

CATHOLIC UNIVERSITY COLLEGE OF GHANA

THE IMPACT OF HUMAN RESOURCE  
MANAGEMENT/DEVELOPMENT ON TEACHER PERFORMANCE: A  
CASE OF PRIVATE SCHOOLS IN THE SUNYANI MUNICIPALITY

SONIA OPAREBEA NYINAKU

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BY

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## **DECLARATION**

### **Candidate's Declaration**

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

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

Name: Sonia Oparebea Nyinaku

### **Supervisor's Declaration**

I hereby declare that the preparation and presentation of this dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the Catholic University of College of Ghana.

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

Name: Dr. Alfred Kuranchie

## **ABSTRACT**

The goal of this study is to assess the factors influencing HRM on teacher performance among selected private basic schools in the Sunyani municipality. The study used descriptive survey research designs to collect data from a sample of 246 private school teachers selected from 4 private primary schools in the municipality to participate in the study. Data is collected using questionnaires coded and tabulated for accuracy, reliability and ease of analysis and presentation using the SPSS software program. The research revealed that all HR practices included in the model i.e. training design, performance management and performance appraisal measures are significant predictors of teachers' performance confirming the previous studies. However, the variable compensation of teachers found significant in improving the teachers' performances. The main factors the study revealed that influenced management of the schools include management support, competition or pressure among private schools, financial resources availability, institutional requirements and availability of competent teachers. The study recommends to the management of the private schools to, as a matter of urgency, develop institutional HRM policy framework that will guide the schools in the development of competent and knowledgeable worker force to contribute to the achievement of the institutions' goals. Such HRM policy framework should highlight more on training, performance management, performance appraisals and compensation.

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I am particularly thankful for my parents and their unwavering support, encouragement, and guidance throughout my graduate studies and research without which this thesis would never have been possible. I would also like to thank my husband and family and friends for their constant love, support and encouragement. May God bless you all!

## **DEDICATION**

This research work is dedicated to my loving parents, husband and my children.

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## **LIST OF ACRONYMS**

AMO	Abilities, Motivations and Opportunities
ERP	Extra-Role Performance
HRM	Human resource management
HRMD	Human resource management/Development
OECD	Organisation of Economic Countries and Development
SD	Standard Deviations
SDT	Self Determination Theory
SMA	Sunyani Municipal Assembly

# **CHAPTER ONE**

## **INTRODUCTION**

### **Background to the Study**

Human resources are unique assets which are viewed as principal factor for suitable competitive advantage. Employees are major assets of any organization. The active role they play towards a company's success cannot be underestimated. As a result, equipping these unique assets through effective human resource management becomes imperative in order to maximize the job performance. Improving organization performance was something of the interest to all organizations. Employee management practices are tools that help both large and small scale employers to improve workforce alignment, which is defined as having the right people with the right skills in the right jobs (Sparrow, 2018). This enables an organization to realize high level performance. However, this does not always happen as there are many other factors that affect the employee in a manner that hampers optimal performance from being achieved. It was believed that the effective application of the HRMD strategies in different situations can help organizations use employees effectively for the completion of organizational targets. Teacher performance is a key determinant of the quality of education and this is true principally at the early stage, where most children are graduating from the childhood stage to the early stage of their youth. In view of this, for teachers to be effective, they have to be trained, experienced, organized and motivated. The influential role of human resource management and development practices.

Education plays a vital role in building one's character. It is considered as the most influential instrument to make people responsible citizens to eliminate poverty and help in the economic growth of the society.

The fundamental goal of Human Resource in an organization is to effectively manage its employees by encouraging positive attitudes like increasing productivity, job satisfaction, motivation and organizational citizenship behaviour and reducing negative employee attitudes like increased turnover, absenteeism and deviant work place behavior (Bose, 2018). These factors collectively describe an individual employee's performance at work. According to Bohlander and Snell (2010), employee performance has a direct relation to an organization's overall performance and success. Hence, it is important for organizations to ensure that the employees are motivated to perform at their highest potential. Monsen (2009) in his research stated that every individual employee is motivated by a different incentive be it internal or external, monetary or non-monetary by its nature. According to Green and Ronza (2012), the operational performance is a function of people, process and technology; therefore, they need to be competent with the required knowledge, skills and abilities. Woods (2015) describe performance as the accomplishment of a specific task in relation to preset standards that dictate the accuracy, cost, speed, and completeness in a manner that absolves the individual concerned from the fulfillment of all contractual liabilities.

Human resource management (HRM) practices have been widely researched and accepted as playing an instrumental role in creating and sustaining organizational performance (Becker & Gerhart, 1996). Good human resource practices lead to good functioning of internal organization which

eventually becomes the source of creativity, innovation and successful performance of organization (Ahteela, Blomqvist, Puumalainen, & Jantunen, 2010). Thus, Human Resource Management should be considered as a strategic issue. The policies, systems and practices influencing attitude, behaviour and performance of employees compose the Human Resource Management (Noe, Hollenbeck, Gerhart, & Wright, 2007). Human Resource practices and their impact on employees' performance is the center of attention by researchers and it's stated that the success of any organization greatly depends on the performance of its employees. In their studies of six major situations across the globe, Rediff and Tunar (2013) identified that non-monetary strategies remained widely popular technique in motivating the employees at the time of crisis.

While Human Resource Management Department can be defined as the utilization of individuals to achieve organizational goals, effective Human Resource Management Department is required in organizations to get things done (Koc, 2010). Individuals dealing with HRMD matters face a multitude of challenges, ranging from a changing work force to government regulations, technological revolution and the recent global competition. Those engaged in its management must develop and work through an integrated Human Resource Management Department system comprising such functions as staffing, human resource development, compensation, safety and employee labor relations (Mondy, 2009). Badri and Mourad (2012) stated that Human Resource Management Department strategies enhance productivity and the effectiveness of the organization.



When the leaders within organizations employ such personal practices as internal career ladders, formal training systems, result-oriented performance appraisal, employment security, employee voice and participation, broadly defined jobs and performance based compensation; they are more able to achieve their targets.

The effective application of Human Resource Management Department strategies by educational leaders is likely to attain the desired outcomes of the institution. In Ghana like other parts of the world, two main educational institutions are recognized by the government. These are the government aided schools and private schools. The private schools are those schools established by private individuals, organizations and some are church based. These mobilize resources for the running and management of these schools. Some of these privately owned schools are only day while others are both day and boarding schools. They are located in every region of the country. On the other hand, Muyingo (2010) explains government aided schools as those schools, which commit some of its resources in partnership with other stakeholders like parents, religious bodies NGOs and any other body for effective teaching and learning in all levels of education. Government aided schools through payment of salaries for teachers, provision of teaching aids, construction learning facilities like classroom, libraries and so on.

Secondly, there is a continuous stream of new psychological insights concerning pedagogy and learning that infuses schools (OECD, 2009, 2014). Teachers are the ones who have to be willing to continuously professionalize themselves by incorporating these new insights into their daily practices, and HRM can be seen as a way for schools to offer their teachers opportunities for

continuous professionalization. Finally, all over the world, schools have difficulty finding enough highly qualified teachers (OECD, 2014), and even if schools can find them, too many young teachers quit due to the fact that the work environment does not meet their expectations (OECD, 2009). HRM systems can assist schools in attracting and retaining enough competent and motivated teachers (Loeb et al., 2012).

### **Statement of the Problem**

Teachers constitute an indispensable segment of the population in the development agenda of Ghana. Teachers remain one of the most crucial components of an educational system. It is the teachers' duty to design and deliver instructions to students who constitute the future.

Findings of several studies (Belogolovsky&Somech, 2010; Burns & Carpenter, 2008; Duyar, Normore& 2012; Oplatka, 2012) indicate that extra-role performance (ERP) of teachers is essential for the effectiveness and improvement of schools. Adu (2005) as cited in Effah and Osei-Owusu (2014) have posited that teachers are the bedrock for all human learning, and represent the hub around which individual citizens are made to realize their full potential to serve their nations. Teacher performance is a key determinant of the quality of education and in any organization as it leads to attaining of the set goals and objectives.

This can be judged on the rate of commitment of the workers, students' academic progress and ability to achieve institutional aims, goals and objectives. The quality of teaching workforce needs to be improved in order to enhance the education standard of Ghana. For the achievement of higher teaching standard, it is essential to determine the factors enhancing teachers'

performance. To effectively achieve the goals and objectives of higher quality educational standards, teacher performance management plays a vital role as it is a continuous process for identifying, evaluating and developing the work performance of teachers. It is also well recognized that human resources play a vital role in achieving the performance of organizations.

Although there is an abundant literature that has reported on the relationship between human resource management and organizational performance (Bibi, Lanrong, Haseeb, & Ahmad, 2012; Khera, 2010; Mondy, 2010; Shahzad, Bashir, & Ramay, 2008; Gerhart et al., 2007; Wright, Gardner, & Moynihan, 2003; Delaney & Huselid, 1996), there is a shortage of literature on the relationship between HRM practices and teachers' performance specifically in Ghana. In the context of private schools in Ghana, also very little is known regarding the effects of Human Resource practices on the school teachers' performances.

Based on the above revelation, this study therefore assesses the factors that influence human resource management and development on teacher performance.

### **Purpose of the Study**

The goal of this study was to assess the factors influencing HRM on teacher performance among selected private basic schools in Sunyani in the Bono region.

### **Objectives of the Study**

The study specifically seeks to;

- i. Find out the Human Resource Management practices that were used by the School proprietors and authorities to influence teacher performance

- ii. Ascertain the factors that influenced the adoption or utilization of these Human Resource Management practices
- iii. Examine the effect of Human Resource Management practices on teacher performance in the selected schools

### **Research Questions**

1. What HRM practices were used by School proprietors and authorities to influence teacher performance?
2. What were the factors that influence the adoption or utilization of these HRM practices?
3. To what extent did a Human Resource Management practice have influence on teacher performance among the selected private basic schools?

### **Hypothesis of the Study**

**Hypothesis 1a:** There was significant impact of Performance management in improving the Teachers performance.

**Hypothesis 1b:** There was significant impact of Training Design in improving the Teachers performance.

**Hypothesis 1c:** There was significant impact of Performance Evaluation in improving the Teachers performance.

**Hypothesis 1d:** There was significant impact of compensation in improving the Teachers performance.

### **Significance of the Study**

This research was beneficial for the policy makers to follow Human Resource practices in educational institutions for the enhancement of teacher's performance and to improve the current educational situation by implementing

better policies regarding training and development and performance management.

The findings from this study would be beneficial for all academics and educationists who intend to bring innovative ideas and strategic Human Resource initiatives for high-quality collaborative learning which will lead towards improving the performance of the teachers. This study would be of importance in supplementing the literature on the relevance of human resource management in Ghanaian educational institutions. The discussions and finding of this study would also be important to academic researchers since they are geared towards providing important factors regarding the application of human resource practices and their influence on employee performance in the teaching institutions. The study would also be of value to researchers and scholars as the study is aimed at increasing the body of knowledge in this area.

### **Delimitations**

Human Resource Management can be studied in terms of its ‘content’ and in terms of the ‘process’ that leads to certain employee outcomes (see, for example, Guest, 2011); this study would utilize both the content and process perspectives. More specifically, it examines what kinds of practices are likely to contribute to creating a competent and committed teacher workforce. This was done on the basis of a theoretical framework often used in Human Resource Methods research, namely the AMO theory of performance (Appelbaum et al., 2000), which states that employee performance is a function of: their abilities (A); their motivation (M) and the opportunities they are offered to exert their expertise (O); and self-determination theory.

The constructs management, evaluation, training practice has helped us in determining the overall effects of Human Resource Practices on job performance of teachers by accumulating the data from the teachers of private schools of Sunyani.

