

**HUMAN RESOURCE MANAGEMENT PRACTICES AND PERFORMANCE OF  
TEACHERS IN SELECTED PRIVATE SECONDARY SCHOOLS IN MBALE CITY**

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**UGANDA CHRISTIAN  
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## DECLARATION

I, OBINA ROBINSON do hereby declare that this work is my own original effort. No one at any level of academic research has ever produced and submitted it to any university or academic institution for any award.

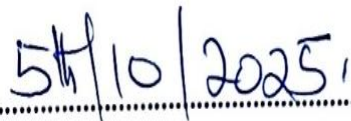
Signature : .....

A handwritten signature in blue ink, appearing to read 'Obina Robinson', is written over a dotted line. Above the signature, there are two small upward-pointing arrows.

OBINA ROBINSON

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Date : .....

A handwritten date '5th/10/2025' is written in blue ink over a dotted line.

## APPROVAL

This is to certify that this piece of research work underwent thorough rigorous professional checks and necessary corrections were made. This made it worthy of gaining the approval of the research supervisor for the continuation of further

Research work to be conducted for final approval paving way for the award of degree of master of Educational Administration and planning of Uganda Christian University (U.C.U).

### Supervisor

Dr. OKURUT DAVID

Signature.....

Date: 20/8/2025

## DEDICATION

This research report is dedicated to my dear wife Akongo Rhoda, thank you for your moral support and inspiration which enabled me to concentrate on this work. You indeed proved to me that you are a great counselor. You gave me peace of mind which elevated in me the potentials for completing this work.

To my beloved children: Ogwang Arnold Owilli, Aketch Sharon Owilli, Akullo Tracy Owilli & Okot Ronald Owilli, you are the reason for me to live and work hard. Thank you very much.

And finally I dedicate this piece of work to my dear parents: Mr. Ogira Micheal & Mrs. Matilde Akengo Ogira for their blessings and support.

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## LIST OF ABBREVIATIONS AND ACRONYMS

BOG	Board of Governors
COVID 19	CORONA VIRUS DISEASES 2019
D.O.S	Director of Studies
D.V	Dependent Variable
HOD	Heads of Departments
HR	Human Resources
HRIS	Human Resource Information Systems
HRM	Human Resource Management
HRMP	Human Resource Management practices
I.V	Independent Variable
ILRI	International Livestock Research Institute
KSaA	Knowledge, Skills and Abilities
MOES	Ministry of Education and Sports
NCDC	National Curriculum Development Center
NGOs	Non-Governmental Organizations
OECD	Organization for Economic Development
RBT	Resource Based Theory
SESEMAT	Secondary Science and Mathematics Teachers
SPSS	Statistical Package for Social Sciences
UNEB	Uganda National Examinations Board
UNESCO	United Nations Educational Scientific and Cultural Organization
USE	Universal Secondary Education

## ABSTRACT

Teacher performance is central to educational quality, yet many private secondary schools in Uganda, particularly in Mbale City, face persistent challenges such as low motivation, inadequate compensation, and poor instructional delivery. This study examined the influence of Human Resource Management practices—specifically recruitment, training practices and compensation/reward systems—on teacher performance in selected private secondary schools in Mbale City. A cross-sectional survey design was employed. Data were collected from 120 respondents across 20 licensed private secondary schools using questionnaires and interview guides. Purposive and simple random sampling techniques were employed. Purposive sampling targeted Head teachers and Director of studies, while simple random sampling selected departmental heads and classroom teachers. Quantitative data were analyzed using SPSS version 20, employing descriptive statistics and linear regression analysis, with significance set at  $p < 0.05$ . Qualitative data from interviews were thematically analyzed to capture deeper insights. Findings revealed that merit-based recruitment significantly enhanced teacher competence and engagement ( $\beta = 0.638$ ,  $p < 0.01$ ). Training had the strongest positive influence on teacher performance ( $\beta = 0.723$ ,  $p < 0.01$ ), underscoring its role in professional growth. However, reward systems were found to be inadequate ( $\beta = 0.298$ ,  $p < 0.05$ ), which undermined staff morale and retention. From the qualitative data, teachers perceived favoritism and exclusion from decision-making as key de-motivators, while school administrators cited limited resources and policy gaps in HRM implementation.

**Conclusion:** robust HRM practices—merit-based recruitment, continuous training aligned to institutional goals, and fair, performance-linked reward systems—are essential for improving teacher motivation, retention, and performance. It recommended that private secondary schools and education policymakers in Mbale City should strengthen HRM frameworks to promote sustainable and quality education. **Keywords:** Human Resource Management, Teacher Performance, Recruitment, Training, Reward Systems, Private Secondary Schools.

## CHAPTER ONE

### INTRODUCTION

#### 1.0 Introduction

Globally, the performance of secondary school teachers is a major determinant of educational quality and student achievement. However, challenges such as low remuneration, weak motivation systems, and high turnover rates persist. In Organization for Economic Co-operation and Development (OECD) countries, teachers earn about 22% less than professionals with similar qualifications, contributing to recruitment and retention difficulties (OECD, 2018). In Sub-Saharan Africa, high pupil-teacher ratios and low qualification levels affect teacher output, with only 65% of secondary school teachers meeting the minimum qualification requirements by 2019 (UNESCO, 2023). In Uganda, these issues mirror the global trend. A study in Mbale City found that human resource management practices—including recruitment, appraisal, training, and job security—account for up to 47.9% of the variance in teacher commitment (Mugoya et al., 2024). Yet, limited in-service training, poor motivation, and inadequate human resource support continue to hinder teacher effectiveness in the region (Hassan & Masifa, 2023; Ibrahim, 2015).

The performance of secondary school teachers carries significant public importance, as it directly influences educational outcomes and national development. Quality teaching fosters critical thinking, raises academic achievement, and builds a skilled workforce. On the contrary, poor teacher performance contributes to low student outcomes, high dropout rates, and limited social mobility. In Uganda, only 32% of secondary school students in public schools demonstrate proficiency in literacy and numeracy, a situation linked to low teacher morale and absenteeism (Uwezo Uganda, 2021). This disproportionately affects marginalized learners, particularly girls and those in low-income urban areas like Mbale City, thus exacerbating educational inequalities and weakening the country's human capital formation (MoES, 2022; UNESCO, 2023).

In response to these challenges, global and regional frameworks have underscored the importance of teacher support and human resource systems. The United Nations Sustainable Development Goal 4 aims to ensure inclusive and equitable quality education by promoting the availability of qualified teachers through better recruitment, motivation, and retention (UN, 2015). The African Union’s Continental Education Strategy (2016-2025) emphasizes professional development and teacher welfare as cornerstones of improved performance. Uganda’s Education Sector Strategic Plan (2021-2025) similarly outlines the enhancement of teacher competence and well-being through strengthened HRM systems (MoES, 2021). However, implementation gaps remain, particularly in urbanizing regions such as Mbale City where overcrowding, understaffing, and weak HR structures persist (UNESCO, 2022; NAPE, 2023).

Scholarly literature underscores the relationship between HRM practices and teacher performance. HRM dimensions such as performance-based appraisals, job security, training, and compensation have been positively associated with job satisfaction, reduced absenteeism, and improved teaching quality (Nguyen et al., 2021; Kwarteng & Akyeampong, 2020). In Uganda, studies show that schools with structured HR practices report better teacher engagement and student outcomes (Kabunga, 2022). Yet, much of the literature focuses on either public or private schools at a national level, with little contextual focus on urban municipalities like Mbale City. Moreover, gaps persist regarding the combined effects of multiple HRM practices—rather than isolated practices—on teacher performance in secondary education settings.

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Despite efforts and existing literature, several gaps remain. First, there is limited empirical data on how HRM practices operate collectively to influence teacher performance in secondary schools within urban municipalities. Second, most previous studies have examined rural or national-level trends, leaving urban centers like Mbale City underexplored. Third, the few studies that exist do not sufficiently examine the interrelationship between teacher motivation, professional

development, and institutional HRM strategies. This study thus seeks to address these gaps by investigating how human resource management practices affect teachers' performance in selected private secondary schools in Mbale City.

## **1.1 Back ground of the study**

### **1.1.1 Historical back ground**

Effective Human Resource Management (HRM) practices—such as merit-based recruitment, targeted training and development, fair compensation, and employee engagement—have been consistently recognized as critical drivers of employee performance, motivation, and organizational productivity worldwide (Huselid, 2022; Boxall & Purcell, 2023).

In Uganda, recent studies have echoed these findings in the education sector. For example, a 2023 study by Nabasiye et al. on teacher motivation in secondary schools in Eastern Uganda identified transparent recruitment and regular professional development as significant predictors of teacher commitment and performance. Their analysis showed that schools implementing structured HRM practices had a 35% higher retention rate compared to schools without such systems (Nabasiye et al., 2023).

Furthermore, UNESCO's 2022 report on Education in Uganda highlighted persistent challenges such as inadequate in-service teacher training and uneven compensation, which adversely affect teaching quality and learner outcomes, particularly in rural and underserved districts (UNESCO, 2022). The report stressed the need for strengthening HRM systems to address these gaps.

Similarly, a World Bank (2023) education sector review for Uganda underscored the relationship between teacher performance and HRM factors like career progression, performance appraisals, and incentive structures. The review documented that performance-based rewards and systematic training improved teacher effectiveness by approximately 18% in pilot districts.

Studies in East African contexts, such as Kenya and Tanzania, also emphasize the critical role of HRM in education quality. For instance, Mwangi and Wambua (2022) demonstrated that merit-based recruitment and ongoing professional development significantly influence teacher motivation and student performance in Kenyan secondary schools.

In addition, global research indicates that compensation alone is insufficient; perceptions of fairness and recognition, coupled with opportunities for growth, are essential for sustaining teacher motivation and reducing attrition (OECD, 2023).

These findings collectively affirm that robust HRM practices encompassing transparent recruitment, continuous professional development, and fair, transparent compensation are essential pillars for improving teacher commitment, retention, and performance in Uganda's secondary education sector.

### **1.1.2 Theoretical back ground**

This study is anchored on two key theories: the **Functional Theory of Labor Welfare** and the **Goal Setting Theory**. Both provide distinct but complementary perspectives on how Human Resource Management (HRM) practices influence teacher performance.

#### **1.1.2.1 The functional theory of labor welfare (Mishra and Bhagat, 2007).**

The Functional Theory of Labor Welfare, originally articulated by Mishra and Bhagat (2007), posits that the well-being of employees is essential for organizational success. The theory emphasizes that employers' responsibility to provide comprehensive welfare programs—including safe working conditions, fair compensation, job security, and opportunities for personal and professional development—directly enhances employee commitment, satisfaction, and productivity. Recent research continues to affirm the central role of labor welfare in shaping employee performance and organizational outcomes. For example, Singh and Kumar (2019) highlight that welfare initiatives improve psychological well-being, which correlates strongly with workplace motivation.

In the context of Human Resource Management (HRM), this theory translates into several key practices that directly impact teacher performance in schools and staff performance in organizations. Providing training and continuous professional development opportunities empowers employees, fostering a sense of value and belonging that enhances job satisfaction and performance (Komba & Nkumbi, 2020; UNESCO, 2022). Competitive and equitable compensation packages motivate employees by reducing turnover and absenteeism, thus sustaining workforce stability and effectiveness (Armstrong & Taylor, 2020; Nabasirye et al., 2023). Furthermore, regular performance appraisals that provide constructive feedback contribute to psychological welfare and support performance improvements (World Bank, 2023). Policies ensuring job security and promoting work-life balance also play a critical role in maintaining employee focus and reducing burnout (ILO, 2021; Mwangi & Wambua, 2022).

Empirical studies in East Africa substantiate the theory's relevance to education. In Uganda, Nabasirye et al. (2023) found that schools adopting welfare-centered HRM practices recorded a 35% increase in teacher retention alongside notable improvements in instructional quality. Likewise, Komba and Nkumbi (2020) demonstrated that enhanced teacher welfare positively influenced job satisfaction and classroom effectiveness in Tanzanian schools. These findings underscore that prioritizing labor welfare through HRM practices creates conditions conducive to optimal teacher performance.

#### **1.1.2.2. Goal Setting Theory**

Goal Setting Theory, originally formulated by Locke and Latham (1990) and refined in recent decades, centers on the premise that specific, clear, and challenging goals enhance employee motivation and improve job performance (Locke et al., 2019). This theory emphasizes that employees perform better when they understand what is expected of them, have measurable targets, and receive feedback on progress. In Human Resource Management (HRM), this translates into practices such as

performance appraisals and training programs that explicitly define and communicate goals to employees (Seijts & Latham, 2021).

In educational settings, clear goal setting aligns with teacher efforts with school objectives, fostering improved teaching quality and learner outcomes (Nabasiye et al., 2023). For example, when teachers receive well-defined instructional goals and participate in goal-oriented professional development, they are more focused and motivated to enhance their competencies and classroom effectiveness (Mwangi & Wambua, 2022). Goal Setting Theory also supports the design of appraisal systems that clarify expectations and provide constructive feedback, enabling teachers to self-regulate and improve their performance over time (Locke et al., 2019; Seijts & Latham, 2021).

Recent studies in East Africa affirm that integrating Goal Setting Theory into HRM frameworks improves teacher commitment and accountability. In Uganda, Nabasiye et al. (2023) found that schools implementing goal-based performance management saw significant gains in teacher engagement and retention. Similarly, Mwangi and Wambua (2022) reported that Kenyan secondary schools using goal-setting aligned appraisals experienced higher teacher motivation and instructional consistency. Thus, Goal Setting Theory provides a valuable foundation for structuring HRM practices that enhance clarity, direction, and motivation, ultimately supporting better teacher performance.

### **1.1.3 Conceptual back ground**

The concept of performance is multifaceted and varies depending on the perspective adopted. Performance can encompass efficiency, effectiveness, outcomes, and the value generated relative to resources invested (Aguinis, 2019; Pulakos et al., 2023). Contemporary scholars emphasize that performance integrates both behaviors and results, reflecting not only what employees accomplish but also how they execute their tasks (Feng, 2010; Aguinis, 2019). Specifically, Feng (2010) categorizes performance into three dimensions: result-oriented performance (achievement of targets), conduct-oriented performance (behaviors and processes), and a

combination of both, recognizing that sustainable organizational success requires attention to both outputs and the manner of work execution.

In the education context, teacher performance is critical to achieving school objectives and improving learner outcomes. It involves various activities including lesson preparation (such as schemes of work and lesson plans), effective classroom instruction, ongoing student assessment and evaluation, punctual submission of assignments, active participation in staff meetings, involvement in co-curricular activities, classroom discipline management, and provision of guidance and counseling (Mutisya et al., 2021; Njeru & Orodho, 2020). Such comprehensive performance ensures alignment with institutional goals and fosters holistic student development.

Human Resource Management Practices (HRM) play a pivotal role in influencing employee, including teacher, performance. Minbaeva (2021) defines HRM practices as coherent sets of policies and actions designed to attract, develop, motivate, and retain employees who contribute effectively to organizational goals. These practices encompass areas such as strategic human resource planning, merit-based recruitment and selection, targeted training and development, systematic performance appraisal, and fair compensation and rewards (Kaufman, 2023; Ren et al., 2022).

