

**HUMAN RESOURCE MANAGEMENT ACTIVITIES AND TEACHER  
PERFORMANCE IN SELECTED RURAL SECONDARY**

**SCHOOLS OF ISINGIRO DISTRICT**

**UGANDA**

**BY**

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## DECLARATION

This research report is my original work and has never been presented to any other University for any academic and professional award.

Signed.....



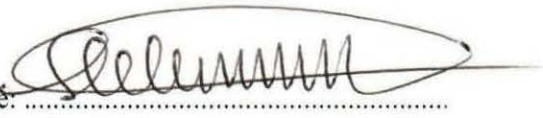
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## APPROVAL

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## **DEDICATION**

This research report is dedicated to my daughter Aguma Ellen Tibihika and my brother Duty Longinus Tibihika.



## ACKNOWLEDGEMENT

First of all, I thank the Almighty God for having given me courage, protection and wisdom that enabled me to sail through this master's course amidst a multiplicity of challenges. I extend sincere appreciation to my beloved supervisors, Dr. Peter Okello and Dr. Lawrence Kalule for their parental and professional guidance, coaching, mentoring, support and supervision towards making this research a success. May the good Lord reward you abundantly.

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## **ABBREVIATIONS**

|        |  |
|--------|--|
| DOS    | Director of studies                                |
| ERISA  | Employee Retirement Income Security Act            |
| ESC    | Education Service Commission                       |
| HR     | Human Resource                                     |
| HRA    | Human Resource Activities                          |
| HRM    | Human Resource Management                          |
| HRMA   | Human Resource Management Activities               |
| MoESTS | Ministry of Education Science Technology and Sport |
| SPSS   | Statistical Package for Social Scientist           |
| TP     | Teacher Performance                                |
| UNEB   | Uganda National Examinations Board                 |

## **ABSTRACT**

The study set out to examine the relationship between human resource management activities on teachers' performance in selected rural secondary schools of Isingiro. The study examined the relationship between recruitment, staff development, remuneration and working relations on teachers' performance. In order to achieve the objectives of the study, case study design comprising of quantitative and qualitative research methods was used. The study was carried out in six schools and the sample size was selected through simple and random sampling techniques. The sample size comprised of 6 head teachers, 128 teachers of which 54 were females and 68 males. Questionnaires, interviews and observations were used to collect data. Quantitative and qualitative methods were used to analyse data with descriptive and inferential statistics. The study revealed that human resource management activities particularly recruitment, remuneration, staff development and working relations had a relationship on teachers' performance. The study recommended that schools should formulate effective and efficient policies that recruitment, staff development, remuneration and working relations policies should be incorporated with human resource management activities for improved teachers' performance in rural secondary schools.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

Human resource management activities are patterns of planned activities intended to enable an organization (school) to achieve its intended strategic set goals and objectives (Bowen 2002). This study focused on human resource management activities (HRA) and teacher performance (TP) in selected rural secondary schools in Isingiro District, Uganda. Among the various human resource management activities, this research focused on teacher recruitment, development remuneration and working relations. This chapter highlighted the background, purpose of the study, statement of the problem, objectives, and research questions, justification, significances of the study, and conceptual frame work.

#### **1.1.0 Background to the study**

The background to the study entailed the historical, conceptual, theoretical and contextual perspectives, statement of the problem, purpose and objectives of the study.

#### **1.1.1 Historical background**

The field of human resource evolved as a sub field of human resource management (HRM), intended to explore human resource management activities in schools and providing avenues for demonstrating teacher's performance (Rick Suttle 2006).

Wright, P. M., & McMahan, G. C. (1994) stated that the field of human resource and its activities was in its infancy stage and the field of human resource had not evolved with

greater levels of integration across the various functions but relate in isolation from one another.

Between the 1960s and 1970s, HRM gained momentum after the passing of several acts like the Equal Pay Act of 1963, the Civil Rights Act of 1964, the Employee Retirement Income Security Act of 1974 (ERISA), and the Occupational Safety and Health Act of 1970. The framed laws ensured safety and protection of the rights of employees. No discrimination in any form was committed against the workers or labourers. Laws related to disabled people were enacted to prevent discrimination of disabled workers (Americans with Disabilities Act 1990), by the end of 1970s; HRM had taken over the world. Almost all big and medium-scale industries had a department to manage their recruitment, employee relations, record-keeping, salaries, and wages.

Human resource management has been given various names throughout its long history. Since being recognized as a separate and important function, it has been called 'personnel relations', which evolved to 'industrial relations', then 'employee relations', and finally to 'human resources'. Today, human resource management has the same importance as other departments in most companies. In some companies, the human resource department is even considered more important than other departments. With the constant increase in education and technology, and frequent fluctuations in economic status and structures, HR remains the oldest, most mature, and most efficient of all management styles. It quintessentially underlines the importance of human beings working in any organization. The fields of human resource management activities come to light after the managers of human resource realized the need to systematically link HRM activities to the strategic needs of the organizations (Schuler, Wright and McMahan (1992). HRA are relatively new approaches to HRM in rural schools in Uganda and will continue to evolve (Yawe, 2010).



### **1.1.2 Theoretical background**

The theoretical frame work for this study was based on Fred Edward Fiedler's contingency theory of 1960. The theory states that the leader's ability or effectiveness to lead is related to the leader's traits or behaviour in relation to deferring situational factors. The theory emphasises the importance of the leader's personality and the situation in which that leader operates. According to this theory, the task of human resource managers is to identify activities and policies that work in particular circumstances and at a particular time because they are the ones that contribute to the organization's (schools') attainment of the set goals and objectives.

Paul Hersey and Ken Blanchard in 1969 developed a situational theory in support of the contingency theory. The Situational theory states that a leader's effectiveness is contingent on his ability to modify his management behaviour to the levels of his subordinates' maturity or sophistication (Hersey, P., & Blanchard, K. H. 1993).

Contingency theory is similar to situational theory in that there is an assumption of no simple one right way of leading or management. The main difference is that situational theory tends to focus more on the behaviours that the leader should adopt given situational factors (often about the followers behaviour), whereas contingency theory takes a broad view that includes contingent factors about leaders' capability and other variables within the situation environment.

The theory was supported by Armstrong (2007) who asserted that human resource activities, policies, and practices must be consistent with other aspects of the organisation if the set goals and objectives are to be realised. HRA that are consistent with different factors will improve the organisation (school) performance (Nigan (2008).

Porter, Birmingham and Simmonds (2008) further explain the contingency theory as the “best fit”. They observed the assumption that there are no universally good human resource management activities and practices but what is expressed in any one school is what works for it. The contingency view further suggest that human resource management activities need to achieve a “best fit” by taking into account the circumstances and goals of the organisation .Therefore, certain activities that could not work within the (school) situational environment would add little to the performance, growth and wellbeing of that school. In this study therefore, the explanatory links between human resource management activities and teacher performance were looked at to answer questions that emanated from human resource management activities towards stimulating teacher performance in rural schools.

The contingency theory was relevant to this study because it believes that human resource management activities work in particular circumstances and at particular times which contribute to the development and attainment of school goals .Therefore, with regard to the study there was need to identify a human resource activity that targets the teachers’ performance in relation to other environmental factors. The contingency theory was therefore adopted because it was given a theoretical foundation for analysing specific activities against specific outcomes of the teacher performance.

### **1.1.3 Conceptual background**

The two variables were human resource management activities (independent) and teacher performance (dependent). The concept of human resource management is an integral development of HRA that enable the organisation (school) to achieve its set goals and objectives. HRA are expressed to create direction, order and responsibilities for the school to achieve its long term set goals and objectives and properly plan for them (Armstrong, 2011). HRA, therefore, focused on the intentions and plans of the school as an organisation in terms

of policies, programs and practices concerning recruitment, working relations, staff development, and staff remuneration (Boxall ,1996).The aims of HRA are to generate perspectives on the way in which critical issues relating to people were addressed to cater for all stakeholders attempted to achieve proper balance between resources required to achieve its goals and objectives of organisation (school).Including management of the employees (Armstrong 2007).

Teacher performance is the extent to which the school achieves its set short-term and long-term goals of producing disciplined students, registering good grades and developing skills of learners .This is done largely by assessing end of term and UNEB results, record of marks, schemes of work , lesson plans and teaching methods (Armstrong 2007). For purposes of this study, The HRMA were studied in line with the basic measures of teacher performance with the aim establishing a relationship between HRMA and teacher performances.

#### **1.1.4 Contextual background**

The study focused on Human Resource Management Activities (independent variable) which for the purpose of this study included teacher recruitment, remuneration development and working relations. Teacher performance (dependent variable) in selected rural secondary schools of Isingiro district was characterized by poor performance indicators like poor grades at the end of O and A 'level UNEB exams, failure to complete syllabus, poor attendance by teachers, failure to mark end of term exams , prepare teaching notes, schemes of work and poor students supervision. The persistent failure of teachers to perform to their expectations warranted the need for the researcher to undertake this study.



## **1.2 Statement of the problem**

Human resource management activities not only motivate employees to perform better in organisations (schools) but also build commitment towards the achievement of both long-term and short-term goals and objectives to ensure sustainable organisational performance (Chandwich 2010). Human Resource Management activities have over time been a contentious issue but more contentious however, has been teachers' performance in rural schools. Teacher's performance has remained very low characterized by poor grades attained by students at the end of O and A 'level UNEB exams, failure to complete syllabus, poor attendance, failure to mark end of exams, prepare teaching notes and schemes of work .This unsatisfactory performance of teachers has in turn posed a threat on the quality of education offered by rural schools. Therefore, the study sought to investigate Human resource management activities and their relationship on teacher's performance in Isingiro district.

## **1.3 Purpose of the study**

The purpose of the study was to determine the relationship between human resource management activities on the teacher performance in selected rural schools of Isingiro district.

## **1.4 Objectives of the study**

The objectives of the study were to examine the relationship between:

1. Recruitment and teachers performance in Isingiro District.
2. Staff development and teacher performance in Isingiro District.
3. Remuneration and teacher performance Isingiro District.
4. Working relations and teacher performance Isingiro District.



### **1.5 Research questions**

Is there a relationship between:

1. Recruitment and teacher performance?
2. Staff development and teacher performance?
3. Remuneration and teacher performance?
4. Working relations and teacher performance?

### **1.6 Significance of the study**

The study was beneficial to the arenas of education especially in rural schools of Uganda as; it provided clear and empirical evidence for the educationists to understand the relationship between human resource management activities and teacher performance. The results of the study were intended to benefit the human resource scholars, administrators, managers, practitioners and government officials in the field of education to appreciate the role of human resource management activities in schools and understand the relationship between human resource management activities and teacher performance. It was also to generate more research and debates among the academicians and management practitioners in the education sector, and added value to the existing literature in the areas human resource management activities and teacher performance.

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

The study was timely because it sought to understand the areas of human resource management activities that are core of any organisations' performance particularly in education institutions. Human resource management activities are very important in the

functioning of any organizations and particularly in the context of poor teachers' performance in schools. That is why the study was carried out in Isingiro a rural district.

## **1.8 Scope of the study.**

### **1.8.1 Geographical scope**

The study was carried out in the rural district of Isingiro located in south western Uganda. The district is situated four kilometers West of Mbarara city Center and borders with Mbarara district in the East, Ntungamo district in the South, Rakia and Kiruhura in the North and United Republic of Tanzania in the West. Isingiro district has 14 secondary schools registered as both A and O level schools (UNEB placement information guide, 2015). The research was carried out in 6 schools choosing two from each county of Bukanga, Isingiro North and Isingiro South respectively.

### **1.8.2 Content scope.**

The content of the study was restricted to human resource management activities namely recruitment, staff development, staff remuneration and working relations in relation to teacher performance in the targeted rural schools of Isingiro district. This was done by comparing the human resource management activities and the indicators of teachers' performance to determine the level of relationship between human resource management activities and teacher performance

### **1.8.3 Time scope**

The study utilised data for six years from 2010 to 2015. This period was selected to ensure focuses on the most recent information regarding the topic under study so as to produce timely and relevant findings. The study was limited to six years so as to confine its focus on a

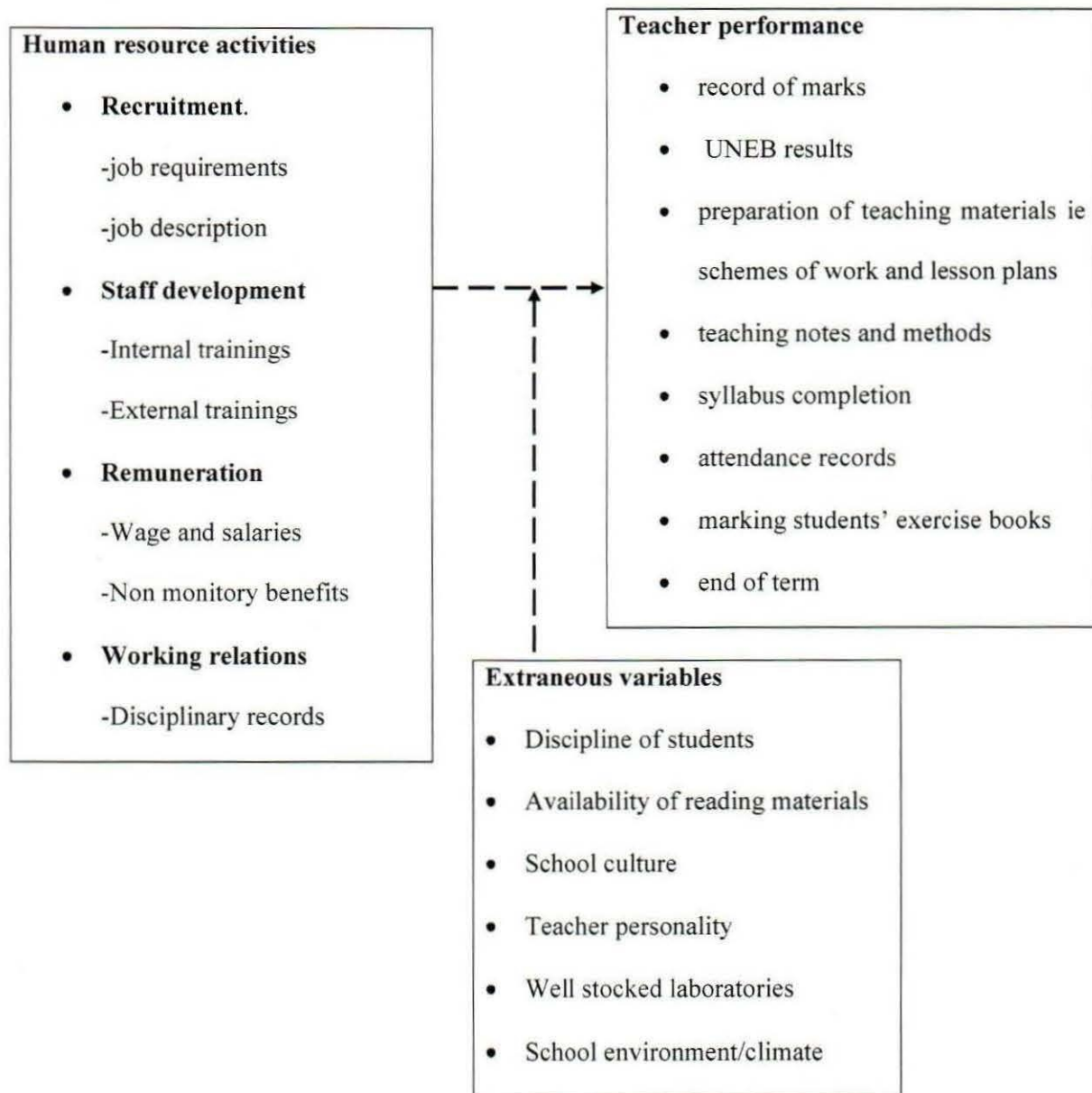
smaller amount of data which can easily be analysed within the limited time and available financial resources.

