

Human resource management practices in senior high schools: An account of those who matter

Obeng Kyere, M.^{1*}, Amaning Adjei, K. G.² and Addai-Amoah Kwarteng, A.³

¹Office of the Dean of Students Affairs, Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development, Ghana.

²Centre for Competency-Based Training and Research, Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development, Ghana.

³Faculty of Education, Catholic University College of Ghana.

*Corresponding author. Email: mobengkyereh@gmail.com

Copyright © 2022 Obeng Kyereh et al. This article remains permanently open access under the terms of the [Creative Commons Attribution License 4.0](#), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Received 31st March, 2022; Accepted 28th April, 2022

ABSTRACT: The study reports human resource management practices in senior high schools. Specifically, the study sought to determine the existing human resource management practices and to examine the perception of teachers on human resource management practices. Descriptive survey and quantitative research approach were adopted in this study. A sample of 90 teachers and 30 management staff were selected using simple random and census sampling techniques respectively. Two sets of questionnaires were used in gathering data. Descriptive statistics (mean, standard deviations and frequency count) were the statistical tools that were used to analyse the data. The study revealed that job instruction and promotions were highly practised in the schools. However, seminars, coaching, job assignments, fringe benefits, job security, conducive working environment, recognition, participation and autonomy were not prioritised as human resource practices in the schools. It was also found that a majority of teachers had low perception of the human resource management practices. It is recommended that management of the senior high schools be given the appropriate training on effective implementation of human resource management practices so that they can positively influence the performance of employees and improve their perception on these practices.

Keywords: Job instruction, on-site education, promotions, school teachers, senior high schools, training.

Abbreviations: **INSET**, On-Site Education and Training; **HND**, Higher National Diploma; **HRMPs**, Human Resource Management Practices; **SHS**, Senior High School

INTRODUCTION

Organizational function involves the coordination of tasks, and structured connections between people carrying out the tasks. Organizing is an important step in management of schools, as it accounts for the outcome of the duties and all the details that employees need to perform (Shonubi, 2012). Effective control is a management mechanism whereby managers ensure the evaluation and monitoring of teaching and learning (Abdalla & Ibrahim 2017).

It has been realized that active school managers are

positively connected to students' achievements through the provision of orderly school climate, setting instructional strategies, supervising and supporting teachers (Geleta, 2017). This explains why scholars have reiterated the fact that effective human resource management practices assist employees to get the required skills and knowledge through the organization of effective training. Managers want to ensure that their organizations are driven by their employees' actions. This involves working on time, being

independent in their tasks, being innovative, creative and helping others in the company. It is interesting to note that teachers' role is not simply rooted in what is assigned to them, but also the other activities they are tasked to do. In the management of SHS, HRMPs play a major role, yet it seems much attention has not been given to them. It appears that teachers have not even recognised the effects of such practices on their roles. This present study sought to contextualize the roles of HRMPs in school management.

Statement of the problem

In order to improve and develop education, it is necessary for all staff: teachers and non-teachers to fulfil their responsibilities in the school system. This can be accomplished by optimizing the services available to schools for educational purposes. According to Evans-Obinna (2016), Terhile *et al.* (2016) and Kiprop (2017), human resource management practices seem to be a new concept in the educational sector. These practices, if not considered by heads of senior high schools, can have daring consequences on management roles.

Copious studies (Penger and Erne, 2014; Sugi *et al.*, 2018; Wong and Laschinger, 2013) have reiterated the effectiveness of human resource management practices in improving schools in the international context. Nevertheless, it is equally evident that efforts to achieve successful school management need to be peculiar to the Ghanaian context. The researchers have observed that HRMPs play a major role in the management of senior high schools; however, they are not prioritised in discussions, especially at the SHS level. It is on this note that this present study sought to address the lacuna by examining HRMPs at the senior high school level.

Objectives

1. To determine the existing human resource management practices within the selected senior high schools.
2. To examine the perception of teachers on the human resource management practices of the selected senior high schools.

Research questions

1. What are the existing human resource management practices within the selected senior high schools?
2. What is the perception of teachers on the human resource management practices of the selected senior high schools?

