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The Effects of Human Resource Management Deficits on Science Education in Basic School Management

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Abstract

The assessment of human resource management (HRM) policies and programs of teachers and management under Ghana Education Service (GES) has been studied, centering mainly on the science teachers of Presbyterian Senior High School, Tema, Ghana. The study examined how Ghanaian public school administration is affected by the absence of human resource managers. It assessed how well policies and programs operate to inspire teachers and enhance their welfare. The research findings indicated that the source of recruitment of science tutors to the Ghana Education Service was from educational universities and colleges. Nevertheless, other policies have been unsuccessful in bridging the gap between teaching professionals and their deserved welfare and other basic needs since the Human Resource Directorate of GES is situated at the district education office which science teachers have no direct contact, to direct their needs. Government School administrators most often lack HRM qualifications which leads them to always focus on teachers' supervision and not consider their well-being. Again, strategic policies like postings, recruitment, and maternity leave were found to meet the expectation of the teachers. Furthermore, policies and programs on study leave, in-service training, orientation, and job description have not met the expectations by staff. The work recommended that GES human resource personnel should be added to the administrative hierarchy in schools to help in policy implementation. It was also suggested that the Ministry of Education and the education service provides the right remuneration that can cater for the teacher's basic needs such as accommodation and adequate learning materials to facilitate his work.

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Introduction

Education is a way of stilling ideas, culture, attitudes, knowledge, skills, and values into citizens' lives hence making them serviceable in the present and the future. Accordingly, individuals are the integral agents that create social, economic, and political organizations that accumulate capital, utilize natural resources, and advance national developmental objectives, (Forojalla, 1993) ^[10]. A nation cannot achieve economic independence if its citizen's skills and abilities cannot be developed and used efficiently in the national economy.

It is now widely acknowledged that a country's human resources, rather than its natural resources, determine the rate and nature of socioeconomic growth, (Forojalla, 1993) ^[10]. He again asserted that the main means of fostering the development of essential human knowledge and abilities is through the educational system.

The educational sector players must have a sufficient platform to contribute their best effort in order to enable the sector to function efficiently and guarantee that institutional beneficiaries receive the necessary knowledge, skills, experience, and attitudes.

Teachers are major stakeholders in any educational setting. As such, teachers play a crucial role at the basic school where the pupils are in their formative years. Forojalla showed that the basic teaching force point of morale and satisfaction should not be undermined since it allows the provision of quality educational service to school children. Therefore, quality educational sustainability demands equally capable and dedicated facilitators.

Ghana recognizes the functions education plays in its efforts to develop human resources. Ghana's Ministry of Education (MOE) was formed in 1974 to formulate educational policies in Ghana. Subsequently, in the same year, the Ghana Education Service (GES) was created by NRCD 247, in 1974 as the Ghana Teaching Service which was finally revised in 1975 by NRCD 357 and the name became Ghana Education Service (GES). The GES is responsible for the implementation of pre-tertiary educational policies of MOE with the management of pre-tertiary teachers across Ghana included, (Antwi, 1992) ^[1]. Some of the notable reforms of the MOE were in 1974, 1987, and 2007 which were aimed to improve the country's educational sector. An adequate number of facilitators who are professionally qualified and appropriately motivated is the foundation of any educational reform initiative, according to the education sector report, (MOE report, 2006) ^[14].

Human resource management (HRM) is the collection of organizational operations aimed at luring, nurturing, and retaining a productive workforce, (Griffin, 1997) ^[11]. Recruitment, hiring, welfare, maintenance, training, retraining, placement, promotion, motivational relationships, wages or incentives, and transfer are all included in human resource management operations. It is responsible for maintaining the organization's effectiveness. In the field of education, human resource management refers to the process of inspiring employees to reach their full potential from the moment of appointment in order to succeed. This entails employing personnel to carry out tasks and responsibilities within the school (Oduma, 2012) ^[17]. Accordingly, (Onah, 2008), human resources are essential for both effective service delivery and swift advancement of society. All educational systems, rely significantly on human resources to carry out their programs. Educators are essential to the successful execution and achievement of policy goals of education in the classroom, (Nwaka & Ofojebe, 2010) ^[16]. A manager cannot be productive or efficient if they disregard the crucial role individuals play in achieving organizational goals and objectives, (Oduma, 2012) ^[17]. The final determinant of policy interpretation and application as it is reflected in the curriculum, which is intended to realize educational objectives, is the teacher (Omojunnwa, 2007) ^[18]. The only people who can uphold and raise academic standards are the teachers. They are the most beneficial tool for learning. The degree to which the curriculum can be delivered successfully is reduced by the teacher shortage or incompetent administration. The development of employees and aiding in the accomplishment of objectives are the two main objectives of human resource management in education. The strategic and operational duties, as well as other actions generally related to daily oversight of individuals as mandated by laws and regulations, are only a few of the many specific roles that HRM must ensure. Nevertheless, human resource management has become extremely complicated because individuals cannot be dependable when it comes to performing a single task

