

## Investigating the Human Resource Management Functions of Methodist College of Education

Wasila Yakubu

Methodist College of Education

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**Abstract:** This study sought to investigate the human resource management functions of Methodist College of Education. The concept of human resource management is known and very conversant to scholars. However, its functions are not well established in some organisations. The study adopted the concurrent mixed methods design. Purposive and simple random sampling techniques were used to select a sample size of thirty-two who formed the respondents from the College. The findings indicate that most functions of HR are being performed in the college. The study, recommends the need for an appraisal for both teaching and non-teaching staff, the 360-degree approach to appraisal, effective and efficient communication, departure projections, and the establishment of an HR department, to ensure the College has adequate, efficient, and motivated staff to achieve set goals and aims.

**Keywords:** Human resource management, Functions of human resource management, Methodist College of Education

### Introduction

Methodist College of Education is located at Akim Oda in the Eastern Region of Ghana. The College came into being in the year 2012 after a proposal for the establishment of a college of education within the Oda Diocese. It was established with the mandate to train teachers for basic schools in Ghana. It was a private College until 2017 when the government of Ghana fully absorbed the College into the public educational system. Methodist College of Education is affiliated to the University of Education, Winneba. Human resource management is very essential for the function of every organisation and Methodist College of Education is no exception.

In this 21<sup>st</sup> century, the term human resource (HR) is being used predominately in all institutions, so has the need for human resource managers in all institutions. According to Osibanjo and Adeniji (2012), all managers in organisations are considered HR managers. College Principal, Dean, Matron, Heads of Department, and Supervisors are all presumed to engage in HR management, but their efficacy and productivity depend on how the HR system is being handled in the organisations. For O'Riordan (2017) human resource management also known as HR deals with all aspects of how people are employed and managed in organisations. Human resource management is a tactical and comprehensible approach to employment. Resource management practices at the tertiary level are concerned with planning, organising, leading, and controlling human and other resources to achieve organisational goals efficiently and effectively (Jones & George, 2018). According to Omebe (2014), human resource management is a rudimentary task of management that determines the performance of staff in any organisation. Human resource management is the practice of managing people and the organisation to attain better performance, achieve the goals of employees as well as the organisation as a whole. Human resource management is very essential for the function of every organisation and the colleges of education are no exception. The functions of human resource management include staffing, human resource development, compensation, safety and health, employee and labour relations, and performance management.

The effect of human resource management on organisational productivity is a dominant issue in every organisation. Human resource management functions add value to organisations (Losey, Meisinger & Ulrich, 2005). A study conducted by Uko, Umosen, and Caleb (2015) discovered that managers' resource management practices were significantly related to teachers' job performance. They postulate that human resources in the education sector in terms of quality and quantity contribute largely to the overall success of education.

The concept of human resource management is known and very conversant to scholars. However, it seems its functions are not well established in some colleges of education. Tutors and non-teaching staffs are indispensable

in the colleges of education. To Maintain and improve educational standards, teachers are required. They are the utmost benefit to learning. The poor management of teachers decreases the degree to which the curriculum can be delivered meritoriously (Omebe, 2014).

Hence, the need to investigate the human resource management functions in Methodist College of Education. This study is essential because tutors have the power to make or break the new standard-based curriculum if they are not effectively and efficiently managed. The purpose of this study is to investigate the human resource management functions of Methodist College of Education and to make some recommendations based on findings.

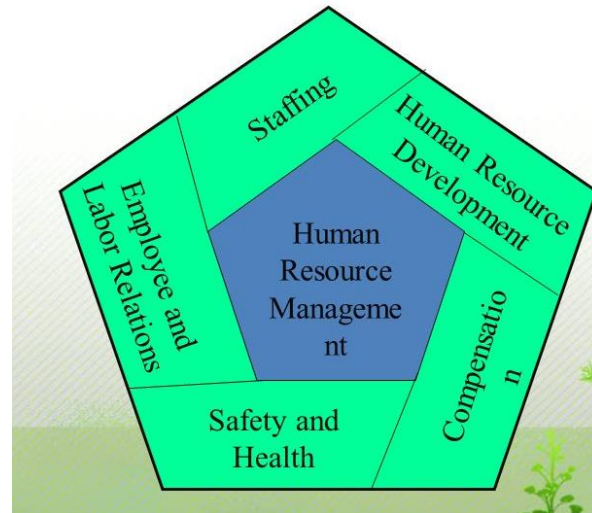
The following research questions guided the study:

1. What perception does staff hold about human resource management functions in Methodist College of Education?
2. To what extent are staffs satisfied with their work in the College?
3. How does staff perceive the compensation, training and development, and appraisal system in the College?
4. What factors impede the functions of human resource management in the College?