Only teachers from private schools with crèche, pre-school, primary and JHS would form the target population for the study. These schools must necessarily be situated in Sunyani and its environs.

### **Limitations**

The main limitations of the study lie in the methodology and logistics. Concerning the methodology, the design, scope and sample size may affect the extent to which the findings of this study can be generalized to other institutions and jurisdictions. The study design was descriptive with questionnaire with emphasis on closed ended questions as the main data collection tools, there is the tendency for the respondents (teachers) to be economical with the truth in providing the picture of the real situation in their schools as they want to secure their jobs. Also, the study focusing on a few number of schools and these schools all selected in typical urban setting, the conclusions might not reflect the true picture in other pre-urban and small towns.

In terms of logistics, the study faces the challenge of financial and other resources to carry out in a large sample and other areas. The issues of transportation, cost of printing, data entry, and engaging research assistants, among others are a burden as they come with huge cost which the researcher is not sponsored and are financed from family resources.

## **Definition of Terms**

*Performance:* is the accomplishment of a specific task in relation to preset standards that dictate the accuracy, cost, speed, and completeness in a manner that absolves the individual concerned from the fulfillment of all contractual liabilities.

*Human Resource Department:* “a set of systematic and planned activities designed by an organization to provide its members with the opportunities to learn necessary skills to meet current and future job demands”

*Human Resource Management:* the “process of managing human talents to achieve organization’s objective”.

## **Organization of the Study**

The study consists of five chapters. Chapter One, the Introduction will include the background to the study, problem statement, aim and objectives, key research questions, significance, limitation/delimitation and definition of terms. Chapter Two, Literature review on theories, marketing strategies and review of previous studies. Chapter Three encompasses the methodology that will be adopted for the study. Chapter Four consists of the results and discussion whiles Chapter Five includes the summary, conclusions and recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **Introduction**

The purpose of this chapter was to provide the theoretical and conceptual framework for the study. It begins with the theoretical framework where theories underpinning the study are reviewed, followed by the review of related concepts highlighting the various concepts including human resource management and development, and teacher performance. A review of previous studies is also done and followed by establishing the relationship between the various Human Resource Management Department practices and teacher performance with hypotheses development. Finally, a conceptual framework has been developed to explain the interaction between the variables that emerged from the literature review.

#### **Theoretical Framework**

The study was underpinned by the AMO theory of performance and Self-Determination theory.

#### **The AMO Theory of Performance**

The AMO theory of performance (Appelbaum et al., 2000), which states that employee performance is a function of: their abilities (A); their motivation (M) and the opportunities they are offered to exert their expertise (O). The AMO-theory argues that organisational interests are best served by a Human Resource Management system that attends to employees' interests, i.e. their skill requirements, motivations and the quality of their job (Boselie et al., 2005). The AMO framework was initially proposed by Bailey (1993), who suggested that ensuring the employee's discretionary effort needed three components:



employees had to have the necessary skills, they needed appropriate motivation and employers had to offer them the opportunity to participate (Appelbaum et al., 2000). Based on this model, and drawing on the concept of high performance work systems (HPWS), the model was later developed by Appelbaum, Bailey, Berg and Kalleberg (Appelbaum et al., 2000), and its acronym stands for the three elements that together enhance employee performance: individual ability (A), motivation (M), and the opportunity to participate (O) (Bayo-Moriones & Galdon-Sanchez, 2010; Boselie, 2010; Claudia, 2015; Knies & Leisink, 2014; Kroon, Van De Voorde & Timmers, 2013; Munteanu, 2014).

According to the model as indicated by various scholars including Boselie, 2010; Boxall and Purcell, 2003; Choi, 2014; Marín-García, Miralles, Garcia-Sabater and Perello-Marin, 2011; Marín-García, 2013; Raidén, Dainty and Neale, 2006, people perform well when they have the capabilities, they have the adequate motivation, and their work environment provides opportunities to participate. This is where HRM/D practices are important in providing the building blocks to improving the performance of those benefit from these practices in their organization.

The AMO framework has been considered by many authors as a useful tool for understanding the HRM-performance linkage or, in other works, opening the so-called black box (Boselie et al., 2005; Demortier et al., 2014; Knies&Leisink, 2014). However, some authors point out that this issue should be handled in a more comprehensive way (from a contingent perspective), by integrating mediating variables. Examples of mediating variables are: employee's individual characteristics (e.g. attitudes and behaviour (Block & Pickl, 2014; Gardner, Moynihan, Park & Wright, 2001; Kehoe & Wright,

2013)), line-managers features (e.g. leadership style or affective commitment (Demortier et al., 2014)), or organizational level dimensions such as climate or culture (Gelade&Ivery, 2003) cited in Demortier et al. (2014).

### **Self-determination Theory**

In the educational context, numerous studies have been conducted on how teachers' engagement with and motivation for continuous self-improvement can be influenced by the characteristics of their job or work design. Most of these studies build on the self-determination theory (SDT) of Deci and Ryan (1985), which assumes that every person possesses inherent growth tendencies that form a motivational base for learning and functioning. According to SDT, which has often been used in explaining student motivation for learning (see, for instance, Niemiec& Ryan, 2009; Reeve, 2012), vitalising the inner motivational resources is a key factor in raising people's engagement for learning and performance (Eyal& Roth, 2011). The work environments of teachers, just like classrooms for students, possess characteristics that either hinder or foster the vitalisation of their inner motivational drives.

Relying on McGregor's (1960) basic needs theory, SDT further distinguishes three basic needs that every person – albeit in different quantities – possesses. Namely: the need for autonomy, i.e. a sense of psychological freedom, the perception one has choice over one's actions; the need for competence, i.e. the sense one is effective in ongoing interactions with the social environment and experiences opportunities to exercise and express capacities; and the need for relatedness, i.e. feeling connected to others, caring for and being cared for by said others and having a sense of belonging among other

individuals and within one's community (Deci& Ryan, 1985; in de Wal et al., 2014; Reeve, 2012).

### **Concept of Human Resource Management/Development**

Human resource management (HRM) is defined as the design of employment systems that include a set of policies intended to maximize employee performance and commitment, in order to meet the organization goals (Alagaraja, 2012; Guest, 1997). A definition by Nadler and Nadler in 1970s described Human Resource Department as “a series of organized activities conducted within a specified time and designed to produce behavioral change” through training activities. The definition by Desimone, Werner and Harris (2002) for Human Resource Department was defined as “a set of systematic and planned activities designed by an organization to provide its members with the opportunities to learn necessary skills to meet current and future job demands”. These systematic and planned activities are said to include training and development, career planning and development, performance appraisals and management and change management for organizational development. In the context of professionals, this activity is termed as continuing professional education and development. To all intents and purposes, the continuing professional education and development activities are the same as in training and development but it is labeled differently directed to professionals' education and development (Haslinda, 2009).

Several factors shape Human Resource Management Department, for instance, the external environment (e.g. economic conditions, competitors), the organizational strategy (e.g. low cost or focus differentiation strategy) and the organizational characteristics themselves (e.g. industry sector, organization

size, management style). During the last decades, HRM research has explored the linkage between human resources practices and performance. As a result, several studies have documented a positive relationship between the use of HPWS and business performance (Appelbaum et al., 2000; Arthur, 1994; Block & Pickl, 2014; Demortier, Delobbe & El Akremi, 2014; Guthrie, Flood, Liu & MacCurtain, 2009; Huselid, 1995; Jiang, Lepak, Han, Hong, Kim & Winkler, 2012; Knies & Leisink, 2014; MacDuffie, 1995; Rabl, Jayasinghe, Gerhart & Kühlmann, 2014a).

### **Human Resource Management/Development Practices**

In short, HRM is best understood as the “process of managing human talents to achieve organization’s objective” (Haslinda, 2009, 181). The process of managing human talents is said to include the process of recruitment and selection, compensation and benefits, labor and industrial relations and also the management of employees’ safety and health in organizations. Singh and Kassa (2016) outlined several important Human Resource Management practices that should support the organization’s business strategy: analyzing work and designing jobs, determining how many employees with specific knowledge and skills are needed (human resource planning), attracting potential employees (recruiting), choosing employees (selection), teaching employees how to perform their jobs and preparing them for the future (training and development), evaluating their performance (performance management), rewarding employees (compensation), and creating a positive work environment (employee relations). The study explains briefly these HRM practices.

## **Training and Development**

Tausif (2012) describes training as a systematic method for learning and development to increase person, team and the organizational efficiency. The authors further indicate the significance of training by stating that it increases the employees' job performance and bring other positive changes such as acquisition of new talents. Newman, Thanacoody and Hui (2011) observe that training and development plays an important role in the achievement of any organizations' goals since it increases both effectiveness and efficiency not only for the organization but for the employees too. Training and development refers to the training and development of human capital which is of pivotal role in ensuring that the employees are abreast with the market trends thus avoiding any incidents of losses resulting from ignorance of the staff (Zhou et al., 2011).

## **Performance Management**

This is simply the appraisal of an employee's performance by a superior. As far as human resource management is involved, there will always be an inclination towards performance assessment (Cystuli& Jacobs, 2012). Performance management is one of the core elements that organizations should measure, and actively implement (Saridakis, & Cooper, 2016; Swart, &Kinnie, 2015; Boyne, Entwistle, & Ashworth, 2010). There are three major reasons for performance assessment. One, it provides a two-way system of feedback, linking the employee and supervisor. Two, it develops the performances of employees. Three, it provides documented evidence of employees' performances for future references and legal reasons (Dirani, 2012). Performance management or appraisal increase employee commitment and satisfaction since employees are given chance to discuss about their work

performance. This, in turn, will lead them to perform greater in innovative activities.

### **Compensation**

Compensation is seen as a pay received by employees for their work contribution. Compensation according to Dessler (2011), refers to all kinds of reward given to employees and arising from their employment. Stephen et al. (2004) define compensation as a tool that help employer to effectively attract, retain and motivate employees. Compensation, according to Snell and Bohlander (2010), refers to all manner of pay and rewards received by employees in exchange for work done. Employee compensation seeks to improve employee performance by rewarding those who have made a contribution to the organization's performance. Good employee compensation ensures that there is a direct relationship between effort and reward.

Thus, a performance-based compensation is viewed as being effective when the process of providing measurable rewards is appropriately linked to the individual or group performance (Armstrong, 2013). In pure economic terms, monetary compensation has been perceived as fundamental to the exchange relationship between employers and employees since it can be measured more objectively (Singh, et al. 2013). Compensation based on collective rewards either monetary or non-monetary (fringe benefits and social benefits) is usually considered as highly involving (Gupta & Shaw, 2014). Recent trends in compensation system in organizations has frequently centered on the relationship between employee compensation and performance (Wekesa&Nyaroo, 2013). This confirms Anitha, (2014) postulation that compensation/pay is the most critical issue when it comes to attracting and

maintaining the best talents. Anitha (2014) indicates that the level of pay is the most important indicator in employee performance and suggested that organizations should develop appropriate techniques of remunerating their employees and have singled out job evaluation as the most critical factor.

### **Performance Appraisal/Evaluation**

Performance appraisal is the systematic evaluation of the performance of employees and to understand the abilities of a person for further growth and development. Performance appraisal is generally done in systematic ways which are as follows:

1. The supervisors measure the pay of employees and compare it with targets and plans.
2. The supervisor analyses the factors behind work performances of employees.
3. The employers are in position to guide the employees for a better performance.

Aforo and Antwi (2012) postulated that performance appraisal system comprises setting goals, communicating feedback, participation and incentives for employee's performance.