LITERATURE REVIEW

Human resource management practices

Human resource management practices discussed include employee job training practices, motivational practices, employee engagement practices and supervision.

Employee job training practices

Ampoamah (2016) observed that training is essentially a learning experience, that aims at changing the skills, knowledge, attitudes or social behaviour of a person relatively constantly. This means that employees' abilities and expertise must be improved so that they can perform in both current and future jobs and tasks efficiently.

Training and development is a key strategy for workers to achieve the right knowledge and expertise necessary to address environmental challenges (Isiaka, 2011). When leaders want to have daily coaching, employees can think about their achievements and managers can help them achieve their true potential (*ibid*).

In viewing motivation, managers ensure that their organization is driven by their employees' actions. This involves working on time, being independent in their tasks, being creative and helping others in the company (George & Jones, 2012).

Motivational practices

According to Nguyen (2020), an individual who is motivated is likely to make more effort willingly, and achieve good results. If goals are met, it gives the employees a sense of satisfaction and creates good attitude towards work. This implies that people are motivated by anticipating that a course of action is likely to result in achieving an objective and a worthy reward that meets their needs and desires. Motivation can also be viewed as a way of doing tasks or what causes an individual replicate an action.

Employee engagement practices

Employees who subsequently participate in decision-making are prepared to enforce those decisions. This could lead to satisfaction and higher productivity for the employees (Elele & Fields, 2010).

Busck *et al.* (2010) insist that the benefits of staff turnout are not only embedded in the work that a person does in an organization, but also other activities like departmental or organizational involvement in meetings. They further argued that employee engagement can no longer be seen

as a way of fostering the interests of employees, but should also be seen as a contribution to the corporate and individual successes at the workplace.

An individual can engage in decision-making in an organization through consultation, representativeness of employees and board representation. Others include joint negotiations, workers' councils, and a feedback box.

Supervision practices

Supervision is the relationship between senior and junior professional staff where senior staff evaluates the junior staff over time, monitor them and act as an interim guide through leadership and personal influence (Fasbender & Gerpott, 2021). Supervisors assign tasks and anticipate accuracy and timely performance of the tasks assigned. For this reason, one can say that an efficient leader must have the ability to manage time, monitor the work atmosphere, delegate tasks and motivate the staff.

Relevance of human resource management practices to the education sector

Bessick (2016) observed that assembling the requisite human and material resources leads to successful teaching and learning. It is acknowledged that administrators and subordinates, including teachers, play the part of the principal in secondary education and participate in teaching activities whenever possible.

Kiprop (2017) examined how essential management and leadership skills play a key role in ensuring discipline in schools. The findings showed that all strategies under active leadership have a high degree of consensus. This demonstrates that teachers, parents, and students felt that efficient leadership enhances discipline in schools.

According to Dangara (2016), the relevance of educational human resource management is to provide proper education to all students. This suggests that the position of teachers is highly felt in this regard because teachers are the senior and appropriate people to accelerate HRMPs in time

Sedega *et al.* (2019) examined the perception of teachers in the Akatsi South District of Ghana on the effectiveness of on-site education and training (INSET). They wanted to know how in-service programmes in the district are effective. The study found that a majority of teachers viewed or rated INSET programmes as adequate and very efficient in terms teaching and learning. On the other hand, the majority of the leaders (70%) rejected teachers' claim that the INSET teaching and learning programmes in the district were very effective. They believed that most teachers who attended in-service training did not work efficiently to recognize use of appropriate teaching and learning materials (TLMs).

METHODOLOGY

Research design

This study used the descriptive research design. This design was adopted because this study sought to collect systematic data to give a clear picture of the problem. Kuranchie (2016) posits that descriptive survey is appropriate when the research attempts to reach the sample of the desired group and collect detailed data from respondents.

The researchers used quantitative research in order to explain the phenomena by collecting numerical data. One of the reasons for which quantitative approach was adopted is the fact that it allows for a broader study, involving a greater number of subjects, and enhancing the generalization of the results. Secondly, it also enhanced objectivity and accuracy of the results that emanated from the study. As Creswell (2009) asserts, quantitative research helps the researcher to explain a phenomenon by collecting numerical data.