### **Human Resource Management**

Much has been discussed and written in literature concerning the area of human resource management; its contents, functions, and uses, and; its magnitudes and limits (Osibanjo&Adeniji, 2012). Manning (2010) expressed in his research paper entitled “Review of Management of Business, and Human Resource” to review the management, business and human resources works to identify ideas and approaches to advance the nature of human resource management and make the purpose of human resource more useful in developing organisations. Recently the role of human resource management (HRM) experts has become more professionalized and more tactical. Consequently, HRM practitioners have had to develop new proficiencies in areas such as change management, influence, and technology (Crouse, Doyle & Young, 2011).A study conducted by Agyapomaa, Pramfi, and Korsah (2020) at Methodist College of Education, showed that over 80% of the staff are not satisfied with their salary and other monetary compensation, nonetheless, they are keeping to their job as a result of their passion for the job and the developmental and learning programmes that they can participate in for their personal professional development. This implies that nonfinancial compensation is very essential for all organisations. The current trends obligate the function of human resources management to change to new organisational aims adjusting their approaches and strategies to the up-to-date world trends (Rodriguez, 2017).

Several theories support human resource management policy and practices in any organisation. For instance motivational theory, motivation is a way to generate a great amount of desire in order to achieve organisational aims, and this situation is addressed by satisfying certain individual desires. Human capital theory, this theory illustrates people’s investment in themselves, which eventually increases their economic productivity. Agency theory, this theory is used to understand situations in which principals delegate tasks to employees among others (Ahmed, Mahmood & Abdullah, 2020). The practices comprising HR function are employee, personnel administration, compensation or retribution, HR leadership and development, labour relations, and social services (Puchol, 2000).



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**Figure 1: Scope of Human Resource Management**

The scope of human resource management is very wide. It entails all activities before an employee is hired till the point when he or she leaves the organisation. There are several scopes on human resource management. However, this paper will consider the model above.

### Staffing

This is the process of recruitment, selection, and termination of the employee contract. This involves matching people and their expectations with the job specifications within the organisation. Human resource planning paves the way for staffing. Human resource planning is the whole procedure of determining recruitment needs, training needs, and management development needs. Human resource planning is the process of forecasting, developing, and controlling human resources in an organisation (Binod, 2020).

Staffing aims at providing an adequate source of eligible individuals to fill jobs in organisation. Job design, job analysis, recruitment, and selection are the main functions of staffing. Job design describes how tasks are accomplished and the types of tasks that are part of a job (Mathis & Jackson, 2006). Job analysis is the process of determining the different tasks that are associated with a specific job (Dessler, 2012). Job design and job analysis establishes the basis for staffing by finding what diverse employees do in their jobs and how they are affected by them.

Recruitment consists of any activity that focuses on enticing suitable applicants to fulfill job openings in the organisation. Once the candidate is identified, the subsequent phase is the selection process, which finds the preminent employees for the organisation (Noe, Hollenbeck, Gerhart&Wright, 2011). The selection process must be aligned with applicable lawful standards.

### Human Resource Development

A college is only as effective as the tutor working in it. It is a fact that the provision of quality education depends on the quality of the workforce especially tutors (Yamoah, 2019). Training is part of development. Employee development consists of programmes that emphasise the extension of an employee's career. Development programmes are likely to be long-term and are granted to employees that the organisation believes have the prospective for promotion. Employee training programmes develop an employee's performance in his or her job (Dessler, 2012). Training and development programmes provide appropriate means of guaranteeing that the employees are skillful at executing their jobs at satisfactory levels.

This function also monitors employee performance to ensure that it is at satisfactory levels. This strategy appraises individual and team performance so that there is a link between individual innovativeness and organisations cost-effectiveness. Which tasks should be appraised and who should assess employees' performance are also taken into consideration. Mukhopadhyay (2006) recommends the use of 360-degree appraisal for both competence development and administrative appraisal. Research has revealed that the trustworthiness, objectivity and acceptability of the feedback process are improved when the response is drawn from numerous sources (360-degree).

### **Compensation**

Chandra and Prabir (2012) are of the view that compensation is an orderly approach to providing monetary value to employees in exchange for task accomplished. Compensation may achieve numerous purposes supporting recruitment, job performance, and job satisfaction. This is the area of wages and salaries administration where wages and compensations are fixed to meet fairness and equity standards. In addition, labour welfare measures are involved which include benefits and services. A perfect compensation management system will help organisations to meaningfully increase the performance of their employees and generate a more involved staff that's eager to go the extra mile for their organisation (Chandra &Prabir, 2012). This includes financial and nonfinancial compensation. Employees are usually enticed to organisations proposing a higher level of compensation in exchange for the work performed.

