UNIVERSITY OF CAPE COAST

THE EFFECT OF HUMAN RESOURCE MANAGEMENT PRACTICES ON JOB SATISFACTION AMONG SENIOR STAFF OF THE UNIVERSITY OF CAPE COAST

EMMANUEL TCHOUCHU

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BY

EMMANUEL TCHOUCHU

Dissertation submitted to the Department of Management of the School of Business, College of Humanities and Legal Studies, University of Cape Coast in Partial Fulfilment of the Requirements for Award of Master of Business Administration Degree in General Management

AUGUST 2017

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:
0	

Name: Emmanuel Tchouchu

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: Prof. Edward Marfo-Yiadom

ABSTRACT

Human resource management (HRM) practices play an important role in ensuring that organizations deliver quality services. The study sought to examine the effect of HRM practices on job satisfaction among senior staff of the University of Cape Coast (UCC). A sample of 302 respondents, who were all senior staff, was selected from a population of 1469 using both the stratified and convenient sampling techniques. Questionnaire was the main instrument used to collect the data. The analysis of data was done using the Statistical Product for Service Solution (SPSS). The results of the analysis revealed that Training and Development programs give the opportunities to employees of UCC to learn, grow, and improve upon their knowledge, skills, and competencies. Yet, Supervision of immediate subordinates, which can lead to high performance of both the employees and the organization, has the potential to impede on employees' job satisfaction at UCC. Hence, in an attempt to improve on the current HRM practices at UCC, the following recommendations were made: The Directorate of Human Resource of the University must train, supervise, and motivate supervisors to ensure that they actually encourage, mentor, and impart knowledge and skills on their immediate subordinates. The existing annual pay increments system as being offered by the government under the single spine scheme must be improved in order that the reward packages could be satisfactory to the University's employees. Finally, HRM must adopt promotion policies that will give opportunities to all employees to be promoted in due time, regardless of their ranks.

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DEDICATION

To my wife Evelyn, my children – Serge, Emmanuella, Bernice and Beatrice, my beloved parents, and my brother Sergeot.

TABLE OF CONTENTS

PAGE

DECLARATION	ii
ABSTRACT	iii
ACKNOWLEDGEMENTS	iv
DEDICATION	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
LIST OF FIGURES	X
CHAPTER ONE: INTRODUCTION	
Background to the Study	1
Statement of the Problem	3
Objectives of the Study	4
Research Questions	5
Scope of the Study	5
Significance of the Study	5
Organization of the Study	6
CHAPTER TWO: LITERATURE REVIEW	
Introduction	7
Theoretical Review	7
Needs- Based Theories of Motivation	7
Management Theories of Motivation	13
Relevance of the Theories to the Study	18
Conceptual Review	21
Human Resource Management	21

Concept of Job Sa	atisfaction	23
Determinants of J	ob Satisfaction	24
Effects of HRM P	Practices on Job Satisfaction	29
Conceptual Frame	ework	33
CHAPTER THR	REE: RESEARCH METHODS	
Introduction		35
Study Organizatio	on	35
Study Design		36
Population		37
Sample and Samp	ling Procedure	37
Source of Data		39
Instrument for Da	ta Collection	39
Validity of the Ins	strument	41
Data Collection P	rocedure	41
Data Analysis		41
Ethical Considera	tions	42
CHAPTER FOU	JR: RESULTS AND DISCUSSION	
Introduction		43
Presentation of Findings		43
Discussion of Res	sults	58
CHAPTER FIVI	E: SUMMARY, CONCLUSION, AND RECOMMENDATIONS	
Introduction	RECOMMENDATIONS	62
Summary		62
Conclusion		64
Recommendation	S	64

REFERENCES		66
APPENDIX 1:	QUESTIONNAIRE	78
APPENDIX 2:	TABLE FOR DETERMINING THE NEEDED SAMPLE SIZES	83
APPENDIX 3:	SENIOR STAFF OF UCC BY COLLEGES	84

LIST OF TABLES

Table		Page
1	Factors Determining Job Satisfaction	24
2	Distribution of Population by Rank and College	37
3	Distribution of Sample Size by Rank and College	38
4	Background Information of the Respondents	43
5	General Staff Views about Human Resource Management Practices and Job Satisfaction	45
6	Reward of Employees	47
7	Promotion of Employees	49
8	Training and Development	51
9	Supervision of Employees	53
10	Statement that Best Describes Job Satisfaction at UCC	55

LIST OF FIGURE

Figure		Page
1	Conceptual Framework	33

CHAPTER ONE

INTRODUCTION

Employees play a very important role in every organisational set-up. Organisational goals cannot be achieved without the right involvement of human resource (employees) since most jobs in organisations are performed by human beings. Gaining competitive advantage in today's volatile economy mostly depends on both the organizational human resources (HR) and the type of human resource management practices being used by the organization (Bharadwaj, 2015). It is obvious that job satisfaction anchors employee performance. One of the most important objectives of an organization is to maximize employee performance in order to accomplish organizational goals. This section of the work introduces the issue of human resource management practices as determinants to job satisfaction.

Background to the Study

Generally speaking, human resource management (HRM) practices play an important role in ensuring that organizations deliver quality services. HRM could be defined as a set of policies and practices that boost up the organization's human capital in the quest to achieve both short and long term business objectives (Gürbüz, 2009). HRM practices constitute a means of ensuring positive employees and job satisfaction nexus. At the centre of HRM practices are the employees which transact the core business of the organization and have the potentials to enhance the organization's sustainable competitive advantage (Syed & Yah, 2012). This is to say that among its core roles, HRM practices are to invest in individual employee's training, enhance

participatory decision-making, ensure promotion opportunities for all workers, and promote the use of performance contingent rewards (Oyeniyi, Afolabi & Olayanju, 2014).

People are the foundations of success in any given organization (Niazi, 2014). This implies that if the people working in an organization are satisfied with their job and the climate that is prevailing within and around them is serene, that organization is likely to do well. Job satisfaction has to do with how employees feel about their job as well as how much they are contented with it, which could be associated with either increase or decrease output of the organization (Mensah, 2013). In this era of highly volatile business environment, where the word 'monopoly' is quasi non-existing, organizations need to adopt a people-centered HRM practices which will make them gain a competitive advantage (Khan, 2010) which may lead to increased output.

Although the success of an organization depends upon a myriad of factors, the most crucial factor that directly affects the organization performance is its employees. This is to say that successful organizations adopt HRM practices that foster effective optimal utilization and management of their human resource (personnel) in order to achieve maximum output (Vikram & Sayeeduzzafar, 2014). Achieving optimum output implies treating employees in a way and manner that they will give their best for the growth of the organization. By so doing, a high level of job satisfaction of the employees will be assured, which will curb to some extent, the canker of absenteeism of the employees and enhance productivity.

Statement of the Problem

There has been quite a number of studies underlying the relationship between HRM practices and job satisfaction. On the global scale, studies have indicated that there is a significant association between HRM practices and job satisfaction since job satisfaction of employees is considered as one of the important factors for improving the organizational performance (Absar, Azim, Balasundaram & Akhter, 2010; Bharadwaj, 2015 and Farahbod & Arzi, 2014). This is an indication that satisfying the employees of an organization does not go with adopting any type of HRM practices. It rather calls for a kind of HRM practices that put people first and foremost since the way and manner management of an organization treats its employees has a bearing on whether or not the employees enjoy their job.

Several other studies on the effect of HRM practices on job satisfaction among diverse organizations have been conducted. While scholars such as Antwi, Opoku, Ampadu and Osei-Boateng (2016), and Vikram and Sayeeduzzafar (2014) looked at the effect of HRM practices on job satisfaction in the banking sector, Farahbod and Arzi (2014), and Igbal, Malik and Ghafoor (2013) examined the effect of HRM practices on job satisfaction among manufacturing firms' employees, and hotel companies' employees respectively. Findings of their studies revealed that HRM practices have either positive or negative effect on job satisfaction.

In spite of the several studies that have been conducted on the impact of HRM practices on job satisfaction among public sector employees in both developed and developing countries, literature gaps still exist. While little studies on the issue under consideration has been done with the quasi-

3

institutions, very few has been conducted with the institutions of higher learning such as Polytechnics, Colleges of Education, and Universities, which are generally referred to as knowledge-based organizations. A recent study by Kosi, Opoku-Danso and Ofori (2015) revealed that HRM practices at the University of Cape Coast (UCC) had significant effect on the retention of senior staff. However, there has not been much studies on how HRM practices at UCC affect senior staff's job satisfaction. Thus, this study aims at filling the gap in knowledge by focusing on the effect of HRM practices on job satisfaction with reference to senior staff of UCC.

Objectives of the Study

This study seeks to examine the effect of HRM practices on job satisfaction among senior staff of UCC. Specifically, the study seeks to:

- a) explore the relationship between HRM practices and job satisfaction at UCC
- b) examine the effects of HRM practices on job satisfaction among senior staff of UCC
- c) identify the factors that contribute to job satisfaction among senior staff of UCC

4

Research Questions

To achieve the above stated objectives, the study will answer the following questions:

- What are the HR determinants of job satisfaction among senior staff of UCC?
- 2) What are the effects of HRM practices on job satisfaction among senior staff of UCC?
- 3) What constitute HRM practices and job satisfaction at UCC?

Scope of the Study

The study only covers the senior staff of the University of Cape Coast. This is because, by their job description, senior staff are versatile. However, the possible limitations to this research are the following:

- (a) Lack of complete trust from participants who may not fill the questionnaire with honesty.
- (b) The sample size of 302, although representative of the population of interest, may not express a complete view of the entire senior staff workforce of the university.

Significance of the Study

The significance of the study can be looked at along three strands: policy, practice, and research. This study will guide HR management in enacting future policies that will enhance effective HRM practices. The findings will help HR practitioners know more about how to treat workers in a way that they are satisfied with their job so as to enhance productivity in the organization. The input from the study may serve as an extension to the existing body of knowledge and act as a stepping-stone for later research on issues related to HRM practices and job satisfaction in Ghana. The comparison of few HRM practices will help identify the most important factors that determine job satisfaction among employees of the university of Cape Coast.

