

**HUMAN RESOURCES MANAGEMENT PRACTICES AND QUALITY EDUCATION
SERVICE DELIVERY IN SELECTED SECONDARY SCHOOLS IN KALIRO
DISTRICT**

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DECLARATION

I, Omeri Emmanuel declare that the content submitted in this dissertation titled “Human Resources Management Practices and Quality Education Service Delivery in Selected Secondary Schools in Kaliro District” is my original work and has never been submitted to any education institution of higher learning for any academic award.


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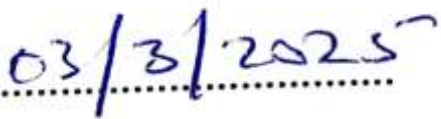
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DEDICATION

I dedicate this piece of work to my wife and children for their acceptance to share the meagre family resources in my pursuit for a Master's degree.

ACKNOWLEDGEMENT

To pursue a study of this nature is not just an individual effort but many people and actors contributed to its success. Above all, glory and praise to God for his grace and mercy in providing the wisdom and courage to do the study.

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ABSTRACT

The study investigated the Human Resources Management Practices and Quality Education Service Delivery from selected secondary schools in Kaliro district. There were three objectives of the study; to examine the effect of training on quality education service delivery, to examine the effect of employee participation on quality education service delivery, and to examine the effect of performance appraisal on quality education service delivery in selected secondary schools in Kaliro district. The researcher adopted a survey research design in the study and both quantitative and qualitative approaches were used. Questionnaires and Interview guides were used in data collection. The sample size comprised 113 respondents out of a population of 160. The findings show that some of the human resources management practices are used in schools. Staff training accounted for 28.0% of quality education service in the schools. This implies that staff training has a strong significant effect on quality education service delivery. Employee participation accounted for only 2.4% of quality education service in the schools, implying that for every unit of employee participation, only 2.4% of quality education service was delivered. Therefore, employee participation has not been effectively utilised in order to enhance quality education service delivery. Staff appraisal accounted for 34.3% of quality education service delivery. This means that for every unit of staff appraisal, at least there is 34.3% improvement in quality of education service delivery. Therefore, staff appraisal has a strong significant effect on quality of education service delivery. In conclusion, the multiple regression analysis revealed that use of the human resources management practices accounted for 71% of quality education service in the schools. Therefore, for every unit application of the three human resources management practices, there would be 71% improvement in quality education service delivered in the schools in Kaliro District.

Key words: Human Resources Management Practices, Quality Education Service Delivery

TABLE OF CONTENTS

DECLARATION	i
APPROVAL.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT	iv
ABSTRACT	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES	ix
LIST OF FIGURES	x
LIST OF APPENDICES.....	xi
Appendix A. Questionnaires	xi
Appendix B. Interview guide	xi
GLOSARY OF TERMS AND ACRONYMS.....	xii
CHAPTER ONE	1
BACKGROUND TO THE STUDY	1
1.0. Introduction	1
1.1. Background to the Study	1
1.1.1 Historical Perspective.....	1
1.1.2 Conceptual Perspective.....	4
1.1.3 Theoretical Perspective	8
1.1.4 Contextual Perspective	11
1.2 Problem Statement.....	12
1.3 Purpose of the Study	14
1.4 Objectives	14
1.5 Research questions.	14
1.6 Justification of the study.....	15
1.7 Significance of the study	15
1.8 Scope of the study.....	15
1.8.1 Geographical scope.....	15
1.8.2 Content scope	16
1.8.3 Time scope	16
1.9 Conceptual Frame Work	16

1.10 Definition of Operational Terms	17
CHAPTER TWO.....	18
LITERATURE REVIEW.....	18
2.0. Introduction	18
2.1. Theoretical review	18
2.2. Training and Quality Education Service Delivery	20
2.3. Employee Participation and Quality Education Service Delivery	26
2.4. Performance Appraisal and Quality Education Service Delivery.....	29
2.5 Summary of the Literature review	31
CHAPTER THREE	33
METHODOLOGY.....	33
3.0. Introduction	33
3.1. RESEARCH DESIGN	33
3.2 AREA OF STUDY	33
3.3. SOURCES OF INFORMATION.....	34
3.4. POPULATION AND SAMPLING TECHNIQUES	34
3.5. VARIABLES AND INDICATORS (Measurement levels where necessary)	35
3.6. PROCEDURE FOR DATA COLLECTION	35
3.7. RESEARCH METHODS AND TOOLS	36
3.7.1 Questionnaires	36
3.7.2 Interviews	36
3.8. QUALITY CONTROL	36
3.8.1. Validity.....	36
3.9. STRATEGY FOR DATA PROCESSING AND ANALYSIS	38
3.10. ETHICAL CONSIDERATIONS	38
3.11. ANTICIPATED METHODOLOGICAL CONSTRAINTS	38
CHAPTER FOUR.....	39
DATA ANALYSIS, PRESENTATION AND INTERPRETATION.....	39
4.0 Introduction	39
4.1 Response Rate.....	39
4.2 Demographic Characteristics	40
4.2.1: Gender of the respondents.....	40

4.2.3: Age of the respondents	41
4.2.4: Academic qualifications of the respondents.....	41
4.2.5: Teaching experience	42
4.2.6 Post held at school	43
4.3 Responses received according to the objectives of the study.	43
4.3:1 Responses to training as a human resource management practice	44
4.4.0 Responses to employee Participation as a Human Resource Management Practice.	48
4.5.0 Responses to Appraisal as a Human Resource Management Practice. .	51
4.5.1 Approaches to staff appraisal.....	51
4.4: Responses for the Indicators of Quality Education Service Delivery	55
4.5 Summary of data analysis, presentation and interpretation.	60
CHAPTER FIVE	61
DISCUSSIONS OF THE FINDINGS	61
5.0 Introduction	61
5.1 Demographic Characteristics	61
5.2 Staff training and quality education service delivery.	62
5.3 Employee participation and quality education service delivery.....	63
5.4 Staff appraisal as a human resources management practice.	64
5.5 Indictors of quality education service delivery	66
CHAPTER SIX.....	68
SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	68
6.0 Summary.....	68
6.1 Staff training and quality education service delivery	68
6.2 Employee participation and quality education service delivery.....	68
6.3 Staff appraisal and quality education service delivery	69
6.4 Overall effect of human resources management practices on quality education service in the schools.	69
6.5 Conclusion	69
6.6 Recommendations.....	70
6.7 Areas for further research	71
References.....	72
APPENDIX: A. QUESTIONNAIRES.....	77

APPENDIX: B. INTERVIEW GUIDE.	81
APPENDIX: C. KREJCIE AND MORGAN TABLE	83

LIST OF TABLES

Table 3.1: Population and sampling techniques	35
Table 3.2: Statistics from the Experts.....	37
Table 3.3: Reliability Results	37
Table 4.1: Distribution of questionnaires according to schools.....	40
Table 4.2: Gender of the respondents.....	40
Table 4.3: Age of the respondents.....	41
Table 4.4: Academic qualifications of the respondents	42
Table 4.5: Teaching experience.....	42
Table 4.6: Post held at school	43
Table 4.7: Descriptive Statistics on Staff Training in Schools.....	44
Table 4.9: Effect of Staff Training on Quality Education Service in Schools (ANOVA).....	47
Table 4.10: Descriptive Statistics on Employee Participation as a Human Resources management Practice in Schools in Kaliro District.....	48
Table 4.12: Effect of Employee Participation on Quality Education Service in Schools in Kaliro District (ANOVA).....	51
Table 4.13: Descriptive Statistics on Staff Appraisal in Schools	52
Table 4.15: Effect of Staff appraisal on Quality Education Service in Schools ...	55
Table 4.16: Indicators of quality education service delivery	56
Table 4.18: Effect of Application of Human Resources Management Practices on Quality Education Service in Schools in Kaliro District (ANOVA).....	59

LIST OF FIGURES

Figure 1.1: Conceptual Frame Work..... 17

LIST OF APPENDICES

Appendix A. Questionnaires

Appendix B. Interview guide

Appendix C. Sample size by Krejcie and Morgan, (1970).

GLOSARY OF TERMS AND ACRONYMS

Headteacher: is staff member of a school and in charge of the administration and management of a school.

Teacher: a member of the teaching staff.

Human resources management practices: are strategic, integrated, and coherent approaches to the employment, development and wellbeing of the people working in an organization.

Quality education service delivery: equipping learners with skill and knowledge that would help develop psychologically and benefit them in future; being able to employ the skills they learnt in the day to day lives to sustain themselves even after graduation.

HRM: Human Resources Management Practices. These are; strategic, integrated, and coherent approaches to the employment, development and wellbeing of the people working in an organization.

ASSHU: Association of Secondary School Headteachers' of Uganda

PA; Performance Appraisal

VRION: valuable, rare, inimitable, Organisation specific and non-substitutable

RBV: Resource Based View theory.

UNESCO: United Nations Educational, Scientific and Cultural Organisation

UNICEF: United Nations International Children's Emergency Fund

PDM: taking Part in Decision Making.

UNEB: Uganda National Examinations Board

CHAPTER ONE

BACKGROUND TO THE STUDY

1.0. Introduction

The study investigated the delivery of quality education services and human resources management practices in a few Kaliro District secondary schools. Background information, problem statement, study purpose, research objectives, research questions, study scope, study rationale, study significance, and conceptual framework are all included in this chapter.

1.1. Background to the Study

This background of the study is presented under four perspectives: historical, conceptual, theoretical, and contextual perspective.

1.1.1 Historical Perspective

Globally, quality education service delivery faces many challenges and issues with definition. When quality is thought of in terms of a specific educational component, it becomes more problematic since, as Dare (2005) notes, ‘all the elements associated with education quality are interrelated. A serious defect in one element is likely to have implications for quality in others.’ Furthermore, any significant component of the educational system—infrastructure, school buildings, administration, leadership, management, teacher preparation, instructional materials, teaching, and student achievement—can be the subject of quality-related inquiries. When quality is defined in terms of educational outcomes, more issues occur. This is due to the culturally constrained and value-laden nature of quality goals. For instance, education may be seen by some as a way to promote social cohesion and nation building, by others as a way to prepare students for the workforce, and by still others as a way to support students' cognitive, moral, and social growth. Even consensus on quality evaluation results is challenging because of this complex circumstance. This is demonstrated by ADEA's (2004) findings that ‘Quality assessment is one of the thorniest governance issues in most Universities partly because most universities cannot agree on the mechanisms for assessment’ (p. 3 4).

Debate and concern about quality education service delivery has been ongoing for long but there are still many challenges to address in order to implement the necessary education reforms and delivery of quality education. For the first time, at the international level, in 1990, quality was highlighted as a primary goal of an international initiative to enhance education at the World Conference on Education for All (EFA) that took place in Dakar, Senegal. This was a great milestone in quality education service delivery contrary to earlier deliberations where emphasis was on expansion (Bergman 1996). Also, quality education as a priority was reaffirmed at the World Education Forum in Dakar 2000, and as recent as at the Round Table of Ministers of Education on Quality Education for All at UNESCO Headquarters in October 2003. Some of the researchers, Gannicott & Throsby (1992, p.224,) observed and highlighted that “in the early days of providing for education, the World Bank emphasized quantitative targets... but now explicitly incorporates quality issues in the appraisals of education projects”.

However, when it comes to providing high-quality education services, three principles are typically widely accepted at the international level of discussion and action (UNESCO, 2005). Quality education must be seen in terms of (a) content relevance, (b) access and outcome, and (c) respect for individual rights. These principles are supposed to direct and inform educational processes and material, as well as serve as a representation of broader social objectives that education should support, according to contemporary world thought. The following international bodies' suggestions are cited in this study: UNICEF, UNESCO, and other international declarations on Education.

There are five components to excellent education, according to UNICEF (2001, in UNESCO, 2005): the students; the surroundings; the curriculum; the procedures; and the results, which are based on the rights of the whole child—that is, all children—to participation, development, survival, and protection.

Similarly, according to UNESCO (2005), high-quality education should foster students' emotional and creative growth in order to achieve the goals of security and peace citizenship, equality, and transferring local and global cultural values to the next generation. In terms of cognitive, emotional, and artistic abilities, it

ought to enable kids to realize their greatest potential. Systems that respect students' sociocultural contexts while teaching the fundamentals of scientific advancement and modernization are necessary to raise the standard of education. As a result, a good educational system must be able to give all kids and teens a thorough education and the right kind of preparation for the workforce. Disparities of any kind, including those based on parents' wealth, gender, race, language, religion, political beliefs, and other factors, as well as national or social origin, should be avoided in order to accomplish this.

In Africa, the Dakar Framework for Action gives a vivid background and some of the milestones for quality education service delivery. Quality was recognized as a necessary condition for attaining the core objective of equity in the 1990 Framework for Action of the World Declaration on Education for All (EFA). It was acknowledged that increasing access by itself would not be enough for education to completely contribute to the development of the person and society, even though the concept of quality was not yet fully formed. As a result, the focus was on ensuring that children's cognitive growth would increase through better schooling.

Similarly, "quality was at the heart of education"—a key factor in determining enrollment, retention, and achievement—was confirmed in the 2000 Dakar Framework for Action. The desirable qualities of learners (motivated, healthy students), procedures (skilled teachers employing active pedagogies), content (relevant curriculum), and systems (excellent governance and equitable resource allocation) were outlined in its extended definition of quality. Despite creating a plan for attaining high-quality education, this did not assign any relative importance to the different aspects that were found (Dakar Framework for Action, Article 7, and World Education Forum 2000). Accordingly, the Dakar Forum stressed the need to "improve all aspects of quality of education to achieve recognized and measurable learning outcomes for all, especially in literacy, numeracy, and essential life skills."

According to the literature on the historical perspective of quality education service delivery mentioned above, if suitable strategies are to be used for its realization for secondary schools in Kaliro district, the researcher is compelled to

investigate the concept due to the significance, desire, and concern for quality education service delivery.

1.1.2 Conceptual Perspective

The research is based on two variables; human resources management practices as an independent variable and quality education service delivery as a dependent variable. There are various definitions of human resource management practices but in this research two definitions were adopted: Armstrong, (2016:7) defines human resources management practices as a purposeful, cohesive, and integrated approach to an organization's workforce's employment, growth, and well-being. Human resource management is the process by which management develops the workforce and attempts to produce the human performance that the organization requires, according to Boxall and Purcell (2016:7). According to research, it can be difficult to demonstrate that implementing sound HR policies improves organizational performance. Nonetheless, there is a common belief that effective HRM techniques raise employee commitment and motivation, which in turn improves output and performance.

According to research commissioned by the Chartered Institute of Personnel and Development (Purcell et al., 2003), there are six essential work habits that seem to have the biggest impact on increased productivity. These include work-life balance, professional development and advancement chances, training opportunities, job influence and challenge, involvement and communication, and performance management and appraisal procedures. A greater number of human resource practices were linked to higher perceptions of fairness, trust, and management's ability to fulfill their commitments, according to the Guest and Conway research (1997). People who engaged in more human resource activities also reported feeling more content and safe in their positions. Those employed by companies with greater HRM procedures had much higher levels of motivation.

Additionally, it is acknowledged that when there is job engagement, which may be induced by HRM practices like performance reviews, training and development, feedback, social support, and supervisory coaching, employees are more motivated (Klein, 2014). According to a different study by Mensah (2014), HRM practices

including pay, work-life balance, and employee engagement are important to workers and do have an impact on their performance and retention.