Population and sample

The study population was made up of management and teaching staff of senior high schools in the Techiman Municipality in the Bono East Region, Ghana. The municipality has four senior high schools, and were all considered for the study. In this study, management was considered to be the heads of the schools, assistant heads, the auditors, the counselling coordinators, the house masters/mistresses, and the senior housemasters/mistresses. The study population is indicated in Table 1.

All the 30-management staff of the schools and 90 teachers were involved in the study. The researchers determined the sample size for the teaching staff using the Taro Yamane formula (Table 2). Thereafter, the census sampling method was used to select the management staff, whilst simple random sampling technique was used to select the teachers. Census method is statistical investigation in which data are collected from each and every unit of the population. As Lavrakas (2008:2) asserts, "census can provide detailed information on all or most elements in the population, thereby enabling totals for rare population groups or small geographic areas. Therefore, given the nature of the population, this sampling method helped to ensure that all the members are catered for. This also allowed us to establish the findings across the entire population. The rationale for using simple random sampling to select the teachers is its simplicity and lack of bias.

Research instrument

Two sets of questionnaires were designed; one set for the

management staff and another set for the teachers. Adapted questionnaires were used. As a structured instrument, its development was supported by literature that reflects the research questions. The questionnaire had mainly closed ended items with Likert scale of measurement. Questionnaire for the management centred on the existing human resource management practices in the schools, while the questionnaire for the teaching staff contained the perception of teachers on human resource management practices. The instrument for each of the two categories of respondents were put into two sections. For Management staff, Section “A” deals with demographics and Section “B” deals with existing Human Resource Management Practices. The questionnaire for the teachers also had Section “A” which deals with demographics, and Section “B” that deals with perception of teachers on Human Resource Management Practices.

Validity and reliability of the instruments

In this study, the content validity was used. This was achieved by gaining the concerns on the extent to which the instrument carefully tests what was to be measured. The rationale for using this strategy is that experts with familiar understanding of the construct enhanced the validity of research.

In terms of reliability, this study adopted the test-retest method. For this method, five questionnaires were first given to a senior high school that share the same characteristics with the intended units of analyses. The researchers obtained the questionnaires and sent similar surveys to the same respondents after two weeks for reply. Correlation was then evaluated for the two sets of questionnaires. The test-retest analysis gave a value of 0.813 for the teachers and 0.835 for the management.

Data analyses

Objective one examined the existing management practices among the schools; frequency and percentages were adopted for the analysis. Objective two examined the perception of teachers on the human resource management practices. This objective was analysed using means and standard deviations. The use of descriptive statistics provided a great way of breaking the data into meaningful way, so that they can be understood by people they are intended for. As Tashakkori *et al.* (2020:224) asserts, descriptive statistics helps in “summarizing data, with the intention of discovering trends and patterns, and summarizing results for ease of understanding and communication.”

RESULTS

The Table 3 shows the outcomes of the data analysis on

Table 1. Population distribution of Senior High Schools.

Schools	Staff	Management
School A	45	9
School B	34	8
School C	15	6
School D	22	7
Total	116	30

Source: Field Data, 2020

Table 2. Study Sample.

School	Staff	Management
School A	35	9
School B	26	8
School C	12	6
School D	17	7
Total	90	30

Source: Field Data, 2020.

the demographic data of the respondents, while Tables 4 to 11 show summary of the responses on the human resource management practices.

On educational level, 5 (4.2%) had Diploma/HND certificates, 84 (70%) had first degree, and 31 (25.8%) had master's degree (see Table 3). Most of the employees were, therefore, first-degree holders. The increase in degree holders confirms the idea that the minimum qualification for one to teach in the second cycle institution in Ghana is First degree.

On working experience, 28 (23.3%) of the respondents had been with the institutions about five years, 45 (37.5%) had worked for 6-10 years, 25 (20.8%) had worked for 11-15 years, 7 (5.8%) had worked between 16-20 years, and 15 (12.5%) had worked for 21 years and above (see Table 3). It could, therefore, be realized that for the past 10 years, many staff have been recruited into the senior high schools. This could be due to the government policy of free education in the senior high level, which has resulted in increased enrolments. This increase in enrolments had to be balanced with staff intake.

