Delivering lessons with the CTCA and the lecture method: which one enhances learning in Ghana’s undergraduate human resource management curriculum?

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Abstract

Purpose – The study investigates the comparative efficacy of the culturo-techno-contextual approach (CTCA) and the lecture method in students’ understanding of the human resource management (HRM) curriculum in Ghana.

Design/methodology/approach – A quasi-experimental design is employed to gather data from 245 4th-year undergraduate students studying HRM at a Ghanaian public university. The experimental group with a population of 115 students was taught with CTCA, whilst the control group with a population of 130 students was taught using the lecture method. The data was collected using the HRM achievement test (HRMAT). The data were analysed using the descriptive analysis of covariance technique with pre-test scores added as a covariate.

Findings – The findings reveal that the experimental group significantly outperformed the control group in the study of HRM, affirming the effectiveness of the CTCA over the lecture method.

Originality/value – This study is novel because it is the first paper to apply the CTCA to the study of HRM in the Ghanaian higher education space. It will, therefore, benefit HRM education in the country when educational stakeholders adopt a sequential and methodical approach to teaching and learning HRM using the CTCA.

Keywords Human resource management, CTCA, Lecture method, Higher education, Ghana, Students

1. Introduction

As an effective teacher collaborative professional learning approach, lesson study (LS) has been adopted in different settings and cultures around the world. Although the effects of LS on students’ learning, teachers’ learning, the building of professional learning communities and connecting theory and practice have been widely documented, the exploration of what theories could be used as frameworks for researching LS and/or as intervention instruments for strengthening LS is still an emerging field (Huang et al., 2023). Other theories and learning methods, such as the culturo-techno-contextual approach (CTCA), are emerging with minimal studies on their effectiveness in lesson studies. This study examines the learning of human resource management (HRM) in the Ghanaian undergraduate curriculum in a bid to understand whether the lecture as a method of teaching or the CTCA holds the key to students’ understanding of learning HRM.

The study is necessitated by emerging evidence that the CTCA holds the key to the understanding of some subjects, especially within the African region. Notable studies include

We want to thank the Awaah Research Foundation for conceptualising and funding this study.
Awaah et al. (2021) (public administration), Onowugbeda et al. (2022) (biology), Oladejo et al. (2022) (chemistry), Abdulhadi et al. (2023), Agbanimu et al. (2022) (Information and Communication Technology) and Awaah (2023) (entrepreneurship development). Whilst these studies may have implications for the study of HRM, a specific examination of the undergraduate HRM curriculum, especially in Ghana, is important to establish points of convergence and departures with the stated previous studies. Considering that HRM is essential to public sector management in Africa, filling this gap will help education stakeholders, including the African Union, achieve its purpose of using African-borne human resources to achieve the Agenda 2063.

2. Literature review
2.1 The culturo-techno-contextual approach
Several innovative learning theories and models have been proffered to aid and guide students’ understanding of concepts in the school system. This study compares the CTCA with the lecture method to establish which is more effective in promoting students’ understanding of HRM. The CTCA is a method of teaching based on culture, technology and context (Okebukola, 2020). Kwame Nkrumah’s ethno-philosophy for culture, Martin Heidegger’s techno-philosophy for technology and Michael Williams’s contextualism for context are the relevant philosophies on which the method is based (Okebukola, 2020).

2.1.1 The philosophies undergirding the CTCA. According to Okebukola (2020), Ethno-philosophy studies indigenous philosophical systems. The implied premise is that a society’s culture might have a philosophy that does not apply to all people and civilisations worldwide whilst sharing parallels with other cultures (Awaah et al., 2021). The CTCA asserts that teaching African students using their culture is imperative since non-African methods do not always apply to their specific living conditions (Okebukola, 2020). He argues that, with the CTCA, students are encouraged to enquire from their communities’, parents, guardians and elders on cultural knowledge relative to concepts to be taught in class as prior knowledge before the subject is taught. He argues that to achieve this, the teacher needs to inform the students about the concept/topic to be conducted before teaching the concept/topic.