The integration and effective implementation of HRM practices are shown to directly impact employee competencies, job satisfaction, and commitment, which in turn enhance individual and organizational performance (Nguyen & Bryant, 2022). For instance, recruitment and selection that emphasize merit ensure the alignment of employee skills with organizational needs, boosting performance outcomes (Moyo & Ojong, 2023). Training and development enhance teachers' pedagogical skills and adaptability to evolving educational demands, positively influencing instructional quality (UNESCO, 2022; Mwangi & Wambua, 2022). Performance appraisals provide structured feedback and opportunities for professional growth, fostering motivation and accountability (World Bank, 2023). Equitable compensation systems further reinforce employee engagement and retention (Armstrong & Taylor, 2020).

In sum, HRM practices form the backbone of a motivated, competent, and productive workforce. Their deliberate alignment with institutional goals is essential for optimizing teacher performance and, by extension, educational outcomes.

#### **1.1.4 Contextual back ground**

The quality and outcomes of primary and secondary education in Uganda have faced significant challenges, many of which are linked to teacher performance. A UNESCO (2023) report to the Ministry of Education and Sports highlights persistent issues such as teacher absenteeism, inadequate professional support, and low motivation as critical factors undermining educational quality in both government-aided and private schools. These challenges are particularly acute in regions like Eastern Uganda, where resource constraints and infrastructural deficits compound the problem.

Mbale City, the focus of this study, reflects these national trends. Teachers in this area are required to possess comprehensive knowledge, specialized pedagogical skills, and a positive professional attitude to meet the demands of the evolving curriculum (Nakamura & Muwonge, 2022; UNESCO, 2023). Teacher effectiveness directly influences learner outcomes, as demonstrated by Sirisha (2022), who asserts that the success or failure of schools hinges largely on the competence and dedication of their teaching staff.

District education reports for Mbale (Mbale District Education Office, 2024) reveal persistent challenges including teacher absenteeism, tardiness, low syllabus coverage, and poor lesson preparation. These deficiencies contribute directly to low academic performance and frequent class repetition among students, a problem echoed in other parts of Uganda (Namatovu et al., 2023; Ministry of Education and Sports, 2024). Repeating classes is often symptomatic of systemic issues tied to inadequate teacher performance, including insufficient instructional time and ineffective pedagogy (Muwanga-Zake & Kibirige, 2021).

Recent interventions by education authorities emphasize the importance of monitoring and accountability mechanisms to reduce absenteeism and improve teaching quality. Nkaada's (2023) evaluation of teacher attendance initiatives across

Uganda highlights that robust supervision by school leadership and district officials, coupled with supportive HRM practices, significantly improves attendance and syllabus completion rates. However, these measures require sustained commitment and resources to be effective in contexts like Mbale, where infrastructural and socio-economic barriers remain (World Bank, 2024).

Overall, the education sector in Mbale City mirrors wider national challenges, underscoring the critical need for strategic HRM practices to enhance teacher motivation, accountability, and professional development. Strengthening these areas promises to improve instructional delivery and learner achievement, contributing to Uganda's broader educational goals.

## **1.2 Statement of the problem**

Secondary school teachers play a vital role in shaping the quality of education, yet concerns about their job performance persist in Mbale City. Reports from the Mbale City Education Department (2023) reveal widespread dissatisfaction among school administrators, parents, and students over issues such as teacher absenteeism, poor time management, inadequate lesson preparation, and incomplete syllabus coverage. These inefficiencies are contributing to low academic achievement and declining educational standards, raising concerns about the effectiveness of existing human resource management (HRM) structures and support mechanisms (MoES, 2022).

Although teachers are expected to be punctual, well-prepared, and committed to effective instruction, the reality in many private secondary schools falls short. The Education Service Commission (2023) reported a 43% student-teacher gap in secondary schools, reflecting severe understaffing. National data from UNEB (2023) show that less than 20% of students obtained credit passes in Physics and Chemistry, while over 40% failed entirely—indicative of poor instructional quality. In Mbale City, challenges such as low teacher motivation, limited supervision, and inadequate professional development continue to undermine learner outcomes (Mbale City Education Department, 2023).

Underlying these performance issues are weak appraisal systems, insufficient incentives, limited staff development opportunities, and poor follow-up by school leaders and inspectors (ESC, 2023; MoES, 2022). If not addressed, these challenges may further erode learning outcomes, increase dropout rates, and undermine national education goals—ultimately impeding the region’s socio-economic development.

Despite initiatives like SESEMAT training, teaching material provision, and recruitment efforts, teacher performance issues remain. The Uganda Secondary Education Expansion Project (USEEP) was introduced to improve infrastructure and staffing in urban schools such as those in Mbale City, yet performance indicators remain unsatisfactory (World Bank, 2021). These persistent gaps suggest that previous interventions may have inadequately addressed the core HRM issues. This study, therefore, sought to examine the extent to which human resource management practices influence the performance of teachers in private secondary schools in Mbale City.

### **1.3 Purpose of the study**

The purpose of this study is to establish the effect of human resource management practices on performance of teachers in selected private secondary schools in Mbale city - Eastern Uganda.

### **1.4 The objectives of study**

#### **1.4.1 Specific objectives of study**

1. To examine the effect of recruitment practices on teachers’ performance in private secondary schools in Mbale city.
2. To examine the effect of training practices on teachers’ performance in private secondary schools in Mbale city.
3. To examine the effect of compensation/reward systems on teachers’ performance in private secondary schools in Mbale city.

## 1.5 Research Questions

1. What is the effect of recruitment practices on teachers' performance in private secondary schools in Mbale city?
2. What is the effect of training practices on teachers' performance in private secondary schools in Mbale city?
3. To what extent does compensation/reward system affect teachers' performance in private secondary schools in Mbale city?

## 1.6. Significance of the study

The findings of this study may be significant to several key stakeholders in the education sector such as:

1. **Secondary School Administrators and Managers:** The study will help administrators to acknowledge the importance of sound HRM practices—such as performance appraisal, job security, compensation, and recruitment—in improving teacher effectiveness, thereby enhancing institutional performance.
2. **District Education Officials:** The recommendations from the study may guide education authorities in developing and supporting school-level HRM policies that are aligned with national education goals.
3. **Education Policy Makers:** The insights from this study may reveal gaps in the current human resource management framework, informing the formulation and implementation of more effective teacher management policies to improve performance in secondary schools.
4. **School Governing Bodies:** Entities such as Boards of Governors, school management committees, and the Education Service Commission may use the study findings to prioritize the most impactful HRM practices to attract, retain, and motivate qualified teaching staff for sustainable school development.
5. **Teachers and Educational Staff:** The study will empower staff members to understand and embrace key HRM practices, enhancing their professional behavior, job satisfaction, and chances for recognition and reward.

6. **Researchers and Academics:** This study will contribute to the growing body of academic literature on HRM and teacher performance, serving as a foundation for future studies and policy discourse in Uganda and beyond.

### **1.7. Justification of the study**

This study was designed to explore the effect of Human Resource Management practices on the performance of teachers in private secondary schools in Mbale City, Eastern Uganda. The motivation for undertaking this study stemmed from the researcher's keen interest in promoting effective teacher performance and the provision of quality education across both public and private secondary schools in the region.

According to the National Planning Authority (2020), the quality of education in Uganda had experienced stagnation and decline, with concerns over inefficiencies in teacher management and deployment. Mbale City, a major urban center in Eastern Uganda, was not immune to these challenges. Despite efforts such as capacity building and infrastructure improvement, teacher performance issues persisted, particularly in classroom instruction, lesson planning, and learner assessment (Mugoya et al., 2024).

Although several scholars had conducted studies on various aspects of education in Uganda—such as Coudhury (2016) on HRM and staff satisfaction, Gwanyi (2017) on HRM practices and performance in the Education Service Commission, and Kigenyi (2017) on welfare and teacher performance in Bugisu—there remained a gap in context-specific studies focused on private secondary schools in Mbale City.

Furthermore, the Progress Local Government Report (2022) identified Mbale City as one of the districts facing significant challenges in teacher performance, linked to weak HRM systems. This study sought to bridge this gap by examining the interplay between HRM practices—such as recruitment, performance appraisal, and compensation—and the actual performance outcomes of teachers in private secondary schools in Mbale city.

Additionally, the researcher's decision to conduct the study in Mbale City was influenced by logistical and contextual familiarity. Residing and working within the study area ensured access to reliable data, enhanced engagement with respondents, and minimized financial constraints, thereby contributing to the feasibility and reliability of the research.

## **1.8 Scope of the study**

### **1.8.1 Geographical scope**

This study was carried out in private secondary schools in Mbale city located on the western flanks of Mount Elgon in Eastern Uganda. It is found between latitude (1.080556) and longitude (34.175000). Mbale city is comprised of two divisions namely; the Northern and Industrial divisions. It borders the Eastern Districts of Mbale, Sironko, Bukedea, Butaleja, Budaka and Pallisa. Mbale city was chosen because it is one of the Bugisu Districts that was mentioned in the District Local Government progress reports (2012-2022) for having serious challenges of poor teacher performance. Meaning teachers in this area are not performing their duties to the expected standards of the Ministry of Education and Sports.

### **1.8.2 Content scope**

The study was generally intended to investigate the effect of Human Resource Management practices on performance of teachers in private secondary schools in Mbale city. The study specifically investigated the effect of methods used in human resource planning, recruitment and selection of staff, training and development of staff, appraisal and compensation on teachers' performance. The Human Resource Management practices were measured in terms of Human Resource planning, Recruitment and selection, Training and Development, Staff appraisal and Compensation, Rewarding and Motivating staff, etc. while performance of teachers were measured in terms of the roles they play as educators such as teachers' punctuality and regular presence in school, attending to school functions, syllabus coverage, participation in co-curricular activities, actual classroom teaching, adequate lesson preparation, timely assessment of learners, providing guidance and

counseling to learners, beating deadlines for assignments, proper discipline management and keeping records of work covered. The researcher believed that these are some of the key roles played by teachers as educators.

### **1.8.3 Time scope**

The study took into consideration a period of ten years backward: that is between 2012 -2021 in which several reports of poor performance by teachers in secondary and Primary schools within Mbale District in particular and Bugisu region in general were reported by different organizations and researchers such as; UWEZO, 2010, 2011, the District Local Government Progress Reports, 2012, Nairuba, 2012 and Oonyu, 2016. Within this time adequate information is available to show that teachers were poorly performing their roles. This study was expected to take a period of five months starting from August 2023 to December 2023.

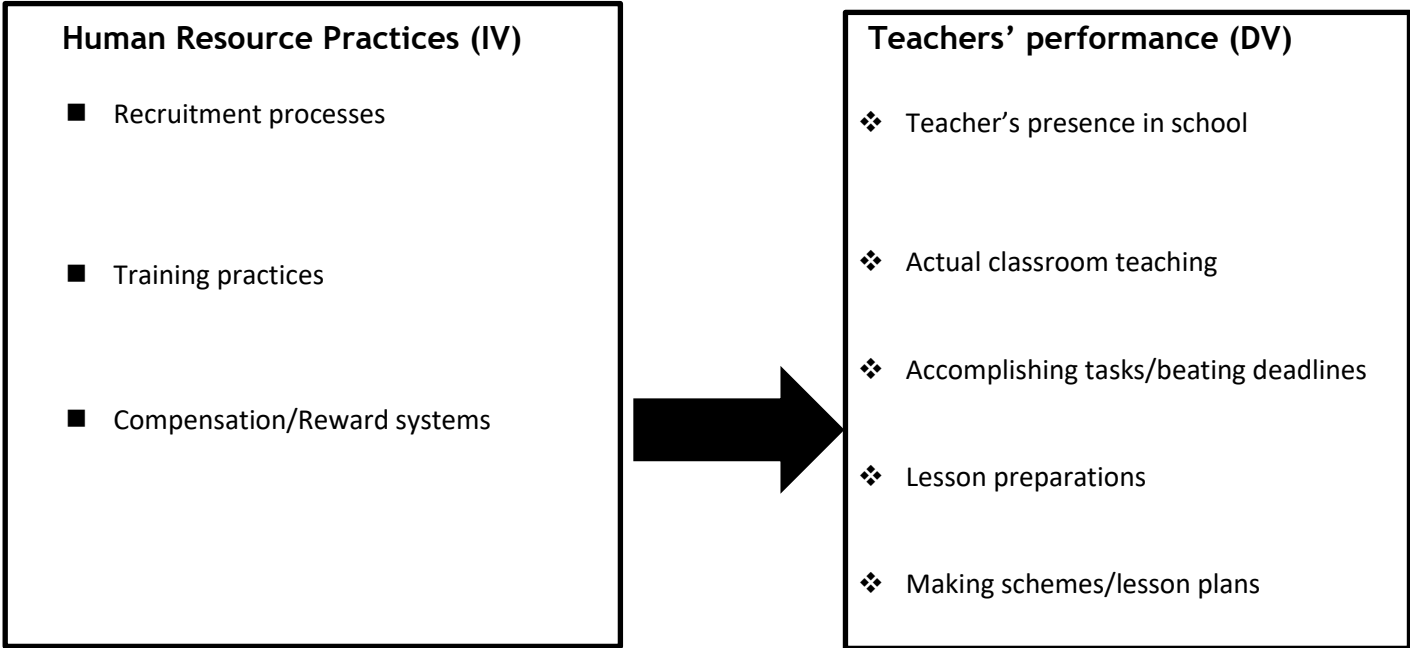
### **1.9 Conceptual framework**

The conceptual framework explains the relationship between the independent and dependent variables. In this study, the independent variable is Human Resource Management practices measured by Recruitment, Training, and Compensation/reward systems, etc. while the dependent variable is performance of teachers measured in terms of teachers' physical presence in school, lessons preparation, making schemes of work, making lesson plans, beating deadlines, accomplishing tasks, actual classroom teaching, responding to customers' needs, timely assessment of learners' work, regular attendance of staff meetings, participation in school functions, managing students' discipline, keeping records of work done and providing guidance and counseling to students among others.

Although the school governing boards are charged with the responsibility of monitoring activities of teachers in secondary schools, the findings by the Judicial Commission of Inquiry (JCI) into UPE and USE (2012) show that the level of education of the Board members being low compromises their ability to understand secondary school education matters and subsequently their competences to monitor the

performance of teachers in schools is questionable. For example, the findings show that up to 48% of the school governing board members had only Primary level education, 9% had Advanced level education, and 25% had Ordinary level education.

**Figure 1 Conceptual framework on Effect of human resource management practices and teachers' performance**



Source: Smyth (2004)

## 1.10 Operational definition of terms.

**Challenges:** These are things which are entangled with a sense of difficulty in the implementation of Human Resources Management practices.

**City:** This refers to an administrative unit with many divisions in terms of wards, town councils and municipality. In other words - primarily an urban political area

**Communication:** The concept of exchanging information between people or entities or the transfer of essential data from one person to another.