### **Safety and Health**

According to Amstrong (2006), health and safety deal with how the organisation intends to provide healthy and safe places and systems of work. Achieving best practices in various organisations includes careful considering of safety and health concerns for employees. This involves implementing new safety measures when laws change in a given organisation and discussing safety and compliance with employees and unions. For instance, with the Covid-19 pandemic, it has become necessary for organisations to put in place measures to prevent the spread of the virus. The main objective of health and safety is to guarantee the protection of workers from contracting work-related diseases, accidents and also to avoid hurts at workplaces thus encouraging a friendly work environment (Kwayisi, 2014).

### **Employee and Labour Relations**

Healthy industrial and labour relations are very significant for enhancing harmony and efficiency in an organisation. The relationship between managers and their employees must be handled lawfully and meritoriously. Employer and employee rights must be addressed. It is essential to develop, communicate, and bring up-to-date HR policies and procedures so that managers and employees alike know what is anticipated. The establishment of civilized labour relations plays a big role in the development of modern society that the compatibility of employee-employer interests creates desirous terms for their relationship to be maximally free (Murtaz, 2013).

### **Challenges Facing Human Resource Management in Organisations**

Managing workforce diversity, meeting aspirations and needs of employees, and managing human relations are seen as some of the factors that greatly influence human resource management. Some of the management problems identified include; poor staffing, finance, infrastructure, communication, human relations, and decision-making procedures (Akpan, 2003; Omebe, 2014). However, Cox (1996) in Umosen (2010) stated emphatically that the core problem threatening education in less developed countries is the failure to coordinate and effectively manage available resources. Other challenges are organisations inability to make technology a viable, productive part of the work setting. Their incapability to find, assimilate, compensate and retain human capital (Amstrong, 2006 citing Ulrich, 1998).

### **Methodology**

The philosophical paradigm which underpins the study was that of the pragmatist philosophy. A mixed methods approach, a technique for integrating both quantitative and qualitative data, was used in this study (Creswell, 2003) to collect data from 10 non-teaching and 22 teaching staff. This approach was used because neither method

(qualitative or quantitative) is individually sufficient to thoroughly capture the details of the study (Assuah, Yakubu, Asiedu-Addo & Arthur, 2016). According to Cohen, Manion and Morrison (2008) “a sample size of 30 is held by many to be the minimum number of cases if researchers plan to use some form of statistical analysis on their data” (p. 101). In this study a concurrent mixed methods design was used, quantitative and qualitative data were collected at the same time and analysed to determine if there are convergence, differences, or some combination (Creswell, 2009).

The methods utilized for data collection were structured questionnaire, interview, and document analysis. Purposive and simple random sampling techniques were used in the selection of tutors and non-teaching staff to ensure that all participants had an equal chance of being part of the study. Cronbach’s Alpha coefficients of reliability were calculated and the result was 0.81 indicating that the internal consistency and reliability of the survey instrument was very good. A value of 0.8 is generally considered reliable (Vergis & Hardy, 2010). To address the issue of validity, the instrument was sent to tutors with knowledge in human resource management. Their feedback and comments were considered in constructing a final version of the questionnaire and interview questions. The data collected were sorted, coded, and analysed using IBM SPSS 21 software. Two techniques of data analysis were adopted to analyse the data gathered from the participants: descriptive statistics and thematic analysis.

## Results and Discussion

This section presents the results, analysis, and interpretation of data for this study. Respondents were asked to indicate their views on a set of questions on the functions of human resource management. The closed-ended items on the questionnaire were designed to capture a range of responses on a seven-point Likert scale which involved “Very Strongly Agree = 6, Strongly Agree = 5, Agree = 4, Disagree = 3, Strongly Disagree = 2, Very Strongly Disagree = 1, No Idea = 0”. In examining each item a mean score above or below 3 was considered positive and negative respectively while 3 was considered as neutral.

Table 1 shows participants’ demographic information.

**Table 1: Summary of Demographic Characteristics of Participants**

Demographic factors	Frequency	Percentage (%)
Male	18	56
Female	14	44
Total	32	100
Senior Staff	22	69
Junior Staff	10	31
Total	32	100

From Table 1, 18 of the participants (56%) were males and 14 (44%) were females. Furthermore, it is indicated from Table 1 that the sample was made of 22 (69%) Senior Staff and 10 (31%) Junior Staff.

