



Perceived Human Resource Management Practices and Job Satisfaction of Teachers in Government-Aided Secondary Schools in Mbarara City, Uganda

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Abstract: *The study evaluated teachers' perceptions of Human Resource Management procedures and their level of job satisfaction in Mbarara City's government-aided secondary schools. Government policies formed the basis of Human Resource Management Practices in government-aided schools, which varied primarily depending on whether the Human Resource Management Practice was run by the Board of Governors of the school or the Ministry of Education and Sports. There are several similarities and divergences in the way various human resource management approaches are implemented. Pay policies differed according to the school's revenue level, the subjects taught, and the additional duties that instructors had. There was some similarity in the institutions' recruitment and performance appraisal structures. It has been discovered that age and years of service are two demographic factors that affect job satisfaction. The results of mean comparison tests indicated that teachers who had been in the classroom for a longer period were less happy with their professions. Nonetheless, the level of job satisfaction among educators remained constant despite variations in workload, gender, and administrative duties. Although the strength of the relationship differs throughout practices, there are notable benefits of human resource management practices on job satisfaction. The two most important factors that predicted teachers' job satisfaction were pay and training. According to the study, Headteachers and other school administrators should think about reviewing teacher pay and training; policymakers, like the Ugandan Parliament, should examine the best human resource practice packages that secondary school administrators can use to improve teacher job satisfaction; and policy implementers, like the MoES and school management, should put in place policies that improve teachers job satisfaction.*

Keywords: *Job satisfaction, Human resource management practices, Teachers, Secondary schools.*

How to cite this work (APA):

Mirembe, E. (2024). Perceived Human resource management practices and job satisfaction of teachers in government aided secondary schools in Mbarara City. *Journal of Research Innovation and Implications in Education*, 8(4), 35 – 48. <https://doi.org/1059765/bfnt34ivtp>.

1. Introduction

Globally, the art of human resource management continues to challenge human resource management executives in the 21st century (Bello & Emmanuel, 2021; Pattanayak, 2020). Worldwide, the most prominent challenges in human resource management include leadership training, human resource appraisal, compensation, and staff recruitment, among others (DeCenzo et al., 2016). A study by Morley et al. (2016) reports that human resource management challenges

faced by firms in Europe emanate from the transitioning phase from ancient cultures to the contemporary world of global village anchored on technology that has seen rigorous changes in sociocultural transitions, individual brilliance, privatization, and foreign direct investment. This has had a lot of changes in human resource practice, as the world of business has gone through several dynamic transformations (Morley et al., 2016). A study by Xiang et al. (2023) in China, Russia, and Indonesia reported that the COVID-19 pandemic has changed the trajectory of business operations forcing large-scale business enterprises to automate and digitize

their operations. In effect, this has implications for human resource management in terms of recruitment, training, and knowledge management (Xiang et al., 2023).

On the African continent, human resource management has been greatly affected by interference with employee recruitment, lack of competitive salaries, wages and the compensation policies not practiced (Adam, 2020; Cooke et al., 2015; Horwitz, 2015; Horwitz & Mellahi, 2018). A study by Adam (2020) analyzed human resource policy challenges in Ghana, Nigeria, South Africa, and Zambia, and reported that due to the high unemployment rate, countries and firms in these countries have no databases for graduates qualified in certain fields from which they can outsource for recruitment. This has generated a public mistrust regarding job advertisements on the continent. Corruption tendencies and a weak justice system have completely ruined the entire process. A study by Koko and Nabie (2019) done in River State Nigeria found that staff promotion, training and development of staff, and prompt payment of staff salaries are among human resource practices employed by educational institutions to mitigate the challenges that can compromise the performance of employees. In Kenya, a study by Manthi et al. (2018) reported a high turnover rate among tutors in teacher training colleges, citing low remuneration packages that force these tutors to look for greener pastures elsewhere.

In the Ugandan education system, the main human resource management challenges are recruitment, compensation, and training (Bett, 2018; Kabuuka, 2022; Kasule & Bisaso, 2019; Wanda, 2016). A study by Kabuuka (2022) on human resource management practices and the performance of teachers in Kyankwazi district of central Uganda reported that human resource practices were not properly managed as evidenced by poor rewards and compensation practices. These findings are in line with the findings from the study by Kasule et al. (2021) who did a study in public universities in Uganda and revealed that there was moderate satisfaction with Human Resource development, engagement, and talent retention practices that impede job performance of academic staff. A study by Arinaitwe et al. (2021) at Mbarara University of Science and Technology revealed dissatisfaction of staff with human resource practices such as performance appraisal and training.