Much as there are various HRM practices, the researcher considered three management practices in relation to quality education service delivery. The HRM practices are: employee training, employee participation, and performance appraisal.

On the other hand there is a lot of research done on quality education service delivery as a dependent variable. According to Ankomah (2005), there are four dominant dimensions of quality education. These include: learner characteristics (achievement levels, values, literacy and numeracy skills and self-awareness), context, enabling inputs, and indicators of quality education. The learner characteristics focus on the fact that people's abilities and experiences have a big impact on how and how fast they learn. Initial disparities among students should not be disregarded in evaluations of the quality of educational outputs. Cultural and religious background, as well as the quantity and type of prior learning, can be significant influencing factors. Therefore, it's critical to identify any potential disparities among pupils based on factors including gender, disability, race and ethnicity, HIV/AIDS status, and emergency conditions. If quality is to be increased, these variations in student characteristics frequently call for unique answers.

Another aspect to consider is context (Ankomah 2005). This is due to the close ties and mutual influence between society and education. By enhancing and fortifying abilities, values, communication, mobility, individual affluence, and freedom, education can contribute to societal change. Nonetheless, society is typically quite strongly reflected in education, as the attitudes and values that shape education are those of the broader society. Whether schooling occurs in a wealthy society or one where poverty is pervasive is equally significant. Opportunities to expand educational resources are probably limited in the latter scenario. Additionally, national education policy offers a significant backdrop. For instance, curricula, teacher policies, goals, and standards create the favorable environment for educational practice. The quality of schooling may be significantly impacted by these contextual factors.

The enabling inputs make up the third dimension (Ankomah 2005). The resources made available to support the process and the direct methods by which these resources are handled are likely to have a significant impact on the effectiveness of teaching and learning. Ankomah points out that schools cannot function effectively without instructors, textbooks, or instructional resources. Resources are crucial to the quality of education in that regard. Inputs are enabling because they support and are inherently linked to the processes of teaching and learning, which in turn influence the kind and variety of inputs utilized and their application. Textbooks, classrooms, libraries, school infrastructure, and other non-human resources are the primary input factors. Human resources (managers, headteachers, teachers, supervisors, and support personnel) are the other crucial inputs.

Ankomah (2005) further states that the indices of the quality of education make up the fourth dimension. According to the literature, quality is a problem that is both quantitative and qualitative. Therefore, concepts of quantity and quality should be communicated via their indicators (Dare, 2005). Van den Berghe (1997) refers to the wide notion of performance evaluation in which students function by defining quality indicators of education as performance indicators that make reference to a quality characteristic or objective. It can be interpreted in terms of a figure that illustrates the accomplishment of quality goals or quality attributes. Therefore, it is impossible to overlook ideas like efficiency, relevance, importance, and sufficiency while discussing indicators.

In this study, the concept of Quality Education Service delivery was analysed by looking at the indicators of quality education service delivery. Three procedures are required to establish indicators of educational quality, according to Ankomah's (2005) presentation at the Edqual National Consultative Workshop. Whereas there are other indicators of quality education, Ankomah (2005) gives three major Indicators: Inputs, Processes and Outcomes.

The first indicator of quality education service delivery is the inputs. The outcome of educational service is greatly influenced by the type and caliber of these inputs. Educational staff, instructional materials and content,

educational facilities, and educational funding are a few of the inputs. Teachers and non-teaching staff are considered educational personnel. However, as they are the primary providers of education, teachers have a big impact on the standard of education. Concerning features include the quantity of available teachers, student-teacher ratios, and the specific traits of each teacher. Academic credentials, pedagogical training, content expertise, aptitude, and years of service or experience are some examples of these personal traits.

It is further argued that the kind, caliber, and amount of teaching and learning aids have a big influence on the standard of education. Classrooms and other school buildings, challenge boards, the student-teacher ratio, furniture (tables and chairs), restrooms, water, and other supplies are all considered educational amenities. It's crucial to take into account the facilities' state, the specialist rooms, and the building quality. Finance, which is divided into capital and ongoing expenses, is a crucial input that follows all the other inputs. The primary capital investment in education is the construction of classroom facilities, but the most significant component of ongoing education spending is teacher salaries.

The process is the second measure of high-quality education service delivery (Ankomah 2005). Numerous factors, such as teacher-student contact in class management and control and daily time-on-task with the class, are related to the process component of the quality continuum. It also has to do with the teacher's consistency and timeliness for class activities. The intensity of operation, which is related to the duration of the school day and term, the number of days that are actually accessible for schoolwork throughout a term, and additional factors are also included.

Further (Ankomah 2005) posts that the outcome is the third measure of the quality of education services provided. Students' exam results are the outcome of educational services that provide the most direct indication of their quality. Many people, including parents, believe that a student's achievement on national or standardized tests is sufficient proof of the caliber of the education they have

received. For example, when someone claims that educational standards have decreased, they are primarily relying on a few super test scores to support their claim. However, non-measurable results like better health habits, successful involvement in extracurricular activities, and community service can serve as indicators of the quality of the educational system.

The researcher in this study focused on the third indicator of quality education service delivery which is the “outcome”. The outcome as an indicator of quality education service includes the following: learner academic achievement, proficiency in reading, writing and numeracy, completion/ retention rate and community responsiveness.

1.1.3 Theoretical Perspective

There are many theories related to quality education service delivery for instance: human capital theory, contingency theory, expectancy theory, social exchange theory, high performance work system theory, and resource based view theory among others. In this research, the researcher adopted the Resource Based View Theory.

The resource-based view hypothesis is deemed appropriate by the researcher to elaborate on its value in achieving high-quality education service delivery. Economist Edith Penrose (1959) proposed the Resource Based View (RBV), which bases organizational performance on internal strategic assets or resources. The notion emphasizes on a company's internal resources and competencies that give it a long-term competitive edge. According to the principle, a business can outperform its rivals by using its distinct assets and skills to provide clients with value that is difficult for rivals to match.

The resource based view theory is anchored on four major assumptions. The first assumption concerns resource heterogeneity. This means that different firms have access to different types and levels of resources that could provide a competitive edge. The resources should have the following fundamental qualities according to the VRION model. To gain a firm's competitive edge, strategic resources must be rare, precious, unique, organization-specific, and non-replaceable (Tyson, 2006).

Resource immobility is the second presumption. This indicates that skills and resources are difficult to replicate or transfer. Because it keeps rivals from copying a company's special resources and competencies, resource immobility is therefore essential for preserving a competitive edge. Teece et al. (1997) stress the value of a company's unique assets and skills that are hard for rivals to copy or replace. Dynamic capacities are the third premise of the RBV theory. Dynamic capabilities, or a firm's capacity to modify and adjust its resources and capabilities in response to shifting market conditions, are acknowledged as being crucial by the theory. According to Teece et al. (1997), companies need dynamic skills to maintain a competitive edge through constant innovation and resource base evolution.

The fourth assumption is the firm level focus. The RBV theory assumes that competitive advantage is primarily driven by the internal resources and capabilities of a firm, rather than external factors such as industry structure or market conditions. This firm level focus distinguishes the RBV theory from other perspectives such as the industry based view and the positioning perspective.

Since the human resource component of an organization is one of the internal resources that possess these VRION properties, the theory and its tenets have been highly embraced in HRM. It is widely acknowledged that the foundation of this strategy is the value that human resources provide. By contributing value, distinctiveness, and the most efficient use of resources, human resources help a company gain a competitive edge over rivals (Miller & Shamsie, 1996; Porter, 1991). As a result, managers look to their workforce's quality to obtain a competitive edge. Many academics and researchers agree that having a skilled workforce that can adapt to changing needs is a must for doing business in the majority of industries. It is obvious that RBV places a strong emphasis on developing capabilities and skills to help businesses learn more quickly than their competitors and safeguard and grow their intellectual property. Over time, businesses can create both an organizational process advantage and a human capital advantage.

The Resource Based View Theory emphasizes the strategic importance of employees, particularly with regard to workplace learning. The soft model of

human resource management has been linked by scholars to the Resource Based View Theory (Penrose 1959). The soft model is a contemporary approach to management in which staff members are highly dedicated, self-directed, collaborative, feel appreciated and acknowledged, empowered and involved, more strategic, and always make sure to meet both organizational and personal goals. The Resource Based View Theory has been described similarly by several academics. Citing Boxall (1996), Penrose highlights the importance of learning, including the management team's knowledge and experience, and makes a distinction between human and physical resources.

Armstrong (1999) asserts that Resource Based Theory acknowledges that a firm's strategic potential is contingent upon its resource capability, particularly its human resources. One of the most used resources is the human or humans. Hamel and Prahalad (1989), who firmly believe that organizations may get a competitive edge by growing human resources through learning, organization learning, and practice ahead of their competition and in the healthiest way possible, support this viewpoint.

As a result, the Resource Based View Theory is predicated on the idea that resources—in particular, human resources and managers—are the driving forces behind human resource management. They are also expected to comprehend the new developments in knowledge, learning, and learning organizations. In particular, resource-based theory asserts that in order to accomplish organizational and people goals, human and quality talents must be cultivated and used.

The researcher believes that in order to evaluate the connection between the provision of high-quality education services and human resources management practices; it is relevant to use the resource-based theory. The following HRM approaches have been selected for this study: performance evaluation, employee involvement, and staff training. According to the researcher, all of the HRM practices chosen for this study are connected to the resource-based theory and can affect the provision of high-quality education services to secondary schools in Kaliro district and beyond.

1.1.4 Contextual Perspective

Many nations are still competing to provide high-quality education services in the twenty-first century. This is due to the fact that education is the most effective tool available to us for enlightenment and world change (Education International 2019). Additionally, receiving a high-quality education gives one the ability to correctly analyze information and apply it in practical situations. Since the goal of education has always been to empower students and transmit information and skills, it is crucial that the education they get should be of a specific caliber. Since what a person learns influences their philosophy and "mind-set," quality education is crucial. Therefore, the adage that one's education influences their daily life illustrates their way of life and the choices they make on a daily basis.

According to Education International's (2019) data on educational quality, more than two hundred million children would have been out of school worldwide prior to the COVID-19 epidemic, and only 60% would have completed upper secondary by 2030. Sub-Saharan Africa is home to more than half of all registered pupils. Additionally, 617,000,000 (six hundred and seventeen million) kids globally lack fundamental literacy and math skills, according to the research.

Also, the Continental Report, Education in Africa (2023) shows a lot of disparities in achieving quality education in Africa. Africa is still home to the largest out of school population. More than half of teenagers in upper secondary school and one in five elementary school-aged youngsters do not attend school. Less than 10% of primary-aged children in around half of African nations do not attend school, although more than 50% of upper-secondary students do so. In a number of nations, this rate is rising.

East Africa's educational system is still lacking in quality. According to the 2013 Education for All Global Monitoring Report, by 2010, 4.6 million children in East Africa were not attending school in the nations that had data. Ethiopia and Kenya continue to rank in the top 10 nations in the world for the number of out-of-school children. In Uganda, 43% of youngsters were not in school. Even now, at least two out of every three youth lack access to secondary education. 36% of students are enrolled in Ethiopia, 32% in Eritrea, and 28% in Uganda.

The survey also demonstrates that the quality of primary education is insufficient to guarantee that every child can acquire the fundamentals. Only 17% of Ugandans completed grade 4 and attained the minimal level of education. Kenya does a little better: 47% of students made it to grade 4 and attained a minimal level of education. Teachers do not possess the requisite subject knowledge, according to the survey. An arithmetic test was administered to sixth-grade teachers and their pupils in a 2010 study of Kenyan primary schools. The teachers' average score was 60%. On the standardized math test derived from the primary school curriculum, some teachers received scores as low as 17%. As a result, it was determined that none of the sampled teachers were fully proficient in the subject.

The quality of education in Uganda has decreased even after universal primary and secondary education were implemented. While Universal Primary Education (UPE) significantly increased access in Uganda in 1997, it had little effect on quality, according to the UNICEF Uganda Annual Report (2019). Children began dropping out at an increasing rate as the number of students increased between 1997 and 2014. Just one-third of the kids who started primary school in 1997 had advanced to the seventh grade by 2003. Just 15% of secondary school pupils excel in biology, 43% in English, and 47% in mathematics.

Secondary schools in Kaliro District have experienced a high students' dropout rate. The completion rate stands at 59% according to Uganda Public Private Partnership report (2018). Schools have also registered poor performance at both UCE and UACE examinations which could be attributed to human resources management practices. The failure rate at UCE, 2018 was 39% (UNEB, 2018)

Given the above contextual perspective, it is pertinent to undertake research to examine the impact of human resources management practices on quality education service delivery in secondary schools in Kaliro District.

1.2 Problem Statement

Secondary schools in Kaliro district have been ranked among the worst in terms of education service delivery in Uganda (UNEB 2018, 2019, 2020; ASSHU 2020). Although the government has supported secondary education by implementation of USE in 1997, the provision of basic infrastructure and instructional materials, and

the hiring of qualified and trained teachers, the delivery of quality education services remains poor in Kaliro district secondary schools. Based on the Uganda Certificate of Education results (UNEB, 2018) which is the base year for this study, the results show that learner academic achievement and grades are very low with few students passing and a high failure rate of 39% (UNEB, 2018). Kaliro district Education report (2020) revealed that out of 1070 students who sat for UCE examinations only 110 students passed in division one. Such a trend in learner achievement is attributed to human resources management practices. Further, the ASSHU report (2020), Kaliro District reveals that in many secondary schools, the literacy and numeracy levels of the learners are low. There is also a high dropout rate whereby on average only 50% Complete 'O' Level. Other reports (NAPE, 2021; UWEZO, 2020) show that a majority of secondary school students have recorded low learner achievement. They are not proficient in reading, writing and numeracy. The researcher aims to examine whether quality education service delivery in secondary schools can be achieved by adopting some of the best human resources management practices. Some researchers are of the view that there is a positive relationship between human resource management practices and quality education service delivery. Research done by Arbab & Mahdi (2018), about Human Resources Management Practices and Organisational Excellence in the Sudanese Public Organisations, shows that HRM practices such as training and development, performance assessment are of prime importance to organisations. It is through the HRM practices that the organisations workforce needs are met, maintained, trained, developed, stabilized and morally enhanced. Nwoye (2015) in his research on effective human resources management practices as the key to organizational performance found out that effective human resources management practices result into adequate supply of capable employees to the organisations, satisfaction and retention of productive employees, high job performance, and increased productivity of for the enterprise. Also Matiso & Kilika (2017) in their research examined the relationship between Human Resources Management Practices and Quality Education Service Delivery in the Education Sector in Kenya. The findings point out that the HRM practices in the Education sector in Kenya are still inclined towards the traditional management perspective.

Based on the findings by other researchers, there is a research gap about Human Resource Management Practices and Quality Education Service Delivery. Most of the available literature is outside Uganda and most of it is not related directly to the Education Sector. It is therefore imperative to undertake research on human resources management practices and quality education service delivery with focus on: employee training, employee participation and performance appraisal. If research is not done, then, secondary schools in Kaliro district will continuously lag behind in terms of quality education service delivery compared to secondary schools in other districts in Uganda.

1.3 Purpose of the Study

The purpose of the study is to investigate the effect of Human Resources Management Practices on Quality Education Service Delivery in selected Secondary schools in Kaliro District.

1.4 Objectives

The study was based on three major objectives as stated below:

1. To examine the effect of training on quality education service delivery in selected Secondary Schools in Kaliro District.
2. To examine the effect of employee participation on quality service delivery in selected Secondary Schools in Kaliro District.
3. To examine the effect of performance appraisal on quality education service delivery in selected secondary schools in Kaliro district.