repeatedly in the same manner. Teachers' ability to teach has a significant impact on their productivity. It is not possible to deliver the same content repeatedly. The complexity of HRM may include poor working conditions and problems with staffing. The challenges of human resource management in achieving educational goals may include a high rate of student and staff indiscipline, poor recruitment process, poor supervision/appraisal of staff, poor personnel commitment to work, and incessant transfer of teachers.

It is imperative to study the kind of policies and programs that encourage educators, analyze the Human Resource Management programs for managing teachers, and finally assess how teachers are satisfied with the HRM policies and programs of GES, to enable us to understand the lack of human resource development impact on public school administration in Ghana.

The subject of teacher unhappiness, low academic achievement in general science and science-related subjects, and some teachers leaving the teaching field for other opportunities beg the following questions (1) what kind of human resource management policy issues are involved in the management of school in general, (2) Is the adopted policies and programs suitable for teachers to work efficiently and effectively, and (3) are teachers satisfied with the policies and programs?

Review of Literature

Policies as a function of human resource management

According to (Wright & Noe, 1996) ^[21], Human Resource Management contains managerial responsibilities associated with human resources investment, such as recruitment, assessing accomplishment, training of employees, and determination of the right remuneration. Programs and policies are required to ensure these activities function effectively. It indicated that (Boachie-Mensah, 2006) ^[6] for an organization to succeed in the modern era, managing human resources well is important to meet the level for being a source of sustainable competitive advantage. Human capital effective management requires in-depth knowledge of managers to understand how people behave within organizations and duly formulate the right policies to serve as guidance to those behaviors.

Accordingly, human resource management was defined (Noe, Hollenbeck, Gehart, & Wright, 2002) ^[15] as the systems, procedures, and policies that affect staff efficiency, attitudes, and conduct.

Human resource management (HRM) here, is understood to be a set of policies and procedures designed to favorably impact employees' attitudes and actions in order to raise performance levels within an institution. Cole described the policy as a declaration of how work activities are to be carried out, which helps an organization create and put into practice a set of prevailing values (Cole, 2002) ^[9]. He emphasized that these rules specify how things should be done in a way that aligns with the organization's objectives. Policies can also be defined as the directions or instructions designed to guide managers and their subordinates in the way they think, make decisions, and behave when implementing the company's strategy, (Pearce & Robinson, 2003) ^[20].

These authors agree that the strategic objectives of an organization inform its policies, which are not created arbitrarily. Human Resource Management (HRM) is an intended and cohesive approach to managing a company's most precious assets that is the individuals, who help the

organization achieve its overall objective as asserted (Armstrong, 2007) ^[3]. According to him, managers of organizations must consider human resources to be an essential component that is pertinent to the accomplishment of corporate objectives. This consists establishing of human resource plans that direct actions and conducts of human resource personnel to guarantee they provide their utmost effort in support of the accomplishment of organizational objectives.

Human resource management policies

Policy guidelines are necessary to warrant a positive execution of any significant program that recurs in an organization's calendar of activities which involves the engagement of the services of one or more staff members. The advisory and mandatory policies were the types of policies Armstrong classified (Armstrong, 2003) ^[2]. A certain amount of discretion is granted to decision-makers under advisory policies. They encourage managers and staff to be creative and self-motivated. Mandatory policies, however, deprive managers of their choice. Policies typically outline the types of administrative action that administrators can take to reward or punish behavior, as well as the principles that should be communicated to decisions. As a result, policies define what is and is not permitted within an organization. As indicated by (Pearce & Robinson, 2003) ^[20], policy functions are performed in the following ways;

- Policies create indirect control over independent activity in a way by clearly stating how things should be executed. Policies state control, and decision-making, define discretion, and gives employees the empowerment to do their work without the direct involvement or interference by management.
- Policies make sure that decisions are made quickly by answers standardized solved problems from the past that otherwise would be repeatedly demanded by the management hierarchy;
 - Organizational behavior is institutionalized by policies
 - Policies serve as a foundation for efficient coordinating efforts and personnel to operate freely since they minimizes uncertainties and daily repetitive decision-making.