1.2 Statement of the problem

In Uganda, the teachers under their umbrella union Uganda National Teachers' Union (UNATU) have been taking several industrial actions to express their levels of dissatisfaction (Kambasu, 2021, 2023; Namara & Kasaija, 2016). In this case, a study by Kanshabe et al. (2024) on teachers' remuneration and their job performance in the Kakoba division, Mbarara City

revealed that 68.3% of the teachers who participated in this study were dissatisfied with their salary. The study concluded that there was no statistical significance between remuneration and teachers' job performance in Mbarara City (Kanshabe et al., 2024). Another study by Ashaba et al. (2022) on the welfare and job effectiveness of teachers in Mbarara City found a moderate relationship. These studies point to the fact that there is a mismatch between human resource management practices and teachers' job satisfaction as measured by welfare and remuneration in these studies done in Mbarara City in the recent past.

Although the government and other stakeholders have tried to better teachers' conditions of service at school, increasing science teachers' salaries and motivating teachers through Parents Teachers Association funds, many secondary school teachers in Mbarara City remain not satisfied with themselves (Ashaba et al., 2022). Despite the existence of this challenge that hampers teachers' output, the majority of the studies have been done in other parts of Uganda with only Ashaba et al. (2022) study done in Mbarara public secondary schools in line with human resource management practices. It is from this background that this study was done to establish the relationship between perceived human resource management practices and job satisfaction of teachers in government aided secondary schools in Mbarara City.

1.3 Objectives

1. To establish how different human resource management practices are conducted in government-aided secondary schools in Mbarara City.
2. To examine the relationship between socio-demographic differences and job satisfaction of teachers in government-aided secondary schools in Mbarara City.
3. To determine the relationship between human resource management practices and job satisfaction of teachers in government-aided secondary schools in Mbarara City.

1.4 Hypothesis

H₀: There is no statistically significant relationship between human resource management practices and job satisfaction among teachers in government-aided secondary schools in Mbarara City.

2. Literature Review

There are several motivation theories such as the early theories of Maslow's' Hierarchy of Needs (people always tend to want something and what they want depends on what they already have) one of the best-known motivational theories in the world (Abbas, 2020) and Hertzberg Motivation theory (what causes the job

satisfaction is the opposite of those things that cause no job satisfaction) that can explain human resource management practices in the context of educational institutions (Alshmemri et al., 2017; Mehrad, 2020). There are also contemporary theories of motivation such as Expectancy Theory which stands for the probability that action or effort will lead to an outcome (Lawal et al., 2019; Nwakasi & Cummins, 2018).

Maslow's hierarchy of needs provides a framework for understanding the job satisfaction of teachers in the context of government-aided secondary schools (Adu-Baffoe & Bonney, 2021; Shonje, 2016). In this aspect, teachers in government-aided schools are likely to be motivated if their basic needs are met by public services (Mujuni et al., 2022; Ninsiima, 2019). The theory further explains that when teachers are recognized for a job well done in terms of promotions and salary increments, it can as well motivate them (Barasa, 2015). Whereas Maslow's theory has been widely used to explain human resource practices of motivation, on the other hand, it has weaknesses related to its rigid nature and inflexibility (Papaleontiou-Louca et al., 2022). For instance, it has a strict stance that the occurrences and needs of people are in chronological order which is not the case as people tend to have and pursue different desires simultaneously (Stawasz, 2019; Stoyanov, 2017). It is on this basis that I adopted Herzberg's Two Factor Theory to close the gaps left by Maslow's theory in studying HRM practices and job satisfaction among teachers in government aided secondary schools in Mbarara City.

This study adopted Herzberg's Two Factor Theory since it is one of the major theories of motivation (Abbas, 2020). Herzberg's theory provides an insight into the key elements that encourage employees. It can be used to understand the motivations of individual employees that can in turn be utilized to craft a holistic employee motivation plan. According to this theory reviewed by Kuo et al. (2015), there are two sets of factors in organizations: those that contribute to job satisfaction also known as "motivation factors or motivators" and those that contribute to no job satisfaction, the "hygiene factors." According to Herzberg (1966) as cited by Kuo et al. (2015) motivation factors include experience, achievement, recognition, interesting work, increased responsibility, advancement, and learning. The hygiene factors include unfair company policies, incompetent or unfair supervisors, unpleasant working conditions, unfair salaries, threats to status, and job insecurity (Rajan, 2021).