What are the existing human resource management practices in the senior high schools? (Research Question 1)

Job training practices

From Table 4, it can be established that the schools undertake job instruction as their main job training practice; 40% indicated that they adopt the practice. This was followed by seminars (27%), coaching (20%) and job

assignments (10%). Barely a few (3%) adopt job rotations as a job training practice.

Motivational practices

In terms of motivational practices (see Table 5), the most frequently adopted practice is promotion (57%). The implication is that a majority of management staff used promotions as the main motivational tool. The next motivational practice was recognition, which recorded 13%. This was followed by job security (10%) and conducive working environment (10%). A few management; however, adopt participation and autonomy (3%) as a motivational tool.

Engagement practices

For engagement practices (see Table 6), (43%) management within these institutions adopt the workers' representation mode of engagement. Aside this, (27%) management adopt collective bargaining and consultation (30%). The least engagement practices were workers' council (10%) and the use of suggestion box (3%).

Supervisory practices

Under supervisory practices (see Table 7), management mainly adopted the directive supervisory roles. 80% of management indicated that they adopt this supervisory practice. Apart from the directive supervision, (36.7%) management adopt the corrective supervisory practices. The least practised supervisory activities were preventive supervision (20%) and detective supervision (6.7%).

What is the perception of teachers on the human resource management practices? (Research Question 2)

The study adopted means and standard deviations to analyse the data that addressed this objective. The mean values expressed the perceived measure of the respondents' acceptance that the management practice is relevant. Mean values of four or higher indicate high perception, a mean between three and four suggests moderate perception, and mean values of three or less indicate low perception. The standard deviation gives the dispersion of the responses around the mean.

Perception of job training practices

From the results (Table 8), it was observed that teachers had low perception that there is a defined and structured

Table 3. Demographic data of respondents.

Questions	Categories	Frequency	Percentage
Gender	Male	86	71.7
	Female	34	28.3
	Total	120	100
Age	21 – 30 years	39	32.5
	31 – 40 years	46	38.3
	41 – 50 years	25	20.8
	51 – 60 years	10	08.3
	61 years and above	0	0.0
	Total	120	100
Educational level	Diploma/HND	5	4.2
	First Degree	84	70.0
	Masters	31	25.8
	Doctorate/PhD	0	0.0
	Total	120	100.0
Working experience	Below 5 years	28	23.3
	6 – 10 years	45	37.5
	11 – 15 years	25	20.8
	16 – 20 years	7	5.8
	21 years and above	15	12.5
	Total	120	100.0

Source: Field data (2021).

Table 4. Job training practices.

HRM practice	Frequency	Percentage
Job instruction	12	40
Coaching	6	20
Job rotation	1	3
Job assignments	3	10
Seminars	8	27

Source: Field data (2021).

Table 5. Motivational practices.

HRM practice	Frequency	Percentage
Fringe Benefits	2	7
Promotions	17	57
Job Security	3	10
Conducive working environment	3	10
Recognition	4	13
Participation and Autonomy	1	3

Source: Field data (2021).

Table 6. Engagement practices.

HRM practice	Frequency	Percentage
Collective bargaining	8	27
Consultation	5	17
Works council	3	10
Workers' representation	13	43
Suggestion box	1	3

Source: Field data (2021).

Table 7. Supervisory practices.

HRM practice	Frequency	Percentage
Directive Supervision	18	60
Preventive Supervision	3	10
Detective supervision	1	3
Corrective Supervision	8	27

Source: Field data (2021).

approach to training staff (mean = 2.90, standard deviation = 1.092); training sessions are effectively conducted (mean = 2.93, standard deviation = 1.068); and those employees receive training in line with their individual or organizational goals (mean = 2.99, standard deviation = 1.107). The variables are one standard deviation away from the mean, which implies that the responses were closely dispersed around the specified means.

The study had all other assertions averagely perceived by the teachers. Averagely, teachers perceived that there is a defined process for orienting new employees (mean = 3.12); the institutions select new staff to learn under experienced ones to help develop their skills (mean = 3.48); staff are sometimes rotated to promote diversity (mean = 3.54); there are instances where staff are given new task to prepare and orient others (mean = 3.21); and seminars are frequently organized to update us on new developments (mean = 3.23). The overall mean achieved was 3.18 and standard deviation of 1.136 (Table 8). The teachers' perception on the overall job training practices was therefore average.

