



HUMAN RESOURCE MANAGEMENT AND TEACHER ENGAGEMENT NEXUS: A STUDY OF PRIVATE SCHOOLS

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Abstract:

This study comprehensively examines the human resource management practices implemented by administrators in private schools within the Ayawaso West Municipality of the Greater Accra Region of Ghana. It specifically highlights the critical aspects of academic staff recruitment, appraisal, and training. Utilizing the Resource-Based View (RBV), Herzberg's Two-Factor Theory, and Human Capital Theory, a robust quantitative approach was adopted, gathering data through structured questionnaires completed by 100 respondents, including both school administrators and teachers. The analysis was conducted using descriptive statistics, such as frequencies and percentages, to effectively assess respondents' perceptions of various human resource practices. The findings compellingly demonstrate that effective human resource strategies involve the provision of comprehensive orientation and induction programs, targeted on-the-job training, and systematic training needs assessments. Moreover, recruitment and selection processes are enhanced by offering study leaves for further education, promoting initiative among teachers, and establishing a clearly defined reward management philosophy. Additionally, the study reveals that appraisal and training are strengthened through performance feedback, guidance and counseling services, and support with academic matters. Based on these findings, it is recommended, among others, that school administrators elevate their human resource strategies by incorporating continuous professional development opportunities and cultivating supportive work environments, both of which are essential for enhancing staff performance and retention.

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Keywords: human resource management, private schools, teacher engagement, Nexus

1. Introduction

The educational landscape has seen remarkable changes in recent years, largely driven by technological advancements, innovative teaching methods, and increasing competition among institutions. As a result, private schools are putting more emphasis on improving their educational outcomes to effectively attract and retain students. A significant factor contributing to the success of these schools is the management of human resources, especially regarding the strategies used for recruiting, training, and developing academic staff. Effective Human Resource Management (HRM) is key to cultivating a motivated and productive workforce in educational settings. By implementing strong HRM practices, schools not only enhance teacher performance but also significantly improve student learning experiences and contribute to the overall success of the institution. Research shows that well-structured HRM strategies can lead to greater teacher satisfaction, retention, and professional development, all of which are crucial for maintaining high educational standards (Wright & Nishii, 2013). Moreover, schools that prioritize effective HRM are more likely to succeed in reaching their educational objectives, as demonstrated by enhanced organizational performance in educational institutions (Grissom, 2011). Human resources play a pivotal role in the implementation and success of educational initiatives across all tiers of the educational system. Also, Nwaka and Ofojebe (2010) emphasize that educators are the primary facilitators of curriculum execution and the preservation of educational standards. As the most critical assets within any educational institution, teachers shape the immediate learning milieu while also significantly influencing the long-term academic trajectories of students. Even the most meticulously designed curricula cannot realize their full potential without adequately trained, motivated, and supported educators.

In both the public and private sectors, robust human resource management is essential for recruiting, retaining, and inspiring competent teaching staff to fulfil these indispensable roles. HRM in educational settings encompasses vital functions such as workforce planning, recruitment, selection, training, and ongoing professional development of teachers. Oduma (2012) highlights that any administrator who diminishes the significance of human resources in attaining organizational objectives will inevitably face challenges in effectiveness and efficiency. In educational contexts, HRM practices exert a direct influence on the quality of education delivered. While HRM methodologies are well-documented in public institutions, private schools encounter distinct HRM challenges that necessitate tailored research, especially in specific locales such as Ayawaso North in the Greater Accra Region. Given the high-stakes competition for elite educators, it is imperative to scrutinize the HRM practices employed by school administrators in the private sector. These practices incorporate a variety of components, including recruitment and selection protocols, professional development programs, performance appraisal systems, and career progression opportunities.

This study concentrates on recruitment, selection, professional development, performance appraisal, and career progression. Research shows that structured recruitment processes attract qualified candidates (Ingersoll, 2001), while ongoing professional development supports teacher retention and enhances performance (Darling-Hammond *et al.*, 2017). Aligning HRM strategies with the institution's values and objectives creates a supportive workplace culture (McKinsey & Company, 2010). Private basic schools in Ayawaso North Municipality face HRM challenges, such as attracting qualified educators, providing competitive remuneration, and offering professional development opportunities. These challenges contribute to higher turnover rates and decreased morale among teaching staff (Paksoy & Ozbezk, 2013), ultimately jeopardizing educational quality. This study aims to explore adaptable and effective HRM strategies responsive to the evolving educational landscape, enabling private schools to overcome challenges and achieve their curriculum objectives (Tayman, 2011).