### **1.9 Conceptual framework**

The conceptual frame work presented the main variables of the study showing the conceptualization of the interrelationships between HRMA and teacher performance.

## Independent variable

## Dependent variables



**Figure 1: conceptual framework**

Adapted from Cole 1997

As explained by Pauwe (2004) and Fiedler (1960), the relationship between the independent variables (human resource activities) and the dependent variables (teacher performance), was

guided by contingency theory to explain human resource management activities such as recruitment, staff development, remuneration and good working relations which would result into improved teacher performance in rural schools alongside other factors (extraneous variables) like Discipline of students, availability of reading materials, school culture, teacher personality, well stocked laboratories, school environment/climate which the researcher eliminated its influence through adopting appropriate research designs and data collection tools.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

Chapter two presents the theoretical review and discusses the relationship between human resource management activities. (Recruitment, development, remuneration and working relations), and teacher performance.

#### **2.1 Theoretical review**

This research was guided by the contingency theory advanced by Fred Edward Fiedler in 1960. Contingency theory states that the leader's ability or effectiveness to lead is related to leader's traits or behaviour in relation to deferring situational factors. Contingency was supported by Situational theory advanced by Paul Hersay and Ken Blanchard in 1969 (Hersey, P., & Blanchard, K. H. 1993). Situational theory states that a leader's effectiveness is contingent on his ability to modify his management behaviour to the levels of his subordinates maturity or sophistication. The theory was developed after trying with the help of managers and researchers to apply the concepts of major human resource management schools of thought to real life situation where employees that were highly effective in one organisation failed to be effective in another one.

Armstrong (2007) asserts that, in contingency theory, the human resource managers' task is to identify the human resource management activities that work in particular situations, under particular circumstances and at a particular time because such activities contribute to the attainment of the organizational (school) set goals and objectives. The contingency theory also believes that human resource management activities must be consistent with other

aspects of the organisation if set goals are to be achieved. Human resource management activities that are consistent with different strategic factors will improve the organisations performance (Nigan, 2008).

Consequently, the researcher agrees with the above scholars that well designed activities that fit the situation contribute to teacher performance. For instance, it becomes difficult for a poor school struggling to acquire scholastic materials afford sponsoring some teachers to go for further studies .This keeps their staff in the back yard compared to rich schools who can afford sending their staff for further studies especially in this era of coping with the advancement in technology. Learning being a gradual process of acquiring knowledge is not static, thus, teachers need to be supported so as to acquire new trends of knowledge delivery to perform well on their job.

The contingency theory, at times is referred to as the “best fit” theory whose main assumption is that there are no universally best human resource management activities. What is expressed in one organisation (school) is what works best for it. The theory further suggests that human resource management activities need to achieve the best fit by taking into account the circumstances and goals of the organisation (school). Contingency and situational theories relate well to the study in a sense that human resource management activities of an organisation (school) affect its performance. The theory brings into context the study’s strategy of analysing specific activities and how they relate to teachers’ performance in a view of improving teacher performance in rural schools (Porter and Simmonds, 2008).

It should be noted that the above scholar asserts that school administrators should be situational and contingent in nature capable of adjusting and devising means that best fit the prevailing situation. For instance, in rural schools where there is no electricity it is advisable that school administrators improvise and buy lanterns and other lighting materials that can aid

teachers prepare well teaching materials if better performance is to be registered. The disagreement however is that, the aforementioned scholars seem to refer to one human resource activity when there are situations that require more than one activity to control them.

## **2.2 Recruitment and teacher performance.**

Recruitment refers to the process of finding and hiring the best qualified candidates (from within or outside of an organisation) in a job opening, in timely and cost effective manner (Oxford business dictionary BCI, 2011). The recruitment process includes analysing the requirements of the job, attracting, screening, and selecting a qualified person for a job and integrating new employees to the organisation (schools).

The recruitment process has three integral stages: determining requirements for the job, attracting candidates, selecting candidates and the quality of employees that are recruited determines the effectiveness of performance in an organisation in the long run. In the same vein it is realised that staff recruitment based on clear specifications and requirements improves organisational performance (Armstrong, 2007).

Bowen (2002) points out that those human resource management activities do not only value the roles in implementing a given strategic choice about competitive positioning of the organisation's (school), but also build its capability to recruit for the organisation's effective performance. Bowen also asserts that, the organisations' competitive strategic advantage is engrained in the human resource management activities which in turn determine the organization's overall performance. Organisations use a mixture of human resource activities, and talents from selected employees to determine the organization's output.

Barney (1991) maintain that the source of competitive advantage can be grounded in the organisation's and their relative human resource activity that involves proper recruitment of



the desired persons. Quality human resource management activities are considered to be one of the key ways of gaining competitive advantage, (Thite, 2004). He again found out that recruitment of staff that is done from the identified needs of the organisation improves its competitiveness especially if the element of retention is catered for under human resource management activities of that organisation.

The operational dynamics of human resource management activities to which human resource management field respond and contribute are increasingly turbulent (Ulrich and Brocbank 2005). Human resource department that aspire to make unique and valuable contributions within the context of these changes must adapt their departmental capabilities and the competence of human resource professionals to the dynamics that influence the human resource side of the organisation. Many organisations are recognising the trend and are undertaking initiatives to enhance the knowledge and capabilities of human resource management professional (Ryan Quinn and Brocbank, 2006).

The aforementioned researchers have a clear picture of what should be done when attracting and recruiting the best staff for better performance. Professionalism and attracting willing people is equally good human resource activity. But in the school context, it is different. For example, the work of recruiting the so called suitable professional and qualified teachers is done by the Education Service Commission (ESC) on behalf of Ministry of Education Science technology and Sports (MoESTS); Therefore school administrators only receive teachers who are posted to their schools without knowing the mode used to select them. Then, it should be noted that head teachers are not involved in selecting and recruiting teachers of desired qualities which explains why teacher performance has remained low in rural schools.

### **2.3 Staff development and teacher performance.**

The American Management Association defines staff development as a process of improving and increasing capabilities of staff through access to education and training opportunities in the whole work place, through outside organisation or watching others performing the job (AMA, 2015). Professional development helps build and maintain morale of staff members, and it is thought to attract high quality staff to an organisation.

If a school is to progress in teaching and learning, it needs to invest in staff development. It needs to build up capacity, capital and develop a culture that values knowledge and understanding. Once applicants are accepted by an organisation as members of its personnel, the next duty is to place them in the right job and provide necessary training and development facilities for them to fit in the present job and in their future career (Freeman Gilbert and Stoner, 2002).

Cappelli (2000), training may be internally or externally based but the overall aims of training and development are; imparting the basic knowledge and skills, assisting employees to function more effectively in their present positions, building up second line of effective personnel and broadening the minds of senior employees by providing them the opportunity for further studies with the view of correcting narrowness of outlook that will break over specialization of teachers that have a bearing on improved performance of the school.

Mankin (2009) shows that training involves planned instruction in a particular skill or practice and is intended to result in changed behaviour in the work place leading to improved performance .He goes on to explain staff development as being broader than training and usually has a long term focus that should be embraced by the organisation if it is to perform better and remain competitive.

Stoner (2002) adds that staff development as one of the human resource management activities is an integral component for any organisation that wants better performance from its work force. There is also growing evidence that human resource management activities influence organisational performance and those organisations that employ good human resource management activities and practices, reap the benefits.

Successful organisations follow some common high performance practices. These are; commitment to employee which is demonstrated in several ways such as continuous training and opportunity to work on challenging tasks, development of the organisational structures that rotate around autonomy, self-leadership and team based learning and problem solving. They identify, operationalise and implement competences and characters that they believe are the core to the organisational culture. They also leverage intellectual capital in and around the organisation by institutionalising a lifelong learning culture aiming at recruiting the best talent available in the market by carefully cultivating the image of preferred employer and their remuneration system which is timely and tend to positively influence performance, (Thite2004).

Stoner (2002) observed that staff development contains a package of issues that involves training, promotion, remuneration, addition of responsibilities in the organisation, mentoring, delegation, effectiveness and productivity. However, Mankin( 2009) did not find a direct relationship between staff development and organisational performance. What he found out was that staff development tends to increase the running costs of the organisation.

In identifying the best human resource management activities Guest (2003) cautions that if such activities are not universally applicable or relevant, their success is contingent upon national and organisational culture, size, and type of occupational category among others. This was held in mind during the research and was noted that rural educational organisations



could richly provide good and interesting scenarios of applicable human resource management activities.

In view of the above, it should be noted that an organisation that follows a coercive approach to one part of human resource management activities cannot succeed in adopting collaborative approach to another. Human resource becomes more critical in a global context and focuses on optimising value driven, reciprocal global leadership as core competence of global organisation facing environmental discontinuities. He then disagreed with Mankin who asserts that there is no relationship between staff development and organisational performance and that staff development was a waste of resources.

#### **2.4 Remuneration and teacher performance**

Remuneration is the total compensation that employees receive in exchange for the services they perform for their employers. Typically, remuneration consists of monetary rewards also referred to as wages and salaries (Nigan, 2009). Teaching can be a profession, a career or both as individual circumstances may determine. The role of the teacher in schools calls for sacrifice, perseverance and tolerance which imply self-control, discipline and self-respect and others. Therefore, teachers need appropriate assistance to raise the academic standards of the school, reduce absenteeism and lack of commitment to work.

Scott (1998), argues that evidently with effective monetary incentives, teachers would most likely avoid lackadaisical behaviors that may encourage using the “noble” profession as a stepping-stone for other professions. Kaufman (2001) found out that organisations that have embraced good remuneration practices have attracted and retained competent and competitive staff and this has increased innovativeness and productivity capacity of an organization. Knowledge and skills of employees are not only developed through training but also through financial and non-financial rewards which employees receive at their places of work.

Mankin (2009) observed that when employees' efforts are rewarded, it encourages hard work, creativity, and innovativeness and promotes self-drive which is eventually reflected in a better and improved performance of an organisation. Employee remuneration is a critical component of employee concentration at their places of work. This is because when somebody knows that the efforts put in at their placement is compensated, they are motivated to work hard to the benefit of the organization (Nigan, 2009).

Economic participation must be combined with participation in decision making for the employee involvement to be most effective. All the employees who are part of an involvement effort should be rewarded at least in parts based on an organisational performance. At the root of Lawler's conceptualisation is that power, information, knowledge and rewards must be pushed down to the lowest appropriate levels of the organisation. Another factor is the degree of empowerment effort or practice inside an organisation (Lawler, Mohaman and Ledford, 1995).

Teachers' organisations assert that salary levels are low and often declining in real terms, in relation to remuneration in other professions where salaries have been eroded. This has often pushed teachers into second jobs of private tutoring (Gaynar, 1994). The common consequence is high teacher absenteeism as they supplement their income with second and third jobs. When teachers' standards of living are low and basic needs are not met, they do not give priority to their teaching career. In such circumstances instructional materials are likely to suffer (Daun, 1995).

Lazear (2003), considered the economic arguments for and against two alternatives; payments for inputs and payment for outputs. In the absence of the information, payment for output always hampers payment for input in terms of raising productivity. A performance pay system will tend to attract and retain individuals who are particularly good at the activity and

repel those who are not. He noted that this has an effect on the work force and can be very important in explaining productivity gains.

The issue of remuneration is one of the most regarded important activities of human resource brought out rightly that the school which remunerates well its workers expects high rate of productivity turnover. For example, the schools that motivate their teachers well through paying allowances, the paradigm of doing their work is right and self-directed. School administrators do not waste much time on supervising them because teachers are motivated to supervise themselves. This can be witnessed by their involvement in other school activities outside teaching and cooperation among teachers and administrators. The only problem is that if remuneration is poorly timed, it can bring about frictions and demoralises teachers.

## **2.5 Working relations and teacher performance**

For decades, various studies have been done on teacher's relationship with their peers, other school staff, and with school administrators (Wanga, 1994). These studies revealed that teachers are often isolated from their peers and other school professionals. Thus, increasing teachers' opportunities for interaction and collegiality has been a goal of recent efforts to increase teachers' professionalism. Research shows that while teachers may participate in organisational-level activities, curriculum and classroom practices are usually unaffected. (Wanga, Haertel, and Walberg, 1994).

Poor working relations tend to damage effective communication and reflective listening. One tends to be blind to what may seem obvious to others. Lawler, Mohaman and Ledford (1995), observed that some efforts which are limited to the few individuals or groups, often have trouble of surviving because they are foreign entities in an environment that is hostile to them. Therefore, it is important to understand that the degree of diffusion of human resource



management activities is critical in studying the relationship between organisation's performance and human resource activities.

The relationship between managers and their employees must be handled effectively if both the employees and the organization are to prosper together (Miercuri, 2010). Whether some of the employees are represented by a union, employee rights must be addressed. It is important to develop, communicate, and update HR policies and rules so that managers and employees alike know what is expected of them. A team may be better than an individual because team members can combine creative skills with production and marketing the organisation rights from the start. Having a team can also ensure more cooperation and coordination among the human resources functions (William, Nickel, McHugh and Susan, 2002).

According to the Gallup organisation, people who have the best friend at work are seven times more likely to be engaged in their jobs, (Boyle and Harter, 2016). Gallup also found that people who simply have a good friend in the work place are more likely to be satisfied. Human beings are naturally social creatures in sense that if there are better employee relationships are at work, the happier and more productive they become.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter presents the research design, study population, the sample size, data quality control procedure for data collection and analysis, and limitations of the study.