Fletcher (2004) disclosed that performance appraisal remains the primary way of discussing and acting on the development of the individual. Brown et al. (2010) insisted that performance appraisal is designed to stimulate employee performance as well as organizational performance. Performance evaluation is a systematic process of measuring a person's performance in the job, based on predetermined performance criteria (Clake, 2011) and it aligns itself to the organization strategies and provides a lively link to general and

specific human resource functions (Vukotich, 2014). Gardner (2008) describes performance appraisal as the evaluation of an individual's work with the main aim of arriving at objective personnel decisions. It is also considered as the process of obtaining, analysing as well as recording information that revolves about the relative worth of the employee to the organisation (Armstrong, 2009). This takes place through the planned interaction between an organisation's supervisors and employees in which the former assess the performance of the latter.

One of the main goals in this case is the identification of strengths and weaknesses that form the basis of recommending actions for improved employee performance (Gardner, 2008). Sahoo and Mishra (2012) add that systems of 360degree appraisal are perceived by employees as more accurate and more reflective of their performance. Emmerik, Schreurs, Cuyper, and Peters, (2012) argue that performance appraisals can be used to motivate employees through rewards such as promotions and salary increases. As part of the performance appraisal process, the evaluators measure the employees' performance and offer a performance number (Kumar, 2012).

### **Factors influencing the adoption of HRM Practices**

Different studies show that several HRM practices at small and medium enterprises are influenced by organizational contextual variables including ownership, age and size of firms (Zheng& Morrison, 2009), even though the level of formality of HR practices at these firms is low (Kotey & Slade, 2007). Many aspects affect the implementation of HRM practices including: cultural, economic, legal, gender and many other aspects. In this regard, Budhwar and Baruch (2003) examined the developments of certain HR practices in



developing economies, their findings were associated with certain organizational and cultural characteristics; in this regard, Oinas Paivi and Van Gils (2001) attempted to identify the contextual resources that can build up human resource competencies. These include elements in the external and internal environment, such as organizational size, ownership of these organizations, other corporations, networks, industries, sectors, regions, and nations.

First, if organizations become larger, the need to decentralize and communicate between employees and departments increases. This, in turn, requires a certain level of standardization, specialization and formalization of HRM (Nooteboom, 1993). Second, most formalized HRM practices require considerable development costs (Klaas et al., 2000). This results in a cost advantage for larger firms, which is strengthened by the limited supply of financial resources of many small firms. While most studies prove that organization size has a positive substantial influence on HR practices (De Kok & Uhlaner, 2003; Kotey & Slade, 2007; Mayson & Barrett, 2005; Mazzarol, 2003; Wiesner & McDonald, 2001), other studies show that organizational size has a limited effect on HR practices (Ding & Akhtar, 2006).

Another factor identified by writers is top management support. According to Cheng et al. (2007), for the successful implementation of a HRM process, organisations should have active senior management support, participation and leadership. This is mainly in the event that top management commitment and leadership acceptance for PMS implementation is absent, employees will have the tendency to give less or no priority to the new system (Krumwiede, 1998). Developing and implementing a new HRM in itself

represents a major organisational change intervention that requires radical adjustments in management activities and practices (Seotlela&Miruka, 2014). The impact of these changes can in the long-run, become a cause for resistance. As rightly put forward by Pace (2011), the most critical challenges that any organisation has to face during the implementation stage of a PMS are related to poor management support. The absence of commitment from senior and line management can further complicate matters as employees from lower levels will certainly not take PMS seriously (Ochurub, Bussin&Goosen, 2012)

A study in Nigeria by Al-Mustapha and Olugbenga (2016) evaluated the factors influencing Human Resource Development (HRD) strategies of construction firms in Northwestern, Nigeria. Simple random technique, structured questionnaire was used to collect data. A total of three hundred and ninety-six (396) across construction firms, 238 questionnaires were filled and returned given 60.1% response. Factors analyses were employed for data analysis in this perspective. The result revealed that, nature of construction firms  $C=0.795$ , lack of government commitment  $C=0.711$ , lack of professional development  $C=0.719$ , absence of practical instruction in curriculum  $C=0.749$  and conflict of interest  $C=0.704$  as being principal factors influencing HRD strategies adopted.

### **Concept of Teacher Performance**

Employee performance is the key dependent variable in the present research. Different scholars have defined the concept of employee performance from different perspectives. However, in the present study, few key definitions and concepts have been discussed. According to Shields (2016), employee performance has been defined as the degree to which an employee executes the

duties and responsibilities. Whereas employee performance has been related to outcomes, results and accomplishments by Cardy (2004) and collective efforts and behaviours relevant to organizational goals, which are controlled by the employees (Lepak et al., 2007). Richard and Morrison (2009) have however explained the concept of employee performance from a different perspective. According to their observation, employee performance cannot be defined in general performance criteria and it can be explained only in the context of organizational situations and perspectives. Ahmad et al. (2015), Nyberg et al. (2016) and others have also related the employee performance issues to the organization culture.

Richardson and Beckham (2015) in their studies on employee performance issues in Canadian banking industry have noted that organizational performance framework plays important role in influencing employee performance. According to them, such performance framework includes opportunities of career growth, learning, cultural facilitators' etc. Teachers play a pivotal role in providing education to the students. Every school strives to recruit good and qualified teaching staff that can deliver quality education to its students (Boyd, Lankford, Loeb, Ronfeldt & Wyckoff, 2011). The authors also argue that only highly qualified and committed teaching staff or teachers can produce effective results by producing good quality of students, who contribute to their country in future. Therefore, it is crucial for schools to keep the talented or key teaching staff because only qualified teachers can give best education to the students.

According to Marry (2010), school teachers' performance is contingent upon intrinsic and extrinsic motivation, if there is management of good

personnel, good infrastructure and culture climate, teaching materials and good supervision. Tickle, Chang and Kim (2011) argue that the teacher performance can be measured by supervision of school activities, regular and early reporting at school, adequate teaching preparation, general punctuality and participating in extra-curricular activities. Teachers who are not well motivated do not perform as expected since they do not see the value of their work.

### **Performance Management and Teacher Performance**

Education is a never ending process. In order to enhance the quality of education sector, it is very essential to practice or consider the performance management in schools so that achievements can be managed and help sustaining that enhanced quality could be provided (Fitzgerald, 2000). For the consistent results and activities of schools, performance management plays a very important role (Silcock, 2002). Performance management helps improving the competency of the teams and individuals and provides continuous achievement to the organizations (de Waal, Hafizi, Rahbar, & Rowshan, 2010; Amerstrong & Baron, 1998).

Performance management process is a Human Resource process increasingly popular since 1980s basically concerned with getting the most out of individuals and teams in the organizations which ultimately increases the overall organizations' performance (Amerstrong & Baron, 1998; Armstrong & Baron, 2000).

Performance management is a systematic process for creating a common understanding which involves the required goal of the organization i.e. what they want to achieve and the action plan for achieving it. Action plan involves the courses of actions, guidelines and a strategy to formulate them. It helps

motivating people of their organization because their contributions are monitored, evaluated, eventually provide benefit to them.

### **Effect of Training and Development on Teacher Performance**

Training facilitates both, the development of individual, and productivity of organization, to improve the performance (Hong, Hao, Kumar, Ramendran, & Kadiresan, 2012). Training can be physically, socially, intellectually and mentally all are very essential for the growth.

Training and development practices are very important as every individual requires training in order to function effectively and efficiently in the organization as well as for achieving the proficiency and the competency that are related to the job (Olaniyan&Ojo, 2008). Achievement of goals require effective training programme. It helps organizations in sustaining their growth.

Effective training programme includes; adjusting fresh employees to the workplace, providing orientation about the jobs, motivating them to do their jobs in a productive manner, enhancing their skills, knowledge and qualify them for the future opportunities and growth. (Drummond et al., 1990) one of the dimensions of Human Resource Management, employees should receive high level quality trainings in order to perform their roles better (Bibi et al., 2012). Huczynski (1983) argued that if trainers are serious in achieving the training learning outcomes they should focus more on the training designs, contents of training programs and adjust changes as per the requirements of trainees. Olaniyan and Ojo (2008) and Kumar, Rose, and D'Silva (2008), in order to enhance the teaching and learning of any new technology there is a need of well-designed and well equipped training workshops as well proper training manuals.

Shaheen et al. (2013) also concluded that college management needs to offer more training courses for improvement and to get better performance from their teachers. Analoui (1994) concluded that training plays a central role in individual success, organizational development and improving the performance or development at a national level.

Abdullah, Saupwa, and Naser (2009) gave results that indicated the teaching skills, abilities, proficiency, knowledge and job responsibility are the main factors for the improvement of teachers' productivity, whereas productivity can be enhanced through teachers' training.

### **Performance Evaluation/Appraisal and Teacher Performance**

Performance appraisal is the ongoing process of evaluating and managing both behaviour and outcome in the work place (Carrel, Elbert, & Hatfield, 1995). If the goal is to achieve quality education and reforming the education sector, it is essential for educational institutions to implement the proper performance management system in their organizations for achieving such results (Buchner, 2007; Rhodes & Beneicke, 2002; Down, Chadbourne, & Hogan, 2000). Shahzad et al. (2008) examined the effect of implementing Human Resource Practices on the University Teachers in Pakistan. Independent variables for this study are compensation, promotion, and performance evaluation practices, whereas the dependent variable is perceived employee performance. The results concluded that for enhancing teachers' performance, compensation and promotion practices should be strong enough because the results show a strong positive correlation whereas; there is a negative relation between performance evaluation practices and the teachers' performance.

Performance evaluation or appraisal is a structured and formal interaction between a subordinate and supervisor, in which the work performance of the subordinate is examined and discussed, in order to identify the weaknesses and strengths as well as the opportunities for improvement. There is a frequent agreement that the purpose of faculty evaluation is to help teachers improve their performance but the primary focus remains on making personal decisions, concluded by (Emery, Kramer, & Tian, 2003). Wati (2011) examined the productivity level of Indonesian English teachers which was improved by proper Human Resource practices procedural implementation. The performance appraisal and feedback of evaluation can play a valuable role in enhancing the employees' job satisfaction.

### **Compensation and Teacher Performance**

Many organisations are increasingly making use of employee recognition to motivate employees to achieve high performance and productivity. According to Nyakundi, Karanja, Charles and Bisobori (2012), the aim of employee recognition is to allow individuals to know and understand that their work is valued and appreciated, provides a sense of ownership and belongingness, improves morale, enhances loyalty and increases employee retention rate in the organization. Kanyiri and Wangui (2012) and Emily (2015) argue that effective rewards and compensation schemes motivated teachers in private secondary schools to work harder. With organisation success tied to the performance of employees, recognition is now globally more relevant and embraced in organizations determined to succeed in an economically competitive era.

## **Empirical Review**

Hervie and Winful (2018) study examined the influence of teachers' performance through training and development in the Ghana Education Service. The study was based on a case study and quantitative research design. Simple random sampling technique was used to select the respondents (teachers) of the study. A total of 40 questionnaires were distributed out of which 30 representing 75% were retrieved. Data was collected using questionnaires. The findings of the study revealed that, poor performance of teachers was due to lack of frequent in-service training, lack of teaching and learning materials, lack of incentives and motivation, and improper supervision.

Ndungu (2017) carried out a study on the effects of rewards and recognition on employee performance in Kenyatta University. Descriptive research design was used in the investigation of the effects of rewards and recognition on Kenyatta University staff performance. Stratified random sampling and purposive random sampling were used in sampling design. Results showed that salaries and fringe benefits as well as job security is weak in Kenyatta University and has caused dissatisfaction and affected employee performance.