Perception of teachers on motivational practices

From the results (Table 9), it is observed that teachers had a low perception that their schools provide annual bonus packages at the end of every year (mean = 2.13, standard deviation = 1.114); and that the schools try their best to provide responsibility allowance for its workforce (mean = 2.72, standard deviation = 1.245).

The study had all other assertions averagely perceived by the teachers. Averagely, teachers perceived that when

they are due for promotion, they are well communicated on what is expected of them of their new roles (mean = 3.33, standard deviation = 1.227); they are not intimidated for working in the school (mean = 3.63, standard deviation = 1.222); there is a conducive working environment for teaching staff (mean = 3.40, standard deviation = 1.047); their institutions have in place flexible working hours for their workforce (mean = 3.38, standard deviation = 0.955); good performers are publicly recognized for their good work done (mean=3.17, standard deviation = 1.220); and that employees' suggestions concerning ways to improve their work units' performance are received with utmost importance (mean = 3.10, standard deviation = 1.050). The overall perception of teachers on motivational practices was average (mean = 3.11, standard deviation = 1.135).

Perception of teachers on engagement practices

Similarly, the results (Table 10) showed that teachers had low perception that they have the right to bargain for decisions affecting their job (mean = 2.82, standard deviation = 1.205); and that there are flexible means such as suggestion boxes where teaching staff could channel their grievances or suggestions more quickly (mean = 2.97, standard deviation = 1.311).

However, respondents averagely perceived that management consult teachers on matters concerning their departments (mean = 3.47, standard deviation = 0.997); they have representations in management meetings (mean = 3.77, standard deviation = 1.122); and teachers effectively collaborate in the school (mean = 3.53, standard deviation = 1.073). The overall mean of the engagement practices was 3.31 with standard deviation 1.142. Respondents, therefore, had an average perception on the effectiveness of the engagement practices.

Perception of teachers on supervisory practices

From the results obtained (Table 11), it was observed that teachers moderately rated all the supervisory practices. These practices are; management giving effective directions to all teaching staff (mean = 3.51, standard deviation = 1.084); management having the foresight to bring out strategies that help improve the school (mean = 3.49, standard deviation = 0.986); management have the ability to detect errors and effectively resolve them (mean = 3.20, standard deviation = 1.030); and that there are rules and regulations that guide teaching staff conduct in the school (mean = 3.56, standard deviation = 1.273). The other practices are management values all the ideas and skills contributed by the teaching staff (mean = 3.31, standard deviation = 1.002); management showing a genuine interest in leading the school (mean = 3.47,

Table 8. Perception of job training practices

Job training practices	Mean	Std. Dev
There is a well-structured approach to training staff	2.90	1.092
There is a defined process for orienting new employees	3.12	1.188
Promotes new staff to learn under experience ones to help develop their skills	3.48	1.124
Staff are sometimes rotated to promote diversity	3.54	1.103
There are instances where staff are given new task to prepare and orient others	3.21	1.222
Seminars are frequently organized to update us on new developments	3.23	1.181
Training sessions are effectively conducted	2.93	1.068
Employees receive training in line with their individual or organizational goals.	2.99	1.107
Overall	3.18	1.136

Key: N=Number of Employees, Min = Minimum, Max, Maximum.

Table 9. Perception of employee on motivational practices.

Management practices	Mean	Std. Dev
The school provides annual bonus packages at the end of every year	2.13	1.114
The school tries its best to provide responsibility allowance for its workforce	2.72	1.245
When employees are due for promotion, they are well communicated on what is expected of them	3.33	1.227
I am not being intimidated for working here	3.63	1.222
There is a conducive working environment for staff	3.40	1.047
The institution has in place flexible working hours its workforce	3.38	.955
Good performers are publicly recognized for their good work done	3.17	1.220
Employees' suggestions concerning ways to improve their work unit's performance are received with the utmost importance	3.10	1.050
Overall	3.11	1.135

Key: N=Number of Employees, Min = Minimum, Max, Maximum.

