

**HUMAN RESOURCE DEVELOPMENT STRATEGIES AND JOB PERFORMANCE
OF TEACHING STAFF AMONG SELECTED PUBLIC SECONDARY SCHOOLS IN
SHEEMA DISTRICT**

JUSTUS RWOMUSHANA VITA

M21/BBUC/MEDAP/005

**A DISSERTATION SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF THE
MASTER OF EDUCATION ADMINISTRATION AND PLANNING OF UGANDA CHRISTIAN
UNIVERSITY**

May, 2025




**UGANDA CHRISTIAN
UNIVERSITY**

A Centre of Excellence in the Heart of Africa

DECLARATION

I confirm that this dissertation is unique and is the product of my own work. Where other people's work was used, the information was properly acknowledged.

Signature.....

Date: 21/08/2025

VITA JUSTUS RWOMUSHANA

REG No: M21/BBUC/MEDAP/005

APPROVAL

This dissertation titled “Human resource development and job performance of teaching staff among selected Public secondary schools in Sheema district” has been accomplished under my guidance and is now ready for submission with my approval.



Sign:

Date... **21.8.2025**

Dr. Habaasa Ivan Akatwijuka

(Academic Supervisor)

DEDICATION

This work is dedicated to my dear wife Hopekins Ninsiima and my children who have sacrificed their precious time and finances in order to support me academically. Am highly indebted to them.

ACKNOWLEDGEMENT

Many people have impacted my life, inspired me and contributed to this research project. Few and most important have to be mentioned.

The Almighty God deserves the utmost praise and gratitude for his constant love and mercies shown to me.

I would also like to express my gratitude to my supervisor Dr. Habaasa Ivan Akatwijuka, for his tireless intellectual mentoring, oversight, and academic assistance throughout this research project. I have reached this far basically because of the direction and encouragement I have received from my supervisor.

I also extend my heartfelt appreciation to my friends, whose constant encouragement, understanding, and support provided the motivation and strength I needed to stay focused and committed throughout the research process.

Table of Contents

DECLARATION	ii
APPROVAL	iii
DEDICATION	iv
ACKNOWLEDGEMENT	v
CHAPTER ONE	1
INTRODUCTION	1
1.0 Introduction.....	1
1.1 Background to the study	1
1.1.1 Historical Background	1
1.1.2 Theoretical Background.....	3
1.1.3 Conceptual background	4
1.1.4 Contextual Background	4
1.2 Statement of the problem	5
1.3 Primary goal of the Study	6
1.4 Specific Objectives	6
1.5 Research Questions.....	6
1.6 Research Hypotheses	7
1.7 Justification.....	7
1.8 Significance of the study.....	7
1.9.2 Geographical Scope	8
1.9.3 Time Scope	8
CHAPTER TWO	10
LITERATURE REVIEW	10
2.0 Introduction.....	10
2.2.2 Expectancy Theory	13
2.3 Performance appraisal and job performance.....	14
2.5 Promotion and job performance.....	18
2.5 Summary of Literature	22
CHAPTER THREE	24
METHODOLOGY	24
3.0 Introduction.....	24
3.1 Research Design.....	24
3.2 Study Population.....	24
3.3 Sample Size and Sampling Techniques	24

3.3.1 Sample Size.....	24
3.3.2 Sampling techniques	25
3.4. Data collection methods.....	26
3.4.1 Questionnaire survey method.....	26
3.4.2 Interview method	26
3.5.1 Questionnaire	26
3.6 Data Quality Control.....	27
3.6.1 Validity	27
Table 3.2: Showing validity of instruments	27
3.6.2 Reliability.....	28
Table 3.3: Cronbach Alfa Results	28
3.7 Ethical procedures.....	29
3.8 The processing of data and its analysis.....	29
3.8.2 Analysis of qualitative data.....	30
3.8.3 Data Presentation	30
3.9 Limitations and delimitations to the study	30
CHAPTER FOUR.....	31
DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS.....	31
4.0 Introduction.....	31
4.1 Rate of response.....	31
Table 4.1: Response rate	31
4.2 Demographic characteristics of the respondents	31
4.2.1 Gender of the respondents.....	32
Figure 4.1: Showing Gender distribution of the respondents	32
Figure 4.2: Age distribution of respondents.....	33
Figure 4.2 reveals that 34.10% of the respondents were each between the ages of 36 and 44, while 56 and older represented the youngest age group. This suggests that the majority of responders were mature citizens as per Ugandan constitution. Despite the fact that the age distribution varied, it can still be said that the sample was representative of the population because it included all of the age groups that were present.	Error! Bookmark not defined.
2.4.3 Marital Status of the respondents.....	33
Figure 4.3: Showing Marital Status of the Respondents.....	33
4.2.4 Education level of the respondents	34
Figure 4.4: Showing education level of respondents	34
4.2.6 Time spent in the school	35
Figure 4.5: Showing time spent in the school.....	35

4.3.1 Results on the influence of performance appraisal on teachers’ job performance.....	35
Table 4.2: The influence of performance appraisal on teachers’ job performance.....	36
4.3.2 Hypothesis testing performance appraisal and teachers job performance	38
Table 4.3: The Pairwise Correlation results between Performance appraisal and Teacher’s job performance	38
4.4.1 Findings on the effect of staff training and development on teacher’s job performance.....	39
Table 4.4: Findings on the role of staff training and development towards teacher’s job performance .	40
4.4.2 Hypothesis testing training & development and teachers job performance.....	42
Table 4.5: The Pairwise Correlation results between Training and development and Teacher’s job performance	42
4.5.1 Association between promotion and job performance of teachers	43
Table 4.6: Showing the relationship between Promotion and job performance of teachers.....	43
4.5.2 Hypothesis testing promotion & teachers job performance.....	45
Table 4.7: The Pairwise Correlation results between Promotion and Teacher’s job performance	45
4.6.1 Findings about the indicators of teachers’ job performance	45
Table 4.8: Showing the indicators of teachers’ job performance.....	46
CHAPTER FIVE	48
DISCUSSION OF FINDINGS	48
5.0 Introduction.....	48
5.1.3 Promotions and Job Performance of Teaching Staff.....	49
CHAPTER SIX.....	50
CONCLUSION AND RECOMMENDATIONS.....	50
6.0 Introduction.....	50
6.1.0 Conclusion	50
6.1.1 The association between performance appraisals and job performance of teaching staff	50
6.1.2 Link between training and development on job performance.....	50
6.1.3 Relationship between promotion and job performance of teaching staff.....	51
6.2.0 Recommendations to the study	51
5.4 Areas for further study	51
References.....	52
APPENDICES	59
APPENDIX 1: LETTER OF INTRODUCTION.....	59
APPENDIX 2: QUESTIONAIRE	60
APPENDIX 3.....	64
INTERVIEW GUIDE.....	64

LIST OF ACRONYMS

HRD: Human resource development

HRM: Human resource management

HR: Human resource

KSA's: Knowledge, skills and abilities

CVI: Content validity index

T & D: Training and Development

Abstract

This study's main objective was to determine how human resource development tactics affected the work performance of teachers in a subset of public secondary schools in the Sheema district. The study was restricted to certain goals, such as determining how training and development, promotions, and performance reviews affected teaching staff members' work performance. The study employed a cross-sectional research strategy, collecting and analyzing data using both qualitative and quantitative methods. Out of the 150 persons in the population, 100 were selected as the sample for this study. According to the study's findings, performance reviews offer a good chance to formally recognize employees' accomplishments, measure and assess their accomplishments over a predetermined time period, assess their effectiveness and formal contribution to the company, and track their performance. Regarding the impact of training and development on secondary school teaching staff performance, the study found that training improves employee morale on the job, boosts employee loyalty to the organization, helps to reduce turnover costs, and saves time by showing staff how to complete tasks both now and in the future. Additionally, it was discovered that promotions were essential to raising instructional staff members' work effectiveness. Promotion, it was concluded, boosts job satisfaction, boosts employee morale, boosts employee productivity, makes employees feel productive, promotes employee loyalty to the organization, and helps to reduce turnover costs. According to the current study, secondary schools should receive assistance from the government in executing human resource development strategies through the Ministry of Education. Strengthening staff development-related policies is one way to do this.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

In a subset of public secondary schools in the Sheema region, this study looked at the job performance of teaching staff members and HRD strategies. Human resource development techniques were considered an independent variable in this study, whereas teaching staff job performance was considered a dependent variable.

The background, problem statement, purpose, specific objectives, research questions, significance, scope, definitions of key terms, and conceptual framework that acted as the study's compass are all included in this section.

1.1 Background to the study

Background information for this study comprised the following: historical, theoretical, conceptual, and contextual background information;

1.1.1 Historical Background

Human resource management's origins may be found in the early 18th century in the United States and a few European countries, such as the UK, Germany, and France (Midler, 1986). Formerly known as personnel management, human resources management (HRM) had established itself as a distinct field by the 1920s in the United States. The field was mainly concerned with the technical aspects of hiring, evaluating, training, and compensating employees; it was very much a "staff" function in most organizations and generally did not focus on the systematic relationships among disparate employment practices or the impact of these practices on overall organizational performance.

Many organizations across the globe now aim at building frameworks where a supervisor's role is to convince rather than command and where rank signifies obligation rather than authority (Mohamad, Lo, and La, 2009). According to Lo, Ramayah, and De Run's (2009) theory, in order for managers to be effective, they must persuade their subordinates, peers, and superiors to help and support their suggestions, plans, and decisions. The ability to influence others is a crucial element of effective management, according to Lo et al. A growing collection of research on HR

procedures and employee performance has shown a significant connection between the two (see, for example, Kehoe and Wright, 2013). Additionally, according to Lonsdale (2016), efficient administrators do not desire to work alone; rather, they prefer to collaborate with their subordinates.

It is now widely accepted that maintaining and enhancing employee performance depends on organizational human capital management (Leroy, Segers, Van Dierendonck, & Den Hartog, 2018). Human resource management techniques have been shown to have a major influence on employee performance. This has been demonstrated by Arthur and Boyles (2007), Posthuma, Campion, Masimova & Campion (2013), Bamberger, Meshoulam, and Biron (2014), and Alagaraja (2010). HR procedures are believed to affect employees' knowledge, abilities, and talents (Schuler, Tarique, and Jackson, 2004), as well as their attitudes and conduct (Boon, Den Hartog, Boselie, and Paauwe, 2011). They might therefore affect how well a company performs.

An organization's human resource (HR) practices are essential to its success (Sattar, Ahmad, and Hassan, 2015). Recruiting, selection, performance development, market-oriented training, social security evaluations, a suitable exchange system, and planned strategic needs are some of the fundamental HR tasks (Sattar, Ahmad, and Hassan, 2015). The placement of talented and motivated employees is made possible by a number of HR policies, including freedom of performance, teamwork, engagement, and compensation (Andrew and Sofian, 2012; Bakker and Demerouti, 2008). Three crucial HR practices—training, empowerment, and reward—significantly contribute to high levels of productivity and high-quality performance in firms, claim Combs, Liu, Hall, and Ketchen (2006).

Yousaf, Usman, and Islam (2018) state that education is a crucial element in the development of a nation and that teachers' performance has a significant impact on the educational system. A nation is built in large part through its educational system. Any educational institution must have teachers (Ricard & Pelletier, 2016). Teachers are still in high demand even in this era of technological growth (Arifin, 2015). In actuality, teachers' performance directly affects how well the schools perform (Wildman, 2015). According to Ahmed, Vveinhardt, Ahmed, and Heman (2016), both private and public schools have had significant problems with maximizing employee productivity.

Marry (2010) asserts that both intrinsic and extrinsic motivation are necessary for school instructors to work well if there is effective administration of qualified staff, a solid infrastructure and culture setting, instructional materials, and competent supervision. Tickle, Chang, and Kim (2011) state that a teacher's success may be evaluated based on their engagement in extracurricular activities, supervision of classroom activities, consistent and early presence at school, and general punctuality. Teachers who lack motivation perform below expectations because they do not see the value in their work. contribute to high levels of productivity and high-quality performance in organizations.

1.1.2 Theoretical Background

Becker's (1964) theory of human capital served as the foundation for this investigation. Most businesses have traditionally considered human capital to be an important resource (Pfeffer, 1994). Internalizing organizational competency and, more specifically, strategic human resource management were seen to be sources of long-term competitive advantage (Dyer and Reeves, 1995). Human capital, according to Youndt and Snell (2004), is the potential for production of every individual. Skills, expertise, and knowledge have economic worth since they boost an organization's efficiency and flexibility (Huselid, Jackson, and Schuler, 1997). People have knowledge, skills, and abilities (KSAs) that are economically advantageous to the company, thus the company should value them.

According to Youndt, Snell, Dean, and Lepak (2004), if there is a greater chance of employee contribution to the business, the organization is more inclined to invest in HRM operations specifically to increase individual productivity and overall firm success. The firm's most significant competitive advantage is its experience, claims Grant (1996). This is due to the fact that a significant amount of the organization's knowledge is contained in its human capital. According to Lepak and Snell (1999), a business generates value by selecting, developing, and utilizing the human capital that possesses that knowledge. It is believed that an organization's resource capabilities are intimately linked to the skills, abilities, and traits of the workforce that comprise its human capital pool (Lado & Wilson, 1994).

Because human resource practices influence work performance, this idea was pertinent to the current investigation. Employers must have the skills and capacities to carry out the tasks necessary

to achieve organizational goals, according to Ferris, Hochwarter, Buckley, Harrell-Cook, and Frink (Ferris, Hochwarter, Buckley, and Frink, 1999).

1.1.3 Conceptual background

According to Dessler (2007), human resource development (HRD) refers to the policies and processes used to carry out the human resource (HR) aspects of a management position, including human resource planning, job analysis, recruitment, selection, orientation, compensation, performance appraisal, training and development, and labor relations. HRM is made up of the policies, processes, and frameworks that influence workers' conduct, attitudes, and output (Noe, Hollenbeck, Gerhart, & Wright, 2007). HR procedures including training and development, performance reviews, and promotions were covered by both the Guest Model and the American Society of Human Resource Management. For this study, these behaviors were selected (Yeganeh & Su, 2008).