Organization of the Study

This study is organized into five chapters. Chapter one covers the background to the study, statement of the problem, objectives of the study, research questions, scope of the study, significance of the study and organization of the study. Chapter two reviews literature related to the issue under study which include theoretical review, conceptual review and empirical review. Chapter three deals with research methodology, touching on the study organization, study design, population, sample and sampling procedure, source of data, instrument for data collection, data collection procedure, and data analysis. Chapter four presents the results of the findings and the discussions of the findings. Chapter Five summarizes the results, concludes the findings, makes recommendations and suggests areas for further research.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This section of the study reviews relevant literature that highlight on the issue of the effect of HRM practices on job satisfaction. The review covers the various theories relevant to HRM practices and job satisfaction, the concepts of HRM and job satisfaction, the factors that determine job satisfaction in knowledge-based organizations, and some recent studies on the effects of HRM practices on job satisfaction.

Theoretical Review

This section examines two main categories of theories that are relevant to the nexus between HRM practices and job satisfaction. The theories are Needs-Based Theories of Motivation and Management Theories of Motivation.

Needs-Based Theories of Motivation

Motivation theories attempt to explain the importance of the human resource approach to the high performance of the employees (Seniwoliba & Nchorbono, 2013), which is determinant to workers' satisfaction in a given organization. This study is based on two main types of needs-based theories relevant to motivate staff of an organization - Maslow's Hierarchy of Needs and Herzberg's Two - Factor Theory.

Abraham Maslow's Hierarchy of Needs

According to Maslow, basic needs of every man include physiological, safety, love/ belonging, esteem, and self-actualization. Although basic needs may vary from one person to another, employees' needs must be satisfied at one stage or the other to motivate them give their best at work (Kuranchie-Mensah & Amponsah-Tawia, 2015; Schweikle, 2014). It is therefore the duty of HRM to identify factors that can be used to boost the morale of the employees, which may lead to job satisfaction. A synopsis of the elements of this theory reveals that human needs otherwise termed as Hierarchy of Needs is a five levels pyramidal kind of theory that exhibits human beings' needs from the most basic and important to the desirable state in each individual life's cycle.

From the words of Koçel (2010), Maslow's hierarchy of needs' theory emphasizes that basic human needs are the most important factors determining the behavior of individuals at work since each worker's behavior originates from the efforts to fulfill some specific needs. Hence, this theory prescribes a kind of human resources approach that takes into consideration human's most basic needs ranging from the lowest to the highest level (Arnania-Kepuladze, 2010). This is to say that organizations should offer different incentives to workers in order to help them fulfil each need and hence progress up the hierarchy. Notwithstanding, since workers are not all motivated the same way and do not all move up the hierarchy at the same pace, Mullins (2007) observes that a slightly different incentives should be provided to enable each of them satisfy their basic needs.

Huitt (2007) contends that Maslow postulated a hierarchy of human needs based on two main groupings: deficiency needs and growth needs. Deficiency needs implies that a lower need must be met before one can move to the next level. Once the deficiency needs are satisfied, the individual will be ready to experience the growth needs. Satter (2007) concurs with Huit as she describes Maslow's hierarchy of needs as sequential importance to the individual. This is to say, in a way, that the lower level of needs must precede the higher level so that the individual can grow in needs and become satisfy by the time he/she gets to the top of the pyramid.

In an attempt to understand Maslow's theory, Mbah (2015) summarizes the five levels of Maslow's Hierarchy of Needs as stipulated by Maslow (1943). The first level is called psychological which include food and water. At this level, if workers do not make enough money to buy food and water, it will be hard for them to continue with the same work. The second level which is safety stipulates that workers need to be in an environment where they have their peace of mind while working knowing well that their beings and belongings are protected.

The third level is called love, affection, and belongingness needs, which suggests that every worker would desire to love and be loved. The fourth level termed as esteem has to do with the workers' desire for reputation, recognition, attention, and appreciation. The fifth level of the theory is referred to as self-actualization. This is the desire of the employee to become more and more comfortable in his/her state of being, which will create job satisfaction. Hence, Maslow's hierarchy of needs as a theory helps HRM practitioners

understand what to do in order to ensure that workers are satisfied on the job that they are doing (Richardson, 2014).

In his quest to distinguish between deficiency needs and growth needs which constitute the determinants to Maslow's hierarchy of needs, Kaur (2013) observed that while deficiency needs include psychological, safety, and social needs, growth needs are made up of esteem, and self- actualisation needs. This implies that basic needs revolve around the fulfilment of an internal state that makes the individual happy in life. Beyond mere theory, Dima, Man and Kot (2012) used Maslow's hierarchy of needs in economy by stipulating that the consumers' higher and higher degree of satisfaction is the best indicator regarding the future profits of an economical entity. This indicates that Maslow's hierarchy of needs are applicable in all walks of life.

Therefore, Maslow's Hierarchy of Needs model appeals widely because it not only provides a theory of human motives by classifying basic human needs in a hierarchy, but also posits a theory of human motivation that relates these needs to the general behavior of workers (Bouzenita & Boulanouar, 2016). The theory attempts to explain the importance of satisfying human hierarchy needs with the hope to foster job satisfaction of employees in the organization.

However, there are still scholars arguing that, although Maslow's theory has exhibited the distinction between the deficiency and growth needs, it does not show that not all people are able to satisfy their higher-order needs on the job. For such a reason, Greenberg and Baron (2003), and Kaur (2013) note that in practice, managers from higher echelons of organisations are able to satisfy both their deficiency and growth needs while lower level managers are able to satisfy only their deficiency needs on the job. This justifies why Turabik and Baskan (2015) assert that Maslow's theory of needs also emphasizes that, in practice, no need can be satisfied completely and that, a satisfied need will no longer motivate the individual. This argument supports what Basset-Jones and Lloyd (2005) stated earlier when they argued that, in reality, it is the natural feeling of employees that makes them satisfy over needs met and dissatisfy on needs not met. Hence, basic needs are relative and can only be really satisfied in the context of human survival.

Frederick Herzberg's Two Factor Theory

From the words of Turabik and Baskan (2015), Herzberg's Motivation-Hygiene theory emerged as a result of a research on job satisfaction done with 203 accountants and engineers by Herzberg, Mauser and Snyderman in Pittsburg in 1959 (Koçel, 2010; Stello, 2011). The study sought to know about the workers' feeling at the workplace as participants were asked to explain when they feel quite good or bad about themselves in the workplace (Stello, 2011; Taşdemir, 2013). Results revealed that workers at the workplace experience either good or bad feelings. Internal contents such as achievement and responsibility make them feel good and highly satisfied whereas external contents such as wages and poor working conditions make them feel bad and unsatisfied (Odugbemi & Lee, 2011). This implies that factors affecting job satisfaction can be divided into two categories: the hygiene factors covering the process of getting the job done (external factors), and motivating (internal) factors which workers often develop by meeting their self-actualization needs (Stello, 2011).

However, as stated by Koçel (2010), Hygiene factors alone are not enough to motivate the workers. Motivations of the workers should be provided by setting the motivational factors to the work after providing minimum levels of good conditions of service. Hence, Herzberg and his colleagues concluded that although job dissatisfaction occurs in the absence of the hygiene factors, the existence of hygiene factors alone doesn't provide job satisfaction. In essence, motivating factors are determinants to job satisfaction (Özkalp & Kırel, 2005) since at this stage, workers are self-fulfilled and ready to give their best for the organization. Hence, scholars such as Brooks (2006) and Sağlam (2007) conclude that motivational factors such as sense of achievement, recognition, appreciation, independent decision-making, the work itself, responsibility assigned on the job, advancement opportunities, and personal development are what make workers satisfy with the job.

Unlike Maslow's Hierarchy of Needs that only focusses on what motivates employees to work, Frederick Herzberg's Motivation-Hygiene theory focuses on both what motivates employees to have a positive attitude at work and what demotivate workers that leads to negative job attitude (Herzberg, Mausner & Snyderman, 1959). This theory stipulates that what ultimately motivate individuals to work are not necessarily the same factors that lead to demotivation when they are not provided. Although in Herzberg's worldview, motivation on the job should lead to workers' satisfaction, he theorized that satisfaction and dissatisfaction are not direct opposite ends of a linear continuum.

Herzberg however predicted that the factors that lead to positive job attitudes (motivation) are different from the factors that lead to negative job

12

attitudes (demotivation). Thus he calls the factors that lead to positive job attitudes motivators and those that lead to negative job attitudes hygiene factors (Herzberg, 1976). This is to say that, although the motivators and the hygiene factors exist side by side, job satisfaction can be fulfilled when the motivators overshadow the hygiene factors, making workers have a positive attitude towards assigned job. By so doing, workers can give their best to achieve organizational objectives.

Management Theories of Motivation

Management of the organization does not work in isolation. As suggested by McIntyre (2011), engaging all stakeholders in decision-making is essential for achieving a truly sustainable development goal. To understand better what management theories of motivation is all about, two symmetric theories - McGregor theory X and theory Y, and Likert's Participative Decision Making theory - which are intrinsically linked to decision-making are discussed.

Douglas McGregor's Theory X and Theory Y

In a quest to find a common ground between scientific management approach, which stipulates that managers should control and order subordinates, and human relations approach, which advocates that superiors need to cultivate and support their employees, McGregor (1960) propounded a twofold perspectives to HRM, which he termed as Theory X and Theory Y. According to Kayode (2013), McGregor's theory X and Y remains central to organizational development and to improving organizational culture. This is to

say that this theory is a salutary and simple remainder of the natural rules for managing people, which under the pressure of day-to-day business are all too easily forgotten. Ibietan (2010) argues that McGregor based his proposition on the premise that the assumptions of a manager about human nature and behaviour determine the style of leadership he/she is likely to adopt. This implies that the way an organization runs depends on the beliefs of its managers (Olum, 2004), which is reflected on every decision or action that the manager takes.

Theory X perspective gives a negative view of human behavior and management. Lawter, Kopelman and Protas (2015) argue that Theory X manager assumes that most people in their natural state are basically immature, need direction and control, and are incapable of taking responsibility. Therefore, most people must be controlled and threatened before they will work hard enough, and that they prefer to be directed, dislike responsibility and desire security above everything. This is what is termed as 'stick and carrot' philosophy of management (Kwok, 2014). Thus the average human being is viewed as lazy, dislikes work and needs a mixture of financial inducements and threat of loss of their job to make them work. This implies that employees will adequately work when there are promises for rewards and potential punishments.