According to this theory, an employee starts to respond to his or her turnover intention appeals when the factors that are contributing to one's overall satisfaction start to become negatively affected (Joe et al., 2018; Kim, 2015). This is for example the case when an employee starts to believe that his or her job is no longer stimulating in terms of career growth and advancement, if their job is no more interesting, or if they do not

receive enough recognition (Idiegbeyan-Ose et al., 2019; Popoola & Fagbola, 2023). Therefore, human resource practice strategies should seek to optimize motivation factors to enhance teachers' job satisfaction (Koech, 2020; Mustafa et al., 2021). There are human resource practices in place but partially applied which could be responsible for teachers' dissatisfaction with their jobs (Koech, 2020; Kuo et al., 2015).

A study by Maali et al. (2020) on the remuneration and performance of teachers in government aided secondary schools in Kasese district, revealed that remuneration packages such as basic salary, incentives, and benefits predict teachers' performance. The study highlighted that the higher presence of benefits such as remedial allowances, training opportunities, supervision allowances, and basic salary influence how teachers perform. These findings are corroborated by the study done in Northern Ghana by Pepra-Mensah et al. (2017) who revealed that base pay, incentives, and benefits significantly correlated with teachers' job satisfaction. Another study by Musoba (2020) in the Buikwe district reported that teachers' remuneration predicts teachers' performance. The study emphasized that when teachers are provided with adequate remuneration, their motivation rises and vice versa.

A study by Mugizi et al. (2019) in Rubabo County, Rukungiri district on human resource career development practices and retention of secondary school teachers revealed that employee performance appraisal and promotion in the schools were weak in influencing the retention of workers, however, retention of teachers had a significant relationship. These findings contradict the findings by Helal (2022) done in Lebanon in retail which found a significant relationship between performance appraisal and employee retention. Whereas both independent and dependent variables were similar, the overlap lies in the fact that the study in Lebanon was done in the retail sector whereas Mugizi's study was in the educational sector. The present study sought to add to the existing literature on human resource practices and the performance of employees in educational institutions in the context of Uganda.

3. Methodology

3.1 Research Design

This study adopted a cross-sectional design because it enables data collection to be carried out once. This enabled the researcher to conduct a faster and inexpensive study. Cross-sectional surveys also allowed the researcher to compare many different variables at the same time. This involved a mixed methods approach with both a quantitative – cross-sectional survey and a qualitative – interview approach. The questionnaire approach helped the researcher to collect data from a large sample to improve the generalizability of results

while the quantitative approach provided in-depth knowledge of the topic under study.

3.2. Target Population

The study population included the head teachers and teachers (both on the government payroll and those employed by school boards) in 9 government-aided secondary schools in Mbarara. Based on prior interactions with the nine head teachers of the target schools, it was established that there were over 508 teachers in the nine government-aided secondary schools in Mbarara City. All these together with the nine head teachers formed the target population in this study.

3.3 Sample and Sampling Strategy

There are only nine (9) government aided secondary schools in Mbarara City and all the schools were included in the study. All the nine head teachers of the selected secondary schools were chosen to participate in the study. Purposive sampling of head teachers was used since they were relatively few and they each possessed unique knowledge and experience about the study subject thus getting detailed and factual data.

Teachers were selected using stratified random sampling where all the teachers found in each of the nine (9) government aided secondary schools had an equal chance of participating in the study hence less bias on the findings.

3.4 Sample Size Selection

From Table 1 below, there were 508 teachers registered at the nine secondary schools in the city. The sample size was determined using Equation 1 given by Yamane (1967) as;

$$n = \frac{N}{1 + N(e)^2}$$

n = sample size

N = the total population

e = margin of error and it usually ranges from (1% -5%) which is 0.01- 0.05

$$\text{Hence: } n = \frac{508}{1 + 508(0.05)^2} = n = \frac{508}{2.27}$$

n = 224 Teacher respondents

Therefore, the overall target sample size was 224 teachers. However, only 213 teachers returned the questionnaires. To ensure proportionate representation of teachers from all nine 9 schools and both genders, equation 2 was used.

3.5 Research Instruments

Data were collected using a self-administered questionnaire for teachers and an interview guide for head teachers.