A study done by Waseem, Farooghi and Afshan (2013) measured the impact of Human Resource Management on teachers' performance in the context of Pakistan. Impact of Human Resource Management practices on teachers' performance has been an under-researched area in Pakistan. For the human development of any society the major share of responsibility lies with the teachers of that society, so in this study, the researcher has investigated how Human Resource practices affect the teachers' performance. The researcher



proposed a mediation model in which monitoring acts as a mediating mechanism to transmit the positive effects of Human Resource practices on teachers' performance. Therefore, teachers' performance is an issue that if addressed adequately, can speed up the process of eliminating illiteracy from the country. This study examines the impact of Human Resource practices i.e. training & development and performance management on performance of teachers of private schools.

Cross sectional data was collected from 135 private schools' teachers of Karachi through structured questionnaires containing a five point Likert scale. Exploratory and confirmatory factor Analysis was performed to verify the reliability and validity of the measurement model. The findings of the research confirmed, that all Human Resource practices included in the model except the evaluation in the study which is a significant predictor of teachers' performance.

Another study by Kanyiri and Wangui (2012) revealed that HRM practices such as compensation of teachers, democratic leadership, employee security, and team work and incentive pay, affected the performance of teachers in public secondary schools in Kiambu East District. An effective and competitive human resource practice is, therefore, a key strength to the performance of both individual employees and organizations.

### **Research Gaps**

The gaps identified in the review of related works relate to the methodology employed by these studies. The first has to do with the design adopted by most of the studies reviewed. These studies used case study (Hervie&Winful, 2018), qualitative (Rahman et al., 2011; Mwangi et al., 2017) and to a lesser extent cross sectional descriptive research design (Waseem,



## **Explanation of Study Variables**

Two variables are considered in this study as showed in the conceptual framework. In this study the dependent variable is teacher performance and independent variable is Human Resource Management practices which included training practices, compensation or rewards systems, performance management practices and performance appraisal practices. The variables are carefully conceptualized and operationalized based on literature/theories.

## **Chapter Summary**

The literature gives an account of what has been written on various theories, human resource management and development practices such as training, rewards, performance management and performance appraisals, and teacher performance. The study is underpinned by the AMO theory of performance (which indicates that employee performance is a function of: their abilities (A); their motivation (M) and the opportunities they are offered to exert their expertise (O); and Self-Determination theory which assumes that every person possesses inherent growth tendencies that form a motivational base for learning and functioning. In this review, the links between the various HRM/D practices and teacher performance have been established to support the hypothesis development. Also, various empirical evidences were reviewed which indicated relevant studies on the subject matter. Finally, a conceptual framework was developed to explain all the variables used in this study. The next chapter presents the research methods for the study.

## **CHAPTER THREE**

### **RESEARCH METHODS**

#### **Introduction**

The purpose of this chapter was to describe the methodology that will be used to conduct the research in order to explore the factors influencing Human Resource Management/Development on teacher performance among private schools. This chapter describes the procedures and methods employed to collect the necessary data for the study. It presents the research design, study area, study population, sample size, sampling methods, data collection methods and instruments, procedure for data collection validity and reliability, data management and analysis and measurement of variables as well as ethical consideration.

#### **Research Design**

Research design was the procedures for generating, analyzing, interpreting, and reporting data in research studies (Creswell & Plano Clark, 2011). It, thus, provides the procedural outline for the conduct of any investigation. The aim of research design was to guide the researcher through the process of collecting, behaviour and interpreting data (Yin, 2009). The study employed descriptive research design in examining the influence of Human Resource Management/Development on teacher performance among teachers of private schools. This implies that the study used the quantitative data collection and analysis. This study employed the quantitative approach. Malhotra and Birks (2007) contend that quantitative research approach was used to find the relationships that exist between variables. The quantitative approach aligns itself with the positivist paradigm in the world of research.

This study adopted the quantitative research approach using structured questionnaires with predetermined responses in the data collection and analysis. The quantitative research approach is selected because it seeks to make generalisations and to reduce researcher bias (Saunders, Lewis, & Thornhill, 2012).

In terms of strategy, the “descriptive research uses instruments such as questionnaires to gather information from groups of subjects” (Ary, Jacobs, Razavieh, & Sorensen, 2006, p. 31). In survey research, investigators ask questions about peoples’ beliefs, opinions, characteristics, and behavior (Creswell, 2003). Surveys may also investigate associations between respondents’ characteristics such as age, education, social class, race and their current attitudes or beliefs towards some issue.

### **Study Area**

Sunyani, as the capital of the Bono region is an economic and cultural hub in the country. The municipality continues to experience rapid urbanization as a result of its opening up to several forms of businesses and educational facilities. Sunyani Municipality is one of the twelve administrative districts in the Bono Region of Ghana. The population of the Municipality stands at 147,301 at a growth rate of 3.8 %. MPCU Computation, (2010). Data from the Sunyani Municipal Assembly Office at Sunyani, shows that Sunyani’s population is growing steadily from 1663 in 2000 to 2079 in 2010. The 2010 population census put the population at estimated 75,366 people reside in the city of Sunyani (Ghana Statistical Service, 2010). Currently, with a growth rate of 3.8 percent, the estimated population is 109,733. It shares boundaries with the Wenchi Municipal to the north, Berekum Municipal and Dormaa East

District to the west, Asutifi District to the south and Tano South District to the east. Majority (about 95 per cent) of the inhabitants are settlers. This implies that Sunyani has seen very large diffusion in terms of culture, dialect, norms and values. The town has diverse ethnic background because its capital serves as the administrative capital for the region and as such offers certain services not existing in most districts.

In terms of education, the town is said to be highly literate as about 76% of the population of the municipality are literates. There municipality has all the educational facilities that can be found in all the big cities in Ghana. However, most of the educational facilities are located in Sunyani with both public and private providers at all the levels (Basic, Secondary and Tertiary levels). Prominently, there are two public universities, one private university (Catholic University) and a Nursing training institution. Access to healthcare in the city is adequately covered with a number of health facilities including 4 health centres, 3 maternity homes, 5 school clinics, 7 private clinics, 3 private hospitals Municipal hospital and Regional Hospital (SMA, 2013).

With the expansion of communication networks and motorable roads connecting Sunyani to various adjoining cities and regions especially Kumasi in the Ashanti region, Sunyani over the years has become an important dwelling place and that means more schools are needed to educate children. Notable modern communication facilities which abound in the city include: fixed telephone and fax lines, pay phones, mobile phones, internet and e-mail services as well as postal services (e.g. Express mail service, DHL and FedEx) with other amenities such as banking facilities, reliable power (electricity) supply, low incidence of crime, and potable water which are capable of attracting investors

to the city. The municipality continues to play a major role in commerce in the country.

### **Target Population**

Mugenda and Mugenda (2003) defined study population as consisting of the total collections of elements about which the study wants to make some inferences. For this work, the target population was made up of all the teachers from the private basic schools in Sunyani. The target population was chosen for the reason that they set a clear direction on the scope and objectives of the research. The total population of private basic schools (crèche, pre-school, primary and JHS) in Sunyani is thirty-five (35) [GES-Sunyani Municipal, Ghana Association of Private Schools, Sunyani Chapter, 2019/2020]. The total population of the teachers in these schools was 3500 (both teaching and non-teaching staff).

### **Sample and Sampling Techniques**

The unit of analysis in any investigation is the actual empirical units, objects, occurrences which must be observed or measured in order to study a particular phenomenon (Kumepkor, 2002). In this study, the teachers and headmasters' opinions, beliefs and characteristics were sought to achieve the study objectives.

For this study, a total sample size of four (4) private schools was selected from schools with crèche, pre-school, primary and JHS while the sample size for the teachers was 246 (thus each school provides at least 62 teachers).

The sample size was calculated with recourse to Cochran (1977). The formula was given by the relation:

$$n = \frac{Z^2 p(1-p)}{d^2}$$

Where;

n=the sample size

Z=the number relating to the degree of confidence anticipated in the result; in this case 95% confidence interval (Z=1.96 which is the abscissa of the normal curve).

p=an estimate of the proportion of people falling into the group in which these are private school teachers, where q=1-p

d=proportion of error the study is prepared to accept (sampling error; 5% anticipated error).

As indicated, the total population of private school teachers (all private schools) in the municipality is 3500 and it is used to calculate the sample size for the study.

Since;

n = the sample size

z = 1.96

p = 40% (0.40)

d = 0.05

therefore, putting the numbers in the equation:

$$n = \frac{1.96^2 * 0.80(1 - 0.80)}{0.05^2}$$

$$n = \frac{3.8416 * 0.18}{0.05^2}$$

$$n = \frac{3.8416 * 0.24}{0.0025}$$

$$n = 245.864$$

The sampling frame for this evaluation consisted of all private basic schools in Sunyani. To get the schools, the study would employ only the



probability sampling methods. Within this method, the simple random sampling technique was used to select the schools. In simple random sampling method, every school has an equal chance of being selected from the sampling frame (Creswell, 2003). The excel software was used to select the four (4) private schools that meet the criteria of having all the levels. Thus, schools with crèche, pre-school, primary and JHS. Once the school is selected, all the teachers and the attendants were automatically involved in the study. This means that all the teachers were selected to participate in the study using the census technique.

### **Data Collection Instruments**

According to Orodha (2004), a research instrument are devices or tools a researcher used to collect data for the purpose of answering certain research questions. The study will employ the use of quantitative data collection instruments including structured questionnaire administration (both closed and open-ended questions). In all, questionnaires will be used to collect data from the relevant respondents. Kothari (2004) regard questionnaires, as the most important means of data collecting. Questionnaires were appropriate for this study because they can reach a large number of people relatively quickly and with minimal expenditure (Ary, *et al.* 2006). The dimensions and elements of variables as presented in Figure 2.1 were used to develop the multi-item individual measurement instruments. The elements are used to develop question items, in order to capture primary data from participants.

The responses were captured on a 5-point Likert scale, scores ranging from 1 to 5 as strongly disagree (1), disagree (2), neither agree nor disagree (3), agree (4) and strongly agree (5), respectively. Importantly, questions focused mainly on the research questions of the study. The questionnaire will be divided

into three (3) sections. The first section asked respondents' biographical data, wherein the respondents are asked questions about their age, academic and professional qualifications, period of service at the school. The second section examined the relationship between the dependent and independent variables. The third section examined the relationship between Human Resource Management/Development practices and Teacher performance at the schools.

### **Validity and Reliability of Instrument**

This section covered discussion on how validity and reliability issues in the research will be handled. Abu-Bader (2011), content validity is normally applied to ensure the validity of the study. First, content validity addresses the question of whether the study measures what it set out to measure. Additionally, to ensure content validity supervisor studied the instrument and suggested some changes be made to the instrument.

According to Mugenda and Mugenda (2003), it was a measure of the degree to which a research instrument would yield the same results after repeated trials. Reliability was achieved through piloting of the draft instruments. The test was useful in helping eliminate ambiguities in the questions; giving feedback on the type of questions and their formats; providing feedback on the layout, sectionalizing, numbering and itemization of the questionnaire; identifying redundant questions; and, pointing out commonly misunderstood items.

### **Pilot Study**

A pilot study was a preliminary test conducted before the final study to ensure that research instruments are valid and reliable. Mugenda and Mugenda (2003) state that a relatively small sample of 10 to 20 respondents can be chosen

from the target population during piloting which is not included in the sample chosen for the main study. A pilot study reveals the deficiencies in the design of a proposed experiment or procedure and these can be addressed before time. A pilot-study was conducted involving six teachers to ensure the reliability of the instrument at the private Schools in the Sunyani west district. The main purpose to conduct a pilot study was to judge the strength and weaknesses (reliability) of the questionnaire (Nardi, 2006).