**Compensation management:** is the system of rewards which an employee receives in return for organization performance.

**Compensation:** This means direct cash payments, indirect payments in form of benefits and incentives in order to motivate workers

**Demographic characteristics:** Refers to an individual person's characteristic encoded for the purposes of statistical analysis.

**Head teacher:** This refers to a school manager or principal responsible for the day to day functioning of the school.

**Human Resource Management practices:** This means the actions taken by Human Resource Managers for the development, application, and evaluation of policies, problems, materials and progress relating to the employees in the organization e.g. man Human Resource planning, selection and Recruitment, etc.

**Human Resource Management:** This refers to the overall role of provision direction, guidance and management of growth, operation and maintenance of any human resource systems and programs in schools.

**Human resources:** This refers to all the employed members of staff according to this study.

**Infrastructure:** This means the basic facility or service needed for the functioning of an organization, institution or community.

**Measures:** This means the interventions or approaches which can be undertaken in order to address identified challenges.

**Performance:** How staff members fulfill duties of their role by completing assigned tasks.

**Physical resources administration:** This means the possession and management of things like land, buildings, processing plants, vehicles and computers by use of man and technology ability.

**Recruitment:** This means a process that seeks and obtains potential job applicants in sufficient numbers and quality to perform available work.

**Respondents:** This refers to people selected to provide responses on particular subjects under study

**School administrators:** In this study, this term means those who are involved in day to day administration of schools like Head teachers, students' leaders, etc.

**Schools:** Institutions which are committed to teaching and learning.

Secondary schools are a combination of schools with grades of between 9-10 and 11-12.

Selection means a process of selecting suitable applicants for appointments following the set criteria.

**Stakeholders:** These are persons holding legitimate interest in a given action, situation or enterprise.

**Teachers' performance:** in this study, teachers' performance refers to roles played by teachers in form of lesson preparation, participation in school functions, managing students' discipline, guidance and counseling, participation in staff meetings, actual classroom teaching, keeping records of work done among others.

**Training and development:** This refers to the process of learning as well as the application of knowledge by employees for better performance while development involves the process of acquiring knowledge, skills, right attitude and applying them for work.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.0. Introduction

Chapter two is mainly concerned with the review of related literature about Human Resource Management practices and performance of teachers. The literature is obtained from many sources like, textbooks and many other publications about human resource journals management practices. The literature for this study is being reviewed majorly on three elements of human resource management practices which are; recruitment, training and compensation/rewards. Also there is critical review of literature on performance of teachers measured by elements such as the physical presence of teachers in schools, timely preparation of lessons, making of schemes of work, lesson plans, accomplishing of tasks, beating of deadlines for assignments, timely assessment of learners, keeping records of work done, counseling and guidance of students, participating in co-curricular activities, regular attendance of staff meetings, responding to customers' needs, attending to learners' needs among others.

#### 2.1. Theoretical literature review

This literature review is underpinned by two key theories that directly relate Human Resource Management (HRM) practices to teacher performance in secondary schools: the Functional Theory of Labor Welfare and the Goal-Setting Theory. Both theories provide a foundational basis for understanding how HRM practices such as recruitment and selection, training and development, performance appraisal, and compensation influence the work outcomes of teachers.

## **2.2. The functional theory of labor welfare (Mishra and Bhagat, 2007).**

The Functional Theory of Labor Welfare, advanced by Mishra and Bhagat (2007), asserts that when employers invest in the well-being and development of their workforce, employees respond with increased commitment and productivity. In the educational context, this theory implies that HRM practices which prioritize teacher welfare—such as adequate compensation, professional development opportunities, job security, and safe work environments—will lead to improved teacher performance.

Research has validated this relationship. Mwangi and Waithaka (2020) found that teacher welfare programs significantly influence job performance in Kenyan secondary schools. They concluded that initiatives such as access to training, recognition, and better working conditions resulted in improved instructional delivery. Similarly, Opoku, Appiah, and Osei-Bonsu (2022) demonstrated that organizational support structures positively affect teacher commitment and performance in Ghanaian public schools. The findings reveal that welfare-driven HRM practices enhance motivation and reduce absenteeism, leading to better performance outcomes.

Furthermore, Nsubuga (2008) emphasized that teacher performance is essential in realizing school goals. He defined performance as the effective accomplishment of assigned tasks and adjustment of one's behavior to achieve desired outcomes. The functional theory aligns with this perspective by asserting that teachers who are well-supported are more likely to align their efforts with school objectives.

Hence, this theory is pertinent to this study as it illustrates how employer-led interventions—such as training and staff development, performance appraisal, and compensation—can significantly enhance teacher effectiveness in secondary schools.

## **2.3. Goal-Setting Theory**

Goal-Setting Theory, developed by Locke and Latham (1990), emphasizes the motivational power of specific, challenging, and achievable goals. It postulates that employees perform better when they understand what is expected of them and receive feedback on their performance. In the context of education, this theory provides a strong foundation for HRM practices like performance appraisal, target-setting, and individualized professional development plans.

Several studies support the relevance of this theory in education. Muparuri (2022) emphasized that performance appraisals based on clear goals and regular feedback significantly enhance teacher professional development. Similarly, Avcı (2015) argued that goal-setting mechanisms embedded in HRM strategies increase employee commitment and job performance by providing direction and motivation.

Lee and Earley (1992) conducted empirical research demonstrating that teachers who were engaged in goal-setting and received constructive feedback showed higher levels of teaching effectiveness. This reinforces the role of performance appraisal and feedback as integral HRM practices aligned with Goal-Setting Theory.

Moreover, Latham and Locke (2006) reaffirmed that goal-setting leads to improved performance in environments where feedback, employee involvement, and incentives are part of the HRM process. In the education sector, this translates into improved planning, instruction delivery, and assessment techniques among teachers.

Borg and Riding (1991) found that teachers who were actively involved in setting instructional goals and were aware of performance standards reported higher motivation levels and teaching efficacy. This suggests that goal alignment between institutional expectations and teacher objectives is central to effective HRM.

In this study, Goal-Setting Theory is relevant because it supports the idea that HRM practices which involve clear objective setting—such as goal-based performance appraisals, merit-based promotions, and targeted staff development—enhance teacher performance. The theory bridges the gap between institutional expectations and individual teacher effort.

## **2.4. Empirical Literature Review**

### **2.4.1 Human Resource Management practices and performance of teachers**

Human Resource Management (HRM) practices play a pivotal role in shaping organizational outcomes, especially within educational institutions. HRM refers to the strategic approach to the effective and efficient management of people in an organization, enabling their performance to contribute to the achievement of institutional goals (Bratton & Gold, 2022). In secondary schools, HRM practices are fundamental in influencing teacher effectiveness, motivation, and overall performance.

Recent literature identifies core HRM practices that are particularly influential in education: recruitment and selection, training and development, performance appraisal, and compensation management (Stone, Cox, & Gavin, 2021). These practices are closely linked to teacher satisfaction, commitment, and performance outcomes. For instance, a study by Kundu and Gahlawat (2022) demonstrated that strategic HRM practices significantly enhance job engagement and teaching outcomes in educational settings.

According to the findings of Rauf and Mahmood (2021), schools that implement coherent and integrated HRM strategies report higher levels of teacher motivation and instructional quality. These include supportive appraisal systems, targeted professional development, and recognition of achievement. Moreover, these HR practices promote organizational citizenship behaviors, reduce absenteeism, and increase teachers' commitment to pedagogical innovation.

Teacher performance is also strongly linked to the availability and quality of professional development programs. Evidence from Al-Qahtani and Al-Malki (2020) shows that when teachers are provided with continuous learning opportunities

tailored to current pedagogical demands, they exhibit increased instructional effectiveness, adaptability, and student-centered practices.

The implementation of performance management systems further enhances accountability and facilitates constructive feedback, both essential for performance improvement. As observed by Taştan et al. (2022), schools with clear and transparent appraisal criteria witness improvements in teacher morale and effectiveness. Importantly, these systems must be aligned with broader school goals and values to foster trust and engagement among teachers.

In the context of Sub-Saharan Africa, including Uganda, recent studies have identified challenges in the effective application of HRM practices in schools. For instance, Nakayiwa and Nkata (2021) found that inconsistent recruitment standards, lack of structured professional development, and inadequate appraisal mechanisms negatively affect teacher morale and performance in Ugandan private secondary schools.

Additionally, digital HRM tools, such as Human Resource Information Systems (HRIS), are gaining traction in education management. These platforms help schools manage employee records, monitor attendance, and evaluate performance metrics. According to Govaerts and Baert (2022), the integration of HRIS in schools supports data-driven HR decisions and streamlines administrative processes, which indirectly improves teacher efficiency and performance.

Furthermore, organizational culture and leadership play a significant role in enhancing the efficacy of HRM practices. Research by Van der Wal and De Boer (2023) suggests that participative leadership and a supportive work environment amplify the impact of HRM practices on teacher outcomes. Teachers perform better when they feel valued, included in decision-making, and provided with sufficient autonomy.

In conclusion, effective Human Resource Management practices are vital to enhancing teacher performance in secondary schools. Schools that adopt strategic, inclusive, and evidence-based HRM approaches—supported by modern technologies and professional leadership—are more likely to foster high-performing teaching staff and achieve better educational outcomes. For example school leaders who adopt Human Resource Management approaches such as:

#### **2.4.2. Recruitment practices and performance of teachers in secondary schools**

Recruitment is a fundamental human resource management (HRM) practice that significantly influences organizational performance, including that of educational institutions. Recruitment refers to the process of attracting qualified candidates for employment, while selection involves identifying and hiring the most suitable candidates from the applicant pool (Dessler, 2023).

According to Mondy and Martocchio (2022), effective recruitment practices ensure that schools attract individuals who are not only qualified but also motivated and aligned with the institution's goals. In the context of private secondary schools, these practices are especially critical given the competition for competent teachers and the high expectations from stakeholders.

Modern recruitment strategies include internal recruitment, external advertisements, online job portals, and the use of recruitment agencies. Online recruitment, in particular, has become increasingly prevalent with the integration of digital tools in HRM (Berman et al., 2022). Schools now use web-based platforms to post vacancies, accept applications, and even conduct initial screening interviews, enhancing efficiency and broadening the applicant pool.

Selection processes typically involve structured interviews, teaching demonstrations, background checks, and assessments to ensure that only competent and committed candidates are hired (Mathis et al., 2023). Human Resource Information Systems

(HRIS) are also widely used in managing the recruitment and selection process. HRIS platforms streamline the storage, retrieval, and analysis of employee data, allowing school administrators to make informed decisions (Snell et al., 2023).

A study by Jackson, Schuler, and Werner (2023) emphasized the link between strategic recruitment and improved teacher performance, noting that when teachers are selected based on merit and aligned with the institutional mission, their commitment, instructional quality, and student outcomes improve.

Moreover, research by UNESCO (2022) on teacher policy development highlights that recruitment and selection processes that are transparent, equitable, and based on professional standards contribute to higher teacher retention and job satisfaction. This is particularly relevant in the Ugandan context, where disparities in recruitment practices often affect the quality of education in private secondary schools.

Finally, online professional development is emerging as a complementary HRM practice. It not only aids in attracting tech-savvy educators but also supports continuous performance improvement through webinars, virtual workshops, and online training modules (OECD, 2023). This integration of recruitment with professional growth opportunities creates a comprehensive HRM approach that enhances teacher effectiveness and institutional performance.

#### **2.4.3. Training practices and performance of teachers in secondary schools**

Training is a deliberate, systematic process aimed at enhancing the knowledge, skills, and competencies of employees to meet organizational goals effectively (Armstrong, 2020). It encompasses planned learning interventions designed to modify behavior and improve job performance (Noe, Clarke & Klein, 2020). Staff development refers to ongoing professional growth activities that sustain and expand employees' capabilities throughout their careers (Guskey, 2021). This development ensures that educators remain updated with evolving pedagogical practices, curriculum changes, and technological advances critical for effective teaching (Darling-Hammond et al., 2020).

Recent studies emphasize that well-structured training and continuous staff development are foundational to enhancing teacher performance. Darling-Hammond et al. (2017) found that effective professional development improves teachers' instructional skills, classroom management, and student engagement, thereby positively influencing learner outcomes. Similarly, a meta-analysis by Yoon et al. (2022) established that teacher training programs, especially those sustained over time and aligned with curriculum standards, significantly improve student achievement.

In Sub-Saharan Africa, several studies highlight challenges in teacher training impacting performance. Hervie and Winful (2018) reported that inadequate in-service training, insufficient teaching resources, lack of incentives, and poor supervision contributed to low teacher effectiveness in Ghana's education service. This aligns with findings from Wandira, Onen, and Kimoga (2015) in Uganda, where despite initiatives like SESEMAT aimed at improving science and mathematics teaching, persistent teacher underperformance was linked to inadequate continuous training and support.

Contrasting perspectives exist on the direct impact of training on student performance. Peter (2012), studying mixed secondary schools in Kenya, suggested that training alone may not be sufficient to enhance student outcomes without complementary factors such as resource availability and motivation. This underlines the multidimensional nature of teacher effectiveness, where training is a critical but not solitary component.

Teachers' positive attitudes towards training and development have been shown to enhance teaching effectiveness, classroom management, and community relationships (Rahman et al., 2011). This is consistent with findings by Jimenez and Valle (2013), who stress that organizations investing in human capital through

continuous professional development experience improved employee capabilities and organizational performance.

Training also plays a vital role in fostering organizational commitment and productivity (Vlachos, 2009). The International Labour Organization (ILO, 2012) emphasizes the importance of “attitudinal” training that cultivates a quality-focused mindset and customer-oriented service ethos. For educational institutions, this translates into nurturing teacher dedication to student success and lifelong learning. Regarding training delivery, Lim and Ling (2012) discuss the advantages and disadvantages of internal versus external trainers. While external trainers may bring expertise and credibility, they are costlier, whereas internal trainers are economical but may lack instructional effectiveness if not well-prepared.

Empirical research in Kenya by Ombui, Kagiri, and Omoke (2014) established a positive correlation between training and employee performance, highlighting the importance of Human Resource Management practices in developing a competent workforce. Onuka (2012) similarly underscored the critical role of in-service training in boosting school effectiveness and performance by enhancing human capital.

Workshops and seminars are essential professional development mechanisms, providing up-to-date knowledge and skills (Muzaffar, Salamat & Ali, 2016). In Uganda’s Kabale Municipality, staff development programs have aimed to enhance teacher performance through government-supported initiatives like SESEMAT; however, teacher retention challenges persist, suggesting the need for comprehensive approaches beyond training alone (Khan & Mansoor, 2016; Awan & Asghar, 2017).

The conceptualization of teacher performance integrates lesson preparation, classroom teaching, learner assessment, extracurricular involvement, and time management (Katarasibwa et al., 2016; Ekatan et al., 2015). Staff development thus

targets improvement across these domains, contributing to educational quality and learner achievement (Obanya, 2015).