However, Theory Y perspective argues that people want to fulfill themselves by seeking self-respect, self-development, and self-fulfillment at work as in life in general (Olum, 2004). Theory Y managers believe that people want to succeed and they can excel if they are given the right to be creative (Seniwoliba & Nchorbono, 2013). This implies that managers do not

14

strictly tell workers what to do since they are not robot; but rather give them directions and allow them to exercise their discretionary power in discharging their duties. Managers also believe that since most workers are ambitious, they will, in normal circumstances, seek the good of the organization because they want the best for the organization.

Notwithstanding, there are scholars who argue that McGregor (1960)'s study was not scientific enough. They claim that McGregor in his theory did not measure his constructs nor test the validity of the instruments used in conducting the study (Miner, 2003). For such a reason, when Fiman (1973) and Michaelsen (1973) conducted their studies on job performance, they concluded that, in reality, there is no correlation between theory X/Y management style and staff job satisfaction as propounded by McGregor. Although Fiman (1973) and Michaelsen (1973) recognized the possibility of workgroup-level effects resulting from supervisors' X/Y attitudes and behaviors, they claimed that it has insignificant effect on job satisfaction among employees. This did not concur with the findings from Thomas and Bostrom (2010) on the same subject-matter. They contended that Fiman (1973) and Michaelsen (1973) failed to distinguish X/Y attitudes from X/Y behaviors which did not clearly depict the relationship between the managers and subordinates in terms of job performance (Sahin, 2012).

Rensis Likert's Participative Decision Making Theory

This is one of the major theories related to the human resources side of management theory. Hence, Rensis Likert agrees with McGregor that managers operate two styles of management, traditional and modern styles

(Ibietan, 2010). Either of the styles should involve workers anytime a decision that will affect the organization proper functioning is being taken. Rensis Likert's Participative Decision Making (PDM) Theory has four systems that are based on effectively related functioning groups within the organization. According to Likert (1967), highly effective work groups linked together in an overlapping pattern by other similarly effective groups will make greatest use of the human capacity.

Likert's ideas were based on the notion that supervisors with strong worker productivity tend to focus on the human aspects of subordinate problems while creating teams that emphasize high achievement (Storey & Holti, 2013; Boon & Biron, 2016). Hence, these supervisors are employee centered and believe that effective management requires treating employees as humans and not just worker bees. Likert (1967) further noted that these highly productive leaders generally involve subordinates in the decision making process. Out of this basic understanding, four management systems were created.

System 1, called exploitative authoritative management, portrays a lack of trust from management. The manager simply does not trust subordinates and has no confidence in subordinate decision making capabilities. Hence, all decisions are taken at the upper echelons of the hierarchy and then imposed on the workers (Akpinar, 2012). Communication under these leaders is simply unidirectional and flows from management to workers. Employees are only motivated to comply with management dictates out of fear.

System 2, termed as benevolent authoritative management, stipulates that decision making should be the preserve of those in managerial positions.

Hence, managers believe that workers must simply comply with managerial dictates because of the manager's legitimate right to make decisions. Since management takes on a master-servant style relationship (Babalola, Gbadegesin & Erigbe, 2014; Hosseini, Hosseini & Maher, 2016), subordinates are not free to discuss decisions or any job-related matters with their superiors. Rewards are the ultimate way of motivating employees to comply with managerial dictates.

System 3, referred to as consultative management, begins with a little trust by management in employees' decision making capabilities. The manager seeks input from workers and then uses the input to make the ultimate decision (Amanchukwu, Stanley & Ololube, 2015). Under consultative management, employees tend to be a little motivated and satisfied since communication, decision making participation, and teamwork is fair.

System 4, called participative management, is built on the ultimate goal of ensuring that decision making process and organizational goal attainment is widespread throughout the organizational hierarchy (Storey & Holti, 2013). Organizational leaders have complete confidence in worker's ability to make and implement decisions. Since workers are constantly encouraged to be active and creative in the decision making process, they tend to be motivated and satisfied. Kwok (2014) contends that participative group system brings the optimum result since personnel at all levels feel real responsibility for the organisational goals which leads to a substantial amount of cooperative work.

With these systems in place, Likert (1967) believes that an organization's performance is based on the systems or structures in place for

17

the workers. In practice, organizations should incorporate some aspects from the four systems in order to maximize organizational outcomes (Furtado, Aquino & Meira, 2012; Kreitz, 2007). This implies that, since decisions are taken at different organizational levels, there should always be a degree to which employees can be trusted (Kuyea, & Sulaimon, 2011; Rees, Alfes & Gatenby, 2013).

Relevance of the theories to the study

Although there is no single definition to theory, Henderikus (2010) notes that the systematic nature of theory is to provide explanatory leverage on a problem, describing innovative features of a phenomenon, or providing predictive utility. This is to say that in general, prediction and understanding, which are the two primary purposes of a theory (Zikmund, 2010) are identifying factors in the theory. Moreover, in an attempt to define theory, Gay and Weaver (2011) view theory as a "systematic sets of interrelated statements and constructs intended to explain some aspect of social life". Hence, a theory refers to a systematic ordering of ideas about the phenomena or relationships that constitutes explanation in a discipline (Heinen, 1985). This means that theory can be a presumption which consists of several ideas put together in order to explain an event or a phenomenon.

Beyond mere definitions, theory is used to (a) explain an event after making a few observations; (b) overcome certain situation; and (c) make prediction (Hoppe & Reinelt, 2010). In any case, the role and purpose of theories in shaping people understanding and beliefs cannot be overlooked. Hence, not only does theory organize what professionals pay attention to and

how they pay attention, but it also shapes beliefs that in turn shape action (Domahidy, 2003). The current study is geared towards looking at how HRM practices being applied among employees of UCC inform how satisfy or not the senior staff are with their job.

Generally speaking, job satisfaction is determined by both internal and external factors that directly or indirectly have a bearing on workers' satisfaction. Hence, considering the nature of this study, Maslow's Hierarchy of Needs and Likert's Participative Decision Making theories will be adopted. The choice of these two theories is justifiable because while Maslow's Hierarchy of Needs theory will explain the internal factors that may lead to job satisfaction, Likert's Participative Decision Making theory will be looking at the external factors to job satisfaction.

The internal factors which constitute the internal motivators affect the individual positively when the felt needs of the workers such as food, shelter, and the likes are met. The external factors are the practices that management employs in the quest to enhance workers' participation in decision making process. These factors have a positive effect on the workers when these feel that their views, inputs, and suggestions are taken into consideration by management. Although participation, according to Likert, is systemic in nature, management is expected to involve workers at every level of management so as to make each employee satisfy in his/her job.

The choice of these theories could also be justified by the argument made by Miles (1965) who asserts that all workers of an organization are reservoirs of untapped resources. This means that every employee comes into the organization with a variety of resources that management can tap into if

he/she is well treated (Yerby, 2013). These resources range from physical skills and energy through creative ability and the capacity for responsible to self-directed and self-controlled behavior (Miles, 1965; Renzulli, 2012). Hence, the primary task of HRM should be the creation of a working environment that fosters employee creativity and risk taking in an effort to maximize and tap into the resources employees bring into the job.

Furthermore, Laakso-Manninen and Viitala (2007) expounded that the HRM model should always acknowledge the untapped potential of most organizational members and advocate participation as a means of achieving direct improvement in individual and organizational performance. This means that the way HRM relates to organizational workers can either unearth the hidden potentials in them or otherwise. Thus, job satisfaction can be defined using the two variables: when employees' needs and desires are met, they will be more satisfied. At the same time, when employees feel that they have self-direction and control and are able to freely use their creativity, experience, and insight they will be more satisfied (Tan & Nasurdin, 2011). This implies that HRM practitioners in a quest to ensure that employees deliver on their assigned duties must adopt HRM practices that consider human face in dealing with the workers.

Conceptual Review

This section outlines the following: concept of human resource management, concept of job satisfaction, determinants of job satisfaction, and effects of HRM practices on job satisfaction.

Human Resource Management

According to Dessler (2007), Human resource management (HRM) can be viewed as a set of policies and practices used in carrying out the human resource (HR) aspects of a management position which includes planning, job analysis, recruitment, selection, orientation, promotion, compensation, performance appraisal, supervision, industrial relations, and training and development. Gerhart (2007) concurs with Dessler as he defines HRM as a combination of multiple factors including practices, policies, and system which influence the behaviour, attitude, and performance of the employee towards an organization in a positive way. This means that at the heart of HRM are policies, practices, and systems that influence employees' behaviour as well as attitude, and performance (Noe, Hollenbeck, Gerhart & Wright, 2007).

In essence, HRM constitutes the various activities put in place by the management of the organization to ensure that employees are working to achieve the objectives of the organization. Expounding on the nature of HRM, Yeganeh and Su (2008) note that the most common HRM practices are recruitment, selection, training and development, compensation, rewards and recognition whereas HRM policies relate to how the organization wants to handle key aspects of people management (Armstrong, 2009). These practices aim to improve the overall performance of employees within the organization, which will ultimately result in increased organizational performance and will have significant effect on job satisfaction (Delaney & Huselid, 1996).

HRM practices are to be a source of high performance appraisal, which has two main characteristics: (1) boost up the performance of the organization,

21

and (2) position and adjust the organization in a dynamic environment (Igbal *et al*, 2013). Due to globalization, every organization seeks to adopt the desirable best HRM practices that will ensure both high performance of the organization by increasing productivity and employees' job satisfaction (Colbert, 2004) by appropriately relating to workers. This implies that although the best HRM practices vary from one organization to another, human relations play an important role in encouraging employees to discharge their duties wholeheartedly and with a positive attitude.

Concept of Job Satisfaction

One of the most classical and prominent definitions of job satisfaction was offered by Locke (1976) who referred to job satisfaction as a pleasing or positive emotional state resulting from the evaluation of a person's job (Haque & Taher, 2008). In this sense, Job satisfaction is directly linked to the positive psychological and emotional state of employee based on job experience (Parker, 2008). It involves workers' attitudes, feelings and thoughts towards their organization, work, and fellow workers (Pule, Mwesigye, Kanyangabo & Mbago, 2014). Whereas negative attitudes towards the job lead to job dissatisfaction, positive attitudes lead to job satisfaction (Qasim, Cheema & Syed, 2012). This implies that to ensure job satisfaction, managers of both knowledge-based organizations and non-knowledge-based organizations must devise appropriate HRM policies and practices that will foster positive and favourable job's attitudes of employees.