1.5 Research questions.

1. What is the effect of training on quality education service delivery in secondary schools in Kaliro District?
2. What is the effect of employee participation on quality education service delivery in secondary schools in Kaliro District?
3. What is the effect of performance appraisal on quality education service delivery in secondary schools in Kaliro District?

1.6 Justification of the study

Quality education service delivery is a critical area of study for the general school improvement and more especially learner achievement. Secondary schools in Kaliro district have registered low learner achievement in the previous three years despite the government funding and parents contributions (UNEB 2018-2020). Much as research has been carried out about human resources management practices and quality education service delivery in other parts of the world, no research has been done about human resources management practices and quality education service delivery in Kaliro district. If research is not done about quality education delivery in Secondary schools, then the schools will not improve and will consistently register poor learner achievement in the subsequent years. There is need to mitigate such trends.

1.7 Significance of the study

The results of the study will be of great use to different stake holders in education: To policy makers in the Ministry of Education and Sports, the research will give baseline data to help in designing appropriate policies to guide employers and employees on the best human resources management practices for quality education service delivery.

To policy implementers, the research will offer a wide range of human resources management practices that can be adopted effectively to cause desired improvements in quality education service delivery.

To the academia, the research will add to the wealth of knowledge in the related field of research. It will also inspire or arouse interest for further research about human resources management practices and quality education service delivery.

Headteachers and teachers will gain more insight about the human resources management practices at their disposal which they can use for effective quality education service delivery in their schools.

1.8 Scope of the study

1.8.1 Geographical scope

The study was carried out from selected secondary schools in Kaliro district located in Easter Uganda with the following geographical details: Latitude 0.9

degrees, Longitude 33.5 degrees and Elevation 1100 metres. The district shares borders with several other districts, including Serere to the North, Pallisa to the North East, Namutumba to the Southeast, Iganga to the South, Luuka to the South west and Buyende to the Northwest. The geographical scope is limited to Kaliro district because many schools in the district have registered declining education services in the previous three years.

1.8.2 Content scope

The content scope was limited to the investigation of the effect of three human resources management practices in secondary schools for quality education service delivery. The human resources management practices are: training, employee participation, and performance appraisal. The indicator considered for quality education service delivery is the outcome.

1.8.3 Time scope

The study covered a period of three years from 2018 to 2021 because this is the period when there has been a decline in the quality of education service delivery in secondary schools in Kaliro district.

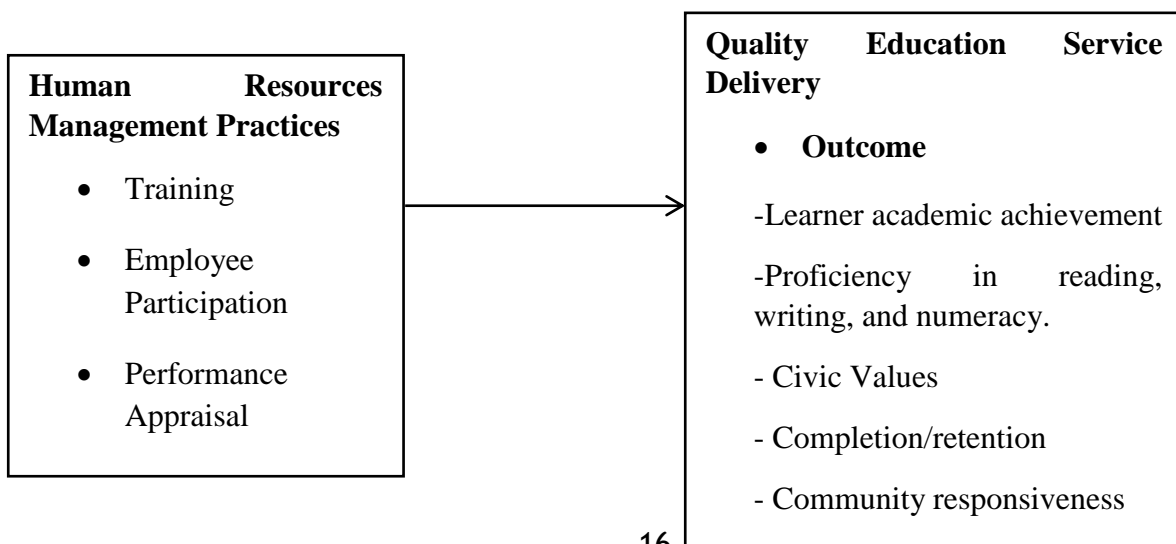
1.9 Conceptual Frame Work

Orodho (2004) describes the conceptual framework as a model of illustration where a scholar symbolizes connections among the variables in research and demonstrates correlation in graphics and diagrams.

Independent Variable

Completion rate/retention

Dependent Variable



Source: Secondary data (journals)

Figure 1.1: Conceptual Frame Work

Fig.1.1 shows the variables of the research. The independent Variable is human resources management practices and the dependent variable is quality education service delivery. The human resources management practices are training, employee participation, and Performance appraisal.

The indicator chosen for quality education service delivery is the outcome. The outcome of quality education service delivery is manifested through: learner academic achievement, proficiency in literacy and numeracy, Co-curricular activities, civic values, and Completion / retention rate.

1.10 Definition of Operational Terms

Human resources management practices: These are strategic, integrated, and coherent approaches to the employment, development and wellbeing of the people working in an organization.

Quality education service delivery: Refers to equipping learners with skill and knowledge that would help develop them psychologically, mentally, and physically to benefit them in future; being able to employ the skills they learnt in the day to day lives to sustain themselves even after graduation.

Headteacher: is staff member of a school and in charge of the administration and management of a school.

Teacher: a member of the teaching staff.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This chapter presents related literature to human resources management practices and quality education service delivery. To reinforce the literature review, the theoretical review has been included followed by the related literature according to each objective of the study. There were three objectives: to examine the effect of training on quality education service delivery, to examine the effect of employee participation on quality education service delivery, and to examine the effect of performance appraisal on quality education service delivery in selected secondary schools in Kaliro District.

2.1. Theoretical review

The researcher finds the resource based view theory befitting to expound on how useful the theory is to achieve high quality education service delivery. The Resource Based View (RBV) derives from the idea suggested by economist Edith Penrose that anchors organizational performance on internal strategic assets or resources (Penrose 1959). The following are the basic characteristics that the resources should have according to the VRION model. The strategic resources should be valuable, rare, inimitable, organization specific and non-substitutable so as to derive firm competitive advantage (Tyson, 2006). The theory and its postulates have been well received in HRM as one of the internal resources that bear these VRION qualities is the human resource component of an organization. It is agreed that the value brought by human resource is the core of this approach whereby Human resources, by adding value, uniqueness and the most effective way of utilising resources, subsequently increase the competitive advantage of a company in comparison to another (Miller & Shamsie, 1996; Porter, 1991). In the RBV of HR strategy, managers seek to gain a competitive advantage through the quality of the people employed. It is increasingly being acknowledged that the basic requirement to trade in most industries is a well trained workforce that demonstrates capabilities of being flexible and responsive to customer demands. Accordingly, RBV therefore emphasizes a skills and capability focus so that firms can learn faster than their rivals, and that they can protect and enlarge their

intellectual capital. As a consequence, companies can generate a human capital advantage as well as an organizational process advantage.

The Resource Based View Theory focuses on the strategic value of the work force and more so, on the issues concerning work place learning. Scholars have related the Resource Based View Theory to the soft model of human resource management (Penrose 1959). The soft model is a modern view of management where employees are self-guided, highly committed, practice team work, feel valued and recognized, empowered and involved, more strategic, and always ensure to achieve the objectives of the organization and also individual objectives. Other scholars have had similar descriptions of the Resource Based View Theory. Quoting Boxall (1996), Penrose distinguishes between physical and human resources and draws attention to the issues of learning including knowledge and experience of the management team.

In the same view, according to Armstrong (1999), Resource Based Theory recognizes that the strategic capability of a firm depends on its resource capability especially the human resources. The human or people are highly utilized as a resource. The same view is supported by Hamel and Prahalad (1989) who strongly asserts that competitive advantage could be achieved by the firms through developing human resources by way of learning, organization learning, and practicing before their competitors and in a healthiest manner.

According to the researcher, the Resource Based View Theory is befitting as it applies to the human resources practices under investigation. The theory operates on the principle that resources are the fundamental forces in human resource management and particularly the human resources managers are supposed to understand the emerging trends of knowledge, learning and learning organisations. Resource based theory specifically postulates that caliber and human talents have to be developed and utilized for achieving both organizational and personnel objectives.

It's pertinent to adopt the resource based theory in order to assess the relationship between the human resources management practices and quality education service delivery. The human resource management practices that have been chosen in this research are: training, employee participation, and

performance appraisal. The researcher believes that all the human resource management practices selected in this research are related to the resource based theory.

2.2. Training and Quality Education Service Delivery

One of the human resources management practice is training. Training has been defined by different scholars as stated below; Human resource training is a general term that refers to a range of human resource learning opportunities. It is a program that supports workers in acquiring new knowledge or skills to enhance their performance in their current positions (Davidescu, Apostu, Paul, and Casuneanu, 2020). The systematic mechanism by which companies provide development and increase the efficiency of new and existing human resources is known as training. Also, training for individuals, communities, and organizations is described as a systematic approach to learning and development that enhances personal, group, and organizational efficiency (Rathod and Dwivedi, 2017).

According to Zayum, Aule, and Teslim (2018), training is used to raise the efficiency of an organization's products and services in the face of fierce competition by improving human resources' technical skills. Staff training, according to Mani (2002), is a process that imparts particular information and abilities as well as behavior with the aim of enabling the staff to be competent and better carry out their duties in accordance with the standards.

In human resources management, training is a tool used to close performance gaps between expected and actual performance (Elnaga & Imran, 2013; Nassazi, 2013). Training is further defined by Nassazi (2013) as organized, methodical actions aimed at raising the degree of proficiency, knowledge, and abilities. It is the process of teaching fundamental skills and programmed behavior so that people are aware of the guidelines and protocols that will help them perform their jobs efficiently. Furthermore, as training increases the effectiveness of individuals, groups, and organizations, Elnaga & Imran (2013) claim that it enhances the abilities required to achieve organizational goals (Jehanzeb & Bashir, 2013).

Having conceptualized training as postulated by different sources (researchers), it is pertinent that a review of the benefits of training is done. The researcher found out the following literature about the benefits of training. Most of the literature

about Training supports the need for training of employees or organisations. The importance of training should be understood by all managers and human resources personnel (Rodriguez and Walters, 2017). The development and expansion of an organization are significantly impacted by the production of human resources. Without competent and skilled human resources or staff, no organization, regardless of size, budget, or material capital, can thrive. To prosper, the company must thus make a sizable investment in human resource training.

Nda and Fard (2017) claim that investing in human resource training in decision-making, teamwork, sincere care, and social communication has a favourable impact on the growth of the business and the success rate of its human resources. Training influences the attitudes and working skills of human resources, which results in increased productivity and favorable changes (Tahir, Yousafzai, Jan, and Hashim, 2014). A successful and productive workforce is a vital instrument in accomplishing the ultimate goal of any firm, which is to maximize earnings and provide a maximum return. Therefore, a force can only be competitive and effective if its human resources receive the training and development they need to become more efficient. Effective training programs are therefore thorough and continuous. Additionally, rather than being a one-time or haphazard event, preparation should be viewed as a continuous process (Kapur, 2018). Training initiatives that align with organizational and human resource objectives, requirements, and business strategy will be far more successful than those that don't. Human resources training will ideally be determined by the outcomes or evaluations of their work.

Sheeba and Christopher (2020) asserted that training and development are necessary to growth of organizations. Here are some illustrations of the importance of training and development: (1) strengthening weakness: Every human resource has some areas of weakness. Every human resource needed for the work is not perfect. It can enhance a human resource's abilities through task delegation, hiring, or training. One can be sure that human resources will try their hardest to fulfill the requirements. (2) When a human resource has learned the abilities required to finish the task, work efficiency increases. Their flaws will become their assets, and they will gain a more excellent knowledge of what to do and how to do it with great solutions resulting in efficient work production.

Therefore, workforce preparation is crucial since it helps human resources acquire new skills and expand existing ones. The need for individual training has grown in importance for companies. (3) Encouraging development: The main objective of any organization is to accomplish progress and development in order to have an impact. If the entire workforce of a business is dedicated to growth, then action can be taken (Jehanzeb & Bashir, 2013). By providing training, they are giving employees the chance to grow and learn.

In the most advanced scenarios, the equipment used—rather than the people—determines efficiency. These days, employees' proficiency with technology is the main emphasis of training and development (Cascio and Montealegre, 2016). Outdated technologies are being phased out as human resources receive training on new infrastructure. Productivity increases as a result of this training, which makes work go more smoothly. (4) Embellishing success as human resources are confident in their capacity to acquire new abilities. They can come up with new approaches to accomplish tasks and find it easier to finish them. This would lead to greater satisfaction among human resources. Additionally, (5) training human resources will initially cost you time and money but Human resources will generate more income than they did previously after they have accumulated expertise in their position (Miller, 2020). It reduces the level of annoyance for both the employer and human resources. The development of the organization and the caliber of the work are influenced by expertise.

Employee training takes place at several organizational levels and aids people in achieving a variety of objectives (Elnaga and Imran 2013). This endeavor helps people feel less anxious or frustrated at work. Conversely, a person could lose motivation to continue performing if a task is not completed correctly and the outcome is not what was anticipated (Asim, 2013). Employees who are unable to meet performance standards are likely to quit the company because they believe their employment is not fulfilling and they are not productive. Employee training is therefore a tool that not only improves the competences needed to carry out a work, but also gives people the means to help them be happier with the outcomes of their performance. Better performance and retention are hence the results of

improved competencies. Because it does not only maximize individual returns but also draws talent to the company, it is also stated that employee training is an essential part of HR planning operations (Bapna, Langer, Mehra, Gopal, & Gupta, 2013). All things considered, it fosters people's creativity and critical thinking skills for better decision-making, customer service, managing of complaints, and general self-efficacy (Elnaga & Imran, 2013). Employee training and development also gives people the skills they need when they switch from one type of assignment to another. It is essential to producing high-quality work at all organizational levels.

Employee training should be used to orient people and improve their managerial and operational skills, according to Mel Kleiman (quoted by Jehanzeb and Bashir, 2013). In addition to helping others establish a learning culture as part of the organization's strategic goals, it raises the likelihood that individuals will successfully carry out the mission by offering core proficiencies and structure throughout the employee training and development process. People are happier and more productive at work when organizations give them the tools they need to do their jobs, and the business benefits as well (Jehanzeb & Bashir, 2013).

One of the most important motivators for helping people and businesses reach their short- and long-term goals and objectives is employee training. In addition to improving attitudes, abilities, and knowledge, training and development also have a number of other advantages. Nassazi (2013) lists the following as typical advantages of staff training and development: (1) It boosts workers' motivation, self-esteem, and morale. (2) People are able to cut waste, which lowers production costs. (3) It fosters a feeling of stability, which lowers absenteeism and turnover. (4) By giving workers the skills they need to adapt to novel and difficult circumstances, it boosts their participation in the change process. (5) It creates opportunities for promotion, increased income, and recognition. (6) It aids the company in raising the caliber and availability of its workforce. It is important to keep in mind that training and development programs increase people's skills and talents, which in turn increase their productivity (Bapna, Langer, Mehra, Gopal, & Gupta, 2013). For people to participate in such activities, organizations even refund tuition (Jehanzeb & Bashir, 2013).