Recent technological advances have expanded the scope of training through Information and Communication Technology (ICT). Meyer, Murphy, and Shi (2018) highlight how e-learning platforms facilitate flexible, cost-effective staff training that enhances teacher efficiency, engagement, and data management. Such digital interventions are increasingly vital for scalable professional development, especially amid challenges like limited physical resources and geographic dispersion of schools.

In conclusion, contemporary research underscores the multifaceted benefits of continuous training and staff development in elevating teacher performance. For Ugandan private secondary schools, sustained investment in contextually relevant, technologically supported professional development remains critical to addressing ongoing educational challenges and improving service delivery outcomes.

#### **2.4.4. Compensation/rewards and teachers' performance in secondary schools**

Compensation constitutes a fundamental human resource management practice that encompasses both direct monetary payments and indirect benefits aimed at motivating employees towards higher productivity and organizational commitment (De Cieri, Dowling, & Taylor, 2021). It includes salaries, wages, bonuses, allowances, and non-monetary rewards, which collectively reinforce the employment relationship and help, align individual efforts with organizational objectives (Milkovich, Newman, & Gerhart, 2020).

In today's competitive labor markets, especially within service-oriented sectors such as education, strategic compensation management is critical to attracting, retaining, and motivating talent (Kuvaas & Buch, 2021). Organizations are increasingly focusing on designing compensation packages that not only offer competitive financial rewards but also address employees' holistic needs including health and well-being, job security, and work-life balance (Schmitt & Den Hartog, 2019). For example,

employer contributions to health insurance and wellness programs have become essential components of modern compensation systems that impact employee satisfaction and retention (De Gieter, Hofmans, & Pepermans, 2018).

Reward systems—encompassing tangible benefits such as bonuses, allowances, paid leave, and performance incentives—serve as key mechanisms to recognize employee contributions and stimulate continuous performance improvement (Gerhart & Fang, 2021). Such systems are designed to support organizational goals by linking rewards explicitly to measurable performance criteria, thus enhancing motivation through perceived fairness and transparency (Kim, Vandenberghe, & Han, 2020). Non-financial rewards, including career development opportunities, recognition programs, and supportive leadership, also play a critical role in reinforcing employee engagement and performance (Aguinis, Joo, & Gottfredson, 2019).

Empirical research consistently demonstrates a positive relationship between well-structured compensation and job performance. A recent meta-analysis by Kuvaas et al. (2020) found that performance-based pay systems significantly increase employee effort and organizational citizenship behaviors, particularly when employees perceive reward contingencies as fair and aligned with their contributions. This is supported by studies in education contexts where performance-contingent incentives were linked with improvements in teacher motivation and student outcomes (Lavy, 2019; Dolton et al., 2020).

However, compensation's motivational effect is complex and influenced by both financial and intrinsic factors. Odden and Picus (2019) highlight that while financial rewards are important, many teachers derive substantial motivation from non-monetary sources such as professional recognition, meaningful work, and opportunities for growth. This aligns with self-determination theory, which emphasizes autonomy, competence, and relatedness as key psychological needs driving motivation beyond monetary incentives (Deci & Ryan, 2017).

Further, reward systems that integrate both extrinsic and intrinsic motivators tend to yield more sustainable performance improvements than those relying solely on pay-for-performance models (Jiang et al., 2018). For instance, combining salary increases with structured recognition programs and professional development fosters a culture of engagement and continuous improvement (Bakker & Demerouti, 2018).

In summary, contemporary literature underscores that effective compensation and reward practices are multi-dimensional, balancing financial incentives with non-financial rewards to enhance job satisfaction, commitment, and performance. For the education sector, particularly in resource-constrained settings, adopting flexible and contextually appropriate reward strategies is vital for improving teacher motivation and retention (Nguyen et al., 2021).

#### **2.4.5. Teachers' performance in secondary schools.**

Teacher performance refers to the effectiveness with which teachers execute their professional roles to achieve learning outcomes and institutional goals. It encompasses not only academic instruction but also behavioral and administrative responsibilities. According to **Darling-Hammond et al. (2020)**, teacher performance is multifaceted and includes lesson planning, curriculum delivery, classroom management, assessment of learners, engagement in co-curricular activities, and student mentorship.

**Teacher performance is now increasingly viewed through a holistic lens, integrating both behavioral indicators** (such as punctuality, participation in staff meetings, and learner engagement) and **result-oriented measures** (such as learner achievement and progression) (OECD, 2021). This dual perspective allows for a broader understanding of what constitutes effective teaching, especially in contexts where learner needs are diverse.

Recent studies underscore the strong link between **Human Resource Management (HRM) practices** and teacher performance. For instance, **Ngoma and Dithan Ntale (2022)** found that schools with structured and transparent HRM systems report higher levels of teacher accountability and classroom effectiveness. Similarly, **Yusoff et al. (2019)** argue that investment in continuous professional development and performance-based incentives significantly enhance job satisfaction and instructional delivery.

In Uganda, **Kasozi and Nsubuga (2021)** reveal that teacher performance in private secondary schools is often hindered by inconsistent performance appraisal systems, limited access to training, and non-meritocratic promotion practices. These issues contribute to low morale, absenteeism, and eventual turnover.

In this study, teacher performance is conceptualized as the extent to which a teacher contributes to school goals through activities such as: timely preparation of schemes of work and lesson plans, effective classroom teaching, continuous learner assessment, prompt submission of assignments, participation in staff meetings, and support for co-curricular activities, learner discipline management, and guidance and counseling.

Furthermore, **UNESCO (2023)** emphasizes that the performance of teachers cannot be separated from the institutional environment in which they operate—factors such as workload, recognition, leadership support, and policy clarity all play significant roles in influencing performance outcomes.

#### **2.4.6. Summary of the Literature Review**

The reviewed literature underscores the critical role of Human Resource Management (HRM) practices in influencing teacher performance in educational institutions. Contemporary evidence consistently indicates that HRM practices such as merit-based recruitment and selection, continuous training and development, fair performance appraisals, and competitive reward systems significantly enhance

teacher effectiveness and institutional outcomes (Adedeji et al., 2022; Oduro & Asare, 2023).

Recent studies reveal that when recruitment is based on merit, schools tend to attract competent and motivated teachers, which translates into improved classroom delivery and learner outcomes (Kihoro & Wambua, 2022). Similarly, ongoing professional development opportunities enable teachers to adapt to changing curricula, integrate technology in pedagogy, and refine instructional strategies (UNESCO, 2023). However, the absence of structured in-service training, limited access to teaching resources, and weak supervision mechanisms continue to undermine teacher effectiveness, especially in resource-constrained settings (World Bank, 2022).

The literature also emphasizes that while training is vital, it must be complemented by motivational strategies such as equitable remuneration, recognition, and transparent promotion systems to retain high-performing staff (Akyeampong et al., 2023). In Uganda and other Sub-Saharan African contexts, studies have documented that favoritism in promotions, delayed salaries, and lack of teacher involvement in decision-making significantly lower morale and increase attrition rates (Nannyonjo & Bategeka, 2023).

Moreover, strong leadership and effective performance appraisal systems are essential to track teacher progress and offer targeted support. These systems should not only evaluate outcomes but also recognize efforts, professional growth, and innovation in teaching methods (Uwezo Uganda, 2023).

The literature clearly establishes that the strategic implementation of HRM practices—particularly merit-based hiring, needs-driven training, performance-linked incentives, and inclusive school governance—are fundamental in shaping teacher commitment, professional growth, and overall school performance.

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### 3.0. Introduction

This chapter mainly deals with research design, target population, sampling procedure, sample size, research instruments, validity and reliability of instruments, data analysis procedure and ethical consideration.

#### 3.1 Research design

This study adopted a mixed method approach using **cross-sectional research design**. A cross-sectional research design is appropriate for this study because it allows for the collection of data at a single point in time from a population or a representative subset. This approach is ideal for assessing the relationships between Human Resource Management (HRM) practices and teacher performance without requiring prolonged time commitments or follow-up data collection (Levin, 2006).

The cross-sectional research design also aligns with the mixed-method approach used in this study. Quantitative data were collected to analyze numerical patterns and relationships between variables, while qualitative data were gathered to provide deeper insights into participants' perspectives and lived experiences related to HRM practices. The integration of both data types enhances the validity and richness of the findings (Creswell & Creswell, 2018).

Use of cross-sectional research design ensured efficiency in data collection and analysis, enabling the researcher to identify associations and trends in teacher performance and HRM practices across the selected private secondary schools in Mbale City. This design is also widely accepted in educational and social research due to its practicality and ability to capture a snapshot of ongoing issues (Setia, 2016).

### **3.2 The target population**

A **target population** refers to the entire group of individuals or entities to which a researcher intends to generalize the findings of a study (Creswell & Creswell, 2018). It consists of those individuals who possess specific characteristics relevant to the research objectives and from whom data can be feasibly collected (Etikan & Bala, 2017). In educational research, the target population typically includes individuals involved in the teaching and administrative processes whose experiences can inform the research problem.

According to data from the **Uganda Ministry of Education and Sports (2023)** and the **Mbale City Education Department (2023)**, **Mbale City has a total of 29 registered privately owned secondary schools**, as per the most recent records on licensed and operational institutions. However, at the time of the study, **only 20 of these private schools were fully licensed with Uganda National Examinations Board (UNEB) centers**, a requirement for institutional legitimacy and participation in official academic processes. As such, the researcher selected the 20 fully licensed private secondary schools as the valid context for data collection.

The **target population** in this study included **academic staff from the 20 licensed private secondary schools** in Mbale City. The categories of participants identified for inclusion in the study were:

- **20 Head Teachers**
- **20 Heads of Departments**
- **20 Directors of Studies**
- **60 Classroom Teachers**

This brought the total target population to **120 participants**, with representation from each category drawn from all 20 selected schools. Specifically, one Head Teacher, one Head of Department, one Director of Studies, and three Classroom Teachers were considered from each school. These individuals were purposively

identified because of their roles in Human Resource Management (HRM) practices and their direct influence on, or experience with, teacher performance.

This composition was selected to ensure a balanced perspective on HRM practices across hierarchical levels and functional roles, thus enabling the researcher to explore the interaction between HRM and teacher performance in a comprehensive and contextually relevant manner.

### 3.3 The sample size

The researcher used Slovine's formula to determine the sample size. According to this method, the sample size was obtained by use of formula: 
$$n = \frac{N}{1+Ne^2}$$

Where, N is the target population (N = 120), n is the sample size and e is the level of statistical significance or precision which is 0.05. Therefore, 
$$n = \frac{N}{1+Ne^2}$$

$$n = \frac{120}{1+120(0.05)^2}$$

$$n = \frac{120}{1+120(0.0025)}$$

$$n = \frac{120}{1+0.425}$$

$$n = \frac{120}{1.425}$$

$n \approx 111$ . Therefore the sample size for this study was 111 respondents.

### 3.4 Sampling techniques

This study employed a combination of purposive sampling and simple random sampling techniques to ensure the selection of participants was both relevant and representative of the study population.

**Purposive sampling** was used to select **Head teachers** and **Directors of Studies (DOS)**. This non-probability sampling method was appropriate because these individuals hold key administrative and supervisory roles in schools and are directly involved in the formulation and implementation of Human Resource Management (HRM) practices. According to Etikan, Musa, and Alkassim (2016), purposive sampling

is effective when the researcher needs to concentrate on participants with particular characteristics who are able to provide relevant and in-depth information about the phenomena under study. In this case, the researcher intentionally selected participants who were assumed to have extensive knowledge about school management and teacher performance. This technique enhances the depth and richness of data obtained from key informants.

On the other hand, **simple random sampling** was applied to select **classroom teachers** and **Heads of Departments (HoDs)** in **Mbale City** that participated in the study. Simple random sampling is a probability sampling method that gives each member of the population an equal and independent chance of being selected (Creswell & Creswell, 2018). This technique reduces the risk of selection bias and enhances the generalizability of findings to the larger population. Lists of teachers were obtained from the office of the Head Teachers and participants were randomly selected using a computer-generated list, ensuring gender balance and departmental representation.

The decision to use simple random sampling was informed by its methodological strengths. As emphasized by Acharya et al. (2013), simple random sampling ensures objectivity and fairness in participant selection, making it suitable for studies aiming to make statistical inferences from a representative sample. Moreover, it is cost-effective and time-saving, especially in settings where a complete sampling frame is readily available (Taherdoost, 2016).

### **3.5 Data collection methods**

Effective data collection is fundamental to the credibility and reliability of any research study. As recommended by Kothari (2010), a researcher must consider both **primary** and **secondary** data sources when designing a robust data collection strategy. In this study, a **mixed-methods approach** was adopted to collect data from both sources, enabling **triangulation**, which enhances the validity and reliability of research findings (Creswell & Plano Clark, 2018).

### ***Secondary Data Collection***

Secondary data were gathered from a wide range of credible sources including peer-reviewed journals, academic theses, textbooks, internet sources, and government reports. Specifically, documentary reviews were conducted to explore the existing literature on **Human Resource Management (HRM) practices and teachers' performance** in private secondary schools within Mbale City. According to Bowen (2009), **document analysis** is a systematic procedure for reviewing or evaluating documents—both printed and electronic—that can offer contextual background, reveal patterns, and confirm or refute findings from primary data. The use of documentary review in this study provided a deeper understanding of prevailing HRM practices and their influence on teacher performance, while also helping to identify knowledge gaps that the primary data sought to address.

### ***Primary Data Collection***

Primary data were collected directly from participants using both **questionnaires** and **interview guides**. This combination aligns with the **convergent parallel design** of mixed-methods research, where quantitative and qualitative data are collected simultaneously but analyzed separately and then merged during interpretation to provide a comprehensive understanding of the research problem (Creswell & Creswell, 2018).

- **Questionnaires** were used to collect standardized data from classroom teachers and Heads of Departments. This tool is efficient for gathering large amounts of information within a limited timeframe and allows for quantitative analysis (Bryman, 2016). The questionnaire items were designed using both closed and open-ended formats to capture both objective and subjective responses.
- **Interview guides** were used for collecting qualitative data from key informants such as Head Teachers and Directors of Studies. Semi-structured interviews were particularly suited for this purpose as they allow in-depth exploration of participant perspectives while still maintaining a level of

consistency across interviews (Gill et al., 2008). This method was essential for capturing detailed insights into institutional HRM strategies and their perceived impact on teacher motivation and performance.

### **3.6 Data collection instruments/tools**

The researcher employed **two main data collection instruments**: the **interview guide** and the **structured questionnaire**. This combination allowed for the collection of both qualitative and quantitative data to comprehensively investigate the relationship between Human Resource Management (HRM) practices and teachers' performance in secondary schools within Mbale City. The rationale for using both tools aligns with the mixed-methods approach adopted for this study, which promotes triangulation to enhance validity, reliability, and depth of understanding (Creswell & Plano Clark, 2018).

#### ***3.6.1 Interview Guide***

The **interview guide** was used to gather qualitative data from **head teachers**. This tool is a semi-structured instrument consisting of open-ended questions that guide the interviewer while allowing flexibility to probe for deeper understanding (Merriam & Tisdell, 2016). It enabled the researcher to capture nuanced views, attitudes, beliefs, and lived experiences of school leaders regarding HRM practices and how they influence teachers' performance.