In a recent study, Vikram and Sayeeduzzafar (2014) define job satisfaction as an attitude which is an outcome of harmonizing and summarizing numerous likes and dislikes experiences with the job. Unlike in production companies where machines are more used to work, knowledgebased organizations such as the University of Cape Coast depend on individuals in achieving organizational goals. This implies that the performance of such organizations largely depends on people's skills, talents and levels of experience. Thus, providing the right training and adopting appropriate HR policies is fundamental in achieving efficiency, expertise and job satisfaction among workers (Kennedy, 2009; Kwenin, Muathe & Nzulwa, 2013).

Determinants of Job Satisfaction

Human resource management policies and practices vary from one organization to another. Several recent studies conducted on HRM practices indicate quite a number of factors that determine workers' job satisfaction in a given organization.

Researcher (s)	HRM Practices
Syed and Yah (2012)	Empowerment, job rotation, Employee
	participation, Merit-based Promotions,
	Performance-based Pay, and
	Grievance handling procedures.
Igbal, Malik and Ghafoor (2013)	Supervision, participation in decision
	making, and compensation
Farahbod and Arzi (2014)	Training, staffing; performance
	appraisal and reward
Oyeniyi, Afolabi and Olayanju	Compensation, supervisory,
(2014)	promotion, training and development,
	and performance evaluation

Table 1: Factors Determining Job Satisfaction

Antwi, Opoku, Ampadu and Osei-Boateng (2016) Training and development, motivation, internal communication, and reward/remuneration

Looking at Table 1, four (4) HRM practices - reward, promotion, training and development, and supervision– are dominant and constitute potential factors that can determine job satisfaction in knowledge-based institutions. Hence, this section of the literature will briefly look at these determining factors.

Reward

Defined as a cumulative financial compensation that employees receive in return for their services in an organization (Bergiel, Nguyen, Clenney & Taylor, 2009), a reward policy is a basic element which indicates how much employees gain when they dedicate their time and effort towards the achievements of company objectives. Financial rewards consist of base pay (fixed) and incentive pay (variable). The nature of reward of an organization's HRM system can affect employee motivational levels in diverse ways (Delaney & Huselid, 1996). The type of incentive compensation systems that provide rewards to employees can be used by organizations for meeting specific goals. For such a reason, Ajila and Abiola (2004) observe that reward system helps to increase employee performance by increasing energy level, enhancing employee skills as well as knowledge and abilities in order to achieve organizational objectives.

In practice, an organization's well-designed reward policy can be used as a means for attracting, motivating, and retaining employees within the

organization (Terera & Ngirande, 2014). For this reason, Mensah (2013) argues that employee benefits and rewards increase worker's commitment to the organization and reduce the tendency to think about other job opportunities. Hence, managers must design attractive reward policies so as to enhance job satisfaction and retain hardworking employees (Gohari, Kamkar, Jafar, Hosseinipour & Zohoori, 2013). This should be the case of knowledge-based institutions where the reward policy is designed in form of scales, whereby employees are rewarded on the basis of their qualifications, work experience and particular contributions towards the institutions.

Studies have shown that when employees are rewarded on the basis of merit, they get motivated and work very hard, which in turn leads to good performance (Agwu, 2013; Chepkwony, 2014; Gohari *et al.*, 2013; Scott, 2010). Nevertheless, when a reward policy is unfairly designed, it will rather be detrimental to the organization since it will constitute a form of demoralizing tool that may affect employees' job satisfaction (Heng, 2012 as cited by Edirisooriya, 2014).

Promotion

Promotion policy involves processes in an organization through which employees can be changed from their current positions to higher positions of service. Organizations that usually promote their employees can foster workers' job satisfaction (Muhammad & Akhter, 2010) than those that do not give such opportunities. Promotion is generally interpreted as a reward for hard work and serves as an encouragement to strive toward the growth and development of the organization.

Notwithstanding, in an attempt to increase efficiency of workers as well as job satisfaction, promotion of employees within the organization must be fair and equitable. This is to say that all workers in the organization must be given promotional opportunities based on their ability, skills, and experience (Danish & Usman, 2010). By so doing employees' loyalty will be ensured and the organization will benefit from their commitment at work. Therefore, knowledge-based institutions must ensure equity in the promotion of workers if they desire to maximize employees' job satisfaction and efficiency in work performance.

Training and Development

Training and development aims at building and improving current or future employees' competencies and optimizing their contribution towards the organization (Schuler, 1995; Nassazi, 2013). This is to say that employees of an organization acquire new skills and improve competencies through the various training programs organized by the HR management. Mensah (2013) concurs with this fact as she observes that training programs play a central role in nurturing and strengthening employee competencies. Thus, by training and developing employees, the organization seeks to create a pool of qualified replacements for employees who may leave or be promoted to other positions of service.

Training and development also helps business to position itself by adapting to changing environmental conditions and make use of new technology (Kennedy, 2009). Although training and development may be time consuming and sometimes costly, it offers tremendous benefits to both the organization and individuals (Khan *et al.*, 2011). Training and development can take the form of seminars, workshops, and scholarships in knowledgebased institutions. Although scholars such as Shelton (2001) argues that employees easily learn via on-job training, others such as Wood (2004), and Malaolu and Ogbuabor (2013) contend that off-the-job training is more beneficial than on-job training since the latter has the potential to realize maximum efficiency and job satisfaction than the former.

Supervision

Supervision is an essential determinant to the organizations and firms performance (Khan, Nawaz & Khan, 2013; Mudor & Tooksoon, 2011) since the supervisors have extensive knowledge of job requirements and adequate opportunity to observe and help the workers under them. To measure high or low productivity, supervisors have something to gain from the employees' high performance and something to lose from low performance. Several studies have been conducted to explain the relationship between supervision and job satisfaction. From the work of Cumbey and Alexander (1998), effective supervision has a positively effect on job satisfaction. This is in concordance with what Karasek and Theorell (1990), and Keashly and Jagatic (2000) noted that poor supervision generally leads to dissatisfaction of most workers. Furthermore, close supervision and monitoring of work leads to high performance of the employees (Bradley, Petrescu & Simmons, 2004).

In another study, Thobega (2007) measures the extent to which supervision experienced by agricultural education teachers in Iowa is related to job satisfaction that may determine their intention to remain in the teaching

profession. They considered some components of supervision such as observation, support, and guidance. The results of the findings showed that supervision provides a positive correlation with job satisfaction. However, the selected components of supervision are not useful predictors of agriculture teachers' job satisfaction of their intentions to remain in teaching. In addition, Harmon *et al.*, (2007) in clarifying the issue of control over work practices, stated that supervision significantly correlates with increased job satisfaction and lower turnover rates among the workers.

Effects of HRM Practices on Job Satisfaction

The issue of the effects of HRM practices on organizational performance and employees attitudes has been a leading area of research in both developed and developing world for years (Delaney & Huselid, 1996; Huselid, 1995; Katou & Budhwar, 2007; Petrescu & Simmons, 2008). In this work, the effects of HRM practices on job satisfaction will be looked at through the relationship between the two concepts. Hence, several scholastic works have been published on the relationship between HRM practices and job satisfaction with mixed results.

A study conducted in Pakistan by Delaney and Huselid (1995) analysed eleven practices related to the relationship between HRM practices and job satisfaction. These include personnel selection, performance appraisal, incentive compensation, job design, empowerment of decision, information sharing, attitude assessment, labour management participation, recruitment efforts, employee training and promotion criteria. Their study revealed that

four HR practices including compensation, promotion, performance evaluation, and empowerment were determinants to job satisfaction.

Following Delaney and Huselid (1995) was another study by Teseem and Soeters (2006). They examined the relationship between eight HR practices and job satisfaction. These HR practices include recruitment and selection, placement, training, compensation, employee performance evaluation, promotion, empowerment and social security or pension. They discovered that each of the determinants has significant effect on job satisfaction. However, a study conducted by Adeel *et al*, (2011) did not concur with that of Teseem and Soeters (2006). They investigated the effect of HRM practices on job satisfaction among university teachers in Pakistan. Findings revealed that, unlike Teseem and Soeters', compensation practices, employee performance evaluation practices, promotion practices and empowerment practices are not predictors to job satisfaction.

Other scholars did a variety of works on the relationship between HRM practices and job satisfaction. In examining the impact of HRM on job satisfaction, Gürbüz (2009) gathered data from 480 blue collar employees of the 35 large firms of Istanbul, Turkey. Among the variables used, participation of the employees in decision making was determinant to job satisfaction. However, in similar studies on the impact of HR practices on job satisfaction in both public and corporate private sectors in Pakistan, Javel *et al*, (2012), Igbal *et al* (2013), and Masoodul *et al*, (2013) discovered that the following are determinants to workers' job satisfaction: reward, training and development, recognition, supervision. Results indicated that while training and development and recognition has strong positive effect on job satisfaction in public sector, reward and supervision have significant effect on job satisfaction in corporate private sector. This implies that participation in decision making alone cannot predict job satisfaction, but other factors such as reward, recognition, supervision, and training and development are also predictors.

Asta and Zivile, (2011) and Syed and Yah (2012) also examined the HRM practices linkage with organizational commitment and job satisfaction in China. Results revealed that empowerment, job rotation, employee participation, merit-based promotion and performance-based pay as well as grievance handling procedures have significant relationship with employee's job satisfaction. However, in a study conducted on the relationship between human resource policy and job satisfaction among indigenous and expatriate teaching staff of Kampala international university, Uganda, Pule *et al* (2014) discovered that reward policy was a predictor of job satisfaction. This implies that, to some extent, the more an employee is being paid the likely he /she can be satisfied with the job.