Having reviewed the benefits of training, it is also important to look at the approaches used in training. Some of the approaches include:

Problem-centered approach, which emphasizes identifying and fixing performance problems brought on by lack of abilities (Nassazi, 2013). To match competencies with a new or existing employment, profiles are compared (Nassazi, 2013).

A formal training and development program which is a structured method that consists of learning solutions and performance evaluations that can be finished either on- or off-the-job for a predetermined amount of time (Nassazi, 2013).

On-the-job training which is given to employees while they are working in the same locations; this includes coaching, mentoring, job transfers, and job rotations (Nassazi, 2013).

Off-the-job refers to removing people from their place of employment so they can focus on the training in form of role-playing and conferences (Nassazi, 2013).

While peers collaborate and contribute to each other's development (Elnaga & Imran, 2013), coaching and mentoring are centered on building specific skills for the tasks and performance expectations in the workplace, as well as strengthening mutually beneficial relationships (Nassazi, 2013).

Job rotation and transfers are used to move people from one task to another or from one nation to another so they can learn about a variety of operations (Nassazi, 2013).

Orientation is another approach used to acquaint and train new hires with their new roles, responsibilities, systems, technology, workplace layout, culture, benefits, working conditions, processes, and procedures, Nassazi (2013).

Presentations can be used in training where the same or different themes are given to a group of people at conferences; nevertheless, this may not ensure that the ideas are well understood (Nassazi, 2013).

Role playing is a technique used to improve decision-making abilities in which people are given limited, stress-free work settings, roles, duties, issues, objectives, emotions, and other information. It is typically utilized to improve managerial, sales, customer service, and employee support abilities (Nassazi, 2013). Also categorizing tasks, priorities, and abilities required for advancement

or specific goals, career planning and goal setting help people manage the many stages of their professional lives (Jehanzeb & Bashir, 2013).

According to Jehanzeb and Bashir (2013), employee training and development programs provide both individuals and companies with a number of advantages. Personal Advantages: Programs for training and development assist people in acquiring the technical, functional, and soft skills required to carry out their employment. Because they believe they are making an investment in their own future, they experience greater levels of job satisfaction. They believe there is a genuine purpose to their position inside the company. People devote more of their time and energy to improving the organization's financial performance since their loyalty tends to grow significantly. People frequently actively look for chances to gain new skills, experience a variety of jobs and responsibilities, and pursue further personal and professional growth. These traits boost their self-esteem, confidence, and job satisfaction. Individual performance is improved through training and development.

Additionally, according to Mwema and Gachunga (2014), employees constitute the foundation of the company. The organization's achievements or problems are dependent on how well its personnel perform. Organizational leaders must thus acknowledge the significance of training in relation to employee performance and assessment. In today's global market, the organization's competitive advantage is built on improved capabilities, knowledge, and skills.

Even though a lot of studies have been done on the relationship between organizational performance and training, it seems that there are still gaps and difficulties in this area. The literature on employee training and the provision of high-quality education services is particularly lacking. In this context, little research has been done on training and quality education service delivery in Sub-Saharan Africa and Uganda in particular. Therefore, the purpose of this review was to give related information regarding the idea of staff training and the provision of high-quality education services in Kaliro district secondary schools. The researcher was interested in finding out the approaches used in staff training from the selected secondary schools and their effect on education service delivery.

2.3. Employee Participation and Quality Education Service Delivery

Over the past 20 years, there has been a significant advancement in technology, as well as changes in competitiveness, demographics, and cultural trends. Because of these findings, businesses increasingly demand that candidates have more skills, flexibility, and qualifications before hiring them. Before this, when it came to issues about their work schedules, employees were only seen and not heard in enterprises. However, scholars have recently focused on employee engagement as a way to improve organizational efficiency (Lawleg, 2012).

The practice of empowering employees to use their input to create value and increase organizational efficiency is known as worker participation (Sofijanova & Chatleska, 2013). Employee involvement also refers to the direct application of ideas, knowledge, and efforts by employees to the resolution of organizational issues and the accomplishment of its aims or objectives. Beteman and Crant (2011) define participation as people's involvement in decision-making, program implementation, participating in growth benefits, and participating in evaluation activities. The concept of worker participation proposes a procedure that gives workers a significant chance to be involved in decision-making outside the immediate scope of their employment (David, 2009). Westhuizen (2010) defines employee participation as the entirety of forms, which either directly or indirectly asks for the participation of individuals and groups in the decision-making process.

Employee participation, according to Beardwell and Claydom (2007), is the sharing of authority in decision-making processes between the company and the employee, either directly or indirectly. Employee involvement in organizational decision-making is also related to worker participation (Busck, Rnudsen & Lind, 2010). According to Bhatti and Mawab (2011), employee engagement is the culmination of task-related activities that aim to increase employees' sense of commitment to the job and their sense of involvement in their business.

Employee involvement in decision-making (PDM), or shared decision-making in the workplace, is what is meant by worker participation in decision-making (Mitchell, 2003). Awah (2008) claims that it is a unique method of assigning that allows the subordinate to have a great deal of control and more autonomy in making decisions

related to their work duties while also fostering a communication breakdown between the employees and the leadership. It alludes to employees' participation in the strategic planning processes of the business.

Different levels of worker involvement can exist inside an organization, meaning that corporate organizations involve workers at all levels in the planning process. However, in certain corporations, only the top leadership will participate in the planning process. Frontline employees can engage directly with customers when they have a high degree of worker involvement in decision-making (Barringer & Leudorn, 2009). According to McFarland (1968), the firm's philosophy, leadership style, and overall work environment serve as the framework for participatory decision making. According to McFarland, the company's environment consists of people, legislation, market and economic conditions, and technology.

Employee participation in decision-making relates to how decisions are communicated in the workplace (Nitchell, 2010). According to Locke and Schweiger (2010), it is a collaborative decision-making process between a leader and followers. According to Noah (2008), it is a unique type of delegation where the subordinate is granted more authority and choices in order to bridge the communication gap between the staff and management. It alludes to the level of employee involvement in a business's strategic planning initiatives. A corporation may have a high or low level of employee participation. All worker classes participate in the planning process when there is a high level of involvement (worker participation in decision making).

The main goal of worker involvement is to establish a supportive atmosphere where people may influence decisions and actions that affect productivity in their line of work. As a result, the management team is more proactive in meeting the requirements of employees, who are seen as the company's most valuable resource. Numerous advantages of employee involvement in firm activities have been highlighted (quoted) by management researchers. These include improved managerial decision-making skills, a pleasant work attitude, improved employee welfare, lower operating costs through waste reduction, and excellent staff performance across all corporate divisions (Jones, Klami & Kauhanen,

2010). Additionally, they were further distilled into job satisfaction, empowerment, creativity, inspiration, and dedication (Light, 2004).

Employees are encouraged to provide clients with high-quality services and increase organizational productivity when they take part in corporate management efforts (Bendix, 2010). Under the right circumstances, the average worker can learn, and with the right leadership, management may inspire workers and increase their productivity (Carson, 2005). Employees are strongly influenced by leadership styles to increase business productivity. Because involvement increases a company's productivity and reduces role conflict, role uncertainty, absenteeism, and employee turnover, participation leadership helps both the organization and its employees (Mendes & Stander, 2011). According to Grobeler, Varnich, Elbert, Carnrell, and Hatified (2006), a high employee turnover rate costs businesses millions of dollars every year in lost productivity. Participatory governance in corporate organizations has become essential to the success and survival of modern firms due to its interconnectedness and complexity. The small number of people in charge cannot effectively manage new organizations.

With the advent of "participative management" ideas and the growing appreciation for employee participation, employees now often have important contributions to offer that go beyond the reasonable bounds of their regular schedules. Nowadays, a lot of business organizations are changing to involve employees in decision-making more than before. On the other side, the employee anticipates being questioned about his thoughts on his work and how he would best do specific duties.

Democratic participatory theory offers a clear insight of the need for worker or employee participation. Democratic participatory theory places a strong emphasis on the prerequisites for successful participation and the roles that participation plays for both individuals and society. For example, Rosseau (1956) maintained that a person's sense of freedom is enhanced when they participate in decision-making because it provides them a very genuine degree of influence over how their life unfolds and how their surroundings are organized.

Based on the above literature about employee participation, it is evident that most of the literature is related to business organisations but not secondary schools.

There is need to fill the gap by researching on employee participation in schools and in this regard to secondary schools in Kaliro district. The researcher was interested in finding out how the staff participate in school activities and programmes in order to improve education service delivery.

2.4. Performance Appraisal and Quality Education Service Delivery

The process of systematically assessing an employee's effectiveness and determining their potential for future development is known as performance appraisal. It is a procedure for assessing how effectively a worker is performing their duties. It is a component of a business' system for managing performance. According to DeNisi and Prichard (2006), the procedure typically includes evaluating employees' performance and giving them feedback on the caliber and degree of their work.

Enhancing employee performance is the primary objective of performance reviews in organizations (DeNisi and Prichard, 2006; Murphy Cleveland, 1991).

There are three ways in which this objective can be accomplished. First, administrative choices that relate the evaluated performance to incentives or punishments for the organization, like a pay increase, promotion, or termination, can be made using the information from the performance evaluation (Cleveland et al., 1989; Landy and Farr, 1980; Raynes, Gerhart, & Parks, 2005).

The second step in the performance appraisal process is giving the employees who were evaluated performance feedback, such as information about their performance level, so they can modify their performance strategies to achieve the desired performance (Erez, 1997; Kluger and DeNisi, 1996; Lock and Latham, 2002).

Thirdly, employees are made more conscious of the fact that they are being measured through the performance appraisal process. Most of the time, performance improves and cooperative behavior is encouraged when one is aware that they are being watched or measured (Bateson et al., 2006; Haley and Fessler, 2005; Keller and Pfattheicher, 2011).

It can also be described as the process of evaluating employee performance by comparing current performance to predetermined standards that have already

been shared with staff members. After that, it gives staff members' feedback on their performance level so they can improve it in order to meet organizational requirements. All official processes used to assess the personalities, contributions, and potential of group members in a firm are included in performance appraisal. Generally speaking, gathering the data required to make accurate and impartial choices on employees should be an ongoing effort. The Assessment Center Method, behaviorally anchored rating technique, critical incident technique, essay evaluation, paired comparison method, rating scale, trait centered appraisals, and 360 degree feedback are some of the several appraisal techniques.

Researchers agree that performance appraisal is a motivation booster for employees, many Management experts argue that it can be used to motivate employees through rewards such as promotions and salary increases, and this plays a crucial role in employee retention. According to Herzberg's theory, such rewards are the form of extrinsic rewards which can be used to boost performance.

As previously said, performance appraisal is a methodical procedure that assesses each employee's production in relation to a predetermined set of goals. They make it easier for management and their subordinates to communicate, which is crucial for communicating management expectations to employees and vice versa. By offering a forum for acknowledging efforts and accomplishments, appraisals have also been thought to have a positive impact on employee motivation. Furthermore, because of their capacity to recognize employees' strengths and provide support to leverage them, they are also regarded as motivational tools. In order to help the employee improve, weaknesses are recognized and remedial measures are implemented, including supervisory support.

Feedback from performance reviews guarantees that the employers objectives are conveyed in a clear and comprehensive manner, which is essential for employees to understand their goals and which courses to pursue. The sorts and formats of appraisals, as well as how frequently they are conducted, differ from company to company. A number of factors, including productivity, work quality, customer happiness, average call handling time (in call centers), and average target attainment rates (in sales and retail-related professions), are taken into consideration when evaluating performance.

The goals of performance appraisal systems are described in a large amount of literature. According to Klingner et al. (2010), the best performance appraisal systems should accomplish four main goals: informing staff members of management goals and objectives; encouraging staff members to improve; fairly allocating organizational rewards like raises and promotions; and giving management information that can be utilized to improve staff members' job satisfaction and productivity.

Performance Appraisal can serve short-term goals, but it can also have long-term effects (e.g., employee assessment as part of continuous and integrated personnel management, career management, and staff development) or medium-term effects (e.g., staff evaluation for ranking purposes and the establishment of salary scales) (Stoica Constantin & Constantin, 2002).

Furthermore, according to Martin and Bartol (1998), successful performance appraisal systems are built on three key pillars: monitoring the system (using metrics to make sure it is operating efficiently), controlling the system (training raters and connecting the process to employee development), and giving feedback to system users (raters and employees). Performance appraisal systems should provide employees with a strategy for performance improvement, even while evaluating past performance is crucial (Drenth, 1984); (Aguinas, 2009). Effective performance evaluation systems contribute to the development of a dedicated and driven staff, according to Boice and Kleiner (1997).

The researcher has the conviction that secondary schools in Kaliro district have not explored the advantages of performance appraisal and the various performance systems for delivering high-quality education services, despite the fact that there are many advantages to both.

2.5 Summary of the Literature review

Basing on the literature reviewed concerning the effect of training, staff participation and performance appraisal on quality education service delivery, there is a consensus that the three human resource management practices have a positive impact on performance in organisations. Most of the researchers agree that training, staff participation and performance appraisal have been used in organisations to increase productivity and efficiency. Though much of the

literature does not directly relate to schools, the researcher deems it necessary to apply the indicators of training, staff participation and performance appraisal in investing whether they are used in secondary schools in Kaliro District.

CHAPTER THREE

METHODOLOGY

3.0. Introduction

The aspects covered in this chapter are: research design, study area, information sources, demographic characteristics, sample methods, variables and indicators, and measurement levels. Additionally, data gathering procedures and protocols; data collection tools and equipment; quality and error control; data processing and analysis strategy; ethical issues; and expected methodological limitations are included in this chapter.

3.1. RESEARCH DESIGN

For this study, the researcher used a survey research design. It was suitable because it is a kind of study design that involves collecting data through self-report measures like questionnaires and interviews. Mixed data collection methods from both qualitative and quantitative research were applied. The researcher adopted the survey research design because it is an efficient and cost effective way of collecting data from a large sample size which can increase the generalizability of the findings. Further, the survey research design can collect data using standardized questions which help in reducing bias and increase the reliability of the data. Finally, surveys collect quantifiable data which can be easily analysed and interpreted. Accordingly, information was gathered for this study on the dependent variable, Quality Education Service Delivery, and the independent variable, Human Resources Management Practices.

3.2 AREA OF STUDY

Selected secondary schools in Kaliro district served as the study's base. One of the districts in Eastern Uganda's Busoga area is Kaliro. Kamuli District to the north, Pallisa District to the northeast, Namutumba District to the east, Iganga District to the south, and Luuka District to the west are the limits of Kaliro District. There are 30 secondary schools in the district; 9 schools are government aided and 21 schools are private. Six government aided schools were selected for the study.

3.3. SOURCES OF INFORMATION

Both primary and secondary sources provided information to the researcher.

Original sources

Data collected from field respondents was one of the primary sources. To gather primary data, the researcher employed interview guides and questionnaires. The researcher created questionnaires and gave them to volunteers who wrote answers to the questions. Face-to-face interviews between the participant, who is the interviewee, and the researcher, who is the interviewer, were also employed to gather data for the study. The goal was to gather enough information to support and guarantee questionnaire consistency.