#### **3.1 Research design**

The study adopted a case study research design which focused on understanding and describing the issues under investigation (Onen and Oso, 2008). The choice of a case study design was intended to enable the researcher critically focus on the targeted population in detail with an aim of exploring and depicting the specific situation (Glynis, 2005).

The research employed both qualitative and quantitative approaches of data collection and analysis. The Quantitative approach enabled the collection of numerical data in order to explain, describe, understand, predict and control the phenomenon of interest. The design enabled the researcher to quantify the views of the respondents in relation to certain variables and draw statistical conclusions (Amin, 2005). The Quantitative approach lacks the ability to understand the respondents' point of view, and the qualitative research design fills the gap by enabling the research to capture feelings, opinions and other subject variables.

According to Udo (2006), the use of both quantitative and qualitative approaches serves the purpose of mutual validation of data and findings as well as the production of more coherent and complete picture of the investigated domain than mono method research can yield.



### 3.2 Study population

A study population is a complete set of individuals with some common observable characteristics (Mugenda and Mugenda, 2003). The target population in this study was 6 schools out of 14, thus targeting 146 respondents comprising of 63 females, 77 males and 6 head teachers taking two from each county of Isingiro North, South and Bukanga respectively. Those schools were considered appropriate for this study because of their continued poor performance and therefore teachers and head teachers are preferred to be having first hand opinion since they are key factors in determining performance. However, the final sample size was 128 respondents, determined basing on the sample size

### 3.3 Determination of the sample size

A sample is part of the targeted population that will be systematically selected to represent its whole (Onen and Oso 2008). The study investigated views, ideas and opinions from 128 respondents as shown in the table below.

**Table 1: Study samples**

| S/no | Category        | Target population | Sample size | % ages | Sampling technique     |
|------|-----------------|-------------------|-------------|--------|------------------------|
| 1    | Head teachers   | 6                 | 6           | 4.7    | Purposive sampling     |
| 2    | Female teachers | 63                | 54          | 42.2   | Simple random sampling |
| 3    | Male teachers   | 77                | 68          | 53.1   | Simple random sampling |
|      | Total           | 146               | 128         | 100.0  |                        |

This sample size was selected with the emphasis of ensuring adequate presentation of each group in the targeted population; this was to help in providing relevant and adequate data for

the study. The formula for selecting the sample was determined by the use of Toro Yamane's formula (Miaoulis and Michner, 1976). The acceptable sampling error is usually 0.01 to 0.05 and the sampling error of 0.05 was adopted with 95% confidence.

Taro Yamane's formula:

$$n = \frac{N}{1 + Ne^2}$$

Where n= sample size N=study population and e = sampling error.

### **3.4 Sampling techniques and procedures**

Sampling technique is a description of the strategies which the researcher used to select representatives / respondents from the target population (Oso and Onen, 2008). The study used both purposive sampling and simple random sampling.

#### **3.4.1 Purposive sampling**

Purposive sampling is a technique in which required information is gathered from a special or specific group of people on some rational basis (Sekarani, 2003). In selecting head teachers a simple random sampling research technique was appropriate for this study because they were regarded as the respondents with first hand information regarding human resource management activities and teacher performance.

#### **3.4.2 Simple random sampling**

According to Sekarani (2009), simple random sampling is a strategy where every element in the population has an equal chance of being selected as a subject. In selecting teachers simple random sampling technique was used. This sampling was preferred because it gave every

member an equal chance of being selected to ensure unbiased representative sample that was a prerequisite in drawing reliable conclusions from the results of the study (Castillo, 2009). This sampling was used because it targeted teachers who were at schools at the time of collecting data.

### **3.5 Data collection instruments**

Onen and Oso (2008) define data as anything given or admitted as a fact and on which research inferences were based. The tools for collecting data used included questionnaires, interview guides and observation.

#### **3.5.1 Questionnaires**

Questionnaires are pre-formulated set of both open and close ended written questions where respondents record their answers (Senkarani, 2003). This method was used to obtain information from the teaching staff. Questionnaires enabled the collection of data in an objective and standardized way putting emphasis on precision (Munck, 1998).

#### **3.5.2 Interviews**

An interview is a person to person oral communication in which one person or a group of persons ask questions that are intended to elicit answers, information, or opinion (Onen and Oso, 2008). This method was used to collect data from the head teachers. The researcher, during data collection, used in-depth interviews targeting key informants to provide qualitative data. This was done using pre-set questions intended to probe where necessary and to capture the experiences and stories of key informants on the performance of teachers and enhancement of their performance. Clear attention was put on narratives and keynotes



taken from the respondents as they provided explanations and clarifications on the information gathered.

### **3.6 Data quality control**

#### **3.6.1 Validity**

In order to test and improve the validity of the questionnaire, the researcher first of all availed the draft to colleagues doing the same course and later to some lecturers who were requested to look at each of the items and check on language clarity, relevancy, and comprehensiveness of content and length of the questionnaire. The researcher there after made adjustments in respect to the comments raised and with the supervisor's advice. After that, two experts were consulted to assess the content of the questionnaire and the interview guides. These experts' advice and opinions helped the researcher check out some anomalies. Content validity was measured using the content validity index formula;

$$CVI = \frac{\text{Items rated quite relevant}}{\text{Total number of items in the instrument}}$$

CVI = to the number of questions regarded correct divided by the total number of questions. In this study therefore the validity of questionnaire items was computed at 0.8 while for the structured interview was computed at 0.9, therefore the researcher declared research instruments as valid. CVI was interpreted by use of content validity scale where the items that had of 0.75 and 0.95 was accepted as valid (Amin, 2005).

#### **3.6.2 Reliability**

Sarantakos (2005) holds that reliability means dependability, stability, consistency, and accuracy. To ensure reliability the researcher used Cronbach reliability test to conduct pre-



test on questionnaires by giving them to his fellow post-graduate colleagues and lecturers. Cronbach reliability test accepts an alpha value of 0.5. In line with Cronbach, Amin 2005 and Creswell 2003 accept the same value.

The Cronbach alpha formula is; 
$$\alpha = \frac{K}{K-1} \left( \frac{1 - \sum SD_i^2}{SD_t^2} \right)$$

Where K = Number of items in the questionnaire.

$SD_i^2$  = Standard deviation squared (Variance) for each individual item.

$SD_t^2$  = Variance for the total items in the questionnaire.

### **3.7 Data collection procedure**

The researcher obtained an introductory letter from the head of department education policy planning and management which introduced him to the head teachers to seek the permission to carry out the study in their schools. Then, the selection of respondents followed. The filled-in questionnaires were collected by the researcher as soon as they were filled in to avoid loss and displacement. During the interviewing exercise the researcher kept on noting down major points while observing other incidents that were vital in this research study.

### **3.8 Data analysis and management**

#### **3.8.1 Qualitative data analysis**

Qualitative data analysis encompasses the data coding exercise where by themes that cross cut through the collected data were identified and responses recorded under their appropriate themes (Mugenda and Mugenda, 2003). There after the generated thematic responses were used to write findings of the study. Data was presented using graphs, charts, and tables with detailed descriptions and explanations.

### **3.8.2 Quantitative methods**

Quantitative data analysis requires that data be converted to numerical codes representing attributes or measurement of variables (Mugenda and Mugenda, 2003). A tally sheet was developed and codes fed into statistical package for social scientist (SPSS version 20) computer program to help in the generation of a basis of frequencies and percentages upon which quantitative deductions were made.

### **3.8.3 Ethical considerations**

The views of each respondent were treated with confidentiality and the instruments were anonymous. The researcher only gathered information from each respondent after getting oral or written permission. Respondents were assured of the confidentiality of their responses by the researcher.

### **3.9 Limitations of the study**

Ideally, this study should have been conducted in all secondary schools in Isingiro district but due to time and financial constraints dictated a smaller sample. The researcher, besides being required to meet the full cost of the study, had very little time to collect data, compile and submit the report. The chosen sample of 6 secondary schools represented the whole secondary schools in Isingiro district. This, however, could have limited information and the findings may not be generalisable since the population in the selected schools was generally similar to others in terms of teachers' qualification, remuneration and other performance related aspects, the answers of the respondents reflected less diverse views.

## CHAPTER FOUR:

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.1 Introductions

This chapter presents analysis and interprets results from the questionnaires and interviews which were used to answer the research questions administered to 128 respondents. The chapter is divided into two sections. The first section presents the sample descriptors and section two presents the study findings. The results are presented according to the research objectives as reflected in the research questions.

#### 4.2 Section one: sample descriptors

##### 4.2.1 Gender of the respondents

The study used data from respondents of varying age both males and females. These included school administrators and teachers.

**Table 2:** Distribution of respondents by gender

| Gender | Frequency | Percent |
|--------|-----------|---------|
| MALE   | 73        | 57.0    |
| FEMALE | 55        | 43.0    |
| Total  | 128       | 100.0   |

#### Primary source

Data was collected from both males and females. This was indispensable so as to avoid biasness in the findings. Table 2 indicates that there were more male respondents than females. These comprised of 73 (57%) males and 55(43%) females respectively. That was so because there are

more male teachers than females in the field of education. Therefore there is a need to recruit more female teachers.

#### 4.2.2 Distribution of respondents by schools

The researcher requested respondents to indicate schools where they teach, this was intended to ensure fair selection of the sample size in the targeted population. Table three shows the quantitative distribution of respondents by school.

**Table 3:** Distribution of respondents by school

| Schools  | Frequency | Percentage |
|----------|-----------|------------|
| School 1 | 25        | 19.5       |
| School 2 | 23        | 18.0       |
| School 3 | 22        | 17.2       |
| School 4 | 20        | 15.6       |
| School 5 | 20        | 15.6       |
| School 6 | 18        | 14.1       |
| Total    | 128       | 100.0      |

#### Field data

Table 3 indicates the distribution of respondents from 6 schools that were selected. It was found out that there was slight difference in number of teachers. The biggest number of respondents was 25 (19.5%) and the smallest number was 18(14.1%) while the other 4 schools number of teachers fall between the first school and the last implying that these schools have similar problems which helped to remove bias on the findings.



#### 4.2.3 Distribution of respondents by responsibilities

This was important because it ensured proper use of questionnaire on the target population as well as interviews on head teachers who were the key informants in this study, so as to avoid bias. The table below shows the distribution of respondents by their responsibilities.

**Table 4:** distribution of respondents by responsibilities

| Responsibility       | Frequency | Percent |
|----------------------|-----------|---------|
| Head teachers        | 6         | 4.7     |
| D/ Head teachers     | 6         | 4.7     |
| Directors of studies | 6         | 4.7     |
| Head of departments  | 24        | 18.8    |
| Class teachers       | 35        | 27.3    |
| Teachers             | 51        | 39.8    |
| Total                | 128       | 100.0   |

#### Primary data

It was found out that the biggest percentage of respondents were classroom teachers constituting of 51 (39.8%) which is the most percentage that is mostly affected by human resource management activities compared to others who hold some responsibilities like class teachers who constituted 35 (27.3%), head of departments 24 (18.8%), directors of studies 6 (4.7%), deputy head teachers 6 (4.7%) and head teachers 6 (4.7%).

#### 4.2.4 Distribution by experience (Years spent in service)

Respondents were asked to reveal the years spent in teaching service. This was aimed at getting undoubted responses as experienced teachers would have been affected by human resource management activities in the teaching profession.

**Table 5:** Distribution respondents' by years of service (experience)

| Years of service | Frequency | Percent |
|------------------|-----------|---------|
| 1-5yrs           | 30        | 23.4    |
| 6-10yrs          | 42        | 32.8    |
| 11-20yrs         | 33        | 25.8    |
| 21 +             | 23        | 17.3    |
| Total            | 128       | 100.0   |

**Primary source**

Table 5 represents the distribution of respondents according to years spent in the service (experience). The biggest number of respondents 42 (32.8%) shows that they possess experience of six to ten years then followed by 33 (25.8%) of respondents who have served between eleven and twenty years 23 (17.3%) have served more than twenty years and 30 (23.4%) who are still within one to five years. Therefore the big number of experienced teachers formed every concrete base for this study since these respondents could in one way or the other have been affected by the human resource management activities.

**4.2.5 Distribution of respondents by their teaching subjects**

Respondents were asked to reveal their teaching subjects because it was intended to fairly distribute respondents in the targeted sample size. Therefore the table below shows the distribution of respondents by their teaching subjects.

**Table 6:** Distribution of respondents by their teaching subjects

| Teaching subjects | Frequency | Percent |
|-------------------|-----------|---------|
| Sciences          | 53        | 41.4    |
| Arts              | 60        | 46.9    |
| Languages         | 15        | 11.7    |
| Total             | 128       | 100.0   |

**Primary source**

Table 6 represents respondents according to their teaching subjects. It was found out that the largest percentage of 60 (46.9%) were teaching arts followed by 53 (41.4%) who were teaching sciences and languages with 15 (11.7%). This largest percentage of arts teachers were targeted because government neglected them in terms of payment in favor of science teachers.

**4.2.6 Education background**

Researcher requested respondents to reveal their educational background. This was intended to find out whether the sample was fairly selected from the population in terms of education levels.

**Table 7:** Educational background of the respondents

| Level of education | Frequency | Percent |
|--------------------|-----------|---------|
| Diploma            | 75        | 58.6    |
| Degree             | 50        | 39.1    |
| Masters            | 3         | 2.3     |
| Total              | 128       | 100.0   |

**Field data**

The data on the educational background of the sampled respondents indicates that majority of them were highly educated with Diplomas, Degrees, while others had Masters. 75 of the respondents, who constitute 58.6% of the sampled indicated that they had Diplomas, 50 constituting (39.1%) indicated that they had attained university education with Degrees, while 3 constituting (2.3%) of the total sample indicated that they had Masters Degrees

#### 4.2.7 Distribution of respondents by terms of appointment

The respondents were asked to indicate whether they are on government payroll (appointed) ,confirmed , on probation or privately employed by the schools, their responses are presented below.

