UNIVERSITY OF CAPE COAST

HUMAN RESOURCE PLANNING PRACTICES IN THE ROMAN RIDGE

SCHOOL

BY

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SEPTEMBER 2012

DECLARATION

Candidate's Declaration

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

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

Name: Paulina Akweley Odonkor

Supervisor's Declaration

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

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

Name: Mr. S.K. Atakpa

ABSTRACT

This study examines the extent of human resource planning practices in The Roman Ridge School in Accra. The researcher adopted the descriptive research design following an extensive related literature review. Total population sampling was adopted due to the unit of interest and size of the population. 54 (89%) out of a total sample of 61 (100%) completed the survey. Questionnaire and interview guides were used to collect data and descriptive analytical technique was employed. The findings of the literature review were confirmed by a field study involving the administering of questionnaire to the teaching staff and an interview of top level management. The findings concluded that aspects of human resource strategies are being practiced in the Roman Ridge School but with implementation barriers to professional development, promotion and appointment, retention and environmental influences.

The study concluded that there is an urgent need to develop and implement a comprehensive and long term HRM policy that firstly, gives consideration to routine management activities and secondly, give teachers an entitlement to continuing professional development which is subject to performance reviews and leads to promotions and appointments.

ACKNOWLEDGEMENTS

Education is a collaborative enterprise. This short statement is not only true of all educational work but more so of any attempt to seek excellence in educational management. This dissertation would not have been possible without the help of some individuals, colleagues, friends and family.

I wish to register my deep sense of gratitude profound appreciation to my supervisor, Mr. S. K. Atakpa. He agreed to take me along this most challenging journey. His generosity with his time, forbearance and helpful comments has helped me to bring this essay thus far. I also wish to place on record the support I received from colleagues at the Roman Ridge School, Accra.

Finally, I wish to thank my loving husband, Nii Noi and my children, Tsui, May and Bertha for readily supporting and encouraging me.

DEDICATION

To my family, Yaya, Araba Sroto, Nii Apaa, Naa Okailey and Eric.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Education has influenced and will continue to influence and reflect the values of modern societies of which Ghana is no exception. The demand for high quality education has been on the increase in recent times. Studies into human resource administration in education have been reported (Hernes, 2001; Duret, 2001). The intentions of these researches have been to throw more light on the value of teacher development and motivation and the need for school administrators to adopt relevant human resource management practices that will address the spiral of teacher challenges and quality learning (Hernes, 2001; Duret, 2001; Mankoe, 2007; Rebore, 2007). All of these studies traced student achievement and quality learning to the 'compulsory relationship' involving excellent pedagogical knowledge and practices, teacher competence and motivation and retention.

Hernes (2001) succinctly claims that teachers are the most singular determinant of improving student achievement and quality of education in general. He rightly perceives the development of teachers to be of realising and paralleling any educational objective by being agents of and for change. Prevalent in all these is the place and role of Human Resource (HR).

The concept of human resource is seen primarily as the mechanism for economic growth and social development and its efficient contributions is vital to the optimal realisation of schools' vision, goals or objectives (Ankomah & Amoako-Essien, 2002; Mankoe, 2007). Agyenim-Boateng (2008) argued that "human resource is the organisation's most crucial resource whose behaviours, talents and aspirations affect the other resources that the organisation uses, the organisational efficiency and its effectiveness" (p. 134). Human resource planning must therefore, be seen as integral to educational planning and be accorded full management and administrative backing since high achieving educational institutions continue to equate quality education with efficient human resource policies and management.

Russ (as cited in Rue & Byars, 1995) defined human Resource Planning (HRP) as the process of getting the right number of qualified people into the right job at the right time. Mankoe (2007) sees HRP as 'the process - including forecasting, developing and controlling by which an organisation ensures that it has the right kind and number of people at the right places at the right time, undertaking work for which they have been employed. The context for this study is the Roman Ridge School

Brief History of the Roman Ridge School

The Roman Ridge School is a privately owned international school offering a combined British preparatory and public school curriculum. The educational philosophy underpinning its programme is Responsibility, Discipline, Excellence, Morality, Integrity, and Leadership.

The principles are centered on a firm Christian values. The school was established in 2001 by a group of educationists and private entrepreneurs. It consists of three sections, each with its sectional head. These are Senior School which comprises secondary Form Three through to Upper Six (Key Stage 4 – Sixth Form); Middle School, which includes primary Class Five to Secondary Form Two (Upper Key Stage 2 – Key Stage 3) and Primary school consisting of a receptive class – Kindergarten 2 to Primary Four (Key Stage 1 – Lower Key Stage 2).

The school's mission is to develop its students to believe in themselves by nurturing, incorporating and applying their talents, gifts, abilities and character. Students are also encouraged to develop into individuals, who readily welcome new experiences and engage new interests. The school is unique and renowned for its small class sizes. Its students – teacher ratio is 1:18, with emphasis on individual student attention. The school is also noted for having an extensive supervision (school starts at 7:55 a.m. and ends at 5:00 p.m.).

The extended school hours enables it to undertake comprehensive sports and extra-curricular programme as they belief that a healthy body makes a healthy mind. Students are prepared for the International General Certificate for Secondary Education (IGCSE) Ordinary and Advance Level Examinations (for Key Stage 4 and Sixth Form), Common Entrance (for 11+ to 13+ year olds) and Student Assessment Tests (SATs, for Key Stages 1 and 2).

The school operates some human resource planning of a kind. There is an Administrator who acts as the recruiting and compensation manager.

The administrator oversees structural and organizational development, administration, and the health and safety of all within is gates. Teacher motivation, training and development rest in the hands of the three departmental heads.

Statement of the Problem

The need to educate the future leaders today emphases the need for human resource planning. The human constitute the dynamic resource in life of every organisation. This means that that the success and failure of any organisation including educational institutions are dependent to a large extent on the quality of it human resource. The task of evaluating, planning, forecasting, implementing and monitoring teachers effectively is a complex task of school administrators. This study therefore, sought to explore human resource planning practices in the Roman Ridge School in Accra.

Purpose of the Study

The rationale of this project is to investigate the presence or otherwise of human resource planning practices in the Roman Ridge School, an international school offering the British Curriculum within the region of Greater Accra. This study aims at:

1. Exploring what human resource planning practices are deployed in the Roman Ridge School.

2. Examining how human resource related activities are matched with future objectives efficiently.

3. Examine how staff training needs and levels are determined and met.

4. Explore the mechanisms deployed to counter human resource issues.

Research Questions

The research questions which drive the study are:

What system of recruitment does the school employ?

1. What induction and orientation programs do new employees receive in Accra Ridge School?

2. What are the attitudes of employees towards training and development programmes in Accra Ridge School?

3. What is the system of recognition, rewards, and punishments in Accra Ridge School?

4. To what extent are promotions and appointments based on performance in Accra Ridge School?

5. How are employees motivated to perform their duties effectively and efficiently in Accra Ridge School?

Significance of the Study

The study is expected to come out with recommendations that will improve HRP practices in the Roman Ridge School. It will unveil the nature and extent of some practices underway. It also serves as informed evidenced or achievements reflecting the determination and efforts by the school's attempt in adopting an efficient approach to manpower planning. It is hoped that this study will stimulate further studies and encourage those who want to take research in HRP forward with a stronger base and to a higher ground.

Delimitation of the Study

The focus here is more strictly on human resource planning within the Roman Ridge School rather than on performance appraisal, in-depth

motivation analysis, teacher attrition and turnover which are areas of concern to school administrators. Firstly, these are full broad areas that require exclusive and exhaustive exploration and secondly, time constraints do not permit me to delve into such broad areas.

Limitations of the Study

Although the purpose and intentions of this study were explicitly explained, a number of respondents treated the instruments frivolously due to the nature of their work and schedules. Another limitation was the fact that the respondents were likely to be influence by their personal experiences in the school and the fact the researcher is also a member of staff. In order to minimise these personal biases, I encouraged respondents to present the as they exit in the school. I also assured respondents of confidentiality of the responses in the context of the study.

Definition of Terms

This definition of terms serves as a glossary to the list of acronyms and abbreviations used in this project.

CPD   **-** Continuing Professional Development

HR   **-**   Human Resource

HRM **-**   Human Resource Management

HRP   **-**   Human Resource Planning

IGCSE **-** International General Certificate for Secondary Education

ILC   **-**   International Labour Convention

In-Set **–** In-Service Training

KS   **-**   Key Stage

SATs **-**   Student Assessment Test

Organisation of the Rest of the Study

Chapter Two focuses on the review of related literature. This project dwelt with theories and research in discussing the concepts of HRP. Chapter Three describes and discusses the methodology used in carrying out the study. Chapter Four, firstly, opens with an overview of the Roman Ridge School and secondly, it presents an analysis of the results of the study with regard to the research questions that guided the study. Chapter Five concludes with a discussion on the results and lessons thereof. Finally, the study ends with recommendations that when adopted can positively impact the school's current and future human resource planning policies and practices. Such recommendations may also be widely applicable to other schools offering an international curriculum.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Education influences and reflects the values of society, and the type of society we want to be. Strict teaching and learning requirements, qualified and skilled staff, contemporary management styles and quality management practices have been defined as necessary for achieving the overall ethos of a school. These allow individuals to respond positively to the opportunities and challenges of the rapidly evolving world in which we live. A number of beliefs on how to develop high quality in schools and to affirm our commitment to such values and purposes have been propound by Mankoe (2007), Ingersoll (2001), Duret (2001) among others. They believe human resource planning represents the most flexible resource available to any institution or school for that matter. Yet its value, as per Forojalla (1993) is often under rated except when added to other assets within the organization.

Human Resource Management

Human resource management (HRM) forms an integral but distinctive component of any institution. By nature, human resource management is seen as a process of fusing employees and organization together to improve excellence and quality to achieve organizational goals and objectives (Appleby, 1994). Appleby continued that the philosophy underpinning HRM stems from the belief that employees feel highly

motivated and committed to their work and the organization, if the organization cultivates a feeling of belongingness and when openness, trust and collaboration are consistently valued and developed. The scope of human resource management can be limitless. This stems from the premise that human resource, the most vital asset within any organization can be developed and increased within a healthy climate (Cole, 2002).