3.5.1 Questionnaire

The self-administered questionnaires were used because they are very useful since respondents can answer them at their convenience and they offer greater assurance of anonymity –appendix 1. The questionnaire consisted of three sections. The first section comprised biodata, such as age, gender, level of education, years of service in the teaching profession, teaching load, and administrative responsibilities.

In the second section, a twenty-two-item Human Resource Practices Scale (HRPS) developed by Demo et al. (2012) was used to measure HRM practices. The items were measured on a five-point Likert scale from *Strongly Agree* (5) to *strongly disagree* (1). The scale consists of 4 sub-scales i.e.: recruitment, $\alpha = .769$; compensation, $\alpha = .867$; training, $\alpha = .860$; and performance appraisal, $\alpha = .912$. They each consist of 5 items except training with 7 items.

In the last section, a seven-item Job satisfaction scale (JSS) developed by Fernandes and Awamleh (2006) was used. Job satisfaction levels were measured on a five-point Likert scale ranging from *Completely True* (5), *Mostly True* (4), *Partly True* (3), and *Slightly True* (2) to *Not True* (1). In this study, the scale had a Cronbach alpha reliability of .885.

3.5.2 Interview schedule

A semi-structured interview schedule was used as a guide to obtain qualitative data from headteachers because they were key informants with unique and adequate knowledge about the study variables.

3.6 Data Management

This involved acquiring, validating, storing, protecting, and processing data to ensure accessibility, reliability, and timeliness of data for its users. The data from questionnaires was entered into SPSS version 22.0 for statistical analysis. Data from interviews was transcribed, coded, and synthesized into themes. The data was saved in a soft form to enable subsequent publication in relevant journals for access by scholars. The data was also saved in hard form on a flash disc. The filled questionnaires have been stored in a safe place for future reference.

3.7 Data Analysis

Qualitative data to address objective one was transcribed and then analyzed using thematic analysis as described by Braun et al. (2015). The quantitative data

to address objectives one and two was collected using questionnaires. The data was then coded and entered into Statistical Package for Social Scientists (SPSS) Version 22.0. Both descriptive and inferential statistics were employed to present the findings. The significance of socio-demographic groups' differences in job satisfaction was determined using either independent samples t-tests (for comparing only two groups i.e., males and females, those to at least one administrative responsibility and those with no administrative responsibility) or Analysis of Variance (ANOVA) tests (for comparing more than two groups such as those with different academic qualifications). Pearson correlation coefficient analyses were conducted to determine the magnitude and significance of the correlation between the study variables. A multiple regression model was run with job satisfaction as the dependent variable and HRM practices as the independent variables. Qualitative data was analyzed using content analysis and presented simultaneously alongside quantitative findings.

3.7 Ethical Considerations

Bearing in mind that this research involved human subjects, the researcher sought approval from the Mbarara University of Science and Technology-Research Ethical Committee first before contacting the respondents. In addition, the researcher adequately explained to the participants the purpose, rationale, and procedures of the study. The researcher also assured the participants of the confidentiality of their responses. Participants were enrolled in the study after obtaining their consent and it was made clear that they had a right to withdraw from the study without penalty or punishment before or during the study.

4. Results and Discussion

4.1 How Human Resource Management practices are applied in Government Secondary Schools in Mbarara City

To explore the different human resource management practices carried out in government aided secondary schools in Mbarara City, qualitative data was sought from head teachers using interviews until saturation. Headteachers were (here referred to as Headteacher A of School P, Headteacher B of School Q, Headteacher C of School R, Headteacher D of School X, Headteacher E of School Y, and Headteacher F of School Z in this report) interviewed through recording, data was transcribed and analyzed. The following results were obtained;

Recruitment

As regards recruitment, it was established that the teachers had to be registered by the Ministry of

Education and Sports as professional teachers regardless of the recruitment channel.

When asked about recruitment as one of the human resource management practices in his school, Headteacher C noted that:

It was very important that anyone employed to teach must be a teacher by profession, whether or not they were recruited by the Government. These recruitment channels include (1) Recruitment by the Ministry of Education and Sports or other responsible Ministries for special cases and (2) School-level recruitment for private teachers paid through the Board of Governors using Parents Teachers Association funds.

Headteacher D from school X revealed that:

Recruitment of teachers is either conducted by the Ministry of Education and Sports or at the school level. Those recruited by the Ministry of Education were then posted in schools across the country and received salaries from the government. Those recruited by the school were paid by the Board of Governors using Parents Teachers Association funds.