Table 10. Perception of employee on engagement practices.

Management practices	Mean	Std. Dev
Employees have the right to bargain for decisions affecting them	2.82	1.205
Management consult employees on matters concerning their departments	3.47	0.997
Employees have nominated staff who represent them in management meetings	3.77	1.122
There are flexible means such as suggestion boxes where staff could channel their grievances or suggestions	2.97	1.311
Employees effectively collaborate in the school	3.53	1.073
Overall	3.31	1.142

Table 11. Perception of employees on supervisory practices

Supervisory practices	Mean	Std. Dev
Management gives effective directions to all staff	3.51	1.084
Management has the foresight to bring out strategies that help improve the school	3.49	.986
Management has the ability to detect errors and effectively resolve them	3.20	1.030
There are rules and regulations that guide staff conduct in the school	3.56	1.273
Management values all the ideas and skills contributed by the staff	3.31	1.002
Management shows a genuine interest in leading the school	3.47	1.051
There is regular supervision and guidance by management	3.18	.978
There is an effective collaboration between management and staff	3.24	.928
Overall	3.37	1.042

standard deviation = 1.051); regular supervision and guidance by management within this school (mean = 3.18, standard deviation = 0.978); and that there is an effective collaboration between management and teaching staff (mean = 3.47, standard deviation = 0.928). In all, the respondents averagely perceived the supervisory practices. The overall perception of teachers on supervisory practices was, therefore, average (mean = 3.37, standard deviation = 1.042).

DISCUSSION

Existing human resource management practices in the schools

The human resource management practices were grouped under job training practices, motivational practices, engagement practices and supervisory practices. From the results, the selected schools undertake job instruction as their main job training practices followed by seminars, coaching and job assignments. Barely a few adopt job rotations. In a similar study, Ampoamah (2016) found that most institutions adopt seminars and job instructions in their training practices. Job instruction training is very essential in the second cycle institution due to the changing nature of knowledge in the society. Since schools are producing people who will continue the mantle to tertiary institutions, it is important to properly equip these students.

Isiaka (2011) has suggested that training is one of the most relevant strategies to help workers develop the necessary skills and to address environmental challenges. Depending on the position, systematic training and development practice of employees may be needed. Promotions are the most commonly adopted motivational activities. Fleming (2017) found that management uses promotion mainly as one of the motivational activities to boost employee morale.

A few management adopt involvement and autonomy. Motivation triggers people to achieve their objectives; thus, it is a positive initiative for management to follow motivational activities. As George and Jones (2012) suggested, motivation increases employees' ability to work and, in turn, enhance the productivity of the institution. The findings are also consistent with the study of Nguyen (2020), who showed that motivation leads to a positive attitude towards work. If an employee is motivated, he or she shows commitment to the job, and a deep willingness to carry out the mission.

Under supervisory practices, management mainly adopt the directive supervisory roles and corrective supervisory practices. The least practised supervisory practices were preventive and detective supervision. In the review of employee participation, Elele and Fields (2010) noted that employees, most often, would have complete knowledge

of their work than even their seniors or supervisors. Busck *et al.* (2010) insist that the benefit of employee participation is not simply rooted in the job the individual performs in an organization, but also in other activities such as participation in meetings at a department or organizational level or through elected representatives. In agreement with previous findings, it can be argued that an effective supervisor must have the skills to direct and correct the errors of the subordinates.

Perception of teachers on the human resource management practices

In terms of job training practices, it was observed that teachers had low perception on the existence of a defined and structured approach to training teaching staff and the effectiveness of the training practices. This implied that management was doing their best in terms of adopting a defined structure for training practices, which was a disadvantage to the schools. It was, observed that the teachers perceived that training was not effective. However, the use of teachers to achieve maximum results is dependent on the availability and accessibility of materials (Islami *et al.*, 2018).

To assist teachers, the opportunities offered by the management initiative should include in-service preparation for professional growth and advancement.