Recently, Kosi, Opoku-Danso and Ofori (2015) conducted a study on the relationship between HRM Practices and Retention among 291 senior staff workers of the University of Cape Coast, using stratified and simple random sampling techniques. Their results confirm that of Pule *et al* (2014) as they indicated that reward system was the most significant predictive variable of senior staff retention, and for that matter job satisfaction. This implies that reward policy plays a crucial role in determining job satisfaction in knowledge-based organizations. However, this is not true with the public banking sector in Ghana. Hence Osei-Bonsu (2014) observes that involvement

of employees in decision making is strongly related to job satisfaction in public banks in Ghana. Besides, employee training has a huge effect on organisational performance in the Ghanaian knowledge-based institutions (Quartey, 2012).

Several other studies on the effect of HRM practices on job satisfaction among diverse organizations have been conducted. Studies by Antwi, Opoku, Ampadu and Osei-Boateng (2016), Oyeniyi, Afolabi and Olayanju (2014), and Vikram and Sayeeduzzafar (2014) looked at the effect of HRM practices on job satisfaction in the banking sector (private and public respectively) among employees in both developed and developing countries. In their studies, Farahbod and Arzi (2014), Igbal, Malik and Ghafoor (2013), and Syed and Yan (2012) examined the effect of HRM practices on job satisfaction among telecom companies' employees, manufacturing firms' employees, and hotel companies' employees respectively.

Results of the various studies revealed that compensation practice, promotion practice, training practice and performance evaluation have positive effect on job satisfaction while strict supervisory role practice has inverse effect on job satisfaction. This is an indication that HRM practices play significant role in measuring the growth, performance, capability of the organization, management processes, systems that are value based and high performance teams (Farahbod & Arzi, 2014), which in reality enable organizations respond effectively to the ever changing market.

Conceptual Framework

After a careful study of literature review, the following conceptual model is formulated to illustrate the impact of HRM practices on job satisfaction.

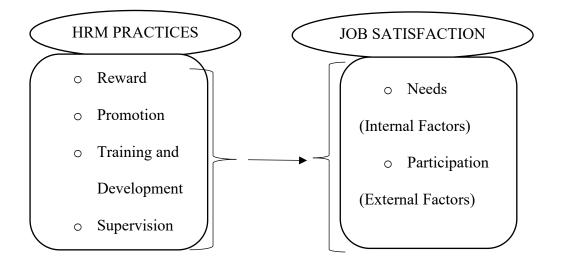


Figure 1: Conceptual Framework

The framework in figure 1 depicts the effect of HRM practices on job satisfaction. Variables such as reward, promotion, training and development, and supervision are considered as determinants of workers' job satisfaction at UCC. The indicators used for these variables are the basic needs of the employees as well as the way management allows them to participate in decision making process in the organization. While the basic needs constitute the internal factors, participative systems are regarded as external factors. This implies that HRM practices will be measured based on the roles that the four variables play in the lives of the employees at UCC, considering the internal and external factors involved. Thus, these variables will determine the extent to which senior staff employees of UCC are satisfied with their current jobs.

CHAPTER THREE

RESEARCH METHODS

Introduction

This is a case study on a socio-economic issue. This chapter describes how the study was conducted. Hence, it outlines the study organization, study design, population, sample and sampling procedures, source of data, instruments for data collection, data collection procedure, and data analysis.

Study organization

The University of Cape Coast is located in the Central Region of the Republic of Ghana. Primarily established in 1962 to train manpower in education, UCC has added to its functions the training of education planners, administrators, agriculturalists and health care professionals. In pursuance of its mission, the University is organized into five colleges. Each college is made up of different schools, faculties and departments. Due to the important role the university plays in national development, its human resource is structured in ranks, which include Senior Members, Senior Staff, and Junior Staff. UCC is one of the biggest tertiary institutions in Ghana. It has a broad spectrum of HRM policies, which cover all types of HRM being practiced in most organizations with competitive advantage. It offers a wide range of job opportunities to citizens where the effects of HRM practices on job satisfaction can easily be measured.

Considering all kinds of levels of workers that UCC deals with, the study will be delimited to the Senior Staff employees. Senior Staff are made

up of several strata of employees that contribute immensely to the high performance of the university.

Study Design

Generally speaking, a research design provides the glue that holds the research together (Trochim, 2000). The study was descriptive in nature and used a quantitative method design. This type of design attempts to provide an accurate and objective description of a picture of an on-going situation or real life situation (Quartey, 2012). Hence, it will be necessary to determine the relationship between HRM practices and job satisfaction. By so doing the researcher will find out more about what types of HRM policies can enhance workers' job satisfaction in knowledge-based institutions.

A cross-sectional study, which involves drawing a sample of elements from the population of interest, was used to gather data necessary for quantitative analysis. Cross-sectional study is justified by the fact that the research used sample survey in which the sample was selected to be representative of the target population and in which the emphasis was on the generation of summary statistics such as averages and percentages from the population of interest. Thus, workers' job satisfaction was measured by the types of HRM practices that have been used in the organization. Questionnaire was used to collect data for in-depth analysis with the hope to achieve the research objectives.

Population

The target population is made up of senior staff of UCC. The population of the study is 1469 senior staff (DHR, May 2017) comprising both male and female workers. A sample size of 302 senior staff was selected. This sample size was chosen using a table for determining sample size from a given population provided by Krejcie and Morgan (1970) as cited in Sarantakos (2005) (see appendix 2). Per the table, for a population of 1469, a sample size of 302 should be adequate.

Sample and Sampling Procedure

A sample of 302 was selected using both the stratified and convenient sampling techniques. The choice of the stratified sampling technique was justified by the fact that the respondents to the questionnaire were grouped into various categories, which allowed for the calculation and determination of the quota assigned to each category of workers. Convenient sampling technique was considered because, although there is a sample frame that is senior staff within the University, questionnaire was administered to respondents who were available at the researcher went to the offices.

Furthermore, senior staff of UCC are made up of four categories of workers. These include the Chief Administrative Assistants (CAA), Principal Administrative Assistants (PAA), Senior Administrative Assistants (SAA), and Administrative Assistants (AA). Senior staff are also distributed through colleges which include the College of Distance Education (CODE), College of Education Studies (CES), College of Humanities and Legal Studies (CHLS), College of Health and Allied Sciences (CHAS), College of Agriculture and Natural Sciences (CANS), School of Graduate Studies (SGRS), Central Administration (CA), and University Library (ULIB). However, in this study, the College of Distance Education (CODE) extension campuses have been excluded. This is because CODE is spread throughout all the ten regions of the Republic of Ghana and reaching out all its centres within the time frame allocated for the study will be impossible. A stratified sampling technique was used to group the population into the above defined groups.

RANK	CAA	PAA	SAA	AA	TOTAL
COLLEGE					
CODE	9	59	31	2	101
CES	21	45	62	2	130
CHLS	29	39	80	8	156
CHAS	6	45	27	2	80
CANS	29	57	74	16	176
CA	209	293	159	65	726
SGRS	1	4	6	-	11
ULIB	37	30	18	4	89
TOTAL	341	572	457	99	1469

Table 2: Distribution of Population by Rank and College

Source: Directorate of Human Resource, University of Cape Coast (May, 2017)

To ensure fairness in selecting the sample size, the study used proportion with respect to the population size of each stratum. The formula for determining the sample size for each stratum is: $s = \frac{n}{N} \times Z$ where

s= sample size for each stratum (category)

n= number of workers in a stratum

N= total population of senior staff

Z= sample size of the population of interest

RANK	CAA	PAA	SAA	AA	TOTAL
COLLEGE					
CODE	2	12	6	-	20
CES	4	9	13	-	26
CHLS	6	8	16	2	32
CHAS	1	9	6	-	16
CANS	6	12	15	3	36
CA	43	61	33	14	151
SGRS	-	1	1	-	2
ULIB	8	6	4	1	19
TOTAL	70	118	94	20	302

 Table 3: Distribution of Sample Size by Rank and College

Source: Field survey, Tchouchu (2017)

Source of Data

The study made use of primary data. For such, respondents were contacted on personal basis to get the needed information.

Instrument of Data Collection

Data collection is the process of selecting subjects and gathering information from these subjects through appropriate instrument. Data collection for this study was done through questionnaire. A well-structured set of questions was used, which was self-administered. Questions on the questionnaire protocol were both open and closed ended questions. The questionnaire was made up of two sections. Section A sought to know the

background information of the respondents, and Section B focused on the views of the respondents about the nexus between HRM practices and job satisfaction.

In measuring the variables, this study used two types of scales. Section A of the questionnaire used nominal scale while Section B used the Likert scale, which is a type of ordinal scale that assigns names with an order such as: "bad", "medium", and "good"; or "very satisfied", "satisfied", "neutral", "unsatisfied", "very unsatisfied." Both nominal and ordinal scales of measurement have been propounded by Stevens (1946). Nominal scale which is used from item one (1) to item six (6) was meant to categorize participants in order to obtain their identity. The items on this scale included gender, age, marital status, education, rank, and years of experience.

In Section B of the questionnaire, ordinal scales which are typically measures of non-numeric concepts such as satisfaction, happiness, discomfort, and the like were used. Likert Scale was the type of ordinal scale used to measure items from question seven (7) to question ten (10). The items to be measured included the description and rating of job satisfaction as well as ascertaining respondents' views about which HRM practices have significant bearings on job satisfaction among senior staff of the University of Cape Coast. Hence, there were four various degrees of satisfaction which were used and assigned the following names: "strongly agree", "agree", "disagree", and "strongly disagree".

Validity of the Instrument

Accuracy of information was ensured by the use of relevant instrument. The questionnaire protocols were subjected to the scrutiny of peers and the supervisor. Their recommendations were used to finally formulate instrument that had the ability to obtain the expected relevant data.

Data Collection Procedure

A survey was conducted using a quantitative method. Hence, the method was used as a means for testing objective theories by examining the relationship among variables. These variables, in turn, were measured, typically on instruments, so that numbered data could be analysed using statistical procedures. Hence, a structured questionnaire with both opened and closed ended questions was used to collect data. The set questionnaire was distributed to the respondents and ample time was given to them to fill before it was collected. The researcher administered the questionnaire to the respondents, ample time was given to them to fill it, and the researcher came back after three to four days to collect the questionnaire back.