Cole (2002) further argued that aspects such as personnel, welfare and industrial relations are but some of the scope of HRM. Welfare aspect deals with the working conditions of the organization such as health and safety, housing and transportation whilst industrial relations covers management and staff relations and grievance and disciplinary procedures. Personnel aspect which is also the focus of this study deals with manpower planning, recruitment, selection, utilization and promotion, training and development, compensation and motivation, and retrenchment and layoff. Cole again mentioned that optimum output demands effective and efficient input. Thus deploying the right worker is fundamental to the success of any institution. High-quality human resource planning practices ensures that schools have the right calibre of employees at the right places at the right time and have the capacity to further train and develop their skills and attitudes to enhance their performance throughout their stay (Cole, 2002).

More importantly, Ankomah and Amoako-Essien (2002) believe that teachers' contribution, effectiveness and efficiency stems not only from strength but from the satisfaction they receive from the services they render. This assertion therefore, affirms the need for schools to willingly adopt

an effective and efficient human resource planning practices that will scaffold schools to high-level competiveness.

Human Resource Planning

United Kingdom's Department of Employment (cited in Cole, 2002) defined human resource planning as "a strategy for the acquisition, utilization, improvement and retention of an enterprise's human resources" (p. 138). Cole (2002) also describes HRP any rational and planned approach for ensuring:

1. recruitment of sufficient and suitable staff.

2. their retention in the organisation.

3. the improvement of staff performance.

4. the disengagement of staff, as necessary (p. 138).

Mankoe (2007) in addition, defined HRP as the "process by which an organisation forecast, develops and control the kind and number of people at the right place and time doing the work for which they are economically useful. HRP links teachers and management to the school's mission, vision, goals and objectives, as well as its strategic plan and budgetary resources" (p. 139).

To put it simply, HRP is the means by which schools acquire, utilize, improve and retain its human resource. The demand and drive for manpower planning in schools has been as a result of the changes in the nature and composition of employees, shifts in the teaching practices and methodologies; and technological advancements and innovation (Appleby, 1994).

Importance and Context of HRP

Generic factors that demand for the need for human resource planning in organisations included the following:

1. plans to diversify or expand services

2. changes within the organisation due to imminent retirements, promotion, maternity, career development and age structure

3. technological advancement or improve methods

4. changes in working hours, holidays, negotiations with trade unions and collective agreements.

5. re-organisation of departments and its subsequent demand for a number of employees with specialist skills. Need for succession planning ((Agyenim-Boateng, 2008; Cole, 2002; Mankoe, 2007).

Restructuring of any organisation affects the future manpower requirement of that organisation. Diverse learning styles of students require creative, adaptable and flexible approaches to teaching.

Teaching requirements and learning needs/methods change rapidly. Technology is increasingly transforming the pattern of planning and teaching thus making learning more interactive than years before. Using Information and Communication Technology (ICT) in schools provides students with rapid access to ideas and experiences from a wide variety of resources. Increased capability in the use of ICT promotes initiative. Teachers proficient in ICT, as well as systems analysts and programmers and technicians are currently in high demand and have a high advantage over prospective candidates due to their specialised skills. Archaic

methodologies and procedures are becoming increasingly obsolete, inefficient and inappropriate (Cole, 2002; Mankoe, 2007).

Manpower planning as a result, saddles institutions with the task of examining and determining whether existing organisational structures and human resource management is effective and efficient, and how it could be enhanced. It involves planning to assess and decide the future objectives to pursue in all departments throughout the institution. This process by large, will include job analysis, grading, and subsequent specification; staff requirements, recruitment, retention, utilization, career development and disengagement.

Such activities according to Cole (2002) and others are primarily dominated by the degree of demand for qualified and efficient supply of people available and the timescale (Cole, 2002; Farojalla, 1993; Mankoe, 2007). The Institute of Personnel Management (cited in Cole, 2002) has argued the functional roles of HRP to be to:

1. stimulate management awareness of the importance of planning human resource policies and programs that will enhance the interest of the institution.

2. facilitate the allocation of appropriate resources to the training, retraining and development of workforce to meet both the needs of the institution and the individual.

3. support and advice management on the development and implementation of current human resource planning practices.

4. monitor, assess and adapt plans periodically with management.

Stages of Human Resource Planning

HRP in schools and or educational units involves identifying and assessing and developing a strategic plan over a period of time. This entails preparing inventories, forecasting enrolment projections and evaluating the overall objectives within the context of the school's changing needs. The stages of HRM planning are illustrated in Figure 1.
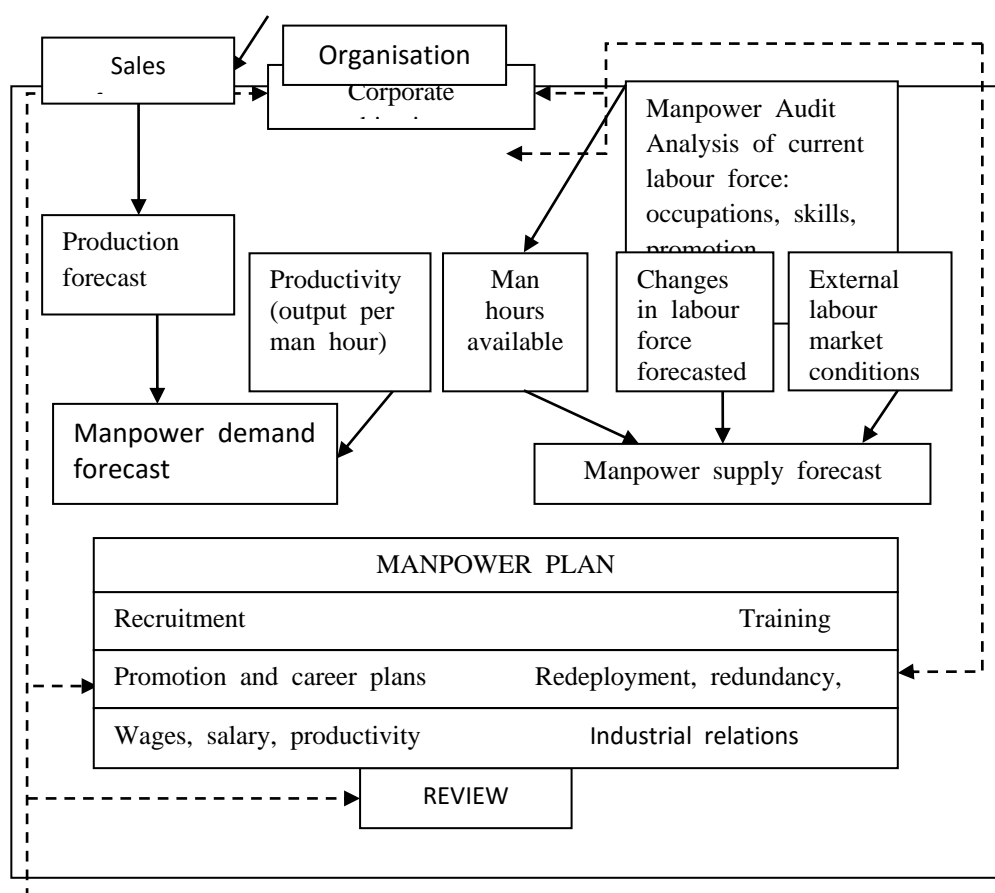

Figure 1: Stages of human resource planning

Source: Adapted from Appleby (1994)

The stages of manpower planning examine and identify the human resource requirement of the organisation to ensure that it has the right number of employees with the appropriate skills to meet its goals. Human resource planning as a continuous process involves:

1. the preparation of an inventory of the institution's present human resources and assessing the extent to which they are optimally engaged.

2. developing strategic plans over a given period such as five years and ten years.

3. anticipating manpower issues by projecting present resources into the future.

4. reviewing the changing needs of the school or unit with regards to the overall objectives and forecasting manpower requirements (Appleby, 1994; Cole, 2002; Mankoe, 2007).

The educational sector in Ghana and throughout the world often experience strong development demand for teachers in order to satisfy their needs for expansion, qualitative improvement and replacement. Forojalla (1993) suggested four main categories of staff important in educational manpower planning. The included, existing staff, returnees to teaching, new recruits, and potential staff and three categories of potential leavers-outflow of teachers due to retirements, death and resignation; each demanding a different approach and requiring a different decision to be made.

Job Analysis

According to Rue and Byars (1995, p. 290) job analysis is the process of determining through observation and study, the pertinent information relating to the nature of a specific job. This process results in the creation of job specification and job description. Job specification refers to a school's written statement that highlights the qualifications

and abilities needed by prospective employees to perform the required job. Job description on the other hand, is a written statement highlighting the roles and responsibilities required in a school. Although job analysis is often conducted by specialist within human resource departments, the principal plays a very significant role in determining the final job descriptions for vacancies and defines its manpower needs based on existing or newly created jobs (Rue & Byars, 1995). Analysing the demand for manpower enables the recruitment officer to assess the strength of its human resource skills inventory and consolidates the information about the current manpower.

Skills Inventory

Skills inventory is an up-to-date profile of an institution's current or selected categories of staff. This profile is generated through completed forms verified by supervisors and forwarded to the administration or recruitment office. It consist of the bio-graphical data, education and qualification; skills and experience; salary and job history; performance, career development, potential and general – medical history and leisure interest (Appleby, 1994; Rue and Byars, 1995). This helps recruitment officers determine the number, type and skills available and to ascertain what skills is in short supply and will therefore need to be developed or obtained from external sources. Again, skills inventory enables head teachers explore and ascertain other talents available within the schools for future job openings (Agyenim Boateng, 2008). In appraising the current status of an institution's workforce, the recruitment official or head is able to forecast accurate changes such as

retirements. And though difficult, he/she may reasonably be able to anticipate likely changes due to discharges, transfers, promotions and resignations within the present staff. Technology advancement has made the compilation of skills inventory within schools and organisation less tedious and quick, with greater accuracy in evaluating the skills available.