2. Purpose of the Study

This study sought to investigate the human resource management practices of administrators in selected private basic schools in the Ayawaso North Municipality of the Greater Accra Region of Ghana.

2.1 Research Questions

The study was guided by the following research questions:

- 1) What are the major factors affecting the human resource management practices of administrators and principals in private schools?
- 2) What methods and criteria are used for academic staffing in private schools?
- 3) In what ways are appraisal and training processes for academic staff administered in private schools?

2.2 Study Significance

This study's findings would significantly contribute to improving Human Resource Management practices in private basic schools within the Ayawaso North Municipality and the broader Ghanaian educational context. The study's outcomes would further inform policymakers and educational stakeholders in crafting effective Human Resource Management policies, enhancing teacher recruitment and retention strategies, and optimizing teacher professional development. By identifying effective Human Resource Management practices, administrators can boost teacher performance, student outcomes, and overall educational standards. The study would also empower school administrators with actionable knowledge to optimize Human Resource Management decisions and contribute to educational research by expanding existing literature on Human Resource Management in private education. Ultimately, this study aims to bridge knowledge gaps, foster informed decision-making, and promote excellence in Ghana's educational sector.

3. Theoretical Framework

The theoretical framework for this study confidently integrates principles from the Resource-Based View (RBV), Herzberg's Two-Factor Theory, and Human Capital Theory to investigate the substantial influence of human resource management (HRM) practices on teacher performance, motivation, and retention in private basic schools located in Ayawaso North. These theoretical perspectives provide a robust foundation for thoroughly examining the pivotal roles of recruitment, training, motivation, and retention in not only enhancing educational outcomes but also fostering sustainable HRM practices within these institutions. The Resource-Based View (RBV) articulates that an organization's competitive advantage stems from its unique resources and capabilities, particularly in human resources, characterized by their value, rarity, inimitability, and non-substitutability (Barney, 1991). Within the educational sector, teachers are indispensable resources that significantly impact the quality of learning and the achievement of curricular objectives. The RBV underscores that effective management of teachers can bestow a competitive edge upon private basic schools, creating an environment that enhances student learning outcomes and attracts top-tier educators. In Ayawaso North, the application of RBV necessitates a strategic focus on HRM practices that prioritize the recruitment of qualified teachers, foster professional development opportunities, and establish competitive incentives to ensure retention. This theory emphasizes the critical need for HRM practices that enable schools to harness the skills and expertise of their teachers, thereby driving improvements in school performance and educational standards.

Herzberg's Two-Factor Theory, also known as the Motivation-Hygiene Theory, categorizes workplace factors into motivators and hygiene factors (Herzberg, 1966). Motivators such as recognition, responsibility, and advancement opportunities enhance job satisfaction and amplify employee performance. In contrast, hygiene factors, including salary, working conditions, and job security, are essential for preventing dissatisfaction, even if they do not directly enhance motivation. This theory is particularly relevant in the education sector, where addressing both motivators and hygiene factors is critical for attracting and retaining competent teaching staff. In the private basic schools of Ayawaso North, challenges like inadequate salary structures and limited growth opportunities can negatively impact teacher retention and job satisfaction. By applying Herzberg's theory, this study aims to rigorously assess the extent to which schools provide adequate hygiene factors while also incorporating motivators that elevate teacher engagement and performance. The theory advocates for HRM practices that strike a necessary balance between these factors, thus enhancing teacher satisfaction and improving overall educational effectiveness.

Human Capital Theory asserts that investing in employees' skills and training yields significant benefits through enhanced productivity (Schultz, 1961). In the education sector, this theory highlights the paramount importance of professional development and training for teachers as critical investments that enhance teaching