Data Analysis

Data analysis was conducted to reduce, organize and give meaning to data. Data collected was analyzed under various sub-headings. Results were captured and analyzed using the Statistical Product for Service Solution (SPSS). In other words, data collected from this research was statistically presented both in tables and document forms. The findings were discussed visa-vis the literature, and tried as much as possible to confirm or disconfirm what those from the literature said. Where findings from the questionnaire contradicted those of the literature, discussions were made with the hope of ascertaining options that could suit solutions to the problem under consideration. Discussions of the findings were done objectively with the hope of achieving the research objectives.

Ethical Considerations

Approval with regards to the ethical consideration was gained prior to data collection. The design chosen for the study necessitated the following ethical considerations to protect both respondents and researcher. A letter of introduction, from the department of management studies, was submitted to the Directorate of Human Resource at the University of Cape Coast. Respondents were assured of their right to participate or withdraw in the course of the study if they so desired. They were also assured that all information gathered will be kept confidential but was going to be used for an academic purpose only. No money or any form of incentive was given to the respondents before, during or after the filling of questionnaires.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presents the results of the findings in table forms. It also discusses the findings as it compares them to what has been said in the literature.

Presentation of Findings

The findings of the study have been presented based on the background information of the respondents, as well as the general staff views about human resource management practices and job satisfaction.

Background Information

The study sought to know about the background information of the respondents. Hence, their gender, marital status, education, age range, their current occupational rank, and the number of years they have been working with UCC are presented in Table 4.

Table 4 shows that out of the 302 respondents, fifty three percent (53%) were females while forty seven percent (47%) were males. Considering the marital status of the respondents, majority representing 60.3% were married, 28.5% were single, 9.6% were divorced, and 1.7% were widowed. The educational background of the respondents revealed that out of the total number of respondents, 45% held Bachelor's degree, 40.4% had Diploma's degree, 12.9% had Master's degree, and 1.3% had other degrees.

Characteristic	Frequency	Percentage
	(N)	(%)
Gender		
Male	142	47
Female	160	53
Marital Status		
Single	86	28.5
Married	182	60.3
Divorced	29	9.6
Widowed	5	1.7
Educational Background		
Diploma	122	40.4
Bachelor's Degree	137	45.4
Master's Degree	39	12.9
Other	4	1.3
Age		
20 - 29 years	49	16.2
30 - 39	157	52
40 - 49	69	22.8
50 - 59	27	8.9
Present Rank		
CAA	70	23.2
PAA	118	39.1
SAA	94	31.1
AA	20	6.6
Number of Years Worked in UCC		
1-3 Years	19	6.3
4-6 Years	47	15.6
7-10 Years	107	35.4
10 Years and Above	129	42.7

Table 4- Background Information of the Respondents (N=302)

Source: Field survey, Tchouchu (2017)

Looking at the age of the respondents, results indicate that majority of the respondents were between the ages of 30 and 39. This fact is confirmed by 52 % against 22.8 % of those between the ages of 40 and 49, 16.2 % of those between the ages of 20 and 29, and 8.9 % of those between the ages of 50 and 59. The study also sought to know about the present rank of the respondents. Results indicate that 39.1 % of the respondents were PAA, 31.1 % were SAA, 23.2 % were CAA, and 6.6 % were AA. Besides it was also discovered that most of the respondents were experienced workers since they have been working with UCC for more than 10 years. This is shown by 42.7% of the respondents having worked for 10 years and above, 35.4% having worked between 7 and 10 years, 15.6% having worked between 4 and 6 years, and only 6.3% having worked between one and three years.

Therefore, results of the background information about the respondents indicate that majority of respondents were married female employees, between the ages of 30 and 39 years holding bachelor's degrees. Most of these employees were PAA with at least 10 years of working experience. This implies that these employees are well acquainted with HRM practices of UCC since each of them had the opportunity to experience at least one HRM practice of the University. The study further sought to ascertain the general views of the respondents about the relationship between current HRM practices of UCC and job satisfaction. The following Tables portray the results of the finding.

Table 5- General staff views about Human Resource Management

Human Resource Practices	Ver Sati	y sfactory	Satis	factory	Unsatisfactory		Very Unsatisfactory		
Tractices	N	%	N	%	N	%	N	%	
Recruitment, selection, and Orientation	42	13.9	192	63.6	57	18.9	11	3.6	
Appraisal and promotion	18	6.0	126	41.7	111	36.8	47	15.6	
Reward and compensation	24	7.9	117	38.7	118	39.1	43	14.2	
Training and development	65	21.5	186	61.6	42	13.9	9	3.0	
Health and Safety	14	4.7	201	67.0	72	24.0	13	4.3	
Supervision Grievance	10	3.3	148	49.0	94	31.1	50	16.6	
handling and Discipline	49	16.2	138	45.7	78	25.8	37	12.3	
Welfare	29	9.7	129	43.0	102	34.0	40	13.3	

practices and job satisfaction

Source: Field survey, Tchouchu (2017)

Among the many HRM practices of UCC, eight were selected to seek the general views of the respondents about the subject under discussion. Results of the finding show that respondents were satisfied with the following HRM practices at UCC - recruitment, selection and orientation, training and development, health and safety, supervision, grievance handling and discipline, and welfare. This is shown by the percentage of those who answered either by "satisfactory" or "very satisfactory". They are 77.5 % for recruitment, selection and orientation, 83.1 % for training and development, 71.7 % for health and safety, 52.3 % for supervision, 61.9 % for grievance handling and discipline, and 52.7 % for welfare.

However, they were unsatisfied with the following HRM practices appraisal and promotion, and the reward and compensation. This is shown by the percentage of those who answered either "unsatisfactory" or "very unsatisfactory". They are 52.4 % for appraisal and promotion, and 53.3 % for reward and compensation. This is an indication that workers of the UCC are not satisfied with the wages that they are receiving as well as the way and manner in which promotion is being carried out among employees of the University. Furthermore, questions about the four (4) HRM practices - reward, promotion, training and development, and supervision– identified as dominant and constituted potential factors that can determine job satisfaction in knowledge-based institutions were ascertained.

Statement	Stron- gly Agree	Agree	Disagree	Strongly Disagree	Means	Std. Deviation
AVGREWARD	%	%	%	%	2.6380	0.44782
I am satisfied with the amount of pay and other benefits I receive	10.1	53.0	29.5	7.4	2.6577	0.75898
In this organization, pay of employees is directly linked to both academic achievement and job performance	17.3	56.8	20.3	5.6	2.8571	0.76345
Compensation packages encourage employees to achieve organization's objectives	13.5	42.1	37.7	6.7	2.6229	0.80068
Pay increments offered by the organization are satisfactory	10.0	35.1	40.5	14.4	2.4080	0.85574

Table 6- Reward of Employees

Source: Field survey, Tchouchu (2017)

Enquiries were made about the reward system in UCC. Considering the number of respondents who answered by "agree or strongly agree" and "disagree or strongly disagree", 74.1 % declared that pay of employees of UCC is directly linked to both academic achievement and job performance, 63.1 % were satisfied with the amount of pay and other benefit packages that they receive, and 55.6 % claimed that compensation packages encourage

employees to achieve organization's objectives. However, 54.9 % of respondents stated that pay increments offered by government under the single spine scheme are not satisfactory. This is to say that the way wages are increased annually for those on government's pay roll and working for the University is not appreciable. Thus, majority of employees are not enthusiastic about pay increments.

Further probe was made about the extent to which senior staff of UCC agree or disagree on the issue of reward system. For that reason, the mean and the standard deviation of the responses were computed. Although the means range from 2.40 to 2.85, the average mean is 2.63. This indicates that the responses are skewed towards the scale of 3. This is to say that majority of respondents agree to the fact that reward as a HRM practice has effect on job satisfaction of UCC employees. Besides, the average standard deviation is 0.44 which is less than 0.5. This indicates that the statement depicting the fact that reward system is related to job satisfaction is true. Questions were asked about the way employees are being promoted at UCC.

Table 7 revealed that 84.3 % of respondents agreed that UCC recognizes the career growth needs of its employees, 81.5 % stated that management of the University respects each employee's ability and knowledge of the job, and 57.7 % declared that those who do well on the job stand a fair chance of being promoted.

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Means	Std. Deviation
AVGPROMO	%	%	%	%	2.7727	0.45897
The organization recognizes the career growth needs of its employees	25.8	58.5	12.7	3.0	3.0702	0.70835
There is really too little chance for promotion on my job	25.7	32.3	29.7	12.3	2.7133	0.98372
Those who do well on the job stand a fair chance of being promoted	17.1	40.6	29.5	12.8	2.6208	0.91407
I am satisfied with my chances for promotion	12.0	33.1	38.5	16.4	2.4080	0.90157
Management respects each employee's ability and knowledge of the job	27.5	54.0	14.8	3.7	3.0537	0.75465

Table 7- Promotion of Employees

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Source: Field survey, Tchouchu (2017)

However, 58 % of respondents said that there is really too little chance for promotion on the job at UCC, and 54.9 % are not satisfied with their chances for promotion. This indicates that although the HR management of the University has policies on promotion, the implementation of such policies are not to the satisfaction of all University's employees.

Further enquiries were made about the extent to which the employees of UCC agree or disagree on the issue of promotion. Hence, the mean and the standard deviation of the responses were computed. It was revealed that, though the means range from 2.40 to 3.07, the average mean is 2.77. The standard deviation is 0.45 which is less than 50%. Hence, the responses are skewed towards the scale of 3. This indicates that most respondents agree that promotion has a bearing on how satisfy or not UCC employees are with their job. The study also sought to know about what respondents had to say about training and development as a HRM practice in UCC.

In terms of the training and development of employees, Table 8 depicts that 80.9 % of respondents said that various training programs, which give the opportunities to employees to learn and grow, are being provided with the hope to enhance not only personal, but professional, and organizational development. For that matter, 58.6 % of respondents claimed to have benefited from study leave, and 79.8 % have had the chance to attend seminars and workshops. Out of the total number of respondents, 78.7 % confirmed that training programs in UCC includes social skills, general problem solving skills, as well as broader knowledge of the organization and business proceedings.