Secondary sources

Journals, appraisal samples, work plans, school programs and activity schedules, teacher attendance books and records, pertinent education policy documents, and other documents as judged necessary were reviewed in order to gather secondary sources, which are second-hand information and data. To improve the study's outcomes, the researcher compared the primary data gathered with secondary data after analyzing the documents to examine historical events and problems from various sources.

3.4. POPULATION AND SAMPLING TECHNIQUES

Six secondary schools in Kaliro district were chosen to participate in the study. Head teachers, deputy head teachers, department heads, and a few chosen teachers made up the study's population. Out of the district's nine government-aided schools, six were chosen. The codes for the schools were A, B, C, D, E, and F. There were 113 responders in the sample size. While schools, department heads, and teachers were chosen by random sample, headteachers and deputy headteachers were chosen by the use of purposeful sampling. The Krejcie and Morgan (1970) table of sample size determination, which is shown in the appendix, was used to calculate the sample size. Purposive sampling for headteachers and Deputy Headteachers was suitable because they were few. Each school had one headteacher and one deputy headteacher. Also random sampling for heads of departments and teachers was suitable because they were many and all could not

be taken as a sample size. The population and sampling techniques are shown in table 3.4 below.

Table 3.1: Population and sampling techniques

RESPONDENTS	Population (N)	Sample Size (S)	SAMPLING TECHNIQUES
Headteachers	6	6	Purposive sampling
Deputy headteachers	6	6	Purposive sampling
Heads of departments	55	48	Random sampling
Teachers	60	53	Random sampling
Total	127	113	

Source: Primary data (2024)

3.5. VARIABLES AND INDICATORS (Measurement levels where necessary)

The 4-point Likert scale was used in the investigation. As a result, the 4-Points Scale was used to measure the variables in this study, and the opinions described below were used: Four is "strongly agree," three is "agree," two is "disagree," and one is "strongly disagree." Since the study necessitates the use of numbers, it also employed the nominal scale. The central tendencies of the field data were determined using the ordinal and interval (ratio) scales.

3.6. PROCEDURE FOR DATA COLLECTION

The Uganda Christian University office of Graduate Studies and Research provided an introductory letter so that the researcher could ask for permission from the appropriate authorities, such as Kaliro District Education Department and the head teachers of the secondary schools that took part in the study. The researcher visited the chosen secondary schools to ask the headteachers for permission to distribute questionnaires and conduct interviews with the respondents. After securing the necessary authorization to administer the instruments, the researcher engaged with the participants, briefed them on the study's objectives, and asked them to complete the questionnaires and interview guides. The researcher then gathered the completed surveys and verified that they were complete with the

assistance of a few teachers. Additionally, the researcher conducted interviews with a few department heads and documented their answers.

3.7. RESEARCH METHODS AND TOOLS

Questionnaires and interviews were among the data collection tools used for this investigation.

3.7.1 Questionnaires

Because they cover a large sample of respondents, questionnaires were deemed appropriate as they provide for a reasonable degree of generalizability of the findings. To gather their opinions on human resources management procedures and the provision of high-quality education services, both open-ended and closed-ended questionnaires were created and given to the chosen schools. In contrast to closed-ended questionnaires, which offered directed responses, open-ended questions allowed respondents to feel more at liberty and gave them the chance to give detailed answers.

3.7.2 Interviews

The researcher conducted interviews with a few staff members in addition to distributing questionnaires. Investigating and clearly comprehending the HRM practices used by the schools, as well as the staff's perceptions of HRM practices and the provision of high-quality education services, were the objectives of the study. The directors of studies and a few department heads were interviewed for this study. They were asked to select times that work best for them. In addition to taking notes, the researcher also recorded audio for convenient access and in-depth examination. The benefit of the interviewing approaches is that they allow the participants to inform the researcher on aspects of the scenario and setting that they are unfamiliar with (Drew, Hardman, & Hart, 1996:174).

3.8. QUALITY CONTROL

3.8.1. Validity

The instruments for data collection were created and given to the supervisors for rating, moderation, analysis, and feedback in order to determine face validity. The tools' items received ratings of Not Relevant (NT), Relevant (R), Somewhat

Relevant (SWR), and Very Relevant (VR). They were then updated in light of the feedback. Table 3.2 displays the findings from the two experts' assessments.

Table 3.2: Statistics from the Experts

Raters	VR	R	Total
Expert One	10	17	27
Expert Two	11	16	27
Average Rating			27

Source: Primary data (2024)

By substitution, the value of CVI = 27/36 which is equal to 0.75 and this value evaluated using the George & Mallery (2003) scale (0.0 - 0.5 = Unacceptable; 1 - 0.9 = Excellent; 0.8 - 0.89 = Good; 0.70 - 0.79 = Acceptable; 0.60 - 0.69 = Questionable; 0.50 - 0.59 = Poor). As a result, the instrument's CVI of 0.75 suggested that it had sufficient validity to be used in data collecting.

3.8.2 Reliability

The degree of dependability of the research instrument's items and its consistency in gathering data from several respondents are referred to as reliability. In order to assess the tools' consistency in eliciting replies to the necessary information, a pilot study was conducted. The reliability results from the SPSS are presented in Table 3.3 below.

Table 3.3: Reliability Results

Constructs	Alpha values
Contract Administration	0.873
Relationship Management	0.847
Contract Monitoring	0.823
Road Service Delivery	0.784
Average Alpha Value	0.831

Source: Primary data (2024)

From the results in Table 3.3, it was evident the reliability coefficient was 0.831 which indicated good reliability according to George et al (2003).

3.9. STRATEGY FOR DATA PROCESSING AND ANALYSIS

A computer program called SPSS (Statistical Package for Social Sciences) was used to analyze the study's data in the following ways: The respondents' demographic background data was examined. Every response to questions about performance reviews, employee involvement, staff training, and measures of high-quality education service delivery was tallied. Frequency tables and percentages were used to tabulate the data. The quantitative data was supported with qualitative data, which was categorized based on themes.

3.10. ETHICAL CONSIDERATIONS

Fairness, honesty, openness to intent, disclosure of methods, confidentiality, voluntary participation, and informed consent are all components of ethical issues in research (Leedy, 1997). To enter the schools, the researcher requested authorization from the District Education Department. In order to negotiate admittance to their schools, he then went to see the head teachers of the chosen schools. The respondents were informed of the study's goal. Every participant in the study received a consent form that had been created. All participants' informed consent was obtained by the researcher through the use of consent forms. The participant's right to withdraw from the study at any moment and their option to participate or not were also acknowledged by the researcher. Regarding the individuals and the schools chosen for this study, pseudonyms and codes were employed. The consent forms made it clear that any information collected from participants would be kept private between the two parties. This was done in order to make sure that secrecy and anonymity are properly maintained.

3.11. ANTICIPATED METHODOLOGICAL CONSTRAINTS

The research might be limited in the data collection methods mainly with the interviews since respondents do not have enough time to promptly respond to the questions. Some respondents might fail to open up and they may give wrong or inaccurate information. Also, the research might be limited due to little knowledge of the human resources management practices used in the study. Data from respondents might be inaccurate and this may call for triangulation.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.0 Introduction

Based on the objectives of the study, this chapter focuses on data processing, presentation, and interpretation. The three main objectives of the study were: Examining how training affects the delivery of high-quality education services, how employee participation affects the delivery of high-quality education services, and how performance reviews affect the delivery of high-quality education services in a subset of secondary schools in Kaliro district. To determine the degree to which secondary schools in Kaliro district have attained quality education service delivery, the study also looked at the markers of quality education service delivery. This chapter also presents the responses from the interviews conducted.

4.1 Response Rate

There were 113 questionnaires distributed in selected USE schools in Kaliro district and all the questionnaires were returned, thus registering a response rate of 100%. Because the questionnaires were distributed and received by the researcher and research assistants on the same day at each school, this response rate was made achievable. They checked the questionnaires and ascertained that all the questionnaires were valid.

Table 4.1: Distribution of questionnaires according to schools

Schools	Expected Sample Size	Actual	Response Rate(%age)
A	28	28	100
B	19	19	100
C	19	19	100
D	19	19	100
E	14	14	100
F	14	14	100
Total	113	113	100

Source: Primary data (2024)

4.2 Demographic Characteristics

Since this part of the study dealt with the respondents' personal information, the data is presented in the following subsections: gender, age, educational attainment, teaching experience, and position held within the school.

4.2.1: Gender of the respondents

The results of the study, which determined the respondents' gender, are shown in table 4.2 below.

Table 4.2: Gender of the respondents

Gender	Number/ frequency	Percentage
MALE	79	70
FEMALE	34	30
TOTAL	113	100

Source: Primary data (2024)

Table 4.2 shows that there were 34 (30%) female respondents and 79 (70%) male respondents. The gender gap in education, where the majority of women do not seek higher education, may be the reason for the greater proportion of male respondents compared to female respondents.

4.2.3: Age of the respondents

Additionally, the study determined the respondents' ages, and the findings are shown in table 4.3 below.

Table 4.3: Age of the respondents

AGE	GENDER		TOTAL	Percentage
	MALE	FEMALE		
23-25 years	03	03	06	5
26-30 years	16	11	27	24
31-35 years	23	11	34	30
36-40 years	22	05	27	24
41-45 years	10	02	12	11
Over 46 years	05	02	07	6
Total	79	34	113	100

Source: Primary data (2024)

The respondents' ages are shown in Table 4.3. According to the findings, 34 (30%) of the respondents were between the ages of 31 and 35, followed by 27 (24%) who were between the ages of 36 and 40 and 27 (24%), who were between the ages of 26 and 30. Of the responders, 12 (11%) were between the ages of 41 and 45, while 7 (6%), were older than 45. Six respondents, or 5% , were between the ages of 23 and 25. According to the trends in the age gap, the bulk of the teachers—88, or 78%—were between the ages of 26 and 40, while 19 or 17% were older than 41 and 06 or 5% were between the ages of 23 and 25. The results reveal that most teachers were old, mature enough and possibly worked for long and therefore they could give reliable and accurate information.

4.2.4: Academic qualifications of the respondents

The results of the study, which determined the respondents' academic backgrounds, are shown in table 4.4 below.

Table 4.4: Academic qualifications of the respondents

Qualification	GENDER		TOTAL	Percentage
	MALE	FEMALE		
UACE	01		01	0.9
Diploma	39	21	60	53
Degree	32	12	44	39
Masters	07	01	08	7
Doctorate	-	-	-	-
Total	79	34	113	100

Source: Primary data (2024)

The respondents' educational backgrounds are shown in Table 4.4. According to the findings, the majority of respondents—60, or 53%—had earned diplomas in education, 44, or 39%, degrees, or master's degrees, and 01, or 0.9%, had earned the Uganda Advanced Certificate of Education. As a result, the vast majority of respondents held the diplomas, degrees, and master's degrees that are necessary to teach in secondary schools.

4.2.5: Teaching experience

The results of the study, which determined the respondents' teaching experience, are shown in table 4.5 below.

Table 4.5: Teaching experience

Teaching experience (years)	GENDER		TOTAL	Percentage
	MALE	FEMALE		
1-5	11	09	20	18
6-10	35	10	45	40
11-15	17	08	25	22
16-20	10	05	15	13
Over 26 years	06	02	08	7
TOTAL	79	34	113	100

Source: Primary data (2024)

The respondents' teaching experiences are shown in Table 4.5. The findings indicate that 45 teachers, or 40% of the total, had six to ten years of teaching experience, followed by 25(22%) teachers with a teaching experience of 11-15 years, 20(18%) teachers with a teaching experience of 1-5 years, 15(13%) teachers

with a teaching experience of 16-20 years and 08(7%) with a teaching experience of over 26 years. Consequently, the findings show that most of the teachers had been in the classroom for more than six years, suggesting that they could easily interpret and explain the different human resources management practices they have experienced during their teaching career.

4.2.6 Post held at school

Table 4.6 below shows the findings of the survey, which determined the positions that the respondents held at their schools.

Table 4.6: Post held at school

Post	GENDER		Frequency	Percentage
	MALE	FEMALE		
Headteacher	04	02	06	5
Deputy Headteacher	06	02	08	7
Head of Department	54	18	72	64
Class teacher	15	12	27	24
TOTAL	79	34	113	100

Source: Primary data (2024)

Information about the positions the respondents had at school is shown in Table 4.6. The findings indicate that most of the participants, 72(64%) were heads of departments, 27(24%) were class teachers, 08(7%) were deputy headteachers and 6 (5%) were headteachers.

According to the information given by the respondents, it is expected that by virtue of the posts held, the information given was reliable. The majority of the respondents had administrative roles which also exposes them to the different Human Resources management practices.

4.3 Responses received according to the objectives of the study.

The study designed a number of items to be responded to according to each objective. The following were the objectives and the responses:-

4.3:1 Responses to training as a human resource management practice

The researcher administered questionnaires to the respondents asking about training as a human resources management practice. There were nine items and they were rated using a 4 likert scale. The following statements in the table 4.7 below are some of the common approaches to human resource training.

Table 4.7: Descriptive Statistics on Staff Training in Schools

<i>Items on Staff Training in Schools</i>	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>	<i>Mean</i>	<i>Std. Dev</i>
	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>		
Job rotation where staffs are appointed to serve in different departments after a given period of time.	68.8	31.2	00	00	1.31	.465
Job transfers where staff is moved from one responsibility to another one.	59.5	40.5	00	00	1.40	.492
Coaching where staff is trained to developed particular skills for the task and performance expectations of the school.	89.6	9.8	0.6	00	1.11	.332
Mentoring which aims at enhancing mutual relationships and cooperation in the school.	00	20.2	68.2	11.6	2.91	.559
Workshops which are routine trainings to update staff on emerging trends in education.	20.2	39.3	20.2	20.2	2.40	1.028
Conferences which are presentations to a group of staff.	11.0	79.2	9.8	00	1.99	.457
Orientations which are organized sessions aimed at getting new employees farmiliarised and trained on new roles, systems, technology, workplace layout, culture, benefits, working conditions and procedures.	20.8	49.7	19.1	10.4	2.19	.885
Delegation where staff are given an opportunity to take up roles and responsibilities of their immediate supervisors.	30.6	39.3	20.2	9.8	2.09	.948
Role playing where individuals are given tasks, issues or scenarios, to solve on behalf of their supervisors in order to enhance their decision making skills.	30.6	49.7	19.1	0.6	1.90	.716
Overall Mean					1.94	

Source: Primary data (2024)

The responses to training as a human resources management approach are shown in Table 4.7. There were nine questions that needed to be answered. According to the findings, some respondents disagreed with the management approaches being

used in their schools, while others agreed. The findings showed that a small percentage of respondents concurred that their institutions employed certain management techniques. Mentoring, which tries to improve cooperation and relationships amongst students, received the highest scores from respondents. Of those surveyed, 68.2% agreed, 11.6% strongly agreed, and 20.2% disagreed. The standard deviation was.465 and the mean score were 2.91.

Conversely, the majority of respondents disapproved with numerous training approaches. The first method was coaching, in which employees received training to help them learn specific skills related to the tasks and performance standards of the institution. 9.8% disagreed, 0.6% agreed, 89.6% strongly disagreed, and none strongly agreed. The standard deviation was.332 and the mean score was 1.11.

The second practice with which respondents disapproved was job rotation, a standard human resources management technique in which employees are assigned to work in various areas after a predetermined amount of time. (31.2%) disagreed, no responder agreed, and 68.8% strongly disagreed. The standard deviation was.465 and the mean score was 1.31.