This Headteacher further noted that the process of recruitment involved first advertisement and then interested applicants would submit their documents. The documents were then screened and applicants were invited to attend interviews. Successful candidates were then employed. The applicants had to be qualified teachers with adequate grades”.

It was also observed that for teachers posted from other schools by the Ministry of Education, background checks would be made to find out previous performance and conduct. Privately recruited teachers were provided appointment letters and contract forms by the Board of Governors for a certain period of work that could or could not be renewed. Terms of employment for private teachers were often for one year but for government teachers, it was long term on the condition that they worked.

Still on recruitment, another Headteacher from school Y observed that:

Some recruitment decisions were made by the Ministry of Education since the school was government-aided. Hence, for teachers on the government payroll, recruitment, and posting were conducted by the Ministry of Education particularly, the Education Service Commission. Privately employed teachers were recruited at the school level.

Headteacher E further noted that in case vacant positions were advertised by the school, followed by interviews conducted by the Board of Governors. Considerations for recruitment included previous performance. Particularly 'A' level results and less importantly undergraduate results. Morals such as the dress code were also considered important but not teaching experience. Sometimes, records of previous work conduct were investigated.

He further mentioned that:

With teaching, I don't think experience is that much necessary. You can't deny someone the chance to teach when he or she has qualified and is a registered teacher.

It was noted that after recruitment of locally appointed teachers, appointment letters and one-year contracts were provided. For newly appointed teachers on the payroll, they were given probation for 6 months and then confirmed.

The above revelations about recruitment practices showed that they were viewed as sources of job satisfaction, particularly regarding the process of communicating expectations by the school and potential employees. It can also be deduced that when a teacher is recruited in the right way, and given an appointment letter spelling out terms of reference or what is expected of them as well as fringe benefits, that teacher will have confidence and job security knowing what they expect at the workplace.

Compensation

As regards compensation, teachers were found to be paid according to their recruitment criteria that is, whether one was posted by the government or locally appointed by the board of governors.

Headteacher C said that:

The teachers are paid based on their recruitment history with some teachers receiving extra income called professional allowance from the line Ministries on top of their salary. Other general allowances are obtained from doing extra responsibilities like night prep supervision, week/weekend duty, extra-curricular activities, and extra/remedial classes. Teachers are also always provided breakfast and lunch meals during the working days.

Teachers were given incentives for good performances resulting from national examination results. Accommodation was limited and could not be provided by every teacher. In this case, army teachers always

took the highest priority although sometimes army resources were provided for non-army teachers.

Headteacher A reported that rewards were given based on work done. He mentioned that:

Those who do well, there is a token". For any extra work (e.g., extra lessons, prep supervision, and attendance of meetings) outside of the required working terms, there are given allowances for both private and government teachers.

It was also revealed that teachers employed by the government got more money from the Parents Teachers Association than the locally appointed teachers as the former solely depended on funds from the Parents Teachers Association. Allowances are provided at the end of each month, week, or the end of each day depending on the type of allowance. Meals are also provided each day in addition to other fringe benefits like accommodation, transport facilitation, and basic medical care provided by the school medical personnel. Letters of recognition or money for good performance are often provided.

Another headteacher F observed that there was a salary for teachers on payroll and a wage for the locally appointed teachers. In addition to the salaries/wages, many allowances were often provided i.e., class teacher allowances and extra duty allowances that were given weekly or monthly. Fringe benefits like transport facilitation for those who do not get accommodation in school, food rations of beans, and maize flour, and basic medical care provided by the school nurse. Rewards for good performance were often granted at the end of each year and were based on how individual teachers had performed in the subjects they taught.

The Headteacher particularly mentioned that:

For us, the rewards come after performance. Our focus is always on the results and then we reward. This makes the teachers work hard and competitively to get the best reward at the end of it all.

The above explanations showed that compensation is a serious boost to teachers' job satisfaction when administered correctly and timely. It was again found out that teachers who were well compensated with reasonable salaries, allowances, and fringe benefits were generally satisfied with their jobs. However, it was equally important to strongly consider the process of compensation such that some teachers do not feel unfairly compensated in comparison with others.

Training

For training, Headteacher C stated that:

Refresher courses are either organized by the school or using external experts. Study leaves are either processed through the Ministry of Education.