General difficulties of human resource management

Managerial change, technology, globalization and human capital effectiveness are the key challenges to human resource management, (Bohlander, Shell, & Sherman, 2001) ^[7]. They indicated that employee conditions, organization conditions, and external conditions are the three areas that influence Human Resource Management.

- External conditions such as challenges from economic conditions, government regulations, union expectations, has a directly impact on the operations of all establishments (they restrict organizational activities), and with human resource activities.
- Organizational conditions are the framework consisting of organizational nature and operations that can otherwise be referred to as internal environment. Organization strategies and goals, and the kind of tasked performed differs from organization to organization, hence it requires designing and selecting different human resource management systems.
- Employee Conditions: In HR decision-making shaping and objective settings of an organization, the information

about the required nature of employees is of great importance. Detailed data on workforce demographics is essential for making informed organizational decisions.

The stated conditions, (Bohlander, Shell, & Sherman, 2001) ^[7] need to be addressed well for a successful organizational planning and efficient operational policies implementation.

Challenges of Managing Teacher

Teachers have dual regard for education. It is stated that (Forojalla, 1993) ^[10], the teaching profession is attracted by the reward as an income source and the opportunity it offers as employment. Material rewards such as government bungalows and vehicle loans that education offers appear to overtake the core teaching values, that is the spiritual values, the instrumental and aesthetic values of education. He therefore indicated that teachers should be motivated materially, aesthetically, and spiritually. He accounted that the primary teaching force stability is directly proportional to the quality of education. Forojalla advised that a greater level of freedom should be ensured at the basic or pre-tertiary education level. Authority should be given to the primary and secondary levels to make decisions on such issues as staffing and other teacher related issues. His study suggested that, for effectiveness and efficiency, the education management ought to be decentralized since demands differs locally and the needs of individuals are best known to them and therefore, they should be given the liberty to decide on their needs at that local stage. Male and female teachers in Ghana are driven by the three factors in the service, (Bame, 1991) ^[5]. These factors are low salaries, unavailability of prestige in primary teaching, and promotional issues. His study looked at some areas where teachers were not happy and are as follows;

- Inadequate salaries and wages
- Promotional challenges in the education sector
- Poor and lack of prestige in teaching at the elementary level
- Unhealthy relationship between teachers and supervisors
- Uncoordinated frequent of transfers
- Improper content delivery by teachers

He anticipated the consequences that are likely to originate from teachers' satisfaction and dissatisfaction. These includes teacher retention and drop-out, enthusiasm or indifference, cooperation or the lack of it among teachers, and absenteeism. Bame noted that when a teacher remains in teaching for a long time, other things being equal, he will grow to like it and thus tend to express satisfaction with it (Bame, 1991) ^[5]. However, dissatisfied teachers can still opt for other profession. Salary has been a source of dissatisfaction among Ghanaian teachers.

The conceptual framework of human resource management strategies, programs and staff management

Policies as a function of HRM entail activities of management related to human resource investment such as recruitment, training and development, motivation, and compensation. There is therefore the need for policies to be instituted to cover all areas of the Collective Bargaining Agreement (CBA) to ensure their effectiveness in making a positive impact on employees. This work centers on how policies and programs could be instituted in the GES in the Presbyterian Senior High School, Tema, of Tema Metropolis to cater for the concern of teachers bordering on training and

development, motivation, compensation, and job satisfaction.

Methodology

Study design

Non-interventional study approach was used. An approach exploratory and descriptive that targets examining the HRM programs and policies of managing teachers in existence now and their impact on Presbyterian Senior High School administration at Tema. Non-interventional describes and gives assessment on issues pertaining human resource management programs and policies with their impacts without any stimulus introduction. This work has been designed in a descriptive sample survey that seeks to describe a situation, service or issue systematically, or gives a data on persisting conditions of individual in a society, (Kumar, 2005) ^[12]. The aim of a study in that nature is to describe what is the dominant challenge or issue under the research work. The research study is also exploratory since it was intended to refine procedures and was done on a small scale within a short duration.

