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AN INVESTIGATION INTO HUMAN RELATION PRACTICES

IN THE EDUCATION SECTOR IN KUMASI.

BY

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DECLARATION

Except for references from work of others that l have duly acknowledged, l SANDRA BRASO AMOAH hereby declare that this report submitted as dissertation is the result of my own research work and that no work in that manner or like has been presented to this university.

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ABSTRACT

This research examined human relations practices in the education sector in Kumasi. The study delved into the role of management in promoting effective human relations in an organisation. The study was to determine the effect of good communication and motivation on human relation in Senior High Schools. It was also to find out the role leadership styles play in promoting good human relation. The study reviewed literature on the concept of human relations and employed a quantitative methodology. The questionnaire was used as the main instrument in the collection of data. The sample group (N- 100) comprised male and female staff from selected Senior High Schools in the Kumasi sub metropolitan areas. The questionnaire measures motivation on four facets, namely praise, money, participation and job satisfaction. The research questions were analyzed through the use of statistics tools (tables, percentages, pie charts, and bar charts). The findings revealed that motivational skills, communication and leadership styles do influence effective human relation in the education sector in Kumasi. The study showed that most supervisors practice autocratic style of leadership which does not encourage participation in decision making. It is therefore recommended that management should practice more democratic style of leadership in order to promote consultation and participation in decision making. It further revealed that the major factor hindering effective human relation are stress, conflict and the lack of proper praise and communication at the workplace. These findings support the notion that good human relation practices in the workplace is very important and is therefore recommended that organizations should undertake need analysis of its employees.

DEDICATION

I dedicate this work to the Almighty Jehovah God, my beloved husband, Mr. Felix Awaitey, my cherished children, Nana Ama Achiaa Awaitey, Kwame Amoah Awaitey, Tetteh Adjei Awaitey, also to my treasured mother Madam Vida Constance Adjeiwaa, my dear brothers Kofi Anakwa Amoah, Eric Oware Amoah, Daniel Kwasi Amoah and my entire family for their timeless efforts, support and prayers for me throughout my education.

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

The education sector plays a significant role in the social and economic development of a country. In Ghana for example, the education sector is the biggest sector in the country. In the past decade, Ghana's spending on education has been between 28% and 40% of the annual budget. It has contributed immensely in the educational development of the country by training students in various fields, organizing pre-service and in-service education and training of teachers. As a result, the sector deals with a large human resource. The human resource comprise of the student, teachers, principal/ head teacher, administrative staff, management and school authorities (Chester,1938). Thus the human relation amongst these exists. Human relation is a study of human problems arising from organization and interpersonal relations. Good human relation is needed in the work place to promote teamwork which is essential for corporation and sound technical decision (Herzberg et al., 1959; Ott, 1989).

As an organization the school is unique in being formed by people of different personalities, background and interest. All these different kinds of people need to get along. Good human relation practices help to manage relationships among these people and it promotes hard work and improves the organizational prospect for harmony. Thus study attempts to investigate into human relation practices in the education sector in Kumasi.

1.2 Problem Identification

The educational sector generally in Ghana and specifically in the Ashanti region has achieved some successes in the welfare of teachers. The sector grants study leave with pay for teachers to upgrade themselves. It also organizes in-service training and provides certain allowances such as car maintenance allowance and medical allowances. However many teachers are leaving the Education Sector because their needs have not been properly taken care of. They feel administration does not relate with them well and does not include them in decision making; there is also poor communication between teachers and administrators and also among the teachers themselves. These are not motivating enough. (Herzberg et al., 1959)

Good human relation practices at the workplace will intrinsically motivate teachers to give out their best and these can impart positively on the attainment of the goals of education. Motivation can come from intrinsic or extrinsic sources. Extrinsically motivated behaviour is the one that performed to acquire material or social rewards or to avoid punishment. Intrinsically motivated behaviour is the behaviour that is performed for its own sake .The source of motivation is actually performing the behaviour and motivation comes from doing the work itself .And this kind of motivation is what good human relation can bring.(Herzberg et al 1959)

Good human relation is lacking in the education sector especially on the welfare of teachers. But this needs to be established because it has the potential of reducing conflicts, disputes, discrimination, feeling of neglect and individualistic behaviours in the education sector.

School administrators need to understand and relate with teachers better. If the human relation in the schools is not good, teamwork or cohesive leadership will suffer and once again an organization's ability to reach its goals and objectives will be compromised.

1.3 Objectives of the Study

The general objectives of the study is to investigate into human relations practices at the Education Sector.

The following are the specific objectives that will be considered in this study:

a. To identify the role management play in promoting g human relation practices in the Education Sector.

b. To examine the influences communication has on human relation practices.

c. To identify the leadership styles that influences human relations practices.

d. To determine factors that fight against human relations practices in the Education Sector.

1.4 Research Question

In order to achieve the objectives of the study, the following questions are considered;

a. How is management involved in the realization of effective human relations in the education sector?

b. What role does communication play in influencing human relation practices in the Education Sector?

c. Does leadership styles have any influence on human relation practices at the Education Sector?

d. What are the factors that hinder effect human relations practices at the Education Sector?

1.5 Justification of the Study

Human relations practices in the education sector should really be looked at because

The satisfaction of employees and teachers for that matter is the key to high teacher productivity (Lussier, 2005). This study is important because it will bring about some of the causes of the poor human relation practices in the Education Sector. It will also identify some ways to help bring good relation between administrators and the teaching staff. The theories that will come out of the will go a long to help the government of Ghana to make good decisions concerning the human relations practices in Education Sector. The work could also be referred to by future researchers on this area. When decisions are made based on the outcome of the study, the relationship between administrators and teachers will improve and all parties involved will have peace of mind to carry out their work successfully. Everybody will be happy at the various schools and teachers will not feel like leaving the teaching profession.

1.6 Scope of the Study

The study was limited to explaining human relations practices among employees in senior secondary schools in Asawasi, Asokwa, Bantama, Kwadaso, Manhyia, Nhyiaso, Suame, and Tafo Sub-metropolitan areas in Kumasi. The following items will reflect prominent in the scope of the study; management involvement in human relations, communication in school

environment. The rest are leadership styles to influence human relation and factors fighting against human relations in senior secondary schools.

1.7 Research Methodology

The research will be mainly based on primary and secondary sources of data collection. The secondary sources were obtained from journals, internet, periodicals, books and dissertations. Additional information was obtained from organization such as the Ghana education Service, Ministry of Education, Ghana Nation Association of Teachers.

Primary source of data was also obtained through individually administered questionnaire. Views from teachers and head teachers on human relation practices in the education sector in Kumasi were obtained through self administered questionnaire. Thus, the teacher is the unit of analysis. A combination of sampling was used for this research. The questionnaire was analysed using Statistical Package for Social Sciences (SPSS) software.

1.8 Organization of the Study

The study has five chapters. Chapter One was the introduction to the study, background of the study, problem identification, research questions, aims and objectives, justification of the study, scope of the study, research methodology and organization of the study.

Chapter Two reviews related literature on various terms and definitions associated with human relations and human relation practices. In chapter three the emphasis was on the methodology and scope of the study. Chapter Four captured the analysis and the discussion

of the results based on the set objectives of the study. Finally in chapter Five there was a summary of the findings and recommendations that can help the management of the selected case to ensure good human relations at the workplace.

1.9 Limitation of the study

The research has been possible but not without some difficulties. A number of them were encountered but the biggest among them were the time constraints and difficulty in locating the teaching staff. Most of the teachers were busy invigilating the West African Senior Secondary Certificate Examination (WASSCE) and others were on holidays so the researcher had to locate them at their houses. Time at the disposal of the researcher was limited. It was so short that the researcher had to rush through things in other to meet the deadline for the submission of the study.
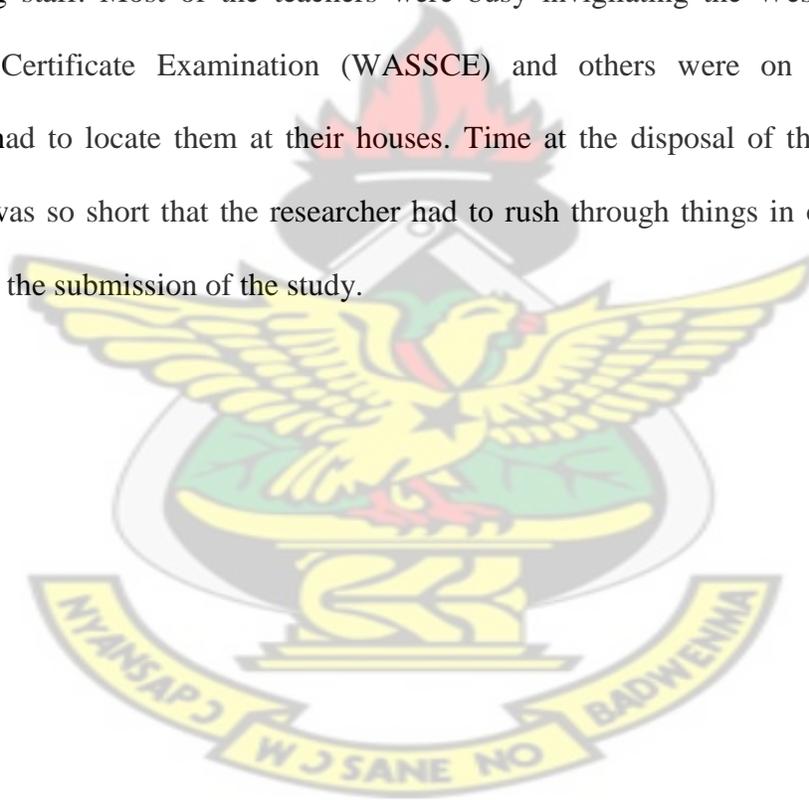
CHAPTER TWO

LITERATURE REVIEW

2.1.   Introduction

Chapter one focused on the introduction of the study. It introduced the background, and justification of the study into human relations practices in the educational sector. This chapter reviews the concepts and definitions used to discuss human relations practices in organizations. The chapter begins with a discussion of human relations and the perspectives underpinning its conceptualizations. This is followed by a review of the role of communications. The chapter concluded with a conceptual framework.

2.2   The Concept of Human Relations

Organizations comprised of the infrastructure, instructional facility and human resources. Once there are human resources in organizations, there is bound to be human relations among them. If these relations are not good they affect output negatively (Singh, 2000). The basic ingredients of human relation lie with the psychology of the employees with reference to their relationship with the employer. The entire strategy of human relation management is based on the concept of participatory management where employer and employee exchange their views on vital issues relating to human resources management in the organization. The result is knowledge transfer and experience sharing which helps in resolving many key issues relating to the efficient management of the organization, everyone has a say. In practice this is a system of empowering the employee to effectively participate in the decision making process of the organization (Herzberg et al., 1959).

Human relations practices in every organization are critical. This is because it keeps both employee and employer on their best behaviour. Human resource management largely depends on proper assessment of human relations and its effects under varying circumstances. Change in the environment affects productivity in an organization participatory management gives a feeling of involvement to the workers and this generally yields positive results. Also the fact that both employees and employer know they are under constant observation keeps them both on their toes, and this has mutually beneficial effects on the overall performance of the organization (Ott, 1989).

2.3 Definitions of Human Relations

Human relations have been differently defined by various authors. Some of these definitions are as follows. According to Hodgetts (2002), Human relation;*"……………….. is the bringing together of employees and the organization by management in order that the objectives at both the employees and that of the organization are realized ………."*This definition looks at the fact that whiles the employees are concerned with good salary, adequate working condition, a chance to interact with other personnel, and an opportunity to undertake interesting and meaningful work, the organization is also concerned with objectives such as survival, growth and profits.

Cribbin (1978) also defines human relations as; "…………*fitting people into work situations so as to motivate them to work together harmoniously".* By this definition, human relation is to achieve higher levels of productivity for the organizations and at the same time brining employees' economic, psychological and social satisfaction.

The third definition is from Petryni (2007). He also defines human relation as: *"………. The process of training employees, addressing their needs, fostering a workplace culture and resolving conflict between different employee or between employees and management".*

In summary, it can be implied that human relation is the art and practice of getting along with and working with people of different backgrounds to create a peaceful working atmosphere. It has been suggested that various definitions fall into well demarcated views on human relations with specific theoretical assumptions. This implies that in accepting these definitions imply accepting their underlying theories and ways of understanding human relations. The next section examines perspectives that underpin human relations practices in organizations.

2.4 Human Relations Theories

Historically, the study of human relations is rooted in the fields of sociology, psychology, anthropology, management and organizational behaviour and therefore the concept of human relations have been dealt with by the number of organisational and management theorist. These theories are examined below

2.4.1 The Classical Approach

The primary concern of the classical approach to management is the structure and activities of the organisation. The exponents of the approach gave attention to the division of work, clear definition of duties and responsibilities and maintenance of specialisation and coordination. The proponent advocated for the establishment of a hierarchy of authority in

which authority would flow from top to the bottom. They considered human beings as rational economic beings motivated by economic needs. They believed that the social needs of the individual must be relegated to the background in order to achieve effectiveness and efficiency at the workplace. Therefore their organizations become known as organizations without people. One of the leading writers of the school was Henri Fayol (1916)

Henri Fayol was a French engineer and a geologist who was the first to state a series of principles of management that were deemed to be extremely useful for successful management co-ordination. He admitted that his success as a manager did not depend on special characteristics but rather on the application of fourteen principles which according to him if any manager adopted and applied them well could achieve success. Below are the fourteen principles;

- Division of work: Work should be broken into units and given to employees. Dividing the work will create specialization which will lead to efficiency.

- Authority: Authority is the right to give orders to get things done and should not be considered without reference to responsibility;

- Discipline: This is the need to respect rules and agreement that govern the organization , and achievable by good leadership at all levels of the organizations and the judicious enforcement of penalties for contravention of rules and agreements;

- Unity of Command: One subordinate should take instructions from one superior in order to avoid conflicts and confusion in the organization.

- Unity of Direction: Every department or group of activities with the same objective should have one head and one plan.

- Subordination of the individual interest to the general interest: In the organization the interest of an individual or one group should not prevail over the general goal of the organization. Always the interest of the majority should take precedence of individual interest;

- Remuneration: Remuneration given to employees should be fair to employees and the organization;

- Centralization: All activities in the organization must have a central point. According to him centralization is always present to a greater or lesser extent, depending on the size of company and equality of its manager;

- Scalar Chain: The line of authority in the organization should run in order of top to the bottom of the organization;

- Order: According to Fayol, at the workplace there should be some order of ranking human beings and material must be in the right place at the right time. In particular people must be placed on jobs they have the right skills to perform them well.

- Equality: This is a combination of kindness and justice at the workplace. Managers should be affable and just towards all employees.

- Stability of tenure of personnel: The need for managers to minimize employee turnover rate as high employee turnover rates could be costly to the organization. Fayol admonished that employees needed to be given time to settle into their jobs.

- Initiative: Within the limits of authority and discipline, all levels of staff should be encouraged to show initiative by being allowed some autonomy to make decisions concerning their jobs: and

- Esprit de corps: According to Fayol unity is a great asset to an organization therefore team work should be encouraged by managers.

Without doubt, Fayol's theory has made a significant impact on modern management principles such as scalar chain, division of labour, unity of command and centralisation in today's management. In today's paternalistic management, issues such as remuneration, equity and supremacy of majority interest are central. Additionally, this has bequeathed to today's management the need to tap the potentials of employees allowing them to take certain decisions concerning their jobs.

2.4.2 The Scientific Management Theory

The classical writers started writing at the time when there was a lot of waste in the industries. So their ideas were targeted at reducing, if not eradicating, the inefficiencies in organizations. The major preoccupation of the thinkers (classical) was how to improve management in order to increase productivity. They reasoned that the key to unlocking the door of increased productivity at work lay in the technical structuring of the work organization and the use of monetary incentives as the motivator for higher levels of output.

One of the most famous exponents of the school was Frederick Winslow Taylor (1911). The theorist is known in management circles today as the father of scientific management concept possessed the antidote to the rot that was prevailing in the industries of his day. The theorist argued that scientific management was developed to solve two major problems:

1) To increase the output of the average worker.   2) To improve the efficiency of management. He differed from Fayol in the sense that whereas he focused on organization functions, the latter concentrated on the total organization.

Taylor favoured the rational-economic needs concept of motivation. He considered each worker as a separate economic man motivated by economic and physical needs. His experience had taught him that only few workers would work at their full capacity. He described this tendency as SOLDIERING, which he sub-divided into: Natural Soldiering (man's natural tendency to take things easy) and systematic soldiering (fear – motivated tendency to restrict work in order to avoid displacement). Taylor suggested two methods of minimizing the workers fear of displacement.

- Making the worker aware that he stood to earn more at a lower cost; and

- Placing the worker on differential rate system of remuneration.

The driving force of Taylor's scientific management philosophy is the belief that there is one best way of doing everything. Thus, Taylor was interested in discovering the best methods and procedures that would facilitate productivity at work. Taylor set out a number of principles to guide management summarized as:

- Dividing work into components and developing a true science for each component: Determine from the science the correct time and method for the work and development of a science for each operation to replace opinion and rule of thumb.

- Placing all responsibility concerning jobs in the hands of management except that of actual job performance:

- Pursuing science selection, education and development of worker; and

- Developing intimate, friendly co-operation between management and workers to ensure that work is carried out in the prescribed way.

According to Stevenson (2002) Taylor believed in a science of management based on observation, measurement, analysis and improvement of work methods and economic incentives. Some modern management practices can be credited to the scientific management theory. They are: Emphasis on job design by many modern organizations, scientific selection, training and development of employees; The modern day production line; management by exception, productivity-base remuneration system, work study and production control; and the used of money as motivator to work.

2.4.3 The Theory of Mary Parker Follet

Follet's (1933) theory came about in response to her concern that Taylor was ignoring the human side of the organization. She pointed out that management often overlooks the multitude of ways in which employees can contribute to the organization when managers allow them to participate and exercise initiative in their everyday lives (Mc Shane et al., 2000). Follet, in contrast, argued that because workers know the most about their jobs, they should be involved in job analysis and managers should allow them to participate in the work development process. Follet proposed that "authority should go with knowledge…….., whether it is up the line or down" in other words, if workers have the relevant knowledge, then workers, rather than managers, should be in control of the work process itself, and managers should behave as coaches and facilitators – not as monitors and supervisors. In

making this statement, Follet anticipated the current interest in self-managed teams and empowerment.

Follet brought it out that it is good to have managers in different departments communicate directly with each other to speed decision making. She advocated what she called "cross-function" member of different departments working together in cross-departmental teams to accomplish projects – an approach that is increasingly utilized today. She proposed that knowledge and expertise, and not managers' formal authority deriving from their position in the hierarchy, should decide who would lead at any particular moment. She believed that power is fluid and should flow to the person who can best help the organization achieve its goals.

Follet took a horizontal view of power and authority that saw the formal line of authority and vertical chain of command as being most essential of effective management. Follet's behavioural approach to management has been criticized as very radical for its time.

2.4.3 Human Relations Approach

Human relations theory is normally thought of as having its roots in the Hawthorne studies conducted in the 1920s and 1930s at the Hawthorne works of the Western Election Company, near Chicago in the United States. These studies have now taken on an almost mythological status within the study of organization.

The Human Relation Theory is also known as Neoclassical Theory and it was founded by Elton Mayo, identified the importance of the human factor in organization. That meant that

workers were now recognized as having social needs and interests such that they could no longer be regarded as the economically motivated automatons envisage by Taylorism.

Within these terms, two parts of the studies stand out as being especially important: the "illuminate experiment" and the bank wiring room experiment: In the first of these, lighting levels were varied up and down within an experimental group of workers whilst light levels were left unchanged within a control group. Almost all of the lighting changes led to an increase in productivity and, most interesting of all, productivity also increased within the control group. Apparently it was the fact that something 'unusual' was happening and that the workers felt that they were part of it and that what they were doing was of interest and importance to the researchers. It was this which caused the increase in productivity and which demonstrated that the workers could not be regarded as mere part in the organizational machine. Thus was born the notion of the "Hawthorne Effect," a staple part not just of organization theory but of social science as a whole.