Job transfers, in which employees are transferred from one responsibility to another, were the third practice about which respondents disapproved (59.5%), disagreed (40.5%), and did not agree. The standard deviation was.492 and the mean score was 1.40. Regarding role-playing, which involves assigning people jobs, problems, or scenarios to resolve on behalf of their superiors in order to improve their decision-making abilities, respondents also disagreed. Thirty-six percent disagreed, 19.1% agreed, 0.6% strongly agreed, and 49.7% disagreed. The standard deviation was.716 and the mean score was 1.90.

Employee delegation, which allows staff members to assume the duties and responsibilities of their direct superiors, was another practice on which respondents disagreed. Thirty-six percent disagreed, twenty-two percent agreed, nine percent strongly agreed, and 39.3% disagreed. The standard deviation was.948 and the mean score was 2.9. Regarding orientations, which are planned sessions meant to familiarize and train new hires on new responsibilities, systems, technology, workplace layout, culture, benefits, working conditions, and procedures, respondents couldn't agree. 10.4% highly disagreed, 19.1% agreed,

20.8% severely disagreed, and 49.7% disagreed. The standard deviation was .885 and the mean score was 2.19.

The respondents also argued that their schools' regular workshops, which serve as trainings to keep staff members informed about new developments in education, are standard HRM procedures. Of those surveyed, 39.3% disagreed, 20.2% disagreed strongly, 20.2% agreed, and 20.2% strongly agreed. The standard deviation was 1.028 and the mean score was 2.40.

Finally, the respondents did not agree that conferences—presentations to a group of staff members—are standard HRM procedures in their educational institutions. (79.2%) respondents disagreed, (11.0%) strongly disagreed, and (9.8%) agreed. The mean score was 1.99 with a standard deviation of 1.028

According to the study's overall findings regarding training as a human resources management technique, 69.8% of respondents agreed on a single management strategy, such as mentoring, which attempts to improve relationships and collaboration inside the school.

Conversely, coaching (99.4%), role-playing (89.3%), work rotation (100%), job transfers (100%), and delegating (69.9%). Additionally, they differed on conferences (90.2%), workshops (59.2%), and staff orientation (70.5%).

The findings indicate that certain secondary schools have not investigated the majority of human resources management techniques, which has an impact on the provision of high-quality educational services. Responses from study directors who stated that some teachers fail to teach successfully because they have not gotten training on some of the newest educational trends lend credence to this. Additionally, they noted that the majority of institutions have disregarded crucial trainings including conferences, coaching, and orientations.

Regression Analysis

Using the converted overall averages for staff training and quality education service, a linear regression was conducted to ascertain the impact of staff training on the quality of education provided in the schools. Thus, the table below shows the degree, magnitude, or impact of one variable on another as determined by the model summary results from the regression analysis.

Table 4.8: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.529 ^a	.280	.276	.794

a. Predictors: (Constant), Staff Training in Schools

According to the findings in Table 4.8, the coefficient of determination, or R square value, was .280. This value can be expressed as a percentage (.280 x 100), which equals 28.0%. To put it another way, staff training was responsible for 28.0% of the high-quality educational services provided by Kaliro District schools, according to data collected from respondents. To determine whether or not such a magnitude causes a significant effect, the ANOVA results in Table below were considered.

Table 4.9: Effect of Staff Training on Quality Education Service in Schools (ANOVA)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	41.928	1	41.928	66.483	.000 ^b
	Residual	107.841	171	.631		
	Total	149.769	172			

a. Dependent Variable: Quality Education Service

b. Predictors: (Constant), Staff Training

The results in Table 4.9 showed that the respondents' data had a significance (Sig) value of .000, which was below the norm of 0.05. As a result, at .280; $p = .000 < .05$, it is implied that staff training significantly affects the quality of education provided in Kaliro District schools, according to respondents.

4.4.0 Responses to employee Participation as a Human Resource Management Practice.

Respondents to the survey were also questioned regarding HRM techniques that are employed to improve staff and employee involvement in school programs and activities. Table 4.10 below displays the results. The responses to the question of employee engagement as a human resources management practice are displayed in Table 4.10.

Table 4.10: Descriptive Statistics on Employee Participation as a Human Resources management Practice in Schools in Kaliro District

<i>Items on Employee Participation</i>	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>	<i>Mean</i>	<i>Std. Dev</i>
	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>		
Staffs are consulted and engaged in making decisions in the school.	0.6	40.5	9.8	49.1	3.08	.959
Staffs are involved in formulating and setting the goals of the school.	20.8	69.9	9.2	00	1.88	.537
Staffs are consulted and actively involved in the Strategic Planning of the school.	50.9	9.8	39.3	00	2.28	1.420
There is delegation of powers where the administrators give authority to other staff to carry out certain duties and make decisions on their behalf	30.1	59.5	0.6	9.8	1.90	.833
The staffs are actively involved in initiating and making the schools financial budget.	00	41.0	49.1	9.8	2.69	.643
All staff are engaged in the school programmes	00	49.7	30.1	20.2	2.71	.785
Staff hold regular meetings to discuss learners levels of achievement	00	40.5	50.3	9.2	2.69	.634
Overall Mean					2.80	

Source: Primary data (2024)

Table 4.10, presents the approaches used in schools to enhance employee participation as a human resource management practice. The results indicate that some respondents agreed that there are some practices used in their schools to enhance staff participation in human resource management whereas the majority of the respondents disagreed.

Staff meetings to discuss students' accomplishment levels were one of the exceptional practices that were agreed upon. Of those surveyed, 50.3% agreed,

9.2% strongly agreed, and 40.5% disagreed. The standard deviation was.634 and the mean score was 2.69.

Second, when asked if staff members actively participated in creating and implementing the school's financial budget, the respondents said that they did. Respondents disagreed (41.0%), strongly agreed (9.8%), and agreed (49.1%). With a standard deviation, the mean score was 643.

Thirdly, when asked if school staff members are involved in and consulted during decision-making, respondents said that they are. While 40.5% disagreed and 0.6% strongly disagreed, 49.1% strongly agreed and 9.8% agreed. 3.08 was the average score, while the standard deviation was.959.

Conversely, the respondents disagreed on several questions about employee engagement as a technique in human resource management. The second item on the survey asks if staff members are involved in creating and establishing the school's goals. Nine percent agreed, 20.8% strongly disagreed, and 69.9% disagreed. The standard deviation was.537 and the mean score was 1.88.

When asked if they are actively involved and consulted in their schools' strategic planning, respondents also disagreed. Of the responses, 39.3% agreed, 9.8% disagreed, and 50.9% strongly disagreed. The standard deviation was 1.420 and the mean score was 2.28. When asked whether administrators delegate authority to other staff members to do certain tasks and make decisions on their behalf, respondents also disagreed. While 0.6% of respondents agreed and 9.8% strongly agreed, 59.5 percent disagreed and 30.1% strongly disagreed. The standard deviation was.833 and the mean score was 1.9. Respondents also disagreed when asked if all staff members participate in school programs. Of those surveyed, 20.2% strongly agreed, 30.1% agreed, and 49.7% disapproved. The standard deviation was 2.71, while the mean score was 2.71.

In conclusion, the findings regarding employee engagement as a human resources management technique highlight the lack of active employee involvement in school-related events and initiatives. Three practices were agreed upon by the respondents. 59.5 percent of respondents agreed that staff members should meet on a regular basis. Additionally, 59.9% of respondents agreed that staff members actively participate in creating and implementing the school's financial budget.

Finally, 57.9% of respondents believed that staff members are involved in and consulted when decisions are made at the school.

On the other hand, respondents disagreed on a number of management practices, such as staff participation in school programs (49.7%), power delegation (90.5%), staff participation in school goal-setting and formulation (90.7%), and staff participation in school strategic planning (00.7%). There are significant gaps in secondary schools' efforts to engage staff in school activities and programs, according to the results of the staff involvement survey. According to the study directors, staff members are not actively involved in the budget process, thus activities that would improve students' academic performance are not budgeted for.

Regression Analysis

Using the converted overall averages for employee engagement and quality education service, a linear regression was performed to ascertain the impact of employee participation on the quality of education provided in the schools. Thus, the table below shows the degree, magnitude, or impact of one variable on another as determined by the model summary results from the regression analysis.

Table 4.11: Model Summary

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted Square</i>	<i>R Std. Error of the Estimate</i>
1	.154 ^a	.024	.018	.925

a. Predictors: (Constant), Employee participation

According to the findings in Table 4.11, the coefficient of determination, or R square value, was .024; this may be expressed as a percentage (.024 x 100), which yields 2.4%. In other words, only 2.4% of the high-quality education services provided by the schools were attributable to employee participation, according to data from the respondents. This indicates that only 2.4% of high-quality educational services were provided in the schools for every unit of employee

participation. The ANOVA results in the table below were taken into consideration in order to ascertain whether or not such a magnitude has a significant impact.

Table 4.12: Effect of Employee Participation on Quality Education Service in Schools in Kaliro District (ANOVA)

<i>Model</i>		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1	Regression	3.566	1	3.566	4.171	.043 ^b
	Residual	146.203	171	.855		
	Total	149.769	172			

a. Dependent Variable: Quality Education Service in the Schools

b. Predictors: (Constant), Employee Participation

Table 4.12's data showed that the respondents' data had a significance (Sig) value of .043, which was below the standard of 0.05. Consequently, at $p = .043 < .05$, it is implied that staff participation has not been utilized in order to provide high-quality education services in Kaliro District schools, according to respondents.

4.5.0 Responses to Appraisal as a Human Resource Management Practice.

Questions concerning assessment as a human resources management technique were posed to the respondents. Two components of appraisal were the emphasis of the questionnaire's design. These included the methods used for staff appraisals and their objectives.

4.5.1 Approaches to staff appraisal.

The respondents were asked the approaches used in staff appraisal and the responses are presented in table 4.13 below.

Table 4.13: Descriptive Statistics on Staff Appraisal in Schools

<i>Items on Staff Appraisal in schools</i>	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>	<i>Mean</i>	<i>Std. Dev</i>
Monthly appraisal	11.0	9.8	49.7	29.5	3.10	.299
Termly appraisal	00	00	90.2	9.8	2.98	.463
Annual appraisal	0.6	9.8	80.3	9.2	3.16	.892
Recognition of outstanding performers	11.0	00	51.4	37.6	3.27	.928
Rewarding of outstanding performers	11.0	00	39.9	49.1	3.37	.947
It is a criteria for validation of staff	11.0	00	30.1	59.0	2.59	.814
To comply with the legal requirements	11.0	28.9	50.3	9.8	3.27	.933
To identify insufficiently developed areas within the school	11.0	0.6	39.3	49.1	2.97	1.205
To determine the training needs of the staff	21.4	9.8	19.7	49.1	2.98	.915
To recognize the individual performance	11.0	9.8	49.7	29.5	3.08	.961
Overall Mean					3.08	

Source: Primary data (2024)

Table 4.13, presents the responses concerning the approaches to staff appraisal commonly used in the schools as well as the purpose for staff appraisal.

The first approach was staff monthly appraisal. Respondents were asked whether their schools appraise staff on a monthly basis. The majority of the respondents agreed. (49.7%) agreed, (29.5%) strongly agreed while (9.8%) disagreed and (11.0%) strongly disagreed. The mean score was 3.10 and the standard deviation was .299

The second approach was termly appraisal. (90.2%) respondents agreed, (9.8%) strongly agreed while none disagreed. The mean score was 2.98 and the standard deviation was .463

The third approach was annual appraisal. (80.3%) respondents agreed, (9.2%) strongly agreed while (9.8%) respondents disagreed and (0.6%) strongly disagreed. The mean score was 3.16 and the standard deviation was .892

The fourth approach was recognition of outstanding performers. (51.4%) respondents agreed, (37.6%) strongly agreed while (11.0) strongly disagreed. The mean score was 3.27 and the standard deviation was .928

The fifth approach was rewarding of outstanding performers. (49.1%) respondents strongly agreed, (39.9%) agreed while (11.00%) strongly disagreed. The mean score was 3.27 and the standard deviation was .927

Respondents were also asked about the purpose of staff appraisal. The first item asked whether the purpose of staff appraisal is a criteria for validation of staff. (59.0%) respondents strongly agreed and (30.1%) agreed and (11.0%) strongly disagreed. The mean score was 2.59 and the standard deviation was .814

Another item asked whether appraisal aims at just complying with the legal requirements. (50.3%) respondents agreed and (9.8%) strongly agreed while (28.9%) disagreed and (11.0%) strongly disagreed. The mean score was 3.27 and the standard deviation was .933

Respondents were asked whether staff appraisal is for identifying insufficiently developed areas within the school. (49.1%) strongly agreed, (39.3%) agreed while (0.6%) disagreed and (11.0%) strongly disagreed. The mean score was 2.97 and the standard deviation was 1.205

Respondents were also asked whether staff appraisal is used to determine the training needs of the staff. (49.1%) strongly agreed, (19.7%) agreed while (9.8%) disagreed and (21.4) strongly agreed. The mean score was 2.98 and the standard deviation was .915

The last item asked respondents whether the purpose of appraisal was to recognize the individual performance. (49.7%) agreed, (29.5%) strongly agreed, (9.8%) disagreed and (11.0%) strongly disagreed. The mean score was 3.08 and the standard deviation was .961

Conclusively, the responses to the purpose of staff appraisal were quite unique. A majority of respondents agreed on most of the appraisal forms used in schools. Termly appraisal had (100%) respondents, annual appraisal (89.5%) respondents, and monthly appraisal (72.2%). Also, (89.1%) respondents agreed that staff appraisal is a criteria for validation of staff. (60.1%) agreed that the purpose was to comply with the legal requirements. (88.4%) agreed that it is for identifying insufficiently developed areas within the school. (68.8%) agreed that appraisal is for determining the training needs of the staff, (89.2%) agreed that it is used to recognize individual performance. (89.0%) agreed that it is used for rewarding outstanding performers and (89.0%) for recognition of outstanding performers.

Therefore, the results show that the respondents acknowledge the approaches of staff appraisal in the schools. The majority of the respondents agreed on the

approaches and purposes for staff appraisal which implies that they can be used to improve the quality of education service delivery.

Regression Analysis

In order to determine the effect of staff appraisal on quality education service, a linear regression was run using the transformed overall for staff appraisal and quality education service in the schools. Therefore, the extent or magnitude or effect of one variable on another as measured by the results from the model summary from the regression analysis is presented in the table below.

Table 4.14: Model Summary

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted Square</i>	<i>R</i>	<i>Std. Error of the Estimate</i>
1	.585 ^a	.343	.339		.759

a. Predictors: (Constant), Staff appraisal

The results in Table 4.14, revealed that the R square value, which is the coefficient of determination was .343 which can be converted to percent (.343 x 100) giving 34.3%. In other words, according to data from the respondents on staff appraisal accounted for only 34.3% of quality education service delivery in the schools in Kaliro District. This means that for every unit of staff appraisal, at least there is 34.3% improvement in quality of education service delivered in the schools in Kaliro District. To determine whether or not such a magnitude causes a significant effect, the ANOVA results in Table below were considered.

Table 4.15: Effect of Staff appraisal on Quality Education Service in Schools

<i>Model</i>		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1	Regression	51.301	1	51.301	89.089	.000 ^b
	Residual	98.468	171	.576		
	Total	149.769	172			

a. Dependent Variable: Quality Education Service

b. Predictors: (Constant), Staff Appraisal

The data in Table 4.15 revealed that the significance (Sig) value from respondents' data was found to be .000 which was less than 0.05 (the standard). Therefore, at .343; $p=.000 < .05$ implying that according to respondents staff appraisal has a strong significant effect on quality of education service in the schools in Kaliro District.