Apart from culture, the CTCA is also based on technology. Okebukola (2020) draws from the works of Martin Heidegger to establish the significance of technology on the tripod of culture, technology and context. Technology must be understood as a “way of revealing” (Heidegger, 1977). He posits that what we call “reality” is not defined the same way in all times and cultures. “Reality” is not something absolute that humans can ever fully comprehend. Technology embody’s an explicit way of revealing the world, a revealing in which humans take power over reality, according to Heidegger.

Okebukola (2020) draws from the works of Michael Williams to establish the importance of contextual teaching within the tripod of culture, technology and context. Contextualism argues that our actions, utterances or expressions and learning can only be understood
relative to that context (Okebukola, 2020). This implies that for students to understand a subject or concept, it is important to draw inferences and examples from their immediate surroundings to give meaning to the subject. With these reviews, it is important to establish the theoretical foundations of the CTCA.

2.1.2 Theoretical roots of the CTCA. Piaget’s cognitive constructivist theory, first introduced in 1973, suggested that children go through four phases (Piaget, 1976). These phases are thought to represent qualitative changes in children’s cognitive capacities. He highlighted the need to take a holistic approach to learning, in which children build understanding through exploring and experiencing their surroundings. This thinking of Piaget resonates with both cultural and contextual components of the CTCA.

The second theoretical leg of the CTCA is Ausubel’s theory of advanced organisers. The idea of an advanced organiser is a cognitive teaching approach for improving new knowledge learning and retention. It is knowledge supplied before learning that the learner may utilise to organise and comprehend new information (Mayer, 2003). This finds confluence with the teaching ideology of the CTCA, which requires students to seek prior knowledge of the topic from their environments, parents and relatives before the topic is taught in class.

Children actively create their knowledge (Vygotsky, 1997). He sees cognitive development as a dialectical process in which a child learns via shared problem-solving experiences with others, including instructors, parents, siblings and classmates. Vygotsky (1997) emphasises the social settings of learning and the notion that knowledge is equally produced and constructed. He highlights the need for teamwork in group work, and with the help of a more experienced teacher, a person may smoothen the transition to new levels of abilities and competencies.

Okebukola and Jegede proposed the eco-cultural theory of scientific learning after 20 years of research to gather data (Okebukola and Jegede, 1990). The idea of a Science Technology and Mathematics Education (STEM)-focused version of the wider theory of eco-culture contends that learning is significantly influenced by the environment (ecology) in which science is taught and learnt. It also influences the micro-cultures of students and teachers. Two bridges make up the effect’s routes; the first bridge establishes a connection between experiences obtained from the learning context and the second being materials to be learnt. This relates to the cultural and contextual components of the CTCA.

2.1.3 Efficacy of the CTCA. Whilst the theoretical and philosophical basis of the CTCA has been established, several studies have been conducted to test its efficacy in different subject areas. The current study builds on these previous studies with a focus on HRM education in a bid to identify the points of convergence or departures in the use of the CTCA to enhance students’ understanding of concepts. For instance, in testing the comparative effectiveness of the CTCA and the lecturer method in teaching politics in the Ghanaian undergraduate public administration curriculum, Awaah et al. (2021) found significant relations between teaching using the CTCA and students’ understanding of the concept. This implies that the CTCA proved to be a more potent teaching method than the lecture method. Also, Oladejo et al. (2022), in their study of nuclear chemistry, found a statistically significant mean difference between the groups, indicating that CTCA improved students’ performance in nuclear chemistry compared to the lecture method.

Other studies including one in the senior high school computer science curriculum, Awaah et al. (2022) investigated the effectiveness of the CTCA in the understanding of Python Programming in the Nigerian computer science education curriculum. Their study showed that the experimental group significantly outperformed the control group, implying a statistically significant difference in academic achievements in learning Python Programming of students taught using the CTCA and those taught using the lecture
method. Their study provides empirical evidence for the adoption of the CTCA in computer science education.

Further, Onowugbeda et al. (2022), in a study of variation and evolution in biology, found that 76 of the students in the experimental group who were taught variation and evolution with CTCA performed better than their control group counterparts. Gbeleyi et al. (2023) also tested the CTCA’s effectiveness on students’ achievement and critical thinking skills in Computer Studies. Their results indicated that multivariate F (Pillai’s Trace) was significant \( F = 17.67; p < 0.05 \). Univariate ANOVA on achievement \( F (2, 208) = 20.67; p < 0.05 \) and critical thinking skills \( F (2, 208) = 15.14; p < 0.05 \) also yielded statistically significant results. Their finding is similar to that of Agbanimu et al. (2022) in the investigation of the information and communication technology (ICT) education curriculum in Nigeria.