Human resource (HR) components of management roles, including as training, development, performance evaluations, and promotions, are all included in this research under the heading of "human resource development."

Conversely, Locke (1976) described job performance as an emotional state of contentment or positivity resulting from an assessment of an individual's profession (Haque & Taher, 2008). Robbins (1999) asserts that a person's overall attitude toward their work may also be characterized as job satisfaction. Mullins (1993) asserts that job performance and motivation are closely related. An employee's needs and desires, social relationships, management style and quality, job design, compensation, working conditions, perceived long-term opportunities, and perceived opportunities elsewhere are just a few of the many factors that are believed to have an impact on their performance at work (Byars & Rue, 1997; Moorhead & Griffin, 1999).

Among the elements of job performance that were examined in this study were the employees' attitudes and character toward their work, their participation and dedication to their work, their timely completion of duties, their emotional attachment to their work, and their academic success

1.1.4 Contextual Background

For effective and efficient service delivery, the majority of Uganda's secondary schools have created governance bodies. Teachers are therefore at the center of the conversation since student

achievement and ranking are the primary indicators of a school's quality. Boyd et al. (2011) assert that teachers are essential to children's education and that all schools strive to employ skilled educators who can offer their students top-notch teaching (Boyd, Lankford, Loeb, Ronfeldt & Wyckoff, 2011).

In 2014, Matovu conducted research on Uganda's secondary schools. The study found a variety of problems that could hinder job performance even while the framework for hiring, deploying, and keeping employees in place was in place. Rarely are teaching positions for Secondary School teachers announced, and neither the recruitment policy nor a regular schedule was in place. Retention is still a problem as a result of the uncomfortable working atmosphere, the ambiguous reward structure, and the income (Matovu, 2014).

Sheema District, located in southwestern Uganda, has made strides in expanding access to education through its network of public secondary schools. However, it still has issues with the work performance of its teachers, much like a lot of other districts. Despite the support of school administrative structures and district education offices, the inconsistent application of HRD programs including in-service training, mentorship programs, and performance reviews still has an impact on teachers' effectiveness. Many schools struggle with limited professional development opportunities, unclear promotion pathways, and inadequate motivation mechanisms, which can lead to low morale and reduced commitment among teachers. As a result, the quality of teaching and student performance may be compromised.

According to the Ministry of Education and Sports (MoES, 2022), there is a growing recognition that strengthening HRD strategies at the district level is essential for improving teacher performance and achieving national education goals. Therefore, investigating HRD strategies within this specific context is therefore vital for identifying targeted interventions that can enhance teacher capacity, improve performance, and strengthen the overall education system in Sheema's public secondary schools.

1.2 Statement of the problem

Employees must execute their jobs well in order to fulfill their professional obligations. High performance is only possible from contented workers. Employees that are happy demonstrate

engagement, happiness, internal motivation, timeliness, and objectives to reduce turnover. One of the key factors influencing how well human resources are managed is employee job satisfaction. Amin, Ismail, Rasid, and Selemani (2014) state that appropriate performance reviews, timely and adequate promotions, and fair compensation and rewards are all acceptable HRM practices that may boost employee satisfaction.

Recognizing the importance of performance of teaching staff, a number of secondary schools have implemented human resource development practices aimed at enhancing performance of teaching staff (Lou, Hong & Li (2024). These practices include; improved motivation for staff, external trainings, performance appraisals and promotion to different positions.

Despite these efforts, job performance of the teaching staff in public schools remains low. For instance, with respect to teaching, some teachers show less commitment to teaching exhibited by absenteeism from duty, delay or non-feedback to the students about their tests (Neema-Abooki, 2016). More so, there are very many students who fail to qualify for a certificate at ordinary Level, and a big number of students also fail to obtain any principal pass at advanced level (Sheema district, report 2019).

This study's main objective was to look into the relationship between the work performance of teaching staff and HRD practices at a specific public secondary school in the Sheema region.

1.3 The study's main objective

The primary goal of this study was to investigate the connection between teaching staff job performance and HRD techniques at a particular public secondary school in the Sheema area.

1.4 Specific Objectives

Specifically, this study sought;

- i. To determine how performance reviews affect the work output of teachers in Sheema district's public secondary schools.
- ii. To determine how training and development affect the work performance of teachers in Sheema district's public secondary schools.

- iii. To ascertain how teaching staff performance in public secondary schools in the Sheema district is affected by promotions.

1.5 Research Questions

The following questions were the focus of the study:

- i. How do performance reviews affect the work performance of teachers in Sheema district's public secondary schools?
- ii. How do training and development affect the work performance of teachers in Sheema district's public secondary schools?
- iii. How do job performance and promotions relate to each other in Sheema district public secondary schools?

1.6 Research Hypotheses

The study tested the following research hypotheses;

H₁. Performance appraisal has a positive effect on teacher's job performance

H₂. Training and development have a positive effect on teacher's job performance

H₃. Promotion has a positive effect on teacher's job performance

1.7 Justification

The majority of academics have studied human resource development strategies because of the high value placed on human resources in an organization. However, there is a dearth of research on the work performance and human resource development of public secondary school teachers in rural subregions such as Sheema district. Therefore, by determining the impact of human resource development on teaching staff job performance, this study was essential to closing the gap.

1.8 Significance of the study

Administrators at various institutions may find the study's findings, suggestions, and knowledge useful in comprehending the importance of HRM practices and how they affect workplace efficiency.

Policymakers at the Ministry of Education may also find the study highly useful in designing and enforcing employment rules that align with secondary school human resource development procedures.

The study's findings may be important to academic researchers since it seeks to provide crucial information on the application of HR techniques and their effect on employee job performance in educational institutions. The study can be helpful to scholars and researchers since it contributes to the literature and the body of knowledge in this area.

1.9 Scope of the study

Three areas comprised the study's scope: the content scope detailed the study's variables; the geographical scope represented the study's actual location. A timeline for obtaining the pertinent literature was part of the study's temporal scope.

1.9.1 Content scope

The study primarily examined human resource development and job performance of teaching staff in a few public secondary schools in the Sheema area. The study solely sought to address the following research objectives: To ascertain how teaching staff work performance is related to performance evaluations, how training and development affect job performance, and how promotion and job performance are related.

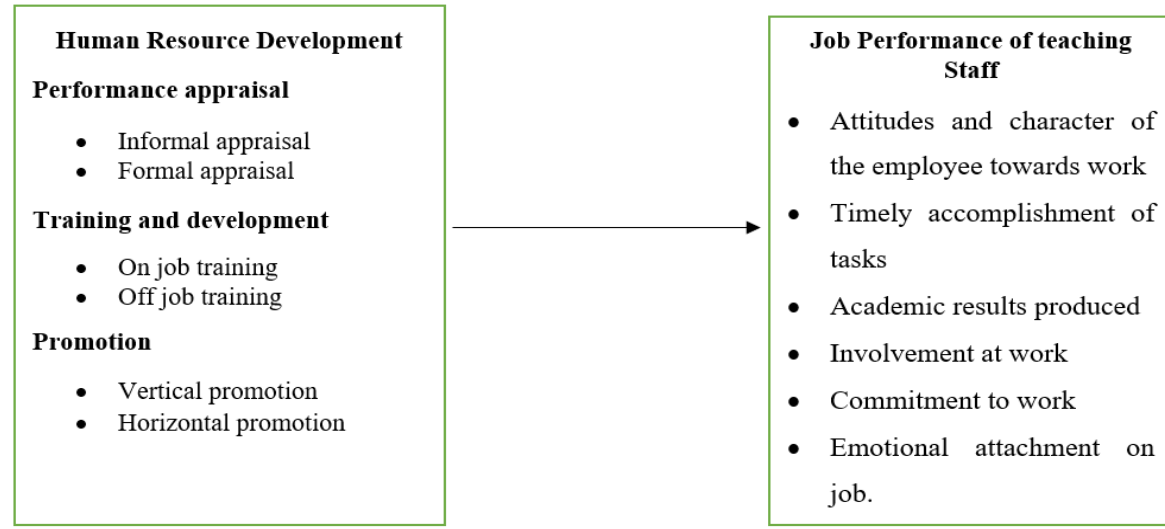
1.9.2 Geographical Scope

The research involved five public secondary schools in the Sheema region. Sheema District is situated in the Ankole Sub-Region in Western Uganda. The district consists of 12 sub-counties, 60 parishes, and 598 villages. The district now has around 322 educational institutions, including 111 nursery schools, 181 primary schools, 27 secondary schools, and 3 higher schools.

1.9.3 Time Scope

Over a fourteen-year period, from 2005 to 2019, the study looked at the association between teaching staff job performance and HRD methods in a selection of public secondary schools. This period of time was selected since it gave the researcher enough time to collect information on the subject of the study.

1.10.0 Conceptual framework: Relationship between HR practices and Job performance



Source: Adapted from Becker (1964).

The link between teaching staff job performance and human resource development is depicted in the above image. Promotion, training and development, and performance reviews were among the HRD practices taken into account in this study. Employee attitudes and character, involvement at work, complete engagement and devotion to work, timely task completion, emotional attachment to the workplace, and academic outcomes are all used to evaluate job performance.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The relevant literature for the investigation was reviewed in this chapter. The definition of important words, the theoretical underpinnings, the actual literature review, and a synopsis of the literature review were all included. In addition to empirical research, the real literature was examined objectively. The literature review's sources comprised primary materials, including conducted interviews, as well as secondary sources, particularly textbooks, journals, research dissertations, and government reports and publications.

2.1.0 Definition of key concepts

2.1.1 Human resource management (HRM); refers to the processes and techniques used to conduct out the human resource (HR) components of a management function, such as labor relations, training and development, job analysis, recruiting, selection, orientation, promotions, compensation, and performance assessment. The human resources department of organizations strives to optimize employee performance in order to support the employer's strategic goals and objectives.

2.1.2 Training; This is a reference to the methodical, steady accumulation of knowledge, abilities, concepts, or mindset that results in improved performance (Lazazzara and Bombelli, 2011). According to Baldwin et al. (1991), workers who were more motivated before training based on their willingness to attend training produced better learning outcomes than those who were less motivated.

2.1.3 Performance; This is related to the productivity of a job assignment, the volume of output, attendance at a job, the effectiveness of the work that has been accomplished, and attendance at the job (Mathias and Jackson, 2009). Employee performance is also referred to as job performance because organization performance is focused on various elements within the organization rather than on employee or job performance (Otley, 1999). Job performance is defined as achieving the objectives inside a job or organization, not as the results of the actions taken while performing a job.

2.1.4 Promotion; this refers to an employee's promotion from a lower-level post attached to a higher-level post with more responsibility and a higher status necessitating a higher salary. It also

refers to the progression of a worker up the organizational hierarchy, which often results in an increase in responsibility and rank as well as a better salary package. An employee ascends the organizational ladder from a lower position to one with more authority (Gupta, 2011). In typical situations, moving up the hierarchy has something to do with prestige, working conditions, and salary, making a promotion an honor. As a person advances in the organizational structure, the job roles are a little more complicated and important than at lower levels, giving the new position additional responsibility (Edward, 2000)

2.1.5 Performance Appraisal is known as a methodical assessment of workers' performance and an attempt to determine each person's potential for development. According to Dessler, performance evaluation involves "comparing the employee's present and past performance to his/her performance standards" (2005). Performance assessments, according to Grubb (2007), are a procedure used to determine each employee's level of functioning and development potential. Beach (2001) defines performance review as the process of systematically firing employees based on their position and potential for promotion.

2.2.0 Theoretical foundation

This study was built was guided by two theories. These included human capital theory and the expectancy theory.

2.2.1 Human Capital Theory

Human Capital Theory, initially developed by Becker (1964), posits that individuals possess knowledge, skills, and abilities (KSAs) that have economic value to organizations. The theory asserts that investment in these human capabilities through education, training, and development can enhance productivity and performance, thereby benefiting both the individual and the organization.

For decades, Human Capital Theory has been considered a foundational framework in organizational management and human resource development. Pfeffer (1994) emphasized its relevance by identifying human capital as a critical and strategic resource for achieving long-term organizational success. Similarly, Dyer and Reeves (1995) argued that the internalization of organizational competencies especially through strategic human resource management can generate sustainable competitive advantage.

Youndt and Snell (2004) define human capital as the productive capacity of individuals, noting that skills, knowledge, and experience are essential to an organization's adaptability and performance. In the same vein, Huselid, Jackson, and Schuler (1997) emphasized that firms must invest in employee development because these human attributes are directly linked to increased efficiency and innovation.

Several scholars have operationalized Human Capital Theory in empirical research. For example, Youndt, Snell, Dean, and Lepak (2004) found that organizations with higher expectations of employee contribution were more likely to invest in HRM practices, such as performance management, continuous training, and career development, all aimed at boosting individual and collective performance. Grant (1996) reinforced this by asserting that organizational knowledge largely embedded in human capital represents the most significant source of competitive advantage.

Further supporting this view, Lepak and Snell (1999) argued that firms derive value through the strategic selection, development, and utilization of human capital. Likewise, Lado and Wilson (1994) linked the attributes of the workforce to the organization's broader resource capabilities, suggesting that human capital directly shapes organizational outcomes.

In more recent applications, Human Capital Theory has been used to explain employee performance across sectors. For instance, Crook, Todd, Combs, Woehr, and Ketchen (2011) conducted a meta-analysis and confirmed a significant positive relationship between human capital and organizational performance, particularly in knowledge-intensive industries. In educational contexts, Owolabi and Adedayo (2012) applied the theory to assess teacher effectiveness in Nigerian secondary schools, concluding that investments in teacher training led to measurable improvements in student performance and institutional effectiveness.