In relation to teachers' motivation practices, it was observed that teachers had low perception that their schools provide annual bonus packages and responsibility allowance for its workforce. However, they moderately perceived that when they are due for promotion, they are communicated on what is expected of them; they are not intimidated for working in the school and that the sector has flexible working hours for its workforce. Teachers, therefore, perceived the motivational practices not the best. Kiprop (2017) investigated the extent to which teachers become satisfied with their motivation and found that the teaching sector is one of the areas where motivational practices are least considered. Dangara (2016) stated that most critical objective of administration is to get the job done effectively, efficiently, and with satisfaction to the individuals and society. Hence, ineffective motivation could dampen the spirit of teachers, which could have an adverse effect on their performance.

As regards engagement practice, it was realised that teachers had low perception on the right to bargain for decisions affecting their job. However, respondents averagely perceived that management consult teachers on matters concerning their departments; they have representations in management meetings; and those teachers effectively collaborate in the school. In agreement with previous finding from Davis and Newstrom (2004), it was observed that when employees are engaged, they get the opportunity to exhibit their unique

abilities that allow them to be more creative. These employees acquire a great desire to influence work-related decisions and have an expectation that they will be allowed to participate in these decisions.

In respect of supervisory practices, teachers moderately rated all the supervisory practices. These practices are; management giving effective directions to staff; management having the foresight to bring out strategies that help improve the school; management have the ability to detect errors and effectively resolve them; and that there are rules and regulations that guide teaching staff conduct in the school. The other practices are; management values all teachers' ideas and skills with a genuine interest; undertake regular supervision and guidance, and effectively collaborate with teaching staff. In a study conducted by Tesfaw and Hofman (2014), the researchers found that the chosen supervisory methods were rarely used in private and government schools, except for peer coaching and portfolio. This is in agreement with the findings of this study, that supervisory practices were moderately practiced among in schools. The study found no major variations in teachers' attitudes and satisfaction with supervisory processes exercised at their schools between beginners and experienced personnel.

Conclusion

The intent of the study was to examine the use of human resource management practices in senior high schools. The results indicated that job instruction was the main job training practices followed by seminars, coaching and job assignments. In terms of motivational practices, the most frequently adopted was promotion followed by recognition, job security and conducive working environment. On engagement practices, management of the institutions adopted teachers' representation followed by collective bargaining and consultation. Under supervisory practices, a majority of management mainly adopted the directive supervisory roles and corrective supervisory practices.

The study reiterated that effective human resource management practices assisted teachers to get the required and updated skills and knowledge through the organization of effective training; motivating teachers to give off their best; engaging teachers to get their ideas to set realistic goals and get them committed to the institution; relate effectively with their employees through effective supervision. A majority of the teachers had low perception of the human resource management practices. The implication is that management is not doing enough to instil these practices in teachers.

Recommendations

1. It is recommended that management of the senior high schools be given the appropriate training on effective

implementation of human resource management practices so that they can positively influence the performance of teachers and improve their perception on these practices.

2. The effort of teachers should constantly be appreciated and recognised by leadership. For this reason, it was recommended that school heads honour and encourage teachers who carry out other responsibilities that are not part of their core-mandate. This will encourage teachers to go above and beyond their responsibilities.

Suggestion for future research

The study was limited to motivational, job training, engagement and supervision practices as related to human resource management. Future studies could involve other practices such as selection and recruitment, appraisals and development.

CONFLICT OF INTEREST

The authors declare that they have no conflict of interest.

HOW TO CITE THIS ARTICLE

Obeng Kyereh, M., Amaning Adjei, K. G., & Kwarteng Addai-Amoah, A. (2022). Human resource management practices in senior high schools: An account of those who matter. *Integrity Journal of Education and Training*, 6(2), 46-55.

REFERENCES

- Abdalla, M. A., & Ibrahim, A. A. (2017). Design and performance evaluation of metamaterial inspired MIMO antennas for wireless applications. *Wireless Personal Communications*, 95(2), 1001-1017.
- Ampoamah, P. (2016). The effect of training and development on employee performance in a private tertiary institution in Ghana. *Asian Journal of Social Sciences and Management Studies*, 3(1), 29-33.
- Bessick, J. R. (2016). Factors influencing effective information management using information technology systems in a public sector department. Master'sn Thesis, University of the Western Cape. Retrieved from <https://etd.uwc.ac.za/handle/11394/5559>
- Busck, O., Knudsen, H., & Lind, J. (2010). The transformation of employee participation: Consequences for the work environment. *Economic and Industrial Democracy*, 31(3), 285-305.
- Creswell, J. W. (2009). *Research design: qualitative. Quantitative, and mixed methods*. SAGE Publications.
- Dangara, Y. (2016). Educational resources: An integral component for effective school administration in Nigeria.