capabilities, resulting in better student learning outcomes. Schools that prioritize continuous professional development for their educators are poised to witness substantial improvements in overall performance. In the context of Ayawaso North's private basic schools, Human Capital Theory emphasizes the urgent need for sustained teacher training and development initiatives. Such programs not only enrich the competencies of teachers but also cultivate job satisfaction and loyalty to the institution. This theory supports the notion that HRM practices must encompass structured professional development opportunities to attract, retain, and develop exceptional educators, thereby elevating the quality of education provided. In summary, this study's theoretical framework presents a compelling approach to understanding HRM practices within Ayawaso North's private basic schools. Each theoretical perspective sheds light on a vital aspect of HRM: the Resource-Based View emphasizes the strategic value of teachers as resources that confer a competitive advantage; Herzberg's Two-Factor Theory delineates the essential elements required to optimize teacher satisfaction and retention; and Human Capital Theory underscores the critical importance of ongoing investment in teacher training and development. Collectively, these theories offer a comprehensive viewpoint that addresses the fundamental components of HRM in education. They underpin the study's objectives by providing insights into how HRM practices such as recruitment, training, motivation, and performance appraisal significantly impact teacher performance and retention. Furthermore, this framework guides the formulation of research questions, enabling an in-depth exploration of current HRM practices in Ayawaso North's private basic schools, the challenges faced by administrators, and how enhancements to these practices can improve educational outcomes. Thus, the theoretical framework serves as a foundational element for analysing the relationship between HRM practices and teacher performance, unequivocally contributing to a deeper understanding of how strategic HRM can enhance overall educational effectiveness.

4. Human resource development (HRD)

The development of human resources is essential since it represents an investment in one's workers and will eventually lead to a workforce that is stronger and more productive (Agrawal, Chaudhry, Rangnekar & Barua, 2012). A company's assets improve, and these people become more valuable when it expands its workforce. Developing human resources is the process by which a company seeks to improve the knowledge, competencies, and other skills of its personnel (Dash, Mohapatra & Bhuyan, 2013). Through preparation, organizational development, and career progression, it is the coordinated use of activities to raise the effectiveness of individuals, groups, and organizations (Maden, 2015). To improve outcomes, HRD involves the growth and/or release of human intelligence through organizational development (OD) and staff training and development (T&D) (Mittal, Gupta & Motiani, 2016). Human resource development (HRD) is a method for increasing human capital inside the company to improve performance by growing both the company and the individual (Manzoor &

Shah, 2016). Moreover, HRD is viewed as a systemic strategy that proactively addresses problems related to enhancing individuals', teams', and organizations' capacity to handle challenges and change (Gibb, 2011; Marchington, Kynighou, Wilkinson & Donnelly, 2016). Every company's human resource is active; without a skilled human resource to utilize the resources available, other resources remain inactive. Employees of a company can develop their knowledge, abilities, attitudes, and expertise through human resource development (HRD) (Wilton, 2016). According to McGuire (2014), people only qualify as human resources if they are eager to participate in organizational tasks. HRD ensures that the company has the qualified human capital it needs to accomplish its objectives and goals. The HRD department delivers the necessary information and skills through a well-organized system of training and development programs. Human resource management (HRM), which prioritizes training and development, career planning and progression, and organizational development, includes HRD as a crucial component (McGuire, 2014; Werner, 2014). Businesses must understand the intricacies of their people's resources to adapt to changing conditions; this is possible through HRD. According to Heathfield (2016), human resource development (HRD) is a process that enables people to enhance their interpersonal and professional competencies. It is one of the most important resources that employees look for when assessing the effectiveness of an organization. According to Tizikara and Mugizi (2017), organizations can inspire, expand, and retain their staff through continual growth. HRD is a purposeful and proactive strategy used by employees to motivate staff to provide the organization with their best effort through development and growth while utilizing their capacity for personal growth. To reduce the risk of turnover and maintain individual employee capital in the context of organizational acceleration, Pluta and Rudawska (2016) hypothesized that HRM plays a critical role.

4.1 Human resource development process and practices

Human resource development as a process is about more than the provision of training courses in workplaces. The definition adopted here is that human resource development involves a process of observation, planning, action, and review to manage the cognitive capacities, capabilities, and behaviors needed to enable and improve individual, team, and organizational performance in work organizations. (Anderson & Krathwohl, 2001). Halpern (2002) Says that human resource development involves observation during the assessment of human resource development needs at work at various levels and in various ways. It involves planning, through setting objectives for human resource development at work interventions to achieve specific kinds of outcomes. It involves action in professionally delivering human resource development at work using a range of techniques. It involves review, through evaluating human resource development experiences and outcomes, from testing what learners have learned to assessing costs and benefits. It is this basic cycle of activities that forms the human resource development process. Saleem (2010) established that *"human resource development is an integrated use of training and development, career development and organization development to improve*