Forecasting

Human resource forecasting is the process of analysing the current manpower strength and work volume within an institution and making a detailed projection of future work volume and manpower requirement (Forojalla, 1993; Mankoe, 2007). Forecasting is an attempt to project the decrease or increase of the right kind of people over a given period. A calculated statement of current and future positions of each category of staff determines an organisation's manpower requirements.

Forecasting prevents the unexpected experience of surplus or underutilized staff. Inaccurate projection of enrolment in schools for example, can result in reduced class intake with excess teachers or increased class intake with shortage of teachers. A misjudgement in the latter could result in overstretched workforce thereby making it virtually impossible to render efficient services at the level required (Forojalla, 1993; Mankoe, 2007). In Ghana, District Assemblies approve manpower projections made by district directors of education, regional managers of religious educational units and headmasters/principals depending on the kind of school.

Factors that Influence Teacher Requirements

Rebore (2007) cited five strategies for computing manpower projection. The first strategy he termed 'expert estimation'. Here staff within educational district or unit or department uses their experience, knowledge and judgement to estimate future human resource needs. The second strategy is historical comparison. This deals with the appreciation of past trends as a means of speculating future needs. The third strategy is termed task analysis. This demand is determined by analysing the qualities of each position held determining skills and qualities in short supply.

Correlation, the fourth strategy, determines human resource needs vis-à-vis decrease in enrolment, attrition, fiscal resources and new programs being introduced. The final strategy, modelling, is concern with formulating a system of staffing by analysing the decisions and programs of rival institutions. Parallel to these are the numerous mathematical and statistical techniques being employed to project future manpower needs. Typical examples include the ratio-trend forecasting and the sales forecast (Appleby, 1994; Forojalla, 1993; Rue & Byars, 1995).

Recruitment and Selection

Recruitment is a deliberate strategy employed by international schools, second-cycle and tertiary institutions and other organisations to attract and retain adequate and efficient potential employees to the establishment. Byars and Rue, (1995) define recruitment as the process of "seeking and attracting a supply of people from which qualified

candidates for job vacancies can be selected" (p. 298). Selection on the other hand, refers to the process of identifying the most suitable applicants and luring them to accept positions within these workplaces (Cole, 2002).

Sources of Recruitment

Sources of recruitment available for international schools include employee recommendations, advertisements, staff bulletin boards, job postings at labour offices, professional organisations, colleges and university, and of late, private employment agencies (Forojalla, 1993). The bulk of recruitment to basic schools in the country is handled by the Postings and Transfer Unit of the Ghana Education Service (G.E.S), Headquarters and District Educational Units and Religious Educational Units. Another powerful source of recruitment being exerted on schools in economically advanced countries such as in the United Kingdom is the legal influence such as the 'Gender Parity' policy and the 'Disability Act', these advocate for equal employment opportunity to females and the physically challenged.

Recruitment through Promotion-from-within

It has been proved laudable, effective and efficient to promote employees from within the same establishment to higher job openings - supervisory or management positions (Forojalla, 1993). Promotion-from-within' policy can allow a class teacher for example, to become a subject coordinator in the basic school, head of department in a second cycle institution or assistant head teacher and ultimately the head teacher within a couple of years. A secretary in a university could also

be promoted to the rank of assistant registrar, deputy registrar and then the registrar. Numerous schools and organisations operate this strict 'promotion-from-within' policy. This policy on one hand, impacts positively on employees' morale and motivation. In that, employees assume and perceive such promotions as being equitable to their performance (Rue & Byars, 1995). It also places on those who have gained in their career advancement to make long term commitments to their own employers. Finally, it capitalizes on employees abilities and helps improve the school's return on its investment.

Whereas such policy capitalizes on employees' abilities and helps improve the organisation's return on its investment, its potential limitations however, cannot be understated. One of such limitation is the Peter's Theory also known as the 'Peter Principle' (Rue and Byars, 1995). According to this principle, individuals who benefit from the policy of promotions within tends to rise to their highest level of incompetence (Rue & Byars, 1995). Schools using the promotions within policy may need to be abreast with its job analysis and employees current skills in their attempt to avert or reduce the occurrence of the 'Peter Principle' effect. Another potential limitation has to do with the inbreeding of ideas (Rue & Byars, 1995). This is where new ideas and innovations are stifled by negative mind-sets and attitude such as 'this is how it's been done for over years'; 'we've never done it before' (p. 23).

Institutions will therefore, need to develop effective and efficient recruitment policies and procedures that will help them employ the right

calibre of personnel capable of consistently fulfilling their primary responsibilities. The purpose of having such policies and procedures, as per Mankoe (2007), will ensure that potential recruits will have the capabilities of taking on further or increased responsibilities.

Methods of Recruitment

Aside internal recruitment or search, current employees with membership within corporate bodies like Ghana National Association of Teachers (GNAT) and Conference of Heads of Assisted Secondary Schools (CHASS) and Religious Institutions for instance, may recommend colleagues with excellent reputations to their superiors for new job vacancies. Employees usually recommend competent prospective recruits as their job will invariably be 'on the line' should their recommendations prove otherwise. The caution here is that, potential staff need to be scrutinise to avert the situation of employing wrong candidates.

Challenges in Staff Recruitment

This is not to say that recruitment and selection are unproblematic. There are a number of issues worth noting.

1. Absence of qualified applicants.
2. Financial cost in hiring highly qualified, skilled and experienced person in that, such person may decline job offers due to inadequate remuneration and employers may have to resort to hiring less qualified staff.

3. Inadequate infrastructure prevalent in some schools could also limit the required number of workforce required to operate efficiently.

4. The mandatory quota policy within certain institutions and establishments can also render recruitment redundant

Selection

Selection as defined earlier, describes the means by which skilled and competent applicants are hired for specific jobs. The salient features of the selection process according to Cole (2002, p. 183) are:

1. The application details

2. The interview

3. Selection test, where applicable with supporting evidence, such as references.

The diagrammatic relationship between these features is shown as adapted from Cole (2002, p. 183).
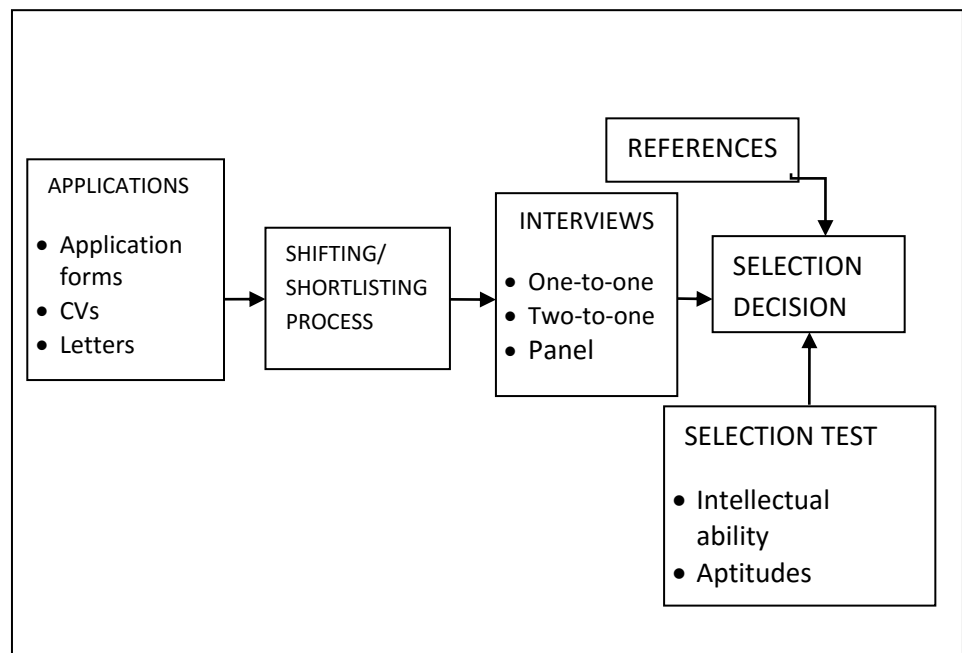

Figure 2: Salient features of the selection process

a. The application details

The 'open' and 'closed' standardised application forms are the two main types of application forms often used by organisations to recruit candidates (Mankoe, 2007). Such application forms are often used as selection devices as it provides valuable insight into an applicant's ability. Its evaluation is also easier.

The 'closed' form is often used by unskilled manual and clerical posts as it's easier to complete. It requires candidates to supply the basic factual information about themselves (Appleby, 1994; Cole, 2002; Mankoe, 2007).

The 'open' application form gives insight into applicants' routines; allowing them to reflect on their experience, personality, explains their motives and aspirations. Such form encourages self-selection to take place in the employment market even before shortlisting thus saving recruitment officers invaluable time. This is because prospective candidates will view stringent requirement as a motivational challenge whiles those not too enthusiastic about the job will let it past by (Appleby, 1994; Cole, 2002; Mankoe, 2007).

Curriculum Vitae or CV as commonly known is another type of application form designed specifically by an applicant for a specific job. It consist of two basic elements – standard or routine information about the candidate and secondly, a personalised information (Appleby, 1994; Cole, 2002; Mankoe, 2007). A candidate is under no obligation to provide the information he presents, but, has the scope to elaborate on his experience; as he deems fit unlike the 'open' application form. In

as much as there is no standardised information requirement when presenting CVs, it has become mandatory for applicants to present neat CVs else they stand the chance of losing a life-time job opportunity.

2. The Interviews

Selection interview is a formal dialogue or interaction between a prospective employer and a prospective employee with a view of selecting or parting. Both parties must have a clear defined understanding of what is at stake. The interview may be on a one-on-one, two-to-one or panel depending on the position to be filled.

3. Selection Test

Selection test comprises of standardised tests usually designed to assess candidate's level of reasoning skills, aptitudes and personality and where appropriate, references are check to confirm suitability. Such tests have been tried consistently over a period of time and have proved to be reliable and valid (Forojalla, 1993).

Placement

The placement of a new teacher is the responsibility of the school head or district director, as in the case of public schools. This responsibility can be delegated where necessary to appropriate administrative personnel. Issues taken into consideration during placement may include certification and experience, employee's wishes, staff balancing, students' welfare and implementation of school's instructional program. Ability to adhere to school or organisation's policy, and develop and maintain healthy working relationships will also be explored.