**Table 1: Results of Measurement Reliability**

Variables	No. of Items	Cronbach's Alpha
Training practices	5	0.773
Compensation practices	5	0.867
Performance management	5	0.930
Performance appraisal	6	0.949
Employee Performance	11	0.757

Source: Field survey (2020)

Cronbach's alpha was used to test the reliability of the measurements. Orodho (2005) observe that an alpha coefficient of 0.7 shows that the instruments are reliable. The results of measurement validation are shown in Table 2. All variables possessed construct validity. Moreover, the reliability of all variables was accepted because Cronbach's alpha ranged between 0.740 and 0.896. In this study, convergent validity was tested by the factor loadings. Constructs with values greater than a 0.40 cut-off were considered acceptable (Hair et al., 2010). It is noted that all factors were statistically significant and therefore reliable.

### **Data Collection Procedures**

Permission to conduct research was considered with the aid of permission with a letter from the University to use the school as case study from the school authorities. The researcher introduced herself to respondents as the one conducting the study and sought their permission from them before asking them to respond to the questionnaire. The processes were explained to them and what is expected from them. Additionally, respondents were assured of anonymity and confidentiality of their responses most especially since most of the respondents were teachers. Finally, the questionnaire was administered to the respondents through personal contact by the researchers.

### **Data Analysis Plan**

The study adopted the quantitative means to analyze the data collected. Quantitative data was organized in prearranged multiple answers as described by Creswell (2003). The data was analyzed using Statistical Product for Science Solution (SPSS, Version 20) and Microsoft Excel (Microsoft, 2010).

Prior to the analysis of the collected data, the questionnaires were checked for consistency of responses. Both descriptive and inferential statistics was performed during the data analysis. For the descriptive statistical analysis, frequencies, percentages, mean and standard deviation were computed while the inferential statistical analysis was also focus on correlation and regression. Both correlation and regression analysis were used to establish relationship between the variables and test the hypotheses respectively. The results were summarized and presented by means of charts, bar-graphs, frequencies and percentages.

In addition, the study performed a regression analysis to test the relationship between independent variables and dependent variable. The regression equation was:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$$

Whereby Y = Teacher Performance

X<sub>1</sub>= Training

X<sub>2</sub>= Employee compensation

X<sub>3</sub>= Performance management

X<sub>4</sub>= Performance appraisal

β<sub>1</sub>, β<sub>2</sub>, β<sub>3</sub> are coefficients of determination

ε is the error term.

### **Ethical Consideration**

The study followed all ethical issues in the conduct of the study as prescribed by scientific research and the University. Initially, formal consent was sought from all participants before instrument administration.

Confidentiality was assured to all participants and acquired data was only used for research purpose and dealt as confidential document. The anonymity of the participants was also assured. In obtaining data from the field, prospective respondents were made to understand how significant their contributions to the study will be, but they were left to decide on whether to assist or not. With regard to administering questionnaires, respondents will not be required to provide their names so as to ensure confidentiality and anonymity. The study did not falsify the results of the study since honesty in research is crucial for the credibility of the study. Scholarly works that will be resorted to were also duly acknowledged.

## **Chapter Summary**

The study used a descriptive survey research designs to collect data from a sample of 246 private school teachers who were selected from 4 private primary schools in the Sunyani municipality to participate in the study. Data was collected using questionnaires coded and tabulated for accuracy, reliability and ease of analysis and presentation using the SPSS software program. The next chapter presents the results and discussion of the results from the data analyzed.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **Introduction**

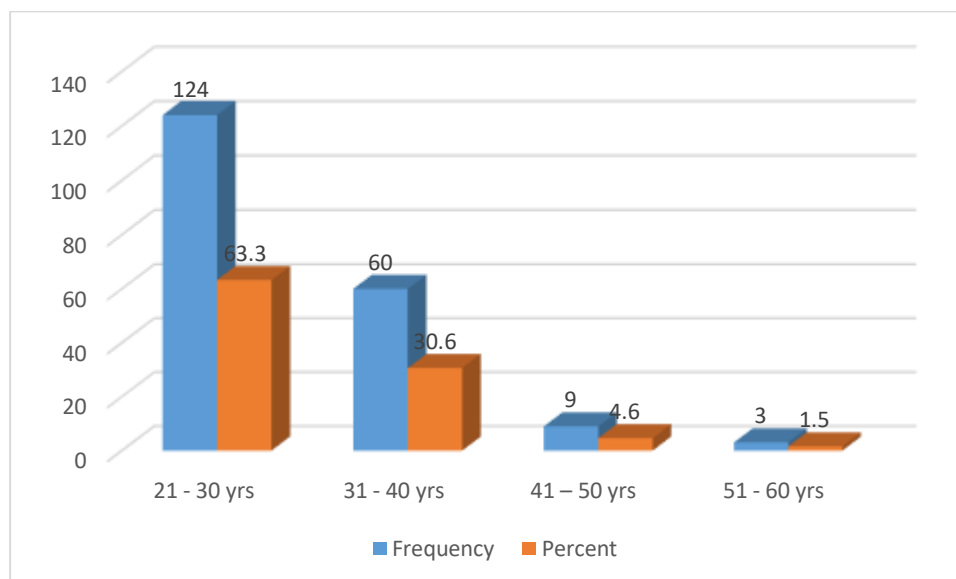
This chapter presents the output of the raw data analysis and discusses the findings. The first part of this chapter deals with presentation of the research findings while the second part presents discussion of the findings to meet each of the study objectives.

As indicated in Chapter three, sample of 246 respondents drawn from the various private basic schools in Sunyani to respond to questionnaire instruments.

Out of 246 questionnaires sent out to the various officers in the school, 196 of them were returned representing a percentage of 79.67% of the sample. Mugenda and Mugenda, (2003) argued that 50% response rate is adequate, 60% good and above, while over 70% is rated as very good. This implied that based on this assertion, the response rate of about 80% was very good. This was basically due to the closure of schools due to the Covid-19 pandemic.

#### **Demographic Characteristics of Respondents**

This section presents results on the characteristics of survey staff with specific references to their age, gender, educational level, and length of service in the schools selected.

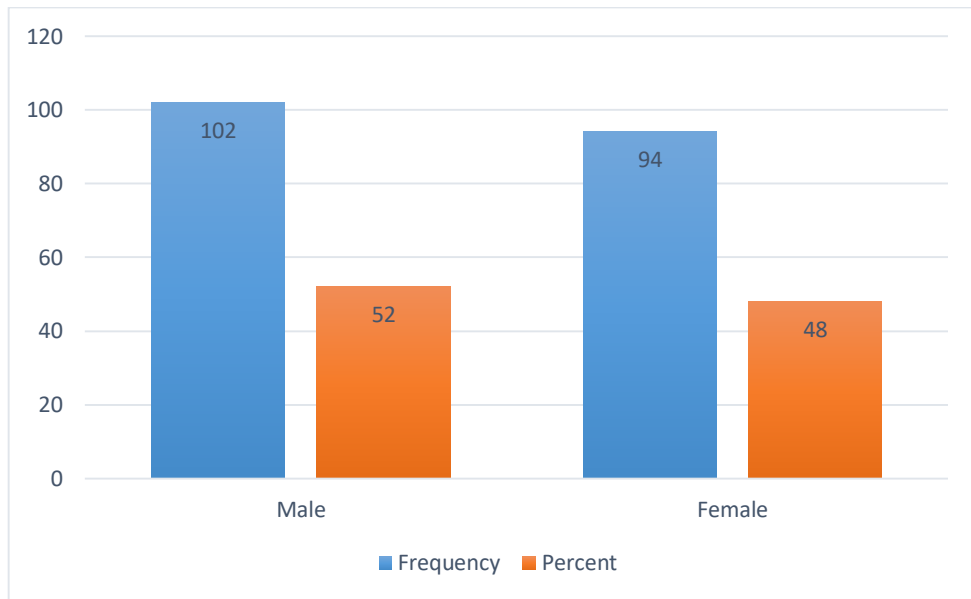


*Figure 2: Age distribution of respondents*

Source: Field survey (2020)

Figure 2 shows that majority of the respondents (63.3%) are between the ages of 21 and 30 years. The rest constitutes a total of 36%. Out of this, 30.6% of the respondents are aged between 31 and 40 years, only 4.6% constitute staff with age group 41 to 50 years and 1.5% being respondents with 51 to 60 years. Per the results, the staffs in these schools are youthful, energetic and in their prime age to take the schools to the next level as well as gaining the needed experience to improve the schools.

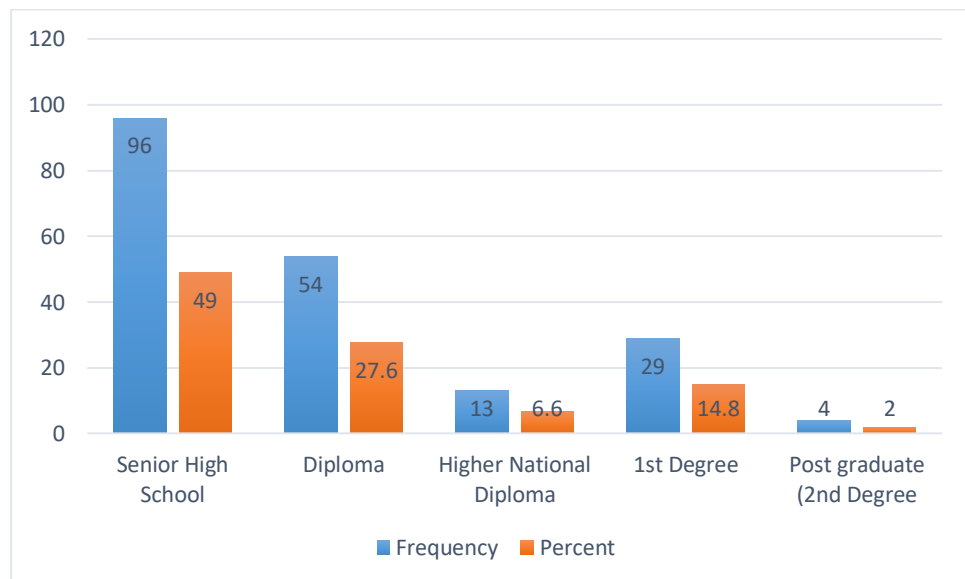




*Figure 3: Sex distribution of respondents*

Source: Field survey (2020)

Figure 3 shows that majority of the respondents (52%) are male while 48% are female. Thus, the staffs in the schools are male dominated.



*Figure 4: Highest academic and professional qualification*

Source: Field survey (2020)

Figure 4 shows that the respondents' highest academic and professional qualifications acquired were those with Senior High School qualifications

representing 49%. This was followed by respondents with Diploma constituting 27%, with 14.8% holding bachelor's degree. While 6.6% of the respondents hold Higher National Diploma certificates the remaining 2% of respondents holding post graduate degrees or certificates. This finding suggests that most of the staff have the requisite educational background to develop further and contribute to the performance of the schools.

**Table 2: Number of Years Worked in the Schools**

No. of Years	Frequency	Percentage (%)
1 – 3 years	83	42.3
4 – 6 years	65	33.2
7 – 10 years	31	15.8
10 years & above	17	8.7
Total	196	100.0

Source: Field survey (2020)

The statistics in the table above indicate that 42.3%, majority of the respondents have worked in their respective schools between 1 to 3 years. Those who have worked between 4 and 6 years are at 33.2% and 15.8% of respondents has worked in the service between 7 and 10 years. Few of the respondents (8.7%) have been in the schools for 10 years and more. Since most of the respondents have quite a number years of experience, they are in the better position to give account of HR practices in the schools.

**Human Resource Management practices that are used by the School Proprietors and Authorities to Influence Teacher Performance**

The available literature has identified performance management, training and career development, performance appraisal and compensation as a

set of human resource management practices. It was found in the pre-study that these variables also exist in the schools. However, the study wanted to know whether the respondents considered these variables as important in the promotion of job performance in the schools.