The other study was the one conducted in the bank wiring room. Here, a small group of male workers were engaged in producing electrical components. It emerged that the group set informal norms around production levels so that, rather than produce their maximum output (which would earn them a bonus) the workers performed sub-optionally. These norms were enforced by a mixture of peer pressure (including physical sanction) and an unofficial gang leader. This suggested that workers were not solely motivated by economic consideration and, moreover, that the 'informal side of the organization' was as important as, or may be even more important than, the formal side (i.e. the rules and official hierarchy). (Hicks and Gullets 2000)

The discovering of the human factor ushered in a new era in which workers' needs were acknowledged and met. But this chain is argued not to be true for some reasons. One is that an interest in workers going beyond economic concerns can be found well before Hawthorne. It was present in the various attempts of nineteenth century industrialists, especially those of Quaker background, to meet the 'moral needs' of workers. This is evidenced by towns like Port Sunlight and Bourneville in the UK, where housing and religious and communal activities were designed to cater for worker's leisure time and to provide an environment conductive to good living. True, it was the new 'science' of psychology rather than paternalistic religiosity that informed human relations theory but they share a similar humanizing imperative, and the latter had a paternalism of its own.

The second issue is that the original impetus for the Hawthorne experiments was firmly located within the tradition of scientific management, well established by the 1920s. The desire to ascertain the effect of lighting levels on productivity was informed by the idea that management was about the control of physical variables, and in fact there were many other experiments designed to explore a whole array of such variables.

Finally, and crucially, it is simply wrong to think that Taylor had been unaware of, or uninterested in, the informal side of the organization. On the contrary, the heart of Taylor's project was an attempt to overcome its effects. For the output restrictions observed in the Bank Wiring Room were nothing other than an instance of what Taylor has identified as the systematic soldiering of the workforce. That is not to say that his approach was the same as human relations theory, it was not. For whereas Taylor sought to eradicate the informal side

of the organization, the human relations message was to acknowledge its irrepressibility and to find ways of managing it into an alignment with the formal parts and purposes of the organization.

Human relations theory begins to take on a very different aspect. In one way, it is a response to the failure, or at least limitations, of scientific management as a means of organizational control. But it is a response which in many ways offers not an alternative, but an extension of, scientific management. Human relations theory bears the same footprint of formal or instrumental rationality as that to be found in scientific management. John Roberts (1984) contrasts the approaches of 'Dave' and 'Val' to managing their teams of telesales workers. Dave is a scientific management type of manager, who tries to avoid any human contact with his staff and treats them as economically motivated automatons. Val takes a more human relations type of approach. She tries to understand the problems and anxieties of her crucial point, they both sought to control their teams: one by avoiding human relationships and one through human relationships.

If this is right, then the difference between scientific management and human relations theory is a 'tactical' one. That's a real difference, and it would be crass to deny, not least because the two tactics create different working environments which will be experienced as such by people within them. But it would also be crass to romanticize that difference. According to the extent to which their approaches yield higher or lower sales. This is why they are both instrumentally rational versions of organization.

2.5Improving human relations

Good human relations as already bring many blessings to an organization and should be encouraged. Betts (1993) itemized ways of improving human relations in an organization. They are as follows;

- Genuine interest in others should be shown by supervisors and display this interest openly, but not try too hard to impress in an attempt to win subordinates interest.

- Managers or supervisors should ensure that the conversation is directed towards the employees' interest as these are most important to them. The company's interest can be more fruitfully discussed when good relations are established.

- Workers should be given the freedom and encouraged to talk about themselves and their problems. The supervisors must give them individual attention or the supervisor's advice and sympathy will not be sought again.

- Periodically, supervisors should find time to have a good talk with each employee. The supervisors should not give the impression that he is going into the personal affairs of the employees. Supervisors should not try giving advice on private matters   as this could   be risky.

- There should be a friendly and homely atmosphere at the workplace and this managers and supervisors should always show appreciation for even the least good thing done by   saying 'Thank you'. They should develop the habit of greeting and not only expecting all the time. Also they should try to have a few words with each employee every day.

2.6 The role management plays in ensuring good human relation in an organization.

If there are plans to increase productivity and motivate employees in a particular direction and there is no good human relationships at the workplaces it will fail. If employees are dissatisfied, unhappy, suspicious and generally disrespected, there will be high rate of labour turnover, absenteeism and lateness, more risk of waste and accidents, poor work output, laziness and 'lack of discipline'. In the word of Betts (1993), management needs to develop a policy to improve human relationship which must be a long term issue because changes do not occur overnight. He adds that human relations imply a concern for the people, but the effective manager should not lose sight of the organization's goal. He must be interested in the people and the achievement of the assigned objectives. Some managers are so interested in pleasing their employees that they don't get the work done. Others are overly concerned with the work and spend very little time and attention trying to understand the psychological and sociological aspects of the job. According to Hodgettes (2002), the modern manager has to be concerned with human relations if he hopes to be effective. There should balance between concern for people and work. Bettes (1993), adds that people are predictable in some situations, and unpredictable in other situations, people undergo change as they develop and gain experience.

2.7   Motivational Skills

Motivation represent a decision-making process through which the individual select desire outcomes or results and sets in motion the behaviours appropriate to achieving them (Smith 1998). The organization presents a platform on which motivation can be

given the highest attention. This is satisfying work and opportunity for growth and learning. Managers have a role to play in using their motivational skills to persuade employees to put up their best, and to make good use of the motivational process provided by the organization, for managers to do this, it is necessary to understand the process s to motivate how it operates and the different types of motivation that exist (Armstrong, 2006).

According to Griffin (1999), motivation is the set of forces that causes people to behave in particular ways. Here the manager has the role of motivating employees to behave in ways that are in the organization's best interest. It should be noted that it is not only money that motivates people but other things also motivate people and that is the human relation's approach to motivation. Favourable employee attribute such as job satisfaction results in motivation to work harder. If management expect the work of the organization to improve then it will be better to give attention to the level of motivation of its members.

There are two types of motivation; extrinsic and intrinsic. Extrinsic motivation is related to tangible rewards, for example salary and fringe benefits, security, promotion, contract and service, to work environment and conditions at work. These rewards are often determined at the organizational levels and may be largely outside the jurisdiction of individual managers. Intrinsic motivation on the other hand is related to psychological rewards such as opportunity to use one's ability, a sense of challenge and achievement, receiving appreciation, positive appreciation and being treated in a caring and considerate manner (Mullin's, 2007).

According to Armstrong (2006) motivation is initiated by the conscious and unconscious recognition of unsatisfied needs. These needs create wants, which are desires to achieve or obtain something. Goals are they established which is believed will satisfy these needs and want and a behavior pathway is selected which it is expected will achieve the goal. Upon the achievement of the goals, the need will be satisfied and it is likely that the bahaviour or actions is called reinforcement or the law of effect (Hull, 1951).

2.8   Techniques in Motivation

The following are some of the motivational techniques;

2.8.1 Praise

In the words of Griffin (1999), when a manager notices an employee doing exceptionally good job offers praise, the praise serves to positively reinforce the behavior of good work done. Davar (2003) supports this ascertains and stated that employees want to be appreciated and like to feel important. The employees will be happier if managers will seek their opinions and praise them openly and in fact that is what they should do. This is because one of the rules often given for human relation or getting things done through criticize in private. Managers must learn to give credit where it is due and show interest in and appreciation of their employees. They should always use every opportunity they get to make the workers feel important and as such we needed. Employees are motivated my expressions of appreciation such as 'Excellent Job' 'Well done'. Hodgetts (2002) positioned that, if the

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employee believes that the manager is complimenting his work   only   for   saying   sake   and   is   insincere, the   praise   has   no   motivational   value.

2.8.2. Money

From   the   words   of   Armstrong,   (2006),   money provides   a   positive   motivation in the right circumstances,   not   only   because employee need and want but also because it acts as a tangible means   of   recognition. Money has the power to attract and then retain employees and that most organizations make their wages and salaries very competitive within their industry and their geographic area to attract and retain employee. Money is a motivator and that cannot be overlooked (Koontz and Weihrich, 1990). It could be in the form of wages, incentives pay, bonuses or stock options among others. If money is to be an effective motivator and enhance better relations then people in various positions even through at similar level should be given   salaries and bonuses that reflect their individual performances. According to Hodgetts (2002), financial rewards and employee satisfaction play a significant role in achieving good reasons for this ascertain. First, everyone needs lower level satisfaction and money often plays a vital role in fulfilling this need.   Second, money also can be helping employees attain upper level need satisfaction. When they are given extra money, they feel good about themselves. Third, employee satisfaction is vital reward monetary and none money alike can influence the extent to which this is present.

2.8.3 Individuality of Individuals

Davar   (2003)   says   that   employees   are   different   physically   and   more   importantly psychologically. Managers should not assume that all employees are motivated by the same

needs or desires. It is important to get to know the needs craving satisfaction in a particular individuals mind so that can create a motivation situation for him. According to Bett (1993) employees think and react slightly different from each other in similar   environment. Employees have inherited and developed certain mental qualities and feelings that make them individual and therefore an employee needs treatment if the right relationship is to be established between the employee and the manager or supervisor. He adds that true recognition of an individual involves knowing many facets of his nature that are difficult to perceive at the workplace. If employees are treated with respect, and allowed to participate in business matters, it has the tendency to bring good report and healthy human relations.

2.8.4 Participation

Koontz   and   Weihrich (1990) believe that participation is a means of recognition. Managers should ensure or encourage the participation of subordinates on matters where they can help. It satisfies the need for affiliation and acceptance. According to Griffin, (1999) participation   is the process of giving employees a choice in making decision about their own work. He then adds that the role of participation in motivation can be expressed in terms of both the content of perspectives and expectancy theory. When employees are involved in decision making, they become   more committed in executing them properly. Taking part in decision making boost the morale of employees and develops the self-esteem. It creates a nice platform for the practice of good human relation. The researcher is also of the view   that when   employees are involved in decision making, they own the decision and make it personal and therefore make every effort to make it succeed. Every human being has an urges for self –expression of which the employees is of no exception.

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Allowing employees of participate provide then with a sense of belongingness, positive interactions and motivates them to higher productivity. Davar (2003) further claims that such active participation is likely to boost the status of employees in society as well as reduce the exploitation of employees by management. Good human relation is also influenced by job satisfaction.

2.8.5 Job Satisfaction

Griffin (1999) has the opinion that reflects satisfaction is an attitude that reflects the extent to which a person is gratified or fulfilled by his work. The author then adds that research conducted on job satisfaction shows that personal factors such as individual's needs and aspirations determine this attitude as well as group and organizational factors such as relationship with co-workers and supervisors and working conditions, work policies and compensation. If an employee is satisfied, he is less absent , he stays with the organization and also makes positive contributions. Job satisfactions can vary depending on the particular aspect of the job under consideration. Some organizations make survey s to know issues of concern to the employee before they become problems. When people are not satisfied at the workplace, it brings about some vices such as higher turnover, higher absenteeism, lower corporate citizenship, more grievance and lawsuits, strikes as well as poorer mental and physical health. But if worker are treated fairly and are satisfied, they avoid all these things and the workplace will be very peaceful (Bateman and Snell, 2004).

Mullins (2007) defines job satisfaction as a complex concept which can mean a variety of things for different people. It is important for the managers to understand how best to make work more satisfying for staff. The design of jobs can have a significant effect on staff, attention should be given to the relationship between staff and the nature of content of their jobs. There are some factors that affect job satisfaction. They are grouped into three, first we have the individual factors which include personality, education and marital status. Second is the social factor such as relationship with co-workers and opportunity for interaction. Third is the organizational factors like supervision and styles of leadership, management systems, and working conditions, as well as some cultural and environmental factors. Jones et al (2000), adds his view from a management perspective. The author views job satisfaction as a collection of feeling and beliefs that managers have about their current jobs. Managers who are high in job satisfaction generally love their jobs, feel they are being fairly treated and believe that their job have many desirable characteristics such as good pay, job security, autonomy or nice co-workers. These managers are not likely to quit their jobs.

According to Schermerhorn (1996) job satisfaction is the degree to which an individual feels positively or negatively about various aspects of the job. He also made mention of some aspects of a job that can influence satisfaction such as satisfaction with pay, assigned tasks, quality of supervision, co-workers, the work setting, promotion and advanced opportunity.

2.8.6   Job Commitment

This is a person's identification with and attachment to organization. Employees see themselves as a true member at the organization and perform their job with minimum effectiveness if they are committed. Research has shown that commitment strengthens with the number of years that the individual has worked with the organization, sense of job security and participation in decision making. Griffin, (1999) affirms that organisations that treats her employees fairly and provides reasonable rewards and job security, employee are more likely to be satisfied and committed.

According to Jones el al job commitment which is sometimes called organizational commitment is allocation of feelings and beliefs that managers have about their organization as a whole. If there is no trust, there will not be commitment. Managers should create an atmosphere of trust so that his workers will have emotional attachment to the organization. Commitment is dependent on confidence in the organization, the people who lead it, the reward mechanism and the opportunity for staff to develop themselves. Committed employees can give the organization a competitive edge over their competitors. If there will be a good interpersonal relations in the workplace, then there should be commitment first because is the build block for that (Price, 2004). Noe et al. (2004) also joins the conversation by given his own version of what job or organizational commitments are. He says is the degree to which an employee identifies with the organization and is willing to put forth effort on its behalf.

2.9.   Interpersonal Communication

Communication is the process by which an individual transmit stimuli to modify the behavior of other individuals (Darwra, 2001). Dawra (2001) adds that communication transfers the behavior of other individual. The author further argued that communication transfer information and understanding from one person to another. To be effective communicators, managers must adopt an appropriate channel for each message they send. They should occasionally take a walk around the work environment and have short informal conversation with employees about issues and concerns which the employees may be facing. Griffin, (1999) ascertain that these informal conversations provides managers and employees with vital information and at the same time promote the development of healthy and positive relationship. According to Daft (2002) effective managers establish themselves at the pivot of information to facilitate the successful completion of task. Koontz and Weihrich (1990) add that effective communication is more than simply transmitting information to employees. But also requires face-to-face communication in an environment of openness and trust. It should be also be added that communication is the foundation of human relations.

Darwra   (2001) has observed that, there are four prerequisite for positive effective communication; first managers   should develop a positive communication attitude. They   must accept communication as an important part of their jobs. Secondary, managers must continually provide the necessary relevant information of interest to employees and assist them feel informed.

Thirdly, managers should consciously plan for communication and do this at the beginning of a course to action. Finally, managers should develop trust between their senders and receivers which is vital in all communication. Daft, (2002) says that managers want an open communication climate because it helps employees understand how their actions with and affect others in the organization which makes employees more effective followers.

2.10. Listening Skills

Communication is a cycle and it ends only when it has been assimilated by the recipient. If you speak and no one listens there is no use . To Darwra, (2001) listening is more difficult than speaking. It is asserted that hearing is done with the ears but listening is done with the mind. He adds that empathic listening is what is needed. And his involves the skill t o listen for the feeling and not merely for word which is an act that need to be developed. He you don't necessarily have to agree with the employee but rather has to show understanding at his situation whiles listening.

According to Daft, (2002) one major tool on a managerial communication kit is effective listening both to employee and customers it is now a common knowledge to managers that vital information disseminates from bottom up, not the top down, and that a critical component of managerial skill is to listen effectively. The theorist adds that listening is an activity that requires rapt attention, energy, and skill. A key to effective listening is focus. A good listener listens actively not overeating, and finds areas of interest, is flexible, works hard at listening and uses thought speed to mentally summarize, weigh and anticipate

what the speaker says, being a good listener broadens a managers role in the eyes of his

employees and enhance the managers influence. He has suggested ten (10) keys to

effective listening   (1) listen actively   (2) find areas of interest (3) resist distractions (4)

capitalize on the fact thought (5) be responsive (6) judge content not delivery (7) hold

one's fire (8) listen for idea   (9) work at listening (10) exercise one's mind.

To Mullins, (2007) hearing not   only the words but what lies behind the words is good.

And as told by Hodgetts (2002), effective human relations are built heavily upon good

listening skills. The author again   adds that there are number of techniques for improving

one's listening skills. There are (1) one heads to ask questions that will help solicit feedback

and increase understanding.   (2) one requires remaining objectives and not getting angry

by what the other person is sating   (3) empathize by outing oneself into the other persons

shoes, and try to see things from that persons point to view.

2.11   Leadership Skills

Leadership is a process by which a person exerts influence over other people, inspires

motivates and directs their activities to help achieve group or organizational goals. The

person who exerts such an influence is a leader (Jones et al 2004). According to Koontz and

Weihrich (1990) Leadership is an art or process of influencing people so that they will strive

willingly and enthusiastically toward the achievement of group goals. To join the

conversation Bass (1981) says that it is the art of influencing people by persuasion or

example to follow a line of action. The treatment of employees in an organization is

determined considerably by the behavior of their management.   Again the success of

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management is measured partly by their ability   to motivate employees, or group at work. He argued that the interest placed on human relation at work has led to not only to focus on people in groups, and people as individuals but also people as leaders (Cole, 1995). According to Mullins, it is a relation through which one person influences the behavior or the action of other people.

2.12   Leadership Styles

Effective leadership styles depend on the environment, some personnel features seem to shape the leadership skills of managers (Hodgetts, 2002) such features are task-related features of effective leader which include initiative, need to excel or achieve, task orientation, drive for responsibility in pursuit of objectives. He also made mention of some social features of effective leaders and as administrative ability, interpersonal skills.

2.12.1 Autocratic Leaders

In the   autocratic style of leadership the leader determines policy and assigns tasks to workers without first consulting them. As Greenberg et al. (2000) note, in this style of leadership, there are no inspired decisions. The leader decrees what should be done and others have no choice but to accept it. The leader thus makes all decisions unilaterally (White et al., 1960), Greenberg el al, 2000. The supervisor is personal in his praise tries to be friendly and criticizes   individual workers but remains aloof to them (Luthans, 1985). Under the autocratic style of leadership, policies and guidelines for the workers and individual behavior are impose by the leader.

According to Cribbin (1978) an authoritarian leader is perceived as self-insistent, dictatorial, harsh, punitive, threatening power conscious, restrictive and all too eager to seek out scapegoats.

2.12.2 Democratic Leader

The central theme of the democratic styles of leadership as advanced by Luthans (1985) and Likert (1961) is that such an approach is consultative, which allows all the organization's policies to be derived from group action or decision. In this style although the leader participates in its formulation of worker plans, it is the workers. In other words there is involvement of worker in the decision making process of the organization. The leader is seen to be objective in his praise and criticism of the performance of the workers because he participate in group activities as deemed appropriate. (White et al, 1960, Likert, 1961. Luthans,1985). Also, in the democratic style, the leader is seen as egalitarian, facilitative, group-centered, permissive, participative, and responsive to the needs of his follows and geared to consent and consensus (Cribbin, 1978). According to Likert (1967), effective managers are those who adopt the democratic or participative style of leadership because both are based on trust and paying attention to the needs of both employees and organizations.

2.12.3 Laissez-faire Leader

This type of leadership style grants complete freedom to workers and makes individual decision without leader participation or directing. The leader merely supplies materials, remains apart from the workers and participates only when asked to do so (White el al,

1960), Luthans, 1985). The leader does not make frequent comments on workers' activities and make no attempt to interfere with or participate in the course of events determined by others. This is a kind of leaderless social situation. It allows things and activities of the group to take their own course without any control or direction from the leader. According to Mullins (1999) every individual worker does as he pleases and there is often confusion over this style of leadership.