In the context of this study, Human Capital Theory is particularly relevant, as it helps to explain how performance appraisal, training and development, and promotion practices influence job performance among teaching staff. Ferris et al. (1999) argued that HRM practices such as recruitment, training, motivation, and appraisal ensure that employees possess and continue to develop the necessary competencies to meet organizational goals, thereby enhancing job performance.

2.2.2 Expectancy Theory

Vroom, who published in 1964, was the first to establish expectation theory, and Oliver (1974) added to it. According to the hypothesis, people are driven to behave in a particular manner if they anticipate receiving a reward or other desired result from their activities. In essence, it makes the assumption that a person's motivation stems from their anticipation that their effort will result in performance, and that success would yield worthwhile rewards. Oliver (1974) asserts that people selectively modify their behavior in response to expected rewards, and that this modification is influenced by how they perceive the connection between performance, effort, and results.

Because it clarifies how employee motivation affects output and work performance, the idea is especially pertinent to organizational settings. Employees are more inclined to work harder to accomplish goals when they believe there is a direct correlation between effort and reward (Vroom, 1964; Porter & Lawler, 1968). This theoretical viewpoint is relevant to the field of education, particularly in public secondary schools, where incentives like bonuses, promotions, and recognition may encourage teachers to perform better if they are linked to professional or student results.

Brophy and Good (1974) supported this notion, arguing that teachers are more likely to perform better when they expect tangible or intangible rewards in return for their efforts. Their findings suggest that teachers' expectations and perceptions of reward systems can indirectly influence students' academic performance. For instance, Brophy (1983) demonstrated that higher teacher expectations often correlate with improved student test scores an effect likely mediated by enhanced teacher commitment and instructional effort.

This relationship is also observable in various educational contexts. For example, in Tanzanian schools where teachers are promised rewards for improved academic performance, students often perform better than in government schools where such incentives are absent or inconsistent. This suggests that expectancy theory can offer a valuable lens for understanding motivational dynamics in educational settings.

However, the theory has not been without criticism. Scholars such as Graen (1969), Lawler (1971), and Porter and Lawler (1967) have criticized expectancy theory for being overly simplistic and assuming that all employees are rational decision-makers who will increase output solely for rewards. In reality, motivation is influenced by a complex array of personal, contextual, and psychological factors. For instance, a teacher may not be motivated by financial incentives if such rewards do not meaningfully improve their well-being or professional standing.

Despite these critiques, expectancy theory remains a useful framework for understanding how performance can be shaped by reward systems, especially in contexts where employee performance directly impacts organizational outcomes. It is particularly relevant to this study, as it highlights how perceived incentives such as promotions or performance-based recognition can influence the job performance of teaching staff in public secondary schools.

2.3 Performance appraisal and job performance

Performance appraisal might be characterized as a regular evaluation of individual results compared to predetermined expectations (Sulsky, 2014). The procedure entails keeping track of and grading workers' performance at work in light of established standards. Performance, according to Lobali (2012), is when an employee completes tasks and provides a particular product, activity, or task within a predetermined window of time. The definition of performance according to Kumari and Malhotra (2012) is "what is expected to be delivered by an individual or group of individuals within a time frame." What can be anticipated in terms of output in terms of efforts, tasks, and quality?

With the ultimate objective of giving department managers information on how to increase staff effectiveness, performance evaluations are a way to analyze or evaluate employee accomplishments over a certain period of time using trustworthy measurement criteria. Performance evaluations, according to Akata (2013), are used to set long-term goals, track employee development in accordance with a detailed job description, and assess performance, collaboration, and achievements in relation to specific tasks that may be connected to business goals and objectives.

According to South African research by Fletcher (2004), the broad goals of performance appraisals also include discovering potential, motivating employees, fostering manager-subordinate

communication, formal evaluation of subpar performance, and succession planning. But according to Khan (2007), the main goal of performance reviews is to help management make administrative choices like pay raises, layoffs, promotions, and terminations. Management must then decide on retention, future assignments, and training and development requirements after completing the performance review.

According to Roberts (2015), performance reviews offer a good chance to formally recognize employees' accomplishments and contributions to the company as well as to make sure that a clear connection between performance and reward is created and upheld. Robert continues by saying that performance reviews offer a beneficial chance to acknowledge, appreciate, and reward employee initiatives as well as to pinpoint major obstacles and professional development opportunities. It offers managers and supervisors helpful frameworks for assessing employee performance and offers helpful staff observations and instructions.

Organizational productivity increased as a result of employee performance evaluation, hence monitoring performance was important (Brown & Hewood, 2005). By evaluating employee performance, productivity and performance were raised (Brown & Benson, 2003). Other HRM strategies, such as formal training and financial incentives, were more effective at enhancing performance appraisal. As a result, the production of the company increased, which is a sign of employees' job satisfaction (Brown & Hewood, 2005).

However, performance reviews might not be as helpful for encouraging creative work habits. According to Fisher and Ford (1998), performance evaluation led teachers to repeatedly practice common task components and task solutions until they became swift and automatic. Since people only have a limited number of purposeful resources that can be directed to different job components, a focus on practicing job components hindered creativity and learning (Steele-Johnson et al., 2000, for example). Because of this focus on surface processing and performing in-role work components, employees are likely to be discouraged from consciously allocating resources to developing innovative ideas for doing things differently. This emphasis strengthens and solidifies the existing basis for action.

Morale, according to Villanova (2014), is a crucial element in developing a productive workforce. Performance evaluation is an essential managerial tool since, when done correctly, it helps to change people's viewpoints. They can raise employee motivation and corporate morale, which will

result in a labor force that is more productive overall. According to Armstrong (2013), collaborating with employees to pinpoint their areas of weakness in the workplace paves the way for strengthening such areas.

A performance evaluation should be used by a firm as a crucial budgeting tool, according to the Food and Agricultural Organization of the United Nations (Bersin, 2012). The business can identify which employees deserve raises and which ones don't by analyzing performance reviews. The budget for the upcoming year must take these factors into account. Two fiscal factors are brought into play when other performance reviews call for firing staff (Bowman, J., West, & Van Wart, 2016).

According to Lubale (2012), the overall function of managing human resources in the public sector depends on the performance appraisal system. Lobale persisted in arguing that the foundation of PAS is the idea of schematic work, creating mutually acceptable performance goals, and providing feedback on reports. "Performance appraisal systems are a key tool for holding civil servants accountable and should be considered key variables in the larger performance management equation," claims Rubin (2011).

Increasing comprehension of strategic goals and one's own role in the success of the organization are two of the main advantages of performance appraisal to individual employees, according to Napier & Latham (2012). An individual employee will gain from performance reviews in that they will assist them understand how their contributions will help the company reach its strategic goals. This gives the employee a clear understanding of the responsibilities associated with his tasks and the strategic position he holds within the organization while he performs those roles.

According to Ikramullah et al., (2011), performance Appraisal is used to determine staff effectiveness and formal contribution. According to Fletcher (2010), performance evaluation serves as a foundation for businesses to increase productivity, boost employee morale, and promote equitable resource distribution. In essence, performance evaluation serves a variety of goals, including resource allocation, motivation, and measurement. According to Cleveland, Murphy, and Williams (2017), performance appraisal systems can be used to incentivize workers through pay, promotions, and other job changes as well as bettering their knowledge, expertise, and experience. Additionally, it may be claimed that, when done correctly, performance appraisal is a

method of gauging employee contribution that is beneficial to both the individual employee and the organization as a whole.

2.4 Training & development on job performance

One aspect of human resource management is training and development, which focuses on organizational initiatives meant to improve both individual and team performance at work. Labels like "human resource development" and "learning and development" have been used to it.

The main objective of training and development is the acquisition of knowledge, abilities, techniques, and practices. Training and development are examples of prearranged learning opportunities that teach individuals how to do their professions more successfully now and in the future. Sims (2002) notes that development prepares people for potential future careers, whereas training concentrates on current occupations. The advancement of the organization's overarching aim is the primary objective of training and development. Individuals may become organizational resources if they acquire, interpret, and use training to achieve organization-wide training and development (Armstrong, 2006).

Bhatti, M. and Kaur, S. (2009) assert that the organization depends on the efficacy of training. Time and money are saved through training. A company's financial situation can be improved by investing in training. Employees who don't know exactly what they need to accomplish, how to conduct their duties, or why they must operate in a certain manner might occasionally perform poorly. By outlining the subtleties of the profession, training can assist in addressing these performance issues (Bhatti, M., and Kaur, S. 2009).

Saks, A., and M. Belcourt (2006) mention another consequence of staff training as being employee satisfaction. Employee self-esteem and job satisfaction typically increase when they understand how the company operates. Training may improve corporate morale and employee loyalty. According to Howard Community College in Maryland, which quotes a Louis Harris and Associates survey of workers, workers who think their employer provides good training opportunities are typically less likely to quit within a year of training than workers who think their employer provides subpar training opportunities. Roberson & Pepper (2009) claim that training lowers turnover expenses. Companies benefit greatly from keeping well-trained staff because employee turnover may be expensive. The costs of separation include exit interviews and other

administrative duties related to termination. payments for unemployment insurance and layoffs. Replacement costs are covered by attracting applicants. pre-employment administrative expenses, travel and relocation expenses, entrance exams, and testing. tests for health and employability. A University of Wisconsin research found that replacing leaving employees was a major factor in the demand for new hiring.

According to Brown, T., and McCracken, M. (2009), training improves one's capacity to use new technologies and stay current with technological advancements. Making sure your staff is up to date with technology will not only help them perform their jobs more effectively, but it will also keep your business ahead of the competition. A great method to set your company apart from the competition is to demonstrate that you have received training in the use of new technology. Additionally, they say that training contributes to increased safety by reducing accidents and illnesses related to the workplace. This safeguards both the employee and the employer from potential accusations of corporate manslaughter.

According to other research, investing in your staff will demonstrate to them your interest in their skill development. This will lower employee turnover. They thus frequently remain longer and make more contributions to your company. Replacement employee hiring is costly, time-consuming, and dangerous. It is far preferable to train and keep your top employees from the beginning. Technical, managerial, and administrative training programs can be just as effective during tough times as a wage raise. They emphasized that education also lessens the need for supervision. Your management resources may be depleted by underqualified and untrained personnel, who may also divert your finest employees from critical work (Burke and Hutchins, 2007)

2.5 Promotion and job performance

A promotion is when an employee moves up the organizational ladder to a more responsible position (Naveed, Ahmad & Bushra, 2011). Additionally, it describes an employee's advancement inside the organization's structure, which usually results in increased responsibility, rank, and pay (Malik, Danish & Munir, 2012).

A promotion occurs when a person moves up the organizational ladder and takes on more responsibility. Promotion has an impact on employees' actions and motivates them to make good

use of their skills in order to advance (Allen & Helms, 2014). Promotion has a favorable impact on employee performance; it also rewards good conduct. However, offering the greatest positions to outsiders can lower work motivation, which in turn can result in poor performance and worse morale when striving toward those better jobs (Seward, 2019).

Rinny, Purba, and Handiman (2020) investigated the relationship between career promotions in Indonesia and the performance of Mercubuana University personnel. University employees made up the study's population, and quantitative questionnaires were used. However, convenience sampling was used to determine the sample size. The study found that job promotions had a substantial influence on employee performance and work satisfaction.

Christina (2014) evaluated how Tanzanian City Council employees' performance was impacted by job promotions. The exploratory study design was used by the investigator. Additionally, the study found that City Council employees' performance is greatly impacted by job promotions. The findings also showed that employee productivity, efficiency, and interpersonal relationships all increased with job advancement. The results also shown that job promotions had a beneficial effect on the performance of county council workers individually. The results also indicated that even while staff members were aware of the promotion procedure, further education was required. Furthermore, because promotions increase motivation, performance, and connections while simultaneously raising remuneration, the results demonstrated that they have an effect on both individual and organizational performance. The findings also showed that leniency with promotion policies has a detrimental impact on work relationships and organizational and employee performance.

Numerous academics expressed the view that there was a direct and positive relationship between work satisfaction and promotion prospects, and that job performance and satisfaction were closely connected with these opportunities. Employees believed that the positive relationship between job satisfaction and promotions was fair. Promotion was a major feature of an employee's career that had an impact on other areas of their work experience. They were composed of a crucial aspect of labor mobility pertaining to employees, usually including significant income increases (Johnston & Wang, 2013).

Tadesse (2017) investigated the connection between work satisfaction at Dashen Bank S.C. and employee promotion practices. The study's population consisted of 330 employees, and it used an

explanatory research methodology. The sample size was chosen using both convenience and random sampling techniques. The results demonstrated that promotion expectations and processes had a substantial influence on employee performance and work satisfaction.

In his research on work performance and promotions, Seruyange (2009) focused on the Ugandan police force and found that promotions were a significant motivator for job performance. Seruyange (2009) agrees with several academics that promotions are sufficient to influence excellent performance. The results of the study showed that personnel retention was a constant issue, particularly for senior police officers. Poor working conditions and a lack of job satisfaction were the primary issues brought up in the study. According to Laurence et al. (1969), the study also showed that enthusiastic employees are promoted to positions that demonstrate their incapacity to execute.

Rupia et al. (2012) looked at how promotions affected employee performance and found a positive, statistically significant correlation between the two. According to the study's findings, workers feel more satisfied with their jobs and see themselves as important members of the company (Rupia, Musa, Nandi & Odera, 2012). Promotions have the potential to greatly increase an employee's income as well as their degree of authority and responsibility (Naveed et al., 2011).

A person who is unhappy with his present working environment is more likely to quit his current company if he believes that a promotion will make him happier, according to Johnston (2013). However, a person devotes a lot of time to a firm when he is confident that he will be given opportunities for advancement. Additionally, those who believed they may get promoted within the next two years were more likely to stay with the same employer (Johnston, 2013). The present study will concentrate on how promotion affects job performance in secondary schools, as most previous research did not take secondary schools into account.