individual and organizational effectiveness". Training and development alone can leave an organization unable to tap into the increase in human knowledge or talent capital. Organizational development alone can result in oppression. Human resource development does not occur without the organization, so the practice of human resource development within an organization is inhibited or promoted upon the platform of the organization's mission, vision, and values (Wilson, 2005). Human resource development practices can provide an organization with a competitive advantage in local, international, and global environments. If human resource development practices are not effective, efficient, or fair, an employee will lack commitment and loyalty toward the organization. Lack of trust in business causes the demoralization of employees (Smith, 2002). The scope of human resource development is not restricted to education, training, and career planning and development. It also includes other aspects such as performance appraisal, employee welfare, rewards, quality of work life, counseling, and job rotation (Saleem, 2009). It is important to maintain quality standards in our education system so that the country produces competent and qualified workers. Many organizations are facing the problem of a shortage of qualified and competent employees; it is, therefore, necessary to give attention to human resource development programs, which should begin at the lower level and should move upward to cover all employees for self-improvement and development (Mullins, 2002).

4.2 Performance appraisal

Industrial and organizational psychologists have considered performance appraisal as a measurement instrument, and a cursory look at its historical beginnings reveals that early research on performance appraisal has concentrated on issues like scale construction, scale formats, and minimizing test and rater bias. Despite formal employee evaluation being a centuries-old tradition, interest in implementing it has grown over the past 30 years. A biased rater employed by the Wei Dynasty was denounced by the Chinese philosopher Sin Yu as early as the third century A.D. Sin Yu said that "*the Imperial rater has been assessing soldiers not according to their qualities but according to his likes and dislikes.*" (Murphy & Cleveland, 1995).

The Ireland Evening Post probably used a tool that included a scale based on attributes to evaluate legislators in 1648. Robert Owen implemented merit rating for the first time in an industrial setting at Cotton Mills in New Lanark, Scotland, in the early 1800s, according to Heilbroner (2011). Above each employee's desk were wooden cubes painted in various hues to represent varying levels of merit. The appropriate wooden cube changed under an employee's performance. The origins of the American appraisal system can be found in the early work of Carnegie-Mellon University's industrial psychologists on "man-to-man" rating scales and salesperson selection. Line managers play a crucial part in performance evaluation implementation by supporting the HR department's procedures. The amount of organizational commitment will most likely be impacted by how these procedures are experienced by employees (which may differ from how they were intended or implemented). According to (Farndale & Kelliher, 2013),

organizational units with high levels of senior management trust exhibit higher levels of commitment as well as a better correlation between employee happiness and their perceptions of fair treatment by their line manager during performance reviews. This offers preliminary proof that the organizational atmosphere influences line manager decisions, which are critical for employee-level results. In most public and private businesses around the world, performance appraisal methods are well-established. For instance, a US survey found that 91% of the sample of 244 US firms use some sort of performance appraisal system, confirming the prevalence of established performance appraisal methods in the US. (Alqahtani, 2010; Mondy, 2012). And a more basic definition of appraisal might be the hunt for more effective, precise, and affordable ways to gauge employee performance. According to Armstrong (2009), performance evaluation is a systematic process aimed at enhancing both the business and the individuals inside it. A framework for the process defines the requirements for performance standards and goals. Appraisal was described by (Guest, 2011) as a collection of HR practices that affect organizational performance and hence support HRM claims to have a strategic impact. To assess organizational success, Bratton and Gold (2012) emphasized the importance of measuring both individual and team contributions in the workplace. Therefore, firms must comprehend the potential effects of the full range of HRM practices, including performance appraisal, on employees. (Towell, 2012) contends that to increase performance evaluation, we should concentrate on enhancing the discourse. Additionally, there are numerous functions associated with performance appraisal that, in theory, benefit all parties involved, including employees who are subject to the process, line managers who oversee the process, and organizations whose ultimate objectives depend on the outcome of the performance appraisal process. As the aforementioned definitions show, it is challenging to create a single definition that encompasses all aspects of performance appraisal, so it is crucial to take into account the generally recognized characteristics and components of performance appraisal (Alqahtani, 2010, p. 153) asserts that it is crucial to think of the performance appraisal process as having the following elements: (1) A person who is being evaluated and is involved in the performance review process. Also, (2) A rater who is implementing the performance appraisal procedure, in compliance with specified norms. (3) Completing a suitable evaluation form, (4) Validating procedures and processes for the performance appraisal process. These definitions all serve to highlight the strategic importance of performance evaluation in human resource management.