Induction, Orientation and Training Issues

Induction service is a systematic course deployed by senior management to introduce new employees to the organisations. Such employees are given a tour round the job for which they have been recruited. This special service however, varies greatly from one institution to the other. Generic induction course according to Appleby (1994) will cover:

1. brief history of the school, its place in the educational setup, names of department heads and the nature of work of the various departments.

2. working rules and policies, and health and safety regulations

3. policies regarding discipline, education and training and promotion, holidays, method of computation, and date of payment of salaries and wages.

4. Introducing the new employee/s to own department and to a detailed summary of the department's work.

Rebore (2007) also believes the following factors warrants the need for staff induction – in that, new employees need to (a) feel welcome, secure and be part of the 'team'; (b) be inspired towards excellent performance; (c) be informed about the school community and system and adjust to new work environment; (d) acquaint themselves with existing staff; and (e) in a school, facilitate the reopening of the academic year.

The premise of staff induction program or course especially in schools is to promote quality education for all students. Mankoe (2007)

has outlined two main categories of staff induction program within schools. They are the informational programme and the personal adjustment programme.

The informational programs comprise of information about the school system and the community it serves. Personal Adjustment Programs on the other hand, are designed to facilitate and support the new employee's interaction with all stakeholders of his/her new school; and with particular emphasis on her/his interaction with his/her supervisor and colleagues.

Staff Development

Staff development refers to any learning activity directed towards the future needs of individuals and their organisations. Bradley et al. (as cited in Mankoe, 2007) defined staff development to mean the systematic process by which an individual's knowledge, skills and personal qualities are enhanced to benefit himself, the department he works in and the institution as a whole. Staff development in school focuses on the growth needs of individual staff members and the institution's future manpower requirements.

Appleby (1994) define training as: "the acquisition of knowledge and skills for the purpose of an occupation or task. Its focus is much more narrowly based than education or development, and is task or job oriented" (p. 379). Appleby continued that training and development of all employees in an establishment is viewed more as a necessity than a right. This is because training broadens the knowledge and scope and skills employers, and informs them of new innovations, techniques and

technologies intended at enhancing their overall performance and delivery (Mankoe, 2007). Appleby (1994) is of the view that an effective training programme will among others:

1. improve staff efficiency and morale.

2. introduce staff to new techniques and methodologies.

3. provide succession thus enabling qualified replacements to be created.

4. raise the standard of unskilled personnel thereby overcoming labour shortages.

5. develop supervisors and decrease the amount of supervision needed.

6. lead to increased technical competence and improved usage (p. 380).

Factors that Influence Training and Development

Appleby (1994) and Mankoe (2007) identify four factors as bearing a direct and immediate influence on staff development and training. The first is the degree of change in external and internal environments. This refers to the change in technology, new processes, government legislation, economics and new markets (Mankoe, 2007). The second deals with the degree of suitable skills of existing workforce and their adaptability and flexibility to deploy new and innovative methods and technology (Appleby, 1994). Appleby further contended that the third is concern with change in pedagogical theories, teaching methodologies and the actual teaching skills of trainers. The fourth and final factor is senior management's interest in succession planning.

Appleby (1994) further recommends the need for organisations to consider and analyse the concept of 'the learning curve' as preamble to their staff development and training methods. The 'learning curve' is a diagrammatical representation of the progress of an individual. This 'curve' according to him, ascends quickly, depicting increasing adeptness, then levels later. The 'curve' also has various peaks showing stages of knowledge development and consolidation (Appleby, 1994). He goes on to argue that, groups of persons undergoing training may set up some 'norms' which may affect individuals from progressing hence the need for trainers to ensure that these trainees' 'norms' tallies with the objectives of the trainer's to effect progress (Appleby, 1994, p. 382).

Forms of Training and Staff Development

Broadly speaking, there are three basic approaches to staff development namely - coaching, mentoring and evaluation (Mankoe, 2007).

1. Coaching is carried out by leading or senior teachers with the sole aim of facilitating the development of subordinates through classroom practices and staff development programs. Firstly, the coach presents the theories underpinning a specific skill. Secondly, he/she models the skill and then transfers the learned skill to both stimulated and real classroom situation. Finally, the coach offers feedback on the practiced effort. This cycle is revisited until progress is made.

2. Mentoring is the formal pairing of one employee (an experienced teacher) to another (newly qualified teacher) in order to provide

personalised professional guidance and support. Aside offering support to novice teachers, the mentors themselves gain professional recognition, extended responsibility and gratifying satisfaction from supporting new teachers settle in.

3. Evaluation is performance review. It explores and assesses the effectiveness of staff development objectives and goals. Evaluation is done best when tied to individual or whole school performance review.

Dzinyela (2008) asserted that some In-service training (In-set) programmes sometimes fail to address the actual training needs of the organisations. In the view of Dzinyela what this means was that individuals who attend professional development training courses struggle to report back to the appropriate quarters due to the unavailability of clearly define channel of reporting. He continued that even when they report, they are not given the chance to put the new skills or knowledge acquired into practice. Dzinyela further indicated that the epitome of all the challenges that can affect staff training in a developing country such as Ghana is the issue of finance.

Advocates for manpower training and development strongly recommend that employees' qualification and experience and the needs of the institution should determine external course outlines and objectives. And that clear channels for reporting back to training officers and to departmental heads should be strengthened and communicated to staff (Appleby, 1994; Dzinyela, 2008). Additionally, Cole (2002) and Forojallo (1993) advocate that, developmental needs must

be assessed in order to determine the job for which planned development is required, the number of people needed for ingenious development and the standards of development required.

To Bass and Vaughan (as cited in Appleby 1994, p. 379) effective learning and development exist only when there is:

1. Drive - the desire of the individual to accept and be committed to the need for training.

2. Stimulus - the spur received and interpreted by a trainee.

3. Response - the behaviour resulting from a stimulus often developed through training.

4. Reinforcement – an indication of progress.

Staff development and training must therefore, be systematic and well structured and be based on careful job analysis and description.

Promotion and Appointment

Promotion is the upwards movement of employees to a job involving higher performance requirement, pay and status. The two known criteria for promoting employees are seniority and merit (Forojalla, 1993; Mankoe, 2007).

1. Seniority, as a reward system helps attract and retain qualified and skilled workers. However, numerous institutions are beginning to base their criteria for promotions more on merit rather than seniority. This is because they see it as a means of rewarding employees and motivating them to a higher performance requirement level (Forojalla, 1993; Mankoe, 2007).

2. Merit refers to the weight given to an employee's performance and potential. Merit criteria can reduce the effects of the 'Peter Principle' considerably. In evaluating and determining an employee's merit, head teachers, deputy head teachers and heads of departments may need to consider both the performance and potential of staff as a success in one job may not necessarily be a guarantee to success in another (Forojalla, 1993; Mankoe, 2007).

Motivation and Job Satisfaction

The effective and efficient performance of employees at work depends on numerous factors such as the nature of the job, knowledge, skills and aptitudes of individual employees, the leadership and management style and the climate within the workplace. School administrators have been very enthusiastic in influencing staff to work to the best of their ability. They believe that the degree at which workers are prepared to go in their attempt to deliver their best depends on the degree of influence being exerted on them. Motivation is appealing to people and instilling in them the desire to give off their maximum no matter the difficulties and obstacles that may be in their way (Appleby, 1994). In the view of Appleby, motivation refers to a person's eagerness to exert effort in order to achieve a desired outcome or goal which satisfies human needs.

A number of theories have been propounded to project the importance of motivation in human resource practices. Significant among them are of Maslow and Fredrick Hertzberg as cited in (Appleby, 1994; Cole, 2002;

Mankoe, 2007; Rue and Byars, 1995). For instance, Maslow (as cited in Rue & Byars, 1995) believes that human have needs that must be met at various stages of life. Rue and Byars argued that such needs starts from basic requirement such as food to much high-level needs such as self-development and fulfilment. Maslow also propounded the hierarchy of human needs (Maslow as cited in Cole, 2002). His main argument was that human needs is sequential and when is met; decreases in strength and the next in line becomes prominent and dominates the behaviour. This goes on until all needs are decreased. In an attempt to validate this theory, it became apparent that motivation does not necessarily satisfy the higher order needs for all persons. Another issue is that, job satisfaction as a motivator is not directly related to production (Appleby, 1994).

Hertzberg's motivation-hygiene theory on the other hand, addresses the two-factor theory. In his book, Work and the Nature of Man (as cited by Appleby 1994), Hertzberg insisted that factors attributed to satisfaction or contentment stems from the intrinsic content (responsibility, meaning and challenge) of the job, but believes that working conditions, job security, remuneration breed dissatisfaction (Rue & Byars, 1995). Hersey et al. (as cited in Rue & Byars, 1995) is of the view that positive motivation and feeling of well being could be achieved if both the extrinsic and intrinsic job content and context respectively are enhanced. Critics of this approach agree with the intrinsic and extrinsic factors as significant contributors to satisfaction

but believe other conditions or criteria such as performance and labour turnover also contribute to high motivation levels (Mankoe, 2007).

Retirement and Retention

Staff retention refers to the degree at which new entrants after their recruitment, orientation and induction remains committed to the organisation. The rate of staff turnover to some extent determines the effectiveness and efficiency of management and their quest in realising the institution or organisation's vision. Keith & Girling (as cited in Mankoe, 2007) explained that preceptors are valuable assets to any educational institution but have the capabilities of leaving the institution one way or the other.

Factors for leaving is seen as three-dimensional namely: instructional perspective, administrative perspective and teacher perspective.

1. Instructional perspective includes lack of teaching and learning resources, inadequate facilities and disinterested students.

2. Administrative perspective consists of poor conditions of service, management and leadership styles of administrators and lack of training and development programs.

3. Teacher perspective includes remuneration, retirement, transfer, academic advancement, maternity, ill-health and death.