Dar, Bashir, Ghazanfar, and Abrar (2014) conducted a research with employees of Islamic banks in Pakistan and discovered a link between improved performance and the establishment of career paths that lead to advancement. Hailesilasie's 2009 study, which involved employees from Ethiopian governmental organizations, revealed that promotions had a positive and noteworthy effect on workers' performance.

According to Bedfast (2004), promotions serve as a means of rewarding staff members as well as a means of placing them in roles that allow them to reach their full potential and take on greater challenges. This sums up what it means for a promotion to be advantageous to both the company and the person. Chin et al. (2016) emphasize that there are four typical strategies that are employed for promotion in this way.

- Merit-based system; employees must meet predetermined goals in order to be promoted.
- The seniority-based system, which bases promotions on work experience inside the company;
- The up-or-out system, which is mostly used in the military or police forces.
- The random promotion system, which chooses any employee at random to be promoted without taking into account any other factors.

According to Tassema & Soeters (2006), there is a correlation between employee perception of performance and promotion methods. To help their staff grow, several firms adopt promotion strategies (Truss, 2001). For instance, financially sound firms understand how to manage people by moving them to new roles with better pay, benefits, and advancements from their prior low post. Clark (1996) used dummy variables to determine if the respondent thought she had opportunities for promotion as an explanatory variable in another study utilizing data from British households. This variable resembled the promotion variable used in this study quite a bit. The study did not, however, examine how actual promotions affect work performance.

Khan, Nawaz, Aleem, and Hamed (2012) discovered that factors like promotion had an impact on job satisfaction and performance utilizing data gathered from medical institutes in Punjab, Pakistan. In a related study, Muchhal (2014) found that employee job performance and promotion procedures were connected. The study involved workers in an industrial setting in India. This supports the notion that teacher job performance and promotion are positively correlated.

Oduma and Were (2014) found that promotions that gave preference to current employees increased morale and productivity among Kenyatta University staff. Using workers from the Nigerian banking sector, Osibanjo, Oyewunmi, and Ojo (2014) demonstrated that career development in terms of experience and promotion had a beneficial impact on organizational growth.

According to Edward (2000), it is difficult to characterize employee performance on its own without further elucidating the contributing elements. In any case, motivation is essential for workers' success in all areas. For example, there are both non-financial and financial motivation elements. One of the non-monetary motivators is promotion. It entails transferring a worker from a lower-status job to a higher-status post with additional perks, such as increased authority and higher pay (Edward, 2000). Furthermore, internal promotions within an organization become a significant motivating factor because they are used as a reward for job performance and clearly provide an upward economic and psychological status for the employee in addition to improving job performance (Herzberg, 1986; Sheridan, 1997). Employees are anticipated to perform better on the work and be more satisfied with their jobs if they have a greater probability of getting promoted (Parfait & Veum, 1989).

According to Yasmeeen, Farooq, and Asghar (2013), organizational performance was significantly impacted by job promotions. According to Christiane, Robert Susanne, and Arjan (2011), US organizations monitor every career advancement opportunity to encourage employees to work to the best of their abilities, which enhances organizational performance as a whole. According to Saud, Tulus, Asri, Riani, Sri, and Mugi (2017), job promotion procedures are crucial for fostering affective employee participation and overall performance. Job promotions, according to Musenze, Mayendesifuna, Buteeme, and Lubega (2013), enhance employee performance in Uganda. Ndede (2014) discovered that employee performance was impacted by job promotions in Kenya.

2.5 Summary of Literature

Notably, a great deal of research has been done on the connection between work performance and human resource development. These studies mostly concentrate on how training and development affects employee work performance, how performance evaluations affect employee job performance, and how promotions affect employee job performance. performance.

Several academics have provided varying definitions of performance evaluation based on the examined literature. Nonetheless, they reach the same conclusion, which entails routine evaluation of personal results, which are often compared to predetermined standards or goals. Performance reviews are said to offer several benefits, such as encouraging employees, spotting potential and preparing for succession, encouraging manager-subordinate communication, and formally

evaluating subpar work, among other things. Although there has been a lot of study on employee performance evaluations, it is crucial to remember that the majority of these studies were conducted in specialized agencies rather than secondary schools, notably in the Sheema area. The study there found gaps which were both content and geographical in nature. Therefore, by examining the impact of human resource development on the work performance of teaching staff in a subset of secondary schools in the Sheema district, the current study filled in the gaps.

Regarding training and development, the studied literature demonstrates that various writers have varied but related definitions of the term. They all, however, suggest that training and development entails the acquisition of new abilities, knowledge, concepts, or mindsets that result in improved performance. It is also wise to remember that the majority of the research conducted under this part was conducted outside of Uganda, at various postsecondary educational institutions, but not in secondary schools. By restricting itself to a few secondary schools, the study bridged the geographical and content gaps.

Last but not least, different academics have defined promotion in a variety of ways, and several studies have shown the connection between work performance and promotion. However, because the majority of the research were conducted outside of Uganda, the majority of the literature exhibited geographical gaps. Therefore, by offering helpful information on the connection between teaching staff job performance and promotions, the current study closed the gap.

Generally, most existing studies focus on individual HRD components such as performance appraisal, training, or promotion in isolation, without examining how these elements interact holistically to influence job performance, particularly in school settings. This limit understanding of the synergistic effects that a comprehensive HRD strategy may have on teacher effectiveness.

Lastly, teacher perceptions regarding the fairness, relevance, and effectiveness of HRD strategies remain largely underexplored. These subjective experiences are critical, as they directly influence motivation, commitment, and ultimately, performance in the classroom. Addressing these gaps is essential to designing HRD strategies that are both contextually relevant and impactful in improving educational outcomes.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The study approach is discussed in this chapter. It explains and provides examples of the methods the researcher employed to gather information and look into the subject of the study. These comprised data gathering methods, data collection tools, sampling processes and methodologies, sample size and selection, and the research population. A number of data processing methods, as well as the devices' validity and reliability tests, are covered in this chapter.

3.1 Research Design

The study used a cross-sectional survey design, and both qualitative and quantitative methods were used to collect and evaluate data. The design was chosen since it only allows for one attempt at data capture throughout the data collection time. Additionally, it makes it possible for the researcher to obtain information from a representative sample of respondents who are typical of the total population. This made it possible to draw conclusions about the characteristics of the full population from the sample data (Nesbary, 2000). The research study was also found to be a suitable fit for cross-sectional surveys since they are quick and affordable to perform.

3.2 Study Population

According to Hair & Bush (2006), the target population is the specific set of individuals or objects that help the researcher collect the data required for the study. There were 150 participants in the study, who were divided into the following groups: teaching personnel, administrators (mostly head teachers), directors of studies, and school inspectors.

3.3 Sample Size and Sampling Techniques

3.3.1 Sample Size

The study used a sample size of 100 respondents and these were selected from 150 as the total population size. The formula developed by Taro Yamane (Yamane, Taro 1967) was used to determine this.

$$\text{Hence, } S_n = \frac{N}{1 + N(e)^2}$$

Where S_n = required sample size
 N = Population size
 e = Estimation error =5% (Ideal).

Therefore;

$$S_n = 150/1+100 (0.0025)$$

$$S_n = 150/1+0.5$$

$$S_n = 150/1.5$$

$$S_n = 100$$

Summary of Sample size and sampling techniques

Category	Target population	Sample size	Sampling technique
Teaching staff	124	94	Simple random sampling
Administrative staff	05	05	Purposive sampling
Inspector of Schools	01	01	Purposive sampling
Total	150	100	

3.3.2 Sampling techniques

Gay (2000) claims that sampling is the process of selecting a portion of the examples in order to draw conclusions about the population. 100 people that were randomly chosen from a target group of 150 people made up the study's sample size. Because it allowed all members of the teaching staff an equal opportunity to participate in the study, the researcher used the purposive sampling technique to collect data from school administrators and inspectors.

3.4. Data collection methods

3.4.1 Questionnaire survey method

The Questionnaire Survey method of gathering data comprises distributing a questionnaire to those impacted and requesting them to fill it out and return it (Ranjitkumar, 2012). Because they allowed respondents to answer all of the questions and raised their level of competence, closed-ended questionnaires were used to collect data for this study. Data from the teaching staff was gathered using this technique. Respondents were required to self-administer the surveys. This approach was chosen since it is less expensive, particularly in areas with a sizable and dispersed population. This approach allowed responders enough time to provide thoughtful responses.

3.4.2 Interview method

By asking them questions on the study's subject, the researcher engages with the respondents via this data collection technique (Burns, 1997). The interviewer and the subject had to speak face-to-face while the interviewer asked questions and the subject gave suitable answers. Key informants, who were secondary school administrators and school inspectors, were interviewed one-on-one by the researcher. Based on their contributions to the education sector, these respondents were chosen for key informant interviews. The interview guide, which was essential to the success of the interview, was developed based on the research questions. The interview approach was used because it enabled the researcher to obtain data straight from the source.

3.5.0 Data Collection Instruments

In order to get primary data from the field, the researcher employed two tools for data collection: a questionnaire and an interview guide.

3.5.1 Questionnaire

Analyzing and assessing the data was made easier by closed-ended questions. Following the creation of the questionnaire, researchers tested it on a small sample of people to determine its acceptability and ability to be understood. It was used because it would expedite, simplify, and increase the cost-effectiveness of data collection, as well as because the researcher could obtain information from a huge number of respondents.

3.5.2 Interview Guide

Burns (1997) claims that in order to build rapport between the interviewers and the respondents, this technique included probing in addition to asking pre-planned questions. This entailed asking the respondents about topics that the questionnaire did not cover. For a thorough data gathering approach, our tool included both structured and unstructured questions.

3.6 Data Quality Control

3.6.1 Validity

According to Borg and Gall (2013), validity is the extent to which a research appropriately captures the particular idea that the pertinent data supports in the interview guide and questionnaire responses. In order to get valid findings, the data collecting instruments were carefully examined to make sure they matched the variables in the research. Put otherwise, the instruments measured what they were supposed to measure, as Amin (2005) makes evident. The validity of the instruments was determined using Amin's (2005) method.

$$CVI = n/N$$

where CVI= content validity index, n= number of items rated "essential", N= total number of items. The If the CVI is 0.7 and above as according to Amin (2005), the instruments is considered valid and vice versa.

Table 3.1: Showing validity of instruments

Research instruments	Total number of items in the instruments	Number of instruments rated as valid	Content validity index
Questionnaire	23	20	.869
Interview guide	17	14	.823

Table 3.2 shows that content validity for the questionnaire was 0.869 and that of interview guide was 0.823. Since the content validity index of the instruments was above 0.7 as recommended by Amin (2005), it was concluded that the instruments used in this study were valid.

3.6.2 Reliability

According to Mugabe (2014), reliability refers to the accuracy of the actual measuring instrument to produce the same results.

Cronbach's alpha is among the most important dependability estimates. It measures how consistently the components of the instrument represent the same underlying structures and how internally consistent the instrument is. This allowed the researcher to ensure that the data collected from the questionnaires were consistent and dependable. The reliability of the instruments was evaluated using Cronbach's alpha, a measure of internal consistency that shows how closely related a group of items are overall..

$$\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N - 1) \cdot \bar{c}}$$

Here, N is the number of items, v-bar is the average variance, and c-bar is the average inter-item covariance between the items. According to Mugabe (2014), an instrument is deemed dependable if its Cronbach's alpha is 0.7 or higher, and vice versa.

Table 3.2: Cronbach Alfa Results

Alpha	Variables	No of item
.732	The influence of performance appraisals on job performance of teaching staff	8
.851	The effect of T and D on job performance	9
.780	The effect of promotions on job performance of teaching staff	6

Performance assessments' Cronbach alpha was 0.732, indicating consistency and the fact that the instrument measured the intended concepts. At 0.851, the Cronbach alpha for training and development was likewise deemed appropriate. Likewise, the promotion results were 0.780, which was higher than 0.7. According to Amin (2005), the minimum Cronbach alpha needed to declare an instrument reliable is 0.7, and the results demonstrated that the instruments had a high degree of reliability with all Cronbach's alphas for all items more than 0.7.

3.7 Ethical procedures

Several ethical factors were taken into account by the researcher, including: The researcher received an introductory letter from the university. Before the researcher gathered data, permission was requested and acquired from the appropriate authorities of several agencies.

Second, the researcher obtained the respondents' consent for the interviews throughout the study, and an agreement was made if they felt uncomfortable being cited or having their voices recorded. For instance, this research employed terms like "the staff" instead of mentioning the names of the organization's employees.

Relative caution was exercised throughout the investigation to ensure that participants gave their information willingly and with consent. In this instance, the researcher gave the respondents an explanation of the study's goals and objectives..

3.8 The processing of data and its analysis

This is the process of bringing order, structure, and meaning to the data that was collected from the field.

3.8.1 Analysis of quantitative data

Following collection, the data was cleaned and coded. Data was examined for errors and omissions during the editing process, and when feasible and suitable, they were corrected. Prior to being input into the computer, the data was first sorted and classified, and each item was assigned a number. When the data was entered into the SPSS program, the computer-generated quantitative results, such as means, standard deviations, frequencies, and percentages. Following validity and

reliability testing, quantitative data were evaluated using inferential statistics software, and the findings were shown as tables, pie charts, graphs, and percentages.

3.8.2 Analysis of qualitative data

To fully grasp the phenomenon's significant qualities, qualitative data obtained from interviews were gathered and grouped into concepts and themes. This supplemented the data collected through the survey. The results from the researcher's interview guide were used to test the qualitative findings. The data was examined to determine its dependability and correctness. Following a critical analysis, the responses from the participants were documented and presented in accordance with the questions posed by the researcher.

3.8.3 Data Presentation

Gamson (2007) states that there are two methods for presenting and analyzing data: qualitative and numerical. The field data was carefully edited and arranged according to its quality, consistency, completeness, and clarity. Simple descriptive statistics including frequencies, percentages, averages, and standard deviation were generated and shown in tables, pie charts, and graphs.