Study leave was granted through the Ministry of Education and Sports if the studies were relevant to what the teacher taught, teachers would then go and come back after their studies were completed. No funding was provided from the school to teachers to pursue further studies. A few services like internet access through the computer laboratory, typing services, stationery, and flexible teaching timetables were also possible for some teachers pursuing higher education.

Headteacher B revealed that:

Mini workshops are often provided by the school. In particular, trainings were provided focusing on the new curriculum. Teachers also undergo training in the use of Information and Communications Technology in teaching.

In terms of the response of teachers towards the training, some teachers were positive while others were negative. He said that:

Particularly, negative teachers are those who are at the edge of retirement, and those that are financially frustrated or are naturally negative.

The school did not provide any study scholarships to teachers. However, study leaves were often granted to government-employed teachers through applications to the Ministry of Education and Sports. For studies conducted during holidays or weekends (which was more common), study leave was not necessary.

Headteacher E emphasized that,

Training or refresher courses are often provided whenever necessary or possible such as those related to the; curriculum, syllabus, behavior change, and discipline. For example, in the previous year, training on a new curriculum was conducted that oriented teachers on the relevance, structure, and implementation of the new competency-based curriculum.

The headteacher further noted that,

Most teachers often positively respond to the new curriculum.

Unfortunately, the school did not offer any scholarships to teachers but rather only granted permission to

teachers for career development. However, for teachers on the government payroll, the ministry offered study leaves with recommendations from the school. No promotions after training were guaranteed except for certificates of attendance.

The above explanations by headteachers reveal that the training of teachers influenced their job satisfaction. When teachers are well trained, they feel strengthened in their skills and abilities to handle the new challenges in their profession which helps them to survive, adapt and thrive in the fast-changing world.

Appraisal

Headteacher D said that,

Appraisal is done once a year. Teachers are appraised by their Heads of Departments. Duties for supervision of the Heads of Departments are divided amongst the Headteacher, Deputy Headteacher, and Director of Studies. The Headteacher appraises the Deputy Headteacher, the Director of Studies, and some stubborn teachers.

Regarding how teachers perceived the appraisal process, Headteacher D noted that,

Some teachers are uncomfortable with the process. Appraisal is not a punishment, but rather shows the teachers' flaws, and merits and how the teachers can adjust positively. For some teachers, it seems as if it's like a punishment yet it's for their good.

Another headteacher F revealed that appraisal is done once a year. They first identify appraisers and appraisees. Headteachers appraise the deputy headteacher and director of studies. Different appraisers are then identified who set appraisal criteria at the start of the year. Appraisal is then conducted at the end of the year based on the previously set criteria. Teachers are involved in the process of appraisals. Headteacher F said that,

Teachers don't want to be given poor marks. The response at times is always very defensive characterised by excuses.

Regarding the appraisal of teachers, headteacher A informed the researcher that appraisal was always done every year to make sure that the set targets at the start of the year were fulfilled. The appraisal process involved,

Sit with your people [meaning teachers], list what you are supposed to achieve, and then sign performance agreements. Then you start the process, you work. Of course, you keep noting a few things over time. And then later

at the end of the year, you know what to assess.

The Headteachers' explanation of Appraisal practices revealed that, although most teachers were always skeptical about being appraised for fear of poor or unfair judgment, it would be an important source of job satisfaction. All headteachers agreed that when teachers are appraised in the right way, they feel satisfied because appraisal helps them to know their weaknesses and adjust accordingly or where they need to improve. When their strengths are recognized, then they gain

more confidence, are motivated, and therefore more satisfied with their work.

4.2 Differences in Job Satisfaction and Socio-demographic Groups

Analyses examining the potential influence of socio-demographic characteristics on teachers' job satisfaction using one-way Analysis of Variance (ANOVA) and independent samples *t*-tests found some significant results. Table 1 gives a detailed analysis of the results.

Table 1: Differences in Job Satisfaction Based on Demographic Characteristics.