Finally, Awaah (2023), in investigated the Ghana undergraduate entrepreneurship development curriculum and found that the experimental group significantly outperformed the control group. The results further establish the efficacy of CTCA in improving undergraduate students' performance in complex concepts in entrepreneurship development.

Given the findings above, the researcher set the null hypothesised that:

\[ H1. \text{ There is no statistically significant difference in the achievements in HRM between students taught using the CTCA and those taught using the lecture method.} \]

2.1.4 Weaknesses of the CTCA. Despite the established efficacy of the CTCA in teaching and learning, it has been saddled with the following weaknesses that must not be overlooked in its usage. These include a lack of support and cooperation from the management, teachers and other staff of the school where CTCA is to be carried out. A new methodology will usually require policy directives for its broader implementation in universities or the national curriculum. This usually takes time and seems to be a key impediment to the broad application of CTCA in schools. In instances where policies are not required, the resistance related to change sets in since the teachers are required to be trained in the use of CTCA before implementing same in the classroom.

Further, there is a general lack of internet-enabled devices by students, especially within the African region where this study is conducted. Devices such as computers, handheld phones and other related devices are usually considered expensive to purchase either by school authorities, parents, or the students themselves. This serves as an impediment to the efficient implementation of the CTCA, especially within Africa, where this study is carried out. Coupled with this challenge is the inadequate knowledge of the use of internet-enabled devices on the part of the teachers as a result of generational gaps. This is fairly so in the African region where this study is conducted.

A further depressant to the use of the CTCA is the lack of motivation on the part of learners to take up the responsibility of engaging in the assignment given to them before the real lesson. Students are mostly used to a walk-in lecture where they will study after the lectures are over. However, since CTCA emphasises researching the topic to be taught ahead of time, this usually seems challenging and sometimes the full cooperation of students may not be gotten.

Also, there is the challenge of the teacher’s knowledge and competence in solving misconceptions that might arise when cultural beliefs are inconsistent with the scientific explanation at hand. When a cultural notion does not sit exactly with the explanation of science, the teachers’ discretion may pose problems to students’ understanding.

2.2 Lecture method

The term “lecture method” has been explained extensively in the literature (Mohammadjani and Tonkaboni, 2015). The lecture teaching style involves instructors discussing, modelling,
demonstrating and teaching the necessary skills and abilities. The instructor is the most important component of this approach (Seif et al., 2019). The learning environment and course direction are under the teacher’s control. In conventional techniques, now referred to as “inactive methods,” the instructor actively participates in the learning process and presents all information orally, expecting that the pupils listen and retain what they hear. One of their biggest advantages in teaching is the physical presence of an experienced and knowledgeable expert who can captivate an audience with the lecture, concentrate the audience’s attention, pique their curiosity and assist learning (McCabe and O’Connor, 2014). This study proposes another definition of the lecture method. It is a teaching method that relies primarily on the instructor’s expertise to direct teaching in the classroom. The key feature of the lecture method is that the teacher or instructor guides the learning process from beginning to the end with minimal input from the student in the form of questions or clarifications.

The lecture method has been criticised for its weaknesses. Safari et al. (2020) note that the average mid-term test score for peer–teaching was much higher than that for the lecture technique. Bello et al. (2016) accentuate that simulation predicts students’ performance better than the lecture method, whilst Kolahdouzan et al. (2020) report that case-based learning techniques have better mean student satisfaction scores than the lecture method.

Further, lecturing has also come under fire for failing to keep students’ interest during class time, which has been connected to poor academic performance and low attendance rates (Hmelo, 1998). Students who considered the lecturer’s performance boring self-mastered the course material and skipped class (Petrić and Pale, 2015). Students perceived lectures as the least successful form of education, whereas active participation from students during lectures was seen as a more effective teaching strategy (Exley and Dennick, 2009).