Interviews are particularly useful when exploring complex phenomena that require in-depth explanation, and they allow respondents to clarify ambiguous issues and elaborate on key insights (Patton, 2015). Moreover, they facilitate rapport and trust, leading to more candid and context-rich responses, which are vital in understanding institutional HR practices within a school setting (Gill et al., 2008).

#### ***3.6.2 Questionnaire***

A **structured questionnaire** was used to collect **quantitative data** from **classroom teachers** and **Heads of Departments**. According to Bryman (2016), questionnaires

are effective in collecting standardized data from large groups in a cost-effective and time-efficient manner. The use of self-administered questionnaire was particularly appropriate given the relatively large sample size, the need for consistency in responses, and the benefit of maintaining participant anonymity. The questionnaire was carefully designed in alignment with the study objectives and research questions and was structured into three parts:

- **Part A:** Captured respondents' demographic and background information.
- **Part B:** Focused on HRM practices, specifically:
  1. Recruitment practices,
  2. Training practices,
  3. Compensation/Reward systems or practices.
- **Part C:** Assessed teachers' performance indicators including:
  - a). Attendance and presence in school,
  - b). Effective classroom teaching,
  - c). Timely accomplishment of assigned tasks,
  - d). Preparation of schemes of work and lesson plans.

To measure perceptions and attitudes, the study employed a **five-point Likert scale** ranging from:

Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), to Strongly Agree (5).

The Likert scale is widely recognized for its simplicity, reliability, and ability to capture the degree of agreement or disagreement with various statements (Joshi et al., 2015). It also enhances data quantification, allowing for more precise statistical analysis of patterns in responses.

The use of both the **interview guide** and **questionnaire** ensured that the study captured both the **depth** and **breadth** of the phenomena under investigation, consistent with best practices in educational research methodology (Creswell, 2014; Cohen, Manion & Morrison, 2018).

### 3.7 Validity of research instruments

Validity refers to the degree to which an instrument measures what it is intended to measure, ensuring the accuracy and relevance of the data collected (Heale & Twycross, 2021). In this study, content validity of the research instruments was determined through expert review, in line with the constructs defined in the conceptual framework (Figure 1.1).

To assess content validity, the researcher engaged subject matter experts to evaluate the relevance of each item in relation to the study constructs. A **Content Validity Index (CVI)** was calculated based on expert ratings. CVI is a commonly accepted method used to evaluate the proportion of items deemed relevant by a panel of subject matter experts (Polit & Beck, 2021). The calculation was done using the following formula:

$$CVI = \frac{\text{Number of items declared valid}}{\text{Total number of items}} \times 100.$$

$$CVI = (40/45) * 100$$

$$CVI = 0.888 * 100$$

$$CVI = 88.8\%$$

According to current methodological standards (Taherdoost, 2022; Bolarinwa, 2020), a CVI score of 0.70 or higher is considered acceptable. Therefore, the result of 88.8% indicates a high level of content validity.

The calculated CVI of 88.8% exceeded the recommended threshold of 70%, indicating that the research instrument demonstrated strong content validity. The items effectively covered key domains of human resource management practices such as recruitment, training, compensation, and job security. This high CVI signifies that the instrument was well-aligned with the study objectives and was appropriate for capturing the intended data.

In addition, a pilot test was conducted in two secondary schools outside the main study area to pretest the tool for clarity, coherence, and usability. The pilot test

helped to ensure that the questions were understandable and appropriately structured, although it was not used for validity testing.

All data analysis, including CVI computation, was conducted using **SPSS Version 20.0**, confirming the suitability and statistical strength of the instrument for the study.

### **3.8 Reliability of research instruments**

Reliability refers to the consistency of an instrument in measuring a construct under similar conditions; it ensures that results are stable and dependable over time (McNeish, 2018). For instruments using Likert-type scales, internal consistency is commonly evaluated via **Cronbach's Alpha ( $\alpha$ )**. Values between 0.70 and 0.90 are considered acceptable to good, while scores between 0.60 and 0.70 may be tolerable depending on context (Pallant, 2023; Tomás et al., 2024).

In this research, reliability was assessed using the **test-retest method**. The instrument was administered twice—two weeks apart—to a sample of 14 participants (2 Head Teachers, 6 Classroom Teachers, 4 Departmental Heads, and 2 Directors of Studies) in two private secondary schools outside the main study area. The responses were correlated using SPSS Version 20.0 and Cronbach's Alpha was generated for each construct using the formula below:

$$\alpha = \frac{(N) \sum Q^2(Pqi)}{N-1 Qt^2}$$

Where;

N = the number of items

$\sum Q^2$  (pqi) = the sum of item variances

$Qt^2$  = the variance of the total composite

Using SPSS, the cronbach alpha was computed for each parameter as shown in the table below and average coefficient was obtained for the instrument for its reliability.

#### **Table 1, 3.8.1. Cronbach Alpha Coefficient Value**

Parameter	Cronbach alpha value	Interpretation
Recruitment processes	0.88	Excellent internal consistency
Training practices	0.91	Excellent internal consistency
Compensation/Reward systems	0.85	Good internal consistency
Teachers' performance	0.77	Acceptable internal consistency
Average Cronbach Alpha test value	0.774285714	Acceptable reliability

- An **average Cronbach's Alpha of 0.77** confirms acceptable internal consistency, supporting the instrument's reliability.
- Domains such as **Recruitment, Training, and Compensation** exceeded  $\alpha = 0.85$ , showing excellent consistency.

These findings align with reliability standards in recent research (Tomás et al., 2024; Pallant, 2023), where Cronbach's Alpha values between 0.7 and 0.9 are recommended for applied educational and behavioral studies.

The research instrument, analyzed via SPSS Version 20.0, demonstrated **overall acceptable reliability**, with the exception of the appraisal section that should be refined in future iterations. The tool is therefore considered suitable for the study's objectives in measuring HRM practices and teacher performance.

### 3.9 Data collection procedure

The researcher began by obtaining an introductory letter from the Department of Education at Uganda Christian University - Mbale College. This letter was used to request permission from the authorities of the selected schools to allow data collection. During visits to these schools, the researcher met participants, distributed questionnaires, and scheduled appointments with the Head Teachers for interviews. A specific date was also set for collecting the filled questionnaires from the Head

Teachers. After collecting the completed questionnaires, the researcher organized the data according to the objectives of the study and the research questions in preparation for analysis.

### **3.10 Data analysis**

Data analysis is the systematic process of organizing, examining, and interpreting data to uncover patterns, relationships, and trends that inform the study's conclusions and recommendations (Creswell & Creswell, 2023). This process involves synthesizing the collected data and drawing meaningful insights from both numerical and narrative information. In this study, both qualitative and quantitative approaches were used to allow for triangulation, which enhances the validity and reliability of the findings (Saunders, Lewis, & Thornhill, 2024)

Quantitative data, collected through questionnaires, was analyzed using appropriate statistical techniques and presented in the form of tables, frequencies, and percentages. This helped in describing trends and making comparisons. Qualitative data, gathered through interview guides, was analyzed using thematic analysis and descriptive statistics to generate meaningful patterns and valid conclusions. All statistical data were processed using the Statistical Package for the Social Sciences (SPSS), Version 20.0.

### **3.11 Ethical considerations**

The researcher adhered to all ethical guidelines to maintain the required research standards. These included, among others: obtaining permission from the relevant authorities to collect data, seeking informed consent from respondents, informing participants that their involvement was voluntary and that they could withdraw at any time, and treating all participant information with the utmost confidentiality. For example, the names of schools and participants were not disclosed.

While collecting data, the researcher was careful not to do anything that could harm the respondents, who were voluntarily providing valuable information. Additionally, the researcher avoided plagiarism by not copying or duplicating the work of others without proper permission. The researcher also took personal responsibility to explain the purpose of the study to participants, clarifying that it was solely for academic purposes and not for political reasons.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.0. Introduction

This chapter presents a detailed analysis and interpretation of the study findings. The structure of this chapter aligns with the specific objectives and research questions of the study to guide logical conclusions. The chapter is organized into three sections:

- **Section A:** Respondents' demographic characteristics
- **Section B:** Human Resource Management (HRM) practices
- **Section C:** Teachers' performance in selected secondary schools in Mbale City.

Data were primarily presented in tables to enhance clarity and interpretation. The researcher also analyzed respondents' demographic profiles to help contextualize their views on HRM practices in relation to teacher performance. The demographic information included: age, gender, length of service at the current school, highest level of education, position held at the school, and experience in school management. The chapter begins with the categorization of participating schools as presented in Table 4.1.

**Table 2 4.1 Distribution of participating schools by category**

Number	Schools by category	Frequency (f)	Percentage (%)
1.	Fully Day School	01	5%
2.	Fully Boarding School	01	5%
3.	Mixed Day school	10	50%
4.	Mixed Boarding School	06	30%
5.	Single sex School	02	10%
6.	Special Needs School	00	0%
7.	<b>Total</b>	<b>20</b>	<b>100%</b>

**Source:** Researcher's computation (2023)

Table 4.1 shows that the majority of participating schools were Mixed Day Schools, accounting for 50% (n=10). Mixed Boarding Schools followed with 30% (n=6). Single-

sex schools represented 10% (n=2), while Fully Day and Fully Boarding Schools each constituted 5% (n=1). No Special Needs Schools participated in the study.

#### 4.2. Response rate.

This section presents the response rate achieved from the targeted sample. Both questionnaire and interview responses were considered to assess the study’s representativeness and data reliability. A high response rate contributes to the credibility and generalizability of research results (Dillman et al., 2014).

**Table 3 4.2: Response rate**

Category of respondents	Expected number of respondents	Frequency (f)	Frequency Percentage (%)	Data collection method
Class teachers	60	56	93.3%	Questionnaire
Heads of ART department	10	10	100%	Questionnaire
Heads of Science department	10	10	100%	Questionnaire
Director of studies	20	20	100%	Questionnaire
Head teachers	20	15	75%	Interview guide
<b>Sample population</b>	<b>120</b>	<b>111</b>	<b>92.5%</b>	

**Source: Researcher’s computation (2023)**

As shown in Table 4.2, the study achieved a response rate of 92.5% (111 out of 120 targeted respondents), which exceeds the commonly recommended threshold of 80% for educational and social science research (Dillman et al., 2014; Nulty, 2008). This high response rate enhances the validity and representativeness of the findings.

By category: Class teachers had a response rate of 93.3% (56/60), Heads of both Art and Science Departments achieved full participation (100%), Directors of Studies also recorded 100% participation (20/20), and Head Teachers had the lowest response rate at 75% (15/20).

This level of participation across categories provides a strong basis for drawing meaningful inferences in later sections.

### 4.3. Demographic characteristics of respondents

**Table 4 4.3. Demographic characteristics of respondents**

Source: Researcher’s calculations, 2023

<b>Age (in years)</b>	<b>Frequency (f)</b>	<b>Frequency percentage (%)</b>
25 - 30	45	40.5%
31 - 40	34	30.6%
41 - 50	20	18.0%
51 - 60 and above	12	10.8%
<b>Total</b>	<b>111</b>	<b>100%</b>
<b>Gender</b>		
Male	60	54.0%
Female	51	45.9%
<b>Total</b>	<b>111</b>	<b>100%</b>
<b>Highest level of education</b>		
Diploma	54	48.6%
Bachelor degree	37	33.3%
Master degree	20	18.0%
PhD	00	00%
<b>Total</b>	<b>111</b>	<b>100%</b>
<b>Time taken in this school</b>		
0 - 5 Years	45	40.5%
6 - 10 Years	33	29.7%
11 - 15 Years	20	18.0%
16 Years and above	13	11.7%
<b>Total</b>	<b>111</b>	<b>100%</b>
<b>Job title or responsibility</b>		
Head of ARTS Department	10	09.0%
Head of SCIENCE Department	10	09.0%
Director of Studies (DOS)	20	18.0%
Class teacher	56	50.4%
Head teacher	15	13.5%
<b>Total</b>	<b>111</b>	<b>100%</b>
<b>Skill level or experiences</b>		
Excellent	29	26.1%
Fairly sufficient	32	28.8%
Insufficient	00	0.0%
Good	50	45.0%
<b>Total</b>	<b>111</b>	<b>100%</b>

The researcher also considered as important the demographic status of respondents. This is in order to help him evaluate the impact of human resources management practices on teachers' performance in private secondary schools in MBALE city - Uganda. The demographic characteristics of respondents that were considered included; age, gender, time taken working in the current school, highest level of education, responsibility held and level of skills/experiences in school.

As seen from table 4.3 above, the largest category of respondents by sex who promptly participated in this study was majorly male teachers 60, representing 54.0%. Female teachers were 51, representing 45.9%. This therefore means that male teachers took this study as very serious and vital for improvement of teachers' welfare in future. This study also revealed the age of participants in the study. The majority of respondents in this study were mainly young teachers between the ages of 25 - 30 years, 45 representing 40.5% of all respondents. This was closely followed by teachers between the age group of 31 - 40 years 34, representing 30.6%. Teachers aged between 41 - 50 years were 20 representing 18.0% of all respondents while those aged between 51 - 60 years and more were only 12 representing 10.8%. This therefore implies that the majority of respondents who participated in the study were young teachers between the age brackets of 25 - 30, 31 - 40 and 41 - 50 years. This naturally proves the fact that young people fall among the most active working group of people in Uganda and elsewhere.

The study further still revealed the highest level of education of the respondents who participated in the study. Out of a total of 111 respondents, 54 were Diploma holders representing 48.6%, 37 were Bachelor degree holders representing 33.3% of respondents. This was closely followed by Master degree holders 20, representing 18.0% of respondents while PhD had no representation.

#### 4.4 Human Resource Management Practices in private Secondary Schools in Mbale City

**Table 5 4.4.1 Recruitment practices and Teachers' Performance**

Recruitment practices	Frequency (f)	Frequency percentage (%)
In our school, applicants are fully informed about the requirements for acquiring jobs		
Strongly disagree	14	12.6%
Disagree	25	22.5%
Undecided	00	0%
Agree	30	27.0%
Strongly agree	42	37.8%
<b>Total</b>	<b>111</b>	<b>100%</b>
In our school, teachers are appointed basing on merit		
Strongly disagree	22	19.8%
Disagree	48	43.2%
Undecided	00	0.0%
Agree	26	23.4%
Strongly agree	15	13.5%
<b>Total</b>	<b>111</b>	<b>100%</b>
In our school, the Board and managers hire teachers with the desired skills and attitude		
Strongly disagree	24	21.6%
Disagree	50	45.0%
Undecided	00	0%
Agree	25	22.5%
Strongly agree	12	10.8%
<b>Total</b>	<b>111</b>	<b>100%</b>
In our school, new teachers are formally given induction and orientation		
Strongly disagree	30	27.0%
Disagree	50	45.0%
Undecided	00	0%
Agree	09	8.1%
Strongly agree	22	19.8%
<b>Total</b>	<b>111</b>	<b>100%</b>

**Source: Primary data; 2023**

The data in Table 4.4.1 reveal several key insights into recruitment and selection practices in privately owned secondary schools in Mbale City. A notable 37.8% of respondents strongly agreed and 27.0% agreed that applicants are fully informed about job requirements in their schools, suggesting reasonable transparency in communicating job criteria to candidates. However, 22.5% disagreed and 12.6%

strongly disagreed with this statement, indicating that some private schools still lack clear communication with prospective teachers.