5. Methodology

The study adopted a robust quantitative approach, emphasizing the systematic collection and analysis of numerical data to effectively quantify the phenomena under investigation (Bryman, 2012). As defined by Yilmaz (2013), this method excels in statistically examining phenomena through numerical data. Quantitative research leverages formal, objective, rigorous, deductive, and systematic processes, significantly enhancing knowledge for

effective problem-solving (Kivunja & Kuyini, 2017). This approach empowers researchers to answer critical questions regarding who, what, when, where, and how, all while utilizing unbiased statistical analysis. Characterized by the impartial manipulation of variables and control of natural phenomena, it offers a comprehensive positivistic framework (Creswell, 2014).

In this study, a cross-sectional survey design was strategically implemented, collecting data from a diverse array of participants at a single point in time. This design provides an insightful snapshot of the target population's characteristics, attitudes, and behaviors (Davis, 2021). Aligned with the study's objective of thoroughly investigating human resource practices within selected private basic schools in Ayawaso North of Greater Accra, the cross-sectional design systematically captures essential data to describe HR practices among school administrators (Leedy & Omrod, 2019). By utilizing structured questionnaires with closed-ended questions, this design not only facilitates the identification of trends and patterns but also offers a quantitative lens through which to explore HR planning, recruitment, selection, appraisal, and training practices.

The study's population consisted of 583 professionals, which encompasses 32 school administrators and 551 teachers and staff members in the Ayawaso North Municipality, chosen for their relevance to the investigation of HR practices in private basic schools. A representative sample of 25 school administrators, 55 teachers, and 20 officials from the district education office was meticulously drawn using purposive sampling, ensuring that respondents provided the most valuable insights (Kelly, 2010; Palinkas *et al.*, 2013). Questionnaires served as the primary data collection tool, enabling respondents to articulate their views on HR practices through written responses or selected answers (Ary, 2010; Kothari & Garg, 2014). The closed-ended questions were systematically organized into four sections, with Section A gathering respondents' background information and Sections B to D aligning responses with the research questions. For data analysis, SPSS (version 22.0) was employed to generate descriptive statistics, allowing for insightful frequency and percentage comparisons based on the study objectives. The findings derived from these statistics effectively illustrate patterns in HR practices. Ethical considerations were prioritized, encompassing the procurement of research permits, safeguarding participant anonymity and confidentiality, proper acknowledgment of all information sources, and respecting participants' rights to withdraw at any stage.

6. Results and Discussions

In this section, the results are systematically organized and presented in relation to each research question, ensuring a thorough discussion of the findings.

Research question 1: What are the human resource managerial practices of Administrators in the selected private Schools?

This section deals with the human resource managerial practices of administrators in the selected private Schools. The results are presented in Table 1.

Table 1: Human resource managerial practices in private schools

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Employees are sponsored by the school to undertake training and development opportunities.	29 (29.0)	20 (20.0)	-	34 (34.0)	27 (27.0)
There are school training or refresher courses in my school.	11 (11.0)	8 (8.0)	-	42 (42.0)	39 (39.0)
My school provides orientation and induction programs for new employees	39 (39.0)	38 (38.0)	5 (5.0)	10 (10.0)	8 (8.0)
On-the-job training is the most common method of training and development used in my school	41 (41.0)	33 (33.0)	-	13 (13.0)	13 (13.0)
Training needs assessment is frequently done in my school.	39 (39.0)	42 (42.0)	6 (6.0)	10 (10.0)	3 (3.0)
My school provides financial support for academic staff undertaking career development programs.	10 (10.0)	5 (5.0)	10 (10.0)	30 (30.0)	45 (45.0)
My school prioritizes internal appointments and promotions for the staff that have completed further studies.	7 (7.0)	15 (15.0)	6 (6.0)	37 (37.0)	35 (35.0)
My school organizes forums such as conferences, seminars, and workshops for its academic staff	46 (46.0)	38 (38.0)	-	10 (10.0)	6 (6.0)

Source: Field Survey, 2024.

The findings presented in Table 1 reveal differing perceptions among respondents regarding the human resource management practices of administrators and principals in the selected private schools. When it comes to the sponsorship of employees for training and development opportunities, only 49 respondents (49.0%) acknowledged that this practice is in place, while a larger majority of 61 respondents (61.0%) disagreed. This indicates that sponsorship for training is not common practice in these schools. In examining the availability of school training or refresher courses, a mere 18 respondents (18.0%) indicated that such programs are offered, whereas a significant majority of 81 respondents (81.0%) disagreed. This suggests that ongoing professional development opportunities are quite limited within the schools represented by the respondents. On the other hand, a considerable majority, 77 respondents (77.0%), confirmed that their schools provide orientation and induction programs for new employees, with only 18 respondents (18.0%) disagreeing and 5 respondents (5.0%) remaining neutral. This reflects that most selected schools prioritize orientation and induction, helping new staff transition smoothly into their roles. Moreover, the data show that 74 respondents (74.0%) believe on-the-job training is the most widely used method for training and development within their schools, while 26 respondents (26.0%) disagreed. This underscores the