3.9 Limitations and delimitations to the study

Some respondents may be unwilling to provide information due to their uncooperative conduct. The researcher in this study was constrained by this. The researcher countered this, though, by telling the participants that the study was only meant for academic purposes. By presenting them with the university letter allowing him to do the study where necessary, this was verified.

Unrelated issues, such as the respondents' dishonesty, some of them were hesitant to speak the truth, also limited the researcher. This was minimized by the researcher, who encouraged respondents to be truthful because the results of the study, if published, may help them comprehend the shortcomings in staff development practices and how they impact job performance.

The researcher anticipated the limitation of inadequate financial resources to conduct this study especially data collection. The researcher however overcame this by working within the available resources to make sure that this project came to completion.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

Research findings are presented, analyzed, and interpreted in this chapter. In particular, gender, age, marital status, education level, school-related responsibilities, and time spent in school are highlighted in the first section of the biographical profile. The last portion displays the distribution of a single variable while also creating relationships between the study's carefully chosen variables in order to comprehend their relationships.

4.1 Rate of response

Data on the impact of human resource development on the work performance of teaching staff in a subset of secondary schools was to be gathered from respondents in the Sheema district. Table 4.1 displays the replies that were elicited.

Table 4.1: Response rate

Population Category	Sample size	Response rate	Percentage
Teaching staff	94	94	100%
Administrative staff	05	05	100%
Inspector of Schools	01	01	100%
Total	100	100	100%

All of the targeted sample categories took part in the study, as indicated in Table 4.1, meaning that the overall response rate was 100%.

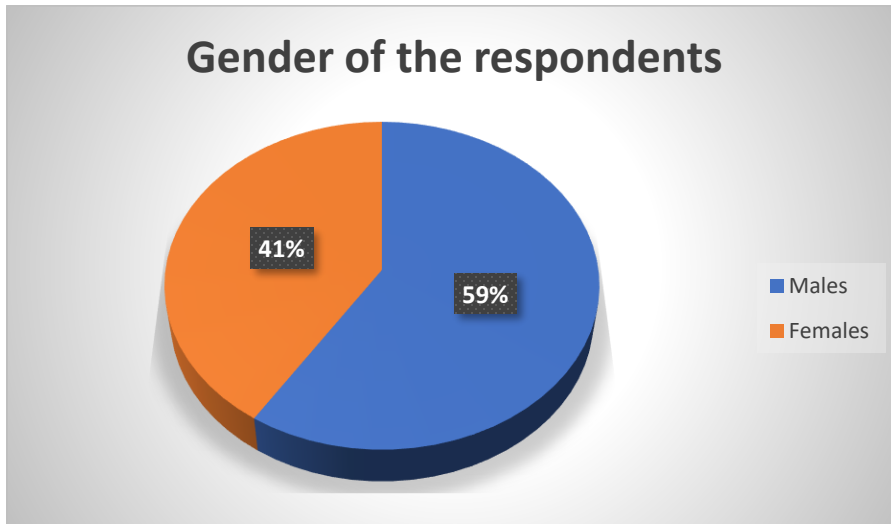
4.2 Demographic characteristics of the respondents

Gender, age, marital status, education level, school-related responsibilities, and time spent in school were among the respondents' background data in this study. In order to determine if the sample characteristics were comparable to those of the target population from which the sample was drawn, the respondents' background information was gathered. In order to create an educated view on the research findings, this data also sought to relate the variance of the major study findings with sample characteristics.

4.2.1 Gender of the respondents

In order to determine if the sample was properly picked from the intended demographic, the study took the respondents' gender into account. The answers are shown in Figure 4.1.

Figure 4.1: Showing the Gender distribution of the respondents



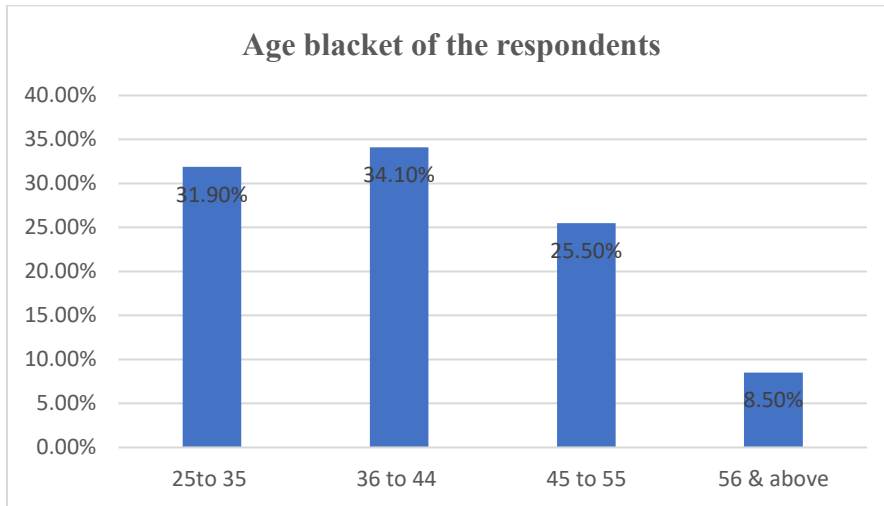
Source: *Filed data 2022*

Figure 4.1 shows that male respondents participated more than female respondents (59% Vs 41% respectively). However, it is important to note that both categories in terms of sex were utilized in the sample. Therefore, it can be said that a representative sample of the population was chosen for the study. Additionally, we observe that men held more positions of responsibility than women.

4.2.2 Respondents' age

Another biographical feature of the respondents that was taken into account in this study was age. It was taken into consideration to determine if the age distribution of the sample was representative of the population. Figure 4.2 presents the results.

Figure 4.2: Age distribution of respondents



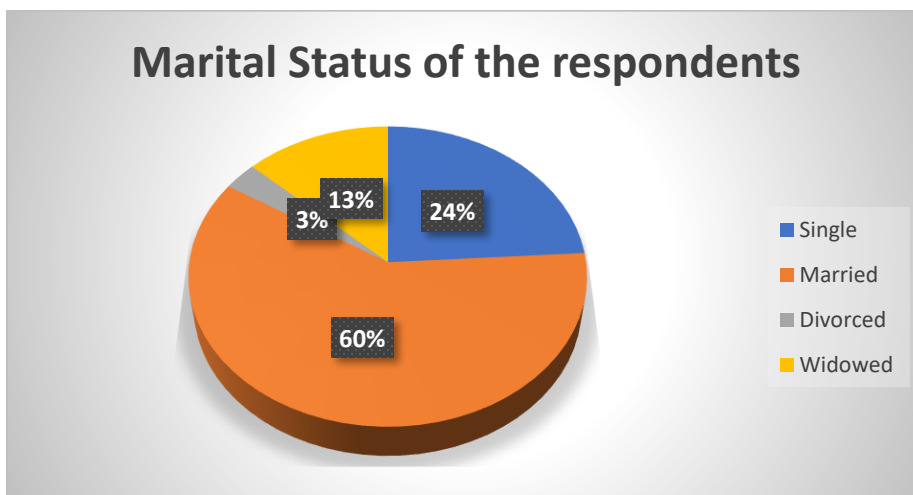
Source: Field data 2022

According to Figure 4.2, the youngest age group was 56 and older, with 34.10% of the respondents falling between the ages of 36 and 44. This implies that, in accordance with the Ugandan constitution, the majority of respondents were mature citizens. The sample was representative of the population since it comprised all of the age groups that were present, even if the age distribution varied.

2.4.3 Status of Respondents' Marriages

In this survey, the respondents' marital status was also taken into account. The findings are shown in Figure 4.3.

Figure 4.3: Showing Marital Status of the Respondents



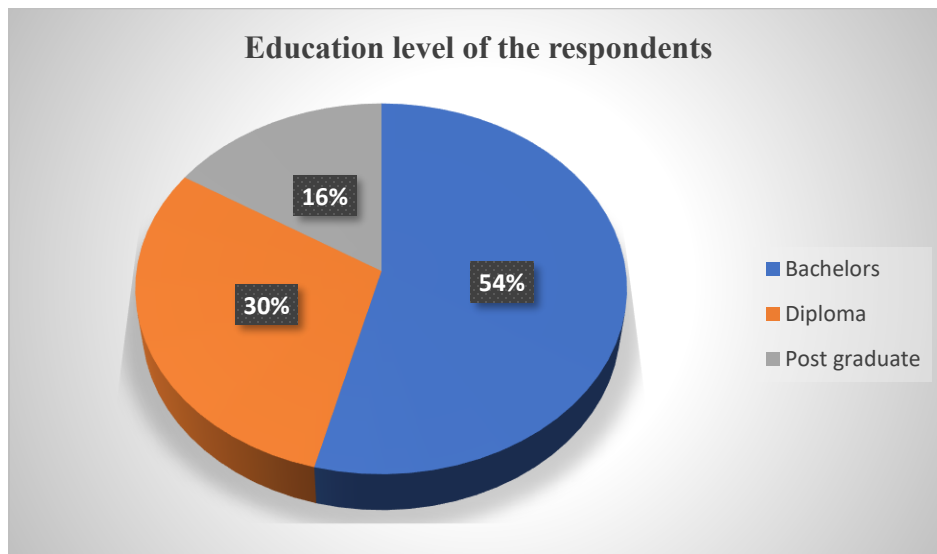
Source: *Field data 2022*

Figure 4.3 shows that majority of the respondents 48% were married whereas the least 6% were divorced. The findings portray a good picture since majority had family responsibilities. However, the sample was well selected since every category of marital status was fairly represented in the study.

4.2.4 Respondents' level of education

Since education demonstrates knowledge of the issue being studied, it is a crucial personal quality. The findings are shown in Figure 4.4.

Figure 4.4: Showing the education level of respondents



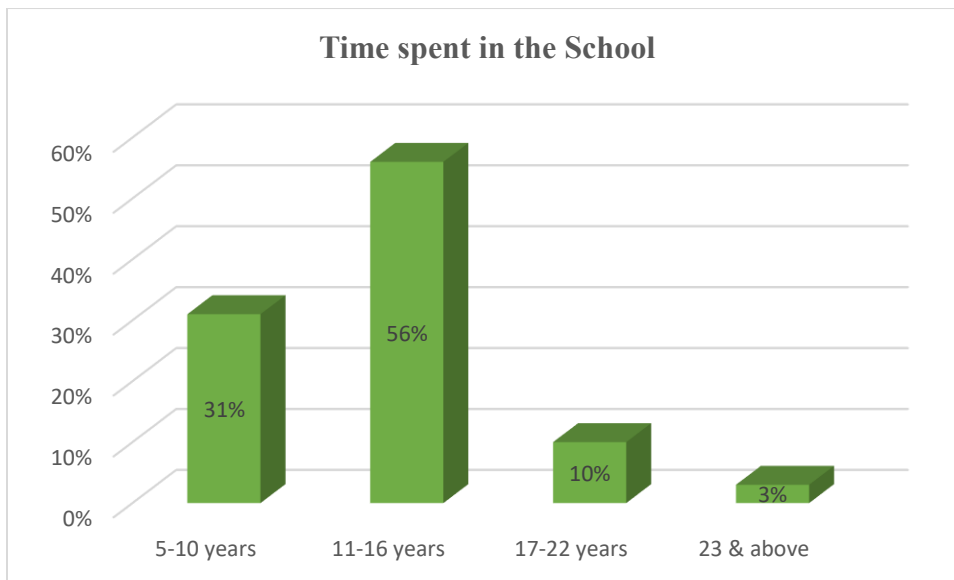
Source: *Field data 2022*

The results of the study showed that every responder had some degree of education. According to the above data, the majority of respondents had degrees, while the fewest obtained postgraduate training. Nonetheless, because they were all educated, the respondents all understood the issue being studied.

4.2.6 Time spent in the school

In order to determine the degree of awareness of the issue being studied, this was also taken into consideration in this study. In Figure 4.5, elicited answers are displayed.

Figure 4.5: Showing time spent in the school



Source: *Field data 2022*

The majority of respondents (66%) had attended a certain school for fewer than five years, according to the results shown in Figure 4.6. This may be explained by the fact that student leaders made up the bulk of responders.

4.3.1 Results on the influence of performance appraisal on teachers' job performance

Respondents were asked to share their opinions on how performance reviews affect the work performance of teachers in certain secondary schools. A five-point Likert scale was used to ask respondents if they strongly agree (SA), agree (A), disagree (D), are undecided (UD), or strongly disagree (SD).

The percentages, mean, and standard deviation were used in the analysis. Respondents are said to be in agreement if the mean is more than 3, unsure if the mean is less than 3, and in disagreement if the mean is less than 3. When the standard deviation (Std) is near 1, it indicates agreement; when it is near zero, it indicates respondents' disagreement.

Strongly disagree and disagree to mean disagree and strongly agree and agree to mean agree were further categorized in the analysis. Table 4.2 displays the replies that were elicited.

Table 4.2: The influence of performance appraisal on teachers' job performance.

Elements on performance appraisal on teachers' job performance	SA	A	UD	D	SD	Mean	Std Dev
	5	4	3	2	1		
Helps to measure and evaluate staff achievements over a defined period of time	48 (48%)	30 (30%)	00 (0.0%)	14 (14%)	08 (8%)	3.81	.80
Performance appraisal is used to determine staff effectiveness and formal contribution to the organization	25 (25%)	60 (60%)	02 (2%)	10 (10%)	03 (3%)	3.88	.86
Performance appraisal systems can be used to motivate employees	38 (38%)	44 (44%)	04 (4%)	10 (10%)	04 (4%)	3.68	.76
It provides a good opportunity to formally acknowledge staff achievements and contributions to the organization	26 (26%)	30 (30%)	05 (5%)	32 (32%)	07 (7%)	3.61	.65
It forms a basis for recognizing and rewarding staff	55 (55%)	36 (36%)	00 (0.0%)	03 (3%)	05 (5%)	4.10	.94
Provides managers and supervisors with a useful framework for evaluating staff performance.	44 (44%)	30 (30%)	02 (2%)	20 (20%)	04 (4%)	3.83	.83
It helps to monitor the staff performance	58 (58%)	30 (30%)	04 (4%)	06 (6%)	02 (2%)	4.04	.90
Helps in increasing understanding of strategic aims and own role in organization success	36 (36%)	24 (24%)	10 (10%)	27 (27%)	03 (3%)	3.60	.64

Source: Primary data, 2022

According to Table 4.2, every respondent agreed with the assertions that were presented to them. This can be explained by the fact that their replies' averages were more than three and their standard deviations were around one. The following provides additional explanations of the respondents' responses:

According to the study's conclusions, performance reviews are essential for monitoring and evaluating workers' achievements throughout a specified time frame. An explanation for this is

given in 78% of the comments. The results present a favorable picture of how secondary schools should assess their employees to improve job performance. This implies that since performance reviews are the basis for analyzing and evaluating staff achievements, they must be carried out in all secondary schools immediately.