2.12.4 Employee-centered Leader (Human Relation –Oriented):

According to Schermerhorn et al. (1992), this style places strong emphasis on the welfare and motivation of subordinates. Leadership thus establish trust, mutual respect and report with the workers and show concern, warmth, support and consideration for subordinates (Mullins, 1999). Here the leader is more sensitive to the needs and feelings of the employee. They typically find time to listen to workers, are willing to make changes, look out for the personal welfare of employees, and are friendly and approachable (Hellriegel et al., 1999). This type of leader is supportive of his subordinates, helpful to them and concerned for their well-being. The leader is perceived as interested in the human aspect of the work and he is likely to have three characteristics a strong regard for employees as human beings, a commitment to high production and a contagious enthusiasm for good quality of work (Cribbin, 1978).

2.12.5 Job-Centered Style or Production- centered (Task-oriented):

This style stresses on getting the work done, group interaction towards attainments of formal goals and organize group activities rather than the welfare and motivation of the

workforce. It is therefore associated with effort to achieve organizational goals (Mullins, 1999). Leaders with this style emphasize direction of group activities through planning, communication information, scheduling, assigning tasks, emphasizing deadlines, and giving directions. Thus, leaders who adopt this style concentrate on keeping their subordinates engaged in going through specified work cycles in a prescribed way and at a satisfactory rate as determine by time standards (Likert, 1961). Also, according to Cribbin (1978), the production-centered leader perceives his people as mere hands to get the work out.

2.13   Factors Militating Against Effective Human Relations

Some factors fight against effective human relations. Two of them are as follows;

2.13.1. Conflict

Conflict is a behavior intended to obstruct the achievement of some other person's goals. It is based on the incompatibility of   goals and arises from opposing behaviours. Conflict can take place at the organizational, group or individual levels (Dama, 2007). DuBrin (1997) contended that when the motives of management and employee are incompatible intense conflict may erupt   and this may erode   good   relations that exist among employees. This view is further amplified by Cole who claimed that conflict is seen as a condition that arises when two or more individuals or groups perceives their own interests are   being opposed by the other, and when strong emotions can be aroused. Conflict can be   dealt with in several different perspectives leading to one of the outcomes. Conflict occurs when one party perceives they can only win at all   cost   at the expense of   the   other. He

affirmed that some degree of conflicts between individual, groups and department is potentially beneficial in terms of motivation enhancing human relation and setting higher standards. Griffin confirms that a manager perceives that employees are doing poor quality work and that they are not motivated. The employees believe that they are doing a good job and that the manager is doing a poor job of leading them. This affects relations and may be a source of conflict.

2.13.2. Stress

Beehr and Newman (1978) as in Sutherland et al (2000) define stress as a situation wherein job-related factors interact with a worker to change (that is disrupt or enhance) his psychological and or physiological condition such that the person (that is, mind or body) is forced to deviate from normal functioning. Stress is a consequence of or a general response to an action or situation that places special physical or psychological demands or both on a person (Hellriegel et al, 1992).

According to Schermerhorn (1996) defines stress as a state of tension experienced by individual facing extra ordinary demand, constraints or opportunities. Job-related stress, in particular, gives hand in hand with the dynamic and sometimes uncertain nature at the managerial function.   Related symptoms are related to antisocial behaviours evident in stress situation which can cause the rapid deterioration of   relationship with family, friends, and co-workers. According to Greenberg and Baron (2008) stress is the   pattern of emotional state and physiological reaction occurring in response to demand from within or outside an organization.

Stress means different things to different people. Stress may arise either from events or situations that cause one to feel tension, pressure or negative emotions such as anxiety and anger or simply the response to these situation. These responses include physiological changes, such as increased heart rate and muscle tension emotional and behavioural changes. However, most psychologist regard stress as a process involving a person's interpretation and response to a threatening events.

2.14 Conceptual framework

From the above literature review, Figure 2.1 shows a graphical representation of the key concepts that were discussed and the relationship that exists between them. Thus when leaders motivate their workers by praising them, by allowing them to take part in decision making, there will be a cordial relationship at the work place Also good communication skills and the ability to listen to employees contribute greatly to a peaceful working environment.

Employee Characteristics
1. Gender
2. Age
3. Educational level
4. Position in school
5. Number of years in school

Techniques in Motivation	Interpersonal Communication	Leadership Styles
1. Praise	1.Communication	1.Autocratic
2. Money	2.Listening Skills	2.Democratic
3. Participation		3.Laise-Faire
4. Job Satisfaction		4.Employee Centered
		5.Job Centered

| Good Human Relations |
| --- |
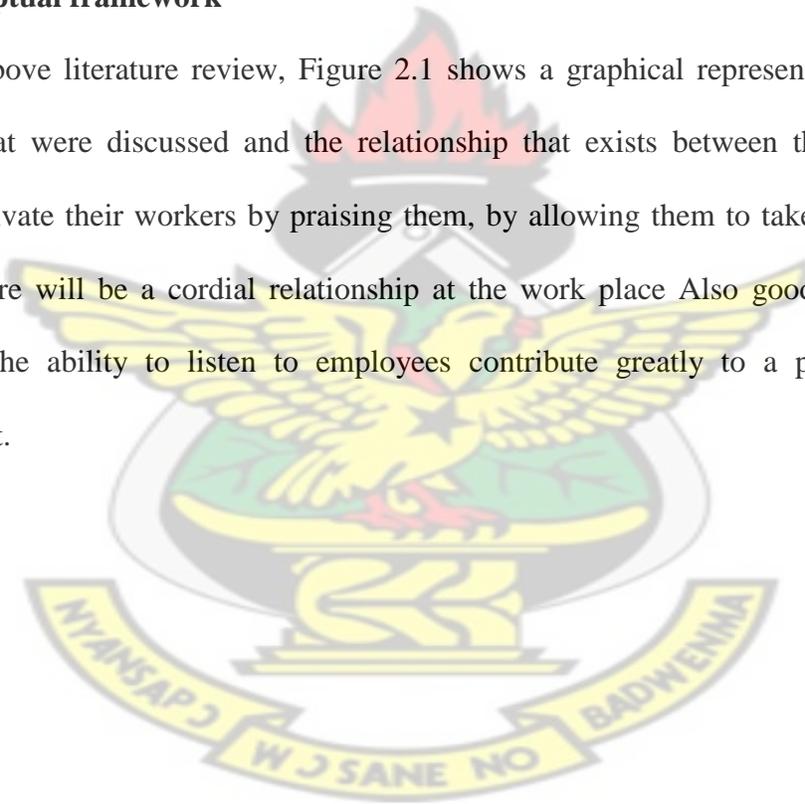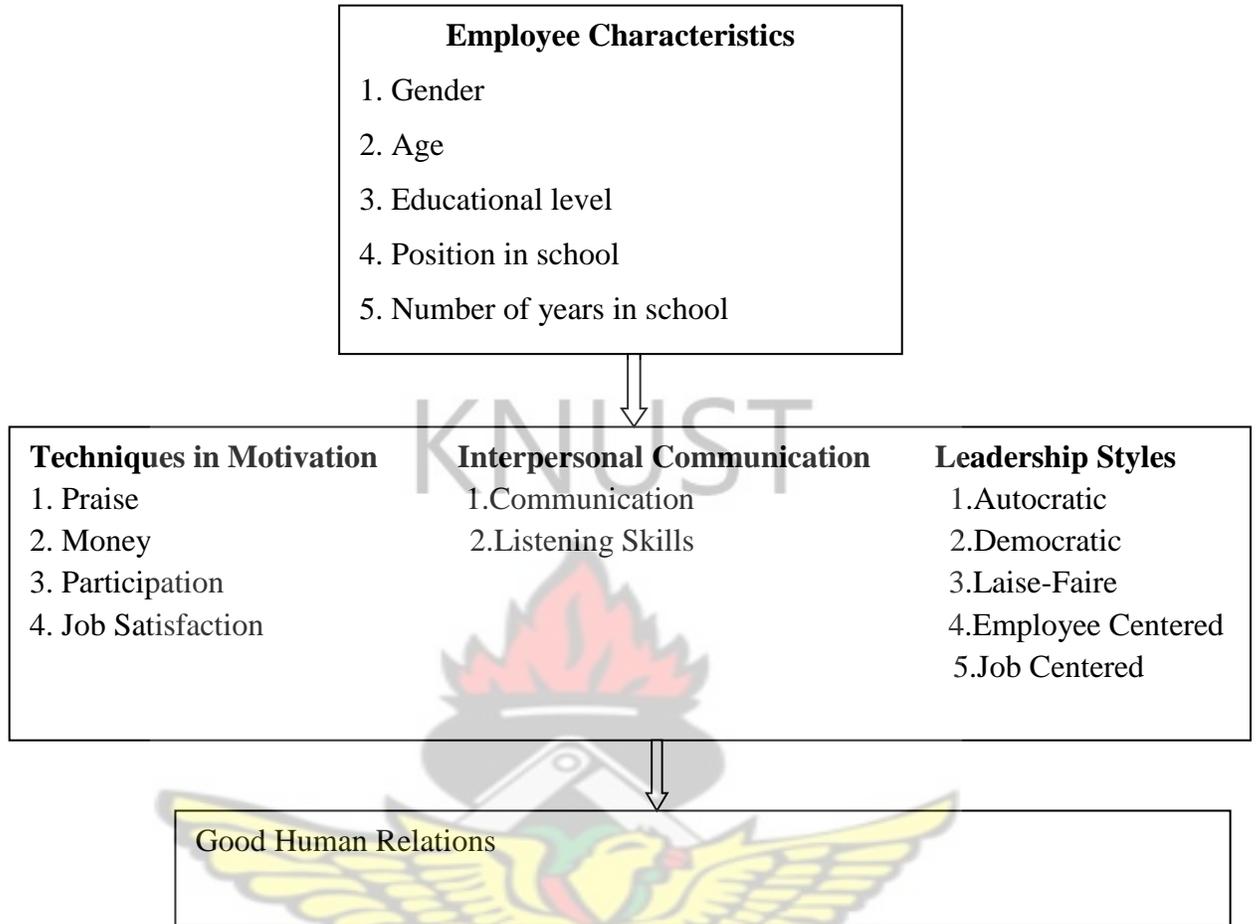
Figure 2.1 Conceptual Framework for Investigating Human Relation Practices in

Organisations

CHAPTER THREE

METHODOLOGY AND ORGANISATIONAL PROFILE

3 .1   Introduction

Chapter two explored the concept of human relation practices. The review resulted in the development of a conceptual framework. This chapter discusses the research methodology design, defines the population, the sample size and sampling techniques, the instruments for the data collection, validation, data collection procedure and data analysis procedures. The chapter also presents the profile of the industry/sector under study; which is the Ghana Educational Service.

3.2   Methodology

This section give details and discussions of the research methodology used to achieve the objectives of this research which has been proposed in chapter one. It will also show population and sample size used in this research were selected. The section further describes how data will be collected and explains the structure and development of the research questionnaire. To investigate into human relations practices at the workplace, it is important to consider the overall research approach within which the research is to be undertaken.

Saunders (2007) has identified two main types of research approaches; these are qualitative and quantitative methods. Quantitative are method aims to gather an in-depth understanding of human behaviour and the reasons that govern such behaviour. The qualitative method investigative the 'why' and 'how' of decision making, not just what, where, or when. Hence smaller but focused samples are more often needed than large samples (Creswell 2003). The

findings are not conclusive and cannot be used to make generalisation about the population of interest. It develops an initial understanding and sound base for further decision making (Yin, 2003).

Quantitative are method on the hand is defined by Gummeson (2000), as "explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics)". From the definition, quantitative research is essentially about collecting numerical data to explain a particular phenomenon. It is used to quantify and generalize results from a sample to the population of interest. The population is usually a large number of cases representing the population of interest. It involves structured techniques such as online questionnaires and structured interviews.

For the purpose of the study, quantitative research method was used to help investigate into human relation practices in the Education Sector. Quantitative method was chosen because of the large number of cases that the research was to cover. It was also to get statistical data which is usually in the form of tabulation and the findings are conclusive and usually descriptive in nature. Thus quantitative methods tend to generate data expressed numerically which are expressed statistically

3.2.1 Research Design

The present study adopted the survey research method involves the structural collection of data from a sizeable population. It includes techniques as questionnaires, structured observation and structured interviews. For this study questionnaire will be used. Survey

research method is seen as very authoritative and helps with collection and analysis of large amount of quantitative data (Saunders et al., 2007)

3.2.2 Questionnaire

The best research instrument for a survey approach is questionnaire. Questionnaire has been selected because is a carefully structured instrument which is a good way to obtain information from a large number of respondents. It also comes with minimum cost (Altinay & Paraskevas, 2008). The use of questionnaire survey makes it flexible for the research participants and researcher. That is the researcher need not be present before it could be completed. The respondents can complete it at their own time (Hair et al., 2003).

Questionnaires also have the advantage of anonymity which encourages respondents to give out their thoughts, ideas, feelings, undesirable behaviour and attitude more candidly and in more details. It reduces the temptation of biased responses (Hair et al., 2003).

The problem with the questionnaire based survey is that the respondent may tend to exaggerate or understate in their answering to some questions. Some information's may not be recalled accurately. Before the questionnaires were distributed participants were taken through the purpose of the research. A preamble was also attached to the questionnaire. In it participates were introduced to the purpose of the research and they were also assured that all their responses would be treated with strict confidentiality.

3.2.3 Questionnaire Development

The questionnaires which were self administered contained five main parts. In all, the respondents were asked 35 questions. The social demographics of the participants were looked at in the first section (A) taking into consideration their age, educational level, position in school and number of years in school.

In section B, C, and D, a five point Likert scale was used to measure the level of motivation of teachers in the schools. For example looking at how much teachers are motivated by praise, money, participation, and job satisfaction. It was also to measure the level of interpersonal communication, leadership styles and factors militating against motivation. The scaling used are 5 for strangely agree, 4 for agree, 3 for neutral, 2 for disgrace and 1 for strangely disgrace have been given in order to analyse the data.

3.2.4 Population

The population of a research comprises all the individuals on whom the research is focused. The population for this present research work comprises all staff; both teaching and administrative staff, as well as other support staff and individuals related to ten (10) Senior High Schools (SHS)in Asokwa, Asawasi, Bantama, Kwadaso, Manhyia, Nhyiaso, Suame, and Tafo sub-metropolitan areas in Kumasi. Out of this population, one hundred (100) teachers, administrative and support staff from ten (10) representative Senior High Schools from within the metropolis comprising of eight (8) public and two (2) private senior high school were sampled.

3.2.5 Sampling Technique/Sample Size

The technique by which sample is selected is called sampling techniques (Struwig and Stead, 2007). There are two types of sampling techniques. One is called probability sampling and the other one is called non-probability sampling. In probability sampling every member of population gets equal chance of being selected in the sample. It is mostly used for survey based research where emphasis is placed on making inference of a population from a sample. Probability sampling ensures that the sample is representative (Saunders, et al., 2003). Probability sampling can be categorized into five groups; simple random, systematic, stratified random, cluster and multi stage (Saunders et al.,2003) In non-probability sampling however, equal chance is not given to all the members to be selected in the sample (Struwig and Stead, 2007).

In this particular work, the researcher sampled 100 staff composed of both teaching and administrative staff as well as other individuals related to the chosen senior high schools from ten (10) representative SHS using simple random sampling technique

Table 3.1 Composition of Sample

Selected Senior High School in Kumasi	Sample Size
1. Osei Kyeretwie SHS	12
2. Kumasi Academy	9
3. Kumasi Wesly Girls	10
4. Serwaa Nyarko S H S	8
5. Kumasi Girls S H S	10
6. Kumasi High School	9
7. Asanteman S H S	11
8. S D A Secondary School	10
9. Ideal College	10
10. Cambridge S H S	11
Total	**100**

3.3.1 Data Collection Tools

This particular research will be conducted with the help of questionnaire. The other tools of data collection such as interviews, observations, focus group discussion, will be avoided in this research because they charge high cost and take more time. By leveraging the benefits of all data collection tools, questionnaire survey tool will be adopted. In this research, secondary data will be collected from books, articles, journals, and websites. Most recent data will be used from journals in order to make the research reliable and valid in current scenario.

3.3.2 Data Collection Procedure

A closed question will be used for the survey. A closed question is one that has pre-coded answers. A 5-Point Lickert Scale from 1 for Strongly Disagree, 2 for Disagree, 3 for no opinion, 4 for Agree and 5 for Strongly Agree will therefore be used. Closed questions will be used because the answers are easy to analyze, and are straightforward as target respondents are mostly busy that they do not have enough time to give attention to open questions. Closed response questions will also save the respondent having to think of possible replies. They will also make the process easier for the interviewee or respondent who simply has to tick a box or circle a number.

3.3.3 Data Analysis Techniques

The data that will be gathered on the sampled respondents will thoroughly be examined and analyzed with the help of Microsoft Excel and Statistical Package for Social Scientists

(SPSS) software. Tables, charts and descriptive explanations will be employed to illustrate the data that will be collected from the field to make the research findings more meaningful.

3.3.4 Reliability and Validity of the Data

This particular research is reliable and valid. All measures are taken to produce a reliable and valid piece of work. Consistence of results of research measures its reliability (Charles, 1995) A research methodology which will be aligned with the research aims and objectives which will, in turn, make it a reliable and valid piece of work was adopted. If research instrument produces similar results again and aging in similar conditions, it is said to be reliable. For validation purposes, a sample of the set of survey questionnaires was initially submitted and after approval; the survey was conducted to five respondents after the questions were answered. The respondents were then asked for any suggestions or any necessary corrections to ensure further improvement and validity of the instrument.

3.4 Organisational Profile: Ghana Education Service

The Ghana Education Service (GES) was established as part of the Public Service of Ghana in 1974 by NRCD 247 and subsequently amended by NRCD 252, 357 and SMCD 63. The GES is governed by a fifteen-member council.

Vision

The Vision of Ghana Education Service is to create an enabling environment in all educational institutions and management positions that will sustain effective teaching and learning in school and promote management efficiency within the Service.

Mission

The GES is charged with the responsibility of implementing pre-tertiary education policies of government. This is to ensure that all Ghanaian children of school-going age are provided with quality formal education and training.

The Ministry of Education is a government department and is similar to the British DCSF. It is responsible for formulating national educational policy of the GES. Like Local Authorities they are represented in all regions of Ghana, and are responsible for implementing national policies in schools. Part of this involves 'Circuit Supervisors'. Each Circuit Supervisor is allocated an area and is responsible for assessing and supporting the schools in it. There are several types of school in Ghana. Some are state-owned schools and others private, and many are affiliated to a faith, such as Methodist or Seventh Day Adventist.

The schools are arranged into year groups. First there are Kindergartens, where the children are the same age as the British Nursery and Reception Classes or Foundation 1 and 2. Next there are Primary Schools which take pupils from P1-P6. After P6 pupils transfer to Junior High Schools for Years 7, 8 & 9, and on completing their final year, take examinations called the Basic Examination Certificate Education (BECE) in a range of subjects. If they pass the BECE they qualify to attend a Senior High School (SHS) for Year 10 to Year 13 where they take the West Africa Senior High School Examination Council (WASSCE) exams. There are also universities and training colleges following from here. The school day

in SHS at 7.00am and ends at 2.30pm. Teachers stay for about an hour after this to mark books and prepare lessons.

Functions of the Ghana Education Service

The Ghana Education Service is responsible for the implementation of approved national policies and programmes relating to pre-tertiary education. Its mandate is as follows:

- To provide and oversee basic education Senior Secondary Education, Technical Education and Special Education.

- To register, supervise and inspect private pre-tertiary educational institutions.

- To submit to the Minister, recommendations for educational policies and programmes.

- To promote the efficiency and full development of talents among its members.

- To register teachers and keep an up-to-date register of all teachers in the public system.

- To carry out such other functions as are incidental to the attainment of the functions specified above.