**Table 8:** distribution of respondents by terms of appointment

| Terms of appointment | Frequency | Percent |
|----------------------|-----------|---------|
| Confirmed            | 56        | 43.8    |
| Probation            | 40        | 31.3    |
| Private              | 32        | 25.0    |
| Total                | 128       | 100.0   |

#### Primary data

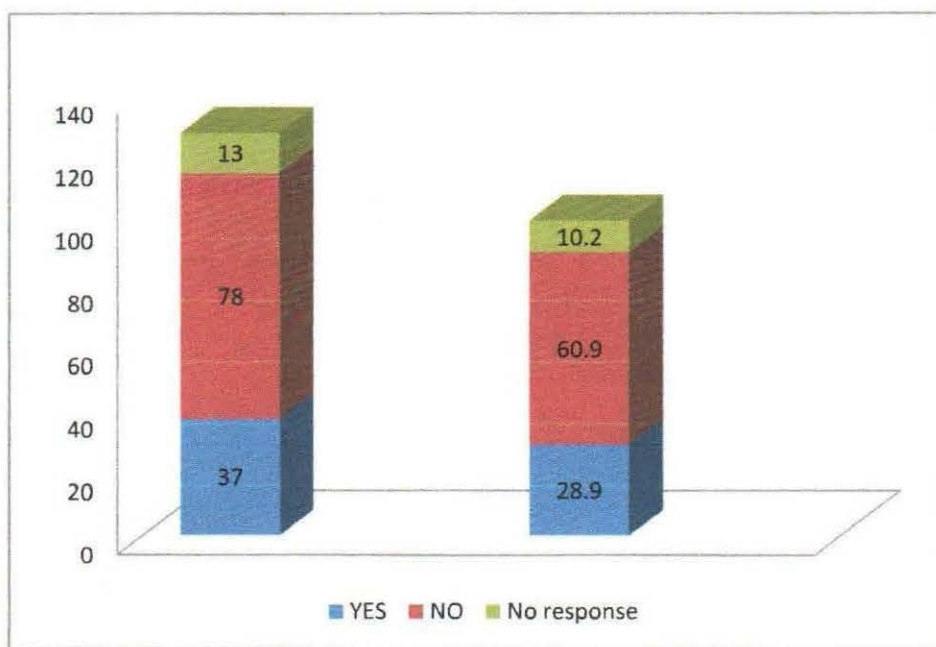
Table 8 shows that majority of the sampled respondents, 56 (43.8.2%), were appointed teachers and confirmed in service by the ministry of education, while 40 (31.3%) indicated that they were appointed but still on probation, and 32 (25.0%) are privately employed by the schools .This presents motivational constraints for schools and government when they have to shoulder all salary responsibilities for their teaching staff. And failure to fully ensure adequate payment could be responsible for the teachers' desire to part time, (a term used to refer to teaching in more than one school) so as to enhance their incomes.



### 4.3. Assessing the relationship between recruitment and teacher performance

#### 4.3.1 Influence of schools on recruitment of teachers

Here respondents were asked to reveal if schools have influence in the recruitment of teachers and below are their responses.

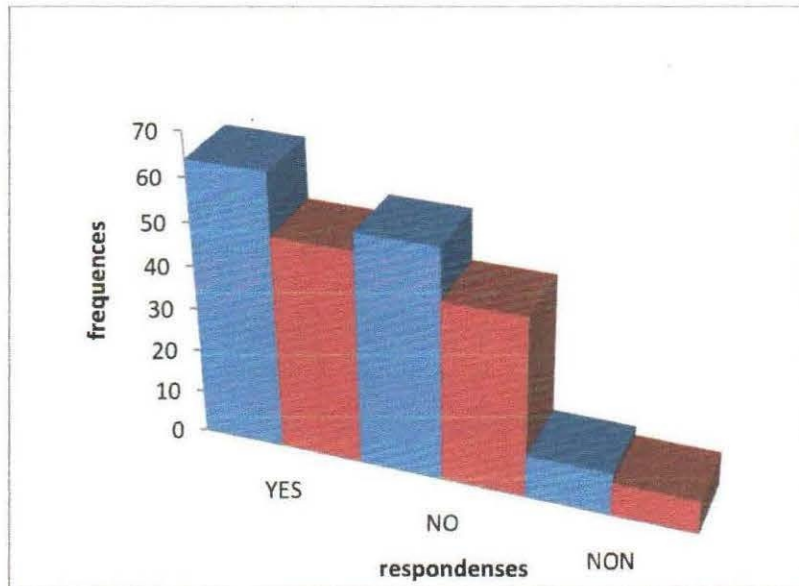


**Figure 2: The Influence of schools in teacher recruitment**

According to figure 2, 37 (28.9%) respondents indicated that schools have an influence in recruiting teachers. 78 (60.9%) indicated that schools at all levels do not influence teachers recruitment because the work of recruiting teachers is done by the ESC (Education service commission) and posted, the schools only receive teachers posted to them by ESC Without their knowledge while 13 (10.2%) did not give any answer. However, when the key informants (head teachers) were asked, they admitted that they do not have any influence on recruitment of teachers except in areas of transfer where teachers willing to come to their schools are recommended but it's not mandatory that those recommended will come to their schools as quite often they are transferred to other schools.

#### 4.3.2 The mode of recruitment and its relationship on teachers' performance

Respondents were required to respond on whether the mode of recruitment of staff is related to performance



**Figure 3: Responses on if the mode of recruiting teachers affects their performance**

It was revealed that 64 (50.0%) agreed that the mode for recruitment affects teachers performance. They went ahead to explain that sometimes teachers recruited are of poor quality. Again they are at times posted in schools not of their choice, which are far from their homes which prompts them to bribe some staff of ESC to influence the posting. Key informants also maintained that such group of teachers have remained poor performers. 54 (42.2%) did not believe that the mode of recruitment affects performance whereas 10 (7.8%) did not support any side. During the interaction with directors of studies and heads of departments it was found out that there are some teachers whose performance is highly wanting and complain that the mode of recruiting teachers is the cause of teachers' Poor performance. This therefore implies that the mode of recruiting of teachers has a relationship on the performance of teachers as they believe in their god fathers and have a tendency of not doing what is expected of them.

**Table 9:** Relationship between recruitment and teachers' performance,

| Responses                                | Frequency | Percentages |
|--|-----------|-------------|
| Bribe their way into teaching profession | 20        | 31.3        |
| Poor quality teachers                    | 15        | 23.4        |
| Posted to schools no of their choice     | 15        | 23.4        |
| Political and religious influence        | 14        | 21.9        |
| Total                                    | 64        | 100.0       |

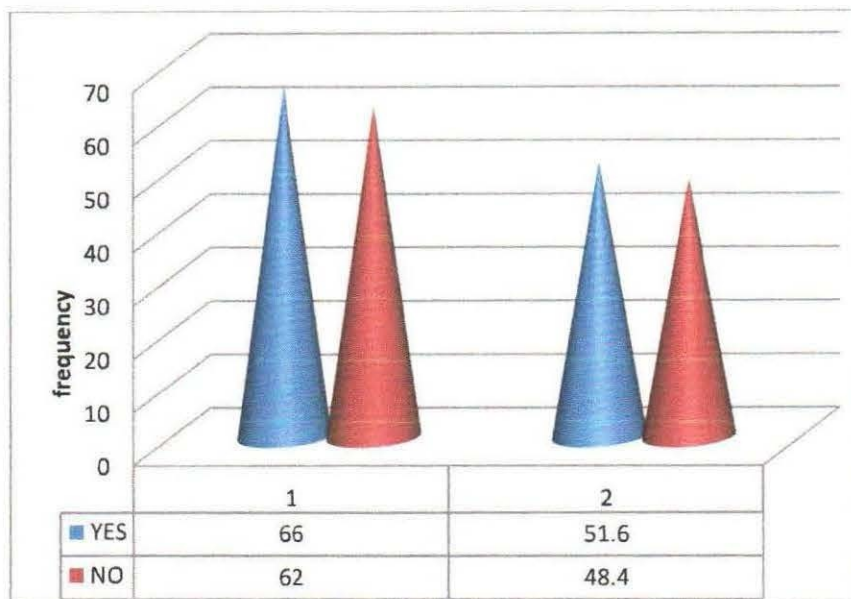
**Field data,**

Commenting on how recruitment affects teachers' performance, the magnitude of responses was that 15 (23.4%) observed that the teachers posted to the schools are of poor quality and unable to perform to their expectation, 20 (31.3%) upheld that those teachers are posted to schools which are not of their choice and they end up also performing poorly, 15 (23.5%) argued that even some teachers have god fathers in the ministry of education and ESC a body responsible for recruiting and posting. Such kinds of teachers are swindled into the teaching profession without passing through the right channel and some become problems to head teachers as they only listen to their god fathers. 14 (21.9%) ascertained that religion and politics also have influence in recruiting teachers, this is so because they maneuver their way in through their relatives and friends without going through the right procedure. Key informants bought the idea and lamented that such teachers compromise their duties. For fear and safety of their work such teachers are just accommodated in the system which increases poor performance.



#### 4.3.3 On whether teachers are recruited through normal procedure

The responses on whether teachers pass through normal procedures when being recruited into teaching service were summarized in the figure below.



**Figure 4: On whether teachers are recruited through normal procedure**

To provide more light whether teachers recruited pass through formal procedures of applying to education service commission , get shortlisted and go for interviews before being appointed and posted to their respective schools, 66 (51.6%) who were the majority ascertained that they pass through normal procedure as directed by ESC. While 62 constituting (48.4%), did not believe so. They highlighted bribery as one of the reasons why some teachers don't pass through formal procedures. They are only swindled through back doors into the system. All six head teachers and their deputies who in this research were regarded as key informants, accepted that teachers do pass through normal procedures when being recruited and their poor performance is not at all related to passing through normal procedures.



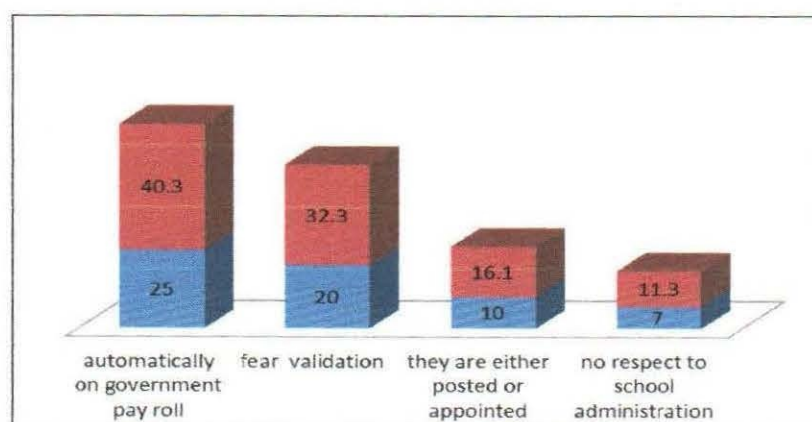
#### 4.3.4 Indicators of passing normal recruitment procedures

**Table 10:** Indicators of passing normal recruitment procedures

| Indicators                   | Frequency | Percent |
|------------------------------|-----------|---------|
| Appointment letters          | 16        | 24.2    |
| Posting instructions         | 18        | 27.3    |
| Access to government payroll | 17        | 25.8    |
| Confirmation                 | 15        | 22.7    |
| Total                        | 66        | 100.0   |

##### Primary source

The table above highlights some of the indicators to show that teachers pass through normal procedures. 18 (27.3%) shows that teachers after going through normal procedures, are issued with posting letters to take them to their respective schools. 17 (25.8%) they have access to government pay role, 16 (24.2%), said that they are given appointment letters while 15 (22.7%) said that they are confirmed in the teaching service. All the above indicators were acknowledged by the head teachers' an indication that teachers' pass through normal procedure apart from those who are privately employed by the school



**Figure 5:** The indicators that teachers do not pass through normal procedures,

In the figure above respondents showed some of indicators to prove that some teachers do not pass through normal procedures. 25 (40.3%) shows that they come to schools where they are posted when they are already on government pay roll and their salaries are above their qualifications, 20 (32.3%) indicated that they fear ministry validation exercise so they don't attend and they are not blamed by the ministry officials since they are the one who fix everything, 10 (16.1%) reasoned that they come with either appointment or posting letters not both and 7 (11.3 %) believed that such category of teachers do not respect school administrators. Some of the head teachers supported the issue and claimed that such teachers are there and owe their respect to invisible officers who seemed to be above them. Such groups of teachers have posed a serious problem to teachers' performance in rural schools

#### **4.4 Assessing the relationship between staff development and teacher performance**

**Table 11:** The effect of further studies on teacher performance

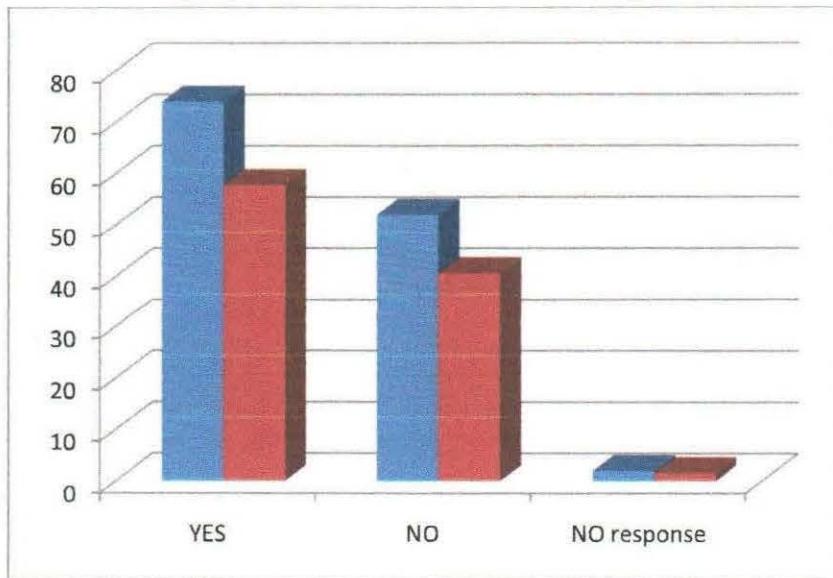
| Responses | Frequency | Percent |
|-----------|-----------|---------|
| Yes       | 73        | 57.0    |
| No        | 45        | 35.2    |
| No answer | 10        | 7.8     |
| Total     | 128       | 100.0   |

##### **Field data**

The table above summarizes the responses of the respondents on whether sending teachers for further studies have an effect on their performance. 73 (57.0%) who were the Majority of the respondents accepted that it has an effect, giving reasons like mastery of the content, learning new methods of delivery, management skills among others. 45 (35.2%) refuted the idea saying that it does not change anything in line to teachers performance, they maintained

that even those who go for further studies still perform poorly while 10 (7.8%) of the respondents did not give any response at all.