Beyond these reviews, a key challenge of the lecturer method is that, it may encourage rote learning since students only listen and make little or no contributions to the learning process. This weakness is cured by other learning models such as collaborative learning and the CTCA since students are encouraged to pre investigate concepts and also discuss such in smaller groups.

2.3 Human resource management education

HRM is described as the process by which management builds the workforce and tries to create the human performances that the firm needs (Boxall and Macky, 2016). It is a strategic, integrated and coherent approach to the employment, development and well-being of the people working in organisations. HRM is currently considered in the light of sustainability all over (Ahmad, 2015). HRM has largely taken over from personnel management, which took over from the previous terminology, including labour or welfare management. In the 1980s, against economic recession and increased pressures on firms because of globalisation and the accelerated pace of change brought about by technological developments, many academics began to think about people in organisations from a different perspective. A combination of these perspectives evolved into what became known as HRM (Marchington, 2015).

Drawing on the theoretical underpinnings of HRM in strategic management and organisational behaviour, the goals of HRM have been identified by Armstrong and Taylor (2015) to support organisations in achieving their objectives by developing and implementing human resource (HR) strategies that are integrated with business strategy. Armstrong and Taylor (2015) notes that ‘the role of HR professionals varies widely according to the extent to which they are generalist (e.g. HR director, HR manager, HR officer) or specialist (e.g. head of learning and development, head of talent management, head of the reward), the level at which they work (strategic, executive or administrative), the needs of the organisation, the view of senior management about their contribution, the
context within which they work and their capabilities’. An organisation’s HRM function focuses on the people side of management. It consists of practices that help the organisation to deal effectively with its people during the various phases of the employment cycle, including pre-hire, staffing and post-hire.

According to Townes et al. (2022), the primary functions of HRM are to deal with staff-related issues like hiring, compensation, performance, safety, wellness, benefits, motivation and training. Humans in the organisation are a resource that works as essential fuel for any organisation; employees are managed like any other resource. Arulrajah et al. (2015) also talk about 12 functions of HRM such as job design, job analysis, human resource planning, recruitment, selection, induction, performance evaluation, training and development, reward management, discipline management, health and safety management and employee relations. In a nutshell, the literature review of empirical articles considers HRM to be a bundle or system of practices that shape the employment relationships in and around organisations.

A bundle or system of human resource practices draws on notions of high commitment HR systems, high-performance work systems and high involvement work systems existing of coherent and consistent sets of practices like selective recruitment and selection, socialisation, training and development, performance appraisal and pay, employee autonomy, teamwork and job design (Boxall and Macky, 2016; Luu, 2018). We infer from the various perspectives that, HRM entails all processes leading to the attraction of the requisite human resources to an organisation and guiding the growth and ambitions of these persons through various known and established systems till they retire.

Apart from the above, which focuses on HRM practices, there have been significant studies in the field of HRM education in the past decade (see Chen et al., 2018; Zhang et al., 2018). HRM education entails all processes that leads to equipping students and practitioners with the skills, knowledge and attitudes needed to understand the concepts of HRM and their applications in the workspace. Chen et al’s (2018) reports that HRM education had a significant positive effect on students’ attitudes towards HRM, and this effect was stronger for students who had taken more HRM courses. There are several reasons why HRM education is important. First, it helps HR professionals develop the skills and knowledge needed to be effective in their roles. This includes understanding how to attract and retain top talent, how to manage and develop employee performance and how to create and maintain a positive work environment. Second, HRM education can help organisations improve their HR practices. By training their HR staff in the latest research and best practices, organisations can ensure that their HR policies and procedures are up to date and aligned with their business goals. In conclusion, Human Resources Management education can be effective in preparing students for careers in HRM and can also shape their attitudes towards HRM practices. It is important to continue to study and improve HRM education to afford students the skills and knowledge needed to succeed in their careers.