- To maintain professional standards and the conduct of its personnel.
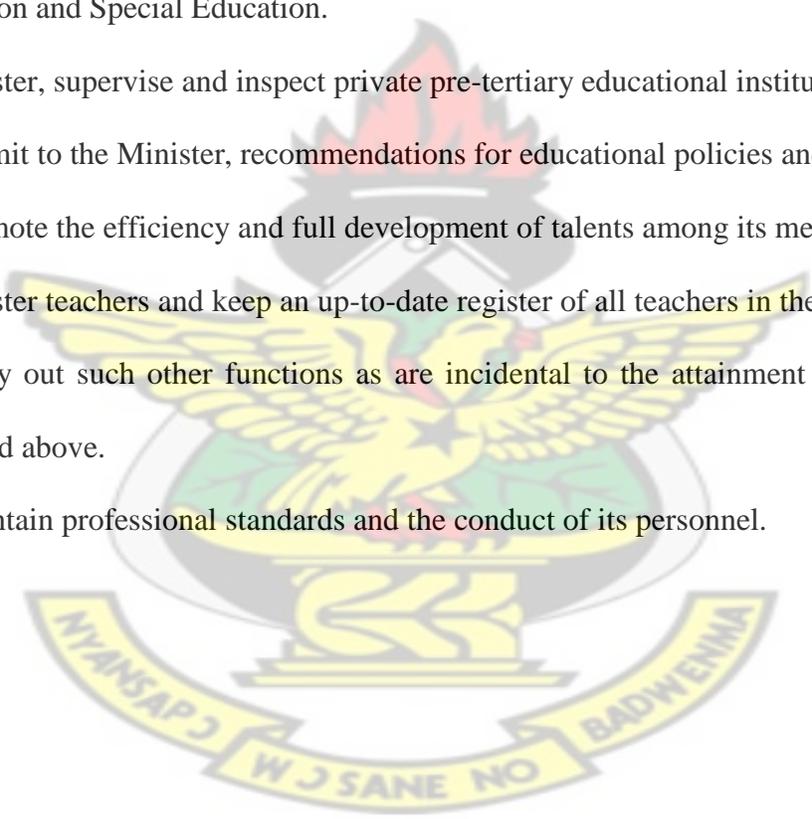
CHAPTER FOUR

DATA ANALYSIS

4.1 Introduction

This chapter presents results and findings of the empirical research. The chapter presents exploratory sector- based questionnaire results with Educational professionals. The chapter presents the demographic characteristics of respondents and the findings and analysis of the survey conducted with the professional and practitioners who work predominantly in Ghana Education Service.

4.2 Demographic Analysis

This part of the analysis outlines the gender, age group, position in school, work experience and the level of education of the respondents.

4.2.1 Gender

When considering gender distribution, as shown in Figure 4.1, the analysis show that 73% of the respondent were males (N= 73) and 27% were females (N= 27). This indicates that majority of our respondents were males.

Gender
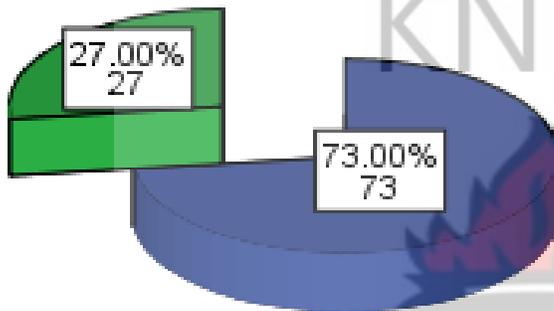
Figure 4.1Gender Distribution

Source: Field study, 2013

4.2.2 Age Group

According to figure 4.2 the analysis shows that, 11 of our respondents were between the age group of 20-29 years, 54 respondents were between the ages of 30-39 years, 32 respondents were in the age group of 40-49 years and 3 respondents were between the ages of 50 – 59. So, out of 100 sample size most of the respondents belonged to the age group 30 - 39 yearsand in the age group of 40- 49 years.
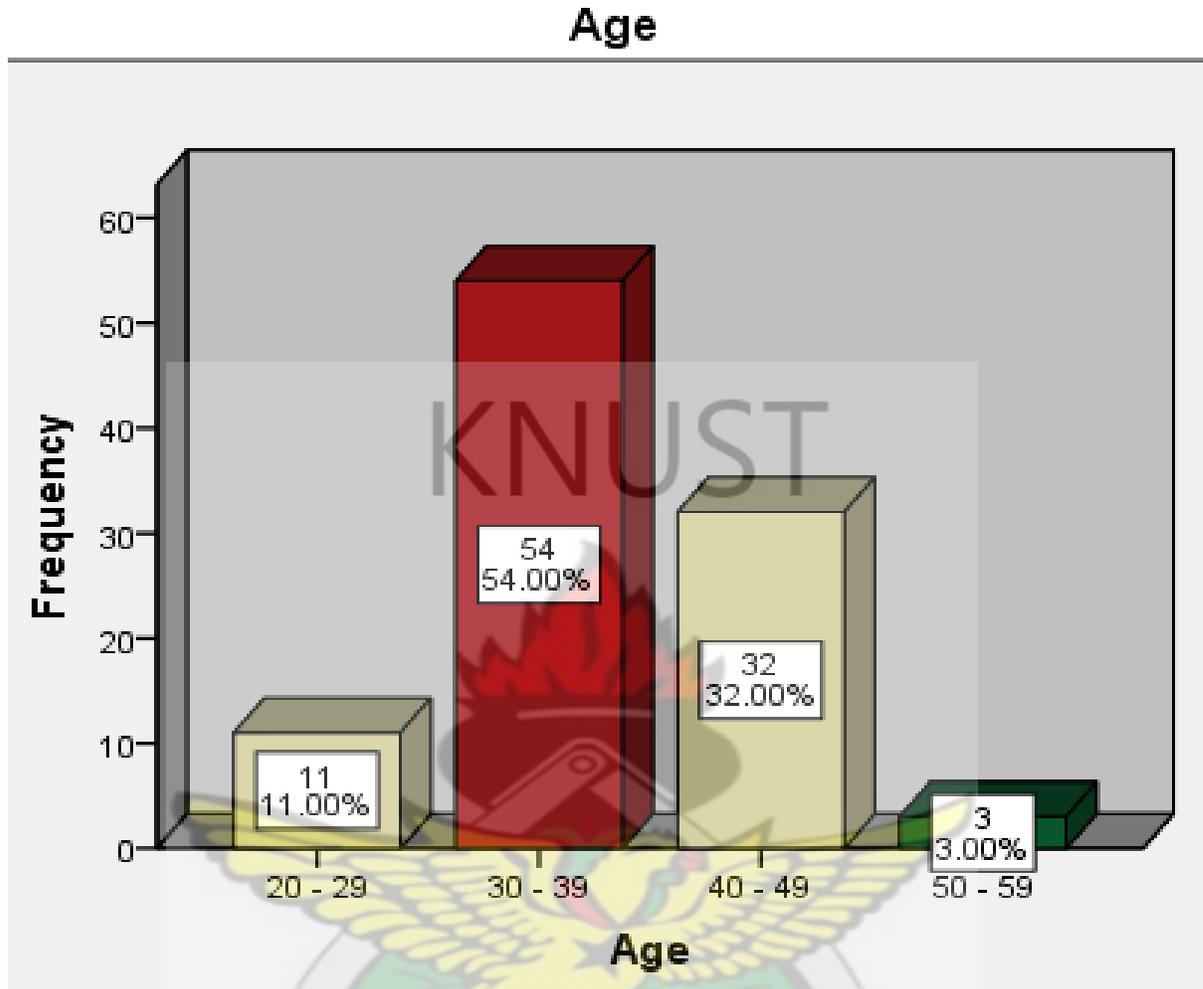
Figure 4.2 Age Distribution

Source: Field study, 2013

4.2.3 Position in School

Figure 4.3 presents the descriptive analysis of the position in school. The figures indicates that, majority of our respondents (N = 53) were class teachers, followed by house masters (N=21), followed by matrons (10), followed by staff teachers who were sports masters (N = 9) and the least being secretaries & accountants (N=7). This sample size features a good representation of teaching and non-teaching staff for a diversified findings.
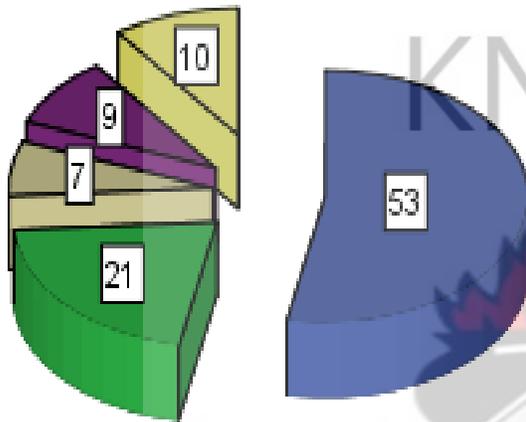
Figure 4.3 Position in School Distribution

Source: Field study, 2013
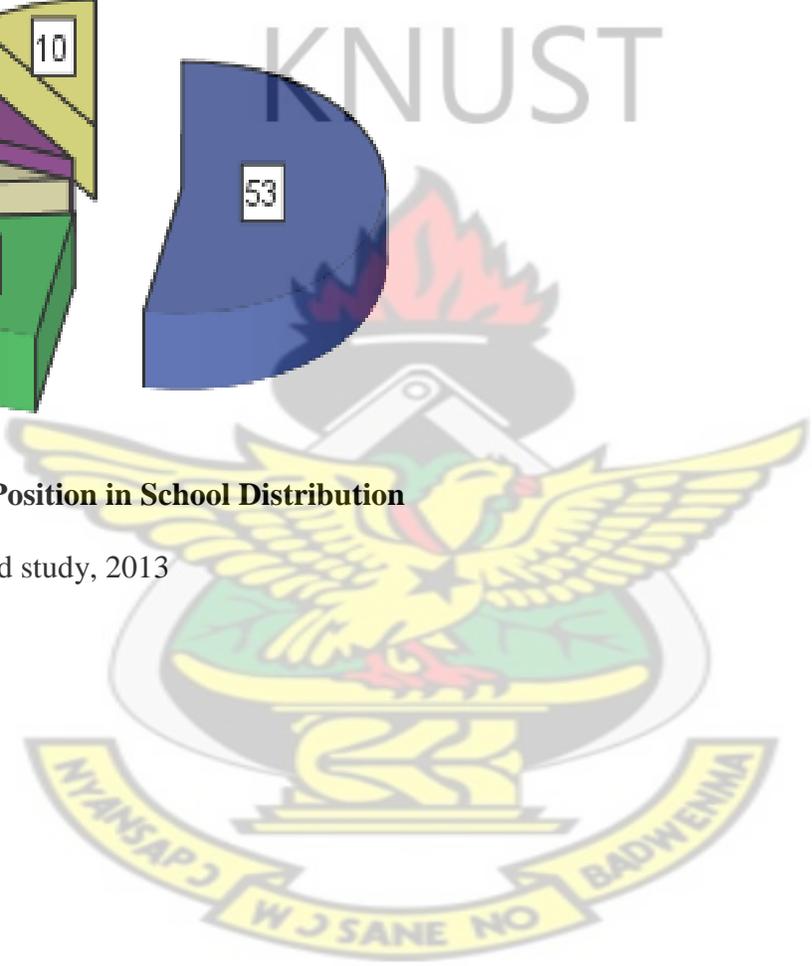
4.2.4 Work Experience

Figure 4.4 depicts the number of years the respondents have been in the Ghana Education Service. The figure shows that, 31 respondents have spent 1 – 5 years in service, 24 respondents have spent, 6 – 10 years, 21 respondents have spent 11 – 16 years, 13 respondents have spent 17 – 22 years and 11 respondents have spent 23 years and above. This means that majority of our respondents have spent 1 – 5 years and 6 – 10 years, whilst the least of our respondents have spent 23 years and above in the Education Service.
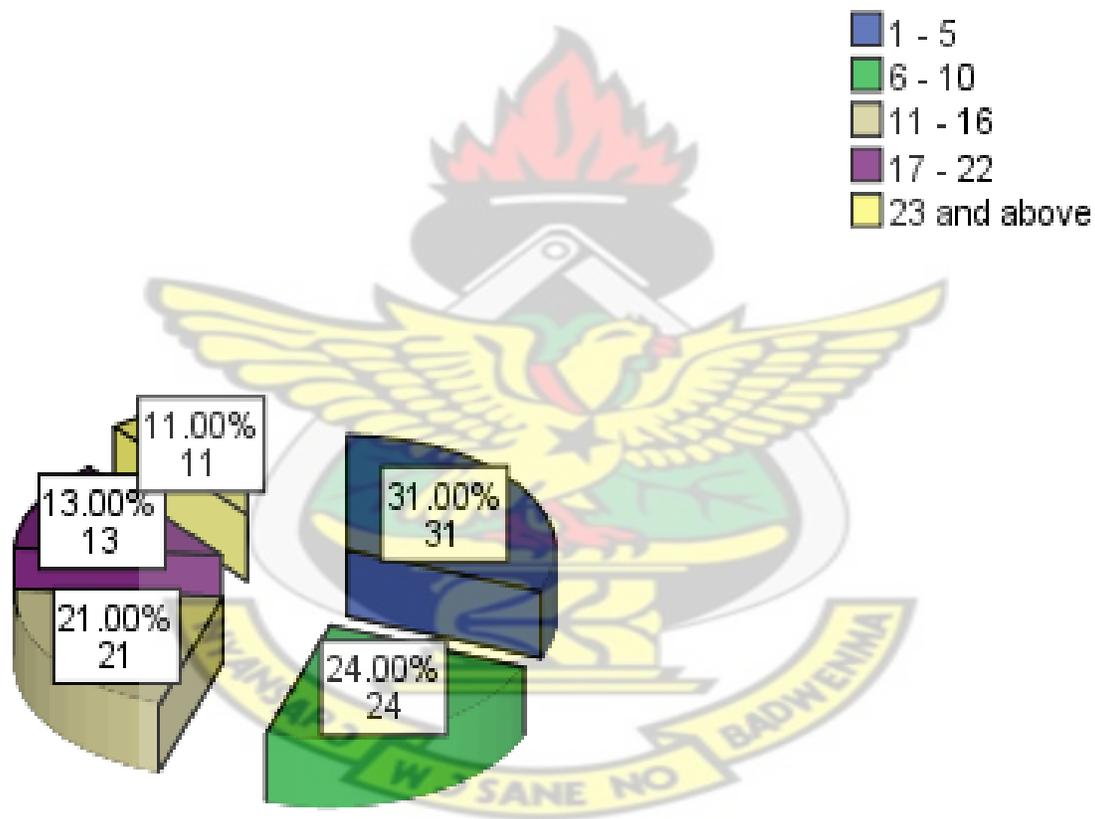
Figure 4.4 Work Experience Distribution

Source: Field study, 2013

4.2.5Highest Level of Education

Figure 4.5 shows the highest educational level attained by the respondents. The results indicates that 50% of our respondents hold1st degree, 33% Teacher Training Certificate, 11% postgraduate degree while6% holds Higher National Diploma from the Polyphonic. This means majority of the respondents are 1st degree holders - this group is educated enough and thus have in-depth knowledge about the human relationship practices in their schools understudy.
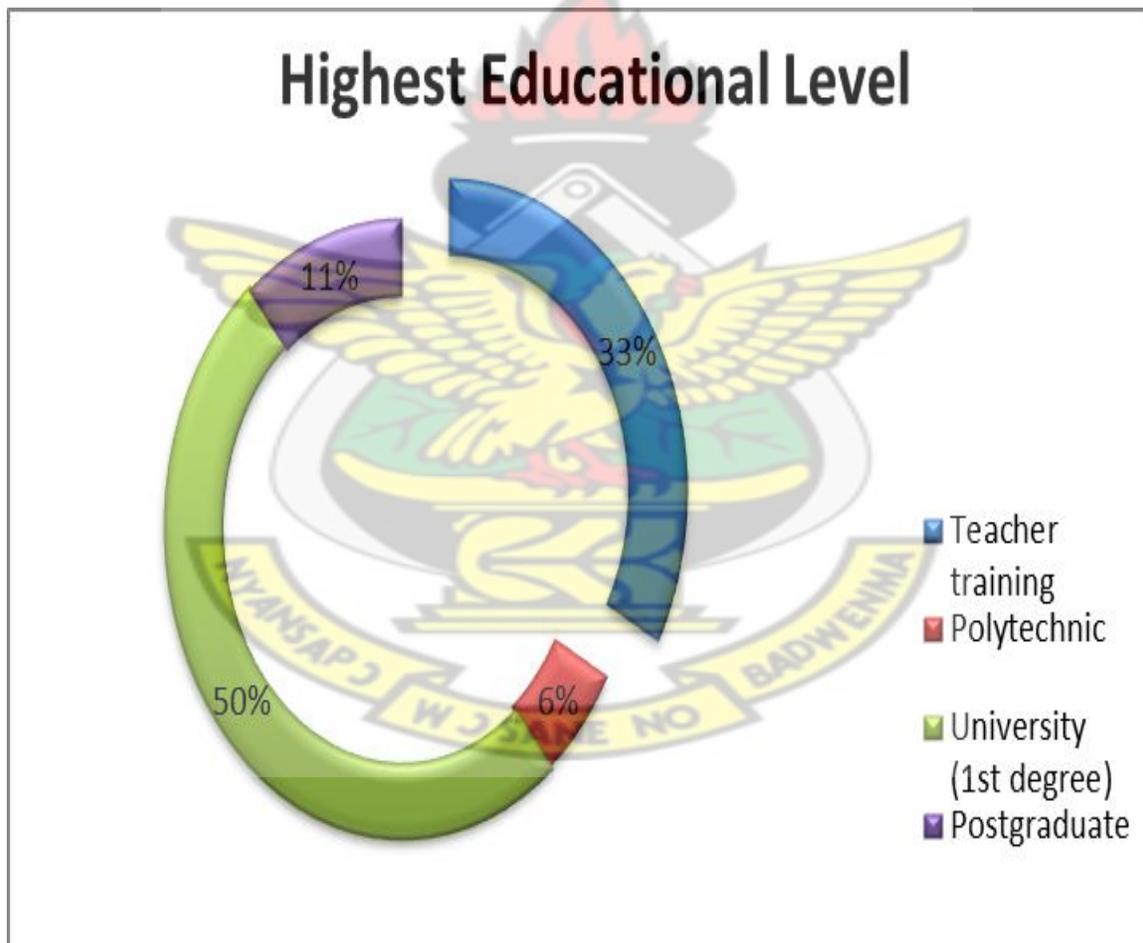
Figure 4.5: Educational Level Distribution

Source: Field study, 2013

4.3. Role of Management in Promoting Human Relation Practices in the Education Sector

In pursuant of unearthing management role in promoting human relation practices in the various Senior High Schools (SHSs) under study, the following techniques of motivation were assessed:

4.3.1 Praise:

Supervisors' Praise for work well done

Figure 4.6 shows the respondents agreement on how supervisors recognize their staff for work well done.The results shows that, 30% of the respondents strongly disagree that their supervisors does recognize and praise them for work well done, 29% disagree, 12% are neutral while 10% and 19% of the respondents agree and strongly agree respectively. This means that majority of the respondents indicates that their supervisors do not recognize their effort on work well done.
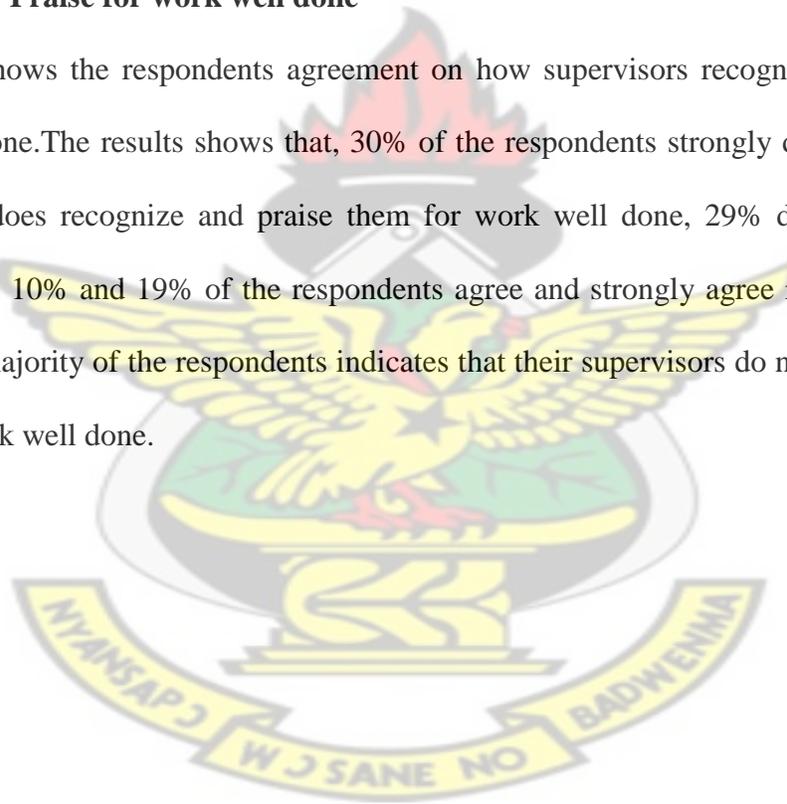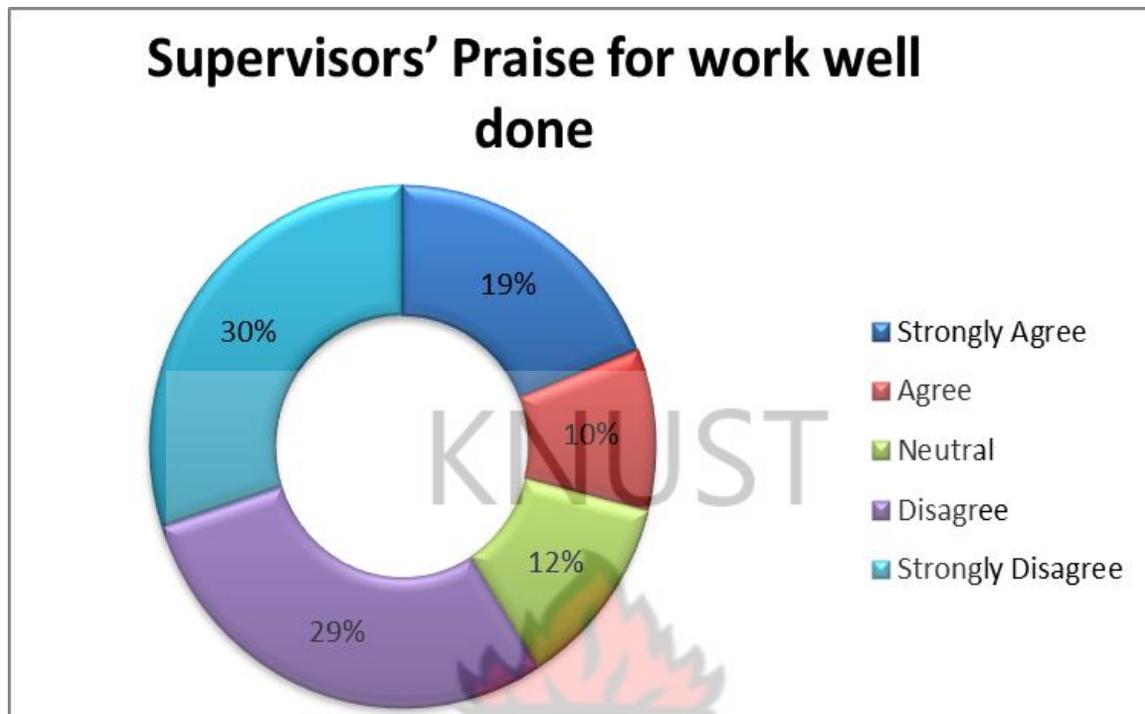
Figure 4.6: Supervisor Recognition for work well done

Source: Field1- study, 2013

Effect of Motivation by Praise on Performance

According to the results from figure 4.7majority of the respondents representing 39% and 30% disagree and strongly disagree to being motivated by praises showered on them by supervisors and head the head teachers. Furthermore, 10% and 19% of the respondents agree and strongly agree to this assertion while 2% of the respondents are neutral. Hence, the employees generally disagree that their supervisors' have motivated them enough by way rewarding work done well with praises.
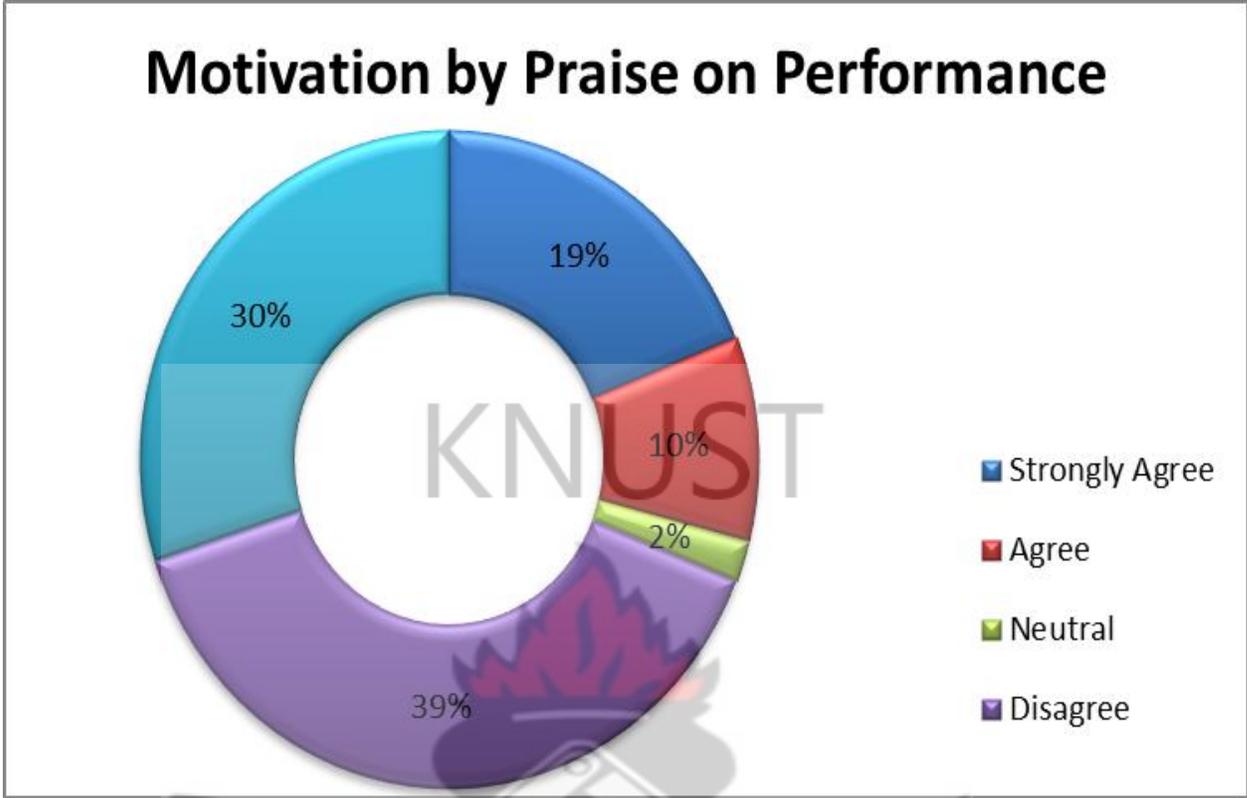
Figure 4.7 Effect of Motivation by Praise on Performance

Source: Field study, 2013

Appreciation of Praises showered by Head teacher/Supervisor

From the result in figure 4.8 majority of the respondents representing 41% claim they disagree to appreciating praises showered on staff for work done well. Furthermore, 29% of the respondents also strongly disagree to being appreciative of praises showered by head teacher on staff. However, 19% of the respondents strongly agree that they appreciate praises showered them by supervisor, 10% agree while 1% remain neutral here. Hence majority of the staff claim they do not appreciate praises showered by their respective supervisors for work done well. This results is certainly explained by the low number of respondents who reported being praised for work well done.
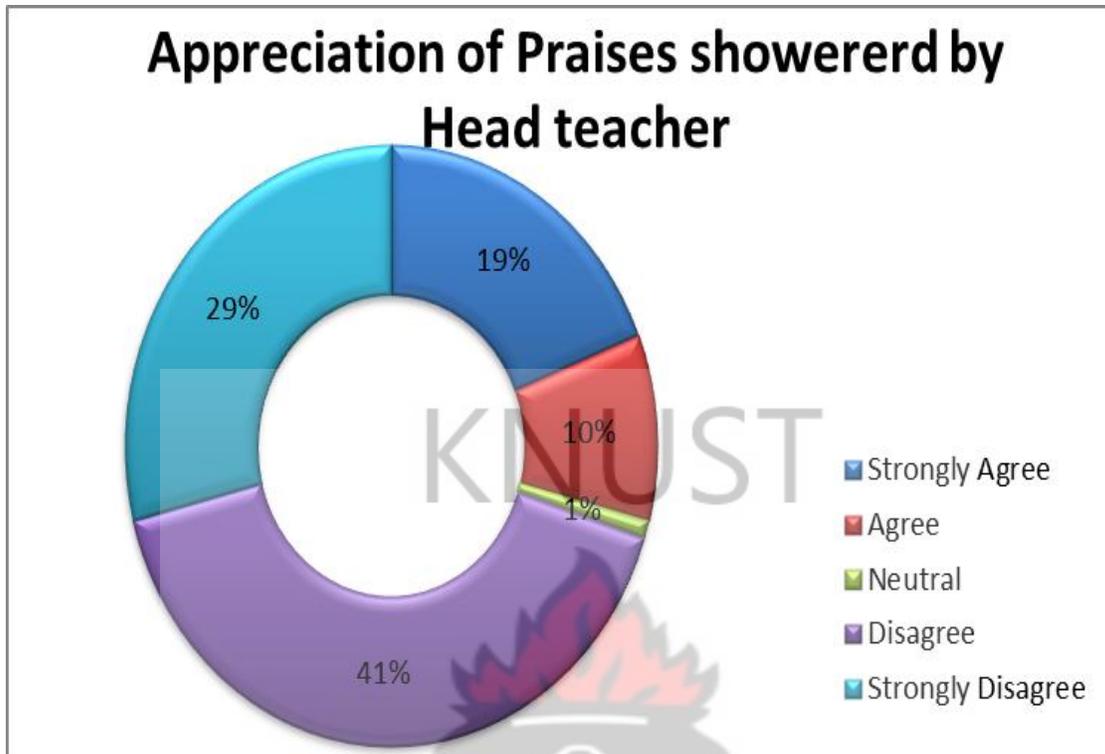
Figure 4.8 Appreciation of Praises Showered by Head teacher

Source: Field study, 2013

4.3.2 Money:

This section presents the results on motivation accruing from money.

Question: I stay on the Job because of the Pay I Receive

From the results in figure 4.9, majority of the respondents representing 39% and 33% disagree and strongly disagree respectively that they stay on their jobs because of the salary motivation. However, 20% of the respondent agreed that they working because of the salary received while 2% also strongly agree to this assertion. Nonetheless, 6% of the respondents responded being neutral to salary as a motivation factor.
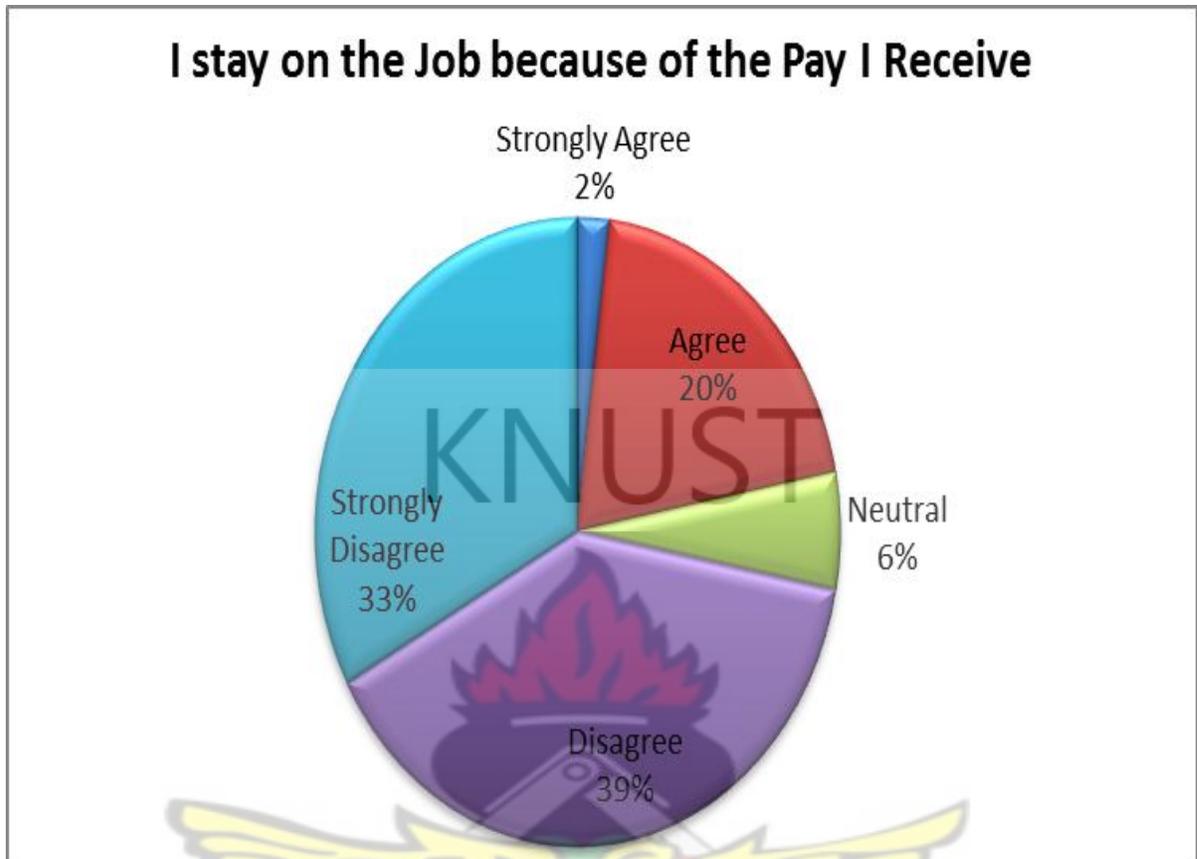
Figure 4.9: I stay on the Job because of Salary

Source: Field study, 2013

Question: I am Paid according to the Effort I put in my work

On whether respondents agree whether their salaries consummate their effort, majority of the respondents representing 38% agree that they are paid according to the effort put in work. Furthermore, 19% of the respondents also strongly agree that their salaries consummate their effort. However, 14% and 29% of the respondents disagrees and strongly disagrees that their pays march their effort.
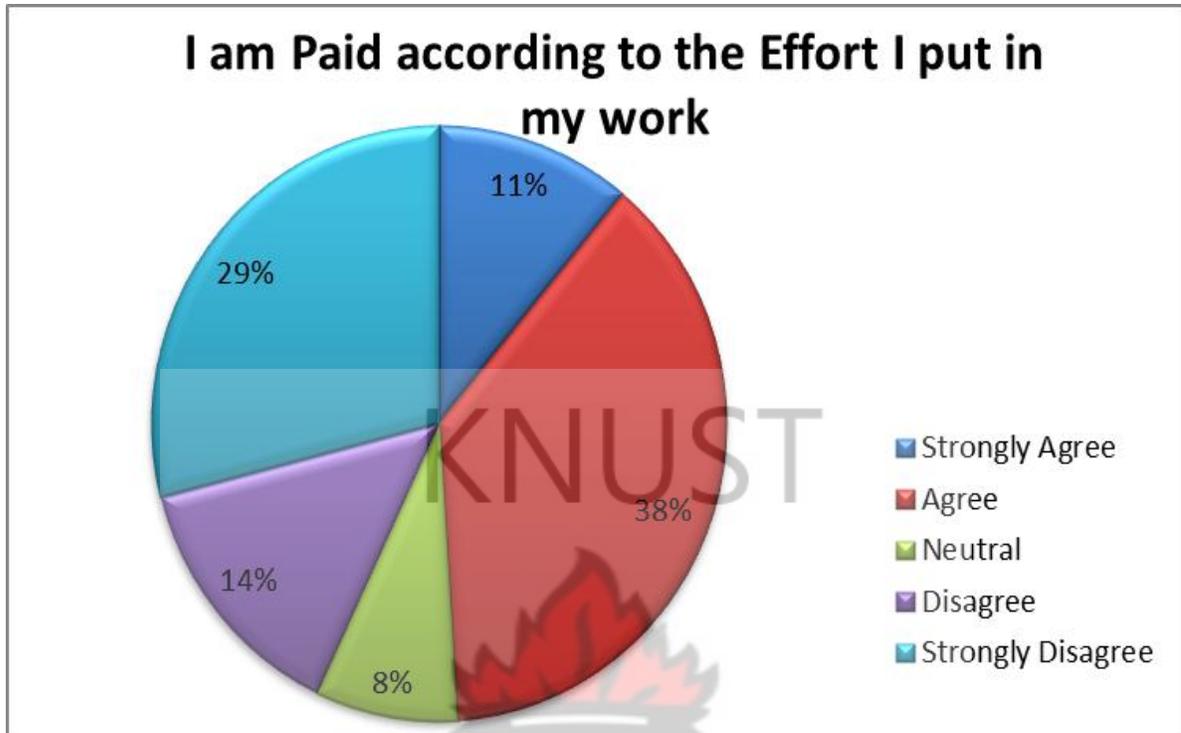
Figure 4.10 I am Paid according to the Effort I put in my work