#### 4.4.1 Further education and its relationship on teachers' performance

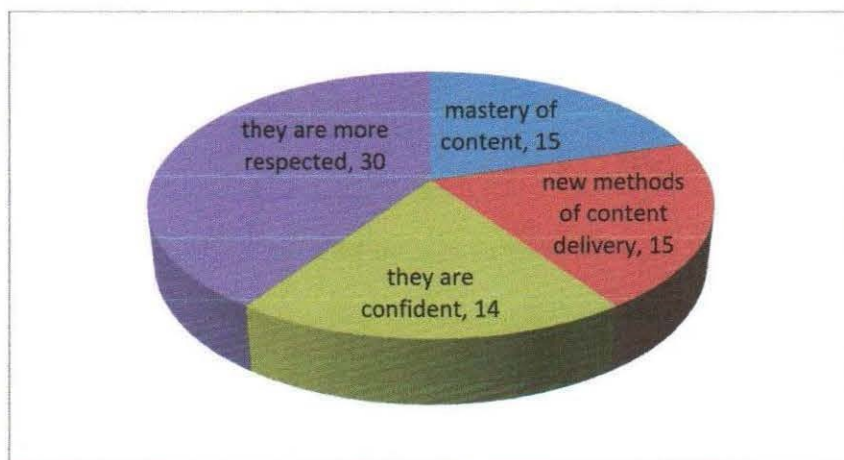


**Figure 6: The level of education and teacher performance**

According to figure 4, 74(57.8%) of the respondents indicated that the level of education has a relationship on teachers' performance especially in content delivery. They argued that those who go for further studied come back when they have mastered the content, learnt new methods of teaching, become confident and they are respected by both fellow teachers and students. Therefore, they supported the idea that a level of education has a relationship on teachers' performance. 52 (40.6%) said that the level of education has no relationship with teachers performance since diploma holders sometimes perform better than those having higher academic qualification. They argued that those who go for further studies don't like teaching any more when they come back because they are proud, demand more payment that matches their levels and they start teaching in many different schools which affects their performance. Whereas 2(1.6%) did not give any answer. This therefore implies that for



teachers to deliver, their levels of education should be put into consideration to deter them from disliking their teaching profession and to encourage others to go for further studies.



**Figure 7: How further studies positively affects teacher's performance**

Results from the questionnaires reflected that the majority of the respondents were in full support that teachers who go for further studies are respected by fellow teachers and student 30 (40.5%), 15 (20.3%) said that they master content and are sure of what they are teaching, 15(20.3 %) believed that they learn new methods of teaching and 14(18.9%) accepted that they are confident when handling their duties. Key informants who were interviewed supported the idea in totality that teachers who go for further trainings acquire sufficient knowledge and expertise in teaching and handling students in other fields which puts them on far well positioned ground in terms of performance than those who don't go for further studies.

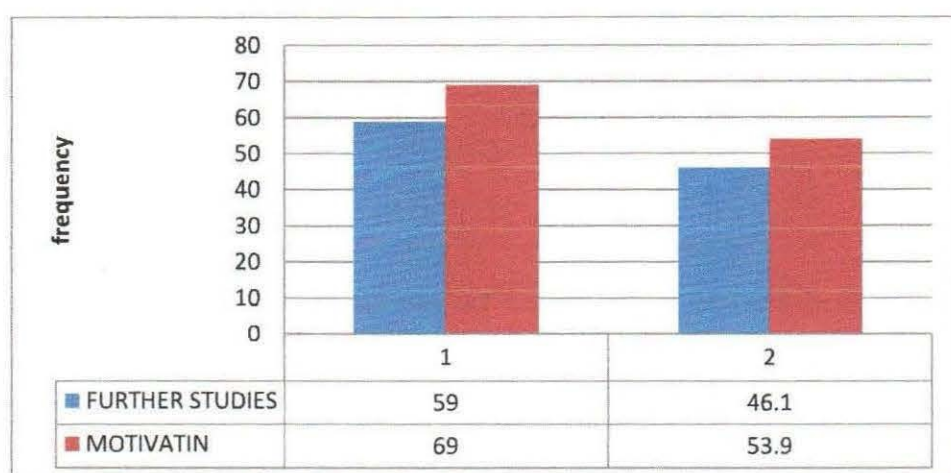
**Table 12: How further studies negatively affects teachers' performance**

| Reasons                   | Frequency | Percent |
|---------------------------|-----------|---------|
| They are proud            | 7         | 13.5    |
| Demand for more payment   | 20        | 38.5    |
| They become 'part timers' | 25        | 48.1    |
| Total                     | 52        | 100.0   |

**Field data**



Respondents pointed out that when teachers go for further studies, they don't perform to their expectations because 52(40,6%) of the respondents gave reasons like; they become proud 7 (13.5%),whereas 20 (38.5%) said that they demand high payments while 25 (48.1) said that they become money oriented and start teaching in many schools so as to regain back their money they spent while studying, some head teachers also supported this idea and said that such class of teachers are difficult to manage which in turn affects their performance.

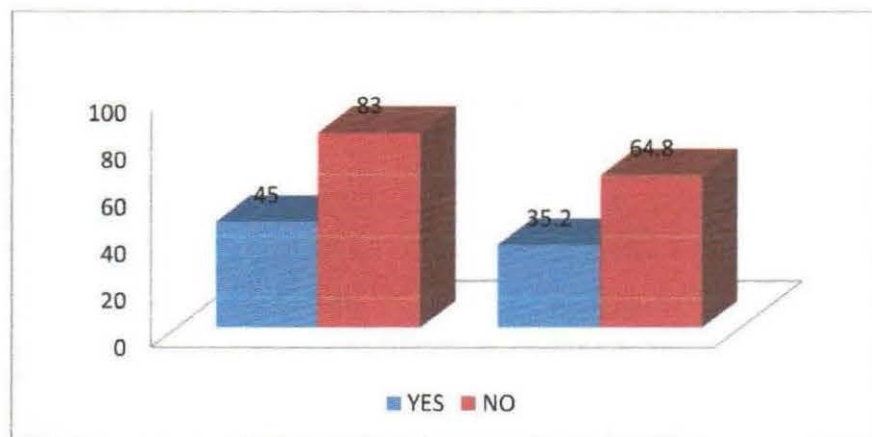


**Figure 8: what can be done to improve teachers' performance**

Majority of the respondents 69 (53.9%) had a feeling that motivating teachers through payment would compel them to perform while 59 (46.1%) argued that teachers need to go for further studies to improve on mastery of the content and learn new methods of teaching since we are living in the globalized world. When the school administrators were asked what could be done to improve teachers performance, they responded that teachers are poorly paid whether those privately paid by the school or those on the government payroll. They therefore suggested that the best alternative to improve teacher performance is by enhancing their payments to motivate.

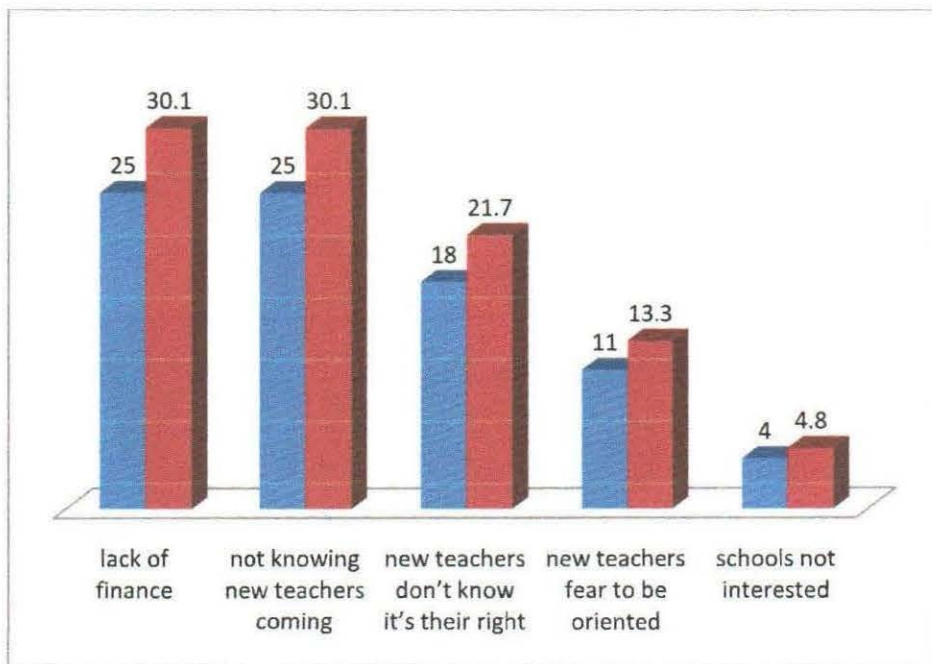
#### 4.4.2 Responses on whether schools have programs for orientation of new teachers

Here respondents were asked to respond on whether schools have programs to orient new teachers and their responses are best summarized on the figure below.



**Figure 9: Schools have programs for orientation of new teachers**

From the questionnaires, the responses referring to program for orienting new teachers Majority of the respondents 83(64.8%) were open to answer that schools do not have programs to orient newly appointed teachers. The General reasons advanced by the respondents show that schools lack finances for such activities, are not aware of the new teachers that are coming so that it can prepare for them, new teachers don't know that it's their right to be oriented, and sometimes don't want to be exposed as new teachers because it can cause disrespect from their fellow teachers and students respectively. Lastly they reasoned that most schools are not intersected in orienting newly recruited teachers. 45 (35.2%) did not agree showing that it takes just a short time to get used to the system.

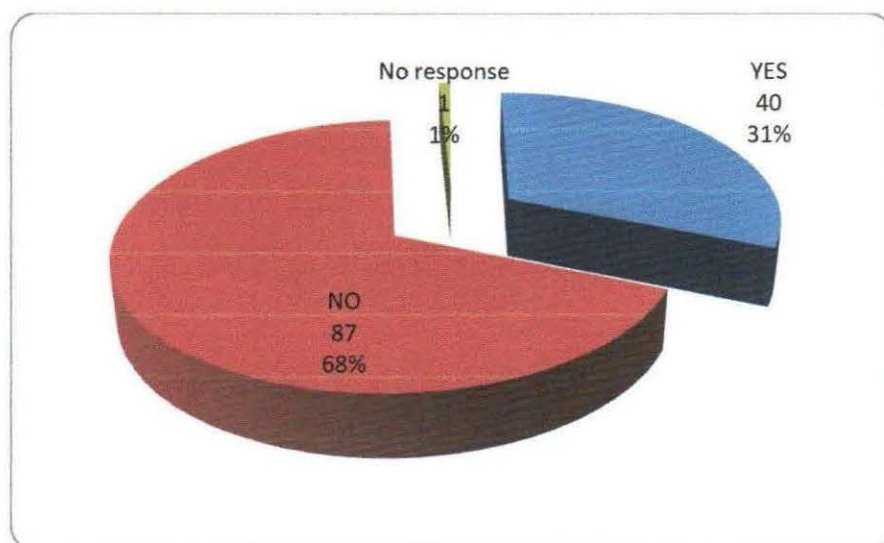


**Figure 10: Newly recruited teachers are not oriented**

The figure above shows the responses of teachers on why newly appointed teachers are not oriented to fit in their new teaching positions. 25 (30.1%) answered that schools lack finance to cater for such activities on expense of others deemed important than orienting newly appointed teachers, 25 (30.1%) showed that they do not know the number of newly recruited teachers coming in their schools since they are on the receiving end of what the ministry of education sent to them, they therefore cannot prepare for the number of teachers unknown to them, 18 (21.7%) supported the issue claiming that new teachers don't know that it's their right to be oriented and end up missing the very important idea that would press them on their positions for better performance, 11 (13.3%) reasoned out that new teachers fear to be oriented on grounds that they will be disrespected by students and 4 (4.8%) agree that newly recruited teachers are not oriented because schools and the administrators' are not interested in orienting new teachers at all. Amidst poor orientation, newly recruited teachers remain somewhat unfit in their teaching positions which have adverse effects on their performance in the long run.



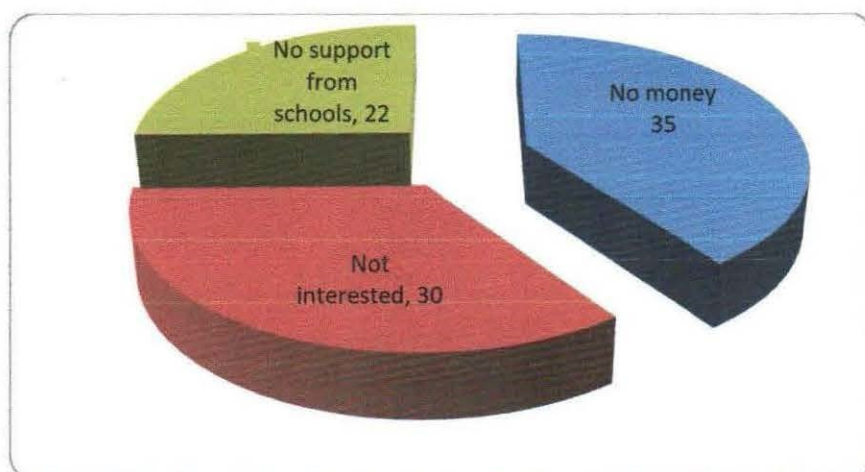
#### 4.4.3 Schools support teachers for external training



**Figure 11: Schools support teachers for external training**

The responses referring to whether the schools have, programs for supporting teachers to attend external training to boost their knowledge and learn new methods of content delivery, it was observed that schools hardly supported teachers as 87 (68%) of the total number of the respondents disagreed. As indicated earlier in all the six schools, there are only three teachers who had attained masters' degree compared to the rest who hold bachelors and diplomas. The reasons given by the respondents' were that they do not have enough resources to go for external trainings and schools hardly support them. In addition to lack of interest by teachers, government has failed to promote those who had already gone for further trainings. 40 (31%) out of the 128 noted the opposite. They argued that some teachers are on government sponsorship after being recommended by the school. While 1 (1%) did not give any response.