Study population and sampling procedure

The target population for the study was the GES science teaching and administration staff in Presbyterian Senior School, Tema of the Tema Metropolis, and management staff of the same school. It covered the entire population of 41 teaching staff and 15 management staff at the Presbyterian Senior School, Tema of the Tema Metropolis.

The research work was restricted to Presbyterian Senior School, Tema at the Tema Metropolis. The selection of this school was done because of proximity, logistic, financial, and time constraints. A senior high school was chosen due to the key position it occupies in education delivery (it is the formative stage of individual development) and the wide scope of basic schools in the municipality. An important factor that was considered in establishing the sample size was its homogeneity. This was guided by issues such as time and resources available to the researcher with the proposed plan of analysis.

The study adopted a multi-stage sampling procedure based on statistics collected from the Presbyterian Senior High School, Tema Administrative secretary. The first phase considered the identification of the number of staff (collection of science teachers) as well as the number of science subjects in the departments and their corresponding teachers that teach them. The total number of science subjects in the science departments was found to be four (4) and the total teaching staff of twenty-six (26).

The second phase dealt with the selection of management staff (personnel in charge of implementing and monitoring policies and programs) at the Presbyterian Senior School, Tema of the Tema Metropolis. The subjective sampling technique was adopted to select fifteen (15) school administrators of Presbyterian Senior School, Tema. For the important role they play in policy formulation, implementation, and monitoring, the use of subjective sampling was adopted in selecting the management staff. The breakdown of the sample of the management and staff that are non-management staff are indicated in Table 1 and Table 2.

Total number sampled from the target population was twenty-six (26) which represent the science teaching staff while the remaining fifteen (15) represents management staff of the Presbyterian Senior School, Tema.

Table 1: Sample size-Administration management staff

Staff	Male	Female	Total
Headmaster	1	0	1
Assistance Headmaster	2	1	3
Accountant	1	0	1
Clerks to Accountant	2	1	3
Administrative Secretary	2	3	5
Senior House Masters	1	1	2
Total	9	6	15

Source: Field survey, 2024

Table 2: Sample size – teaching staff

Department of Science	Male	Female	Total
Biology	5	3	8
Chemistry	6	1	7
Physics	4	0	4
Physical Education and ICT	2	5	7
Total	17	9	26

Source: Field survey, 2024

Methods of data collection

Data collection was done using questionnaires. Two sets of questionnaires were drafted for data collection. The first was for the management staff and the second questionnaire was for the science teaching staff. A questionnaire was adopted because the management staff are well educated enough to read, and understand and respond to the questionnaire with no assistance. Due to the busy schedule of some management staff, the questionnaire is more suitable and puts everyone at ease. Furtherly the questionnaire is chosen because of the number of respondents vis-à-vis the time frame for the research. It can be observed that the questionnaire tends to be more appropriate when the population is scattered (Kumar, 2005) ^[12] when the population is literate, and to ensure anonymity as compared to interviews. The questionnaire contained items of both open-ended and closed-ended questions. The open-ended questions were intended to allow the respondents to express their own opinion on HR policy issues of the GES in the Tema Metropolis. The close-ended questions were to seek answers regarding certain information associated with personal characteristics and specific policy matters. Both questionnaires contained question items that sought to elicit information on HR policies and programs of the GES of the Tema Metro Education Directorate.

Data analysis

The data analysis was done using the collected data that was given on the questionnaire provided. Information gathered was inserted in Microsoft Office excel for graphical analysis. Percentiles and frequencies were employed as a statistical technique for evaluation.

Results and Discussion

Demographical background of respondents of science and management teaching staff

The demographic characteristics of respondents determine related features like age and gender that would be needed in this study, since individuals have unique statistics backgrounds which are important when formulating objectives and defining the human resource decisions, (Boudreau & Milkovich, 2004) ^[8]. Table 3, illustrates the demographical background distribution of science education staff of Presbyterian Senior School, Tema of the Tema Metropolitan including both teaching and management staff.