Source: Field study, 2013

4.3 The Effect of Financial Reward (Salary) on Motivation staff

From the results in figure 4.11, it is evident that majority of the respondents disagrees that their salaries taken motivate them to work harder. From the results, 37% of the respondents disagrees that the salary pay them motivate them, 14% strongly disagrees, 21% are neutral while 15% and 13% agree and strongly agree respectively that the salary pay them motivate them to work harder.
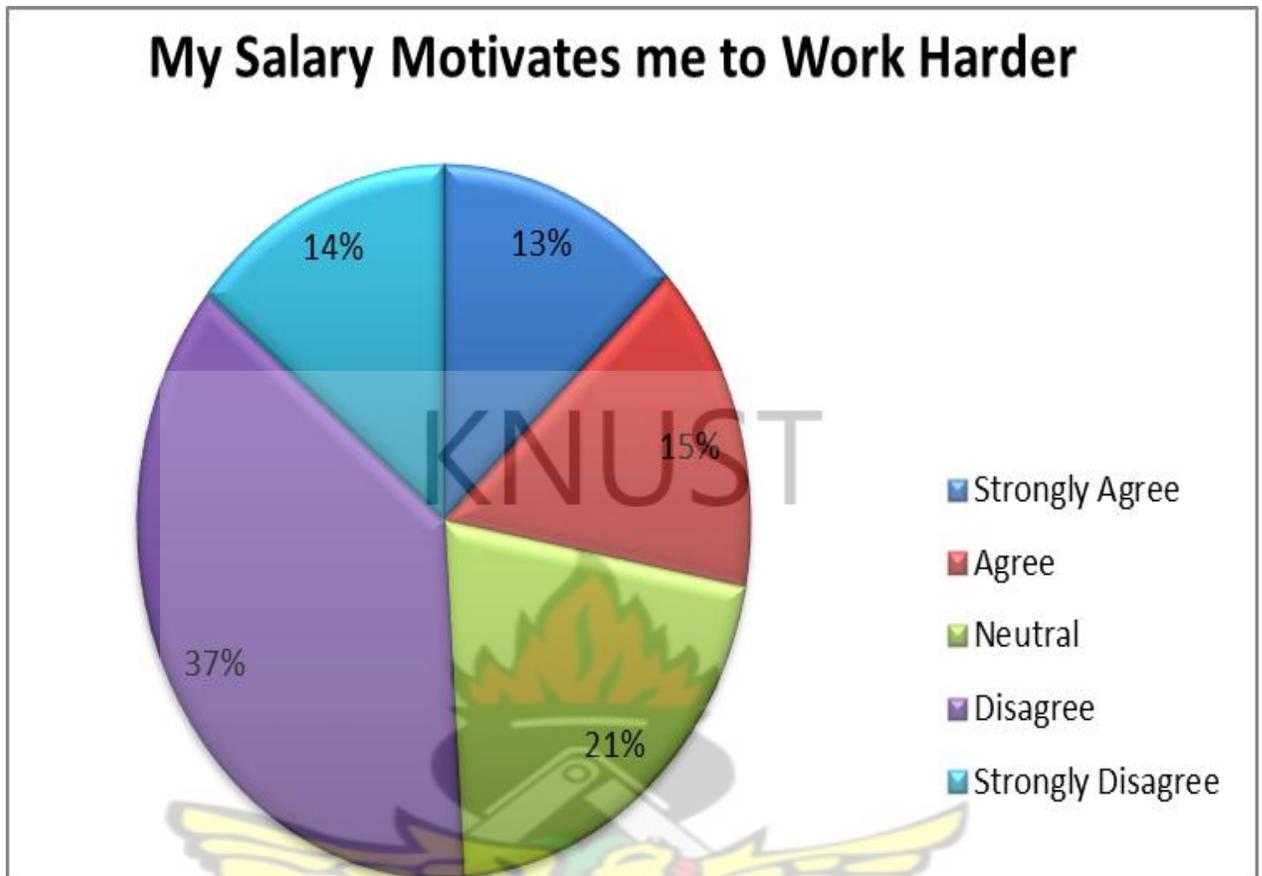
Figure 4.11The Effect of Financial Reward (Salary)on Motivation staff

Source: Field study, 2013

4.3.3 Participation:

Question: My supervisor often asks for my Opinion

From the results in figure 4.12 below, majority of the respondents representing 44% strongly disagrees that their head teachers/ supervisors seeks their opinion on issues. This is assertion is bolstered by another 34% of the respondents that also strongly disagree that their supervisor seeks their opinion on issues in school. However, 15% and 13% of the respondents agreed and strongly agreed respectively that the head teachers/ supervisors seek their opinion on issues in school.
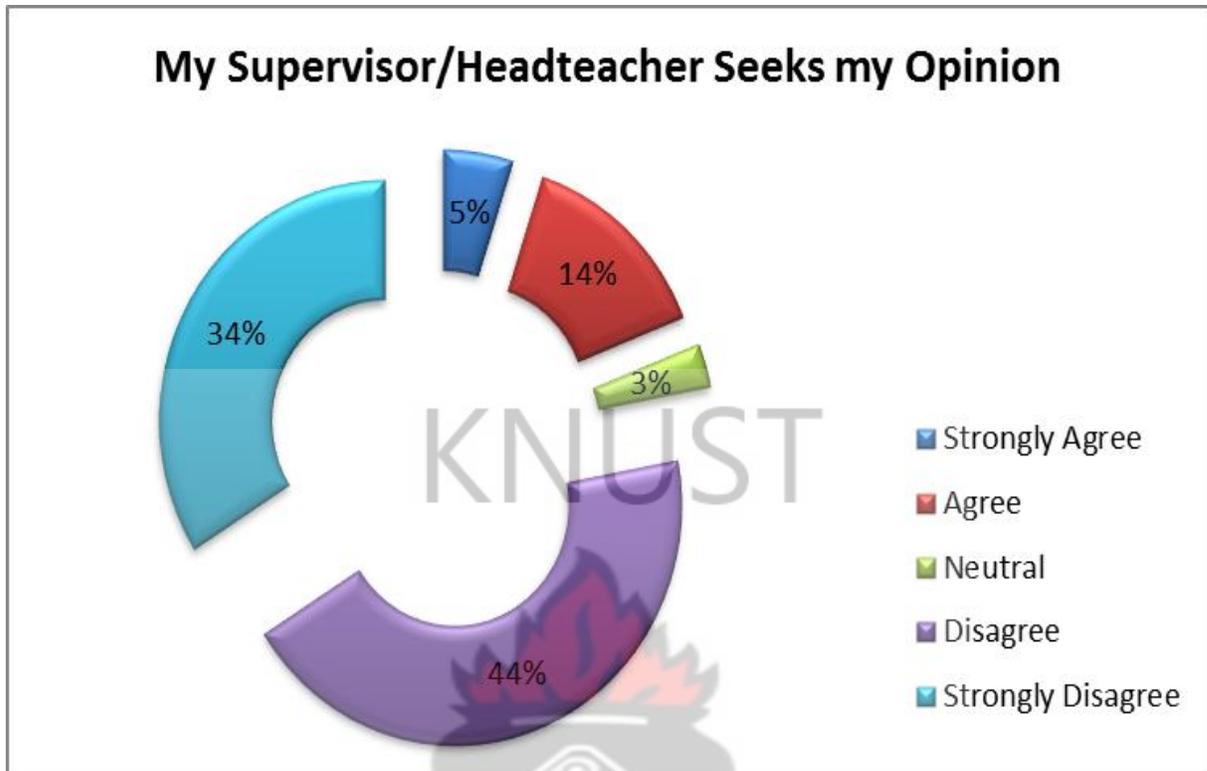
Figure 4.12: My supervisor often asks for my Opinion

Source: Field study, 2013

Question: My head teacher features my Suggestions in Decision Making

On whether, the head teachers features suggestions made by staff for further recommendations, 37% and 29% of the respondents strongly disagrees and disagrees respectively that their suggestions are recommended for further processing and consideration. However, 6% and 15% of the respondents strongly agrees and agrees respectively that the head teacher features their suggestions and recommendations for further processing.
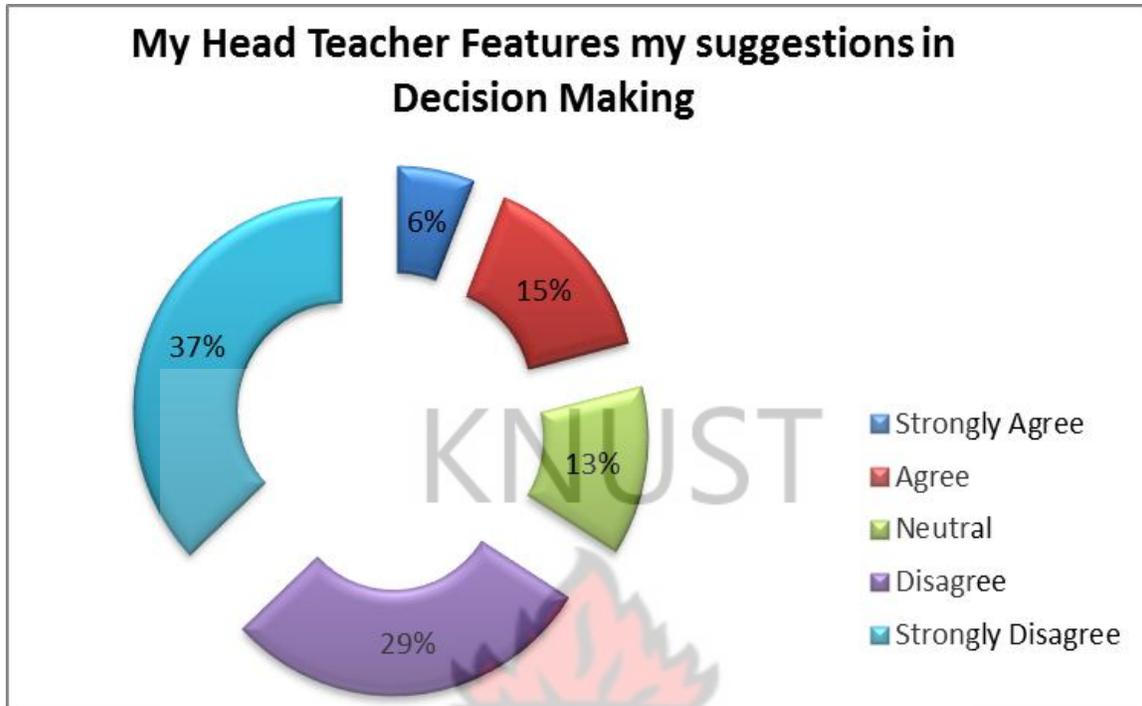
Figure 4.13My head teacher features my suggestions in decision making

Source: Field study, 2013

Availability of Staff-Management Committees to assist Decision Making

On the availability of Staff-Management Committees, majority of the representing 68% (37% agree; 31% strongly agree) responded in the affirmative that Staff-Management Committees exists in their schools for decision making. However, 25% of the respondents disagree to this while 6% also strongly disagrees to this Staff-Management Committees presence and functioning in their schools.
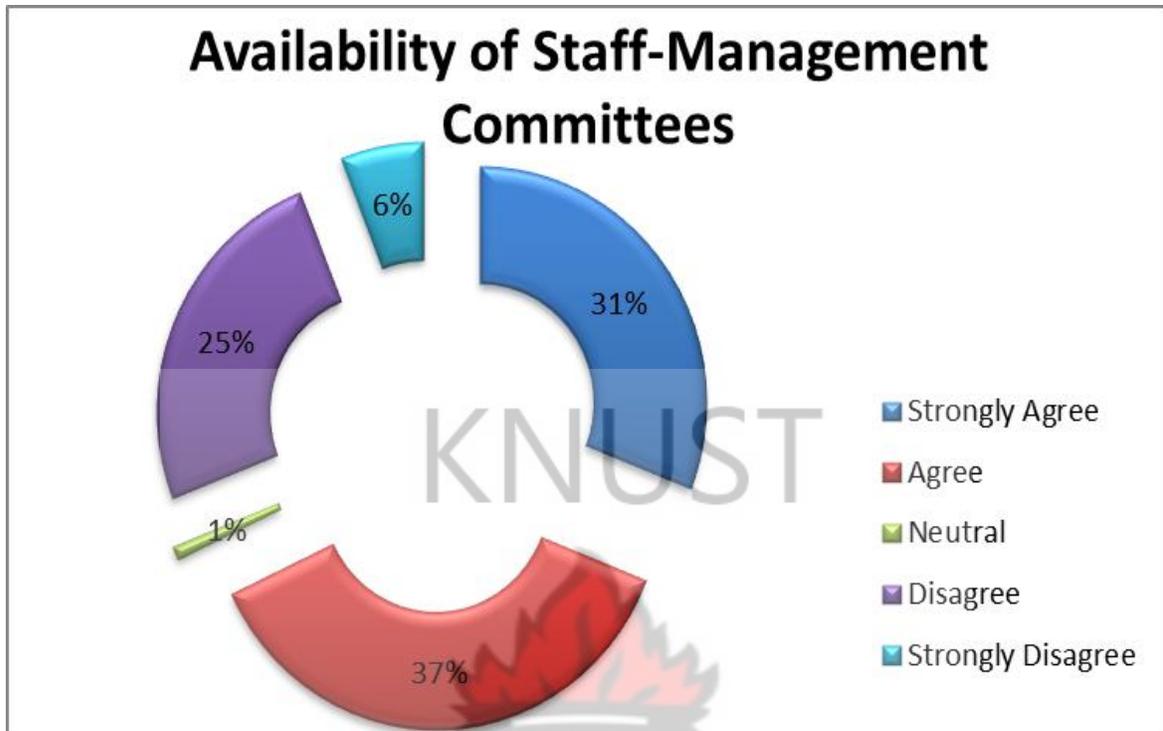
Figure 4.14: Availability of Staff-Management Committees

Source: Field study, 2013

My School allows Teachers to bring Concerns directly to Management Informally

On whether staff gets the opportunity to meets the Head teachers directly to discuss relevant issues concerning their work; 31% of the respondent and 29% of the respondents disagreed and strongly disagreed to this situation in their schools. However, 16% and 15% of the respondents agreed and strongly agreed respectively that they able to meet the head teachers directly for informal interaction on issues of relevance in school while 9 % of the respondents were indifferent.
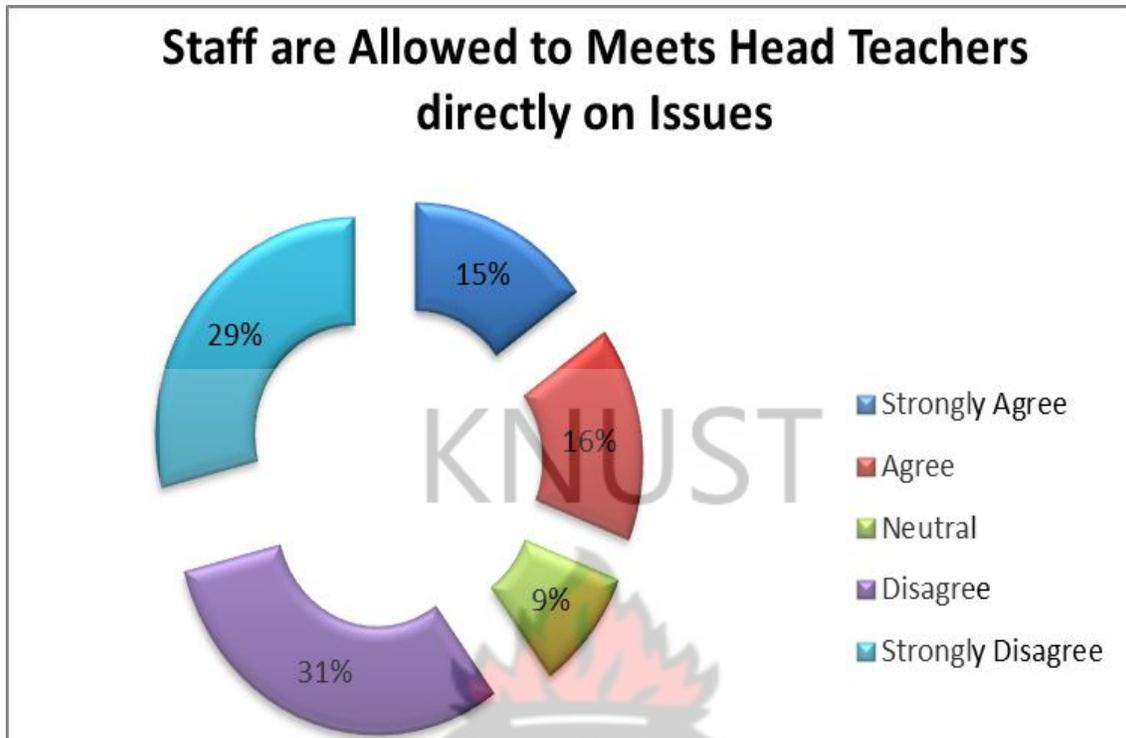
Figure 4.15: Staff allowed to meet Head teachers directly

Source: Field study, 2013

4.3.4 Job Satisfaction:

This section presents the results on job satisfaction as a motivation factor for the staff in the Senor High Schools under study.

The relationship between my supervisor and I is pleasant and professional

On relationship with supervisor, respondents were asked as to whether there exist a good relation between themselves and their supervisors. From the results, it is evident that 22% strongly disagree to a pleasant relationship with supervisors, 35% disagrees to a pleasant and professional relation, 22% are neutral while 17% and 11% agrees and strongly agrees respectively that there cordial relationship themselves and their supervisor/head teachers.
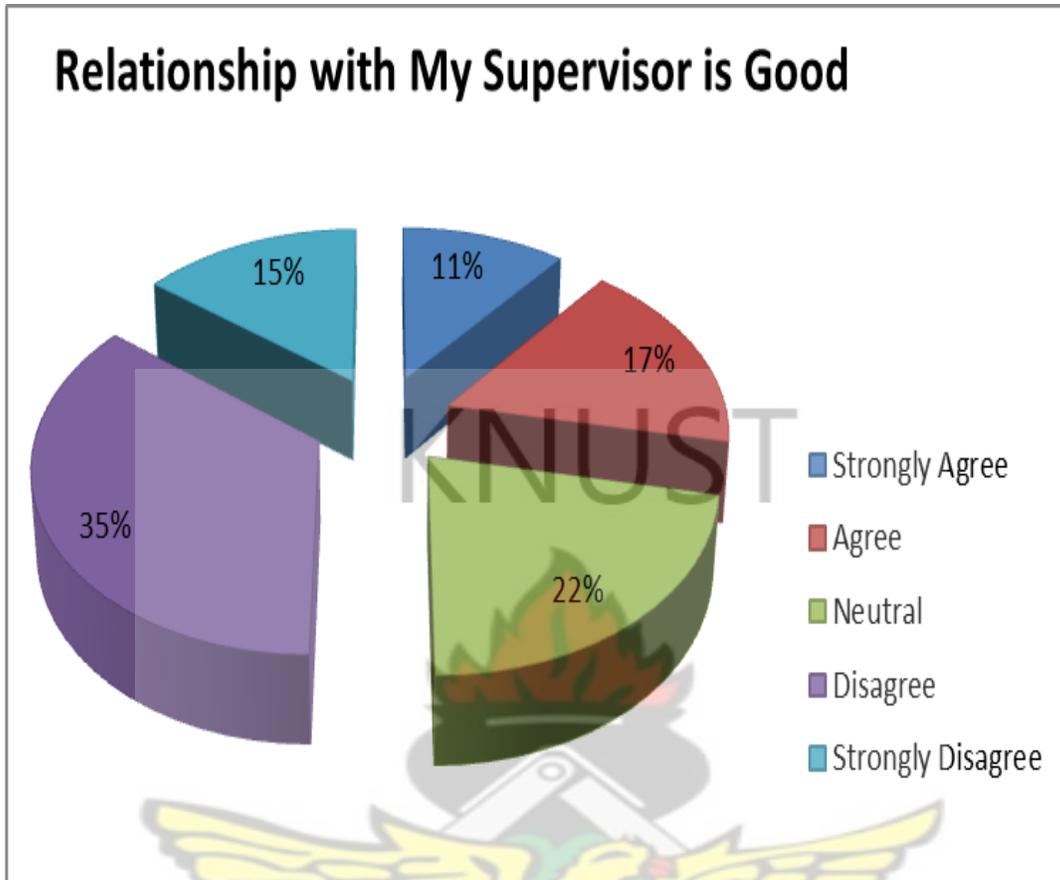
Figure 4.16: Relationship with my Supervisor is Good

Source: Field study, 2013

Question: I find my job quite safe for the near future

On the security of their present occupation, the respondents were asked state whether they find my job quite safe for the near future. Of the total 100 respondents that featured for the study, 46 representing 46% of the respondents indicated that they strongly agree that their jobs are assured in the near future. Furthermore, 39% of the respondents also agree to this assertion while 10% of them are uncertain on job security of their present occupation for the future. However, 5% of the respondents disagree to the assertion that their jobs are secured for the future.
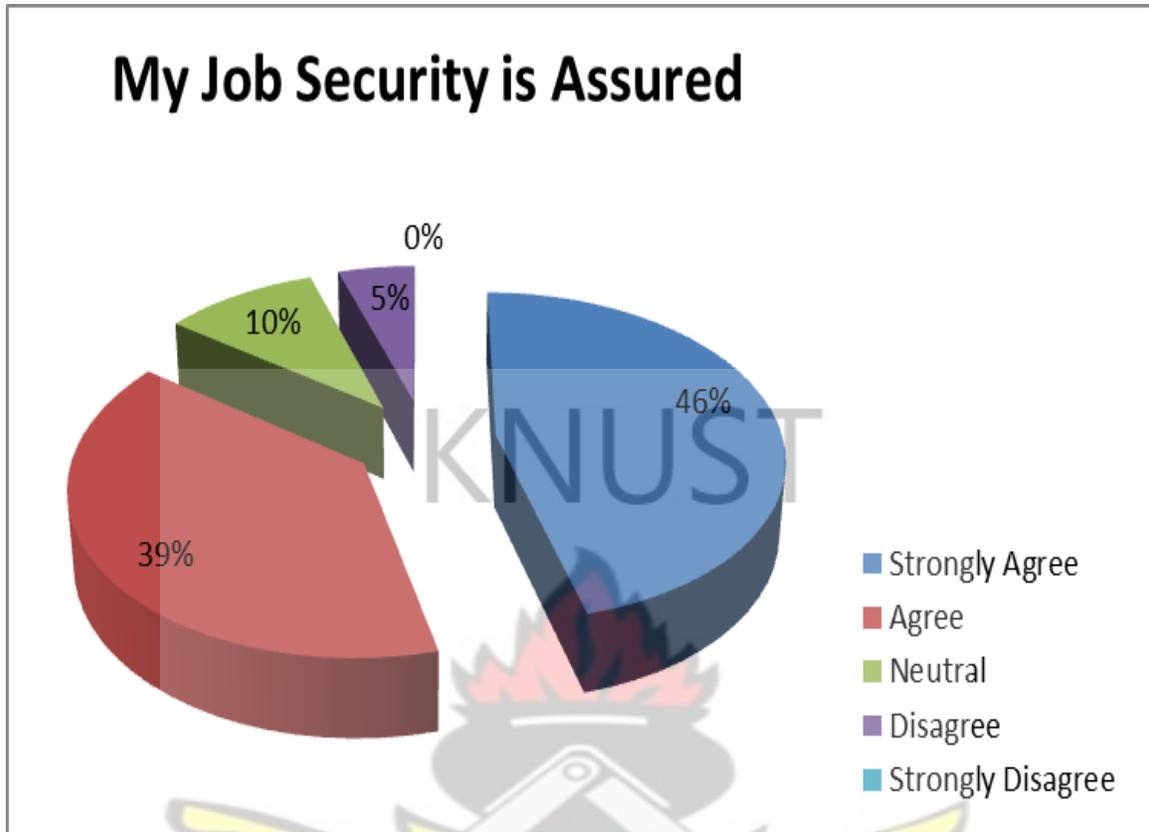
Figure 4.17 I find my job quite safe for the near future

Source: Field study, 2013

My supervisor allows me to use some judgment and creativity in carrying out my work

On their Head teachers' allowing them to use their sense of judgment and creativity in carrying out their work duties, majority of the respondents disagreed that this is often not the case. In details; 37% of the respondents disagrees, 19% strongly disagrees, 23% are neutral while 10% and 11% respondents agrees and strongly agrees to this assertion of using their judgment and creativity in carrying out their work duties. Furthermore, most of the respondents in the affirmative were Senior House Masters by position.