Currently, the popular teaching method in HRM, like other fields in most African universities, is the lecture method (Kulaiets, 2016). A general critique of this method of training is that it is inefficient as it seems to lack cultural and contextual focus, thus impeding students’ understanding of concepts. Rahman (2020) reports that a key challenge with the lecture method is that it is wasteful. As a result of the lack of possibilities for students to engage in the learning process, the lecture teaching method is connected with inefficiency (Rahman, 2020), Roehl et al. (2013) also accentuate that the lecture approach is not as effective in higher education, and educators must realise why this approach is not the most effective. Los Santos et al. (2016) explain that the lecture approach is deficient in capturing students’ attention, excludes a majority of 21st-century students, adds nothing to creating an engaging and supportive learning community in the classroom and diminishes student engagement in the American class.
3. Methods

3.1 Research design
This study adopted a quantitative approach. This approach is appropriate since the researcher aims to examine the differences in the adoption of CTCA and lecture methods in teaching HRM. A quasi-experimental design was adopted. This design is important because the researcher seeks to establish whether the CTCA can positively affect students’ understanding and achievement. A quasi-experimental design was employed since, as a rule for quasi-experiment studies, the researcher is unable to assign participants to groups randomly (whole existing groups are used) (Awaah et al., 2023). This ensured that the study’s conditions were similar to real-life conditions, enhancing the study’s practicality and increasing its external validity (Awaah et al., 2023). This design allows for a pre-test and post-test nonequivalent group design and a subsequent follow-up (Bärnighausen et al., 2017).

3.2 Population
The study’s population comprised all undergraduate students studying HRM.

3.3 Sampling and sampling technique
The study sample comprised 245 students studying HRM in a Ghanaian public university. The names of the students and the university were withheld for anonymity. The quasi-experimental method entailed selecting groups on whom the variable would be examined without using a random pre-selection technique (Awaah et al., 2021). Thus, two intact class groups, one regular and one evening, were purposively selected from the public university as the study’s sample. The classes from which the groups were drawn were chosen on their similarity in terms of the course taught, lecture delivered by the same lecturer, formal class tests and reports and students from similar sociocultural and economic backgrounds. The classes were assigned the experimental and control labels randomly. The two distinct groups (Regular and Evening) consisted of two level 400 (undergraduate final year) classes taught by the same lecturer. The lecturer had been trained in the use of the CTCA. The experimental group (regular) comprised 115 students, whilst the control group (evening) comprised 130 students. In all, 245 students were sampled.

3.4 Procedure for teaching
The following treatment techniques were applied to the experimental and control groups.

3.4.1 How the CTCA method was administered. For CTCA, the students were taught by the researcher (lecturer), who was trained in teaching using the CTCA.

Step 1: Students were encouraged to research Introduction to HRM by watching relevant YouTube videos and other related platforms, as well as speaking with friends, relatives, elders and family about cultural practices and views related to the issue.

Step 2: The students were formed into groups of eight with a mix of talents, ages and genders, with each group selecting a leader. Members of each group were given 10 min to debate and share their findings on HRM Regulatory Mechanisms and cultural practices with their peers.

Step 3: The teacher asked each group’s leader to present and explain their indigenous/cultural knowledge outcomes in HRM Regulatory Mechanisms when the lecture began.

Step 4: Based on relevant indigenous knowledge, the teacher built on the lecture. He also clarified some of the students’ misinterpretations of traditional knowledge. The teacher further broadened the students’ understanding by connecting contextual examples from the class, school and local region to HRM Regulatory Mechanisms.
3.4.2 How the lecture method was administered in the class. The lecture teaching approach was utilised to lecture Level 400 students in the control group utilising the following process. The same lecturer also taught the control group.

Step 1: The lecturer explained the history of HRM to the students.
Step 2: The lecturer explained the strategic importance of Human Resources to the students.
Step 3: The lecturer further explained the stakeholder approach to HRM.
Step 4: The lecturer discussed Current issues in HRM.
Step 5: The lecturer summarised the discussion by emphasising the key points.

The lecture further in a subsequent lecture embarked on the ensuing.

Step 1: the lecturer introduced the topic Introduction to HRM to the students.
Step 2: The lecturer defined HRM from the perspective of various authors
Step 3: The lecturer went ahead to explain the definitions drawing from different examples
Step 4: The lecturer made room for questions from the students
Step 5: The lecturer responded to the questions and clarifies misconceptions
Step 6: The lecturer continued with same process on other subheads of the topic Introduction to HRM
Step 7: The lecture ended with an assignment to the students.