It could be observed that a higher number of the teaching staff respondents were aged ranging from 28 to 50 years ($n = 35$), indicating the active working population. Generally, a high degree of percentage of staff (85.37%) were found to be below the age of 51 years in the Presbyterian Senior School, Tema. This shows positively that with the right program and policies implementation, these teachers could work actively

for over 20 years before the statutory retirement age of 60 years. The majority of respondents were males 63.4% ($n=26$) with females 36.6% ($n=15$). Policies and programs should be formed by GES to allow the young generation to tap the knowledge and experience of the staff that falls within this category.

Table 3: Demographical background of respondents in management and science teaching staff

Background Characteristics	Frequency	Percentages
Sex		
Male	26	63.4
Female	15	36.6
Total	41	100
Ages		
21 - 30	7	17.1
31 - 40	12	29.3
41-50	16	39
51 - 60	6	14.6
Total	41	100
Staff status		
Management staff	15	36.6
Science teaching staff	26	63.4
Total	41	100

Source: Computation from author, 2024

General issues on teacher human resource management policies

In the study, respondents were asked to show the mode by in which they were employed in the GES. Table 4, demonstrates majority recruit of staff in the service were from the colleges of education as it indicated that recruitments of 92.31%

($n=24$) of the science teachers and 80.00% ($n=12$) of the school management are from colleges of education. It is an affirmation of other findings that, in Ghana, it is from colleges of education and universities of education that organizations source their recruitment, (Asare-Bediako, 2008) ^[4].

Table 4: Mode of teacher recruitment

Recruitment to Current School	Management	Percentage	Teachers	Percentage
Posting from School	12	80.00%	24	92.31%
Appointment	1	6.67%	2	7.69%
Interview	2	13.33%	0	0.00%
Total	15	100%	26	100.00%

Source: Computation from author, 2024

New employees' orientation is key for understanding of organizational mission, vision, strategy, culture, and how the organization operates in general. It is however prudent for all employee to be well introduced into the educational service through a thorough orientation to help equip them for their task ahead. The results from respondent of teaching and

management staff suggest that orientation was not properly done during their ushering into the various positions as 76.92% ($n=20$) of teaching staff and 80.00% ($n=12$) of management showed that staff were not properly orientated to allow them to adapt quickly after recruitment into the service.

Table 5: Frequency Orientation of Teacher

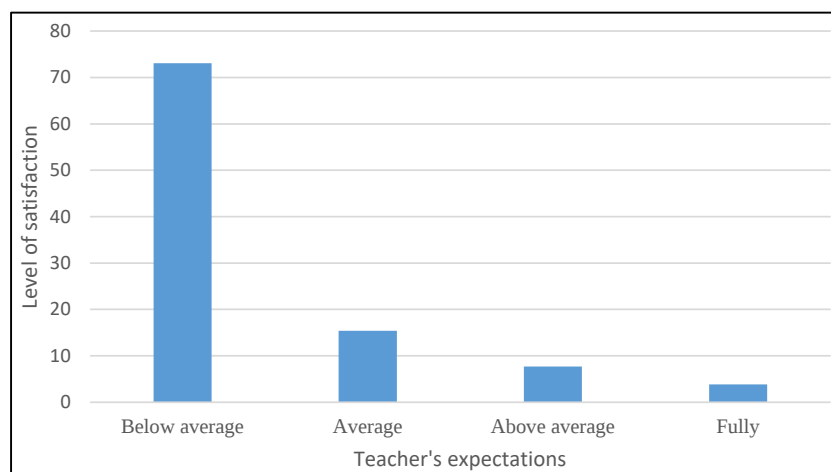
Orientation	Management	Percentage	Teacher	Percentage
Yes	3	20.00%	6	23.08%
No	12	80.00%	20	76.92%
Total	15	100%	26	100.00%

Source: Computations from the author, 2024

Expectations of respondent on human resource policies of GES

Productivity and labor turnover of employees of an organization is directly proportional to employees' expectations. Figure 1, illustrates that the Tema Metro

Education Office does not meet teacher's expectations. This shows that about 88.46% ($n=23$) of the respondents consisted of staff with their expectations average and below average met.