4.4: Responses for the Indicators of Quality Education Service Delivery

Respondents were asked about some of the indicators of quality education service delivery. The results are presented in table 4.15 below.

Table 4.16: Indicators of quality education service delivery

<i>Items on Quality Education Service in the Schools</i>	<i>SD (%)</i>	<i>D (%)</i>	<i>A (%)</i>	<i>SA (%)</i>	<i>Mean</i>	<i>Std. Dev</i>
The academic achievements of our learners are high in the UCE National Examinations.	11.0	0.6	39.3	49.1	3.27	.933
The academic achievements of our learners are high in the UACE National Examinations.	11.0	00	39.9	49.1	3.27	.928
The failure rate of our learners in the UCE National Examinations is high.	10.4	00	30.6	59.0	3.38	.930
The failure rate of our learners in the UACE National Examinations is high.	11.0	00	30.1	59.0	3.37	.947
Learners are proficient in Mathematics	11.0	9.8	49.7	29.5	2.98	.915
Learners are proficient in literacy (reading and writing)	11.0	9.2	40.5	39.3	3.08	.961
Learners' exhibit civic values e.g., respect of authority, self-awareness and self-care.	11.0	0.6	39.3	49.1	3.27	.933
Learners participate in activities that support the communities (Volunteer in cleaning public places, etc.)	11.0	00	39.9	49.1	3.27	.928
Overall Mean					3.26	

Source: Primary data (2024)

Table 4.16, presents the indicators of quality education service delivery and the responses given.

Respondents were asked whether the academic achievement of students at UCE examinations was high. The majority of the respondents agreed. (49.1%) strongly agreed, (39.3%) agreed while (0.6%) disagreed and (11.0%) strongly disagreed. The mean score was 3.27 and the standard deviation was .933

Equally, they were asked whether the academic achievements of students at UACE examinations were high. (49.1%) respondents strongly agreed, (39.9%) agreed while (11.0%) strongly disagreed. The mean score was 3.27 and the standard deviation was .928

On the contrary, respondents were asked whether the failure rate of students in the UCE exams was high. (59.0%) strongly agreed, (30.6%) agreed while (11.4%) strongly agreed. The mean score was 3.38 and the standard deviation was .930

In the same way, respondents were asked whether the failure rate of students in the UCAE examinations was high. (59.0%) strongly agreed, (30.1%) strongly agreed, while (11.0%) disagreed. The mean score was 3.37 and the standard deviation was.947

Therefore the results indicate that learners' academic achievements are quite low. This is also supported by the findings from the interviews conducted with the Directors of studies in the respective schools. The directors of studies were requested to give the numbers of students who passed in Division one for the previous three years in UCE exams and also those who failed. Equally, the Directors of studies were asked to give the numbers of students who obtained two principle passes in the UACE examinations for the previous three years and also those who failed. The results given were from the year 2018-2021.

The results revealed low academic achievement with some marked improvement in the year 2021. But still the results for the 2021 that showed some kind of improvement reveal that the academic achievements are still wanting. The following was the performance of learners from the six schools in the study in the UCE examinations for the year 2021. The total number of the students who sat for the UCE examinations was 1070 in the six schools. 38(3.6%) students passed in Division one and 110(10.3%) students failed. The performance in the UACE examinations was also low. The total number of students who sat for the UACE examinations in 2021 was 205. The students who obtained two principle passes were 109(53%) and those who failed were 54(26.3%)

Respondents were also asked whether the learners were proficient in Mathematics. (49.7%) agreed, (29.5%) agreed while (11.0%) strongly disagreed and (9.8%) agreed. The mean score was 2.98 and the standard deviation was .915

The results show that some learners are not proficient in mathematics. This is also supported by the findings from the interviews with the Directors of studies. They reported that the majority of learners fail mathematics and it affects their grading in the UCE examinations. Many learners fail to be graded in Division one because they failed mathematics according to the grading system by Uganda National Examinations Board.

In the same way, they were asked whether learners were proficient in literacy (reading and writing). (40.5%) respondents agreed, (39.3%) strongly agreed while (9.2%) disagreed and (11.0%) strongly disagreed. The mean score was 3.08 and the standard deviation was .961

The results show that some learners were not proficient in literacy. This is also supported by the findings from the interviews conducted with the Directors of studies. They reported that a majority of the learners were not proficient in literacy (reading and writing) as reflected in the poor performance in English language. They re-echoed that many learners fail English language which affects their grading. Some students who should have passed in Division one are pushed to Division two and likewise those who would have passed in Division two are pushed to Division three.

Another indicator of interest was whether learners exhibit civic values like respect of authority, self-awareness, self-care and others. (49.1%) respondents strongly agreed, (39.3%) agreed while (0.6%) disagreed and (11.0%) strongly disagreed. The mean score was 3.27 and standard deviation was .933. The results show that learners who have attained secondary education exhibit civic values.

Lastly, respondents were asked whether learners participate in activities that support the communities. (49.1%) strongly agreed, (39.0%) agreed while (11.0%) disagreed. The mean score was 3.27 and the standard deviation was .928. The results show that some learners do not actively participate in activities that support the communities.

Multiple Regressions

In order to determine the overall effect of human resources management practices on quality education service in the schools, a multiple regression was run using the transformed overall means for staff training, employee participation and staff appraisal with that for quality education service. Therefore, the extent or magnitude of effect of all these constructs on quality education service as measured by the results from the model summary from the regression analysis are presented in the table below.

Table 4.17: Model Summary

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted Square</i>	<i>R Std. Error of the Estimate</i>
1	.846 ^a	.715	.710	.502

a. Predictors: (Constant), Staff training, employee participation, staff appraisal

The results in Table 4.17, revealed that the adjusted R square value, which is the coefficient of determination was .710 which can be converted to percent (.710 x 100) giving 71%. In other words, according to data from the respondents, use of the human resources management practices accounted for 71% of quality education service in the schools. This means that for every unit application of the three human resources management practices, there would be 71% improvement in quality education services delivered in the schools in Kaliro District. To determine whether or not such a magnitude causes a significant effect, on the quality education service, the ANOVA results in Table 4.18 below were considered.

Table 4.18: Effect of Application of Human Resources Management Practices on Quality Education Service in Schools in Kaliro District (ANOVA)

<i>Model</i>		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1	Regression	107.127	3	35.709	141.525	.000 ^b
	Residual	42.642	169	.252		
	Total	149.769	172			

a. Dependent Variable: Quality Education Service Delivery

b. Predictors: (Constant), Staff training, Employee participation, Staff Appraisal

The data in Table 4.18 revealed that the significance (Sig) value from respondents was found to be .000 which was less than 0.05 (the standard). Therefore, at .710; $p=.000 < .05$ implying that according to respondents application of human

resources management practices has a strong significant effect on quality education service delivery in the schools in Kaliro District.

4.5 Summary of data analysis, presentation and interpretation.

The study was based on data collected from 113 respondents and analysed considering the demographic characteristics of the respondents, the effect of the three human resources management practices on quality education service delivery and also the indicators of quality education service delivery. Data was interpreted and presented using descriptive statistics, regression analysis and ANOVA. The results of the analysed data are therefore presented as follows:-

According to the regression coefficients, staff training accounted for 28% of quality education service delivery which implies that schools have not sufficiently explored most of the human resources management practices with regard to staff training.

Results concerning employee participation indicated that only 2.4% of quality education service delivery is attributed to employee participation. Therefore for every unit of employee participation only 2.4% of high quality education was provided in the schools.

Concerning the effect of staff appraisal on quality education service delivery, the results show that appraisal accounted for 34.3% of quality education service delivery in the schools.

Overall, the application of the three human resources management practices accounted for 71% improvement in quality education service delivered in secondary schools in Kaliro District.

CHAPTER FIVE

DISCUSSIONS OF THE FINDINGS

5.0 Introduction

The findings of the study are discussed in this chapter. The study investigated how some secondary schools in the Kaliro district applied the human resources management practices to provide high-quality education services. This chapter centres on the respondents' demographics, the results of each objective, and the markers of high-quality education service delivery.

5.1 Demographic Characteristics

Since this part of the study dealt with the respondents' personal information, the data is presented in the following subsections: gender, age, educational attainment, teaching experience, and position held within the school. In terms of gender, there were 34 (30%) female respondents and 79 (70%) male respondents. The gender gap in education, where the majority of women do not seek higher education, may be the reason for the greater proportion of male respondents compared to female respondents.

The majority of the teachers, 88 (78%) were between the ages of 26 and 40, 19 (17%) were over 41, and 06 (5%), were between the ages of 23 and 25. The findings show that the majority of teachers were elderly, sufficiently experienced, and perhaps had a lot of professional experience, so they could provide correct and trustworthy information.

According to the data, the majority of respondents (53%) had earned Diploma in Education, 39% had earned degrees, 7.1% had earned master's degrees, and 0.9% had completed the Uganda Advanced Certificate of Education. As a result, the vast majority of responders held the diplomas, degrees, and master's degrees that are necessary to teach in secondary schools.

Regarding teaching experience, the findings indicate that the majority of teachers (40%) had 6-10 years of experience, followed by teachers with 11-15 years of experience (22%), teachers with 1-5 years of experience (18%), teachers with 16-20 years of experience (13%), and teachers with more than 26 years of experience (7%). Consequently, the findings show that most of the teachers had been in the

classroom for more than six years, suggesting that they were able to comprehend and explain the many HRM techniques they encountered while teaching.

Based on the respondents' descriptions of their positions at the school, the majority of them (64%) were department heads, 24% were classroom teachers, 7% were deputy headteachers, and 5% were headteachers. Consequently, it is presumed that the information provided was trustworthy due to the positions held. Since most of the respondents held administrative positions, they were also exposed to various HR management techniques.

5.2 Staff training and quality education service delivery.

The study's overall findings on training as a human resources management technique show that some respondents (69.8%) agreed on just one management activity, such as job mentoring. Conversely, respondents disagreed with the following management practices: staff coaching (99.4%), employee delegation (69.9%), roleplaying (89.3%), work rotation (100%) and job transfers (100%), and staff orientations (70.5%).

Table 4.8's regression analysis reveals that 28.0% of the high-quality educational services provided by Kaliro District schools were attributable to respondent data on staff training. The ANOVA findings in table 4.9 showed that the significance (Sig) value from respondents' data was.000, which was less than 0.05 (the standard) to ascertain whether or not such a size has a significant effect. As a result, at.280; $p=.000 <.05$, it is implied that staff training significantly affects the quality of education provided in Kaliro District schools, according to respondents.

The findings indicate that some secondary schools have not utilised many human resources management techniques, which have an impact on the provision of high-quality educational services. Responses from study directors who stated that some teachers fail to teach successfully because they have not gotten training on some of the newest educational trends lend credence to this. Additionally, they noted that the majority of institutions have disregarded crucial trainings like coaching, mentoring, and orienting.

The advantages of using a range of HRM techniques are thus denied to the human resource in such a situation. Training offers many advantages, according to empirical data. According to Nassazi (2013), training offers the following

advantages: (1) it boosts workers' motivation, self-esteem, and morale. (2) People are able to cut waste, which lowers production costs. (3) It fosters a feeling of stability, which lowers absenteeism and turnover. (4) By giving workers the skills they need to adapt to novel and difficult circumstances, it boosts their participation in the change process. (5) It creates opportunities for promotion, increased income, and recognition. (6) It aids the company in raising the caliber and availability of its workforce. It is important to keep in mind that training and development programs increase people's skills and talents, which in turn increases their productivity (Bapna, Langer, Mehra, Gopal, & Gupta, 2013).

Despite the benefits of staff training, there were some limitations in eliciting responses from the respondents. Respondents could not clearly interpret some of the techniques used in staff training and this could have affected the reliability of the results. From the observations of the researcher, and the responses given by the Directors of studies, the results on staff training would have been more than 35% and not 28% as per the findings.

It is therefore necessary to provide enough time to interpret to the respondents the techniques employed in staff training so that they can accurately respond.

5.3 Employee participation and quality education service delivery

According to the findings of employee engagement as a human resources management technique, some employees do not actively participate in school-related events and programs. Three practices were agreed upon by the respondents. 59.9% of respondents agreed that staff members should meet with them on a frequent basis. (57.9%) agreed that staff members are consulted and involved in decision-making, and (59.9%) agreed that staff members actively participate in creating and implementing the school's financial budget.

On the other hand, respondents disagreed on a number of management practices, such as staff participation in school programs (49.7%), power delegation (90.5%), staff participation in school goal-setting and formulation (90.7%), and participation in school strategic planning (60.7%).

Additionally, the regression analysis reveals that only 2.4% of the high-quality education services provided by the schools were attributable to employee participation according to data from the respondents. This indicates that just 2.4%

of high-quality educational services were provided in the schools for every unit of employee involvement. The ANOVA results in table 4.12 showed that the significance (Sig) value from respondents' data was.043—less than 0.05 (the standard)—to ascertain whether or not such a magnitude has a significant effect. Consequently, at.024; $p=.043 <.05$, it is implied that staff participation has not been utilized in order to provide high-quality education services in Kaliro District schools, according to respondents.

As a result, the findings regarding staff engagement show that secondary schools have significant gaps of including their employees in school-related activities and programs. According to the study directors, staff members are not actively involved in the budget process, thus activities that would improve students' academic performance are not budgeted for.

However there could have been some limitations that affected the findings on employee participation in schools. The magnitude of 2.4% employee participation in schools is too low, indicating that most of the staff are not engaged in the school activities. This has got adverse effects to schools in future and there is need for more research on this.

The findings affect quality education service delivery because research shows that there are numerous advantages of employee involvement in organizational activities as highlighted by management scholars such as Jones, Klami, and Kauhanen (2010). These include improved managerial decision-making skills, a pleasant work attitude, improved employee welfare, lower operating costs due to waste reduction, and high employee performance across all business divisions. These advantages were further distilled into job satisfaction, empowerment, creativity, motivation, and commitment (Light, 2004).

5.4 Staff appraisal as a human resources management practice.

The findings of staff appraisal methods indicate that most respondents were in agreement with the majority of staff appraisal methods. The most successful methods were termly appraisal with 100% of respondents, the annual appraisal with 89.5%, and the monthly appraisal with 79.2%.

There were some rather unusual answers to the question of why staff appraisals are conducted. All respondents agreed that staff appraisals serve these aims. Staff

appraisals are a criterion for staff validation, according to 90% of respondents. 60.1% of respondents concurred that the goal was to adhere to the law. 89.0% of respondents concurred that it is for rewarding and recognizing exceptional performers. Additionally, 90.2% of respondents thought that it is used to identify areas of the school that are not appropriately developed. While 79.2% agreed that appraisals are used to acknowledge individual performance, 68.8% agreed that they are used to determine the staff's training needs.

Additionally, the regression analysis's findings indicate that only 34.3% of the quality education services provided in Kaliro District's schools was attributable to respondent data on staff appraisals. This indicates that the quality of education services provided in Kaliro District schools has improved by at least 34.3% for each staff appraisal unit. The ANOVA findings are shown in Table 4.15 to ascertain whether or not such a magnitude has a meaningful impact showed that the respondents' data had a significance (Sig) value of .000, which was below the norm of 0.05. Thus, at .343; $p = .000 < .05$, it is implied that, in the opinion of the respondents, staff appraisal significantly affects the quality of education services provided in Kaliro District schools.