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Means	Std. Deviation
AVGTRAIN	%	%	%	%	2.9212	0.48293
Training programs, which give the opportunities to employees to learn and grow, are provided to enhance both personal and professional development	19.4	61.5	14.7	4.4	2.9599	0.71775
I have benefited from study leave	17.9	40.7	26.2	15.2	2.6126	0.95003
I have had the chance to attend seminars and workshops	38.9	40.9	14.8	5.4	3.1342	0.85798
Training in the organization includes social skills, general problem solving skills, broader knowledge of the organization and business proceedings	14.0	64.7	17.3	4.0	2.8870	0.67862
Training programs have improved not only my decision making and problem solving skills, but also the working relationships with co- workers	17.3	71.4	8.6	2.7	3.0332	0.60461

Table 8- Training and Development

Source: Field survey, Tchouchu (2017)

Consequently, 88.7 % of respondents declared that the various training programs they have attended have tremendously improved not only their decision making and problem solving skills, but also their working relationships with co-workers. This implies that training and development

practices at UCC encompass what is needed to train and grow all the employees to meet the desired university's goals.

Further probe was made about the extent to which senior staff of UCC agree or disagree on the issue of training and development. For that reason, the mean and the standard deviation of the responses were computed. Although the means range from 2.61 to 3.13, the average mean is 2.92. The average standard deviation is 0.48 which is less than 0.5. This indicates that the responses are very close to the scale of 3. This is to say that majority of respondents agree to the fact that training and development is important in ensuring that employees of the University are satisfied with their job. The study also sought to know about how the respondents rate the supervision by their immediate boss.

Results of the findings revealed that 84.4 % declared that the employees would perform their duty sincerely and better even if the supervisor is not around, and 82.1 % admitted that there is a formal, fair and reasonable process for handling employees' grievances and complaints. Notwithstanding, 51.4 % of respondents claimed that they do not feel free at all to discuss their career aspirations within the organization with their immediate supervisors.

Table 9- Supervision of Employees

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Means	Std. Deviation
AVGSUPER	%	%	%	%		
AVGSOFER					2.5921	0.49260
I feel free to discuss my career aspirations within the organization with my immediate supervisor.	10.6	38.0	30.7	20.7	2.3867	0.93097
Most of the supervisors in the organization encourage us to discuss our problems with	7.4	40.2	26.2	1 < 1		
them.	7.4	40.3	36.2	16.1	2.3893	0.84257
With the help of my supervisor, I feel better equipped to tackle unexpected events with skill and confidence.						
	12.1	35.2	35.9	16.8	2.4262	0.90802
Most of the employees would perform their duty sincerely even if the supervisor is not						
around.	29.5	54.9	11.5	4.1	3.0983	0.75175
There is a formal, fair and reasonable process for handling employees' grievances and	27.5	54.7	11.5	7.1		
complaints.	23.1	59.0	12.2	5.8	2.9932	0.76485
Management follows policies and practices that serve combined interests of both employees and the organization.	10.0	36.3	30.0	23.7	2.3267	0.94672

Source: Field survey, Tchouchu (2017)

Considering the way and manner supervisors handle their subordinates, 52.3 % of respondents said that supervisors in UCC do not encourage them to discuss their problems with them, 52.7 % also stated that they do not need the help of their supervisors to be better equipped to tackle unexpected events. When trying to know how the university oversees the duties of the supervisors vis-à-vis their subordinates, 53.7 % of the respondents declared that management of the university does not follow policies and practices that serve combined interests of both employees and the organization. This indicates that supervision as a HRM practice at UCC does not foster job satisfaction among employees.

Further questions were ascertained about the extent to which senior staff of UCC agree or disagree on the issue of supervision. Hence, the mean and the standard deviation of the responses were computed. It can be observed from Table 9 that the means range from 2.32 to 2.99 and the average mean is 2.59. The average standard deviation is 0.49 which is between 0 and 0.5. This indicates that the responses are skewed towards the scale of 3. Thus, majority of respondents agree to the fact that supervision has an effect on UCC employees' job satisfaction.

In further development, respondents were also asked to select a statement that best describes job satisfaction at UCC. Results of finding are shown on Table 10.

Frequency	Percentage
(N)	(%)
83	27.7
35	11.7
40	13.3
142	47.3
300	100.0
	(<u>N</u>) 83 35 40 142

Table 10- Statement that best describes Job Satisfaction at UCC

Source: Field survey, Tchouchu (2017)

From Table 10, out of the total number of respondents, 27.7 % stated that job satisfaction has to do with employees experiencing positive emotional state resulting from the evaluation of one's work done, 11.7 % refer to job satisfaction as a positive psychological and emotional state of employees based on job experience, 13.3 % say that job satisfaction is an attitude which is an outcome of harmonizing and summarizing numerous likes and dislikes experiences with the job, and a fairly majority of 47.3 % of respondents describes job satisfaction as workers' attitudes, feelings and thoughts towards the organization, work, and fellow workers. In other words, job satisfaction has to do with how employees in general feel about the organization, the work, and the colleagues. This calls for the organization to provide a conducive working environment for its employees, who, together work towards the attainment of both their individual goals and those of the organization.

To ascertain the extent to which employees appreciate the current HRM practices being carried out at UCC, respondents were asked to state four most important things that can make them spend the rest of their career with the university. The dominant things mentioned

include job security, opportunities for further education, a conducive working environment, and retirement benefits. In terms of job security, employees of UCC are satisfied with the regular monthly income they are enjoying. Salaries of employees at UCC are promptly sent to their bankers at the end of each month, which makes it easy for them to plan their financial expenditure and take care of their basic necessities in a timely manner.

They also expressed the fact that promotion opportunities and transfers within the organization, although sometimes unfair and not equitable, are a guarantee of job security for them. The fact that a worker can move from one office to another, either through transfer or promotion enables him/her gain more experience on the job, which is important in ensuring that the skills of the worker are needed by the university. By so doing, the worker can be sure that his/her services are always needed.

Concerning the opportunities for further education, workers stated that they all have equal chances to upgrade themselves while working at UCC. Hence, several opportunities such as study leave, and distance education learning, among others, are available for workers who wish to upgrade themselves. With such opportunities, employees can well be trained and equipped to do what is expected of them. Talking about a conducive working environment, employees of UCC enjoy reasonable working hours which are less stressful compared to other organizations such as banks and Non-Governmental Organizations. They also enjoy annual leave with pay, which enables them to be more productive on the job. Retirement benefits was another dominant thing that employees of UCC would like to consider in order to spend the rest of their career in UCC. This is justifiable through the welfare policies of the university where workers who retire enjoy retirement packages based on the length of service rendered to the university.

Discussion of Results

The study sought to examine the effect of HRM practices on job satisfaction among senior staff of UCC. Among the many HRM practices that exist at UCC, four were considered relevant to the current study - training and development, reward, promotion, and supervision. These constitute potential factors that either foster or impede job satisfaction among senior staff at UCC. Discussions on these four factors are of great importance in understanding whether or not HRM policies being practiced at UCC enhance job satisfaction.

In dealing with the effects of HRM practices in organizations, Nassazi (2013) noted that training and development programs are aimed at building and improving employees' competencies in the organization. This is exactly what training and development programs at UCC do since they give the opportunities to employees to learn, grow, and improve upon their knowledge and skills so that they can contribute meaningfully to helping UCC attain its set objectives and goals. In knowledge-based institutions such as UCC, training and development generally take the form of seminars, workshops, study leave and scholarships.

Since training and development programs build right competencies in employees, they may be time consuming and sometimes costly for both the organization and individuals as Khan *et al.* (2011) stated, but they have the potential to enhance decision making and problem solving skills of the employees within the organization. In comparing the various types of programs that can be used to develop employees within the organization, scholars such as Malaolu and Ogbuabor (2013) contend that off-the-job training is more beneficial than on-job training since it is more efficient in fostering job satisfaction. In any case, training programs have been proved to improve working relationship among workers within the organization.

Most formal organizations nowadays reward employees based on their qualifications, and work experience. As rightly stated by Terera and Ngirande (2014), companies use reward

policy to attract, motivate, and retain hardworking or potential efficient employees that can help the companies reach their desired goals. UCC is not an exception. Thus, it is not a surprise that findings from the study reveal that compensation packages at UCC encourage employees to achieve organization's objectives. This could be due to the fact that reward policies have been designed to attract and retain hardworking employees, thereby enhancing job satisfaction and retaining hardworking employees. This concurs with what Gohari *et al* (2013) discovered.

However, Chepkwony (2014) argues that when employees are rather rewarded based on merit, they get more motivated to work hard to improve organization's performance. Although employees of UCC are, to some extent, satisfied with the amount of pay and other benefits they receive, may be as they compare their pay and other financial packages with other colleagues from sister organizations, they still claim that pay increments offered by the government under the single spine scheme are not satisfactory. Thus, the University has to see into how it can negotiate with the government for higher and better annual wages increment of the employees with the hope to ensure that employees' job satisfaction is fostered through pay increments.

Besides the reward, job satisfaction is also intrinsically linked to promotion. This could be one of the reasons why Muhammad and Akhter (2010) contended that organizations that provide promotion opportunities to their employees foster employees' job satisfaction and are likely to be more productive. In the case of UCC, the current study has shown that despite the fact that management of the University has policies on promotion, the implementation of such policies in reality gives little chances for promotion on the job at UCC. This indicates that promotion at UCC is not fair and equitable since it does not have defined criteria known to all employees which enhance processes through which employees can move from their current positions to higher positions of service.

Although promotion is most often interpreted as a reward for hardworking employees, Danish and Usman (2010) argue that all workers in the organization must be given promotional opportunities based on their ability, skills, and experience. This is to say that all organizations including knowledge-based institutions such as UCC must ensure that equity prevails when employees have to be promoted. In so doing, employees' job satisfaction and efficiency could be enhanced.

From the words of Khan *et al* (2013), and Mudor and Tooksoon (2011), supervision greatly contributes to every firm's high performance since it is usually the supervisors who impact knowledge and skills on the workers. Effective supervision enables employees give all their best for the organization. This could justify why Harmon, Scotti, Behson, Farias, Petzel, Neuman, and Keashly (2007) observed that there is a significant correlation between supervision and job satisfaction. Effective supervision and close monitoring of employees can lead to high performance of both the employees and the organization as well as triggering workers' job satisfaction.