### **Training and Development**

This section of the study examines how training and development, as major component of HRM, is handled in the schools. The respondents' responses are displayed in Table 3.

**Table 3: Descriptive statistics of Training Programs**

Items	SA	A	U	D	SD	Mean	Std. Dev.
The Schools provide new employees with an orientation	57%	19%	12%	7%	5%	4.8	0.422
The Schools adopt continuous training to improve performance	46%	21%	11%	12%	10%	4.1	1.197
The Schools has cross-departmental training programs	49%	20%	7%	13%	11%	4.3	0.949
The Schools provide both off-the-job and on-the-job training programs for officers	57%	22%	8%	10%	3%	4.6	0.699
Training needs are identified before training is organized for staff	55%	24%	8%	5%	7%	4.6	0.6992

Source: Field survey (2020)

Table 3 shows the training practices at the schools. From the above results, most respondents agreed that the school provides new employees with an orientation with a mean score of 4.8 and SD 0.422 followed by the schools providing both off-the-job and on-the-job training programs for staff (4.6) and SD 0.6992, training needs are identified before training is organized for staff (4.6) and SD 0.6992, the schools provide cross-departmental or subject training programs (4.3) and SD 0.949 and finally the school adopts continuous training to improve performance with mean of 4.1 and SD 1.197. Standard deviations for most of these aspects are relatively low at less than one. The findings are an indication that the schools relied a lot on the training practices above to improve performance of the staff.

In order to provide more understanding with respect to training and development at the schools, an attempt was to find out about the respondents' perception on training and the results are shown in Table 4.

**Table 4: Respondents' Perception of Training Practices and Staffs' Rank**

Responses	Respondents' Rank			
	Senior	Middle	Lower	Total
Adequate	11.6	7.6	2.3	21.5
Inadequate	8.5	43.9	3.1	55.5
Selective and discriminatory	4.6	6.9	0.0	11.5
Unequal	6.1	3.1	2.3	11.5
Total	30.1	61.5	7.7	100.0

Source: Field survey (2020)

Table 4 indicates that (11.6%) of respondents who perceived training and career advancement opportunities as 'Adequate' belong to the senior rank.

However, out of the 55.5% of respondents who indicated that training was, ‘Inadequate’, 43.9% belong to the lower ranks, including those of the supporting staff. The results imply that officers at the middle and lower ranks don’t have good perception on training.

### **Compensation Management Practices**

As it has been indicated by many researchers in HRM including Newman and Sheikh (2012), workers give their efforts to employers in exchange for rewards. Review on compensation management practice has therefore become vital component of HRM practices. This section of the chapter attempted to investigate how rewards are managed in the schools and the responses are shown in Table 5

**Table 5: Descriptive statistics of Compensation**

Items	SA	A	U	D	SD	Mean	Std. Dev.
The school’s compensation system is reviewed periodically	11%	29%	15%	33%	13%	2.9	1.397
The school uses fair incentive system	4%	7%	11%	33%	45%	1.6	1.265
The School uses non-cash compensation alternatives.	12%	25%	22%	28%	12%	2.9	1.287
The School’s compensation system is one of the reasons to retain my job at the school.	2%	4%	10%	44%	40%	1.64	.960
The School provides benefits that compare favorably in the sector	2%	5%	6%	31%	55%	1.69	1.165

Source: Field survey (2020)

Table 5 shows compensation management practices in the schools. The results indicate that respondents were not sure whether the school’s

compensation system is reviewed periodically with a mean score of 2.9, followed by the School uses non-cash compensation alternatives (2.9). However, respondents disagreed that the school's compensation system is one of the reasons to retain my job at the school (1.64), the school uses fair incentive system (1.60) with the school provides benefits that compare favorably in the sector being the least with a mean of 1.69. The standard deviation computed from the responses of more than one i.e. 1.397, 1.165, 1.265 and 1.287 respectively. High standard deviation values indicate a lack of uniformity/consistency in the use of HRM practices in the schools.

### **Performance Management Practices in the Schools**

In this section, efforts were made to examine the performance management practices in the schools, since one cannot discuss HRM practices without mentioning this key variable. The responses obtained from the study subjects regarding performance management in the schools are shown in Table 6.

**Table 6: Descriptive Statistics of Performance Management**

Items	SA	A	U	D	SD	Mean	Std. Dev.
The School performance management is tied to the performance appraisal	66%	9%	4%	17%	4%	4.25	.676
The School evaluation system is fair and honest.	58%	8%	11%	14%	9%	4.00	.419
The School performance management is based on employee job description.	36%	46%	5%	12%	1%	3.83	.984
The School's performance management is done annually.	49%	14%	12%	13%	12%	3.64	.960
High levels of performance are recognized and rewarded	32%	68%	0%	0%	0%	5.00	0.422

Source: Field survey (2020)

Table 6 shows items of performance management practices in the schools. The results indicate that the respondents generally affirmed the statements suggesting that performance management practices are well taken care of in the schools. For instance, respondents agreed to the effect that the school's performance management is tied to the performance appraisal with mean score of 4.250 and standard deviation of 0.676 followed by agreement that the school evaluation system is fair and honest (4.000) and SD (0.419).



Similarly, respondents agreed to the statements the school performance management is based on employee job description with mean score of 3.82 and SD of 0.984 and the school's performance management is done annually (3.64) and SD 0.960. Again, respondents unanimously agreed that in their schools, high levels of performance are recognized and rewarded.

### **Performance Appraisal Practices in the Schools**

The performance appraisal and feedback of evaluation can play a valuable role in enhancing the employees' job satisfaction, hence, employee performance. In this section, the study sought to find out the extent to which staff perceive the practice of performance appraisal in their schools.

**Table 7: Respondents Views on Performance Appraisal Practices in the Schools**

Items	SA	A	U	D	SD	Mean	Std. Dev.
The school has a Self-Appraisal Questionnaire for Teaching Staff	13.0	16.4	30.1	25.2	15.3	2.5	.676
The school's Self-Appraisal Questionnaire emphasized on pace of the lesson, organization of the material, class participation, etc.	5.8	11.7	29.5	23.8	29.2	2.8	.419
The school has the authority structure to conduct performance appraisal	35.6	49.2	5.1	5.1	5.0%	4.0	1.041
The school's Self-Appraisal Questionnaire is done on annual basis	69.9	29.4	0.0	0.7	0.0	4.2	0.774
The school authorities conduct ongoing assessment of pupils' progress, evaluate their achievement, and report results of pupils to teachers regularly.	42.4	49.2	3.4	3.4	1.7	4.3	0.827
The results of the appraisal are communicated and discussed with the teachers concerned on a one-to-one basis	69.2	28.0	0.0	1.4	1.4	4.4	0.611

Source: Field survey (2020)

Table 7 shows respondents' agreement with the level of practice of performance appraisal and evaluation in these private schools. The results indicate that generally agreed to four out of six items. Majority of the respondents (97.3%) generally affirmed to the statement that the results of the appraisal are communicated and discussed with the teachers concerned on a one-to-one basis, 2.8% disagreed and in strong terms with a mean of 4.4 and a standard deviation of 0.611. Again, majority of the respondents (91.6%) agreed and in strong terms that the school authorities conduct ongoing assessment of pupils' progress, evaluate their achievement, and report results of pupils to teachers regularly recording a mean score of 4.3 and standard deviation of 0.827. Furthermore, almost all the respondents (99.3%) generally affirmed that the school's Self-Appraisal Questionnaire was done on annual basis. Also, majority of the respondents (84.8%) agreed and in strong terms that the school has the authority structure to conduct performance appraisal.

On the other hand, more than half of the respondents (53%) disagreed that the school's Self-Appraisal Questionnaire emphasized on pace of the lesson, organization of the material, class participation, etc.

Again, most of the respondents (30.1%) were not sure whether the school has a Self-Appraisal Questionnaire for Teaching Staff, 25.2% disagreed, 15.3% strongly disagreed, but 16.4% agreed and 13% agreed.

### **Factors That Influence the Adoption or Utilization of These Human Resource Management Practices**

In this objective, the study engages staff of these private schools to understand what inform management to adopt these human resources management practices in the schools.

**Table 8: Factors that Influence the Utilization of HRM Practices**

Factors	Ratings					Total	Mean	Rank
	1	2	3	4	5			
Competition pressure among private schools	12	18	30	80	60	196	3.8286	2 <sup>nd</sup>
Top management/School authorities support	13	12	33	85	77	196	4.1571	1 <sup>st</sup>
Financial resources availability	15	16	30	69	60	196	3.7571	3 <sup>rd</sup>
Institutional requirements/policy	14	20	32	67	57	196	3.6143	4 <sup>th</sup>
Availability of competent applicants/teachers	17	18	30	66	59	196	3.6000	5 <sup>th</sup>

Source: Field survey (2020)

Table 8 shows respondents' opinions on the factors that influenced management of these schools to focus on HRM practices to improve teacher performance in the study using frequency and mean scores. From the results, the first ranked influencing factor is top management/School authorities support with highest mean score of 4.1571. This was followed by the competition or pressure among private schools with mean score of 3.8286. The third ranked influencing factor was financial resources availability scoring 3.7571 while institutional requirements/policy ranked fourth with 3.6143. The results further indicate that with mean score of 3.6000, availability of competent applicants/teachers placed fifth and sixth respectively.

### **Effect of Human Resource Management Practices on Teacher Performance in the Schools**

This objective sought to test the hypothesis that showed the impact of human resource management practices on employees' performance. It therefore examined the effects of HRM practices on employees' performance.

## Employee Job Performance

The respondents' statements on employee job performance were assessed using six statements on five point likert scale. The results were as tabulated on Table 3. From the results, a total mean score of 3.59 was recorded indicating that respondents generally agreed to all the statements.

**Table 9: Descriptive Results For Employee Performance**

Items	Management/Staff	
	Mean	Std. Dev.
Teachers covering all the syllabus for the term and the year	3.59	.840
Teachers performing supervision of school activities	3.88	.864
Teachers are regular and early reporting at school	3.82	1.109
There is adequate teaching preparation by teachers	4.04	1.093
There is a general punctuality by the teachers	4.20	1.122
Teachers at all times participate in extra-curricular activities	3.93	1.468
Teachers perform well to ensure they achieve their targets for the term	3.91	1.454
The academic results of the pupils have improved tremendously	4.23	.864
Teachers are dedicated in their efforts to teach and support pupil learning and achievement.	3.89	.888
Teachers demonstrate commitment to the well-being and development of all pupils	3.83	.902
Teachers provide an environment for learning that encourages pupils to be problem solvers	3.92	.877

Source: Field survey (2020)

Table 9 shows respondents' agreement with the influencing HRM on employee performance in the schools. From the table, respondents agreed to the academic results of the pupils have improved tremendously recording the highest mean score (4.23) followed by those respondents who agreed that HRM practices have affected employee performance as there is a general punctuality by the teachers(4.20), followed by respondents agreeing that there is adequate teaching preparation by teachers (4.04). Again, the performance is seen in

Teachers at all times participate in extra-curricular activities recording a mean score of 3.93. Also, respondents agreed that Teachers provide an environment for learning that encourages pupils to be problem solvers with mean score of 3.92, followed respondents agreeing that their performance has been enhanced by HRM practices as Teachers perform well to ensure they achieve their targets for the term with mean score of 3.91. Moreover, respondents agreed that their performance as seen in Teachers are dedicated in their efforts to teach and support pupil learning and achievement recording a mean score of 3.89, followed by Teachers performing supervision of school activities also recording mean score of 3.88. Furthermore, respondents agreed that employee performance has been improved by HRM practices as Teachers demonstrate commitment to the well-being and development of all pupils with mean score of 3.83. Finally, respondents agreed that employee performance has been enhanced by HRM practices as Teachers covering the syllabus for the term and the year with mean score of 3.59.