**Table 2: Mean and Standard Deviation Responses on some Human Resource Management Functions**

Question	N	Mean	Std. Deviation
1. Top managers believe that HRM is the key to the development of the institution	32	3.50	.672
2. Efforts are taken to generate awareness amongst the employees about the organisation’s financial position, needs and students performance	32	3.56	.504
3. In your organisation, rewards are clearly related to performance.	32	3.50	.508

4. In your organisation, management usually release incentives without any delay	32	3.56	.504
5. In your organisation, the distribution of bonuses and other rewards is perceived as fair by employees	32	3.28	.457
6. Some employees in this organisation get preferential treatment because they are friends with HR staff	32	3.24	.724
7. The organisation has a formal policy for career planning and development	32	3.20	1.080
8. The organisation has a training plan for staff	32	3.34	1.004
9. Continuous training is linked with individual career path	32	3.03	1.231
10. I plan to leave this organisation in a short while	32	3.09	.928
11. I mostly satisfied with my work in this organization	32	3.69	.535
12. The organisation has the practice of carrying out employee satisfaction surveys	32	2.53	.950
13. Performance appraisal system is extended to all non-teaching and teaching staff of the organisation	32	2.72	.958
14. Tutors appraisals are conducted during examination period	32	3.16	1.051
15. Employees are informed about appraisal standards (i.e. how ratings are made)	32	3.19	.780
16. Employees are provided timely feedback on results of their appraisal	32	2.56	1.014
17. Employee salary depends on performance appraisal	32	2.96	.555
18. The organisation makes turnover and departure projections	32	2.75	.803
19. The organisation conducts exit interviews	32	2.31	1.148

From table 2, the mean score for the first question ( $M = 3.50, SD = .672$ ), confirmed that employees of the College remarked that top management believe HRM is the key to the development of the institution. This affirms Pudelko and Harzing's (2009) view that human resource management has been perceived by many observers as a key ingredient in organisations. The subsequent item indicates that management makes efforts to generate awareness amongst the employees about the college's financial position, needs, and students' performance ( $M = 3.56, SD = .504$ ), which is in line with the core mandate of Methodist College of Education.

During the interview, respondents agreed that the College had written policies in the area of HRM and this showed management commitment to HRM functions as reflected in the results from the questionnaire. The document analysis showed that the College had policies on health and safety, monitory and evaluation, gender and inclusion, public engagement, quality assurance, appointment and promotion, staff recruitment, tutor professional development, cooperation, and partnership among others. This is in line with O'Riordan's (2017) assertion that human resource management is concerned with all aspects of how people are employed and managed in organisations.

The respondents indicated that rewards are clearly related to performance ( $M = 3.50, SD = .508$ ), management usually release incentives without any delay ( $M = 3.56, SD = .504$ ), and the distribution of bonuses and other rewards is fair ( $M = 3.28, SD = .457$ ). However, the respondents felt that some employees in the college get preferential treatment because they are friends with HR staff, with a mean score and standard deviation of ( $M = 3.24, SD = .724$ ). Omebe (2014) posits that employees should be treated with fairness and respect. Also,

management needs to take the issue of reward system very seriously. Staff performance would increase substantially if they are adequately compensated.

For respondents' view on training, the results indicates that the College has a formal policy for career planning and development ( $M = 3.20, SD = 1.080$ ), training plan for staff ( $M = 3.34, SD = 1.004$ ), and continuous training is linked with the individual career path ( $M = 3.03, SD = 1.231$ ). Development and training is essential for every organisation, since the success of educational organisation hinges on the strength and quality of the staff members (Omebe, 2014; Agyapomaa, Pramfi&Korsah, 2020).

The results further shows that employees plan to leave the College in a short while ( $M = 3.32, SD = .690$ ), although they are satisfied with their work in the College ( $M = 3.69, SD = .535$ ). The College practice of carrying out employee satisfaction surveys ( $M = 2.72, SD = .843$ ) shows respondents felt that employee satisfaction surveys are hardly conducted in the College. Employee satisfaction was the highest among the nineteen items. These findings contradict the assertion that higher job satisfaction is associated with increased productivity, lower absenteeism, and lower employee turnover (Hackman & Oldham, 1975). The findings affirm the assertion that retaining human capital is a challenge for organisations (Amstrong, 2006 citing Ulrich, 1998). Also, there is a view that about half of all teacher attrition is due to teachers seeking better career opportunities with more satisfaction and higher salaries (Adams & Dial, 1994; Boe, Bobbitt, Cook & Whitener, 2008; Shen, 1997).