The appointment of an employee is likely to be terminated in accordance with the International Labour Convention (ILC) and in conformity with the 1992 Constitution of Ghana. These specify the conditions for terminating an employee's appointment and it states . . . "if he/she is unable to carry due to ill-health or accident, legal

restriction imposed on the worker prohibiting him/her from performing the work for which he/she is employed or for proven gross misconduct" (Mankoe, 2007).

Provision could be made for employees due for retirement to have a reduced work load and pre-retirement counselling to forestall any shock. Organisations may also need to state or occupational pension scheme and encourage workers to join provident schemes to support them during their retirement.

Goodlad (as cited in Mankoe, 2007) stresses the need for school administrators to employ the right calibre of staff with requisite experience or skills or both, provide appropriate working tools, provide and add value to fringe benefits and avail appropriate and accurate staff development programs.

Inhibitions to Manpower Planning

Human resource planning in education is complicated by numerous factors according to Forojalla (1993). One major inhibition is the human element factor. People come from different backgrounds and as such exhibit distinctly different skills and temperaments and their characteristic traits differ from one person to the other. Issues that emanate due to these include:

1. Unwarranted opposition and scepticism on the part of management can be a hindrance to manpower development. A well-developed plan and procedures for manpower planning can end up being a mirage if management has difficulty appreciating its long-term value to the institution.

2. Employees' resistance to change as expressed in the plans can be viewed as treacherous to their progress. Examples of such changes are the restructuring of the organisation, incorporating ICT into teaching and learning methods and the art of differentiation.

3. Inaccurate manpower and financial projections can derail the principle behind the adoption and implementation of plans.

4. Ambiguous recruitment, training and development plans that will be difficult to effect due to the institution's financial constraints.

5. Maintaining accurate and comprehensive staff records.

6. The type of institution can also make it impossible for effective and efficient human resource planning practices. In basic schools for example, government regulations which are themselves, subject to frequent change, can to some extent restrict the realisation of institutions, manpower plans.

7. Evident between them is a great psychological and cultural disparity (pp. 3-4).

Notwithstanding the above enumerations, the benefits of adopting and using HRP practices in all level of educational institution far outweigh these challenges.

Summary of the Literature Review

Assessing and reviewing human resource planning progress helps school administrators and university registrars to monitor and adapt plans on a continuous basis to determine whether projection has been

made due to changed conditions or whether the original planning has been inaccurate. Review of planning progress is done periodically. This could be either long term, medium term or short term. If long term is preferred, there would be the need to have a yearly revision being part of the longer term planning (Forojallo, 1993; Mankoe, 2010).

CHAPTER THREE

METHODOLOGY

This chapter discusses the method that was used in the study. It focuses on the research design, population, sample and sampling procedure. The research instrument, data collection procedure and data analysis were discussed in this chapter.

Research Design

The study adopted the descriptive survey approach. This design deals with the representation of facts that concerns the nature and status of a situation as they exist at the time of the study. The descriptive approach is concerned with relationships and practices that exist, on-going beliefs and processes. Additionally, this approach depicts present conditions, events and reactions of respondents in a descriptive manner (Adjei & Tagoe, 2009).

Population

Population, also known as universe in research, refers to the entire group of people, events, objects, elements or organisations that the researcher wishes to investigate (Adjei & Tagoe, 2009). The population of this study the study consists of all 102 staff of the Roman Ridge School. The population was made up of 66 teachers, 32 administrative and auxiliary staff, 3 sectional heads and the principal.

Sample and Sampling Procedure

The sample is a representative of the entire population under investigation. This is done so that the findings can be generalised to the entire population. Kerlinger (as cited in Adjei and Tagoe, 2009) contended that "a sample which is not representative of the population, regardless of its size, is inadequate for testing purposes" (P. 114). It has been argued that the quality and representativeness of a sample by large depends on its size and mode of selection (Amedahe, 2003). At the end of the data collection, 54 respondents were able to complete and return to questionnaires. The 54 questionnaires that were returned constitute 81.8% of the total questionnaires distributed. Table 1 shows the distribution of the sample for the study.

Table 1: Composition of the Sample

Sample	No	Percentage (%)
Management	5	7
Teachers	50	76
Teaching Assistants	11	17
Total	**66**	**100**

Table 1 shows that 66 staff Accra Ridge School were selected for the study. They included five management staff, 50 teachers and 11 teaching Assistants. No distinction is made between male and female respondents or between teacher and teaching assistant. All the respondents were over 25 years old, with the majority between 38 and 42 years but included several teachers aged between 45 and 50 years.

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Instruments

Data was collected through the use of questionnaires and structured interviews guide. These consisted of a list of items that are related to the research questions that guided the study. The questionnaire contained 22 closed-ended items that sought views of respondents on the research questions that guided the study. Some few open-ended items were also added in some cases. Interview guide also contained 33 items that were in line with the research questions. The five management staffs were interviewed while the teachers and teaching assistants responded to questionnaire.

In the view of Adjei and Tagoe (2009) interviews are not just the typical one-on-one question and answer sessions but rather, they are more of a dialogue or interactions. They believe the structured- interview allow researchers to explore, probe and ask questions that elucidate and illuminate that particular subject matter.

Research instrument designs are fraught with challenges and dilemmas hence the need for pilot testing and subsequent refining, rethinking and recreating of the design to ensure that the research aim, hypothesis and question is reasonably tested and the relevant data collected. This is vital because, inadequately prepared designed instruments will results in inaccurate data collection; to which excellent analysis cannot be rectify. Adjei and Tagoe (2009) believe that pilot testing an instrument can credibly help test future coding and analytical procedures.

Instrument validity is the most important characteristic to consider when constructing or selecting a test measurement technique. A valid test or measure is one which measures what it is intended to measure. Reliability on the other hand, refers to the degree to which a measuring procedure gives consistent results (Adjei & Tagoe, 2009).

Pre-Testing

The questionnaire was pre-tested in order to get the validity, reliability, consistency and appropriateness of the questionnaire. The questionnaire was pre-tested at the Lutheran School in Accra. The instrument was administered to 15 teachers and 15 teaching Assistants. In the view of Babbie (2007) all questionnaires should be pilot-tested on a small scale. The pre-test made it possible to review poor worded questions and discover ambiguities in items. The reason for selecting the Lutheran School was that it had the similar characteristics as the schools under study in terms of students and academic performance. The result of the pre-test yielded Cronbach's alpha reliability coefficients of 0.883. A reliability coefficient of 0.883 was considered good (Kline, 1999).

Data Collection Procedure

In negotiating for access, appointment and consent were sought from the sectional heads and teachers of the school during which the purpose of the study was explicitly explained and a timetable communicating the duration of the study given. All participants were assured of confidentiality of their responses. The questionnaires were then distributed to all the respondents while it was agreed that the instruments would be completed and returned within two days. At the end of the data

collection 54(89%) out of 66(100%) teachers and teaching assistants completed and returned the questionnaires.

Data Analysis

The data collected were analysed using the Statistical Package for Students and Simulations (SPSS version 16.0) and Microsoft Excel. The questionnaires were given serial numbers and codes for easy identification before scoring the responses. Descriptive statistics including frequencies, percentages and charts were used to present the results. The results that emerged from the data analysis were presented and discussed in accordance with the research questions that guided the study.

CHAPTER FOUR

RESULTS AND DISCUSSION

This   chapter presents the results and discussion of the study. The results summarised with tables and charts in the sequence of the research questions that guided the study. The chapter focuses on induction and orientation programmes that new employees receive, attitudes of employees towards training and development programmes, extent are promotions and appointments based on   performance and whether employees in the school are motivated to perform their duties efficiently.

Question One

What system of recruitment does Accra Ridge School employ?

All the participants overwhelmingly claimed the school uses three main forms of recruitment-in-housing sourcing, employee recommendation and on-line services. Existing employees are given the option to respond to adverts of vacancies displayed on the staff bulletin boards whilst other prospective candidates have the option to respond to such vacancies on the school's website or other on-line agencies such as "htpp://www.jobs in Ghana.com. The content of these adverts specifies the vacant post, job description and procedure for applying. Applicants are requested to send in their CVs and application letters   detailing the position being applied for. Potential candidates are then invited for an interview after which a selection decision is made about the choice of

candidate. They, concurring with Cole (2002) believed that CVs can be wrought with prejudice as one prospective candidate may be craftier in designing theirs than the other thereby making it difficult to compare the profiles submitted as vital elements can be concealed or missed out.

Whilst the participants acknowledge the existence of a policy for advertising vacancies, the policy for selecting and appointing employees to management positions is not clear. Certainly, standardized application form, insofar as Cole (2002) maintained will enable the institution to have a valid framework for comparing the appropriate and relevant skills and experiences of potential candidates.

Question Two

What induction and orientation programmes do new employees of

Accra Ridge School receive?

Approximately 96% of the respondents as in Table 2, placed emphasis on having had one form of training or the other at the start of work, either as an orientation or induction whilst nearly 4% received no training at all. The latter was due to the nature and timing of their appointments. As the table shows, all the respondents indicated having received further training since their induction or orientation.

Table 2:   Percentage of Initial and Subsequent Training Received

Kind of Training Received	No	%
Initial training		
Orientation	18	33
Induction	34	63
None	2	4
Subsequent training		
On site	16	30
Off-site	4	7
Management	28	52
Other	6	11

Figure 3 reveals the varied reasons respondents assigned for the training they received. In general, the reasons and effects of all the kinds of training received are significant and impact staff in many ways. The results shows that 39% of respondents believed they received training to promote quality student learning. In the same vein, 13% each indicated that they received training to enhance their overall performance and develop their career. A furthermore, the results further shows that 11% each receive training to upgrade their knowledge. Whilst eleven percent do not know why they were being given further training, the remaining seven percent claimed it is a way of introducing them to the various departments. In all eighty –nine percent of respondents have clearly mention one of the various types of training received as worthwhile whilst the remaining eleven percent have not benefitted in

reality from the training so far received. Consistent with prior research (Appleby, 1994; IIEP, 2001) that the challenges to staff development and training does not lie in increasing the demand for staff development opportunities, but rather, in bridging the equitable division that exist between staff needs and the content of training programs being provided.
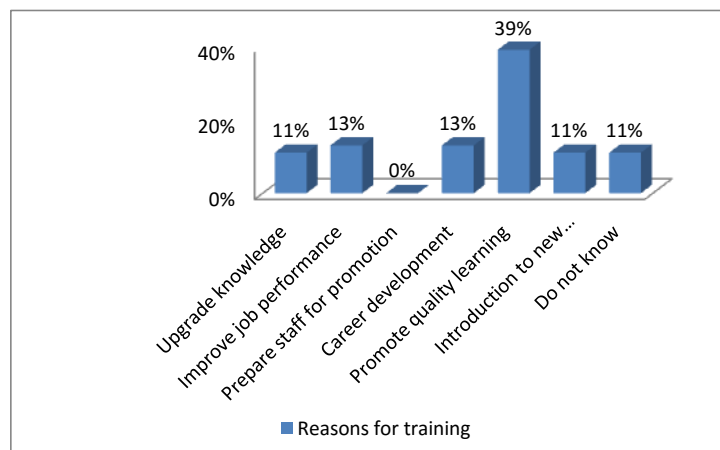

Figure 3: Percent of staff reporting the various reasons for their training

Question Three

What are the attitudes of employees towards training and development programmes in Accra Ridge School?