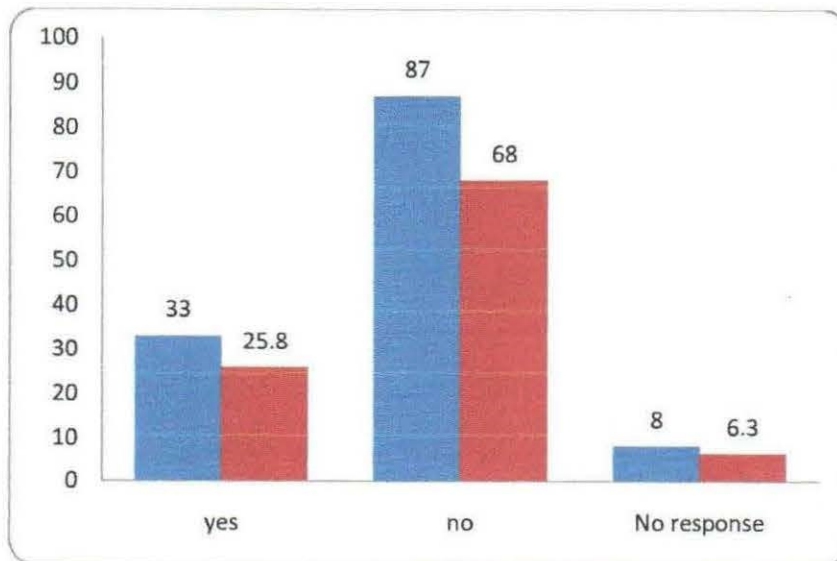




**Figure 12: Why teachers do not go for external trainings**

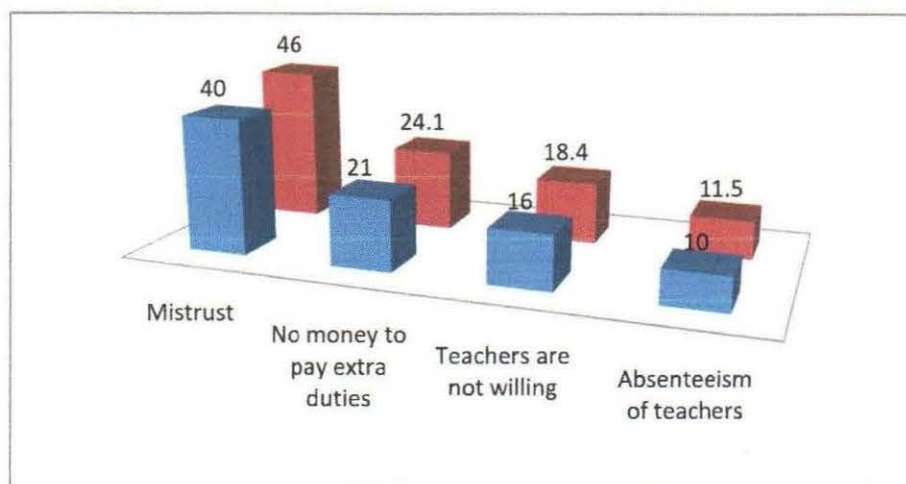
The figure above shows the distribution of respondents' ideas on why schools don't support external or further training for teachers. 35 (40.2%) claim that they don't have money to facilitate their further trainings because education is expensive in addition to other domestic responsibilities. This is a reason to affirm why only three teachers among the total respondents possess post graduate qualifications. 30(34.5%) showed that teachers are no longer interested in going for further training because even those who go for further trainings have never been promoted on grounds of higher qualification, they argued that those who were appointed as grade five teachers but have acquired degrees and post graduate levels have never enjoyed fruits of their going for further studies which have psychologically demotivated them and discouraged those who would want to go for further trainings and 22 (25.3%) argued that schools they teach do not have such arrangement to support their teachers to go for further trainings. The only thing they can do is to recommend teachers to the ministry of education and sports to support them which is not easy due to reasons unknown to teachers. When key informants were asked, they agreed unanimously pointing out that even them as leaders of such schools are only graduates without post graduate qualifications. Therefore failure of teachers to go for further training may be a reason why their performance has remained poor in rural schools.

#### 4.4.4 Head teachers delegate some of their tasks to their juniors



**Figure 13: Head teachers delegate some of tasks to their juniors**

Figure 13 represents responses on whether head teachers delegate some of their tasks to their junior teachers. 87 (68%) of the total number of respondents rejected. This is true because unanimously respondents from the six schools indicated that head teachers hardly delegate their powers to their juniors on suspicion that they don't want them to know their management secrets especially those related to finance, they went ahead to reveal that if head teachers are to delegate, it should be only trivial tasks like preparation for a staff meeting, sending students back home to bring fees and some disciplinary incidences involving students. When head teachers were interviewed, they accepted in support claiming that whenever they delegate powers to some teachers they claim some payments in form of allowances which schools cannot afford. 33 (25.8%) noted the opposite. While 8 (6.3%) did not give any response.

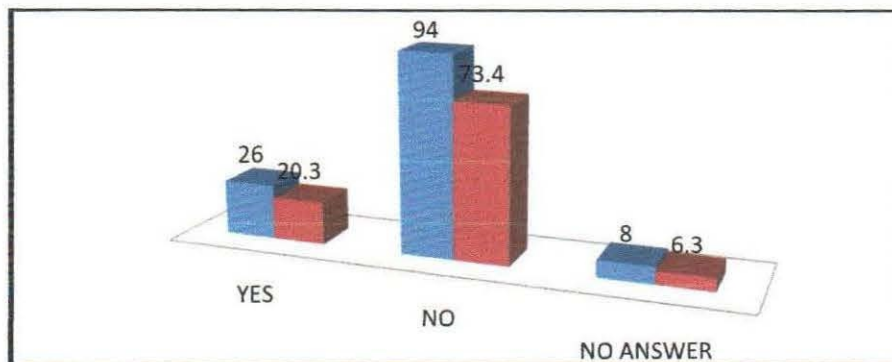


**Figure 14: why head teachers do not delegate**

The figure above shows the reasons given by respondents in agreement why head teachers do not delegate some tasks to teachers. 40 (46%) said that head teachers have little trust in their teachers and claim that delegation of some tasks to them is like disclosure of administrative secrets especially those in connection with financial management. When head teachers were interviewed they accepted that some teachers are untrusted and can't be given some activities to be done on their behalf because such teachers are always looking for cracks in the administration to bring them down. So for them to be safe they rather don't delegate any activity to teachers' except light tasks like sending students back home to correct fees and handling some indisciplinary cases among students. 21 (24.1%) had it that any additional activity outside teaching should be paid. Key informants accepted that schools do not have enough money to pay such activities. 16 (18.4%) said that teachers are not interested in accepting tasks delegated to them since they are at school while planning to other schools or to attend to their private businesses and 10 (11.5%) argued that the rate of absenteeism is high and head teachers found it completely hard to delegate to teachers whose presence is unpredictable.



#### 4.4.5 Teachers' promotions are based on performance



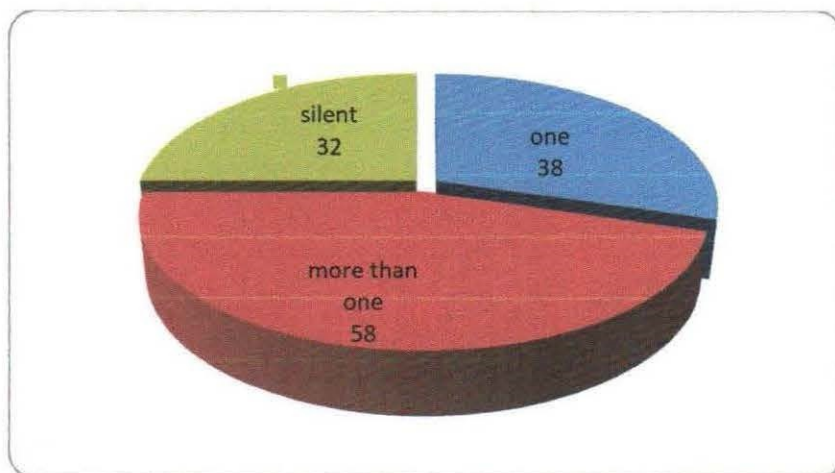
**Figure 15: Teachers' promotions are based on performance**

According to figure15, 94 (73.4) respondents indicated that there was no criteria followed when promoting teachers 'as some bribe their way through. It was found out that there were senior and experienced teachers who had taught for a long time and even studied but never been promoted on grounds of experience. Fresh graduates have been promoted to deputy head teachers and head teachers respectively and such have demoralized senior teachers. Again government has no clear scheme of service to follow when promoting teachers for example they cannot be promoted based on experience or performance but only on technical know who. Thus senior teachers have lost morale in teaching after such new entrants in the field who are inexperienced in teaching becoming their leaders. 26 (20.3%) maintained that some bit of experience is considered but did not give strong points to back them and 8 (6.3%) of the total respondents declined to give their view. However, the lack of the government proper criteria to promote teachers, the head teachers had it that some of the promotions are realized based on performance but at the school level like hard working teachers are promoted to head departments or subject, some are made DOSs, and others Deputy head teachers in schools which do not have a substantive ones. Unfortunately when such teachers are transferred, they go back to class room which is a challenge to their performance.



## 4.5 Assessing the relationship between remuneration and teacher performance

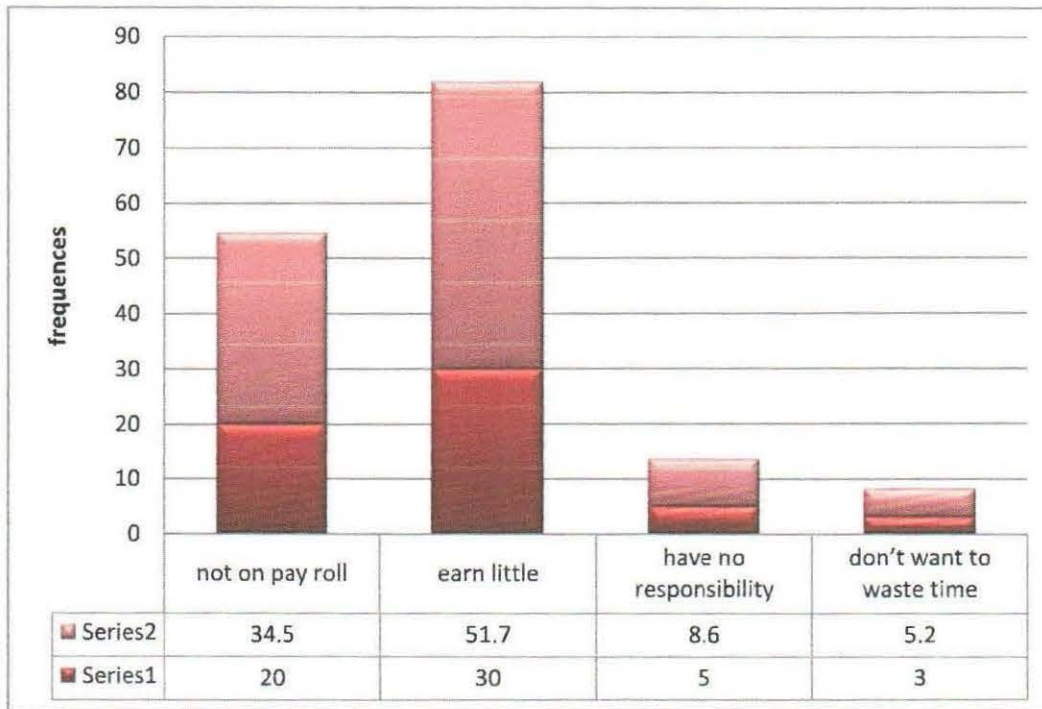
### 4.5.1 Number of school teachers teach in



**Figure 16: Numbers of school teachers teach in**

Figure 16, shows that 58 (45.3%) of the respondents teach in more than one school, 38 (29.92%) teach in one schools while 32 (25%) remained silent. It was surprising that majority of the respondents teach in more than one school. When asked about that trend, key informants argued that the pay given to teachers especially private teacher was poorly and payments did not come in time. Equally those who are paid by the government face the similar fate. This inevitably compels teachers to search for alternative sources of income. From the figure above, it can be clearly seen that most of the responses on the issue are given by need for more income for sustaining their families.

#### 4.5.1 Teaching in more than one school

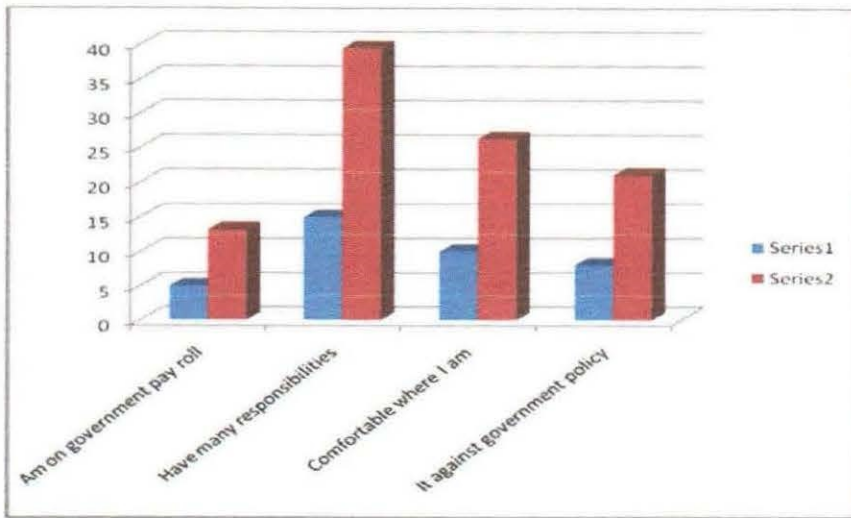


**Figure 17: Teaching in more than one school**

Figure 17 shows that 30 (51.7%), indicated that they teach in two schools because they are not on government payroll. Whether this was to imply that they do not earn enough or their salary irregular was not clear. 20 (34.7%) indicated that they teach in two schools because they earn little from each of the schools they teach in. Some key informants argued that this may imply that such teachers earn little from their first schools, inadequate to satisfy their needs. Such meager pay forced them to look elsewhere. 5 (8.8%) indicated that they did not have responsibilities that necessitated them to be at one school all the time and 3 (5.2%) indicated that they teach in two schools because they want to utilize the time effectively.

#### 4.5.2 Reasons for teaching in one school

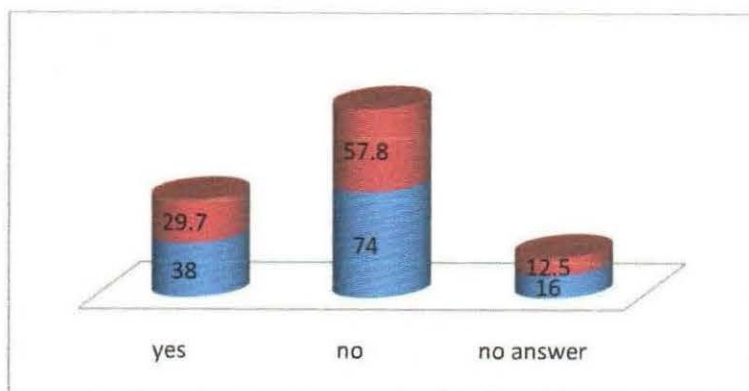
Asked to give reasons for teaching in one schools as indicated, the respondents gave their reasons. In figure 18 is a presentation of the responses given for those who indicated that they teach in one school.