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Hence, majority of the staff report that their supervisors' wants them use strictly laid down instructions and procedures by the school for executing their duties, nonetheless majority of the Senior House Masters were also allowed to use their judgment and discretion. This suffices Albert that the some of the supervisors/head teachers' are quite autocratic in the dispensations of their managerial and supervision roles, especially on staff that were not house masters.
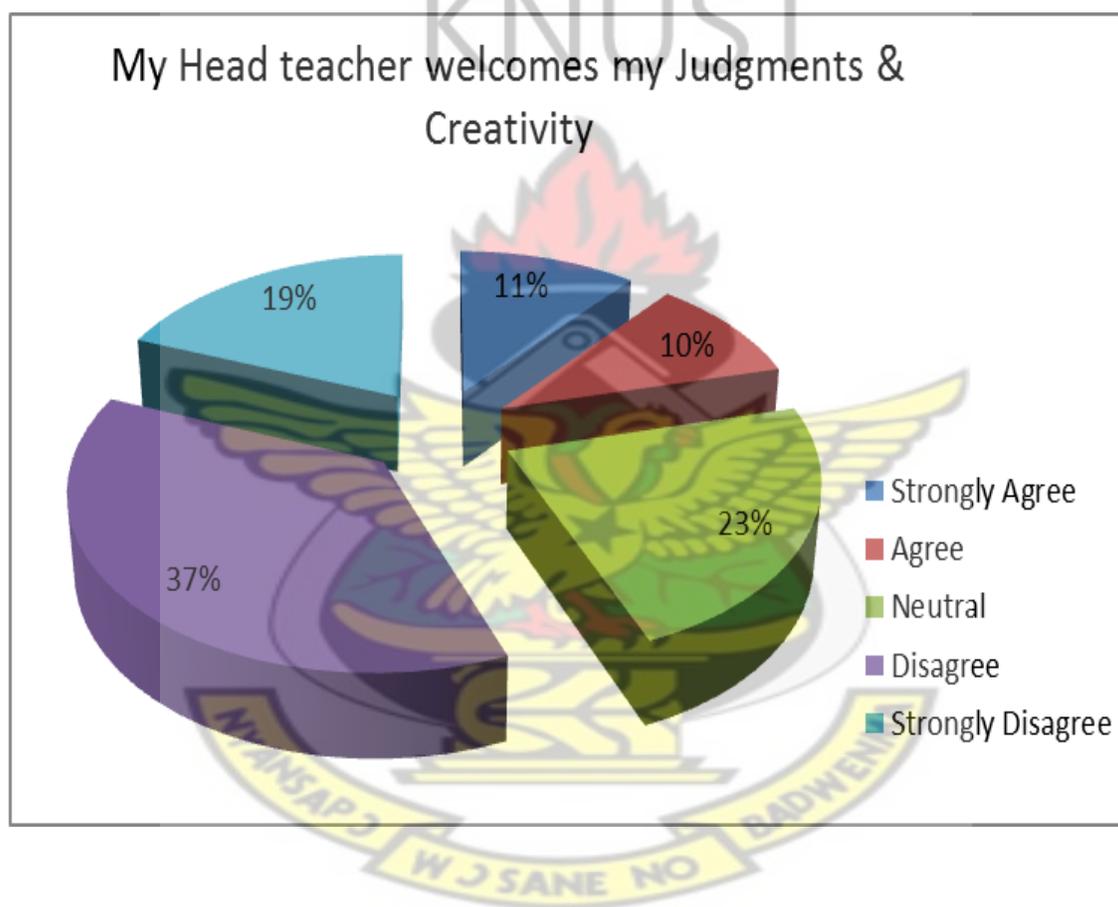
Figure 4.18: My Supervisor/Head teacher welcomes my Judgment & Creativity

Source: Field study, 2013

There exists friendly and professional relationship among my colleagues

The results from figure 4.19, on relationship of staff with their colleagues, majority of the respondent agree that there is a cordial relationship; also 12% further strongly agree that there is a cordial relationship between staff while 19% are neutral and uncertain. However, 21% each of the respondents disagree and strongly disagree that there is a cordial relationship among the staff in the SHS under study. Hence, while one sections of the respondents claims a cordial and professional relations exist, the other sections claims there is not. This suffices that there exists quite some strained relationships even among the staff in the same school. This could well probably be between on the side of management and those against management.
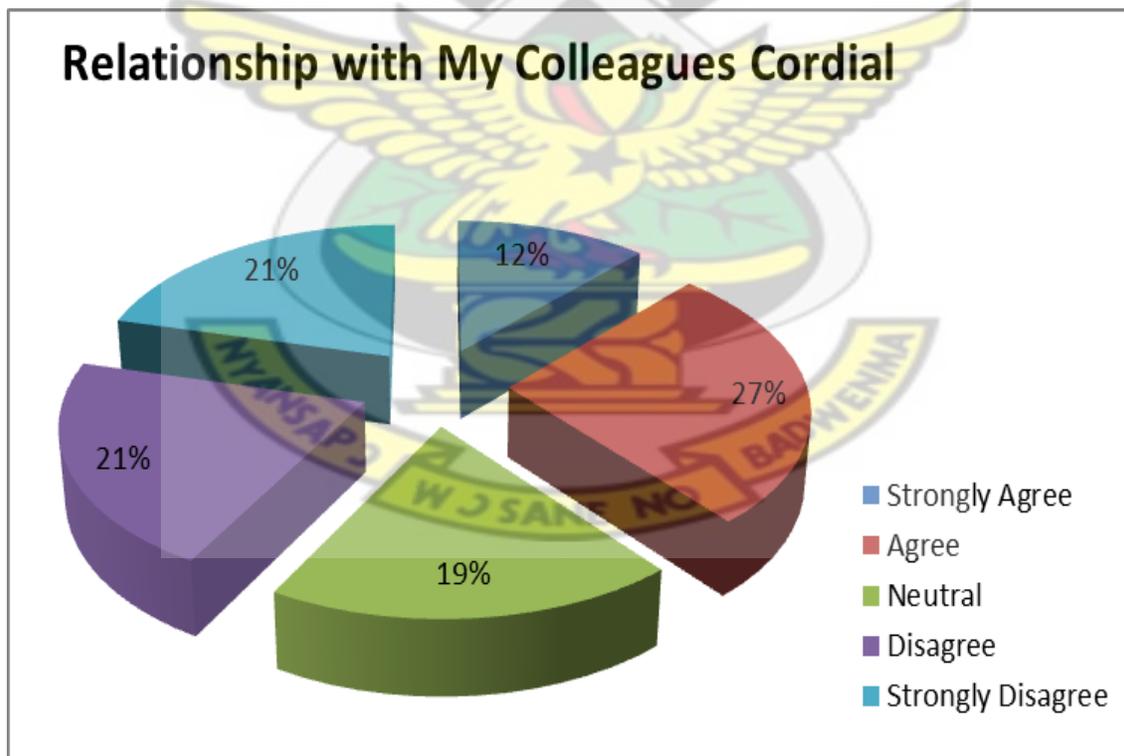
Figure 4.19: Relationship among my Colleagues

Source: Field study, 2013

I am satisfied with the chances of getting promoted to a better position

On chances of getting promotion to better positions on their present occupation, majority of the respondents (46%) indicated that they disagree that there is any chance of getting promoted. 14% further agree that there is no chance of getting promoted while 12% are uncertain. Nonetheless, 25% of the respondents agree that is a chance of getting promoted while 3% strongly agree that there is chance of promotion to the next better position. Hence majority of the respondents are not satisfied with the chances of their promotion at their post.
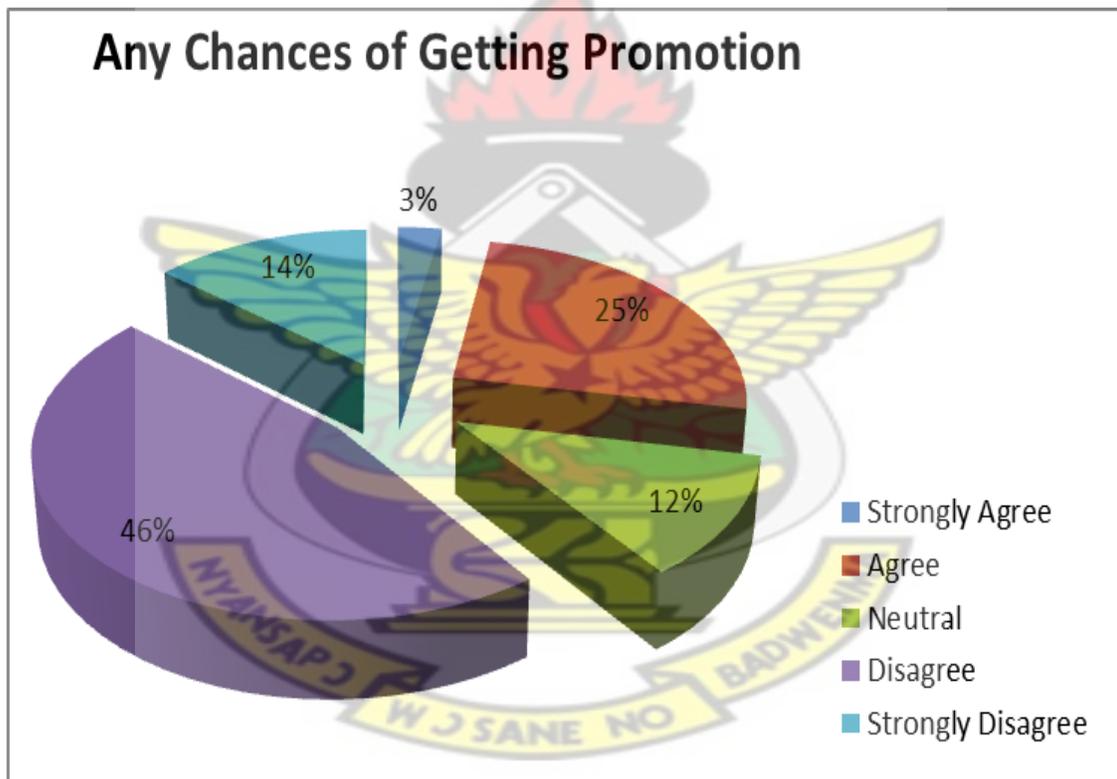
Figure 4.20: any Chance of getting Promotion

Source: Field study, 2013

4.4 The Influences of Communication on Human Relation Practices

The study tried to find out the effect communication has on human relations at the work

place. The following was used.

Table 4.1 Interpersonal Communication

Interpersonal Communication	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Communication						
There is appropriate channel for communication in the school	23	20	24	21	12	**100**
I see communication as a foundation of good human relations	66	19	4	9	2	**100**
My Supervisor continually provide the necessary relevant information of interest to staff and assist them to feel informed	26	29	12	29	4	**100**
Listening Skills						
My Head teacher listens to me	12	10	8	25	45	**100**
My supervisor let me finish talking before reacting to what I say	15	29	14	35	7	**100**
My Head teacher pays attention while am talking	14	30	25	19	12	**100**

Source: Field study, 2013

Table 4.1 presents the results on interpersonal communication in the SHSs under study. This

would be presented under two sub-headings: Communication and Listening Skills.

4.4.1 Communication

On communications among staff and supervisors in the SHSs under study, the researcher first of all sought to find if there is appropriate an channel for communication in the schools studied. From the results, while 23% of the respondent strongly agreed that is an appropriate channel for communication, a further 20% also agreed that that is an appropriate channel, 24% were uncertain, 21% disagreed to an appropriate channel for communication whilst 12% strongly disagreed to the availability of an appropriate communication channel in their schools.

As to whether the staff see communication as a foundation of good human relations in their schools, majority of the respondents numbering 66 strongly agreed to that while 19 further agreed the role of communication as a foundation of good human relations, nonetheless 4 respondents were uncertain and thus neutral. However, 11 respondents did disagree to the role of communication as a foundation of good human relations. Thus most staff are aware of the relevance of communication and its effect on good human relation at work

Furthermore, the respondents were asked on how their supervisors continually provide them with relevant information of interest to staff and assist them to feel informed. On this, the majority of the respondents (55%) generally agreed that the supervisors continually keep them abreast of information while a worth noting 33% of the respondents generally disagreed to this.

4.4.2 Listening Skills

On the ability of supervisors/ head teachers to listen to subordinate or staff as part of the communication routine within the SHSs studied, 45% of the respondents representing 45% disagrees that supervisors/ head teachers to listen to subordinate in their schools. Also another 25% of the respondents too disagree that head teachers listens to their staff while 10% and 12% of the respondents respectively agree and strongly agrees to this assertion.

For the supervisors' ability to allow subordinate to finish talking before reacting or objecting to their views, majority of the respondents numbering 35 disagreed that supervisor did have patience to hear them out while 29 did agree that their supervisors' did allow them finish submission before responding. Furthermore, 15 of the respondents did strongly agree to the assertion whilst 7 and 14 respondents did disagree strongly and remained neutral respectively. Thus the head teachers are seen by the majority of their staff to be inpatient in their dealings as supervisors.

4.5 Influences of Leadership Styles on Human Relations Practices

The following were used to find out the influences that leadership styles on human relation practices.

Table 4.2 Leadership Skills and Styles

Leadership Skills and styles	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
My supervisor practices autocratic style of Leadership	39	19	3	25	14	**100**
Democratic style of leadership is what is found in my school	15	26	9	17	33	**100**
My supervisor grants complete freedom to workers to make their own decisions (Laisser-faire)	19	28	19	31	3	**100**
My supervisor is more sensitive to the needs and feelings of the employees (employee-centered)	9	16	4	39	32	**100**
My headmaster is the kind of leader that stresses on getting the job done (Task-oriented)	25	28	17	18	12	**100**

Source: Field study, 2013

4.6 Leadership Style

Table 4.2 presents the results of the agreement on preference of the leadership skills and styles of the head teachers and supervisors in the SHSs under study. The table shows that, a total of 39 respondents strongly agreed that their head teacher/supervisor practices an autocratic style of Leadership ''a leader that takes all the decision and closely supervise me'', 19% also agreed while 3% were neutral here. However, 25% and 14% of the respondents agrees and strongly disagrees that their head teacher/ supervisor an autocratic style of Leadership.

On democratic style of leadership 'where different opinions/views are welcomed', majority of the respondents (33%) strongly disagrees that is found in their schools while also 17% disagree to this assertion. However, 26% and 15% agreed and strongly agreed respectively that leadership in their school practices democratic style of leadership while 9% of the respondents are uncertain.

On whether supervisors grants the respondents (staff) complete freedom to make their own decisions at work (Laisser-faire), the results from the table above indicate that majority of the respondents representing 47% (19% strongly agree; 28% agree) generally agreed that they are allowed the chance to make their own decisions while 34% generally disagree to this assertion in their schools. Hence, majority of the respondents agree to the Laisser-faire style in their schools.

When the respondents were asked on their head teachers/supervisors' sensitivity to their needs and feelings as staff in their schools, majority of the respondents representing 39% and 32% disagreed and strongly disagreed respectively that the supervisors were sensitive to their needs and feelings while also 16% and 9% of the respondents also agreed and strongly agreed that the supervisors/ head teachers were sensitive to their needs and feelings as staff.

On whether the headmaster is the kind of leader that stresses on getting the job done (task-oriented); while a general majority of the respondents representing 53% of the respondents agreed (28% agree; 25% strongly agree) to this assertion, 18% and 12% of therespondents disagrees and strongly disagrees respectively that the supervisors/ head teachers are task-oriented.

4.7 Factors Militating Human Relations Practices in the SHS

Getting good human relation at the work place does not come without some factors fighting against it. The following are some them:

Table 4.3Factors Fighting Militating Motivation

Factors Fighting Motivation	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Conflict						
Conflict erupt in my school because motives of management and employees are incompatible	9	25	9	30	27	**100**
I am not motivated to work harder when there are Conflicts	38	37	4	16	5	**100**
Stress						
My job is very stressful	19	16	10	34	21	**100**
I cannot give off my best when there is too much pressure on me	35	16	3	13	33	**100**

Source: Field study, 2013

4.7.1 Conflict

On conflict erupting in school as a results of incompatible or unparalleled motives of management and employees, majority of the respondents 57% did generally disagree (30% disagrees; 27% strongly disagrees) that conflict of this nature is not a common phenomenon in their schools while 34% of the respondents generally agreed (25% agrees; 9% strongly agrees) that such conflict does erupt in their school. Also 9% of the respondents were uncertain on these management-staff conflicts according to results from table 4.3.

As to whether staff are not motivated to work harder when there are conflicts management-staff conflicts, the majority of the respondents responded in the affirmative agreeing that the eruption of management-staff conflicts wanes their zeal to work to the fullest. Specifically, 37% and 38% of the respondents did agree and strongly agree to this assertion while 16% and 5% of the respondents respectively did disagree and strongly disagree to the assertion.