3.5 Instrumentation and data collection
The researchers designed the HRM achievement test (HRMAT) as an instrument to collect the data. It is a teacher-made multiple-choice question designed for administration to the students in both groups. The HRMAT contained 40 multiple-choice questions, with options labelled from A – D. Students were required to choose the answers that best described the questions. The questions were benchmarked from the question bank of one of the researchers, who had lectured students in HRM for over ten years.

Face and content validity of the HRMAT was conducted by a team of 13 experts in HRM education. A pilot version of the HRMAT had 65 questions and was subjected to a difficulty index test, which eliminated the easiest and most difficult questions. Only 40 questions fell between the researchers’ allowed range of 0.3 and 0.7. The final version of the HRMAT was also subjected to a split-half reliability test that yielded a correlation score of 0.71.

Upon endorsement of validity, the test was administered to students. The two groups were taught and took the HRMAT separately to avoid interaction amongst them.

3.6 Data analysis
The data from the HRMAT were analysed with SPSS 23. Descriptive Statistics and Analysis of Covariance (ANCOVA) were used to address the study’s objective. Descriptive statistics were used to ascertain the students’ performance on the HRMAT, and the ANCOVA was used to test for statistically significant differences between the CTCA and the lecture method.
The ANCOVA controls for students’ initial knowledge levels using their pre-test scores as a covariate. Various statistical tests were conducted in line with the various assumptions needed. These tests were homogeneity of variance and tests of normality. The results of these analyses are presented in the results and discussion section.

4. Results and discussion

Figure 1 shows that 115 students were in the control class whilst 130 students were in the experimental class.

Descriptive analysis was carried out to report the means of the pre-test and post-test achievement of students taught with the CTCA and lecture method (Figure 2). Thus, a chart showing the mean gain score of students in the experimental and control groups is presented in Figure 2. It can be observed from Figure 2 that before students were taught using the CTCA and the lecture method, the students in the control group (lecture method) performed better than students in the experimental group as the mean of students score in the control group was 7.2 whilst the mean scores of students in the experimental group were 7.1. In addition, Figure 2 shows that students taught using the CTCA perform better than those taught using the lecture method, as CTCA had a mean of 26.3, whilst the lecture method scored 17.5.

Afterwards, ANCOVA was conducted using the post-test achievement with the pre-test achievement as a covariate. However, the assumption of the homogeneity of variance was first tested. Table 1 reveals that Levene’s test was not significant at a 0.05 significant level. This implies that the assumption of the homogeneity of variance was met. The ANCOVA result is presented in Table 2.

The ANCOVA result shows a statistically significant difference in HR achievement of students taught using CTCA and lecture method \( F (1, 242) = 1940.68; p = 0.000 \). Since a significant difference in achievement exists between the experimental and control groups, the null hypothesis, which states that there is no statistically significant difference in the achievements in HR between students taught using the CTCA and those taught using the lecture method, is rejected.

The mean analysis and ANCOVA results are skewed, favouring the CTCA as an effective teaching method over the lecture method. The ANCOVA result shows a statistically significant difference in HRM achievement of students taught using CTCA and lecture method. This finding supports the theories of Ausubel, Vygotsky and Piaget, whilst

![Figure 1. Class representations of teaching methods](image)

Source(s): Authors’ computation (2023)
philosophically, it finds consistency with the ethno-philosophy, techno-philosophy and contextualism. Contextualism requires that learning should take place within specific contexts (environments), so teaching should be done based on such environments, as affirmed by the current result.

Empirically, the findings of this study are consistent with Awaah et al. (2021), Oladejo et al. (2022), Onowugbeda et al. (2022), Agbanimu et al. (2022) and Awaah (2023). For instance, Oladejo et al. (2022), in their study of nuclear chemistry, found a statistically significant mean difference between the groups, indicating that CTCA improved students’ performance in nuclear chemistry. Their findings expose the weakness of the lecture method. Jungst et al. (2003) also reported on the disadvantage of the lecture method, positing that many educators
believe that the procedure is ineffective. Further, Onowugbeda et al. (2022), in a study of variation and evolution in biology, found that the 76 students in the experimental group taught variation and evolution using CTCA performed significantly better than their control group counterparts. Awaah et al. (2021) compared the lecture method and the CTCA in the study of public administration and found a statistically significant difference in the achievement of the experimental and control groups. The significance was in favour of the experimental group, meaning the CTCA is better than the lecture model, a finding similar to that of Agbanimu et al. (2022) in the study of ICT education. Finally, Awaah (2023), in the study of the Ghanaian entrepreneurship curriculum, found that the experimental group significantly outperformed the control group. The results further establish the efficacy of CTCA in improving undergraduate students’ performance in difficult concepts in entrepreneurship education. These findings underscore the weaknesses of the lecture method, as revealed in this paper.