- Research on Humanities and Social Sciences*, 6(13), 27–37.
- Davis, K., & Newstrom, J. W. (2004). *Organizational behavior: Human behavior at work paperback*. McGraw Hill.
- Elele, J., & Fields, D. (2010). Participative decision making and organizational commitment: Comparing Nigerian and American employees. *Cross Cultural Management: An International Journal*, 17(4), 368-392.
- Evans-Obinna, R. N. (2016). Management by objective: A top down planning technique for effective nigerian secondary school management in the 21st century. *International Journal of Education, Learning and Development*, 4(3), 70-81.
- Fasbender, U., & Gerpott, F. H. (2021). Knowledge transfer between younger and older employees: A temporal social comparison model. *Work, Aging and Retirement*, 1-17.
- Fleming, E. M. (2017). *The effect of organizational restructuring and acceptance of change on employees' motivation*. Doctoral dissertation, Walden University.
- Geleta, A. (2017). Schools Climate and Student Achievement in Secondary Schools of Ethiopia. *European Scientific Journal*, 13(17), 239-261.
- George, J., & Jones, G. (2012) *Understanding and Managing Organizational Behavior, Student Value*, (6th Edition). Pearson
- Isiaka, S. B. (2011). Motives for training and management development in the Nigerian banking industry. *Asian Social Science*, 7(3), 210-219.
- Islami, X., Mulolli, E., & Mustafa, N. (2018). Using management by objectives as a performance appraisal tool for employee satisfaction. *Future Business Journal*, 4(1), 94-108.
- Kiprop, C. (2017). Principal's leadership practices in the management of discipline in public secondary schools in Kenya in the Post-Caning Era. *Educational Psychology*, 2(2), 16-32.
- Kuranchie, A. (2016). *Research made easy* (second edition).: Bookworm Publication.
- Lavrakas, P. J. (2008). *Encyclopedia of survey research methods*. Sage publications
- Nguyen, T. H. (2020). Impact of leader-member relationship quality on job satisfaction, innovation and operational performance: A case in Vietnam. *The Journal of Asian Finance, Economics and Business*, 7(6), 449-456.
- Penger, S., & Černe, M. (2014). Authentic leadership, employees' job satisfaction, and work engagement: A hierarchical linear modelling approach. *Economic research-Ekonomska istraživanja*, 27(1), 508-526.
- Sedega, B. C., Mishiwo, M., & Seddoh, J. E. (2019). Education and training at the basic schools in Akatsi District. *British Journal of Education*, 7(1), 1-19.
- Shonubi, O. K. (2012). *How leadership and management dynamics contribute to school effectiveness by University of Pretoria*. Retrieved from: <https://repository.up.ac.za/bitstream/handle/2263/28340/Complete.pdf?sequence=10&isAllowed=y>
- Sugi, Slamet, A., & Martono, S. (2018). The effect of authentic leadership, organizational justice, and achievement motivation on teachers' performance in vocational high school seventeen Temanggung. *AIP Conference Proceedings*, 1941.
- Tashakkori, A., Johnson, R. B., & Teddlie, C. (2020). *Foundations of mixed methods research: Integrating quantitative and qualitative approaches in the social and behavioral sciences*. Sage publications.
- Terhile, F., Tyokyaa, C., & Kwaghbo, T. M. (2016). Application of Management By Objective (MBO) on the effective administration of universal basic education schools' programme. *International Journal of Innovative Education Research*, 4(8), 32-39.
- Tesfaw, T. A., & Hofman, R. H. (2014). Relationship between instructional supervision and professional development. *International Education Journal: Comparative Perspectives*, 13(1), 82-99.
- Wong, C. A., & Laschinger, H. K. S. (2013). Authentic leadership, performance, and job satisfaction: The mediating role of empowerment. *Journal of Advanced Nursing*, 69(4), 947-959.