During the interview session, the respondents were of the view that they are satisfied with working in the college although employee satisfaction surveys have never been conducted. The results affirm that of the questionnaire. Nevertheless, they also had plans to leave the College in a short while because they felt they need to seek better career opportunities with more satisfaction and higher salaries. Whiles others stated unfair treatment as the reason why they want to leave the College. A study conducted by Agyapomaa, Pramfi, and Korsah (2020) showed that 80% of staff in the College are keeping to their job as a result of their passion for the job and the developmental and learning programmes. Could it be that they have lost their passion or the developmental and learning programmes are no more being organised in the College? The interview results showed that fewer training programmes were organised in the just ended semester. HR must be held answerable for guaranteeing that employees feel dedicated to the organisation and contribute wholly (Agyapomaa, Pramfi&Korsah, 2020). The appropriate motivational theory should be adapted to maintain staff of the College.

For the respondents' view on appraisal, the result indicates they disagree that the performance appraisal system is extended to all non-teaching and teaching staff of the College ( $M = 2.72, SD = .958$ ) and employees are provided timely feedback on results of their appraisal ( $M = 2.56, SD = 1.014$ ). But, they were of the view that tutors appraisals are conducted during examination period ( $M = 3.16, SD = 1.051$ ) and employees are informed about appraisal standards (i.e. how ratings are made) ( $M = 3.19, SD = .780$ ). Feedback is the objective of increasing self-awareness.

With employee salary dependents on performance appraisal, respondents disagreed ( $M = 2.96, SD = .555$ ). Employees' salaries at the College are determined by the National Council for Tertiary Education (NCTE), based on qualification and not performance appraisal results.

The interview revealed that appraisals are mostly conducted for teaching staff. Even with that, they are usually appraised by students. They are mostly not informed about the appraisal standards. One interviewee had this to say 'they don't inform us of the standards and we never get to see the results of the appraisal'. This contradicts respondents' positive response to employees being informed about appraisal standards. The respondents might not have read this question well or might have misunderstood the question on the questionnaire.

Moreover, the results indicates lack of projections for departure and turnover ( $M = 2.75, SD = .803$ ) as well as the College inability to conduct exist interviews ( $M = 2.31, SD = 1.148$ ). One of the interviewee said "HR functions have not been designated; the college secretary has to add it to his or her duties. As a result, certain HR functions are not performed as expected. And these include departure and turnover projections". When an employee leaves an organisation, they don't just lose the number of staff. The knowledge that an employee had gained during his/her tenure in the organisation is also taken away (Satpathy& Das, 2014).

During the interview, the following were identified as the HR challenges:

1. Nepotism
2. Lack of information
3. Indiscipline among tutors and student teachers
4. The nonexistence of HR department to handle HR issues
5. Poor communication
6. Lack of teamwork
7. Favoritism

Some of these challenges were identified by Omebe (2014) and Akpan (2003) as the challenges of human resource management in education.

### Recommendations

As human resource is an essential part of organisations it needs to be given more attention. The following recommendations are made based on the findings of the study:

The Methodist College of education should establish an appraisal system that includes both teaching and non-teaching staff. The performance of the non-teaching staff has an impact on the College, just as the performance of the teaching staff. In addition, the 360-degree approach to appraisal should be adopted to get a true reflection of an employee's performance. Students alone should not appraise the staff. There should be an avenue for the staff to be appraised by themselves, their colleagues, superiors, and subordinates.

Mukhopadhyay (2006) recommends the use of 360-degree appraisal for both competence development and administrative appraisal. Research has revealed that the reliability, fairness, and acceptability of the feedback process are increased when the response is drawn from numerous sources (360-degree). Moreover, whenever the College conducts appraisals, timely feedback should be given to the staff concern, to enable them to use the information to improve their performance. Feedback is the objective of increasing self-awareness.

There should be frequent communication between management and staff, to get them abreast with current happenings. When there is effective communication, employees are regularly informed about the initiatives taken by the human resource management. There must be a good communication network in educational institutions to enable employees to be constantly informed of the progress being made in the school (Omega, 2014).

The Ministry of Education should permit the colleges of education to established HR departments separately to handle HR issues. But before then, the College should make turnover and departure projections, to ensure that they have adequate staff to achieve set goals and aims. Additionally, they should devise a means to maintain their staff, if not they will not only lose numbers but the investment made towards the development of these staffs.

### Conclusion

According to Nabi1, Ahmed, and Rahman (2017) man is an important element for all organisations, without it is not possible to gain success in the organisation. The concern regarding employees' welfare in organisations makes workers increase their pledges to the organisations and also increases the level of their job satisfaction (Osibanjo&Adeniji, 2012). It is evident that most of the HR functions are being implemented in the College. However, the Methodist College of Education needs to take a critical look at employees' satisfaction and its appraisal system.

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