### **Correlation and Regression Analysis**

To achieve this, the study employed both correlation and simple regression analysis to examine the relationships between the dependent variable (teacher performance) against the four independent variables (training and development, compensation, performance management and performance appraisal) used for the study.

The results of the analysis are shown in Table 10, 11 and 12 for the correlations, coefficient of regression and model summary.

**Table 10: Correlations between HRM Practices and Teachers' Performance**

		Correlations				
		Training	Compensation	Appraisal	Perf. Mg	Employee Perf
Training	Pearson Correlation	1	.596**	.964**	.751**	.966
Compensation	Pearson Correlation	.596**	1	.298**	.419	.322*
Appraisal	Pearson Correlation	.964**	.298**	1	.823**	.961**
Performance Mgt	Pearson Correlation	.751**	.419	.823**	1	.966
Employee Performance	Pearson Correlation	.966	.322*	.823**	.961	1

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Source: Field survey (2020)

Table 10 shows the results of the Pearson correlation coefficient. The value of Pearson correlation coefficient for relationship between employee performance and training practices was positive with the value 0.966 and significant at 0.000 and between teacher performance and compensation practices was positive with the value 0.961 and significant at 0.000 and between employee performance and appraisal was positive with the value 0.823 and significant at 0.000. Again, the results showed that the relationship between employee performance and performance management was positive with the value 0.961 and significant at 0.000. Hence, it is seen that all the variables effect each other positively and are significantly related.

Further, explanation of the analysis is given by the coefficient of regression as shown in Table 11.

**Table 11: Coefficient of Regression**

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
1 (Constant)	2.505	.243		10.301	.000
Compensation Practices	.025	.059	.037	.423	.673
Performance Mgt. Practices	.312	.070	.323	2.764	.000
Training practices	.273	.079	.272	4.444	.000
Performance appraisals	.350	.084	.279	3.474	.001

Source: Field survey (2020)

The data in Table 11 indicates that the beta value of independent variable (compensation practices) is 0.037 with t value 0.423 and significant level of 0.673. The beta value of independent variable (performance management practices) is 0.323with t value 4.444 and significant level of 0.000. The beta



value of independent variable (training programmes) is 0.272 with t value 3.474 and significant level of 0.000. The beta value of independent variable (performance appraisal) was 0.279 with t value 3.474 and significant level of 0.001. This beta value indicates the amount of change in the dependent variable (employees' performance) due to changes in independent variables (compensation practices, performance management practices, training programmes and performance appraisal practices).

**Table 12: Regression Results: Model Summary**

Model summary						Change statistics			
Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std. Error	R <sup>2</sup> Ch	F cha	df1	df2	Sig F
1	.976*	.952	.951	.22904	.952	897.531	4	136	.000

a. Predictors: (Constant), Ave\_EI, Ave\_C, Ave\_PA, Ave\_CP

b. Dependent variable: Ave\_EP

Source: Field survey (2020)

Regression table measures the amount of total variation in dependent variable due to independent variable. Table 12 shows the value of Adjusted R is 0.951. This value indicates that there is 95% variation in dependent variable (employee's Performance) due to one unit change in independent variables. The F value is 897.531 at 0.000 significant level which shows that the model is good as its value is less than 0.05.

### Summary of Findings

The following summarizes all the results in terms of the hypotheses that were found to be true.

Hypothesis 1a: There was significant impact of Performance management in improving the teachers' performance. This hypothesis is accepted because the beta value of independent variable (performance management practices) was 0.323 with t value 4.444 and significant level of 0.000. Thus, as the significant level is lesser than 0.05.

Hypothesis 1b: There was significant impact of Training Design in improving the Teachers performance. This hypothesis is accepted because the beta value of independent variable (training programmes) was 0.272 with t value 3.474 and significant level of 0.000. As the significant level was lesser than 0.05, this indicates that there was significance relationship between training practices and employee performance in the private schools.

Hypothesis 1c: There was significant impact of Performance Evaluation in improving the teachers' performance. This hypothesis is accepted because the beta value of independent variable (performance appraisal) was 0.279 with t value 3.474 and significant level of 0.001. as the results suggest the significant level is lesser than 0.05 showing a significant relationship between performance appraisal and employee performance in the private schools.

Hypothesis 1d: There was significant impact of compensation in improving the teachers' performance. This hypothesis is rejected. This was because the beta value of independent variable (compensation practices) is 0.037 with t value 0.423 and significant level of 0. 673. In other words, as the significant level is greater than 0.05 indicating that there is no significant relationship between compensation practices and employee performance in the private schools.

## **Discussion of Results**

This section presents the results discussed in relation to the research questions and with reference to previous studies.

### **Research question one: What were the human resource management practices in the private schools?**

The study used the performance management, training and career development, promotion and compensation as a set of human resource management practices. As Dessler (2007) and Singh and Kassa (2016) identified HRM practices including training and development, performance management, compensation that should support the organization's business strategy. With regard to training practices at the private schools, the results indicate that, most respondents agreed that the school provides new employees with an orientation. This is followed by the schools provide both off-the-job and on-the-job training programs for staff, training needs are identified before training is organized for staff, the schools provide cross-departmental or subject training programs and finally the schools adopt continuous training to improve performance. Standard deviations for most of these aspects are relatively low at less than one. The findings agreed with Hervie and Winful (2018) study that found that poor performance of teachers was due to lack of frequent in-service training, lack of teaching and learning materials, lack of incentives and motivation, and improper supervision. The findings were an indication that the private schools relied a lot on the training practices above to improve the performance of the staff. In literature, training was seen as means of furthering the knowledge base of employees, while increasing their skills and expertise,

which, in the end, improves the organization's overall performance (Bimpitsos&Petridou, 2012).

On compensation practices in the private schools, the results indicate that the schools' compensation practices are inadequate as respondents expressed disagreement and uncertainty to the statements including the school's compensation system is reviewed periodically. This is followed by the school provides benefits that compare favorably in the sector, the school's compensation system is one of the reasons to retain my job at the school, the school uses fair incentive system with the school uses non-cash compensation alternatives being the least. High standard deviation values indicate a lack of uniformity/consistency in the use of HRM practices in the school. As many writers such as Newman and Sheikh (2012) have made that compensation in the form of reward system encourages employee to become motivated, thereby increase their performance and achievement in the course of his/her duty. Again, Kanyiri and Wangui (2012) and Emily (2015) argue that effective rewards and compensation schemes motivated teachers in private secondary schools to work harder. The findings disagree with Kanyiri and Wangui (2012) study that found that HRM practices such as compensation of teachers, affected the performance of teachers in public secondary schools. Again, the findings agree with Ndungu (2017) study that carried out a study on the effects of rewards and recognition on employee performance in Kenyatta University. Results showed that salaries and fringe benefits as well as job security is weak in Kenyatta University and has caused dissatisfaction.

Responses on performance management practices in the private schools indicate that the respondents generally affirmed the statements suggesting that

performance management practices are well taken care of in the schools. For instance, respondents agreed to the effect that the schools' performance management is tied to the performance appraisal. This was followed by agreement that the schools' evaluation system is fair and honest. Similarly, respondents agreed to the statements the schools' performance management is based on employee job description and the schools' performance management is done annually. The results confirm writers' suggestions on performance management as one of the core elements that organisations should measure, and actively implement (Saridakis, & Cooper, 2016; Swart, &Kinnie, 2015; Boyne, Entwistle, & Ashworth, 2010).

With regard to performance appraisals, the results showed that there was a general agreement with the level of practice of performance appraisal and evaluation in these private schools. The results indicate that generally agreed to four out of six items. The specific statements that the respondents generally affirmed to include the results of the appraisal are communicated and discussed with the teachers concerned on a one-to-one basis, the school authorities conduct ongoing assessment of pupils' progress, evaluate their achievement, and report results of pupils to teachers regularly, the school's Self-Appraisal Questionnaire is done on annual basis. Also, the respondents agreed and in strong terms that the school has the authority structure to conduct performance appraisal. The findings agree with Wati (2011) study that examined the productivity level of Indonesian English teachers which was improved by proper Human Resource practices procedural implementation. The performance appraisal and feedback of evaluation can play a valuable role in enhancing the employees' job satisfaction.

On the other hand, the respondents disagreed that the school's Self-Appraisal Questionnaire emphasized on pace of the lesson, organization of the material, class participation, etc. Again, the respondents were not sure whether the school has a Self-Appraisal Questionnaire for Teaching Staff.

**Research question two: What were the factors that influence the adoption or utilization of these HRM practices?**

Responses on the factors that influenced management of these schools to focus on HRM practices to improve teacher performance in the study using frequency and mean scores. From the results, the first ranked influencing factor is top management/School authorities support with highest mean score of 4.1571. This was followed by the competition or pressure among private schools with mean score of 3.8286. The third ranked influencing factor was financial resources availability scoring 3.7571 while institutional requirements/policy ranked fourth with 3.6143. The results further indicate that with mean score of 3.6000, availability of competent applicants/teachers placed fifth and sixth respectively. The findings particularly with top management factor agree with Cheng et al. (2007) that found that for the successful implementation of a HRM process, organisations should have active senior management support, participation and leadership.

**Research question three: To what extent did a Human Resource Management practice have influence on teacher performance among the schools?**

The results showed that there was a general agreement with the influencing role of HRM practices on employee performance in the schools. Responses to the statements showed a general affirmation all the statements

including the academic results of the pupils have improved tremendously, followed by those respondents who agreed that HRM practices have affected employee performance as there is a general punctuality by the teachers, and there is adequate teaching preparation by teachers. Again, the performance is seen in teachers at all times participate in extra-curricular activities, Teachers provide an environment for learning that encourages pupils to be problem solvers, followed respondents agreeing that their performance has been enhanced by HRM practices as teachers perform well to ensure they achieve their targets for the term.

Moreover, respondents agreed that their performance as seen in teachers are dedicated in their efforts to teach and support pupil learning and achievement, followed by teachers performing supervision of school activities. Furthermore, respondents agreed that employee performance has been improved by HRM practices as teachers demonstrate commitment to the well-being and development of all pupils. Finally, respondents agreed that employee performance has been enhanced by HRM practices as teachers covering the syllabus for the term and the year.

The correlation results showed that the independent variables have positive relationships with the dependent variable employee performance in the schools. The value of Pearson correlation coefficient for relationship between employee performance and training practices was positive with the value 0.966 and significant at 0.000 and between employee performance and compensation practices was positive with the value 0.961 and significant at 0.000 and between employee performance and appraisal was positive with the value 0.823 and significant at 0.000. again, the results showed that between employee

performance and performance management was positive with the value 0.961 and significant at 0.000.

The regression results showed a significant effect of the HRM practices (training, performance management and performance appraisals) on teacher performance. This beta value indicates the amount of change in the dependent variable (teacher performance) due to changes in independent variables (performance management practices, training programmes and performance appraisal practices). The findings agree with Waseem, Farooghi and Afshan (2013) study that measured the impact of Human Resource Management on teachers' performance in the context of Pakistan and found that all Human Resource practices included in the model except the evaluation in the study which is a significant predictor of teachers' performance. However, compensation practices showed an insignificant relationship with teacher performance.

