associated with good staff performance.

Lastly, the performance of the staff of the school could further be enhanced if the school continues to adopt good human resource management practices, as the performance of the staff was found to be significantly and positively affected by the human resource practices in the school.

### **Recommendations**

1. The school should keep up with its good human resource management practices and also trigger steps to improve the few shortfalls that were identified. Because, training and development programmes were not regularly organised for the staff of the school. The researcher therefore recommends that the Management of the school should activate the

necessary steps to improve this situation, as regular training and development programmes helps employees to keep their fingers on the pulse and also makes them more productive.

2. Again, the Management of the school together with the human resource department should continue to roll out programmes that can help to improve the performance of the staff in the school. To achieve this, both the Management and the human resource department of the school should constantly liaise with the remaining staff of the school to identify their training needs and jointly come up with good training and development programmes that can effectively help to address those needs.
3. The school should constantly strive to undertake good human resource management practices, as this is very likely to bring about a corresponding improvement in the performance of its staff.
4. Every action that will be taken by the school to improve the performance of its staff should not isolate the activities of the human resource department as the performance of the staff was found to be largely dependent on the general human resource practices in the school.

### **Suggestion for Further Research**

This study was conducted in only Wenchi Methodist Senior High school in the Brong-Ahafo region of Ghana. The researcher therefore recommends that other researchers should also conduct similar studies in other Senior High schools in the country so as to find out how the situation can be replicated. This will help to generate evidence to guide human resource management practices in High schools.

### Suggestions for Future Studies

This study was conducted in only Wenchi Methodist Senior High School in the Brong-Ahafo region of Ghana. The researcher therefore recommend that other researchers should also conduct similar studies in other Senior High Schools in the country so as to find out how the situation portrayed. This will help to generate sufficient empirical evidence to guide human resource management practices in the various senior high schools in the country.





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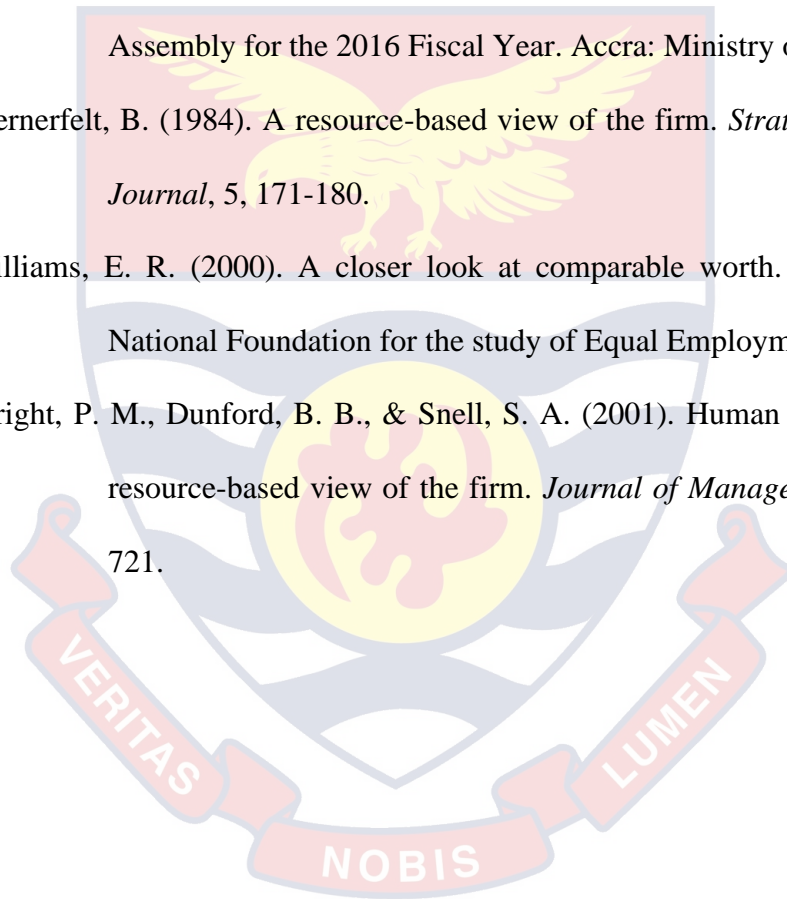
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**APPENDIX**

**Appendix A: Survey Questionnaire**

**UNIVERSITY OF CAPE COAST**

**COLLEGE OF HUMANITIES AND LEGAL STUDIES**

**DEPARTMENT OF HUMAN RESOURCE MANAGEMENT**

I am a student of the above-mentioned institution and pursuing a Master's Degree in Human Resource Management. As part of the requirement for the award of the Master's Degree, I am conducting a research on the topic: Human resource management practices and employee performance in Wenchi Methodist Senior High school. The study is purely for academic purpose. All information given will be treated confidentially. The identity of respondents will not be disclosed. Please tick [] your answer to each of the questions.