Table 3 shows motivational drive that informs staff career development. 48 percent of participants, through consistent self-evaluation, are able to identify their inadequacies for which they champion their need for career advancement. Additionally, 35% are guided while 17% are by self and motivated by either their mentors or colleagues. All the respondents overwhelmingly emphasised the

importance of upgrading themselves to improve the quality and make positive statement of teaching and bring professionalism into the teaching profession. They like Hernes (2001), believe professional development and training shapes the actions, attitudes and improves the experiences of teachers.

Table 3: Professional Development Needs

Training needs	No	%
Self-motivated	26	48
Guided	19	35
Both	9	17
Total	**54**	**100**

Table 4 shows that all the participants candidly affirm that the career development they have had has impacted the quality of their teaching, success of students' learning and in the realization of the institution's aims and objectives. The results shows that 58% of respondents indicated that the career development programmes were relevant while 42% contented they were not extremely helpful. This finding confirms the view that continuing professional development of teachers is a long term transformational process for teachers to develop and acquire specific practices that promote true professionalism and assist them become proficient practitioners (Appleby, 1994; Rues & Byars, 1995).

Table 4:   Relevance of Career Development in Quality Education

Relevance	No	%
Extremely helpful	23	42%
Helpful	31	58%
Not helpful	0	0
Not applicable	0	0
Total	**54**	**100%**

Table 5 shows that 36% of principals/sectional heads indicated that training and support very helpful while 26% said trainings and support were extremely helpful. Similarly, 37% of departmental heads mentioned that the training were helpful while 35% said that the training programmes were extremely helpful. While it is true that respondents were appreciative of the diverse training received as value added, the overall benefit accounted for by heads of departments and subject coordinators is relatively minor when compared to that resulting from colleagues. If significant portion of training time is allocated to such and the benefit is inconsequential, then, management may need to justify their inclusion on the team of facilitators. The question is: are the trainers of trainees in need of training? Improving the efficiency of trainers will reduce the duplication of training programmes and allow areas not yet covered to be treated (Duret, 2001; Lessing & DeWitt, 2007).

Table 5:   Extent of Training and Support Received

Training	Extremely helpful %	Helpful %	Not helpful %	Not applicable %	Total %
Principal/Sectional head	26	36	17	21	100
Departmental heads	11	35	37	17	100
Colleagues	37	63	0	0	100

As shown in Table 6, the kind of training and support teachers received is as varied as the capacity of trainers. Respondents, however, overwhelmingly claimed the various training received had been fruitful even though the contents of some did not address the pressing need at that time. Proponents believe professional training and development programmes, must address teachers' needs and have direct impact on classroom life (Duret, 2001; Mankoe, 2007) .

Table 6:   Capacities of Trainers

Capacities	No	%
Mentor	11	18.0
Coach	7	12.0
Peer-tutor	33	63.0
Not applicable	3	6.0
Total	**54**	**100**

Table 7 clearly shows that, in practice, there is no systematic mode whereby data is generated and, a full range of options formulated, refined or prioritized to develop training programs that meet the needs of staff. Nearly two-thirds of respondents 63% were of the view that the content of the In-Sets received were merely to develop their capacities towards improved job performance and not their careers. This is because the content of the In-Set courses do not cater for their needs, have no relevance to classroom practice and that they do not have a clear and systematic channel of communicating to the course developers that which they need. Respondents again contend that significant trainers or facilitators of some training sessions are themselves poorly equipped or developed. Effective training programmes cannot be implemented without examining the capacities of the trainers (Cole, 2002). Further analysis revealed that, although, a seemingly effective staff appraisal system has been developed within the previous term, its efficacy is yet to be tested as the programme is yet to be affected.

Table 7:   Determining the Content of Training Programmes

Responses	Frequency	Percentage (%)
Extremely influential	0	0
Very influential	5	9
Occasionally influential	15	28
No influence	34	63
Total	**54**	**100**

What is certain is that career development is at the heart of every respondent and that a number of teachers who have managed to enhance their proficiencies privately have left the institution. Although career development is firstly the responsibility of employees, school management must not perceive it as a token gesture and misinterpret the long-term adverse effect it can have on teacher attrition and retention (Cole, 2002). The argument is for teachers to be active participants of training development programmes, whose views are central and not marginal to their development and future. In short, CPD programme must be responsive to the needs of teachers.

Question Four

What is the System of Recognition, Rewards, and Punishments in the School?

Participants confirmed their salaries as being over and above what teachers in state-owned schools earn but gravely below their contemporaries in similar schools. While largely agreeing with Cole (2002) that some major external factors such as an institution's ability to pay influences compensation, the respondents nevertheless, maintained that their rewards must correspond to inflation, be equitable to their workload and comparable to levels elsewhere. They further overwhelmingly echoed the significance of a clear pay policy on which employees will ascend the salary scale.

Also evident from the research analysis is the issue of benefits package. Respondents were of the view that even though the school contributes to an established Provident Fund, the terms and conditions

for accessing it is not favourable. The in-house health scheme is superfluous and futile as participants would rather patronise the National Health Insurance Scheme. The reasons participants ascribed to this include the non availability of required drugs, sight and dental care and family health plan. Participants further lamented the fact that they do not access any scholarship scheme that either enables them to participate in own professional training or for their children's education.

As may be deduced from the literature review and the survey analysis above, it is fundamental for school management to attract and retain indispensable employees with competitive salary and benefit packages. While clear disciplinary policy exists to guide students, the same for employees is unwritten. Disciplinary matters are initiated by management. The teacher handbook contains a summary of some expected standards and an offence becomes the cause of disciplinary action based on the nature of the circumstances, on management's previous attitudes and the parties involved. Offences according to the analysis include poor performance, misconduct and gross misconduct and negligence of duty.

Question Five

To What Extent are Promotions and Appointments Based on

Performance in the School?

Figure 5 indicate that a total of 4% and 6% of the respondents respectively indicated management consistently promote and appoint staff based on merit. 22% and 24% also specified that management may occasionally promote or appoint staff to a higher position based on their

performance whilst a staggering 72% of respondents affirmed appointments or promotions are never based on merit. Further probing revealed that appointments and promotions are rather based on seniority; and when it does, it is usually wrought with unhealthy discriminations with favourites receiving rewards. This assertion according to management is in breach of the rule that informs promotion decision making. Promotions and appointments according to management, rather involve senior staff employees who meet a minimum requirement and that seniority counts only if merit is equal.

Conversely, previous compensation policies have been governed by lesson observations and any other unwritten judgements held by senior management. And although, a seemingly effective staff appraisal system has been developed within the past term, its efficacy is yet to be tested as it has not been affected. These finding suggests that the unclear nature of policies governing promotions and appointments are contributing factors to poor teacher quality, reduced cooperation between management and staff, teacher turnover and overall students' performance. This confirms Cole (2002) who argued that when teachers are treated well and managed properly, can go a long way to determine the quality of services they provide. The findings therefore, have great implication for management. Promotions and appointments irrespective of the organization one works in bring about shifts in status or salary or both (Cole, 2002). Akin to Harvey-Beavis (2003), all the participants believe promotions and appointments serve as a powerful incentive for the success of any educational institutions or organization and for the

Roman Ridge School in particular. The concern raised, however, bothers on seniority as the criteria for assessing legible candidates for promotion. And although they agreed to the assumption that the longer teachers work the more likely they work efficiently, they opposed seniority as the sole criterion for promotions and or appointments.

Forojalla (1993) and Mankoe (2007) have stressed numerous reasons for adopting seniority as the decisive criteria for appointments or promotions. Seniority awards loyalty and stresses job security. The past performance of older teachers gives a clear indication of what skills one has that is needed to perform effectively or efficiently in a current job. However, seniority does not necessarily breed the requisite experience for a managerial position as some employees cannot perform well because they are either under qualified or that they lack motivation. Hence the need to consider seniority as well as performance and appointment based promotions.