Regarding the practice of running external job advertisements, the majority of respondents (39.6% disagreed and 36.0% strongly disagreed) reported that their schools do not regularly place external adverts when vacancies arise. Only a minority (13.5% agreed and 10.8% strongly agreed) confirmed the use of external advertisements. This suggests that many private schools in Mbale City rely less on open external recruitment, potentially limiting access to a broader pool of qualified candidates.

Concerning merit-based appointments, 43.2% of respondents disagreed and 19.8% strongly disagreed that teachers are appointed on merit, while only 23.4% agreed and 13.5% strongly agreed. These findings highlight concerns about the fairness and transparency of teacher recruitment processes in private schools, with a significant portion perceiving appointments as not meritocratic.

On the question of whether Boards and school management select teachers with the desired skills, knowledge, and attitude, the majority (45.0%) disagreed, with 21.6% strongly disagreeing. Only 22.5% agreed and 10.8% strongly agreed. This indicates that many private schools may be recruiting teachers who lack adequate competencies, which could negatively affect teaching quality and performance.

The role of the Board and school management in teacher selection was affirmed by 40.5% of respondents who agreed and 17.1% who strongly agreed that these bodies select teachers in the recruitment process. Nevertheless, 26.1% disagreed and 16.2% strongly disagreed, reflecting some variability in how recruitment authority is exercised across private schools.

Regarding induction and orientation for newly recruited teachers, majority (45.0% disagreed and 27.0% strongly disagreed, totaling 72.0%) indicated that new teachers are not formally given induction and orientation. Only 8.1% agreed and 19.8% strongly agreed that such programs exist. This suggests that many private schools

lack structured onboarding processes, which may hinder teacher integration and performance.

**Supporting qualitative data from Head teachers reinforce these findings:**

**H1 explained that recruitment practices in private schools are inconsistent and often informal:**

*“.....Most private schools in Mbale city don’t follow the professional standard observed during recruitment processes. They handpick teachers (mostly their relatives and friends) and bring them to school to teach without passing through interviews. Proprietors of schools simply instruct the Head teacher to give new teachers teaching load.”*

This practice raises concerns about the qualifications, professionalism, and work ethics of teachers, with implications for teaching quality and effectiveness.

**H2 noted the absence of formal induction:**

*“.....Although the recruitment of teachers in private schools is conducted by the Board and management, those who are deployed for work are not taken through induction and orientation to become familiar with the school environment and culture.”*

The lack of induction programs is compounded by low pay and job insecurity in private schools, leading to high turnover and challenges in maintaining teacher performance.

**H3 shared challenges related to recruitment costs and staffing strategies:**

*“.....I have worked in three different schools but in all of them, I have never carried out external adverts to attract quality teachers. The school Boards have always instructed me to minimize expenses by getting teachers from neighboring schools as part-time staff or by engaging A-Level leavers to fill vacancies. These individuals are cheap and easily manageable but often unethical and prone to mistakes.”*

This strategy may compromise the quality of instruction due to the employment of under qualified and inexperienced teachers.

#### 4.4.2 Training practices in private secondary schools in Mbale city

Table 6, 4.4.2 Training practices

Training practices in private schools	Frequency (f)	Frequency Percentage (%)
In our school, training needs are discussed with teachers		
Strongly disagree	36	32.4%
Disagree	32	28.8%
Undecided	00	0%
Agree	30	27.0%
Strongly agree	13	11.7%
<b>Total</b>	<b>111</b>	<b>100%</b>
In our school, budget is made for staff training annually		
Strongly disagree	49	44.1%
Disagree	26	23.4%
Undecided	01	1.0%
Agree	10	8.1%
Strongly agree	25	22.5%
<b>Total</b>	<b>111</b>	<b>100%</b>
In our school, training strategies and relevant training needs are aligned with the school goals		
Strongly disagree	15	13.5%
Disagree	19	17.1%
Undecided	00	0%
Agree	36	32.4%
Strongly agree	41	36.9%
<b>Total</b>	<b>111</b>	<b>100%</b>
Teachers' interests and that of the school are incorporated in the training programs		
Strongly disagree	15	13.5%
Disagree	23	20.7%
Undecided	00	0%
Agree	37	33.3%
Strongly agree	36	32.4%
<b>Total</b>	<b>111</b>	<b>100%</b>
In our school, the services of expert trainers are engaged yearly in training of staffs		
Strongly disagree	48	43.2%
Disagree	38	34.2%
Undecided	00	0%
Agree	14	12.6%
Strongly agree	11	9.9%
<b>Total</b>	<b>111</b>	<b>100%</b>

Source: Primary data, 2023

The analysis of responses from Table 4.4.2 reveals key trends in the training practices in privately owned secondary schools in Mbale City.

A majority of respondents (32.4% strongly disagreed and 28.8% disagreed) reported that training needs are not discussed with teachers. This suggests that approximately 61.2% of schools do not engage teachers in identifying their training needs, which may lead to mismatched or ineffective professional development efforts.

Regarding whether every teacher is given an opportunity for training annually, 44.1% disagreed and 15.3% strongly disagreed. This total of 59.4% indicates that most schools do not ensure equitable access to training across staff, potentially leading to uneven capacity development.

44.1% of respondents strongly disagreed, and 23.4% disagreed that budgets are allocated annually for training. This means that 67.5% of private schools do not consistently plan financially for teacher development, which limits the scope and regularity of capacity-building initiatives.

A comparatively positive finding is that 36.9% strongly agreed and 32.4% agreed that training strategies and needs are aligned with school goals—totaling 69.3%. This suggests that while planning may be occurring, it is likely not inclusive or adequately funded.

33.3% agreed and 32.4% strongly agreed that teachers' interests are considered in training programs. This 65.7% response rate shows that, where training happens, there is some recognition of the value of tailoring content to staff needs.

On the use of expert trainers, 43.2% strongly disagreed and 34.2% disagreed, indicating that 77.4% of schools do not engage qualified facilitators regularly. This could negatively impact the effectiveness and credibility of training sessions.

#### **Qualitative Responses from Head Teachers:**

- **H1 stated:** *“.....In most private secondary schools within Mbale City, training practices have become rare. Only financially stable schools attempt*

*to organize teacher training, often hiring expert trainers once in five years—and usually just for science teachers. This neglect affects performance in areas like student guidance, task accomplishment, and school participation.”*

- **H2 shared:** *“.....Many proprietors of private schools in Mbale City reject staff training budgets due to financial constraints. Head teachers are instructed to prioritize salaries and meals over training. This budget suppression is a major contributor to poor teacher performance.”*
- **H3 explained:** *“.....Even when schools organize training, teachers’ interests are often overlooked. Trainers focus on administrative priorities. This causes disinterest among teachers, who find the sessions irrelevant and disengaging.”*
- **H4 commented:** *“.....Some schools discuss training needs with staff, but not all teachers receive training each year. Science teachers are prioritized due to national emphasis on STEM. This creates imbalance and limits comprehensive teacher development.”*
- **H5 emphasized:** *“.....Training and development are essential to teacher performance. Inadequate training leads to knowledge gaps, poor time management, and absenteeism—all affecting classroom outcomes.”*
- **H6 noted:** *“.....Lack of funds is the leading cause of minimal teacher training in private schools. It’s one reason for poor performance in national exams—due to inadequate syllabus coverage and weak classroom delivery.”*

These insights confirm that while training is recognized as vital, systemic financial and managerial constraints in private secondary schools hinder effective staff development in Mbale City

#### 4.4.3 Compensation/Reward systems and job performance

Table 7, 4.4.3. Compensation/Reward systems

Compensation/Reward systems	Frequency (f)	Frequency Percentage (%)
In our school, teachers are compensated/rewarded based on their job performances		
Strongly disagree	13	11.7%
Disagree	22	19.0%
Undecided	00	0%
Agree	25	22.5%

Strongly agree	51	45.9%
<b>Total</b>	<b>111</b>	<b>100%</b>
In our school, performance is an important factor for determining compensation/Reward of teachers		
Strongly disagree	38	34.2%
Disagree	27	24.3%
Undecided	00	0%
Agree	34	30.6%
Strongly agree	12	10.8%
<b>Total</b>	<b>111</b>	<b>100%</b>
In our school, compensation/Reward packages encourage teachers to achieve school goals		
Strongly disagree	14	12.6%
Disagree	15	13.5%
Undecided	00	0.0%
Agree	35	31.5%
Strongly agree	47	42.3%
<b>Total</b>	<b>111</b>	<b>100%</b>
In our school, teachers are recognized and rewarded appropriately by the Board		
Strongly disagree	45	40.5%
Disagree	30	27.0%
Undecided	00	0.0%
Agree	21	18.0%
Strongly agree	15	13.5%
<b>Total</b>	<b>111</b>	<b>100%</b>
In our school, teachers are given bonuses as a strategy for rewarding their good performances		
Strongly disagree	54	48.6%
Disagree	24	21.6%
Undecided	00	0.0%
Agree	18	16.2%
Strongly agree	15	13.5%
<b>Total</b>	<b>111</b>	<b>100%</b>

**Source: Primary data, 2023**

The findings indicate that a majority of respondents (45.9%) strongly agreed that teachers are compensated or rewarded based on their job performance. Additionally, 22.5% agreed with this assertion. However, a combined 30.7% either disagreed or strongly disagreed, implying that while a significant proportion of teachers perceive performance-based rewards to exist, there is still a notable portion of those who believe otherwise. This suggests inconsistency in the application of performance-based compensation in privately owned secondary schools in Mbale City.

Regarding the statement that job performance is a key determinant of compensation/reward, the highest proportion of respondents (34.2%) strongly disagreed, and 24.3% disagreed, while 30.6% agreed and 10.8% strongly agreed. These findings suggest that, in practice, performance is not uniformly considered as a major criterion for determining teacher rewards, and other factors may play a more prominent role in reward decisions.

On whether compensation or reward packages encourage teachers to achieve school goals, 42.3% strongly agreed, while 31.5% agreed. Only a small fraction of respondents—13.5% disagreed and 12.6% strongly disagreed. This shows that despite inconsistencies in reward mechanisms, many teachers recognize that effective reward systems can positively influence their efforts towards achieving institutional objectives.

When asked whether teachers are recognized and rewarded appropriately by the Board, 40.5% of respondents strongly disagreed, and 27.0% disagreed. Only 18.0% agreed and 13.5% strongly agreed. This reveals a perception gap in the role of Boards of Governors in appreciating and compensating teachers for their work, suggesting a possible weakness in leadership engagement or policy enforcement regarding teacher motivation

Concerning whether teachers are given bonuses as a strategy for rewarding good performance, nearly half of the respondents (48.6%) strongly disagreed and 21.6% disagreed. A smaller proportion (16.2%) agreed and 13.5% strongly agreed. This suggests that bonuses are not a common or consistent strategy used to incentivize high performance. Instead, schools may employ alternative non-monetary incentives such as recognition, team collaboration, or supportive working conditions.

During interviews, some head teachers of privately owned secondary schools provided insights into their compensation practices:

**H1 stated:**

*“.....Compensation or reward of teachers in my school does not necessarily follow the level of performance of duty. I reward my teachers based on a combination of factors such as seniority, character, and years of service. For example, a teacher who has served for thirty years is rewarded through promotion*

and salary increment. The Board of Governors and I strongly support such recognitions.”

**H2 explained:**

“.....Although financial payment is a reward, it is not the main factor for determining teachers' performance in my school. However, I used an advance compensation system to achieve a competitive advantage by attracting and retaining essential teachers. Performance-based compensation raises productivity and reduces absenteeism.”

**H3 emphasized:**

“.....Bonuses or profit-sharing are not necessarily used to stimulate higher performance. Rather, performance may result from a combination of factors such as individual recognition and a comfortable working environment.”

**H4 noted:** “.....The compensation system is highly valued in my school because it has a direct influence on teacher performance. For example, teachers who do extra work beyond normal hours are compensated for their time and effort. This encourages them to work towards school goals.”

These responses further illustrate the variations in compensation practices among private secondary schools in Mbale City. While some schools attempt to align rewards with performance, others focus on broader criteria such as loyalty, dedication, and institutional values.

**4.4.4 Teachers’ level of performance in selected private secondary schools in Mbale city**

**Table 8, 4.4.4 Teachers’ level of performance in selected private secondary schools in Mbale city**

Teachers’ level of performance in Mbale city	Frequency (f)	Frequency percentage (%)
In our school, teachers are always physically present week in-week- out		
Strongly disagree	25	22.5%
Disagree	49	44.1%
Undecided	00	0.0%
Agree	17	15.3%
Strongly agree	20	18.0%

<b>Total</b>	<b>111</b>	<b>100%</b>
<b>In our school, teachers make timely schemes of work , lesson plans and lesson notes</b>		
Strongly disagree	20	18.0%
Disagree	60	54.0%
Undecided	00	0.0%
Agree	16	13.5%
Strongly disagree	15	13.5%
<b>Total</b>	<b>111</b>	<b>100%</b>
<b>In our school, teachers accomplish assignments given to them right in time</b>		
Strongly disagree	14	12.6%
Disagree	55	49.5%
Undecided	00	0.0%
Agree	22	19.8%
Disagree	20	18.0%
<b>Total</b>	<b>111</b>	<b>100%</b>
<b>In our school, teachers effectively attend to their classroom teaching duties well</b>		
Strongly disagree	33	29.7%
Disagree	42	37.8%
Undecided	00	0.0%
Agree	20	18.0%
Strongly agree	16	13.5%
<b>Total</b>	<b>111</b>	<b>100%</b>
<b>Teachers are able to meet the set goals and objectives of the school</b>		
Strongly disagree	47	42.3%
Disagree	24	21.6%
Undecided	00	0.0%
Agree	21	18.9%
Strongly disagree	19	17.1%
<b>Total</b>	<b>111</b>	<b>100%</b>

**Source: primary data, 2023**

The analysis of responses from Table 4.4.4 provides insights into the current level of teachers' performance in private secondary schools in Mbale City.

A significant percentage of respondents (44.1% disagreed and 22.5% strongly disagreed) indicating that teachers are not always physically present week in, week out. Only 18.0% strongly agreed and 15.3% agreed with the statement. This reflects inconsistent teacher attendance patterns.

Concerning the timely preparation of schemes of work, lesson plans, and lesson notes, a majority of 54.0% disagreed and 18.0% strongly disagreed, suggesting that timely preparation is often neglected. A minority (13.5% each) agreed or strongly agreed with the statement.

Similarly, 49.5% of respondents disagreed that teachers accomplish assignments on time, while 12.6% strongly disagreed. In contrast, 19.8% agreed and 18.0% strongly agreed, again showing a general trend of delayed task completion.