### **Chapter Summary**

The chapter was focused on the presentation of the results and subsequently discussing the results with relevant literature. The demographic characteristics of the respondents which indicated the age, sex, educational levels, number of years spent with the schools were presented. The results on the sex of the respondents showed that the staff in the schools are male dominated. The age distribution of the staff of these private schools showed that majority of the respondents (63.3%) are between the ages of 21 and 30 years. The rest constitutes a total of 36%. On educational levels of these staff, Senior High School (SHS) qualifications representing 49% were the highest academic and professional qualifications. This is followed by respondents with Diploma



constituting 27%, with 14.8% holding bachelor's degree. The results also confirmed four major HRM practices being implemented with the view of improving the performance of the staff. These HRM practices included training, performance management, performance appraisals and compensation. While staff generally agreed that the school management are implementing these HRM including training, performance management, and performance appraisals, the results suggested otherwise for the level of compensation practices as respondents were dissatisfied with it. This means that except compensation practices, the remaining HRM practices have significantly improved staff performance in the private schools.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### **Introduction**

This chapter gives the summaries of the major findings, draws conclusions, and makes recommendations and suggestion for further research.

#### **Summary of Key Findings**

As indicated earlier, the goal of this study was to assess the factors influencing HRM on teacher performance among selected private basic schools in Sunyani in the Bono region. The study specifically identified the Human Resource Management practices that are used by the School proprietors and authorities to influence teacher performance, identified the factors influencing HRM on teacher performance, and examined the effects of these HRM practices on teacher performance. The study used a descriptive survey research designs to collect data from a sample of 246 private school teachers who were selected from 4 private primary schools in the Sunyani municipality to participate in the study. Data was collected using questionnaires coded and tabulated for accuracy, reliability and ease of analysis and presentation using the SPSS software program.

Based on the results and the subsequent discussion of the results with relevant literature, the following observations and revelations were made:

Human Resource Management practices that were used by the School proprietors and authorities to influence teacher performance

The study identified a set of human resource management practices including performance management, training and career development,

performance appraisal and compensation that used by private schools' authorities to improve staff performance.

The study revealed that teachers were satisfied with the level of implementation of training practices at the private schools, as respondents generally agreed to all the items including the school provides new employees with an orientation, the schools provide both off-the-job and on-the-job training programs for staff, training needs are identified before training was organized for staff, the schools provide cross-departmental or subject training programs and finally the schools adopt continuous training to improve performance.

On compensation practices in the private schools, the study observed that the schools' compensation practices were inadequate as respondents expressed disagreement and uncertainty to the statements including the school's compensation system is reviewed periodically, the school provides benefits that compare favorably in the sector, the school's compensation system was one of the reasons to retain my job at the school, the school uses fair incentive system with the school uses non-cash compensation alternatives being the least.

The study revealed that performance management practices in the private schools were well taken care of in the schools as the respondents generally affirmed the statements including the schools' performance management is tied to the performance appraisal, the schools' evaluation system is fair and honest, the schools' performance management is based on employee job description and the schools' performance management is done annually.

The findings showed that there was a general agreement with the level of practice of performance appraisal and evaluation in these private schools as teachers affirmed to include the results of the appraisal are communicated and

discussed with the teachers concerned on a one-to-one basis, the school authorities conduct ongoing assessment of pupils' progress, evaluate their achievement, and report results of pupils to teachers regularly, the school's Self-Appraisal Questionnaire is done on annual basis. Also, the respondents agreed and in strong terms that the school has the authority structure to conduct performance appraisal.

Factors that influence the adoption of Human Resource Management practices

The main factors the study revealed that influenced management of these schools to focus on HRM practices to improve teacher performance had the first ranked influencing factor as top management/School authorities support, followed by the competition or pressure among private schools as second. The third ranked influencing factor was financial resources availability while institutional requirements/policy ranked fourth. The results further indicated that availability of competent applicants/teachers placed fifth.

Effect of Human Resource Management practices on teacher performance

The study observed that as results of the adoption of the HRM practices and teachers' performance have improved in the delivery of teaching, participation in all activities in the school, and the general welfare of the kids. The study observed that performance in the teachers is seen in the academic results of the pupils have improved tremendously, followed by the general punctuality of the teachers and teachers' participation in extra-curricular activities, Teachers are dedicated in their efforts to teach and support pupil learning and achievement, Teachers demonstrate commitment to the well-being

and development of all pupils. Finally, respondents agreed that employee performance has been enhanced by HRM practices as Teachers covering the syllabus for the term and the year.

The study revealed that correlation results showed that the independent variables training, compensation, performance management and performance appraisals have positive relationships with the dependent variable employee performance in the schools.

The regression results showed a significant effect of the HRM practices (training, performance management and performance appraisals) on teacher performance. However, compensation practices showed an insignificant relationship with teacher performance.

### **Conclusions**

The quality of teaching workforce needs to be improved in order to enhance the education standard of teachers in private schools. For the achievement of higher teaching standard, it is essential to determine the factors enhancing teachers' performance. To effectively achieve the goals and objectives of higher quality educational standards, teacher performance management plays a vital role as it is a continuous process for identifying, evaluating and developing the work performance of teachers. It is also well recognized that human resources play a vital role in achieving the performance of organizations. Lately, HRM scholars have paid increased attention to the process through which HRM policies and practices lead to positive outcomes. As Guest (1997) notes, for organisations, it is not enough to have good HRM practices. It is in the light of this that the study was done to assess the factors influencing HRM on teacher performance among selected private basic schools

in the Sunyani municipality. The findings of the research revealed that all HR practices included in the model i.e Training Design, Performance Management and performance appraisal measures are significant predictors of teachers' performance confirming the previous studies. The main factors the study revealed that influenced management of these schools to adopt HRM practices to improve teacher performance were top management/School authorities support, competition or pressure among private schools, financial resources availability while institutional requirements/policy, and the availability of competent applicants/teachers.

The constructs training, performance management, performance appraisal practices have helped in determining the overall effects of HR Practices on job performance of teachers by accumulating the data from the teachers of private schools in the municipality. Moreover, findings proposed that if HR initiatives are properly planned in schools then performance among teachers will significantly increase but the variable compensation of teachers was not found significant in improving the teachers' performances.

### **Recommendations**

Based on the findings and conclusions drawn, the following recommendations are made:

The study recommended to managers of the various private schools that HRM practices including training, performance management and performance appraisal be encouraged by the schools in general since they are great predictors of teacher performance.

The study strongly recommended to management of the private schools to improve the compensation system in the form of incentives, regular payment

of salaries to serve as a motivation to improve performance which are mostly linked to the academic performance of the pupils.

The study recommended to management of the private schools to show support, commitment and leadership in the adoption and implementation of HRM practices since the absence of commitment from senior and line management can further complicate matters as teachers and any other employees from lower levels will certainly not take duties seriously thereby reducing productivity in the long run.

The study further recommended to the management of these private schools to, as a matter of urgency, develop institutional HRM policy framework that will guide the schools in the development of competent and knowledgeable worker force to contribute to the achievement of the institution's goals.

The study revealed that financial resources availability influences the adoption of HRM practices in these schools. The study, therefore, recommends to management to factor these HRM practices in their annual budget preparation in order to allocate adequate resources to the implementation of HRM programmes in the schools.

### **Suggestions for Future Studies**

The current study is limited in scope in terms of the number of participating private schools and the sample size. To improve generalizability of future studies, efforts should be made to include more schools and the number of teachers.

The current study also used only questionnaire as the main data collection tool which is more quantitative, the study believes that this might limit the ability to generate comprehensive data. The study suggests that future

studies should adopt the mixed method approach which would afford the study to use other data collection tools such as interviews, focus group discussions and questionnaire to gather comprehensive data for analysis that would aid the generalizability of the findings.



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## APPENDIX A

**CATHOLIC UNIVERSITY COLLEGE OF GHANA, FIAPRE**  
**FACULTY OF ECONOMICS AND BUSINESS ADMINISTRATION**  
**DEPARTMENT OF HUMAN RESOURCE MANAGEMENT**  
**QUESTIONNAIRE FOR STAFF**

This study is being conducted by an MBA Human Resource Student of the above named university on the topic —the impact of human resource management/development on teacher performance: a case of private schools in the Sunyani municipality from the Department of Human Resource Management. I humbly request you to fill the questionnaire below by ticking the most suitable option that applies to you. Please be informed that all the information that would be obtained through this questionnaire administration is purely for academic purposes only and a study to expand the borders of knowledge in the field and that, respondents are assured of uttermost confidentiality of information provided.

### **PART A: Demographic data**

1. Indicate your Gender
  - a.  Male
  - b.  Female
2. Age
  - a.  Less than 25 years
  - b.  25 – 34 Years
  - c.  35 – 44 Years
  - d.  45 years and above
3. Indicate your highest level of education



- a.  Diploma
  - b.  SSSCE/WASCE Certificate
  - c.  Bachelor's Degree
  - d.  Master's Degree
4. Indicate your work experience
- a.  Less than 5 years
  - b.  5-9 years
  - c.  10- 15 years
  - d.  Above 15 Years

**PART B: Human Resource Management practices that influence teacher performance**

5. For each of the following statements please indicate by ticking whether you **strongly agree (5), agree (4) uncertain (3), disagree (2) or strongly disagree (1)** to a statement regarding human resource management practices in the Service.

<b>Training practices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
The School provides new employees with job orientation					
The School adopts continuous training to improve performance					
The School has cross-departmental training programs					
The School provides both off-the-job and on-the-job training programs for officers					
Training needs are identified before training is organized for officers					
<b>Compensation practices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
The School's compensation system is reviewed periodically					
The School uses fair incentive system					
The School uses non-cash compensation alternatives					
The School's compensation system is one of the reasons to retain my job					
The School provides benefits that compare favorably in other schools					
<b>Performance management</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
The School performance management is tied to the performance appraisal					
The School evaluation system is fair and honest.					
The School performance management is based on employee job description					
The School's performance management is done annually					
High levels of performance are recognized and rewarded					

<b>Performance appraisal practices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
The school has a Self-Appraisal Questionnaire for Teaching Staff					
The school's Self-Appraisal Questionnaire emphasized on pace of the lesson, organization of the material, class participation, etc.					
The school has the authority structure to conduct performance appraisal					
The school's Self-Appraisal Questionnaire is done on annual basis					
The school authorities conduct ongoing assessment of pupils' progress, evaluate their achievement, and report results of pupils to teachers regularly.					
The results of the appraisal are communicated and discussed with the teachers concerned on a one-to-one basis					

### **PART C: Factors that influence the utilization of the Human Resource**

#### **Management practices**

6. Based on your experience in this school rate each of the variables on a scale of 1-5 where 1- not influential, 2- slightly influential, 3- somewhat influential, 4- very influential, and 5- extremely influential.

Please use the spaces below the table to add other factors and rank

<b>SN</b>	<b>Factors</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	Competition pressure among private schools					
2	Availability of competent applicants/teachers					
3	Financial resources availability					
4	Institutional requirements/policy					
5	Top management/School authorities support					
6	Others, specify in the spaces below					

**PART D: Effect of Human Resource Management practices on teacher performance**

7. For each of the following statements please indicate by ticking whether you **strongly agree (5), agree (4) uncertain (3), disagree (2) or strongly disagree (1)** to a statement regarding teacher performance in the School.

<b>Teacher performance indicators</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Teachers covering all the syllabus for the term and the year					
Teachers performing supervision of school activities					
Teachers are regular and early reporting at school					
There is adequate teaching preparation by teachers					
There is a general punctuality by the teachers					
Teachers at all times participate in extra-curricular activities					
Teachers perform well to ensure they achieve their targets for the term					
The academic results of the pupils have improved tremendously					
Teachers are dedicated in their efforts to teach and support pupil learning and achievement.					
Teachers demonstrate commitment to the well-being and development of all pupils					
Teachers provide an environment for learning that encourages pupils to be problem solvers					

Thank you for your time!