Other scholars contend that improving employee performance is the primary objective of performance reviews in organizations (DeNisi and Prichard, 2006; Murphy Cleveland, 1991) corroborate the evidence. There are three ways in which this objective can be accomplished. First, administrative choices that relate the evaluated performance to incentives or punishments for the organization, like a pay increase, promotion, or termination, can be made using the information from the performance evaluation (Cleveland et al., 1989; Landy and Farr, 1980; Raynes, Gerhart, & Parks, 2005).

Second, the performance evaluation process includes giving employees who were reviewed performance feedback, such as information about their performance level, so they can modify their performance strategies to achieve the target performance (Erez, 1997; Lock and Latham (2002); Kluger and DeNisi (1996)).

Thirdly, employees are made more conscious of the fact that they are being measured through the performance appraisal process. Performance is improved and cooperative behavior is encouraged just by being aware that one is being

watched or measured (Bateson et al., 2006; Haley and Fessler, 2005; Keller and Pfattheicher, 2011).

5.5 Indicators of quality education service delivery

Twenty-six percent of respondents strongly agreed with the statement that students failed the UCE exams at a high percentage (59.0%). They also concurred that there was a substantial failure rate in the UACE exams. (30.0%) agreed, and 59.0% strongly agreed. The results show that students' academic performance is very poor. The answers from the interviews with the directors of studies at the various schools also confirm this. The number of students who passed in Division One in the previous three years' UCE exams, as well as those who failed, was sought from the study directors. The number of students who received two principle passes and those who failed the UACE exams over the preceding three years was also requested from the directors of studies. The outcomes presented were from 2018-2020.

The findings showed poor academic performance, with a notable improvement in 2020. However, the 2020 results, while indicated modest progress, still suggest that academic performance is still lacking. The performance of students from the six schools in the study on the 2020 UCE exams was as follows. There were 1070 students from the six schools who sat for the UCE exams in total. 110 (10%) passed in Division One, while 406(38%) percent failed. Additionally, there was poor performance in the UACE exams. There were 205 students who sat for the UACE exams in 2020. Overall, 109 students (53%) received two principle passes, while 54 pupils (27%) failed.

Additionally, the results demonstrate that students lack mathematical proficiency. The majority of students fail mathematics, according to study directors, and this has an impact on their UCE exam scores. According to the Uganda National Examinations Board's grading scheme, many students fail mathematics and are therefore not rated in Division 1.

Additionally, the results demonstrate that students lacked literacy proficiency. The results of the interviews that were done with the study directors also confirm this. As evidenced by their weak English language proficiency, they indicated that the majority of the students lacked literacy skills (reading and writing). They

reiterated that many students struggle with English, which has an impact on their grades. Some students who should have passed in Division one are pushed to Division two and likewise those who would have passed in Division two are pushed to Division three.

The results indicate that some students do not actively engage in community-supporting activities, in addition to their deficiencies in literacy and numeracy. Finally, the findings demonstrate that students who have completed secondary school demonstrate civic values. The 2013 Education for All Global Monitoring Report supports the aforementioned conclusions. According to the report, primary education is not good enough to guarantee that every child can learn the fundamentals. Only 17% of Ugandans completed grade 4 and attained the minimal level of education. Kenya does a little better: 47% of students made it to grade 4 and attained a minimal level of education. Teachers do not possess the requisite subject knowledge, according to the survey. An arithmetic test was administered to sixth-grade teachers and their pupils in a 2010 study of Kenyan primary schools. The teachers' average score was 60%. On the standardized math test derived from the primary school curriculum, some teachers received scores as low as 17%. As a result, it was determined that none of the sample's teachers were fully proficient in the subject.

The quality of education has decreased in Uganda as well, even with the introduction of universal primary and secondary education. While Universal Primary Education (UPE) significantly increased access in Uganda in 1997, it had little effect on quality, according to the UNICEF Uganda Annual Report (2019). Children began dropping out at an increasing rate as the number of students increased between 1997 and 2014. Just one-third of the kids who started primary school in 1997 had advanced to the seventh grade by 2003. Just 15% of secondary school pupils excel in biology, 43% in English, and 47% in mathematics.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

The study's conclusions provide a clear picture of the condition and characteristics of the typical HRM methods employed by the majority of Kaliro district's secondary schools and the levels of education service delivery.

6.0 Summary

6.1 Staff training and quality education service delivery

Data from the respondents indicated that 28.0% of the high-quality educational services provided by Kaliro District schools were attributable to staff training. According to the ANOVA results, the respondents' data had a significance (Sig) value of .000, which was below the standard of 0.05. As a result, $t=2.80$; $p=.000 < .05$, it is implied that staff training significantly affects the quality of education provided in Kaliro District schools, according to respondents. The findings indicate that some secondary schools have not utilised many human resources management techniques, which have an impact on the provision of high-quality educational services. Responses from study directors who stated that some teachers fail to teach successfully because they have not gotten training on some of the newest educational trends lend credence to this. Additionally, they noted that the majority of institutions have disregarded crucial trainings like coaching, mentoring, and orienting

6.2 Employee participation and quality education service delivery

Only 2.4% of the high-quality education services provided by the schools were attributable to employee participation, according to data from the respondents. This indicates that just 2.4% of high-quality educational services were provided in the schools for every unit of employee involvement. According to the ANOVA results, the respondents' data had a significance (Sig) value of .043, which was below the standard of 0.05. Consequently, $t=2.24$; $p=.043 < .05$, it is implied that staff participation has not been utilized in order to provide high-quality education services in Kaliro District schools, according to respondents.

Therefore, the findings regarding staff engagement show that secondary schools have significant gaps of including their employees in school-related activities and

programs. According to the study directors, staff members are not actively involved in the budget process, thus activities that would improve students' academic performance are not budgeted for.

6.3 Staff appraisal and quality education service delivery

Staff appraisals only made up 34.3% of the quality education services provided in Kaliro District schools, according to data from the respondents.

According to the ANOVA results, the respondents' data had a significance (Sig) value of .000, which was below the standard of 0.05.

Thus, at .343; $p = .000 < .05$, it is implied that, in the opinion of the respondents, staff appraisal significantly affects the quality of education services provided in Kaliro District schools. This indicates that the quality of education services provided in Kaliro District schools has improved by at least 34.3% for each staff appraisal unit.

6.4 Overall effect of human resources management practices on quality education service in the schools.

A multiple regression was conducted utilizing the transformed overall means for staff training, employee participation, and staff assessment with that for quality education service in order to ascertain the overall impact of HRM practices on the quality of education services provided in the schools. Therefore, the results of the model summary from the regression analysis showed that the adjusted R square value, or coefficient of determination, was .710 which can be converted to percent ($.710 \times 100$), giving 71%. This indicates the extent, magnitude, or effect of all these constructs on quality education services. Stated differently, 71% of the quality education services provided by the schools were attributable to the implementation of human resources management methods, as per the data collected from the respondents. This indicates that the quality of education services provided in Kaliro District schools would increase by 71% for each unit implementation of the three HRM practices.

6.5 Conclusion

The study was based on three major objectives. The first objective was to examine the effect of training on quality education service delivery in selected secondary

schools in Kaliro district. The findings show that staff training accounted for 28% of quality education service delivery. This means that secondary schools can greatly improve if they continuously train their staff.

The second objective was to examine the effect of employee participation on quality education service delivery. The findings show that only 2.4% of high-quality education services provided by the schools were attributable to employee participation. This indicates that just 2.4% of high-quality educational services were provided in the schools for every unit of employee involvement. Therefore schools should endeavour to engage their staff in most of the school activities in order to improve education service delivery.

The third objective was to examine the effect of performance appraisal on quality education service delivery. Staff appraisal accounted for 34.3% of quality education service delivery. The findings show that staff appraisal had the highest level of significance. Therefore schools should embrace most of the methods used for staff appraisal to improve education service delivery.

Overall, the multiple regression analysis showed that 71% of the quality education services provided by the schools were attributable to the implementation of human resources management methods, as per the data collected from the respondents. This indicates that the quality of education services provided in Kaliro District schools would increase by 71% for each unit implementation of the three HRM practices.

6.6 Recommendations

If Kaliro district's secondary schools are to provide high-quality education services, a crucial gap needs to be filled. According to the study's conclusions, secondary schools must use a number of HRM strategies in order to provide high-quality educational services.

Regarding training, schools ought to make available the tools and facilities required to support staff training. The Ministry of Education's planners and policymakers should also allocate sufficient cash for employee training.

School managers and administrators should explore the benefits of staff participation so that a majority of staff get actively involved in all school

activities. At 2.4% of staff participation, the magnitude of staff participation is too low.

Staff appraisal should be enhanced as the results demonstrate that staff appraisal has a strong substantial effect of 34.3 % on the quality of education delivery in the secondary schools in Kaliro district.

6.7 Areas for further research

The following topics are suggested for additional study: Similar studies could be conducted in different parts of this nation.

The functions of head teachers in delivering high-quality educational services could be the subject of future research.

Factors influencing the provision of high-quality education services in secondary schools could be the subject of more investigation.

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APPENDIX: A. QUESTIONNAIRES

Dear Sir/ Madam,

I am a student doing research leading to the award of Master's Degree in Education Administration and Planning of Uganda Christian University. I request you to fill the questionnaire with responses of your choice. The information you are providing is purely for research purposes and it will be treated with utmost confidentiality.

Thanks for your time and responses.

A. DEMOGRAPHIC DATA

Please provide the correct information by ticking against the choices provided.

1. Gender: MALE FEMALE
2. Age: 23-25yrs 26-30yrs 30-35yrs 36-40yrs 41-45yrs Over 46
3. Qualification: UACE DIPLOMA DEGREE MASTERS
DOCTORATE
4. Teaching Experience: 1-5yrs 6-10yrs 11-15yrs 16-20yrs Over 21yrs
5. Post held at school: Headteacher, Deputy Headteacher, Head of
Department , Class teacher, Classroom teacher

A.Training as a human resource management practice

The following items in the table below are some of the common approaches to human resource training. Does your school apply these approaches in the training of staff? Respond to the items by ticking: 1.Strongly Disagree, 2. Disagree, 3. Agree, 4. Strongly Agree.

Approaches to staff training.	1	2	3	4
Job rotation where staffs are appointed to serve in different departments after a given period of time.				
Job transfers where staff is moved from one responsibility to another one.				
Coaching where staff is trained to developed particular skills for the task and performance expectations of the school.				
Mentoring which aims at enhancing mutual relationships and cooperation in the school.				

Workshops which are routine trainings to update staff on emerging trends in education.				
Conferences which are presentations to a group of staff.				
Orientations which are organized sessions aimed at getting new employees familiarised and trained on new roles, systems, technology, workplace layout, culture, benefits, working conditions and procedures.				
Delegation where staff are given an opportunity to take up roles and responsibilities of their immediate supervisors.				
Role playing where individuals are given tasks, issues or scenarios, to solve on behalf of their supervisors in order to enhance their decision making skills.				

C. Employee Participation as a Human Resource Management Practice.

The following items in the table below are some of the common approaches to enhance staff participation in human resource management. Does your school apply these approaches to enhance staff participation/involvement in human resource management? Respond to the items by ticking: 1.Strongly Disagree, 2. Disagree, 3. Agree, 4.Strongly agree.

Staff participation/involvement in HRM.	1	2	3	4
Staffs are consulted and engaged in making decisions in the school.				
Staffs are involved in formulating and setting the goals of the school.				
Staffs are consulted and actively involved in the Strategic Planning of the school.				
There is delegation of powers where the administrators give authority to other staff to carry out certain duties and make decisions on their behalf				
The staffs are actively involved in initiating and making the schools financial budget.				
All staff are engaged in the school programmes				
Staff hold regular meetings to discuss learners levels of achievement				

D. Appraisal as a Human Resource Management Practice.

1. Approaches to staff appraisal.

The following items in the table below are some of the common approaches used in staff performance appraisal in human resources management. Does your school apply these approaches in staff appraisal? Respond to the items by ticking: 1.Strongly Disagree, 2. Disagree, 3. Agree, 4. Strongly Agree.

Approaches to staff appraisal	1	2	3	4
Monthly appraisal				
Termly appraisal				
Annual appraisal				
Recognition of outstanding performers				
Rewarding of outstanding performers				

2. Purpose of staff appraisal

The following are some of the purposes of staff appraisal as indicated in the table below. What is the purpose of staff appraisal in your school? Respond to the items by ticking: 1.Strongly Disagree, 2. Disagree, 3. Agree, 4. Strongly Agree.

Purpose of Staff Appraisal	1	2	3	4
It is a criteria for validation of staff				
To comply with the legal requirements				
To identify insufficiently developed areas within the school				
To determine the training needs of the staff				
To recognize the individual performance				
To make decisions about staff promotion				
To make decisions whether to maintain or dismiss an employee				
To give feedback on individual performance				
To identify the strengths and weaknesses of individuals and departments				
To help in the selection of staff for transfer				
To determine the Wages.				

E. Indicators of Quality Education Service Delivery

The following are some of the indicators of quality education service delivery as indicated in the table below. Respond to the items by ticking: 1.Strongly Disagree, 2. Disagree, 3. Agree, 4. Strongly Agree.

Indicators of Quality Education Service Delivery	1	2	3	4
The academic achievements of our learners are high in the UCE National Examinations.				
The academic achievements of our learners are high in the UACE National Examinations.				
The failure rate of our learners in the UCE National Examinations is high.				
The failure rate of our learners in the UACE National Examinations is high.				
Learners are proficient in Mathematics				
Learners are proficient in literacy (reading and writing)				
Learners' exhibit civic values e.g., respect of authority, self-awareness and self-care.				
Learners participate in activities that support the communities (Volunteer in cleaning public places, etc.)				
The rate of school dropout is high				
The rate of school dropout is low				

Thank you for your cooperation and responses.

APPENDIX: B. INTERVIEW GUIDE.

Dear Sir/ Madam,

I am a student doing research leading to the award of Master's Degree in Education Administration and Planning of Uganda Christian University. I kindly request you to respond to the following questions. The information you are providing is purely for research purposes and it will be treated with utmost confidentiality.

1. How many students passed in first division in the UCE exams for previous three years? Give the number of students who passed in first division and the total number of students who sat for exams for each year.
2. How many students failed the UCE exams for previous three years? Give the number of students who failed and the total number of students who sat for exams for each year.
3. How many students obtained two principle passes in the UACE exams for the previous three years? Give the number of students who passed with two Principle passes and the total number of students who sat for the exams each year.
4. How many students failed the UACE exams for the previous three years? Give the number of students who failed and the total number of students who sat for exams for each year.
5. What do you think contributed to the failure of some of the students in the respective UCE and UACE exams?
6. How many students were admitted in senior one and senior five for the previous three years?
7. How many students sat for UCE and UACE for the previous three years?
8. Does your school organize trainings for staff? If yes, do you think these trainings can contribute to quality education service delivery, especially learner achievement? Briefly explain.
9. Does your school involve staff in most of the school activities? If yes, do you think staff involvement in most of the school activities can contribute to quality education service delivery?

10. Does your school effectively carry out performance appraisal for staff? If yes how often?

11. Do you think performance appraisal of staff can contribute to quality education service delivery? Briefly explain.

APPENDIX: C. KREJCIE AND MORGAN TABLE

Table 4.1 Theoretical sample sizes (S) for definite population sizes (N)

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Source: Airasian (2003:11)