The majority of respondents concur, according to the results in Table 4.2, that performance reviews are used to evaluate employees' formal contributions to the company and effectiveness. Eighty-five percent of all responders fit this description. The results suggest that performance reviews have a significant role in assessing employees' efficacy and contributions. This human resource development approach should thus be used by other secondary schools that do not already evaluate their employees.

Consistent with the aforementioned, research also showed that performance reviews serve as a valuable instrument for employee motivation. Eighty-two percent of the respondents who took part in this survey agreed. Similar findings were reported by one of the key informants during the key informant interviews, who was cited as saying:

“...we do appraise and evaluate our staff. How do you work without evaluating you employees? Appraisals are very useful to us. Obviously, you cannot know someone’s contribution without evaluating him. We conduct formal appraisals and in case there is a problem, we discuss with the party concerned. The staff feel very motivated because we help them to know their strength and their weaknesses too...” (Interview October, 2022)

The findings from the survey questionnaire and key informants’ interview all arrive at a conclusion that appraisals act as motivating tool for staff, and this could be important as far as teacher’s job performance is concerned.

Employee recognition and rewards are also based on performance reviews. The majority of respondents who agreed with statements presented to them demonstrated this. Their means were higher than three, and their standard deviation was around one, which explains this. The

researcher proceeded to interview important responders in-depth. In light of this, one of the primary sources was cited as saying:

“...performance appraisals help managers to appreciate staff achievements and contributions to the organization, and form a basis for rewarding staff. Most of our rewards, like promotions, are based on how one has been performing over time, and it can be known if someone’s performance has been monitored over time...” (Interview, October 2022). Another key informant had this to say;

“...in case there is a problem with an individual's performance, like absenteeism, alcoholism, and reporting late for work, we caution the staff and ask him to improve. In case dialogue fails, then we take other managerial decisions based on the previous evaluations and records. We cannot, therefore, work without evaluating our staff...” (Interview October 2022).

It is crucial to note that data from both the questionnaire survey and the interviews with the key informants all point to the fact that some secondary schools conduct staff performance appraisals as a means of gauging an employee's value to the organization and of rewarding staff.

4.3.2 Hypothesis testing, performance appraisal, and teachers' job performance

The study statistically examined whether or not performance appraisal has a positive and significant effect on teachers’ job performance. This was done as follows;

(H₀) Performance appraisal has no positive and significant effect on teachers’ job performance in secondary schools.

(H₁): Performance appraisal has a positive and significant effect on teachers’ job performance in secondary schools.

Statistical Technique: The hypothesis was tested using the Pearson product-moment correlation coefficient. The elicited responses are presented in Table 4.3.

Table 4.3: The Pairwise Correlation results between Performance appraisal and Teacher’s job performance

	Performance appraisal	Teacher’s job performance
Performance appraisal Pearson Correlation	1	.781**

	Sig. (2-tailed)		.000
	N		100
Teacher's job	Pearson Correlation	.781**	1
Performance	Sig. (2-tailed)	.000	
	N	100	100

*. Correlation is significant at the 0.05 level (2-tailed).

Source: Primary data, 2022

Performance evaluations and teachers' work performance have a high positive significant link ($r=.781^{**}$, $p<.005$), according to the results of the pairwise correlation matrix (Table 4.3). This indicates that teachers' work performance improves when performance reviews are conducted honestly and with good intentions. Therefore, the study disproves the null hypothesis and supports the alternative, which states that performance reviews significantly and favorably affect secondary school teachers' work performance.

4.4.1 Findings on the effect of staff training and development on teacher's job performance

Respondents were asked to provide their opinions on how staff performance is affected by training and development. A five-point Likert scale was used to ask respondents if they strongly agree (SA), agree (A), disagree (D), are undecided (UD), or strongly disagree (SD).

The percentages, mean, and standard deviation were used in the analysis. Respondents agree when the mean is greater than 3, are undecided when the mean is less than 3, and disagree when the mean is less than 3. When the standard deviation (Std) is near 1, it indicates agreement; when it is near zero, it indicates respondents' disagreement.

Strongly disagree and disagree to mean disagree, and strongly agree and agree to signify agree were further categorized in the analysis. Table 4.4 displays the replies that were elicited.

Table 4.4: Findings on the role of staff training and development towards teacher’s job performance

Items	SA	A	UD	D	SD	Mean	Std Dev
	5	4	3	2	1		
Training helps in saving time	60 (60%)	26 (26%)	02 (2%)	10 (10%)	02 (2%)	3.99	.86
Training teaches employees how to perform current and future jobs more effectively	42 (42%)	52 (52%)	0 (0.0%)	08 (8%)	06 (6%)	4.21	.93
Training can improve a company's financial standing	38 (38%)	30 (30%)	04 (4%)	26 (26%)	10 (10%)	3.73	.76
It can help solve performance problems by explaining the details of the job	33 (33%)	50 (50%)	02 (2%)	18 (18%)	21 (21%)	3.39	.84
Training can also enhance morale on the job and loyalty to the company	35 (35%)	20 (20%)	03 (3%)	37 (37%)	14 (14%)	3.04	.52
Training helps to overcome the turnover Costs	62 (62%)	30 (30%)	0 (0.0%)	10 (10%)	06 (6%)	4.04	.91
Training helps to increase ability to employ new technologies and keeping up to date with technology	22 (22%)	28 (28%)	02 (2%)	30 (30%)	26 (26%)	3.01	.50
Training help to increase safety thereby decreasing work-related injury	32 (32%)	44 (44%)	06 (6%)	14 (14%)	12 (12%)	3.68	.73
Training also helps to decrease need for supervision	40 (40%)	54 (54%)	0 (0.0%)	04 (4%)	02 (2%)	4.21	.93

Source: *Primary data, 2022*

According to Table 4.4, every respondent agreed with the claims made to them regarding the connection between teacher job performance and training and development. Their means, which were higher than three, and standard deviations, which were around one, demonstrate this. Below is a more detailed description of the respondents' responses:

According to the study's findings, 86% of the respondents agreed with the assertions made to them that training saves time. This suggests that training increases worker effectiveness, which contributes to time savings.

The findings in Table 4.4 also show that training and development improves employees' capacity to use new technologies, stay current in the present technological period, and educate them how to do their jobs better now and in the future. Ninety-four percent of the respondents agreed. The results also support the opinions of the key informants, as one of the key respondents stated:

“...we have a number of trainings we give to our staff. For instance, we have had computer literacy trainings for our employees. Also, when they curriculum was changed, our administrators especially the directors of studied, deputy head teachers and the staff in charge of co-curricular activities had to attend a number of trainings. With the dynamic world, we have also learnt to operate appropriately...” (Interview, October 2022)

Another key informant added;

“During lock down, we faced a very big challenge. Our students did not know any thing about online learning neither did out staff know online teaching. We had to improvise and come up with some training. We were also conducting our staff meetings online and this kept us moving forward despite the hindrances... (Interview, October 2022)

Both the findings from key informants' interview and survey questionnaire implies that training and development is critical as far as improving teacher's job performance is concerned. This encourages institutions that have not yet invested in staff training and development to start doing so since it keeps them informed about current and anticipated trends.

In terms of resolving performance issues, training and development aid in clarifying the specifics of the work. The majority of responders who gave their approval to the statement agreed with this. Eighty-three percent of all replies represented this. This suggests that since orientation and training allow workers to get familiar with the specifics of their professions, they should be provided before they start working.

In addition to the aforementioned, the study's findings showed that training and development contributes to lowering the expenses associated with staff turnover. Their mean value, which is higher than 3, and standard deviation, which is around 1, support this. This indicates that T&D helps to reduce the expenses associated with hiring new staff by providing them with new abilities.

The study's findings show that training and development contribute to safety, which in turn reduces work-related injuries. Seventy-six percent of all respondents agreed with this. This suggests that workers must constantly get training, particularly for occupations like laboratory work that involve potential harm. To determine the impact of training and development on secondary school teachers'

work performance, the researcher proceeded to interview key informants. According to one of the major informants,

“...Obviously training and development is very essential for staff and it improves performance. Sometimes staff need to learn new things and it can only happen through training like seminars and workshops... (Interview, October 2022)

Training and development are essential for enhancing teachers' work performance, according to the results of the questionnaire survey and the interviews with key informants. In order to verify the connection between teacher job performance and training and development, the researcher proceeded to test the hypothesis. This was carried out in this manner.

4.4.2 Hypothesis testing training & development and teachers job performance

The study used statistical analysis to determine whether or not T&D significantly and favorably affects teachers' work performance. This was carried out in this manner:

(H₀): Secondary school teachers' work performance is not positively and significantly impacted by training and development.

(H₁): Secondary school teachers' job performance is positively and significantly impacted by training and development.

Method of Statistics: The Pearson product-moment correlation coefficient was used to evaluate the hypothesis. Table 4.5 displays the replies that were elicited.

Table 4.5: The Pairwise Correlation results between Training and development and Teacher’s job performance

		Training and Development	Teacher’s job performance
Training and Development	Pearson Correlation	1	.563**
	Sig. (2-tailed)		.000
	N		100
Teacher’s job Performance	Pearson Correlation	.563**	1
	Sig. (2-tailed)	.000	
	N	100	100

***. Correlation is significant at the 0.05 level (2-tailed).**

Source: *Primary data, 2022*

Professional development and teacher job performance are significantly positively correlated, according to the pairwise correlation matrix data (Table 4.5) ($r=.563^{**}$, $p.005$). This indicates that teachers' work performance improves as a result of training and growth. Accordingly, the study disproves the null hypothesis and backs the alternative, which holds that secondary school teachers' work performance is positively and significantly impacted by training and development.

4.5.1 Association between promotion and job performance of teachers

Respondents were asked to provide their thoughts on the relationship between promotion and job performance for teachers. A five-point Likert scale was used to ask respondents if they strongly disagree (SD), disagree (D), agree (A), disagree (SA), or are undecided (UD).

The percentages, mean, and standard deviation were used in the analysis. Respondents agree when the mean is greater than 3, are undecided when the mean is less than 3, and disagree when the mean is less than 3. When the standard deviation (Std) is near 1, it indicates agreement; when it is near zero, it indicates respondents' disagreement.

Strongly disagree and disagree to mean disagree, and strongly agree and agree to signify agree were further categorized in the analysis. Table 4.6 displays the replies that were elicited.

Table 4.6: Showing the relationship between Promotion and job performance of teachers

Item	SA	A	UD	D	SD	Mean	Standard Deviation
	5	4	3	2	1		
Promotion increases job satisfaction	60 (60%)	26 (26%)	0 (0.0)	10 (10%)	04 (4%)	4.08	.88
Promotion enhances morale of employees	50 (50%)	40 (40%)	0 (0.0)	05 (5%)	03 (3%)	4.24	.90
Promotion increases efficiency of employees	48 (48%)	30 (30%)	04 (4%)	16 (16%)	02 (2%)	3.98	.72
Employees feel that they are effective and this increases their job performance	33 (33%)	36 (36%)	06 (6%)	18 (18%)	07 (7%)	3.59	.68
It also enhances morale on the job and loyalty to the company	55 (55%)	38 (38%)	0 (0.0%)	3 (3%)	4 (4%)	4.04	.87
It helps to overcome the turnover Costs	62 (62%)	30 (30%)	0 (0.0%)	2 (2%)	6 (6%)	4.44	.92

Source: *Primary data, 2022*

According to Table 4.6, every respondent agreed with the claims made about the connection between teacher job performance and promotion. Their averages were above 3, and their standard deviations were near 1, which provides proof of this. The responses of the respondents are given in more detail below.

Findings of the study portray that the majority of the respondents (86%) agreed with the statements put to them that promotion increases job satisfaction. This implies that secondary schools need to ensure that the staff who perform well are promoted, since it increases their satisfaction, which is key to improving performance.

The study's findings also demonstrate that the majority of respondents agreed with the claim that promotions boost staff morale. The findings are in line with those of the key informants. Regarding staff morale and job satisfaction, one of the key respondents mentioned the following:

...in our school, promotions are done in different ways. We have vertical promotions and horizontal promotions. For instance, in vertical promotions, some teachers have been promoted to administrative positions. This has increased their satisfaction and improved their morale. It has enabled many of them to improve their performance. However, promotions are based on one's performance, qualifications and hard work... (Interview, October 2022).

The findings from the key informants' interview and survey questionnaire all portray a good picture that there is the existence of promotions among secondary schools, and that it has helped to increase satisfaction and morale among teachers who are always promoted.

The study's findings also showed that promotions lower labor turnover costs and boost employee loyalty. This is evidenced by their means of above 3 and their standard deviations of close to one. This suggests that human resource development has a significant impact on teachers' job effectiveness. After conducting key informant interviews, the researcher received the following response from one of the key informants:

...when you promote your staff, you increase his or her loyalty to the organisation. They feel that they are part and partial of the organisation and that their efforts are appreciated. This also relieves you of the costs you would incur to recruit other people. Besides, you benefit twice because they also continue doing their former jobs of teaching... (Interview, October 2022)

The findings from the questionnaire survey are in line with those from the key informants' interview and they all arrive the fact that promotions increase employee loyalty and reduces the labour turnover related costs.