recognition of on-the-job training as a crucial human resource strategy among administrators and principals in these institutions. Additionally, a significant majority, 81 respondents (81.0%), stated that training needs assessments are regularly conducted in their schools. In contrast, only 13 respondents (13.0%) disagreed, while 6 respondents (6.0%) remained neutral. This implies that administrators and principals actively seek to identify their staff's training needs, which is vital for aligning professional development with employee requirements.

Conversely, only 15 respondents (15.0%) agreed that their schools provide financial assistance for academic staff pursuing career development programs, while the vast majority, 75 respondents (75.0%), disagreed. This finding suggests a lack of financial support for staff seeking to advance their qualifications, potentially hindering their professional growth. Similarly, regarding the prioritization of internal appointments and promotions for staff who have completed further studies, only 22 respondents (22.0%) agreed, whereas the majority, 72 respondents (72.0%), disagreed. This indicates that the selected schools may not effectively capitalize on the educational advancements of their staff for career progression.

Lastly, the results highlight that a strong majority, 84 respondents (84.0%), affirmed that their schools organize forums such as conferences, seminars, and workshops for academic staff, with only 16 respondents (16.0%) disagreeing. This reflects a commitment to encouraging continuous professional development and knowledge sharing among staff members. Overall, the findings suggest that among the human resource management practices adopted by administrators and principals in the selected private schools, providing orientation and induction programs, offering on-the-job training, conducting training needs assessments, and organizing professional development forums are more commonly observed. This aligns with Boakye (2019), who identified employee training as a key aspect of human resource management, even though its implementation may vary. The results also resonate with the observations of Obeng Kyere (2022), who noted the presence of orientation and promotion practices in schools. However, this study contrasts the findings of Tadesse (2011) and Hussein (2016), which pointed out the lack of training facilitation and inadequate career development opportunities. These discrepancies highlight the need for enhancements in human resource practices across some institutions. Smith (2012) emphasizes that ineffective human resource development can lead to decreased employee commitment and loyalty. Consequently, it is crucial for training programs to be systematic, equitable, and tailored to meet the needs of both the institution and its employees (Silla *et al.*, 2008). Effective training can significantly boost productivity, job performance, and staff retention (Hellriegel & Slocum, 2001). Additionally, McGrath (1982) suggests that educational institutions stand to gain from a more productive workforce by implementing systematic training for personnel.

Research Question 2: What methods are used for academic staffing in private schools?

This section addresses the methods and criteria employed in the human resource planning, recruitment, and selection processes for academic personnel within private schools. The findings are presented in Table 2.

Table 2: Methods used for academic staffing

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My school allows employees undertaking further studies to be on study leave	39 (39.0)	26 (26.0)	-	9 (19.0)	26 (26.0)
The teachers are encouraged to take the initiative and do things on their own.	40 (40.0)	34 (34.0)	-	20 (20.0)	6 (6.0)
Reward management in my school is based on a well-articulated philosophy	30 (30.0)	49 (49.0)	3 (3.0)	10 (10.0)	8 (8.0)
Flexible working hours are allowed in my school	29 (29.0)	32 (48.0)	-	29 (29.0)	10 (10.0)
My school provides accommodation facilities to its academic staff	42 (42.0)	31 (31.0)	-	16 (16.0)	11 (11.0)
School administration gives certificates and trophies to best-performing teachers	34 (34.0)	34 (34.0)	7 (7.0)	15 (15.0)	10 (10.0)
My school administration has aligned individual objectives with the school objectives	31 (31.0)	41 (41.0)	5 (5.0)	14 (14.0)	9 (9.0)

Source: Field Survey, 2024.