5. Conclusion and implications
This study investigated whether there is a statistically significant difference in the achievement of HRM students taught using the CTCA and those taught using the lecture method. A comparison between the lecture method and the CTCA using ANCOVA showed significant results, demonstrating a significant difference between the lecture method and the CTCA. The experimental group’s mean score was higher, showing that the CTCA is a better model for improving students’ comprehension of the HRM course in Ghanaian higher education.

The implication of this paper for practice and society is that the CTCA should be adopted on an experimental basis for teaching in Ghanaian universities as it is established that the CTCA is the most effective teaching and learning method in HRM education. This can be facilitated by the Ghana Tertiary Education Commission (GTEC) and other professional organisations by organising workshops, seminars and conferences for lecturers on using the CTCA to teach HRM in Ghanaian universities. Further, the results imply that the HRM curriculum should take a much more explicit account of the cultural context of the society which provides its setting and whose needs it exists to serve. Additionally, teachers (practitioners) will need to understand the HRM course from a cultural perspective to guide students in understanding key concepts. There must also be technological support in the form of the provision of electronic devices and software that will aid students’ understanding of the concepts in the HRM course. Therefore, teachers, parents and educational institutions should encourage the use of technology to support students’ understanding of the course. Lastly, the context within which HRM education is taught is critical. The school setting within which the course is taught, and the related examples adopted to explain concepts have implications for students’ understanding of the course.

This paper bridges the gap between theory and practice. Whilst the CTCA as a theory has been explained, its applicability in the classroom has been outlined chronologically (step by step). This ensures its testing in other jurisdictions and subjects. This implies that apart from adding to the literature on HRM education, this study is elaborative enough to ensure its outcomes are put into practice in teaching other courses. Consequently, this paper may influence public policy within the Ghanaian educational sector as one that can be adopted as a teaching method to enhance students’ understanding of HRM education and other subject areas.

6. Practical implications for practice
For educators of HRM, the application of this in real life is hinged on cultural knowledge, efficient use of technology and contextual adaptation of the syllabus by students and
teachers to achieve the goal of the curriculum. Practitioners are encouraged to inspire students to understand cultural elements of the curriculum from the perspective of the family, elderly, chiefs and related cultural sources of information pertaining to the part of the curriculum to be taught to achieve the required results. The teacher should also have a contextual understanding of the culture of the environment in which they teach and should be able to connect such cultures to aspects of the HRM curriculum that is to be taught.

There is also the need to ensure each learner and, by extension, the teacher is abreast with the use of technology and also has access to the appropriate technologies required per the CTCA literature. Specifically, both students and teachers will require Internet-support devices such as computers, smartphones and other related internet-support equipment. An efficient and stable Internet supported by a non-disruptive power supply is necessary for the effective use of technology as a pillar of this model/theory.

Finally, whilst the CTCA professes culture, culture is wide and varied, and it is the dictates of the contextual component of the CTCA that all teachers ensure the teaching is modelled on the environment of the students to gain maximum understanding of the concepts. To achieve this, teachers should draw from specific cultural examples related to the environment of the university where the HRM topic is taught.

7. Limitations and recommendations for future research or practical applications
Despite the useful findings of this paper, there are still some gaps regarding obstacles in the study of HRM relative to CTCA that might benefit from additional research. An in-depth exploration of the use of the CTCA in the study of HRM using larger sample sizes should be conducted to establish its efficacy with large student participants. This should include a private university to enhance the generalisability of the study. Further, future researchers should consider investigating if other student, school, parental and governmental factors can moderate the influence of the CTCA on students’ understanding of HRM.

References


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