**SECTION A: DEMOGRAPHIC INFORMATION**

**INSTRUCTION:** Please tick in the appropriate box under each statement below

1. How old are you, please? ..... years
2. Sex: Male []  
Female [
3. How many years have you been working here? .....years
4. What is your highest educational status?

Master's Degree and Above

Bachelor's Degree and Below

**SECTION B: HRM PRACTICES AND EMPLOYEE PERFORMANCE**

5. Is job analysis performed in your school?
  - a. Performed [ ]
  - b. Not performed [ ]
6. What are the uses of job analysis information in this school?

**Note:** Please, tick as many as apply

Job analysis information is used for:

- a. Performance appraisal [ ]
  - b. Job design [ ]
  - c. Recruitment [ ]
  - d. Selection and placement [ ]
  - e. Training and development [ ]
  - f. Job evaluation [ ]
  - g. Compensation management [ ]
  - h. Health and safety [ ]
7. What are the recruitment and selection methods that are used in this school?
    - a. Walk in [ ]
    - b. Employee referral [ ]
    - c. Newspaper advert [ ]
    - d. The internet [ ]
    - e. school career centre [ ]
  8. What of the following training methods are used in this school?
    - a. Lecture [ ]

- b. Visual technique
- c. Role play
- d. Computer-based training
- e. Simulations
- f. Similar sector trips
- g. Other (case study, psychodrama, etc.)

9. Training programmes in this school are usually facilitated by:

- a. Experienced staff members of the school
- b. Individual trainers outside the school
- c. Trainers of consultancy firms

10. Which of the following training evaluation methods are used in this school?

- a. Trainee self-evaluation
- b. Test applied before and after the training
- c. Trainer's evaluation
- d. Consultancy firm evaluation
- e. Behavioral change
- f. Utility analysis

11. What factors determine the salary levels of the staff in this school?

.....  
.....

**Others Human Resource Practices in the school**

**Instruction:** Please Tick (√) in the appropriate column to show your level of agree or disagreement to each statements using the scale provided below.



Scale: **SD**= Strongly Disagree, **D**= Disagree, **A**=Agree, and  
**SA**=Strongly Agree

	Statements	SD	D	A	SA
12.	The head of the school regularly supervises the activities of staff in the school.				
13.	There are clearly established procedures for determining the promotion and other fringe benefits of the staff in the school				
14.	Remuneration of workers in the school is done on fair basis				
15.	Regular performance appraisal is conducted in the school with the aim of improving the teaching and learning processes in the school.				
16.	Performance appraisal that is conducted in this school is done professionally.				
17.	Selection and recruitment of staff into the school are based on established procedures.				
18.	Teachers who go contrary to the established rules and regulations are sanctioned fairly.				
19.	Newly employed teachers are taken through orientation or in-house training.				
20.	Training and development programmes are regularly organised for all the teachers in the school.				

**SECTION C: EMPLOYEE PERFORMANCE**

**Instruction:** Please Tick (√) in the appropriate column to show your level of agree or disagreement to each statements using the scale provided below. Scale: **SD**= Strongly Disagree, **D**= Disagree, **A**=Agree, and **SA**=Strongly Agree

	Statements	SD	D	A	SA
21.	I am able carry out my core duties very well.				
22.	I am able to complete my duties properly and within the expected time frame.				
23.	I am able to cope well with changes in the way I carry out my duties.				
24.	I am able effectively initiates better ways of doing my core tasks				
25.	I am able to offer help to other staff members when the need arises.				
26.	I am able to respond positively to changes in the way my department works (for instance, taking up a new role, if need be).				
27.	I am able to suggest ways that help to make my department more effective.				
28.	I am able to respond flexibly to changes that occur generally in the school.				
29.	I am able to offer suggestions that help to improve the overall effectiveness and efficiency of the school.				

Thank you very much

**Appendix B: Krejcie and Morgan Sampling Size Table**

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384