The data presented in Table 2 provides valuable insights into the methods and criteria employed by participating private schools in their human resource planning, recruitment, and selection processes. When it comes to offering study leave for employees pursuing further education, a significant portion of respondents 39 (39.0%) strongly agreed, while another 26 (26.0%) agreed, indicating a generally supportive atmosphere for academic growth. However, it's concerning that 26 respondents (26.0%) strongly disagreed, suggesting inconsistencies in how this policy is being enforced. The encouragement for teachers to take initiative is also noteworthy; 40 respondents (40.0%) strongly agreed, with 34 (34.0%) expressing general agreement. This points to a culture of autonomy and empowerment among the academic staff, which fosters innovation and self-directed professional growth. Yet, the concerns of 20 respondents (20.0%) who disagreed show there's still room for improvement in this area. In terms of reward management, 30 respondents (30.0%) strongly agreed and 49 (49.0%) agreed that the system is grounded in a clear philosophy. This indicates a structured approach to recognizing and rewarding performance. However, the 10 respondents (10.0%) who disagreed point to possible gaps in the clarity of the reward system. Responses regarding flexible working hours were mixed; 29 respondents (29.0%) strongly agreed, while 32 (32.0%) agreed, alongside 29 (29.0%) who disagreed. This suggests that while some schools provide flexibility, its implementation may vary across institutions. The positive feedback regarding accommodation facilities for academic staff is promising, with 42

respondents (42.0%) strongly agreeing and 31 (31.0%) agreeing. This shows that many schools care about their staff's well-being by offering housing, which enhances job satisfaction.

Recognition of exceptional performance through certificates and trophies was supported by 34 respondents (34.0%) who strongly agreed and another 34 (34.0%) who agreed. However, the 15 respondents (15.0%) who disagreed highlighted inconsistencies in how reward systems are implemented, which could ultimately affect teacher motivation. Finally, the alignment of individual goals with school objectives received backing from 31 respondents (31.0%) who strongly agreed and 41 (41.0%) who agreed. This suggests a collective effort to ensure that staff goals are in sync with institutional priorities, yet the 14 respondents (14.0%) who disagreed indicate that some educators may not feel aligned with the broader school objectives. Overall, the findings from the study on human resource planning, recruitment, and selection of academic staff in private schools reveal both strengths and areas needing improvement. While there are numerous positive practices evident in these schools, challenges persist in areas such as the consistency of study leave policies, flexible working hours, and reward system implementation. A notable percentage of respondents indicated support for professional development through study leave, a trend that aligns well with recent literature highlighting its significance for enhancing teacher qualifications and job satisfaction (Smith & Maughan, 2020; Kim & Lee, 2023). However, the mixed responses regarding flexible working hours and reward systems indicate inconsistencies that could impact teacher motivation (Allen *et al.*, 202; Gagné & Deci, 2021). Additionally, the strong agreement around the provision of accommodation facilities underscores the schools' dedication to staff welfare, a crucial factor in retention efforts (Barlow *et al.*, 2022). While there is general support for aligning individual and school objectives, the notable disagreements imply that not all educators perceive this connection, which could undermine their commitment (Kaplan & Norton, 2021). Ultimately, the study emphasizes the need for private schools to adopt more consistent and equitable human resource practices, which are essential for cultivating a motivated and effective teaching workforce.

Research Question 3: In what ways are appraisals and training for the academic staff administered?

This section also covers the administration of appraisals and training for the academic staff. The results are presented in Table 3.

Table 3: Appraisal and Training for Academic Staff

Method	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My school uses 360-degree feedback to measure the performance of various employees	19 (19.0)	22 (22.0)	10 (10.0)	10 (10.0)	39 (39.0)
Employees are paid as per performance	22 (22.0)	25 (25.0)	49 (49.0)	2 (2.0)	2 (2.0)
Performance management provides teachers with effective feedback regarding their performance	46 (46.0)	31 (31.0)	-	13 (17.0)	10 (10.0)
My school administration provides guiding and counseling services to its academic staff	39 (39.0)	37 (37.0)	-	16 (16.0)	8 (8.0)
My school has a counselor who provides guidance and counseling services	29 (29.0)	36 (36.0)	-	20 (20.0)	15 (15.0)
I have been offered guiding and counseling services on academic matters	30 (30.0)	40 (40.0)	8 (8.0)	4 (4.0)	18 (18.0)
Guiding and counseling in my school have helped me to improve my performance	41 (41.0)	32 (32.0)	-	10 (10.0)	17 (17.0)

Source: Field Survey, 2024.