4.5.2 Hypothesis testing promotion & teachers job performance

The study used statistical analysis to determine whether or not teacher job performance is significantly improved by promotions. This was carried out in this manner:

(Ho): Secondary school teachers' job performance is not positively and significantly impacted by promotions.

(H1): Teachers' work performance in secondary schools is positively and significantly impacted by promotions.

Method of Statistics: The Pearson product-moment correlation coefficient was used to evaluate the hypothesis. Table 4.7 displays the replies that were elicited.

Table 4.7: The Pairwise Correlation results between Promotion and Teacher's job performance

		Promotion	Teacher's job Performance
Promotion	Pearson Correlation	1	.610**
	Sig. (2-tailed)		.000
	N		100
Teacher's job Performance	Pearson Correlation	.610**	1
	Sig. (2-tailed)	.000	
	N	100	100

*. Correlation is significant at the 0.05 level (2-tailed).

Source: Primary data, 2022

Promotion and instructors' work performance have a favorable and substantial link ($r=.610^{**}$, $p<.005$), according to the results of the pairwise correlation matrix (Table 4.7). This indicates that teachers' work performance is positively impacted by promotions. Thus, the study rejects the null hypothesis and affirms the alternative, according to which secondary school teachers' work performance is positively and significantly impacted by promotions.

4.6.1 Findings about the indicators of teachers' job performance

Respondents were asked to provide their opinions on what they believe to be the best measures of teachers' success on the job. A five-point Likert scale was used to ask respondents if they strongly agree (SA), agree (A), disagree (D), are undecided (UD), or strongly disagree (SD).

The percentages, mean, and standard deviation were used in the analysis. Respondents agree when the mean is greater than 3, are undecided when the mean is less than 3, and disagree when the mean is less than 3. When the standard deviation (Std) is near 1, it indicates agreement; when it is near zero, it indicates respondents' disagreement.

Strongly disagree and disagree to mean disagree, and strongly agree and agree to signify agree were further categorized in the analysis. Table 4.8 displays the replies that were elicited.

Table 4.8: Showing the indicators of teachers' job performance

Item	SA	A	UD	D	SD	Mean	Standard Deviation
	5	4	3	2	1		
Attitudes and character of employee towards work	38 (38%)	36 (36%)	10 (10%)	12 (12%)	04 (4%)	3.32	.71
Timely accomplishment of tasks	40 (40%)	20 (20%)	08 (8%)	25 (25%)	07 (7%)	3.54	.60
Academic results produced	28 (28%)	40 (40%)	04 (4%)	26 (26%)	02 (2%)	3.01	.63
Involvement at work	53 (53%)	26 (26%)	03 (3%)	08 (8%)	10 (10%)	3.79	.78
Commitment to work	35 (35%)	42 (42%)	02 (2%)	13 (13%)	8 (8%)	3.76	.77

Source: *Primary data, 2022*

According to Table 4.8, every respondent agreed with the claims made to them regarding the markers of instructors' success on the job. Their means, which were above 3, and standard deviations, which were around 1, demonstrate this.

The study's findings show that most respondents agreed with the assertion that an employee's attitudes and character toward their profession are used to gauge how well they perform on the job as a teacher. Seventy-four percent of all respondents agreed. This suggests that since attitude is strongly linked to performance, secondary school administrators should keep a close watch on the

character and attitude of their personnel and, if at all feasible, implement policies that encourage a positive attitude. The important informants in the study were then interviewed in-depth by the researcher. One had this to say about it:

...attitude is important in everything you do. This is because when one's attitude is poor, he/she cannot perform well on duty. We normally have challenges with teachers whose character is wanting and whose attitude is poor. Their subjects are usually performed poorly... (Interview, October 2022).

The results of the key informant interviews and questionnaire survey all point to the idea that an employee's attitude and character affect how well they perform at work.

The study's findings also showed that most respondents agreed with the assertion that academic success serves as a gauge for employment performance. Sixty-eight percent of the respondents agreed. The study's primary informants were also interviewed in-depth. One had this to say about it:

...in a secondary school setting, we measure the performance of teachers based on students' performance. Otherwise, it would be difficult to measure performance when students have failed... (Interview, October 2022).

The majority of respondents also agreed on commitment and participation at work. Their standard deviation is around one, and their mean is above three, which suggests this. This suggests that managers must develop HR procedures that boost workers' dedication to their jobs. The important informants in the study were then interviewed in-depth by the researcher. One had this to say about it:

...with regard to teachers' job performance, we look at very many things. For instance, we look at how one is committed to the job and sometimes the employee's discipline. All these are very important to their job performance... (Interview, October 2022).

The information from the questionnaire survey and key informants' interview all arrive at similar conclusion that commitment and involvement at work are very much important as far as one's performance is concerned.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Introduction

The data gathered from an interview and questionnaire given to staff members of certain secondary schools in the Sheema area served as the basis for the study's analysis and interpretation in the preceding chapter. The study's results are presented and discussed in this chapter, along with the goals of the investigation.

5.1.1 Performance Appraisals and Job Performance of Teaching Staff

The study affirmed that performance appraisals are vital tools for assessing and enhancing teaching staff performance in public secondary schools. The results align with Akata (2013), who emphasized that performance appraisals provide reliable metrics for evaluating staff achievements and offer strategic direction for improving effectiveness. Similarly, findings support Ikramullah et al. (2011) and Roberts (2015), who highlighted that appraisals help recognize staff contributions, align performance with rewards, and identify professional development needs.

However, a key limitation emerged: while appraisals are structurally present in most schools, their implementation lacks consistency and objectivity due to inadequate training for evaluators and weak feedback mechanisms. As a new insight, the study discovered that in the Sheema District, performance appraisals often serve as informal tools for decision-making around promotions and staff retention, confirming Khan's (2007) assertion, but also pointing to the need for formalization and standardization to enhance fairness and effectiveness.

5.1.2 Training and Development and Job Performance of Teaching Staff

Findings revealed that training and development significantly enhance teachers' skills, efficiency, and adaptability to technological advancements. This supports Brown & McCracken (2009) and Sims (2002), who noted that training addresses present job demands while development prepares employees for future roles. Moreover, evidence from this study confirms Roberson & Pepper's (2009) and Burke & Hutchins' (2007) observations that training reduces turnover costs, increases job satisfaction, and fosters employee retention.

Nonetheless, the study identified a gap in the frequency and relevance of training programs. Many teachers reported limited access to tailored professional development, indicating a need for continuous, subject-specific, and pedagogical training. A new finding in the Sheema District context is that schools with more structured and needs-based training programs had notably higher staff morale and lower attrition rates suggesting a direct link between targeted training and long-term teacher commitment.

5.1.3 Promotions and Job Performance of Teaching Staff

The study confirmed that promotions are positively associated with improved job satisfaction and morale among teaching staff. This finding is consistent with Johnston & Wang (2013) and Oduma & Were (2014), who argued that promotional opportunities enhance motivation, commitment, and performance. Promotions were seen as an indicator of perceived justice and recognition, as supported by Rupia et al. (2012).

However, the study also highlighted a limitation: a lack of clear, transparent promotion criteria in many schools. This creates dissatisfaction among teachers who feel overlooked, even when they meet the necessary qualifications and performance benchmarks. A unique contribution of this study is the discovery that in Sheema District, teachers' perception of fairness in promotion processes significantly impacts their willingness to remain in the profession. Thus, introducing formal, merit-based promotion policies could serve as a catalyst for improving teacher retention and performance.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

The findings and recommendations that are pertinent to the gaps found in the study are presented in this chapter. A summary of the study, in which every aspect pertaining to the study variables was examined and given in the preceding chapter, is provided in the conclusion and suggestion, which are offered in accordance with the research objectives.

6.1.0 Conclusion

6.1.1 The association between performance appraisals and job performance of teaching staff

Regarding the relationship between performance reviews and teaching staff job performance, the study's findings showed that performance reviews facilitate the measurement and evaluation of staff accomplishments over a specified time period, assess staff effectiveness and formal contributions to the organization, offer a good chance to formally acknowledge staff accomplishments and contributions to the organization, aid in staff performance monitoring, and give managers and supervisors a helpful framework for assessing staff performance.

6.1.2 Link between training and development on job performance

The study revealed the following about the impact of training and development on the job performance of teaching staff in secondary schools: training saves time; it teaches employees how to perform their current and future jobs more effectively; it helps solve performance issues by providing job details; it boosts employee morale and loyalty to the company; and it helps reduce turnover costs.

6.1.3 Relationship between promotion and job performance of teaching staff

The results showed a strong positive correlation between secondary school teaching staff job performance and promotions. Promotions are crucial for raising teaching staff members' work performance, according to the study's conclusions. Promotion was found to improve job satisfaction, boost employee morale, raise productivity, give workers a sense of effectiveness, promote employee loyalty to the organization, and lower turnover costs.

6.2.0 Recommendations to the study

According to the study's findings, human resource development has a significant impact on secondary school teaching staff members' work performance.

Since these practices were found to be important for the job performance of secondary school teaching staff, the study advises that all public secondary schools implement human resource development strategies, such as performance reviews, staff training and development, and promotions.

Finally, the government can help public secondary schools by creating policies that motivate and inspire teachers to put in a lot of effort. The Ministry of Education and Sports might handle this.

5.4 Areas for further study

Due to time and financial constraints, the investigation was not comprehensive.

The researcher recommends that the following areas see further investigation. First, more research should be conducted in private secondary schools utilizing the same methodology/strategy to evaluate the connection between teaching staff job performance and human resource development.

Additionally, the researcher suggests looking into the same issue and doing a comparable study at pre-secondary training institutes. This might make it possible to create national policies that address the best ways to enhance work performance through efficient HRD procedures.

Finally, the current study did not examine a number of human resource development techniques. These methods involve motivation, which is crucial for teaching staff members' work performance. To determine and compare which techniques are more beneficial than the others, further research may be done.

References

- Akafo, V., & Boateng, P. A. (2015). Impact of reward and recognition on job satisfaction and motivation. *European Journal of Business and Management*, 7(2).
- Allen, R. S. & Helms, M. M. (2014). Reward Practices and Organizational Performance. *Compensation & Benefits Review*, 33(4), 74-80.
- Amin, M., Ismail, W. K. W., Rasid, S. Z. A., & Selemani, R. D. A. (2014). The impact of human resource management practices on performance. *The TQM Journal*, 26(2), 125-142.
- Andrew, O. C., & Sofian, S. (2012). Individual factors and work outcomes of employee engagement. *Procedia-Social and Behavioral Sciences*, 40, 498-508.
- Armstrong, M. (2008). *Human Resource Management* 10th ed. London: Kogan Page.
- Armstrong, M. (2010). *A Handbook of Performance Management*, 4th edition. New Delhi: Kogan Page Limited.
- Arthur, J. B., & Boyles, T. (2007). Validating the human resource system structure: A levels-based strategic HRM approach. *Human Resource Management Review*, 17(1), 77-92.
- Bakker, A. B., & Demerouti, E. (2008). Towards a model of work engagement. *Career development international*, 13(3), 209-223.
- Baron & Kreps, 1999; Guthrie, 2000; Kuvaas, (2006). *Human Resource Strategy: Formulation, Implementation, and Impact*. London.
- Becker, B. E., Huselid, M. A., Pickus, P. S., & Spratt, M. F. (1997). HR as a source of shareholder value: Research and recommendations. *Human resource management*, 36(1), 39-47.
- Becker, B. E., Huselid, M. A., Pickus, P. S., & Spratt, M. F. (1997). HR as a source of shareholder value: Research and recommendations. *Human resource management*, 36(1), 39-47.
- Becker, G. S. (1964). *Human capital theory*. Columbia, New York, 1964.
- Bedfast, B. (2004) an assessment of Implementation of employee's promotion practice in Local Government Authorities: Faculty of Public Administration and Management, Mzumbe University

- Bond & Fox. (2007). *Applying the Rasch Model: Fundamental Measurement in the Human ...*
London: Lawrence Erlbaum.
- Bowen, D. E., & Ostroff, C. (2004). Understanding HRM–firm performance linkages: The role of the “strength” of the HRM system. *Academy of management review*, 29(2), 203-221.
- Christina, G. P. (2014). Impact of promotion to employees’ performance at Dar Es Salaam City Council. Retrieved from <http://scholar.mzumbe.ac.tz/>
- Combs, J., Liu, Y., Hall, A., & Ketchen, D. (2006). How much do high- performance work practices matter? A meta- analysis of their effects on organizational performance. *Personnel psychology*, 59(3), 501-528.
- Curtis, E., Comiskey, C., & Dempsey, O. (2015). Correlational research: Importance and use in nursing and health research. *Nurse Researcher*, 6, 20-25.
- Dar, A.T., Bashir, M., Ghazanfar, F., & Abrar, M. (2014). Mediating role of employee motivation in relationship to post-selection HRM practices and organizational performance. *International Review of Management and Marketing*, 4(3), 224-238.
- Ellis, T. J., & Levy, Y. (2009). Towards a Guide for Novice Researchers and Research Methodology: Review and Proposed Methods. *Issues in Informing Science & information Technology*, 6, 323-337.
- Esra, N. C. (2010). The Impact of Strategic Human Resource Management on Organizational Performance. *Journal of Naval Science and Engineering*, 6(2), 100-116.
- Ferris, G. R., Hochwarter, W. A., Buckley, M. R., Harrell-Cook, G., & Frink, D. D. (1999). Human resources management: Some new directions. *Journal of management*, 25(3), 385-415.
- Ghati M.M. (2015) The Impact of Promotion on Merit and Education Level Bases to Performance of The Tanzania Police Force, Kagera. Open University of Tanzania
- Grant, R. M. (1996). Toward a knowledge- based theory of the firm. *Strategic management journal*, 17(S2), 109-122.
- Greiner, L.E (1998) Evolution and Revolution as Organizations Grow; Harvard Business Review. Vol 76, No.3, pp.55-67