Unfortunately, supervision as a HRM practice seems not to be done aright at UCC. Current study shows that employees of UCC do not feel free to discuss their career aspirations within the organization with their immediate supervisor, since the input of the supervisors does not encourage them to be well equipped to face future unexpected events. Even when the workers complaint about their supervisors, management of the University does not do much about their grievances because management itself does not follow policies and practices that will satisfy both individual and University aspirations. Consequently, employees prefer performing their duties sincerely when they are not under any supervision. This indicates that supervision at UCC to some extent impedes on the job satisfaction of employees.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Introduction

The study aimed at examining the effect of HRM practices on job satisfaction among senior staff of UCC. After giving a summary of the study, this chapter will provide a summary of the major findings, give a conclusion to the study and draw recommendations from the findings.

Summary

In this study, job satisfaction of employees of UCC was measured using four HRM practices which included training and development, reward, promotion, and supervision. Each of these HRM practices has a direct bearing on workers' attitudes, feelings and thoughts towards the organization, work, and fellow workers. Hence, results of the findings reveal the following:

- Training and development programs give the opportunities to employees of UCC to learn, grow, and improve upon their knowledge, skills, and competencies. This is generally done in the form of seminars, workshops, study leave and scholarships. Beyond the individual skills and competencies, training and development programs have been proved to, not only have the potential to enhance decision making, but also improve working relationship among workers of UCC.
- Successful companies use attractive reward system to motivate, and retain hardworking and efficient employees. Although the current compensation packages at UCC encourage employees to achieve organization's objectives, annual pay increments are far from being satisfactory. Thus, UCC needs to have attractive pay increments to ensure employees' job satisfaction.

- It was also discovered that although management of UCC has clear policies on promotion, there are still challenges in implementing such policies. In reality, this study indicates that there are little chances for promotion among the employees at UCC. This implies that promotion at UCC is not done in a fair and equitable way since processes through which employees can move from their current positions to higher positions of service do not follow a logical step. Hence, the way and manner employees are being promoted does not foster job satisfaction.
- Supervision and monitoring of employees, which can lead to high performance of both the employees and the organization, seems not to be done aright at UCC. This has made employees self-dependent than desiring to discuss their career aspirations with their immediate supervisor, who, would have in reality equipped them to take the institution to the higher height. Consequently, employees of UCC prefer working without supervision. This is an indication that supervision at UCC has the tendency to negate employees' job satisfaction.

Conclusion

Human resource management (HRM) is a management activity which, among other things, serves the interest of employees, meets the needs of the business and management, and harmonises human resource strategies with organizational policies, goals, and objectives. For the goals of UCC as an institution to be achieved, HRM department needs to enact HRM policies that will foster both the organizational and individual goals. Thus, HRM practices such as compensation and reward, promotion, and supervision among others should be relooked at, and implemented with human face with the hope of ensuring job satisfaction

among employees of the institution and sustain the competitive advantage that UCC is currently enjoying.

Recommendations

The study examined the effect of HRM practices on job satisfaction among senior staff of UCC. Based on the results of the findings, the following recommendations are made:

- i. To improve the existing pay increments system as being offered by the government, to make reward packages very attractive so that hardworking employees could be satisfied and spend the rest of their career with the University.
- ii. To advocate the kind of HRM promotion policies that will give opportunities to all employees to be promoted in due time, regardless of their ranks.
- iii. HRM Directorate of the University must train, supervise, and motivate supervisors to ensure that they actually encourage, mentor, and impart knowledge and skills on their immediate subordinates. By so doing, employees will be able to acquire the necessary skills that will increase both their performance and that of the institution.

Recommendation for Further Studies

The researcher recommends the following areas for further studies:

- Investigating the necessary steps involved in supervision among Senior Staff of the university of Cape Coast.
- Examining the nexus between HRM policies and HRM practices at the university of Cape Coast.

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Appendix 1: Questionnaire

UNIVERSITY OF CAPE COAST COLLEGE OF HUMANITIES AND LEGAL STUDIES SCHOOL OF BUSINESS DEPARTMENT OF MANAGEMENT

QUESTIONNAIRE

Dear respondents, this questionnaire is being used to gather information for a research on **"The Effect of Human Resource Management Practices on Job Satisfaction: The Case of the Senior Staff of the University of Cape Coast"** in partial fulfillment of the requirement for the award of MBA (General Management) degree. In answering the questions as frank as you can, you will be contributing greatly to the success of the research. You are assured that the information you will provide will be treated as very confidential and for academic purpose only. Thank you for your time.

SECTION A: BACKGROUND INFORMATION

Please tick ($\sqrt{}$) or complete where appropriate. Thank you.

1. Gender:	(a) Male	[]
	(b) Female	[]
2. Age Range:	(a) 20 – 29	[]
	(b) 30 - 39	[]
	(c) 40 – 49	[]
	(d) 50 – 59	[]
3. Marital Status:	(a) Single	[]

(b) Married []

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	(c) Divorced	[]				
	(d) Widowed	[]				
4. Education:	(a) Diploma	[]				
	(b) Bachelor's Degre	e[]				
	(c) Master's Degree	[]				
	(d) Other	(Please specify)				
5. What is your prese	ent rank?					
(a) Analogous to Chi	ef Administrative Assi	stant (CAA)	[]			
(b) Analogous to Prin	ncipal Administrative	Assistant (PAA)	[]			
(c) Analogous to Ser	ior Administrative Ass	sistant (SAA)	[]			
(d) Analogous to Ad	(AA)	[]				
6. How many years have you been working in UCC?						
	(a) 1 – 3 Years	[]				
	(b) 4 – 6 Years	[]				

(c) 7 – 10 Years	[]

(d) 10 Years and above []

SECTION B: STAFF VIEWS ABOUT HUMAN RESOURCE MANAGEMENT PRACTICES AND JOB SATISFACTION

7. How would you rate your satisfaction with the following areas so far as Human Resource
Management practices of UCC for Senior Staff is concerned? (4=Very Satisfactory,
3=Satisfactory, 2= Unsatisfactory, 1=Very Unsatisfactory)

HRM Practices	4	3	2	1
Recruitment, Selection and Orientation				
Appraisal, Promotion				
Reward, Compensation				

Training and Development		
Health and Safety		
Supervision		
Grievance Handling and Discipline		
Welfare		

8. Please express how each of the following statements relates to Human Resource Management practices prevailing at UCC by indicating your level of agreement or disagreement on a four point scale (Where 4= Strongly Agree, 3=Agree, 2= Disagree,

1=Strongly Disagree).

	4	3	2	1
a) Reward				
I am satisfied with the amount of pay and other benefits I receive.				
In this organization, pay of employees is directly linked to both academic				
achievement and job performance.				
Compensation packages encourage employees to achieve organization's				
objectives.				
Pay increments offered by the organization are satisfactory.				
b) Promotion				
The organization recognizes the career growth needs of its employees.				
There is really too little chance for promotion on my job.				
Those who do well on the job stand a fair chance of being promoted.				
I am satisfied with my chances for promotion.				
Management respects each employee's ability and knowledge of the job.				
c) Training and Development				
c) Training and Development Training programs, which give the opportunities to employees to learn and				
grow, are provided to enhance both personal and professional development.				
I have benefited from study leave.				
I have beliefted from study leave. I have had the chance to attend seminars and workshops.				
Training in the organization includes social skills, general problem solving				
skills, broader knowledge of the organization and business proceedings.				
Training programs have improved not only my decision making and problem				
solving skills, but also the working relationships with co-workers.				
ber mig smins, out also the working relationships with oo workers.				
d) Supervision				
I feel free to discuss my career aspirations within the organization with my				
immediate supervisor.				
Most of the supervisors in the organization encourage us to discuss our				

problems with them.		
With the help of my supervisor, I feel better equipped to tackle unexpected		
events with skill and confidence.		
Most of the employees would perform their duty sincerely even if the		
supervisor is not around.		
There is a formal, fair and reasonable process for handling employees'		
grievances and complaints.		
Management follows policies and practices that serve combined interests of		
both employees and the organization.		

- 9. Which of the following statements best describes job satisfaction at UCC:
 - (a) Experiencing positive emotional state resulting from the evaluation of one's workdone []
 - (b) Positive psychological and emotional state of employee based on job experience

[]

- (c) Attitude which is an outcome of harmonizing and summarizing numerous likes and dislikes experiences with the job []
- (d) Workers' attitudes, feelings and thoughts towards the organization, work, and fellow workers.
- 10. State at least four things that can make you spend the rest of your career with UCC.

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N	n	N	n	N	n	N	n	N	n
10	10	110	86	300	169	950	274	4500	354
15	14	120	92	320	175	1000	278	5000	357
20	19	130	97	340	181	1100	285	6000	361
25	24	140	103	360	186	1200	291	7000	364
30	28	150	108	380	191	1300	297	8000	367
35	32	160	113	400	196	1400	302	9000	368
40	36	170	118	420	201	1500	306	10000	370
45	40	180	123	440	205	1600	310	15000	375
50	44	190	127	460	210	1700	313	20000	377
55	48	200	132	480	214	1800	317	30000	379
60	52	210	136	500	217	1900	320	40000	380
65	56	220	140	550	226	2000	322	50000	381
70	59	230	144	600	234	2200	327	75000	382
75	63	240	148	650	242	2400	331	100000	384
80	66	250	152	700	248	2600	335	250000	384
85	70	260	155	750	254	2800	338	500000	384
90	73	270	159	800	260	3000	341	1000000	384
95	76	280	162	850	265	3500	346	10000000	384
100	80	290	165	900	269	4000	351	500000000	384

Appendix 2: Table for Determining the Needed Sample Sizes

Source: Adapted from R.V. Krejcie and D.W. Morgan (1970)

COLLEGE	AA	SAA	PAA	CAA	TOTAL
College of Distance Education	9	59	31	2	101
College of Education Studies	21	45	62	2	130
College of Humanities and Legal Studies	29	39	80	8	156
College of Health and Allied Sciences	6	45	27	2	80
College of Agriculture and Natural Sciences	29	57	74	16	176
Central Administration	209	293	159	65	726
School of Graduate Studies	1	4	6	-	11
University Library	37	30	18	4	89
TOTAL	341	572	457	99	1469

Appendix 3: Senior Staff of UCC by Colleges

Source: Directorate of Human Resource, UCC (May, 2017)

NOTE: AA = Administrative Assistant,

SAA = Senior Administrative Assistant,

PAA = Principal Administrative Assistant, and

CAA = Chief Administrative Assistant