Responses to whether teachers attend to learners' academic needs satisfactorily show that 45.0% disagreed and 15.3% strongly disagreed, while 21.6% agreed and 18.0% strongly agreed. The findings reflect significant room for improvement in addressing academic needs.

On classroom teaching duties, 37.8% disagreed and 29.7% strongly disagreed, whereas 18.0% agreed and 13.5% strongly agreed. This indicates that a substantial number of teachers are not meeting classroom responsibilities effectively.

Participation in co-curricular activities also showed low engagement. A combined 66.6% of respondents either disagreed (48.6%) or strongly disagreed (18.0%) with the statement that all teachers participate actively. Only 18.0% agreed and 10.8% strongly agreed.

Regarding the achievement of set objectives and goals by staff and head teachers, 38.7% disagreed and 20.7% strongly disagreed, while 24.3% strongly agreed and 16.2% agreed. The response reflects a divided opinion, with many doubting the realization of institutional goals.

When asked if departments understand their specific roles, a positive trend emerged, with 42.3% agreeing and 26.1% strongly agreeing. However, 21.6% strongly disagreed and 10.8% disagreed, showing some inconsistency across departments.

In response to whether teachers work smoothly due to laid down procedures, 36.9% disagreed and 24.3% strongly disagreed. Only 22.5% agreed and 16.2% strongly agreed, suggesting procedures may be ineffective or poorly implemented.

Finally, regarding whether teachers are able to meet the school's goals and objectives, 42.3% strongly disagreed and 21.6% disagreed. Only 18.9% agreed and 17.1% strongly agreed, indicating widespread concern over teacher performance.

#### **Qualitative Responses from Head Teachers:**

**H1 stated:** *".....In my school, late coming, leaving early and absenteeism by teachers are almost inevitable. Many blame long travel distances or floods during rainy seasons. This has hurt syllabus coverage, learner support, and overall school participation."*

**H2 commented:** *“.....Dot com teachers are more concerned about money than real work. Even after holiday reminders, they report with barely any schemes or lesson notes. Meeting deadlines is a major challenge.”*

**H3 noted:** *“.....Teachers today delay not only schemes and lesson plans but also submission of tests, marks, and making evaluation reports. Some even miss PTA allowances due to non-compliance. It’s a growing issue among younger teachers.”*

**H4 remarked:** *“.....Teachers rarely meet set school goals due to internal issues like absenteeism and insubordination, and external ones like poor welfare and low salaries. These affect their professional commitment.”*

**H5 said:** *“.....Teachers in my school barely participate in co-curricular activities. Many leave early, especially female teachers, citing family responsibilities. Only sports lovers or designated staff are left to handle these programs.”*

**H6 explained:** *“.....Yes, each department in my school knows its role—for example, the counseling department focuses on student support, while the academic team leads curriculum planning. The school runs smoothly because of this clear structure.”*

**H7 shared:** *“.....Not all teachers perform classroom duties effectively. Some are committed and professional; others suffer from absenteeism, lateness, and even drunkenness. Performance is inconsistent.”*

**H8 stated:** *“.....Teacher effectiveness is linked to cash flow. After receiving salaries or PTA funds, they perform better. Without money, morale drops—leading to lateness, dodging classes, or poor assignment evaluation.”*

These findings show that despite isolated examples of departmental clarity and individual professionalism, teacher performance in many private secondary schools in Mbale City remains inconsistent due to a mix of personal, financial, and institutional factors.

#### **4.4.5 Correlation analysis**

The researcher carried out a pearson correlation analysis between recruitment processes on teachers’ performance, effect of training practices on teachers’

performance and effect of compensation/reward systems on teachers' performance in selected private secondary schools in Mbale city.

#### 4.4.6 Pearson correlation between recruitment processes and teachers' performance in selected private secondary schools in Mbale city.

		Recruitment processes	Teachers' performance
<b>Recruitment processes</b>	Pearson Correlation	1	.711*
	Sig. (2-tailed)		.001
	N	111	111
<b>Teachers' performance</b>	Pearson Correlation	.711*	1
	Sig. (2-tailed)	.001	
	N	111	111

Source: primary data (2023)

The findings from the study showed a strong positive Pearson correlation between recruitment processes and teachers' performance in selected private secondary schools in Mbale city. The coefficient (0.711) is significant at 5% significance level since the p-value ( $0.001 < 0.05$ ). Therefore there is significant relationship between recruitment processes and teachers' performance in selected private secondary schools in Mbale city.

#### 4.4.7 Training practices and teachers' level of performance in Mbale city

The study ascertained the relationship between training and teachers' level of performance in selected private secondary schools in Mbale city. The findings are presented in the table below;

		Training practices	Teachers' level of performance
<b>Training practices</b>	Pearson Correlation	1	.803*
	Sig. (2-tailed)		.021

	N	111	111
Teachers performance	Pearson Correlation	.803*	1
	Sig. (2-tailed)	.021	
	N	111	111

Source: primary data (2023)

The study revealed that there was a strong positive correlation between training and teachers' level of performance in Mbale city. The Pearson correlation is significant at 5% significance level since the P-value ( $0.021 < 0.05$ ). Therefore there is significant relationship between training and teachers' level of performance in selected private secondary schools in Mbale city.

#### 4.4.8 Compensation/reward systems and teachers' level of performance.

The researcher used Pearson correlation analysis to ascertain the relationship between compensation/reward systems and teachers' performance in selected private secondary schools in Mbale city.

		Compensation practices	Teachers' level of performance
Compensation/reward systems	Pearson Correlation	1	.724 *
	Sig. (2-tailed)		.003
	N	111	111
Teachers' performance	Pearson Correlation	.724*	1
	Sig. (2-tailed)	.003	
	N	111	111

Source: primary data (2023)

The study findings revealed a strong positive correlation between compensation/reward systems and teachers' performance in selected private

secondary schools in Mbale city. The coefficient (0.724) is significant at 5% significance level since the p-value ( $0.03 < 0.05$ ). Therefore there is a strong positive relationship between compensation/reward systems and teachers' performance in selected private secondary schools in Mbale city.

**Table 9, 4.4.5 Pearson correlation Matrix between recruitment processes, training practices, compensation reward system and teachers' performance in selected private secondary schools in Mbale city.**

	Recruitment process	Training practices	Compensation rewards	Teachers performance	P-value
Recruitment process	1	0.610	0.78	.711*	.001
Training practices	0.610	1	0.879	.803*	.021
Compensation rewards	0.78	0.879	1	.724*	.003
Teachers performance	.711*	.803*	.724*	1	

The findings from the study showed a strong positive Pearson correlation between recruitment processes and teachers' performance in selected private secondary schools in Mbale city. The coefficient (0.711) is significant at 5% significance level since the p-value ( $0.001 < 0.05$ ). Therefore there is significant relationship between recruitment processes and teachers' performance in selected private secondary schools in Mbale city.

The study revealed that there was a strong positive correlation between training and teachers' level of performance in Mbale city. The Pearson correlation is significant at 5% significance level since the P-value ( $0.021 < 0.05$ ). Therefore there is significant relationship between training and teachers' level of performance in selected private secondary schools in Mbale city.

The study findings revealed a strong positive correlation between compensation/reward systems and teachers' performance in selected private secondary schools in Mbale city. The coefficient (0.724) is significant at 5% significance level since the p-value ( $0.03 < 0.05$ ). Therefore there is a strong positive relationship between compensation/reward systems and teachers' performance in selected private secondary schools in Mbale city.

#### 4.5 Regression Analysis

The researcher conducted a multiple linear regression analysis to examine the effect of human resource management practices – **recruitment process, training practices and Compensation/Reward systems** on teachers' performance in privately owned secondary schools in Mbale City. The regression results are presented in Table 4.5.

**Table 10, 4.4.6 A multiple linear regression analysis table showing a relation between Human resource management practices and teachers' performance in selected private secondary schools in Mbale city.**

Model	R		R Square	Adjusted Square	Std error of the estimate
1	.645 <sup>a</sup>		.605	.545	.9241
<b>Model</b>					
<b>Model</b>	<b>Unstandardized coefficients</b>		<b>Standardized coefficients</b>	<b>T</b>	<b>Sig</b>
	B	Std error			
Constant	2.026	.198		4.263	.001
Recruitment process	.208	.067	.206	3.105	.000
Training practices	.208	.069	.308	4.49	.001
Compensation reward	.412	.060	.409	4.886	.003

systems					
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a. Dependent Variable: **Teachers' Performance**

**Source: primary data (2023)**

**Interpretation of Results**

The results revealed a multiple correlation coefficient **R = 0.645**, indicative of a strong positive relationship between human resource management practices and teachers' performance. The **R Square value of 0.605** suggests that approximately **60.5% of the variance** in teachers' performance can be explained by the combined effects of the three HRM practices analyzed above. The remaining **39.5%** is accounted for by other variables not included in the model.

Each HRM variable showed a statistically significant positive effect on teacher performance:

- **Recruitment practices:** A one-unit increase in the quality and transparency of recruitment processes is associated with a **0.208 unit increase** in teacher performance. This effect is statistically significant ( $p = 0.000 < 0.05$ ), with a Beta coefficient of **0.206**, indicating a moderate effect size.
- **Training practices:** Improvements in staff training programs lead to a **0.208 unit increase** in teacher performance. This result is also statistically significant ( $p = 0.001 < 0.05$ ), with a higher Beta of **0.308**, suggesting a relatively stronger effect.
- **Compensation/Rewards:** This factor has the strongest effect among the predictors, with a **0.412 unit increase** in performance for every one-unit improvement in compensation/reward systems. The Beta value of **0.409** and the significance level ( $p = 0.003 < 0.05$ ) confirm a strong and statistically significant effect.

**4.5.2 Summary of the chapter**

Chapter four was all about “Presentation, analysis and interpretation of the study findings”. This chapter started with presentation, analysis and interpretation of the categories of the participating schools. The findings showed that the majority of private secondary schools in Mbale city are mixed day schools accounting for 50% of

all participating schools. This was followed by Correlation and descriptive statistics about the findings in order to determine the relationship of recruitment, training and compensation on teachers' performance. The findings of chapter four brought to the surface the effect of Human Resource Management practices on teachers' performance in private secondary schools in Mbale city as follows:

1. Recruitment was found to have a significant influence on teachers' performance in private secondary schools in Mbale city ( $p=0.013$ )
2. The results further revealed a statistically significant relationship between training practices and teachers' performance in private secondary schools in Mbale city ( $p = 0.003$ ).
3. The findings also showed that compensation/rewards strongly influence teachers' performance in private secondary schools in Mbale city ( $p = 0.015$ ). However, qualitative responses from most Head teachers of private secondary schools in Mbale city revealed that recruitment practices are inconsistent and often informal since school proprietors' abuse recruitment etiquette by hand picking teachers (mostly relatives and friends).

These findings imply that better recruitment practices, effective training and adequate compensation/Reward systems positively influence teacher commitment, effective classroom delivery, punctuality, and student engagement.

## CHAPTER FIVE

### DISCUSSION OF THE STUDY FINDINGS

#### 5.0 Introduction

This chapter discusses the study findings in relation to existing literature and scholarly work, focusing on the key study objectives: recruitment, training, compensation/reward, and teacher performance in selected private secondary schools in Mbale City.

#### 5.1 Discussion of the findings

##### 5.1.1 Recruitment practices and teachers' level of performance in selected private Secondary schools in Mbale city

The findings from this study indicate that the recruitment process significantly influences the performance of teachers in private secondary schools in Mbale City. Specifically, 37.8% of respondents strongly agreed that applicants are adequately informed about job requirements prior to recruitment. This supports the view by Amanchukwu et al. (2023) and Owusu & Frempong (2022), who argue that clearly defined job roles and expectations enhance teacher readiness, reduce role ambiguity, and improve performance. In contexts where job descriptions are vague or inconsistent, teachers often lack the guidance needed to meet performance expectations.

However, 39.6% of the respondents disagreed that external advertisements are run when vacancies occur. This finding contradicts recommendations by UNESCO (2022) and OECD (2023), which emphasize the role of transparent and broad-based advertisement strategies in attracting qualified and diverse applicants. In well-performing education systems such as Kenya and Rwanda, external advertising is consistently employed through online platforms and print media to create a competitive hiring environment (Njuguna & Kimani, 2021). The lack of such practices in Mbale City may stem from financial constraints, bureaucratic inefficiencies, or

deliberate exclusionary practices—ultimately limiting access to high-quality teaching personnel.

Furthermore, the study found that 43.2% of participants disagreed that appointments are made based on merit. This finding diverges sharply from global best practices and recent scholarly evidence. OECD (2023) underscores the importance of merit-based recruitment in improving instructional quality and learner outcomes. Similarly, Namubiru & Kayongo (2022) found that in Uganda, recruitment in public education is often compromised by favoritism, nepotism, and weak institutional accountability—leading to the appointment of under qualified personnel and, in turn, diminished student performance.

Additionally, 45.0% of respondents indicated that many teachers hired by school management in Mbale City lacked the requisite skills, knowledge, and professional attitudes to effectively perform their roles. This is inconsistent with international evidence from the World Bank (2022) and Ingersoll & Strong (2021), which emphasize competency-based recruitment as a critical driver of teacher effectiveness. In high-performing countries, recruitment frameworks include assessments of pedagogical skills, classroom management, and subject mastery. The observed gap in Mbale reflects the absence of standardized competency evaluations and may explain the stagnation in teacher performance levels.

Interestingly, 40.5% of respondents agreed that teachers are recruited by school boards and management. This finding is consistent with UNESCO (2022), which supports decentralized recruitment mechanisms that promote community participation, contextual relevance, and greater transparency. However, in Uganda, the effectiveness of school boards in recruitment is variable and often influenced by local political dynamics, which can compromise objectivity.

The study also revealed that 45.0% of respondents disagreed that newly recruited teachers undergo formal induction or orientation programs. This deviates from best practices highlighted in OECD (2023) and Mgaya & Mlowe (2021), who assert that

induction significantly, improves new teachers' confidence, retention, and instructional efficiency. In the absence of such structured programs, newly hired teachers in Mbale City are likely to face adaptation challenges, which in turn impact their early career performance and long-term professional development.

Regression analysis conducted in this study confirmed that recruitment practices significantly predict teacher performance in private secondary schools in Mbale City. The model demonstrated that structured, transparent, and merit-based recruitment frameworks are strong predictors of improved instructional quality, staff motivation, and student outcomes. These findings validate assertions by Gupta & Shaw (2023), who emphasize the importance of statistically significant predictors in human resource strategies for enhancing organizational effectiveness.

#### **5.1.2 Training practices and teachers' level of performance in selected private secondary schools in Mbale city**

The study findings indicate a significant relationship between training practices and teachers' performance in private secondary schools in Mbale City. A notable 32.6% of respondents strongly disagreed that training needs are discussed with teachers. This suggests a lack of participatory planning, which can lead to disengagement and negatively affect performance. Boateng and Ofori (2021), in their study on Ghana's education sector, also observed that excluding teachers from professional development planning undermines motivation and reduces the effectiveness of training interventions.