Effective blending of both seniority and performance based promotion should be desirable. That is, choosing the most senior from among the best qualified and a clear distinction made between merit and favouritism.
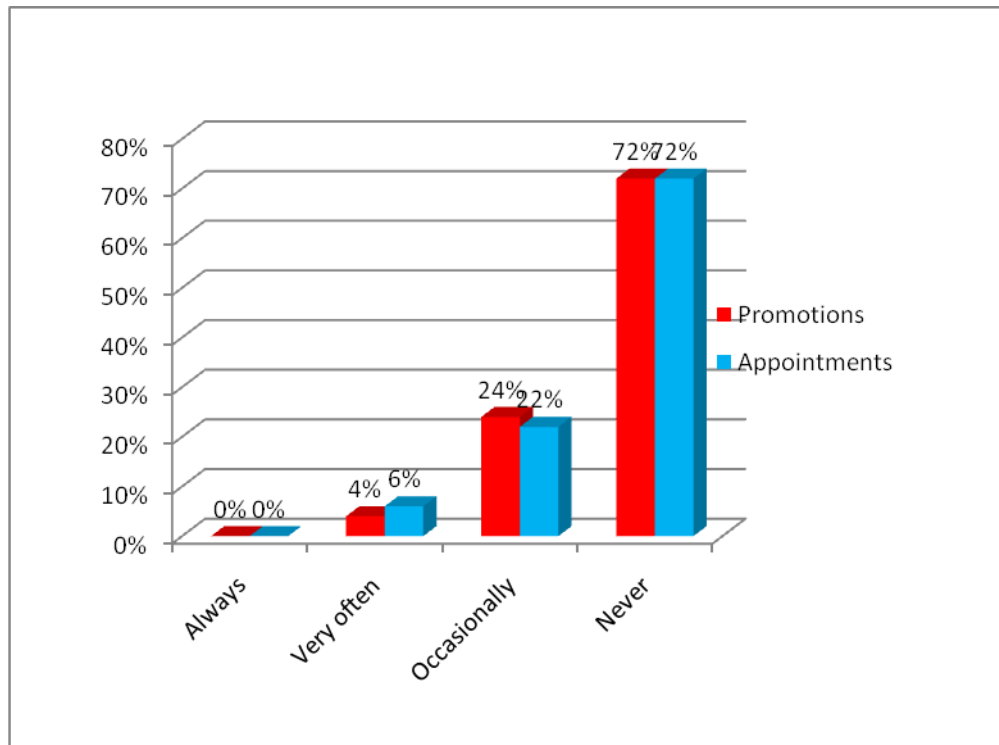
Figure 4: Percent of Performance based Promotions and Appointments

Question Six

How are Employees Motivated to Perform their Duties Effectively and Efficiently?

Management in conjunction with the Parent-Teacher Association (PTA) has in the past year instituted the best teacher award to motivate teachers and enhance their commitment and work attitudes. While largely applauding the joint efforts of management and the PTA in establishing the best teacher award, the framework for selecting the most suitable candidate according to 51% of participants is dubious and unclear. The fact that teachers consented to the initial selection framework does not necessarily mean that it has been activated. They allege that personal judgement and individual prejudice is rather damaging the very morale the award is intended to boost.

Cultural and Environmental Challenges

Table 8 revealed lack of transparency, favouritism, longevity and mistrust as the major environmental factors affecting how teachers are managed and treated. The data also revealed lack of transparency, favouritism, mistrust and victimization as the cultural or environmental factors affecting how teachers are managed and treated.

About 56% of respondents believe management rewards favourites and that unlawful discrimination instead of best employees with high merit ratings is considered for merit evaluations. 22% and 18% of respondents further believe longevity and lack of transparency respectively cloud management's judgments. A further 4% indicated ethnic issues as a determinant for development and promotions.

Further analysis of the data point to the magnitude of uncertainty bordering on teacher retention. The implication here is that, teachers can be dis-enfranchise and de-motivated and as a result, may resign from their teaching posts with minimum notice at any given time thus affecting the overall performance of students (Duret, 2001).

While it is true that absence of human resource plans can adversely affect teacher turnover rate, good human resource management can enable institutions to anticipate future resignations and take measures to work towards eliminating or minimizing undue stress that accompany sudden resignations.

Table 8:   Cultural and Environmental Challenges

Challenges	No	%
Ethnicity	2	4
Length of service	12	22
Favouritism	30	56
Lack of transparency	10	18
Total	**54**	**100**

Educational institution may need to give further consideration to succession planning in order to raise staff morale and discourage illogical conclusion made during promotions and appointments. Succession planning is a deliberate move by organisations or educational institutions to prepare a substantive successor in lieu of any resignation or retirement. Prospective employees are provided with the needed resources and or training that will enable them acquire leadership and management skills needed for future job.

Other Findings

Teacher Turnover

The trend emanating from Figure 4 shows an extremely high turnover rate as approximately 7% of teachers employed at the start of school have been retained whilst a staggering 68% representing the mass of teachers have been employed between 1 - 2; 2 - 3 and 3 - 4 years respectively. What is alarming is that whilst confidently none of

the participants intend to remain in the institution till they retire, 20% were eager to leave with the least opportunity. An incredible 52% of respondents either do not know or are not sure how long they intend remaining in teaching. The explanations for this vary widely with some attributing job dissatisfaction, the need to pursue better career opportunities, interference from management and severe paperwork. The findings however, did not show whether retirements, inadequate teaching and learning materials, student disciplinary problems, inadequate support from the school administration and limited staff input into school decision-making all contribute to the high rates of turnover. But significant researchers have it that, very high turnover rates have a significant effect on the overall performance of students aside placing a financial burden on a school's management recruitment programs (Duret, 2001; Hernes, 2001; Mankoe, 2007; Villegas-Reimers, 2003).
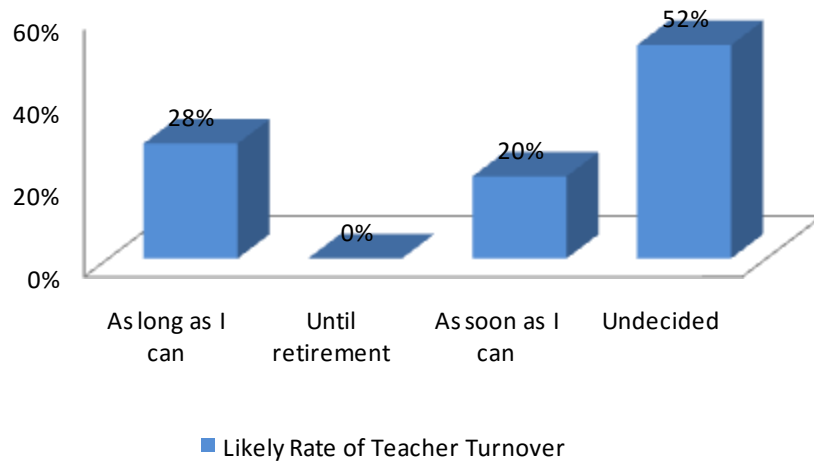
Figure 5: Number of years employed and likely teacher turnover

Large class sizes which hitherto affect teacher turnover were absent due to the school's policy on small class sizes. It is obvious that the dissatisfied rate will impact and be impacted by the school; an implication for management. The question management may need to answer is why should they spend resources to recruit staff to solve staffing inadequacies but many of these new staff do not stay long in the services of the school?

Rather than increase the quantity of teacher supply, an alternative solution to all schools and to the Roman Ridge School staffing problems for that matter, is for management to primarily decrease the demand for new teachers by addressing the underlying issues pertaining to teacher turnover. Recruitment programmes alone would not solve retention problems (Villegas-Reimers, 2003)

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Overview of the Study

Subscription to private schools, offering the international curriculum, has become increasingly competitive in recent times with each advocating the latest innovations in curriculum development and delivery. As in corporate organizations, such international schools are beginning to espouse and implement various systems and strategies so as to stay afloat. One of such vital component is the appreciation of the worth of human resource planning and management.

HRP in schools enables administration to place greater emphasis on employing the right number and calibre of staff; and in maximizing their preparation whilst working within the schools (Hernes, 2001).
Unlike public schools, teachers are recruited into private schools through other sourcing methods and not postings; and the Roman Ridge School is no exception. The major concerns emanating from the findings bordered on staff development and promotions and appointments since most participants did not show the required level of commitment. This problem is largely due to the severe lack of adequate teacher support systems (advice and in-service training) as well as teachers' dissatisfaction with the ways in which they are managed (promotion and reward).

Key Findings

The following key findings emerged from the study:

1. that in-house sourcing, employee recommendation and print and on-line services were the available systems of recruitment in Accra ridge School.

2. It also emerged from the study that orientation and induction are organised to introduce new staff to the school community and culture and new teachers are given mentors who themselves need some mentoring.

3. The study further found that there are no well communicated total pay policy and benefits packages and, current salaries do not complement inflation, and is neither equitable to teacher workload nor comparable to similar schools. Aside the defunct health scheme, intrinsic rewards such as sense of belonging, achievement and job satisfaction are absent.

4. The revealed that opportunities for promotion and or appointment are based on seniority and on staff members perceived to be favourites of management.

5. Another findings was that rewards in the form of incentives are given to the best teacher who gets the opportunity to attend a professional learning activity in an English school in the United Kingdom.

6. The finally established high rate of teacher turnover which was impelled by job dissatisfaction, better job opportunities, pressures of teacher workload and management practices.

Conclusions

Human resource planning and management in educational institutions is practiced differently from one institution to the other depending on the level of competitiveness. It is seen as a strategic component of human resource management and should play a major role in the ultimate realization of educational goals. As a priority, educational managers must begin to factor human resource planning in their operating budget and develop strategic plans that will guide their current and future decisions. School management could also begin to integrate firm human resource management systems to meet the overall needs of all stakeholders.

Recommendations

Based on findings and conclusion that were drawn from the study, the following were recommended:

1. The must be systematic and professional approach to planning and managing human resources in the school. The school's management need to consciously put in place mechanisms to help develop and implement a comprehensive and long-term human resource management programme or policy in the school.

2. Routine management activities often characterized by lack of transparency and nepotism which constitute a major source of teacher dissatisfaction and low morale should be reduced in the school. Efforts should therefore, made to improve by both teachers management doing a careful diagnosis of the main challenges in the school.

3. There could also be the need to improve current information system and social relations such as the creation of a Human Resource Department with major responsibilities. The existing mode of delegating tasks to teachers could further be strengthened.

Suggestions for Further Research

In spite of the referenced limitations, this study has satisfied its outlined objectives and has validated its research questions. The findings are therefore shaped by literature and field survey and, indicate the value of the principles of HRP. In the case of privately owned schools offering international curricula in Ghana, this course serve as impetus for exploration of a range of possible HRM systems that will serve the needs of its peculiar staff. Interesting findings may also come out of a research work that would seek to compare HRP practices in government assisted schools with privately managed schools or schools under the Ghanaian curriculum and those under the British curriculum.

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APPENDIX A

Open Letter to Survey Participants

Dear Respondent,

Title: Human Resource Planning Practices in the Roman Ridge School

Following my earlier contact with your institution, I now enclose a questionnaire in relation to my dissertation on the above topic. As already stated in my permission letter, this research is solely for academic purposes therefore, the information given will be held in utmost confidentiality. All aspects of the research will be conducted in accordance with the University of Cape Coast's code of research conduct.