Source: Computation from author, 2024

Fig 1: The degree to which teaching staff's expectations have been met

The general policies and practices assessment

The study sought the opinion of the school management and science educators to an extent to which they agreement or disagreement with the categorized policies and practices implemented in Ghana Education Service. With compensation of staff, about 81.70% of teachers and 91.6 of managements do not agree with the statement that “teachers were adequately compensated”. By this high degree of percentage of over 80.00% of the staff, it indicates overwhelming evidence that they both strongly disagreed with the policy statement on compensation. For an employee to be motivated, appreciable compensation is essential and therefore government through GES should swiftly acts on the compensation policy to avoid lowering of teacher’s morale that will encourage them to change profession as found by (Forojalla, 1993) ^[10]. On the promotional policy, it was found that 33.33% of the school managements and 53.85% teachers do not agree with the sentence that “promotions have been conducted based on merit and scheme of work”. Furthermore, 38.46% of tutors and 60.00% of the school authority were in agreement whiles, 6.67% of managements and 7.69% tutors demonstrated their uncertainty on the said statement. From the data, it can be observed that, managements are satisfied than the tutors on the same policy on promotion. Since the most integral focus in this work is the teachers were dissatisfied on the policy, it is eminent that management within GES review this policy to ensure a degree a satisfaction among all sector player. Additionally, it was discovered that approximately 88.46% of the tutors and 53.33% of the school management disagree with GES policies support health and safety in the workplace, with 11.54% of teachers and 44.67% of management were uncertain. The overwhelm dissatisfaction on this policy shows that the health and safety policy of GES has not serve its purpose. It indicated that both the administration and the tutors shared the opinion that the current situation did not provide the highest level of security for the teachers' health and safety requirements. Teachers may be reluctant to take certain risks that could put their lives in danger, whether in the classroom, lab, or workshop, since the main goal of individual is to live happily. This could exacerbate the current situation by impairing students' performance. To guarantee the efficient operation of teaching and learning in these schools, the necessary infrastructure, materials and equipment, protective gear, and a hygienic setting must be

supplied. On the policy of posting, 76.93% of tutors and 80.00% of administration agrees that, teachers are posted to areas where their services are mostly required. Respondent teachers of about 15.83% and management of 13.33% do not agreed with the assumption whiles 7.24% and 6.67% were not certain by tutors and management respectively. As majority of respondents of staff are in agreement with the policy statement that “teachers are posted to areas where their services are mostly required. It indicates that the posting policy have been effectively implemented. With the statement of whether there are extra incentives for staff posted to deprived areas, approximately 73.08% of tutors and 60.00% of management did not agree. 15.38 % and 6.67% were in agreement for teachers and management respectively with 11.54% and 33.33 % uncertain. The results of this majority disagreement on this policy shows that teachers would be tempted to avoid accepting postings in the deprived communities.

And on the policy statement of “whether the consideration of study leave was done fairly and just, 84.62 % of tutors did not agree, 7.69 % ascertain their uncertainty and 7.69 % agreed. The administrators had about 40.00% agreeing, 46.67% disagreed, and 13.33 % were not certain.

The implications of teachers not trusting the process in selection for study leave within the GES is that individual teachers may eventually leave teaching to other professions with fair career advancement procedures. Therefore, the study-leave policy needs to be reformed to enable teachers have easy access and benefit from it.

Upon looking at how conducive the working environment is for the staff, 84.61 % of tutors disagreed that their working environment is conducive enough, 3.85 % agreed whiles 11.54 % were not certain. For the administrative staff, 73.33 % were not in agreement with the statement, 6.67 % agreed with 20.00 % of indeterminate. It is clear from the responses that greater numbers of teachers teach under deplorable. Teaching under unfavorable environmental conditions may demotivate tutors from delivering their best of contents hence steps must be taken by GES to promote conducive working environment that will improve teaching and learning.

With the policy statement on whether women are given three (3) months maternity leave, 84.61 % of tutors were in agreement with statement, 11.54 % were indeterminate and 3.85 % did not agree. The administration admitted that staff are given all the period stated in the policy statement hence

having 100 % (n=15) agreeing. The responds on maternity leave indicates that this policy implementation is in the right track and needs to be encouraged.

Teachers' motivation factors

A motivated workers will be satisfied with their job than those who were not motivated well. The research demonstrates that 84.62 % of tutors and 86.67 % of administration were not motivated enough and therefore to them not working to their full potential. Also unmotivated staff in the sector indicate disturbing signal for the future of the teaching profession.