Additionally, 44.1% of respondents reported that training opportunities are not extended to every teacher annually. This aligns with the findings by Ngure and Nzulwa (2022) in Kenya, who emphasized that inconsistent access to training, creates disparities in teacher competencies and fosters feelings of exclusion. Similarly, Ochieng and Mugo (2021) argue that equal access to annual training is critical for building a motivated and cohesive teaching force.

Moreover, 44.1% of the respondents strongly disagreed that an annual budget is allocated for training and staff development. This situation is consistent with Kariuki et al. (2020), who identified inadequate budgeting as a major hindrance to effective teacher capacity development in East African public schools. Without sustainable financing, professional growth is stifled, and classroom instruction suffers due to stagnating pedagogical skills.

In contrast, some areas reflect promising practices. For instance, 36.9% of respondents strongly agreed that training strategies and needs are aligned with school goals. Hussein and Mukhtar (2023) support this, noting that aligning training initiatives with institutional goals enhances teaching outcomes and institutional effectiveness. This alignment ensures that training is purposeful and measurable in terms of impact.

Furthermore, 33.3% of respondents agreed that teachers' personal interests and those of the school are considered in training plans. Chisikwa and Wekesa (2022) affirm that integrating teacher interests into training fosters engagement and professional innovation. However, caution is advised, as Munyua and Wairimu (2021) argue that such alignment should not compromise core institutional priorities.

A significant gap identified is the absence of expert trainers, with 43.2% of respondents strongly disagreeing that such professionals are engaged in development programs. This contradicts global best practices recommended by UNESCO (2021), which stress the importance of employing subject-matter experts to deliver impactful professional development. Moses and Atim (2023) warn that without competent facilitators, training remains superficial and yields limited improvements in instructional quality.

### **5.1.3 Staff compensation/reward systems and performance of teachers in selected private secondary schools in Mbale city.**

The findings of the study revealed that a significant proportion (45.9%) of respondents strongly agreed that teachers in private secondary schools in Mbale City are not rewarded based on their job performance. This suggests a critical gap between teacher effort and institutional recognition. Contemporary evidence confirms that performance-linked compensation enhances job satisfaction and retention. For example, Nwachukwu et al. (2023) emphasize that when compensation aligns with individual achievements, it improves both morale and organizational productivity, particularly in educational environments.

Additionally, 34.2% of respondents strongly disagreed that job performance is considered in compensation decisions. This undermines the motivational value of performance-based rewards. Recent research by Okeke and Obasi (2022) supports the idea that lack of a transparent reward-performance link diminishes employees' motivation, ultimately weakening school performance outcomes. In Mbale City's context, the data suggest that current compensation practices do not sufficiently promote a culture of meritocracy.

On a positive note, 42.3% of participants strongly agreed that existing compensation and reward packages help encourage teachers to work towards achieving school goals. This reflects the broader findings by Amadi and Uzochina (2023), who argued that even basic and consistent financial compensation can drive commitment and support goal alignment in under-resourced school systems.

However, 40.5% of respondents strongly disagreed that teachers are appropriately recognized and rewarded by the Board. This lack of formal recognition contradicts the findings of Chikweru and Mbotto (2024), which found that systematic recognition – financial or symbolic—plays a pivotal role in reinforcing positive teacher behaviors. Without it, teachers may feel undervalued, leading to demotivation and diminished job satisfaction.

Furthermore, 48.6% of respondents strongly disagreed with the statement that teachers receive bonuses as a strategy for rewarding excellent performance. This aligns with ongoing national concerns regarding the limited application of performance-based bonuses in public education systems. According to Mugisha and Namubiru (2023), performance-related incentives remain underutilized in Ugandan secondary schools, despite their proven motivational benefits when implemented equitably.

## CHAPTER SIX

### CONCLUSION AND RECOMMENDATIONS OF THE FINDINGS

#### 6.0 Introduction

This chapter presents the conclusions drawn from the study findings and proposes practical, evidence-based recommendations aligned with the study objectives and statistical results.

#### 6.1 Conclusion

##### 6.1.1 Recruitment practices and teachers' level of performance in selected private secondary schools in Mbale city

The study established that recruitment practices significantly influence teachers' performance in private secondary schools in Mbale City ( $P = 0.013$ ). The lack of external advertisements and failure to prioritize merit-based recruitment was shown to limit access to a broader pool of competent candidates. Teachers were often selected without clearly stipulated job descriptions or induction, affecting their task execution and job alignment. Overall, effective recruitment and selection procedures—such as transparent advertising, merit-based selection, and structured induction—were found to be crucial for enhancing teacher productivity.

##### 6.1.2 Training practices and teachers' level of performance in selected private secondary schools in Mbale city

The results revealed a statistically significant relationship between training and teachers' performance ( $P = 0.003$ ). The absence of training needs assessments, inadequate training budgets, lack of expert facilitators, and failure to align training content with both institutional and individual goals were found to limit skill acquisition and motivation. Conversely, when teachers' interests and institutional priorities were incorporated in training programs, there was a noticeable improvement in instructional delivery and work commitment. These findings affirm

that structured and well-funded training programs enhance teacher efficiency and job satisfaction.

### **6.1.3 Compensation / Rewards and performance of teachers in selected private secondary schools in Mbale city.**

Compensation and rewards were found to significantly influence teachers' performance ( $P = 0.015$ ). Many schools in Mbale City do not recognize teacher contributions with appropriate rewards, and bonuses are rarely offered. The lack of performance-based compensation leads to reduced morale, while the presence of fringe benefits (such as housing, overtime pay, or recognition packages) boosts commitment and job effectiveness. These results suggest that incentive-based compensation is an effective strategy for improving teaching performance and retaining skilled educators.

### **6.1.4 Limitations of the study**

This study had a number of limitations and one of them was inadequate data about current published and unpublished literature on human resource management practices in relation to teachers' performance. Lack of seriousness in filling of the structured questionnaires was yet another setback of the study. Many respondents gave little attention and last priority to the filling of questionnaires handed to them by the researcher and this resulted to late returning of completed questionnaires.

The researcher attempted to overcome the above problems by searching for the most recent information from secondary data sources. The researcher also took time to go to the study areas to personally collect completed questionnaires in order to minimize delays in compiling data.

## 6.2 Recommendations

Based on the study findings and supported by statistical evidence, several actionable recommendations are proposed to improve teacher performance in private secondary schools in Mbale City.

Firstly, the Mbale City Education Service Commission should design and enforce a merit-based recruitment policy. This policy must include transparent procedures such as external advertisements and the administration of aptitude tests to ensure that only qualified candidates are appointed.

Secondly, Heads of private secondary schools should be responsible for providing structured induction programs for newly recruited teachers. These programs should orient teachers to the institutional goals and equip them with the necessary skills and understanding to perform effectively from the onset.

Furthermore, Mbale City Council and School Boards should allocate a dedicated budget for regular and need-based teacher training programs. These programs must be aligned with both school development plans and individual teacher development needs to ensure relevancy and impact.

Additionally, the school Boards and Head teachers are encouraged to employ expert facilitators to conduct training sessions and systematically evaluate teachers' effectiveness. This will help maintain quality standards and ensure that training leads to measurable improvements in teacher performance.

Moreover, School Boards and Head Teachers should establish a performance-based reward system. This system may include bonuses, fringe benefits such as housing and transport, and recognition awards aimed at motivating teachers and acknowledging outstanding work.

Lastly, the District Education Department should institutionalize periodic performance reviews. These reviews will serve to identify areas for improvement and guide the development of both training and reward systems, thus ensuring continuous professional development and accountability.

### **6.3 Areas for further studies**

The study proposes the following areas for future research:

1. An in-depth investigation into the challenges affecting teacher efficacy in instructional delivery in private secondary schools in Mbale City.
2. A comparative study on the influence of compensation and rewards on teacher performance in private secondary schools across different districts in Eastern Uganda.
3. A longitudinal study exploring the relationship between teacher motivation and productivity in both public and private secondary schools in Mbale City.

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## APPENDIX I

### A LETTER OF INTRODUCTION:

Uganda Christian University- MBALE College Campus  
P.O Box 4,  
Mukono, Uganda

Date: 10<sup>th</sup>/OCT/2023

Dear Sir/Madam:

Re: Request for permission to collect data from your school/premises/facility:

I am a post graduate student from Uganda Christian University-MBALE College Campus, department of education. I would like you to allow me collect data from your school/premises/facility for the purpose of analyzing the effects of Human Resources Management practices on teachers' performance in MBALE city.

The successful compilation of authentic report from data collected and analyzed is a requirement for the fulfillment of the award of the degree of Masters of Education in Administration and Planning. I will dearly appreciate any assistance rendered to me in line with this request.

Thank you

Yours faithfully,

Obina Robinson.

Tel: 0782680402

## APPENDIX II:

### Questionnaire for teachers on human resources management practices and performance of teachers in private secondary schools in MBALE city

Dear colleagues;

Warm greetings, I am a master's degree student of Uganda Christian University carrying out research on the effects of human resources management practices on teachers' performance in secondary schools in MBALE city.

I am kindly requesting you to participate diligently in giving responses to the items in this questionnaire. I assure you that your views and data will be treated with maximum confidentiality.

#### SECTION A: Personal information

1. How old are you? Tick the most appropriate.  
a) 25 -30 years ( ) b) 31 -40 years ( ) c) 41 -50 years ( ) .d) 51- 60 ( ) .
2. What is your gender? Male ( ). Female ( ). Tick.
3. For how long have you been working for this school? Tick where appropriate below.  
a) Below 5 years ( ) b) 6—10 years ( ) .c) 11 -15 years ( ) d) 16+ ( )
4. What is your highest qualification?  
a) D.Ed. ( ). b) B.E.D ( ). C) M.Ed. ( ). d) Ph.D. ( ). Tick where appropriate
5. Specify your job title (Tick where appropriate)  
a) Head of Arts ( ) b) Head of Science ( ) C) D.O.S. ( ) d) C/Tr. ( )
6. Please kindly rate your skill and experience in school management. Tick  
a) Excellent ( ) b). Fairly sufficient ( ) C) Insufficient ( ) d) Good ( ) .

**SECTION B: Human resources management practices in private secondary schools**

1. Recruitment practices in your secondary school.

**NB: Indicate by ticking your degree of agreement or disagreement with the statement.**

<b>Recruitment processes</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Undecided</b>	<b>Agree</b>	<b>Strongly Agree</b>
In our school, vacant positions are filled by qualified staffs internally					
In our school, job openings are advertised whenever available					
Teachers selected for the jobs have the desired skills and right attitudes					
Teachers are selected by the Board and Human Resource officers					
Applicants are informed of the requirements for the jobs available					
In our school, appointment letters are given to teachers on merit					
The newly recruited teachers are given orientation and induction					

2. Training practices in your secondary school:

**NB: Indicate by ticking your degree of agreement or disagreement with the statement**

Training practices	Strongly disagree	Disagree	Undecided	Agree	Strongly Agree
Training needs are discussed with the teachers					
Every teacher is given the opportunity for training yearly					
Annual budget for training of staffs is made					
Training strategies and relevant training programs are made yearly					
Relevant training needs are aligned with the goals of the school					
Teachers' and school interests are incorporated in training programs					
The services of expert trainers are engaged in training of staffs yearly					

3. Compensation/Reward System in Your School

**NB: Indicate by ticking the degree of agreement or disagreement with the statement**

Compensation/Reward systems	Strongly Disagree	Disagree	Undecided	Agree	Strongly agree
Teachers are rewarded basing on job performance					
Reward packages encourage teachers to achieve the school goals					
Teachers are recognized and rewarded appropriately by school					
In our school, bonuses are given to teachers as a strategy for rewarding high job performance					
Job performance is vital for determining incentives to teachers					
Compensation/Reward for satisfactory performance improves job performance					

**SECTION C: Teachers' performance in your secondary school:**

**NB: Indicate by ticking your degree of agreement or disagreement with the statement**

<b>Teachers' performance trends</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Undecided</b>	<b>Agree</b>	<b>Strongly Agree</b>
In our school, teachers are always physically present week in-week out					
In our school, teachers make timely schemes of work and lesson plans					
In our school, teachers accomplish tasks assigned to them in time					
In our school, teachers satisfactorily attend to learners' academic needs					
In our school, teachers attend to their classroom teaching duties					
In our school all teachers participate in co-curricular duties.					

**Thank you so much for your cooperation and time. God's blessing.**

**APPENDIX III: Interview Guide for Head Teachers**

**Dear Colleague,**

Warm greetings, I am a student of Master of Educational Administration and Planning at Uganda Christian University, currently conducting a study titled **"The Effect of**

**Human Resource Management practices and Teachers' Performance in selected private Secondary Schools in Mbale City."**

I kindly request your participation in this research by responding to the following interview questions. Your responses will be treated with the utmost confidentiality and used solely for academic purposes. Thank you in advance for your time and valuable input.

1. How long have you been serving as a head teacher in this school?
2. What are your main areas of responsibility in this school?
3. What is your highest academic or professional qualification?
4. What types of Human Resource Management practices are implemented in your school?
5. Do you carry out Human Resource planning in your school? If yes, how?
6. Is career development considered the responsibility of individual teachers, or is it supported by school leadership?
7. How often do you discuss career development aspirations with your teachers?
8. Who is responsible for planning training and development programs for staff in your school?
9. Do you inform job applicants about the specific requirements for vacancies at your school?
10. What methods do you use to advertise available job vacancies?
11. Who is involved in the recruitment and selection of teachers in your school?
12. Are teachers recruited and appointed based on merit in your school?
13. Do you provide induction and orientation for newly recruited staff members?
14. Is job security guaranteed for staff in your school? If so, how?
15. Do you regularly discuss training and development needs with your teachers?
16. Does every teacher have the opportunity to receive training annually?
17. Is there an annual budget allocated for teacher training and development?
18. Are the interests of both teachers and the school considered when developing training programs?
19. Do you engage expert trainers for the professional development of your staff?

20. Do you provide feedback and counselling to teachers regarding poor performance?
21. Are performance appraisal results used in decisions about promotions, training, or compensation?
22. Are corrective measures put in place for teachers who underperform?
23. Are teachers compensated or rewarded according to their job roles?
24. Is teacher performance a key factor in determining compensation or rewards?
25. Do compensation and reward packages motivate teachers to achieve school objectives?
26. Does the Board recognize and reward outstanding teacher performance appropriately?
27. Are bonuses used as a strategy to reward teachers in your school?
28. Are teachers consistently present at school throughout the academic week?
29. Do teachers prepare and submit schemes of work, lesson plans, and notes on time?
30. Do teachers accomplish assigned responsibilities within the expected time frame?
31. Do teachers adequately respond to the academic needs of learners?
32. Are teachers effectively executing their classroom duties?
33. Are all teachers actively involved in co-curricular activities?
34. Do all departments understand their specific roles and responsibilities?
35. Are there clearly defined procedures that teachers are expected to follow to carry out their duties?

**Thank you very much for your cooperation. May God richly bless you**