Table 3 showcases the findings on how appraisal and training for academic staff are carried out in the selected private schools. The results reveal that only a small percentage of respondents, 41 (41.0%), believe their institutions utilize 360-degree feedback to evaluate employee performance, while a larger group, 49 (49.0%), disagrees. This highlights a potential gap in the schools' approach to staff appraisal and training, as the lack of timely feedback can adversely affect employee performance by failing to provide clear benchmarks for effectiveness. Additionally, the findings indicate that 47 (47.0%) of respondents affirm that employees receive performance-based pay, but 49 (49.0%) remain neutral on this matter, possibly due to their limited involvement in the school's administration. Moreover, a significant majority, 77 (77.0%), recognized that the performance management system delivers effective feedback on their performance, in contrast to only 23 (23.0%) who disagreed. This effective feedback is crucial as it empowers teachers to assess their performance and refine their teaching practices accordingly. Furthermore, an impressive 76 (76.0%) of respondents reported that their school administration provides guidance and counseling services for academic staff, with 65 (65.0%) confirming the presence of a dedicated counselor. Such support is essential in helping educators overcome challenges that may hinder their work. In addition, 70 (70.0%) stated they have received counseling on academic matters, while 73 (73.0%) noted that these guidance and counseling services have positively impacted their performance. The appraisal and training methods employed in these private schools encompass performance management, constructive feedback, guidance and counseling services, and the availability of dedicated counseling personnel. These practices are instrumental in enhancing teacher performance. As Saleem (2017) points out, the overarching goal of

performance management is to cultivate a high-performance culture where individuals and teams are committed to ongoing improvement in their roles. Dessler (2010) further underscores this by highlighting that performance management aligns individual objectives with organizational goals, ensuring accountability in achieving corporate values. Thus, establishing guidance and counseling services within these schools is crucial for fostering responsible behavior among staff and supporting the achievement of the schools' objectives.

7. Study Findings

The results confidently demonstrate the following key findings:

- 1) The human resource managerial practices of administrators in the selected private schools are robust, featuring comprehensive orientation and induction programs for new employees, effective on-the-job training, thorough training needs assessments, and a variety of forums such as conferences, seminars, and workshops tailored for academic staff.
- 2) The methods and criteria applied in human resource planning, recruitment, and selection of academic staff in these private schools are strategically designed. They include granting study leave to employees pursuing further studies, empowering teachers to take initiative and work independently, implementing a clearly defined reward management philosophy, offering flexible working hours, and providing accommodation facilities for academic staff.
- 3) The appraisal and training processes for academic staff in these schools are executed with excellence. This includes delivering constructive feedback on performance, providing guiding and counseling services, and addressing academic concerns through dedicated counseling for teachers.

8. Conclusion and Recommendations

The findings of this study demonstrate that the human resources managerial practices of administrators in several private schools in Ayawaso North Municipality are exemplary. These practices include comprehensive orientation and induction programs for new employees, on-the-job training, thorough training needs assessments, and the organization of valuable forums such as conferences, seminars, and workshops for academic staff. Moreover, the study confirms that effective human resource planning, recruitment, and selection processes are employed in these schools. Key strategies include granting study leave for employees pursuing further education, encouraging teachers to take initiative and exercise autonomy, rewarding management based on a clearly defined philosophy, offering flexible working hours, and providing accommodation facilities for academic staff. Finally, the research concludes that providing teachers with constructive feedback on their performance, offering guiding and counseling services, and assisting teachers with academic matters are integral to the

appraisal and training processes for academic staff in these selected private schools. Overall, the commitment to enhancing the professional growth and well-being of academic personnel is evident and commendable.

Based on the findings of the study, the following recommendations are put forward:

- 1) Schools are strongly advised to implement 360-degree feedback systems for comprehensive performance evaluations. This approach will facilitate timely and constructive feedback, enabling staff to clearly identify areas for improvement and significantly enhance their teaching effectiveness.
- 2) Schools must prioritize increasing opportunities for professional development by consistently organizing workshops, seminars, and training sessions. This commitment will ensure that academic staff are fully equipped with the latest pedagogical strategies and subject knowledge.
- 3) Administrators ought to maintain a supportive work culture by encouraging flexible working hours and accommodating teachers' needs, which will undoubtedly lead to higher job satisfaction and better retention rates among staff.
- 4) Schools should establish formal counseling services for academic staff, guaranteeing that qualified counselors are readily available to help teachers effectively manage their professional and personal challenges.
- 5) Regular assessments of human resource practices and their impact on staff performance are essential. These evaluations will identify areas for improvement and ensure that practices align with the schools' objectives.

Conflict of Interest Statement

The authors explicitly declare that they have no actual or perceived conflicts of interest, whether financial, personal, or professional, that could have influenced the research, authorship, and/or publication of this article.

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