Table 6: Motivation

Motivation	Frequency	Percentage (%)
Management		
Yes	2	13.33
No	13	86.67
Total	15	100.00
Teachers		
Yes	4	15.38
No	22	84.62
Total	26	100.00

Source: Computations from the author, 2024

Table 7: The rankings on welfare and other policies by respondents

Policy	Management	Teachers
Working Condition	10	1
Promotion	1	2
Posting	3	1
Discipline	7	8
Career Development	6	5
In-Service Training	2	3
Study Leave	9	4
Job Description	5	6
Development	9	7
Employee relations	8	10
Transfer	10	9
Motivation	10	8

Source: Computations from the author, 2024

Position ranked by the management were as a result of them concentrating on whether teachers were satisfied with their conditions of service. With respect to employment relationship which is seen to promote welfare when stronger among staffs, the management positioned it on eight (8th) with the teachers ranking it tenth (10th). Motivation as welfare promoter was positioned 8th by the teacher and tenth (10th) by management as observed (Refer to table 7). This ranking place both policies in the last three by both staff members. The issue of discipline has been ranked 8th and 7th respectively by teachers and management as a supporter of their welfare. It shows that a lot of work is required on discipline policy implementation. The question as whether transfer promote welfare of GES staff were observed not to agree by our categorized respondents. It was positioned 9th and 10th place on the hierarchy by the tutors and management accordingly. Ranked it the 10th promoter of teachers' welfare. On if study leave policy as a promote staff welfare, teaching knowing relevant of it placed it on 3rd position. However, managing staff positioned it at 9th position. It's possible that the conflicting views come from the reality that the quota system prevented management from granting study leave to as many teachers who applied in order to strengthen their performance. The teachers believed that the program was

The influence of human resource policies implementation on the welfare of science teachers

The staff were required to show the level of their consideration on how the execution of the following policies has improved their welfare; in-service training, career development, promotion, working condition, study leave, postings, motivation, employee relations, transfer, and discipline policy. The outcome was tabulated according to ranks as indicated in table 7.

In hierarchy arrangement, posting, in-service training, and promotion were positioned among the first three (3). It is a demonstration that both staff acknowledges that the implementation of these policies will significantly promote the welfare of science teachers. Nevertheless, the working condition policy disparity shows ranking of 10th position by management and the science teachers at first (1st). This ranking by the tutors could be as a result of them not considering the policy in isolation but in evaluation with the other policies and conclude that it best promotes their welfare requirement. However, this does not suggest that they are satisfied with their conditions of service but it elevate their welfare level.

designed to advance their welfare even though none of them received permission to take study leave. The people most impacted by a policy like posting are teachers. Therefore, it is imperative that management use methods that help instructors understand that their welfare is being promoted in addition to the GES's benefit. On considering career development, we observed that, it was placed on 7th and 9th on the hierarchy by teachers and the school administration respectively. This indicates that the tutors acknowledge that, career development is essential in improving their welfare. However, the ranking position demands that the current policy reviewed and executed well to meet the welfare standard of teachers. Seeking employee welfare by creating a positive work environment is the most reliable method of increasing productivity, (Mayo, 1945) ^[13].

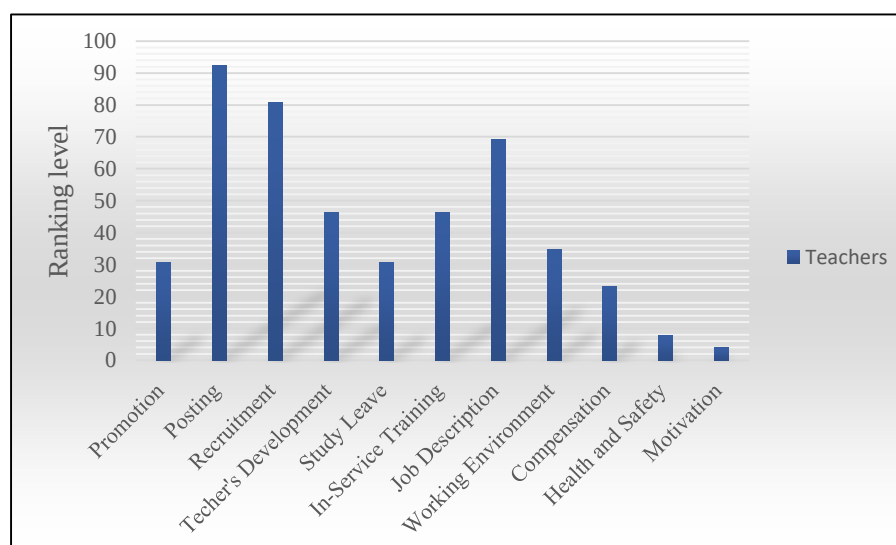
The level of satisfaction of categorized policies that meet teachers needs in facilitating science subjects.