**Figure 18: Teaching in one school**

The figure above shows that 5 (13.2%) of the respondents teach in one school because they are on government payroll. A key informant argued that these are assured of their salary and found no cause to part time in other schools. About 15 (39.5%) of the respondents indicated that they teach in one school because they have many responsibilities. 10 (26.3%) indicated that they teach in one school because they are contented. Finally, 8 (21.1%) of the respondents indicated that they teach in one school because they felt that it was against their professional code of conduct.

#### 4.5.2 Payment of allowances for extra duties



**Figure 19: Payment of allowances for extra duties**

74 (57.7%), disagreed that schools pay allowances for extra duties. They argued that everything related to monetary is kept a secret by the head teachers and also disclosed that since head teachers were not well paid, prompted them to do every activity to supplement their meager pay from the government. Again those few who could be assigned extra duties were regarded as head teacher's right hand men and women. This had an effect on teachers since they only look at themselves as people who manage only class work on expense of other activities like management and planning which impacted on the teachers' performance. 38 (29.7) % Agreed but did not give reasons to back their answer, while 16 (12.5%) gave no answer, Besides, interviews and observation revealed that majority of the teachers spend much of their time in classes or leave school premises to do other part time activities an indication that there are no duties delegated to them.

#### **4.6 Working relations and teacher performance**

Here respondents were asked to respond on the state of working relations between themselves and their head teachers. Their responses were summarized in the following table

**Table 13:** Teacher relate well with their head teachers,

| <b>Responses</b>  | <b>Frequency</b> | <b>Percent</b> |
|-------------------|------------------|----------------|
| Strongly agree    | 13               | 10.2           |
| Agree             | 34               | 26.6           |
| Strongly disagree | 24               | 18.8           |
| Disagree          | 54               | 42.2           |
| Not sure          | 3                | 2.3            |

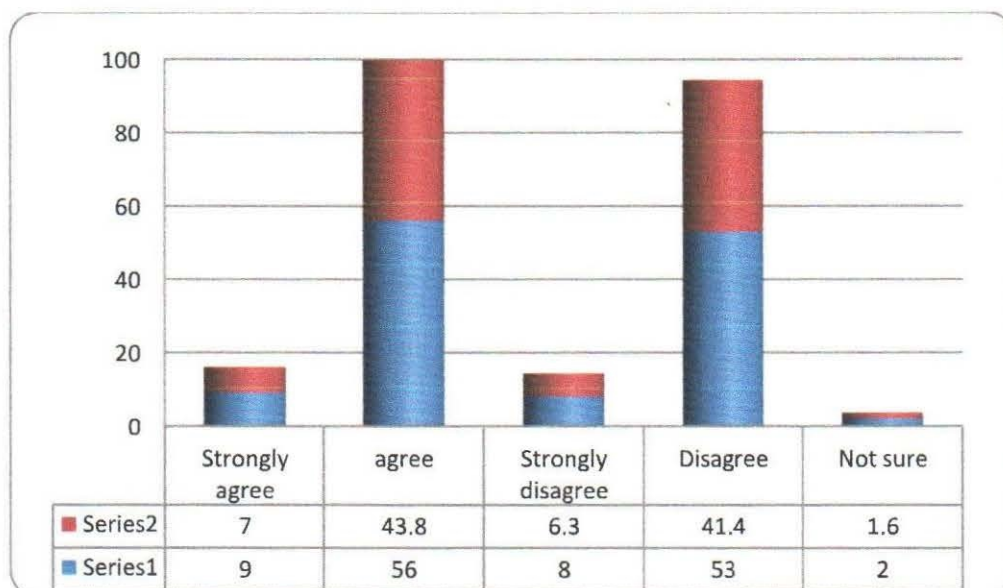
**Primary data,**



The respondents were asked to answer if they related well with their head teachers, some of the respondents who agreed were 47 (36.8%). Those who disagreed were 78 (61%) disagreed and 3 (2.3%) of the total respondents were not sure. The key informants also noted that some teachers preferred to relate with their head teachers on matters of office only. This made teachers fear their head teachers to an extent that problems related to human resource that can be dealt with to improve performance are concealed by the teachers resulting to poor performance.

#### 4.6.1 Schools hold meetings to solve problems

The respondents affirmed that schools hold meetings to solve out standing problems related to human resource management activities. Figure 20 demonstrates the responses regarding the meetings.

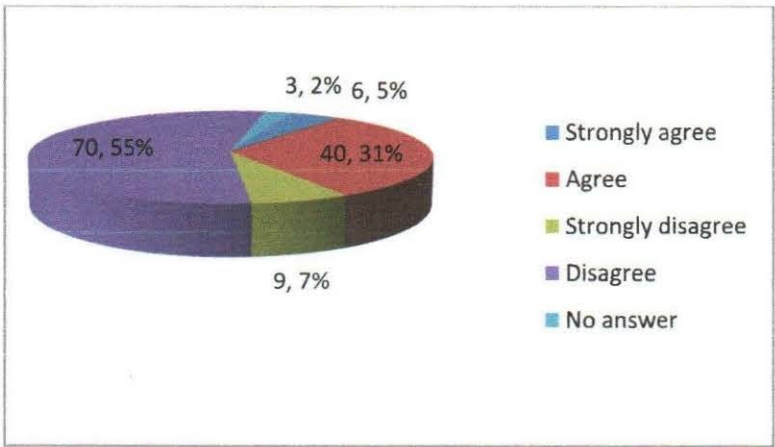


**Figure 20: Schools hold meetings to solve problems**

The majority of the respondents 7 (9%) and 56 (43.8%) constituting 65(50.8%) agreed that schools normally met regularly and preferably at the beginning and the end of every term to tackle problems facing human resource management activities and performance. This was

evidenced by head teachers showing minute books for staff meetings. 61 (47.7%) responded in disagreement while 2 respondents (1.6%) did not give their responses.

**4.6.2 Teachers respond well to duties assigned to them by their superiors**

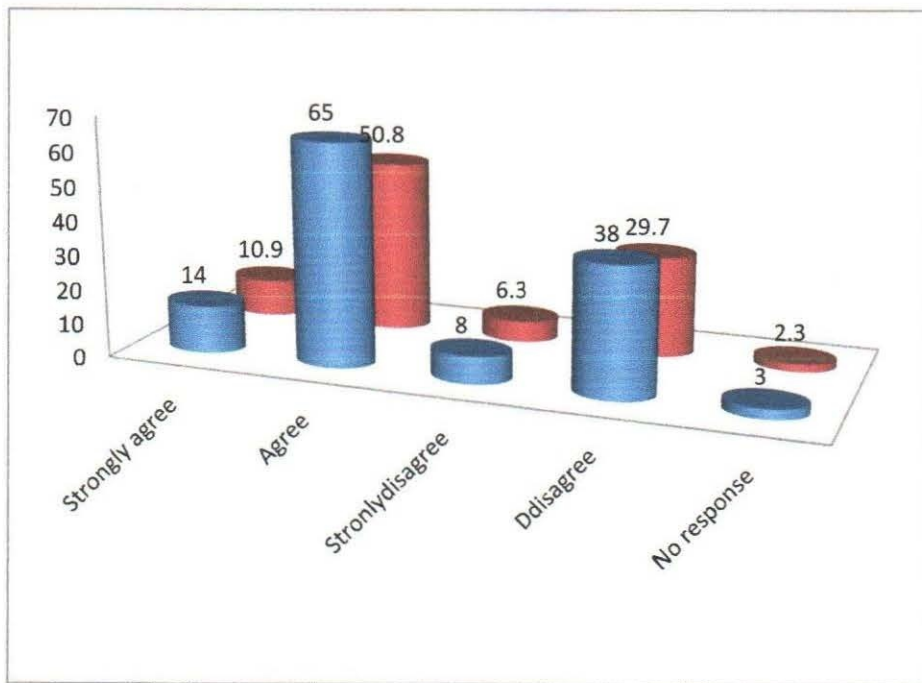


**Figure 21: Teachers respond well to duties assigned to them by their superiors,**

The study results revealed that the majority of the respondents, 79 (62%) observed to the great extent high poor teachers attitude in responding to the assignments allocated to them by the head teachers. They reasoned out that they spend much time doing head teachers work and get nothing in appreciation .They therefore opted to excuse themselves from other duties that are not related to teaching. During the interaction with the respondents, it was revealed that even some teachers do not know the number of students in the schools and the classes outside those they teach and even some do not know how much the school charge per the student saying that that one is not their work. 6 (5 %) and 40 (31%) constituting, 46 (36%) revealed the opposite. While 3 (2%) of the total respondents did not give their response.

**4.6.3 Teachers relate well with fellow teachers**

The study also sought the views of respondents on the on the relationship among themselves and their responses are summarized in the figure bellow.



**Figure 22: responses on whether teachers relate well with fellow teachers**

In the figure above, majority of the respondents 79 (61.7%) showed that there is a strong relationship between teachers themselves compared to how they relate with their head teachers. 46 (36%) disagreed and 3 (2.3%) did not give any response. It was therefore observed that the way teachers relate well with their head teachers and their fellow staff is not bad but suggested that it can be further improved through increase in payments, sponsoring teachers for further studies, holding regular meetings to solve outstanding human resource management activities related issues.

## **CHAPTER FIVE**

### **DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This study which randomly sampled six rural secondary schools in Isingiro district was carried out to discover the relationship between human resource management activities and teacher performance. The study practically sought to examine the relationship between recruitment, staff development, remuneration, and working relations to establish the relationship between those human resource management activities influence teacher performance. Chapter five discusses the major findings of the study and presents conclusions and recommendations.

#### **5.1 Discussion**

##### **5.2.1 Recruitment and teacher performance**

While assessing the relationship between recruitment and teacher performance in rural secondary schools of Isingiro district, majority of respondents 78 (60.9%) indicated that lack of schools' influence in recruiting teachers affects their performance. This was because; the work is done by ESC on behalf of MoES and sends teachers to schools not of their choice or of their interest, they therefore pick no interest in teaching in those schools. The findings were in line With (Armstrong, 2007) who argued that recruitment should be a process of analyzing the requirements of the job, attracting, screening and selecting the required persons. During the study, it was revealed that the real process of recruiting teachers is not at all the best as it involves bribery where unqualified teachers with forged documents are recruited. Screening is also poorly done as it is affected and influenced by politicians and



religious leaders who form foundational bodies of those schools. The study also found out that some teachers are in teaching profession just to earn a living instead of doing what is expected of them.

OBD (2011) added that recruitment should be timely and effective. It is apparent that even teachers recruited by the government are not enough and schools opt to have their private recruitment. (Barney 1991) maintain that the source of competitive advantage can be grounded in the organisations and their relative human resource activity that involves proper recruitment of the desired persons. Quality human resources activities are considered to be one of the key ways of gaining competitive advantage (Thite, 2004). He again found out that recruitment of staff that is done from the identified needs of the organisation improves its competitiveness especially if the element of retention is catered for under human resource management activities of that organisation.

The findings were in conformity with Bowen (2002) who pointed out that those human resource management activities do not only value the roles in implementing a given strategic choice about competitive positioning of the organisation (school), but also build its capability to recruit for the organisations' effective performance. Bowen also asserts that, an organisations' competitive strategic advantage is engrained in the human resource management activities which in turn determine the organisations' overall performance. The organisation uses a mixture of human resource activities, and talents from selected employees to determine the organization's output

The findings were also in agreement with (Thite, 2004) who found out that when recruitment is done from the identified needs of the school it improves its performance and makes it competitive. Armstrong (2007) found out that, when staff recruitment is done following the clear procedures and specifications of the job requirements, it improves performance.

### **5.2.2 Staff development and teacher performance**

American Management Association defines staff development as a process of improving and increasing capabilities of staff through access to education and training opportunities in the whole work place, through outside organisation or through watching others performing the job (UMA, 2015). Professional development helps build and maintain morale of staff members, and is thought to attract high quality staff to an organisation. The analysis on staff development indicated that 73 (57.0%) who were the majority of the respondents accepted that staff development has an effect, giving reasons like mastery of the content, learning new methods of delivery, management skills among others.

The findings were in line with (Mankin 2009) who found out that training as part of staff development involves planned instructions in a particular skill and is intended to result in a changed behavior at the work place leading to improved effective performance. He further explained that staff development is broader than training and usually have a long term focus that should be embraced by the schools if they are to perform better and competitively.

The findings were in agreement with Stoner (2002) who added that staff development as one of the human resource management activities is an integral component for any organisation that wants better performance from its work force. There is also growing evidence that human resource management activities influence organisational performance and those organisations that employ good human resource management activities and practices, reap the benefits. Successful organisations follow some common high performance practices. These are; commitment to employee which is demonstrated in several ways such as continuous training and opportunity to work on challenging tasks, development of the organisational structures that rotates around autonomy, self-leadership and team based learning and problem solving. They identify, operationalise and implement competences and characters that they

believe are the core to the organisational culture. Boxall (1998) explained in support that there is growing evidence that HRMA influence schools performance and those schools which deploy good human resource management activities reap the benefits.

The findings are further in line with (Thite, 2004) who observed that successful schools follow certain high involvement work practices. These practices are; commitment to employees which is demonstrated in several ways such as staff development and opportunity to work on challenging tasks when delegated to juniors by their superiors, development of school structures that revolve around self-sufficiency, self-leadership and team based learning and problem solving

### **5.2.3 Remuneration and teacher performance**

Remuneration is the total compensation that employees receive in exchange for the services they perform for their employers. Typically, it consists of monetary rewards referred to as wages and salaries (Nigan, 2009). The study sought to get information on whether remuneration has an effect on teachers' performance. It was found out that remuneration has a relationship with performance as 58 (45.3%) of the respondents teach in more than one school to supplement their little income earned in one school. They went further to reason that payments especially those made privately by the schools are also poor and do not come in time. Equally those who are paid by the government face the similar fate. This inevitably compels teachers to search for alternative sources of income. From figure 18, it can be clearly seen that most of the responses on the issue are given shows that is a need for more income to sustain their families.

The findings were in line with Scott (1998), who argued that evidently with effective monetary incentives, teachers would most likely avoid lackadaisical behaviors that may encourage using the "noble" profession as a stepping-stone for other professions. Kaufman



(2001), found out that organisations with good remuneration practices have attracted and retained competent and competitive staff and this has increased innovativeness as well as increasing productivity capacity of an organisation beyond their knowledge and skills of employees are not only developed through training but also through financial and non-financial rewards employees receive at their places of work.