4.7.2 Stress

On how stressful the their current job position requirement is, while majority of the respondents representing 34% disagrees that their job current job displacement is stressful, 21% further disagreed strongly to this assertion whilst 16% and 19% of the respondents agreed and strongly agreed that the current position as a staff in their school is stressful. Furthermore, 10% of the respondents were neutral on how stressful their position in school was. With stress associated from work respondents were asked whether they cannot give off their best when there is too much pressure on them. From the results, it is evident that while 35% of the respondents strongly agree that pressure from supervisors hamper them from giving their best33% of the respondents strongly disagrees. Furthermore, while 16% of the respondents agree that pressure from supervisors hamper them from giving their best, 13% however disagrees with 3 respondents being uncertain.

The findings here confirms what Beerh and Newman (1978) say that indeed stress at the work place distracts a person's psychology and physiological conditions such that he cannot give off his best.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter focuses on the summary of findings, conclusions and recommendations on the investigation into the human relation practices in the Education sector in Kumasi.

5.2 Summary of Findings

The main aim by which this study played was to examine the human relation practices in the Ghana Education Sector, specifically in the Kumasi metropolis. From the results of the study, it was evident that the SHSs management or supervisors' role in promoting human relation practices in their schools were assessed through the following techniques of motivation: Praise, Money, Participation and Job Satisfaction.

5.2.1 Praise

On how supervisors/head teachers recognize their staff's effort for work well done, the results shows that, 30% of the respondents strongly disagree that their supervisors does recognize and praise them for work well done. Hence majority of the respondents indicates that their supervisors do not recognize their effort on work well done.Going forward, majority of the respondents representing 39% and 30% also disagreed and strongly disagreed to being motivated by praises showered on them by supervisors and head the head teachers.Hence, the most staff are generally not motivated by way rewarding work done well with praises, especially when most good effort are gone unrecognised.

5.2.2 Money

Majority of the respondents representing 39% and 33% disagreed and strongly disagreed respectively that they stay on their jobs because of the salary motivation. On whether respondents agree whether their salaries consummate their effort, majority of the respondents representing 38% did agree that they are paid according to the effort put in work. However, majority respondents (37%) of the respondents disagree that the salary paid them motivates them enough. This sufficing that a lot more was needed in terms of motivating staff in the various SHSs aside salary payment.

5.2.3 Participation

On participation of staff as a motivation factor, majority of the staff representing 44% strongly disagrees that their head teachers/ supervisors don't seeks their opinion on issues. This is assertion is bolstered by another 34% of the respondents that also strongly disagreed that their supervisor seeks their opinion on issues in school, especially for decision making purposes. On whether, the head teachers features suggestions made by staff for further recommendations, 37% and 29% of the respondents strongly disagrees and disagrees respectively that their suggestions are recommended for further processing and consideration.

On the availability of Staff-Management Committees, majority of the representing 68% responded in the affirmative that Staff-Management Committees exists in their schools for decision making. However, on staff getting the opportunity to meets the Head teachers

directly to discuss relevant issues concerning their work; 31% and 29% of the respondents disagreed and strongly disagreed to this situation in their schools.

5.2.4 Job Satisfaction

From the results on job satisfaction as a motivation technique for staff in the Senor High Schools under study, the respondents were asked as to whether there exist a good relation between themselves and their supervisors. From the results, it is evident that majority disagrees to any pleasant and professional relation.

On the security of their present occupation, of the total 100 respondents that featured for the study, 46 representing 46% of the respondents indicated that they strongly agree that their jobs are assured and secured for the near future. However, on their head teachers' allowing them to use their sense of judgment and creativity in carrying out their work duties, majority of the staff reported that their supervisors' wants them use strictly laid down procedures by the school for executing their duties. That notwithstanding, the Senior House Masters were allowed to use their judgment and discretion mostly at work. This suffices that the some of the supervisors/head teachers' are quite autocratic in the dispensations of their managerial and supervision roles, on younger staff who are not house masters.

Furthermore, while one sections of the staff surveyed claims a cordial and professional relations exist among themselves, the other claims there is not. On chances of getting promotion to better positions on their present occupation, majority of the respondents (46%)

indicated that they disagree that there is any chance of getting promoted. Hence majority of the respondents are not satisfied with the chances of their promotion at their post.

5.2.5 The Influences of Communication on Human Relation Practices

The results on the interpersonal communication in the SHSs under studied revealed that: good communications among staff and supervisors was a problem even there exist channels for communication in the schools studied. From the results, 53% of the respondent strongly agreed that is an appropriate channel for communication, while majority (66%) of staff are also aware of the relevance of communication and its effect on good human relation at work. Furthermore, majority of the respondents (55%) generally agreed that the supervisors continually keep them abreast of information.

On the ability of supervisors/ head teachers paying attention to listen to subordinate or staff as part of the communication routine within the SHSs studied, 45% of the respondents disagrees that supervisors/ head teachers do listen to them. Going forward, majority of the respondents numbering 35 disagreed that supervisors/ head teachers' do not have patience to hear them out during submission before responding. Thus the head teachers are seen by the majority of their staff to be inpatient in their dealings as supervisors.

5.2.6 Influences of Leadership Styles on   Human   Relations   Practices

From the results of the study, a total of 39 respondents strongly agreed that their head teacher/supervisors' practices autocratic style of leadership while majority (33%) strongly disagrees to democratic style of leadership found in their schools.

On whether supervisors' grants the respondents (staff) complete freedom to make their own decisions at work (Laisser-faire), majority of the respondents representing 47% agreed. Hence, majority of the respondents agree to the Laisser-faire style in their schools. On head teachers/supervisors' sensitivity to their needs and feelings as staff in their schools, majority of the respondents representing 39% disagreed to this ability on the part of leadership. Nonetheless, a general majority of the respondents representing 53% of the respondents agreed that their head teacher is the kind of leader that stresses on getting the job done - task-oriented.

5.2.7 Factors Militating Against Human Relations Practices in the SHSs

From the results, majority of the respondents (57%) did disagree to any conflict as results unparalleled motives of management and employees, while majority further affirmed that the eruption of management-staff conflicts wanes their zeal to work to the fullest.

On how stressful the their current job post at school was, majority of the respondents representing 55% generally disagreed that their current job displacement being stressful, however 35% of the respondents strongly agreed that pressure from supervisors hamper them from giving out their best on the job.

5.3 Conclusion

From the on-going analysis it has become evident that good human relation practices from management in the educational sector is of an inseparable necessity in creating the requisite positive teaching atmosphere for schools.

From the results of the study on the human relation practices in the Ghana Education Sector in the Kumasi Metropolis, it can be concluded that SHSs management (head teachers/ supervisors) have played their role in getting the job well, especially in the areas pertaining to getting the tasks of their staff executed. Also, management-staff committees set in the SHSs under study is also commendable, however it is lacking in its ability to pave the way for an across board communication system; discussions and interaction between employees and management. The committees have thus not performed creditably to improve on its strides to improve communication system in the SHSs, resolve and improve relations both between staff and supervisors as well as among staff themselves for a professional working environment.

Furthermore, salary payment to staff is also commendable as majority of respondent were convenient with their remuneration. However in the areas of promoting human relation practices, a lots still lacks in motivating staff in the schools understudied to perform well, especially in the areas of; recognizing individuals for their effort on the job and commending, providing the right democratic environment for an all involvement management where staff participation would be welcome while their concern would be given a chance in the decision making process in the schools.

Communications and leadership styles of head teachers/ supervisors were deemed critical by staff as militating good human relations in the SHSs understudied while job security was well assured by most respondents.

5.4 Recommendations

The following are some of the recommendations from the research study;

5.4.1 Praise

The amount of praise given to staff for a work well done in the surveyed Senior High Schools is below average. So the majority of them representing 30% of the respondent strongly disagree that their supervisor does recognize and praise them for work well done. It is therefore recommended that as praise is a technique of motivation, headmasters or supervisors should more often praise their staff. This will boost their moral and will make them give best.

5.4.2 Money

Majority of the respondents representing 39% and 33% disagree and strongly disagree respectively that they stay on their jobs because of the salary motivation. This suggests that there is more to it than only money. These workers need a good human relationships at the workplace. The researcher therefore recommends that supervisors should think of other ways of motivating the staff in the SHS other than money or salary.

5.4.3 Participation

The research revealed that most of the headmasters do not seek the opinion of their staff on issues. It is there proposed that management should consider the view of their staff in decision making. It will enhance their sense of belongingness.

5.4.4 Communication

On the matter of communication, the majority of the respondents that is 66% strongly agree to seeing communication as a foundation of good human relations. It is therefore recommended that headmasters or supervisors should resort to communication more. Communication helps to know the inner feelings of the staff and promote good human relations at the Education Sector.

5.4.5 Leadership Styles

There are also more than average supervisors or headmasters practicing autocratic style of leadership in the surveyed schools. So it is proposed that leaders in these areas should practice more democratic style to give a little room to the staff. This can bring a cordial relationship at the workplace.

5.4.6 Conflict

The greater number of respondents either agreed or strongly agreed to the fact that they are not motivated to work harder when there are conflicts. It is therefore proposed that headmasters should work hard to reduce the amount of conflict at the workplace. This will bring a peaceful working environment leading to job satisfaction and greater output

5.4.7 Methodology

The findings of this study should be considered as a preliminary step to understanding the human relations practices in the Education Sector in the Ashanti region. It is recommended that for future researchers there is a much wider scope to carry out research on other human

relations practices issues such as; organizational citizenship behaviour, intention to quit, individual initiative, organizational and compliance, work life balance and coaching and mentoring.

5.5 Summary

This chapter has discussed the important findings of this study. The chapter further concludes the research topic by describing the role management or supervisors play in promoting human relation practices in their schools through the following techniques of motivation; praise, money, participation and job satisfaction.

In addition it brought about the influences of communication on human relation practices. Some recommendations are also given to help decision makers to make some adjustments. The research has contributed knowledge to the literature which will be useful for future researchers who have similar interest in the field of human relation practices.
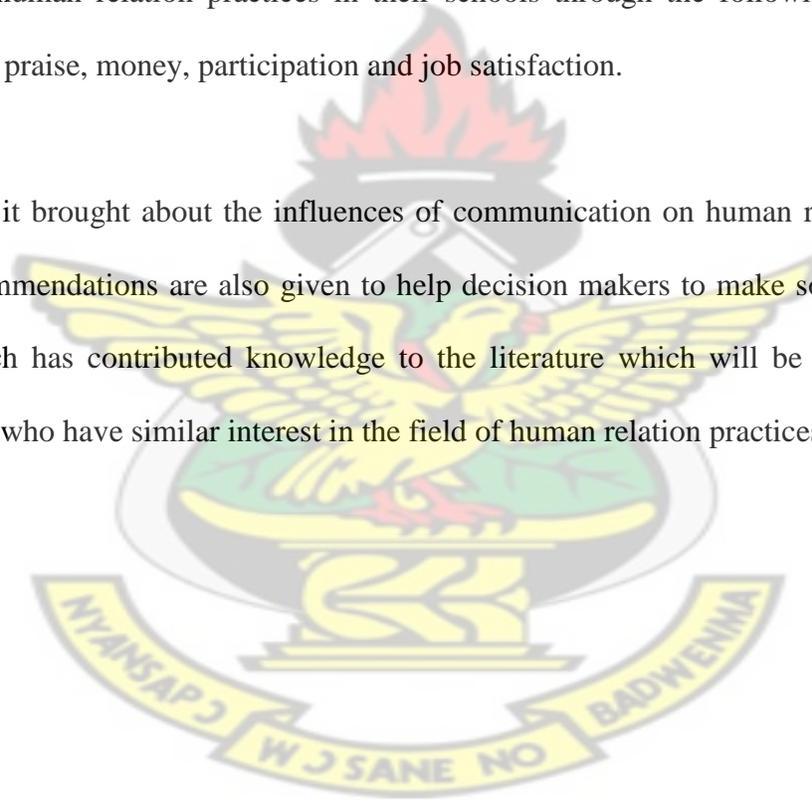
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APPENDIX

Research Questionnaires for Teachers

Preambles

As part of the requirement for the award of a master of Business Administration Programme at Kwame Nkrumah University of Science and Technology, School of Business. I am undertaking a study on the topic "An investigation into human relation practices in the Education sector in Kumasi. "The aim of the study is to find out how good human relations practices promote productivity. I would greatly appreciate if you could kindly fill out this questionnaire. This study is purely academic and as such all your responses would be treated with strict confidentiality.

Section A: Socio-demographic characteristics

1. Gender   Male [ ]   Female [   ]

2. Age: (a) 20 – 29 [ ]   (b) 30 – 39 [   ]   (c) 40 – 49 [   ]   (d) 50 – 59 [

]

3. Educational Level: (a) Teacher training [   ]   (b) Polytechnic [   ]

      (c) University [   ]   (d) Postgraduate [   ]

4.   Position   in   School

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5.   How   long   (in   years)   have   you   been   in   the   school?

…………………………………………...

Section B. Techniques of motivation

Indicate the extent to which you agree with the implementation of the following techniques

of motivation in your school.

Please tick one cell for each statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
	(1)	**(2)**	**(3)**	**(4)**	**(5)**
Praise					
6. My Supervisor Praises me for work well done.	1	2	3	4	5
7. I am motivated by praise to work harder.	1	2	3	4	5
8. My headmaster/Mistress often praises me in public and I like it.	1	2	3	4	5
Money					
9. I stay on the job because of the pay I receive	1	2	3	4	5
10. I am paid according to the effort I put in my work	1	2	3	4	5
11. The financial benefit I receive from my work motivates me to work harder	1	2	3	4	5
Participation					
12. My supervisor often asks for my opinion	1	2	3	4	5
13. My headmaster/mistress includes suggestions into the decision making process	1	2	3	4	5
14. My School has work committees made up of employees and management in order to assist decision making	1	2	3	4	5

15. My School allows teachers to bring concerns directly to management informally					
Job Satisfaction					
16. The relationship between my supervisor and I is pleasant and professional	1	2	3	4	5
17. I find my job quite safe for the near future	1	2	3	4	5
18. My supervisor allows me to use some judgment and creativity in carrying out my work	1	2	3	4	5
19. There exist friendly and professional relationship among my colleagues	1	2	3	4	5
20. I am satisfied with the chances of getting promoted to a better positions	1	2	3	4	5
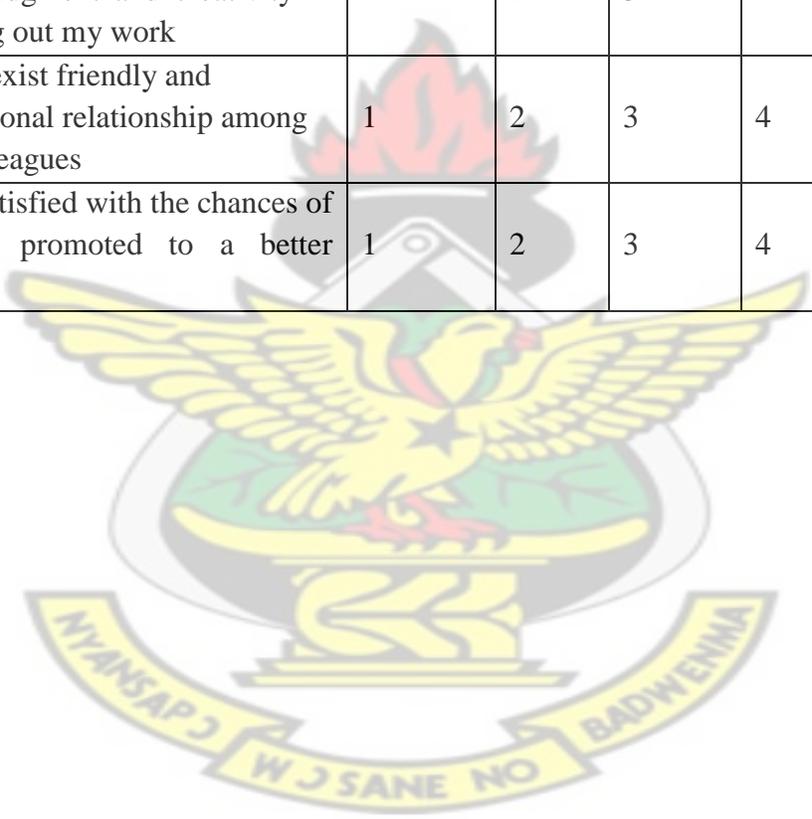
Section C. Interpersonal Communication

How do these affect communication? (Please tick)

	Strongly agree				Strongly disagree
Communication					
21. There is appropriate channel for communication in the school	1	2	3	4	5
22. I see communication as a foundation of good human relations	1	2	3	4	5
23. My Supervisor continually provide the necessary relevant information of interest to teachers and assist them to feel informed	1	2	3	4	5
Listening Skills					
24. My headmaster listens to me	1	2	3	4	5
25. My supervisor let me finish talking before reacting to what I say	1	2	3	4	5
26. My supervisor pay attention to what I am saying when I am talking	1	2	3	4	5

Section D. Leadership Skills and styles

Which of these apply in your school? (Please tick)

	Strongly agree				Strongly disagree
27. My supervisor practices autocratic style of Leadership	1	2	3	4	5
28. Democratic style of leadership is what is found in my school	1	2	3	4	5
29. My supervisor grants complete freedom to workers to make their own decisions (Laisserfaire)	1	2	3	4	5
30. My supervisor is more sensitive to the needs and feelings of the employees (employee centered)	1	2	3	4	5
31. My headmaster is the kind of leader that stresses on getting the job done (Task-oriented)	1	2	3	4	5
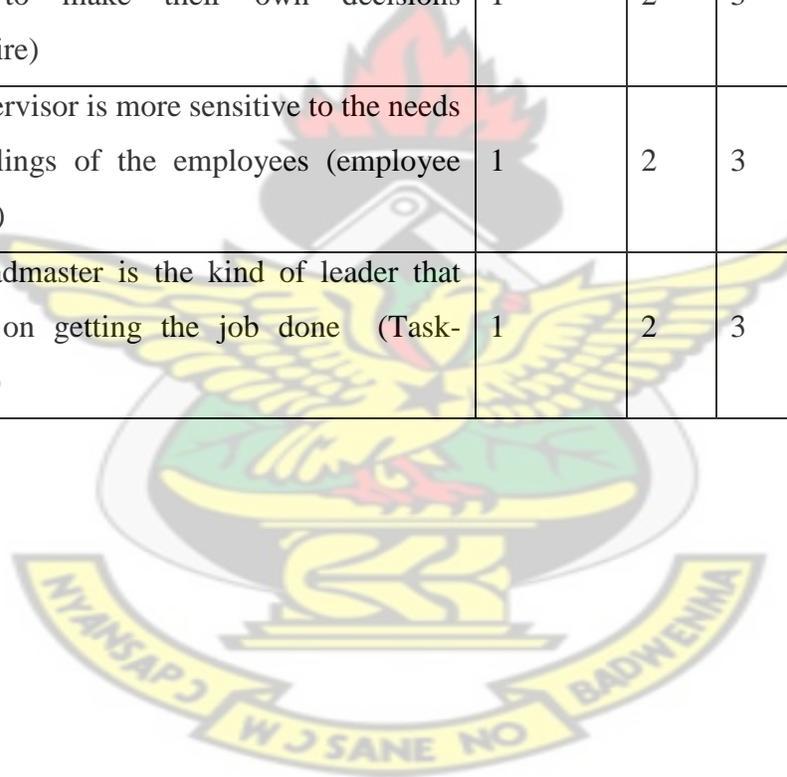
SECTION E: Factors fighting against motivation

	Strongly agree				Strongly disagree
Conflict					
32. Conflict erupt in my school because motives of management and employees are incompatible	1	2	3	4	5
33. I am not motivated to work header when there are Conflicts	1	2	3	4	5
Stress					
34. My job is very stressful	1	2	3	4	5
35. I cannot give off my best when there is too much pressure on me	1	2	3	4	5

Any Comments

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This is the end of the questionnaire. Thank you very much for your time and have a nice working day.