Organizations are joined by workers to satisfy their various needs and wants; hence the level of satisfaction of tutors' programs and policies and has been dealt with in the study. The research study looked at the areas required for science teachers to show the level to which they were satisfied with those policy challenges as shown in Figure 2. The study

found 46.2 percent of the teaching staff being satisfied with the level of in-service training and teachers' development policies and programs. The policy on in-service training and teachers' development were perceived to be intertwined by the science teachers in delivering updated science contents. The respondents were not satisfied with the policy for compensations as 76.9 percent of teachers were dissatisfied with the current policy. Just about 23.1 percent of teachers were satisfied with the policy. Teachers were overwhelmingly satisfied as about 92.3 percent shared their view that they agree with the current posting policy while 7.7 percent was not in agreement with the posting policy.

Teachers were satisfied with the recruitment procedure of GES as Figure 2 shows that about 80.8 percent are satisfied with the policy. The most dissatisfied policy is on motivation with about just 3.9 percent of respondent agreeing with the current policy.

Furthermore, science facilitators were not satisfied with safety and health working environment policy. As 34.6 percent of teaching staff are satisfied with the working environment, which shows that as high as 65.4 percent of the respondents are not satisfied with the existing policy. For health and safety policy only 7.7 percent of respondents are satisfied indicating the failure of this policy.



Source: Computations from the author, 2024

Fig 2: Level of satisfaction of the categorized policy ranking by science teachers, Presbyterian SHS, Tema under GES

Conclusion and Recommendation

Conclusions

In conclusion, the main source of recruitment of teachers into the Ghana Education Service is from educational training institutions and universities. The Presbyterian Senior School, Tema of the Tema Metropolis do not control over the postings of teachers or teacher engagement in terms of recruitment. The orientation policy has not been well executed since the overwhelm majority of staff employed into GES and posted to Presbyterian Senior School, Tema did not go through and formal orientational form. This resulted in staff not having enough knowledge and understand of job and therefore depending solely on their headteachers and old teachers show them what their work schedules are. Furthermore, career development and in-service training schedules are not known by teachers. Staff generally felt that they were not motivated enough when it comes to the motivation policy of GES, as clearly indicated as high percentage of staff responded that they were not motivated enough. It shows that the teaching staff have a low expectation of the GES ability to meet their needs, and consequently the lack of a handful of teachers willing to pursue their career in the teaching field. Satisfaction programs and policies of teachers, it was observed that high percentage of tutors were not satisfied with policies such as in-service training, study leave, and general working environment. This encourages individuals to seek opportunity in other organization where there is a better working conditions and services and hence making teaching uninviting.

Recommendations

Teachers need are not met because the Human Resource Management personnel are not stationed at the various school administration structure and hence the following recommendations have been drawn from the study; newly recruited teachers should be given comprehensive orientation to allow them know what their duties and responsibilities are for effective work to be done by them in the GES. Secondly, In-service development and training is very important and so therefore, all teachers should be made to attend a least of one annually. Also training and development policies should be part of priorities discussed with newly recruited teachers to ensure them of the available training and development programs and ways to access them to upgrade their professional knowledge. Furtherly, dissatisfied teachers will divert to other job sectors and therefore it is recommendable that they are given remuneration packs that is comparable to other sector under the existing public payment structure. And finally, existing programs and policies of Ghana Education Service and Ministry of Education should be reviewed. These recommendations can be achieved by positioning HRM personnel in the school administration structure for better liaising between the teachers and the HRM personnel directly to address their needs other than the current structure where the HRM directorate is situated at the district educational offices.

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