The findings were further in agreement with Gaynar (1994) who agrees with Teachers' organisations which assert that salary levels are low and often declining in real terms, in relation to remuneration in other professions where salaries have been eroded. This has often pushed teachers into second jobs of private tutoring. The common consequence is high teacher absenteeism as they supplement their income with second and third jobs. He went ahead to agree that when teachers' standards of living are low and basic needs not met; they do not give priority to their teaching career. In such circumstances instructional materials are likely to suffer.

In line with Mankin (2009) it can be observed that when employees' efforts are rewarded, they encourages hard work, creativity, and innovativeness, promotes self-drive which is eventually reflected in a better and improved performance of an organisation. Employee remuneration is a critical component of employee concentration at their places of work. This is because when somebody knows that the efforts put in at her /his placement is compensated, they are motivated to work hard to the benefit of the organization.

#### **5.2.4 Working relations and teacher performance**

The study sought to get information on whether working relations have a relationship on teachers' performance and the responses generated during the study indicated that teachers do not relate well with the superiors at their places of work. This makes them fear their head teachers to an extent that problems related to human resource that can be dealt with to



improve performance are concealed by the teachers resulting into poor performance in all areas pertaining studies. They went ahead to reason that the only time they had to relate and solve problems facing human resource is through staff meeting normally held at the end and the beginning of the term. Others maintained that even in those meetings critical human resource issues, at times are not addressed.

Poor relations in schools was also evidenced by the way teachers respond to the duties assigned to them by the head teachers as majority disagreed that even head teachers do not delegate such tasks even if teachers are willing to cooperate but were quick to agree that teachers at a smaller extent relate well among themselves.

The findings were in line with John Henke (2002). Who agrees that Poor working relations tend to damage effective communication and reflective listening. You tend to be blind to what may seem obvious to those around them, their participation sound stupid, wrong and intentionally hurtful. By putting into place an overt orderly process, you do not only maintain your authority but also contain the confusion, avoid premature closure and enlist your team in finding the best way to move forward.

In line with the findings Lawler Mohaman and Ledford (1995) observed that some efforts which are limited to the few individuals or few groups often have trouble surviving because they are foreign entities in an environment that is hostile to them. Therefore, it is important to understand that the degree of diffusion of human resource management activities are critical issues in studying the relationship between organisations' performance, and human resource management activities as good working relations creates an environment for employees to work as a team.

In support of the findings Miercuri (2010) explained that, the relationship between managers and their employees must be handled effectively if both the employees and the organization

are to prosper together, (whether some of the employees are represented by a union, employee rights must be addressed). It is important to develop, communicate, and update HR policies and rules so that managers and employees alike know what is expected. In some organizations, union/management relations must be addressed as well. (William,Nickel,.McHugh and Susan, 2002) said a team may be better than an individual because team members can combine creative skills with production and marketing the organisation rights from the start. Having a team can also ensure more cooperation and coordination among the human resources functions.

### **5.3 Conclusions**

#### **5.3.1 Recruitment and teacher performance,**

The first research objective sought to establish the extent to which recruitment relates to teachers' performance. It was concluded that recruitment practices affect teachers' performance. Recruitment in form of job requirements, job description, fulfillment of the terms and conditions of work was found to be related to teachers' performance and at the school level it should be the right of school administrators to recruit teachers since they are the ones knowing the missing gaps and the quality of the teachers needed.

It was found out that staff development has a relationship on teachers' performance. It was concluded that both external and internal trainings be facilitated by the schools and teachers be encouraged to attend such trainings to improve their performance.

The study concluded that remuneration of monetary and non-monetary rewards have a relationship on teachers' performance. Schools and government should increase payments, pay in time in order to motivate teachers to perform their duties effectively.

The study revealed that working relations between school administrators and among teachers themselves has relationship to their performance. For performance to be realized teachers and administrators need to work as a team.

## **5.4 Recommendations,**

### **5.4.1 Recruitment and teacher performance,**

Since recruitment was found to have a relationship on teachers' performance, the researcher recommends that schools should be given chance to take part in recruiting teachers who are knowledgeable, skilled experienced, willing and competent to perform. By doing this teachers performance would be improved.

It was again found out that staff development has a relationship on teachers' performance. The researchers therefore recommends that schools and government should put in place policies that promote staff development as it will lead to improved knowledge, skills, creativity and innovativeness and comfort created by the employ recognition by the school and such could eventually lead to teachers' performance.

Remuneration practices were found to be considerably effective on teachers performance, the researcher therefore recommends that schools should promote remuneration of their staff. The policy of remuneration should balance between financial and non-financial if schools are to stimulate teachers to work hard. Again remuneration should be made in time as this will comfort teachers at the schools they teach, increase morale as well as job satisfaction. Those together will create satisfaction and improve teachers' performance.

Since it was found out that working relations has far reaching relationship on teachers' performance, the researcher recommends that teachers and other stake holders in line of education should work hard to make sure that there are harmonized relations between school



administrators and even among the teachers themselves. This would create team work and sense of direction towards achieving the common goal which is improved teachers performance.

### **5.5 Areas for Further Research**

1. The area of research in the sphere of human resource management activities and teachers performance is still wide. Future researchers, therefore, should invest energy in the other human resource management activities that affect teachers' performance that were not tackled in this study like, planning, communication, monitoring and evaluation.
2. Since the research was carried out in rural schools of Isingiro district, future researchers therefore are encouraged to do the same study in urban cantered schools to ascertain if human resource management activities have a relationship on teachers' performance.



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## APPENDICES

### APPENDIX I: QUESTIONNAIRE FOR TEACHERS

Dear respondents, this questionnaire is constructed to find out whether there is a relationship between human resource management activities and teacher performance in secondary schools. You have been selected to participate in giving your credible views/ opinions about the subject. Take note that the information you're giving will be treated with the outermost confidence. Please do not write your name or contacts anywhere on this questionnaire.

Thank you,

Tibihika Leonard Tumuramye

Researcher

#### SECTION A: (Tick where applicable);

1. Gender

a) Male ☐ b) Female ☐

2. Name of the school.....

3. Responsibilities held.....

4 Years of service in the teaching profession

a) 1-5 years ☐ b) 6-10 years ☐  
c) 11-20 years ☐ d) 21 and above ☐

5. What are your teaching subjects?

a).....

b).....

6. Highest Level of education:

(i) Diploma ☐

(ii) Degree ☐

(iii) Post Graduate Diploma in Education ☐

(iv) Master's Degree ☐

(v) Other, (specify).....

7 .Are you appointed by the government?

Yes ☐

No ☐

**SECTION B:**

**Assessing the relationship between recruitment and Teacher performance**

10) Does your school influence recruitment of teachers?

(i) Yes ☐

(ii) No ☐

(a) If No.

why?.....

.....

(b) If yes, how?



.....

.....

11).Do you think the mode of recruiting teachers in (10) above affects their performance?

a) Yes

☐

b) No

☐

Give reasons for your choice.

1.....

2.....

12) In your opinion, do you think the level of education affects teacher's performance?

a)Yes

☐

b) No

☐

Give reasons for your answer?

.....

.....

13) In your opinion, what do you think can be done to improve teachers' performance?

1.....

2.....

3.....

14) Do you think teachers recruited in your school pass through formal procedures?

a) Yes ☐

b) No ☐

What are the indicators

1.....

2.....

3.....

### SECTION C

#### Assessing the relationship between staff development and teacher performance

15). Does further studies improve teacher's performance?

a) Yes ☐

(b) No ☐

Give your view?

.....  
.....

16) Do the schools you teach prepare programs to orient newly appointed teachers to fit in their positions of teaching?

(a) Yes ☐

b) No ☐

Give reasons to your answer.

.....  
.....  
17). Does your school support external staff training?

a) Yes ☐ (b) No ☐

Explain how

.....  
.....  
18. Does your Headteacher delegate some tasks?

a) Yes ☐  
☐

b) No

Under what conditions

.....  
.....  
19. Are teachers promoted based on performance?

Yes ☐ No ☐

What are the indicators?

## SECTION D

### Assessing the relationship between remuneration and teacher performance

20) (A) How many schools do you teach in?

- (a) One ☐ (b) More ☐

b) Give reasons for your answer above

.....  
.....  
.....

21) Is there regular movement of teachers from one school to another?

- a) Yes ☐ b) No ☐

Give reasons

.....  
.....

22) Does your school pay allowances for extra duties?

- a) Yes ☐ b) No ☐

What impact does it have teacher's performance?

.....  
.....



## SECTION E:

### Assessing the relationship between working relations and teacher performance

Give a tick to the statements given with the following keys depending on your opinion as

Strongly agree(SA) ,Agree(A), Strongly disagree(SD), Disagree(D), None(N).

| S/no | Options   | SA | A | SD | D | N |
|------|---|----|---|----|---|---|
| 23   | Teachers relate well with their fellow staff /head teacher.                       |    |   |    |   |   |
| 24   | Schools hold meetings to solve some of the outstanding disagreements.             |    |   |    |   |   |
| 25   | Teachers respond well to duties assigned to them by their superiors.              |    |   |    |   |   |
| 26   | Staff relating well among themselves and their superiors can improve performance. |    |   |    |   |   |

27) Do you think is there anything that needs to be done to improve relationship among staff members and the school administrator?

a) Yes

b) No

Specify

.....  
.....  
.....

**Thank you for your response**

## **APPENDIX II: INTERVIEW GUIDE FOR HEADTEACHERS**

1. Do you take part in recruiting teachers?
2. Do you think recruited teachers pass through proper procedures?
3. What do you think in your opinion needs to be done to recruit professional and qualified teachers?
4. Do your school have enough teachers?
5. What measures have you put in Place to retain hard working teachers?
6. Do you think paying teachers promptly can improve their classroom effectiveness and other school activities generally?
7. Does the school have retooling programs for teachers?
8. Is it true that well paid teachers perform better than poorly paid?
9. Does recognising teachers' effort bring out teacher enthusiasm to perform better?
10. In your opinion, is effective teaching related to staff development?
11. Why do you think some teachers opt to teach in more than one school?
12. Do you think promoting teachers according to their levels of education and new courses attended can improve teacher performance?
13. Does your school support teachers wishing to go for further studies?
14. Do you have a program to orient new teachers in your school?
15. Do internal training provide better skills than and knowledge to teachers to perform better than external trainings?
16. Do teachers go for further studies, how do you rate their performance there after?
17. How do you relate with your staff?
18. How often do you have get together parties?
19. Do you delegate responsibilities to your juniors?

20. Does your school have a scheme of solving problems that affect individual teachers' personally?
21. What do you think needs to be done to improve working relations in your school?
22. Is performance in your school as a result few individuals?

**Thank you for your responses**

### APPENDIX III

#### VALIDITY OF THE RESEARCH INSTRUMENTS

Two experts were consulted and requested to look at each item and judge whether it was

1 = Not relevant

2 = somewhat relevant

3 = Quite relevant, or

4 = Very relevant

The researcher then put the items in 2 categories with 1 and 2 in one category and 3 and 4 in another category. They were then tabled. The researcher thereafter went ahead and calculated the Content Validity Index (CVI).

##### (a) Validity for Questionnaires

| Rater 1 | 1 or 2          | 3 or 4 | Total 3 or 4 |
|---------|-----------------|--------|--------------|
|         | 1               | 19     | 19           |
| Rater 2 | 1 or 2          | 3 or 4 |              |
|         | 2               | 5      | 5            |
| Total   | Total of 3 or 4 |        | 24           |

CVI =  $\frac{\text{Items rated quite relevant / very relevant by both raters (3 or 4)}}{\text{Total number of items in the questionnaire}}$

Total number of items in the questionnaire



Since items rated 3 or 4 total to 24, and number of items in the questionnaire = 27

$$CVI = 24/27$$

$$= 0.89$$

Therefore, the items in the questionnaire were taken to be valid since the CVI calculated was 0.89

**(a) Validity for interview guide**

| Rater 1 | 1 or 2 | 3 or 4 | Total 3 or 4 |
|---------|--------|--------|--------------|
|         | 2      | 15     | 15           |
| Rater 2 | 1 or 2 | 3 or 4 |              |
|         | 1      | 4      | 4            |
| Total   | 3 or 4 |        | 19           |

$$CVI = \frac{\text{Items rated quite relevant / very relevant by both raters (3 or 4)}}{\text{Total number of items in the questionnaire}}$$

Total number of items in the questionnaire

Since items rated 3 or 4 total to 19, and number of items in the interview guide = 22

$$CVI = 19/22$$

$$CVI = 19/22$$

$$= 0.86$$

Therefore, the items in the interview guide were taken to be valid since the CVI calculated was 0.86.

## APPENDIX IV

### RELIABILITY OF THE INSTRUMENTS

In order to establish the reliability of the instruments, the researcher conducted a pre-test/pilot study. Using the results of the pilot study, the reliability of the instruments were computed using the Cronbach's Alpha Coefficient using the formula below.

#### Respondents' questionnaire

Using the computer, the sum individual item variance  $SD_i^2$  was established at 29 and  $SD_t^2$  at 81.

Using the formula

$$\alpha = \frac{K}{k-1} \left( 1 - \frac{\sum SD_i^2}{SD_t^2} \right)$$

Where K = Number of items in the questionnaire

$SD_i^2$  = Standard deviation squared (Variance) for each individual item

$SD_t^2$  = Variance for the total items in the questionnaire

$$= \frac{27}{27-1} \left( 1 - \frac{29}{81} \right)$$

$$\alpha = \frac{27}{26} \times (1 - 0.358)$$

$$\alpha = 1.038 \times 0.64$$

$$\alpha = 0.664$$

$$\alpha = 0.66$$

## APPENDE V

### INTRODUCTORY LETTER



P. O. BOX 1 KYAMBOGO, KAMPALA - UGANDA  
Tel: 041 - 285211 Fax: 220464  
www.kyambogo.ac.ug

#### *Department of Educational Planning Management*

Date: 8<sup>th</sup> September 2016

TO WHOM IT MAY CONCERN

Dear Sir/Madam

**RE: TIBIHIKA LEONARD TUMURAMYE - REG. No.14/U/12846/GMED/PE**

This is to certify that **Tibihika Leonard Tumuramye, Reg. No. 14/U/12846/GMED/PE** is a student in our department pursuing a Master of Education in Policy Planning and Management. He is carrying out research as one of the requirements of the course. He requires data and any other information on this topic entitled:

***Human Resource Management activities and Teacher performance in selected rural Secondary Schools of Isingiro District, Uganda.***

Any assistance accorded to him is highly welcome. He is strictly under instructions to use the data and any other information gathered for research purposes only.