Answers to the questionnaire will enable me have an in-depth understanding of your human resource planning procedures and practices and, will be deeply appreciated if you could spare some few minutes to complete the questionnaire.

Thank you.

APPENDIX B

Staff Administered Questionnaire

Please tick the appropriate box

1. Relevant age

   ☐ Less than 30 years   ☐ 30-39 years

   ☐ 40-49 years   ☐ 50-59 years

2. Gender

   ☐ Male   ☐ Female

3. What is the level of this institution?

   ☐ Primary

   ☐ Middle / junior high

   ☐ Secondary

   ☐ Combined primary and secondary

   ☐ Other (please specify) …………..……………………….

4. Which of the following best describes this school?

   ☐ Regular basic

   ☐ Regular senior high

   ☐ Primary or secondary with a special emphasis (please

   specify) ………………… …………………………...………………

   ☐ Alternative (offers curriculum designed to provide alternative

   or non-traditional education (please specify) ………....…………

   ☐ Other (please specify) ……………………………………

5. What is your job title?

☐ Principal teacher

☐ Career and guidance counselor

☐ Teacher

☐ Teaching Assistant

☐ Other (please specify) ………………………………….

6. What other responsibility do you have

☐ Departmental head

☐ Subject coordinator

☐ Extra-activities coordinator

☐ Other (please specify) ……………………………………….

7. How long have you been with this institution?

☐ Less than a year   ☐ 5 - 6 years

☐ 1 – 2 years   ☐ 6 – 7 years

☐ 2 - 3 years   ☐ 7 – 8 years

☐ 3 - 4 years   ☐ 8 – 9 years

☐ 4 – 5 years   ☐ 9 – 10 years

8. Have you ever been trained as part of your career development?

☐ Yes   ☐ No

9. What type of training did you first receive when you join this institution?

☐ Orientation   ☐ Induction   ☐ None of the above

10. What kind of training have you received since?

☐ On site

☐ Off site

☐ Management

☐ Other (please specify) ……………………………………………….

11. Give a brief summary of how each of the above ticked is carried out and how often. ……………………………............…

………………………………………………………………………….

………………………………………………………………………….

………………………………………………………………………….

12. In your opinion why is staff training given?

☐ To upgrade knowledge

☐ To improved performance on the job.

☐ To prepare staff for promotion

☐ To develop career

☐ To promote quality learning

☐ To introduce staff to new departments

☐ Do not know

13. Is career development in this institution guided or self-motivated?

☐ Self-motivated

☐ Guided

☐ Both

14. To what extent has career development helped you improve your teaching?

☐ Extremely helpful

☐ Moderately helpful

☐ Not helpful

☐ Not applicable

15. How much influence do you have in determining the content of training programs?

☐ Extremely influential

☐ Very influential

☐ Occasionally influential

☐ No influence

16. How often do you receive training?

☐ Yearly   ☐ Termly

☐ Monthly   ☐ Twice a term

☐ Other (please specify) ……………………………………..

17. To what extent has each of the following people helped you improve
    your teaching

	Very helpful	Helpful	Not helpful	Not applicable
Principal / Sectional heads	☐	☐	☐	☐
Departmental heads / subject coordinators	☐	☐	☐	☐
Colleagues	☐	☐	☐	☐
Other	☐	☐	☐	☐

18. In what capacity did the above extend help?

☐ Extremely influential   ☐ Very influential

☐ Occasionally Influential   ☐ No influence

19. To what extent are promotions and appointments based on
    performance?

	Always	Very often	Occasionally	Never
Appointments	☐	☐	☐	☐
Promotions	☐	☐	☐	☐

20. Which of the following criteria do you think informs promotions and
appointment?

☐ Merit or performance rating alone

☐ Seniority only if merit is equal

☐ Seniority among employees who meet a minimum merit requirement

☐ Seniority only

☐ None of the above

21. In your view are there cultural or environmental factors which
affect staff and development in this institution?

	Always	Very often	Occasionally	Never
Ethnicity	☐	☐	☐	☐
Length of service	☐	☐	☐	☐
Favouritism	☐	☐	☐	☐
Lack of transparency	☐	☐	☐	☐

22. How long do you plan to remain in teaching?

☐ As long as I can be   ☐ Until retirement

☐ As long as I can   ☐ Undecided

Thank you for participating in this survey

APPENDIX C

Interview Guide for Management

Please tick the appropriate box

1. Relevant age

    ☐ Less than 30 years   ☐ 30-39 years

    ☐ 40-49 years   ☐ 50-59 years

2. Gender

    ☐ Male   ☐ Female

3. What is the level of this institution?

    ☐ Primary   ☐ Middle / junior high

    ☐ Secondary   ☐ Combined primary and secondary

    ☐ Other (please specify) …………..………………………….

4. Which of the following best describes this school?

    ☐ Regular basic   ☐ Regular senior high

    ☐ Primary or secondary with a special emphasis (please

       specify) .…………………….. ………...…………………

    ☐ Alternative (curriculum designed to provide alternative or

       non-traditional education (please specify) …....……….……

    ☐ Other (please specify) ……………………….……………

5. What is your job title?

    ☐ Principal   ☐ Vice principal / Sectional/assistant head

    ☐ Administrator/human resource manager

    ☐ Career and guidance counsellor

    ☐ Other (please specify) …………………………………

6. How long have you been with this institution?

☐ 1 – 5 years   ☐ 6 – 10 years

7. How does school plan for the required personnel?

☐ Employee recommendation   ☐ Advertisement

☐ Staff bulletin boards   ☐ Professional organizations

☐ Colleges and universities

☐ Other (please specify) ....……

8. What are the recruitment/selection methods used by this institution?

☐ Regular selection by in-house

☐ Outscore

☐ Head hunting

9. Does the institution use the same method for all levels of recruitment and selection?

☐ Yes   ☐ No

10. What kind of training do you offer newly recruits?

☐ Orientation   ☐ Induction

11. What kind of training have your staff received since?

☐ In-house instructors   ☐ In-house coaches

☐ External hired coaches   ☐ Action learning

☐ Other (please specify) …………………………………………..

12. Can you say the training has helped the staff improve their capabilities?

☐ Extremely helpful   ☐ Very helpful   ☐ Helpful

☐ Not helpful   ☐ Not applicable

13. In this school how much influence do you think teachers have in determining the content of training programs?

☐ A great deal of influence   ☐ Moderate influence

☐ No influence   ☐ Not applicable

14. Is career development in this institution guided or self-motivated?

☐ Self-motivated

☐ Guided

☐ Both

15. How much influence do teachers have in determining the content of training programs?

☐ Extremely influential   ☐ Very influential

☐ Occasionally influential   ☐ No influence

16. To what extent are promotions and appointments based on performance?

	Always	Very often	Occasionally	Never
Appointments	☐	☐	☐	☐
Promotions	☐	☐	☐	☐

17. Which of the following criteria do you think informs promotions and appointment?

☐ Merit or performance rating alone

☐ Seniority only if merit is equal

☐ Seniority among employees who meet a minimum merit requirement

☐ Seniority only

☐ None of the above

18. What proportion of the teachers' performance appraisals determines their compensation? ……………………….……….

19. What proportion of teachers receives formal performance appraisals? ……………………….…………..…………………

20. How would you rate your performance management system?

☐ Extremely satisfied   ☐ Satisfied

☐ Not satisfied   ☐ Not applicable

21. How would you rate the following components of your performance management system?

	extremely satisfied	satisfied	Not satisfied	Not applicable
Coaching	☐	☐	☐	☐
Mentoring	☐	☐	☐	☐

Training and development	☐	☐	☐	☐
Rewards	☐	☐	☐	☐
Discipline	☐	☐	☐	☐

22. How much input do teachers have in the performance appraisal process?

☐ A great deal ☐ Moderate ☐ None

23. How frequently are performance evaluations conducted for teachers?

☐ Yearly ☐ Termly

☐ Twice a year ☐ Other (please specify)…………..

24. How well are following components integrated in the performance management cycle?

	extremely satisfied	satisfied	Not satisfied	Not applicable
Coaching	☐	☐	☐	☐
Mentoring	☐	☐	☐	☐
Training and development	☐	☐	☐	☐
Rewards	☐	☐	☐	☐
Discipline	☐	☐	☐	☐

25. In your view are there cultural or environmental factors which affect staff and development in this institution?

	Extremely integrated	Moderately integrated	Not integrated	Not applicable
Feedback	☐	☐	☐	☐
Planning	☐	☐	☐	☐
Training and development	☐	☐	☐	☐
Coaching	☐	☐	☐	☐
Assessment	☐	☐	☐	☐
Evaluation	☐	☐	☐	☐

26. In your view which of these cultural or environmental factors affect staff and development in this institution?

	Always	Very often	Occasionally	Never
Ethnicity	☐	☐	☐	☐
Length of service	☐	☐	☐	☐
Favouritism	☐	☐	☐	☐
Lack of transparency	☐	☐	☐	☐

27. What are the indicators of success with regards to quality education in your institution?

28. How satisfied are you with your staff in terms of:

	Very satisfied	Satisfied	Not satisfied
Calibre	☐	☐	☐
Numbers	☐	☐	☐
Performance	☐	☐	☐
Lack of transparency	☐	☐	☐

29. How many vacancies in the following areas do you forecast next academic year? ………………………………………

☐ Retirement   ☐ Study leave   ☐ Resignation

☐ Other (please specify)

………………………………………………….

30. How will the above ticked impact your institution's HRP? ……

………………………….…………………………………………..

31. How do you plan to fill these vacancies? ……………………….

…………….…………………………………………..……………..

32. Do you have problems in HRP as a result of any of the following?

☐ Lack of understanding of what HRP is

☐ Lack of data in forecasting staff demand and supply

☐ Lack of qualified personnel for planning

☐ Lack of appreciation from top management of the need for HRP

33. Any other information on HRP and your institution? …

…………………………………………………………………………….

Thank you for participating in this survey