- Guest, D. (2002). Human resource management, corporate performance and employee wellbeing: Building the worker into HRM. *The journal of industrial relations*, 44(3), 335-358.
- Guest, D. E. (2011). Human resource management and performance: still searching for some answers. *Human resource management journal*, 21(1), 3-13.
- Gupta C.B (2011) *Human Resource Management*, Sultan Chand & Sons
- Hailesilassie, G. (2009). Determinants of public employees' performance: Evidence from Ethiopian public organizations. *International Journal Of productivity and performance management*, 58(3), 238-253.
- Haji M. H (2013) *Assessment of the factors affecting employee's promotion in Zanzibar government organizations- A case of the ministry of social welfare, Youth, Women and Children Development*, Open University of Tanzania
- Jagun, V. (2015). *An Investigation into the High Turnover of Employees within the Irish Hospitality Sector, Identifying What Methods of Retention Should Be Adopted*. Master in Human Resource Management. National College of Ireland.
- Kehoe, R. R., & Wright, P. M. (2013). The impact of high-performance human resource practices on employees' attitudes and behaviors. *Journal of management*, 39(2), 366-391.
- Kersley, B., Alpin, C., Forth, J., Bryson, A., Bewley, H., Dix, G., & Oxenbridge, S. (2013). *Inside the workplace: findings from the 2004 Workplace Employment Relations Survey*. Routledge.
- Khan, A. H., Nawaz, M. M., Aleem, M., & Hamed, W. (2012). Impact of job satisfaction on employee performance: An empirical study of autonomous Medical Institutions of Pakistan. *African Journal of Business Management*, 6(7), 2697-2705.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30, 607-610.
- Labaree, R. V. (2009). *Research Guides: Organizing Your Social Sciences Research Paper: Types of Research Designs*. Retrieved from: <https://libguides.usc.edu/writingguide/research-designs>

- Lado, A. A., & Wilson, M. C. (1994). Human resource systems and sustained competitive advantage: A competency-based perspective. *Academy of management review*, 19(4), 699-727.
- Lepak, D. P., & Snell, S. A. (1999). The human resource architecture: Toward a theory of human capital allocation and development. *Academy of management review*, 24(1), 31-48.
- Leroy, H., Segers, J., Van Dierendonck, D., & Den Hartog, D. (2018). Managing people in organizations: Integrating the study of HRM and leadership.
- Lo, M. C., Ramayah, T., & De Run, E. C. (2009). Leader-Member Exchange, gender and influence tactic. A test on multinational companies in Malaysia. *Problems and perspectives in management*, 7(1), 49-56.
- Malik, M. E., Danish, R.Q., & Munir, Y. (2012). The impact of pay and promotion on job satisfaction: Evidence from higher education institutes of Pakistan. *American Journal of economics*, 2(4), 6-9.
- Matovu, I. (2014). Teacher recruitment, deployment and retention in Uganda's Secondary schools (Doctoral dissertation, Makerere University).
- Mohamad, A. A., Lo, M. C., & La, M. K. (2009). Human resource practices and organizational performance. Incentives as moderator. *Journal of academic research in economics*, 1(2), 229-244.
- Muchhal, D. S. (2014). HR practices and job performance. *Journal of Humanities and Social Science*, 19(4), 55-61.
- Musenze, I. A., Mayendesifuna, T., Buteeme, S. & Lubega, M. (2013). Reward Management and Organizational Performance: An Empirical Study of Private Universities in Uganda. *International Journal of Innovative Research and Development*, 2(8), 90-110.
- Muzalifah, M and Izah, M. T. (2011). Determinants of Job Performance in Frontline Hotel Employees in Malaysia. Using Structural Equation Model: A proposed conceptual Framework. *International Journal of Business and Behavioral Sciences*, 1(1), 32-42

- Napier and Latham. (2012). The effects of appraisal instrument, feedback and goal-setting. The role of performance appraisals in motivating.
- Naveed, A., Ahmad, U., & Bushra, F. (2011). Promotion: A predictor of job satisfaction a study of glass industry of Lahore (Pakistan). *International Journal of Business and Social Science*, 2(16), 301-305.
- Naveed, A., Ahmad, U., & Bushra, F. (2011). Promotion: A predictor of job satisfaction a study of glass industry of Lahore (Pakistan). *International Journal of Business and Social Science*, 2(16), 301-305.
- Ndede, H. O. (2014). Effects of Reward Management on Employee Performance in Hotels in North Coast, Kenya. Retrieved from <http://erepository.uonbi.ac.ke>
- Nyaga, R. (2015). Assessment of Employee Turnover on Organizational Efficiency: A Case Study of International Livestock Research Institute (ILRI). Master of Science in Organizational Development. United States International University.
- Obeidat, B. Y., & Abdallah, A. B. (2014). The relationships among human resource management practices, organizational commitment, and knowledge management processes: A structural equation modeling approach. *International Journal of Business and Management*, 9(3), 9.
- Oduma, C., & Were, S. (2014). Influence of career development on employee performance in the public university: A case of Kenyatta University. *International Journal of Social Sciences Management and Entrepreneurship*, 1(2), 1-16.
- Osibanjo, A. O., Oyewunmi, A. E., & Ojo, I. S. (2014). Career development as a determinant of organizational growth: Modelling the relationship between these constructs in the Nigerian Banking Industry. *American International Journal of Social Sciences*, 3(7), 67-76.
- Owence, C., Pinagase, T. and Mercy, M. (2014). Causes and Effects of Staff Turnover in the Academic Development Centre: A Case of a Historically Black University in South Africa. *Mediterranean Journal of Social Sciences*, 5(11), 69-75.

- Peter, M. (2012). Influence of Teacher Training on the Performance of Students in Mixed Secondary Schools in Gem District, Kenya. (Doctoral dissertation, School of Business, University of Nairobi).
- Pfeffer, J. (1994), "Competitive Advantage through People", Harvard Business School Press, Boston, MA Pfeffer, J. (1998), "The Human Equation: Building Profits by Putting People First", Harvard Business School Press, Boston, MA.
- Rinny, P., Purba, C. B. & Handiman, U.T. (2020). The Influence of Compensation, Job Promotion, and Job Satisfaction on Employee Performance of Mercubuana University. *International Journal of Business Marketing and Management*, 5(2), 39-48.
- Rupia, A. S., Musa, G. H., Nandi, O. M., & Odera, O. (2012). Perception of civil servants towards promotion on merit. *American International Journal of Contemporary Research*, 2(9), 48-54.
- Sattar, T., Ahmad, K., & Hassan, S. M. (2015). Role of human resource practices in employee performance and job satisfaction with mediating effect of employee engagement. *Pakistan Economic and Social Review*, 53(1), 81.
- Saud, N., Tulus, H., Asri, L., Riani, H., Sri, R. S. & Mugi, H. (2017). The Impact of Career Development on Employee Performance: An Empirical Study of the Public Sector in Indonesia. *International Review of Public Administration*, 22(3), 276-299.
- Seruyange D. (2009) Promotions as a motivation factor towards employee performance, Makerere University
- Seward, J. P. (2019). Reinforcement and expectancy: two theories in search of a controversy. *Psychological Review*, 63(2), 105-113.
- Sheema district, report 2019
- Sitati, N., Were, S. & Waititu, G. A. (2016). Effects of job promotion on employee retention in hotels in Kenya. *The strategic journal of change and business management*, 3(51), 956-972.

Tadesse, A. (2017). The Effect of Employee Promotion Practice on Job Satisfaction: The Case of Dashen Bank S.C. Retrieved from <http://etd.aau.edu.et>.

Tzafir, S. S. (2005). The relationship between rust, HRM practices and form performance international journal of Human Resources management. 16(9):1600-22.

Yasmeen, R., Farooq, U. & Asghar, F. (2013). Impact of Rewards on Organizational Performance: Empirical Evidence from Telecom Sector of Pakistan. Journal of Basic and Applied Science, 3(5), 938-946.

Youndt, M. A., & Snell, S. A. (2004). Human resource configurations, intellectual capital, and organizational performance. Journal of managerial issues, 337-360.

APPENDICES

APPENDIX 1: LETTER OF INTRODUCTION

Dear Sir/Madam,

I am Vita Justus a student at Uganda Christian University undertaking Master of Education Administration and Planning. As part of my course work, I am conducting a research study on “Human resource development and job performance of teaching staff”. You have been selected to participate in this study.

I am therefore seeking for assistance in order to collect the necessary information by filling the questionnaire attached herein. This will only take about 10-15 minutes. Kindly note that the information being sought is purely for academic proposes and will be treated with outmost confidentiality.

Your participation in the study will be highly appreciated.

Thank you very much.

APPENDIX 2: QUESTIONNAIRE

Questionnaire for the Research Study on “Human resource development and job performance of teaching staff”

Dear Participant,

I am Vita Justus, a postgraduate student of Uganda Christian University conducting research on “Human resource development and job performance of teaching staff”. Kindheartedly answer these questions as objectively as possible so that the results of the data analysis are fairly accurate. All responses received will be treated with utmost confidentiality, and will only be for the purposes of this research work.

SECTION A: DEMOGRAPHIC AND RESPONDENTS PROFILE (Tick the most appropriate option)

Q1) Name of the School (optional).....

Q2) Sex of the respondent

Male

Female

Q3) Age of the respondent

25- 35 years 36-44 years

45-55 years

56 & above

Q4) Marital status of the respondent

Single Married

Others specify

Q5) Level of education of the respondent

(a). Diploma

(b). Bachelors

(c). Post graduate

Q6). Job title held in the school

- a) Head teacher
- b) Teacher
- c) Director of studies
- d) Deputy Head teacher

Q7). Time spent in the organisation

- Below 5 years
- 6-10 years
- 11-16 years
- 17 & above

SECTION B: Performance appraisal and teachers job performance

This section contains questions about the performance appraisals' function in enhancing teacher job performance. In the table below, the numbers 5-1 represent levels of agreement from strongly agree to strongly disagree. Please mark the given statements in the table below according to your level of agreement.

Key

Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree
5	4	3	2	1

Items	5	4	3	2	1
Helps to measure and evaluate staff achievements over a defined period of time					
Performance Appraisal is used to determine staff effectiveness and formal contribution to the organization					
Performance appraisal systems can be used to motivate employees					
It provides a good opportunity to formally acknowledge staff achievements and contributions to the organization					
It provides a valuable opportunity to recognize and reward staff					
Provides managers and supervisors with a useful framework for evaluating staff performance.					
It helps to monitor the staff performance					
Helps in increasing understanding of strategic aims and own role in organization success					

SECTION C: Role of training and development in relation to job performance

This section contains questions about the role of training and development in relation to job performance. In the table below, the numbers 5-1 represent levels of agreement from strongly agree to strongly disagree. Please mark the given statements in the table below according to your level of agreement.

Key

Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree
5	4	3	2	1

Items	5	4	3	2	1
Training helps in saving time					
Training teaches employees how to perform current and future jobs more effectively					
Training can improve a company's financial standing					
It can help solve performance problems by explaining the details of the job					
Training can also enhance morale on the job and loyalty to the company					
Training helps to overcome the turnover Costs					
Training helps to increase ability to employ new technologies and keeping up to date with technology					
Training help to increase safety thereby decreasing work-related injury					
Training also helps to decrease need for supervision					

SECTION D: Promotion and teachers job performance

This section contains questions about the role of promotion in relation to job performance. In the table below, the numbers 5-1 represent levels of agreement from strongly agree to strongly disagree. Please mark the given statements in the table below according to your level of agreement.

Key

Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree
5	4	3	2	1

Items	5	4	3	2	1
Promotion increases job satisfaction					
Promotion enhances morale of employees					
Promotion increases efficiency of employees					
Employees feel that they are effective and become more satisfied with their jobs which increases their job performance					
It also enhances morale on the job and loyalty to the company					
It helps to overcome the turnover Costs					

SECTION E: Indicators of teachers' job performance

This section contains questions about the respondents perceive are the indicators to job performance. In the table below, the numbers 5-1 represent levels of agreement from strongly agree to strongly disagree. Please mark the given statements in the table below according to your level of agreement.

Key

Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree
5	4	3	2	1

Items	5	4	3	2	1
Job performances is measured by attitudes and character of the employee towards work					
Job performances is measured by academic results produced					
Job performances is measured by timely accomplishment of tasks					
Job performances is measured by involvement at work					
Job performances is measured by commitment to work					
Job performances is measured by emotional attachment on job					

Thank you very much for your precious time and responses.

APPENDIX 3

INTERVIEW GUIDE

I am **Vita Justus**, a student at Uganda Christian University undertaking Master of Education Administration and Planning. As part of my course, I am conducting a research study on “Human resource development and job performance of teaching staff”. The study is exclusively for academic purposes and the information provided will exclusively be treated with utmost confidence.

Thank you very much in advance

1. What is your position in this school?
2. For how long have you been in this school?
3. How many categories of staff do you have in this school?
4. Do you have human resource development practices in your organisation? If not, how do you ensure staff development?
5. What are some of the HRD practices in your organisation?
6. Do you appraise your staff? And if so, which methods of appraisal do you use in your school?
7. What do you think is the role of conducting staff performance appraisals?
8. Do you think that performance appraisal determines staff effectiveness and measures staff formal contribution to the organisation?
9. Do you have training and development programmes in your organisation? And if so, what forms of staff training and development do you have?
10. What do you think is the role of training and development towards teachers’ job performance?
11. Do you think training and development enhance morale on the job and increase staff loyalty to the organisation?

12. Do you conduct promotions in your organisation? And if so, what is the nature of these promotions?
13. What do you think is the role of promotion towards job performance?
14. Does promotion enhance staff moral and reduce turnover costs?
15. How do you determine that there is improvement in teachers' job performance?
16. Are there any hindrances to teachers' job performance in your school?
17. What, in your opinion, can be done to enhance the performance of teachers in your school?

THANK YOU FOR YOUR TIME AND COOPERATION