Demographic characteristic		M±SD	F**/t*	P
Age (years)	21 – 30	3.67(.828)	2.957**	.034
	31 – 40	3.26(.995)		
	41 – 50	3.38(.988)		
	51 – 60	2.99(.833)		
Gender	Female	3.28(.914)	-.381	.703
	Male	3.34(.973)		
Level of Education	Diploma	3.264(.991)	.095**	.963
	Degree	3.336(.980)		
	Postgraduate Diploma	3.214(.938)		
	Masters	3.293(.870)		
YOS as teacher (years)	Less than one	4.31(.552)	5.798**	.001
	1 – 5	3.77(.764)		
	6 – 10	3.15(.932)		
	11 and above	3.20(.971)		
YOS in the school	Less than one	4.30(.506)	7.307***	.000
	1 – 5	3.49(.923)		
	6 – 10	3.09(.969)		
	11 and above	3.04(.888)		
Teaching Load (no. of lessons per week)	Less than 5	3.83(1.020)	.734	.570
	5 – 9	3.51(.721)		
	10 – 14	3.40(.982)		
	15 – 19	3.26(.938)		
	20 and above	3.25(.981)		
Administrative responsibility	None	3.44(.944)	.741*	.459
	At least one	3.29(.958)		

Level of significance = .05. **t*-test statistic.

The ANOVA tests showed that the age of the teacher influenced their job satisfaction ($F = 2.957, p = .034$). Major significant differences in job satisfaction were found between teachers aged between 21 – 30 and 51 – 60 ($p = .004$). ANOVA tests further revealed that teachers who had spent less time (5 years or less) in the teaching profession were more satisfied with their jobs than those who had spent more time (such as 6 or more years). A somewhat similar trend was observed when assessing differences in job satisfaction among teachers who had spent a varying number of years in their current school. The more time a teacher had spent at that school, the less satisfied they were with their job.

4.3 Relationship between Human Resource Management Practices and Job Satisfaction among Teachers in Mbarara City

The relationship between different human resource management practices and job satisfaction was determined using Pearson correlation coefficients (see Table 2 below). Except for recruitment ($r = .14, p > .05$), all other human resource management practices significantly and positively correlated with job satisfaction at $p < .05$. The correlation coefficients ranged between .54 and .35 such as moderate and slightly weak correlations.

Table 2: Pearson Correlation Coefficients between the Study Variables

Variables		1. a.	1. b.	1. c.	1.d.	2.
1. HRP	a. Recruitment	–				
	b. Compensation	.40**	–			
	c. Training	.39**	.75**	–		
	d. Performance appraisal	.38**	.46**	.64**	–	
2. Job satisfaction		.14	.51**	.54**	.35**	–

On conducting a multiple regression using the stepwise method for entering predictors into the model, performance appraisal was automatically excluded from the model (see Table 3 below). In the first step, compensation was added, followed by the addition of

training in the next step. The final step involved the addition of recruitment resulting in an adjusted R^2 of .423. Hence the three predictors explained 42.3% of the variance in teachers' job satisfaction.

Table 3: Multiple regression statistics with job satisfaction as the dependent variable

Model	Variable	Coefficients			R^2	Adjusted R^2	ΔR^2
		B	SE B	β			
Model 1	Compensation	.562	.061	.615***	.379	.374	-
Model 2	Compensation	.359	.089	.394***	.418	.410	.039**
	Training	.303	.099	.298**			
Model 3	Compensation	.386	.089	.423***	.435	.423	.019*
	Training	.342	.100	.335**			
	Recruitment	-.155	.076	-.144*			

^a. Dependent variable. * $p < .05$. ** $p < .01$. *** $p < .001$.

Compensation practices were significant positive predictors of job satisfaction after controlling for the effects of training and recruitment practices in all subsequent models ($p < .001$). Training and recruitment practices were also positive but less significant predictors of job satisfaction.

From the analysis of qualitative data, it was noted that all the head teachers agreed that all four human resource management practices affected job satisfaction, and their effects were complex and intertwined. Any one practice could be replaced with another as a means of maximizing job satisfaction.

One Headteacher however noted that,

The effects on human resource management practices were only minimal." Other factors were important in improving job satisfaction such as the type of school, the goodwill of the school, the corporate image of the school, and the connections a teacher gets.

This implies that the satisfaction of teachers like other human beings though important could never be 100% met.

The most emphasized human resource management practice was compensation. On this, Headteacher A commented that:

Teachers' salaries are low compared to other professions, which is disheartening and laughable.

The Headteachers emphasized that low and untimely payments were often a great source of teacher dissatisfaction. One headteacher further observed that,

Untimely payment of allowances and salaries little as they may be, is the greatest source of frustration and dissatisfaction for teachers.

It was found that teachers who were well compensated with reasonable salaries, allowances, and fringe benefits tended to be moderately satisfied with their jobs. However, it was also important that there was transparency in the process of compensation such that some teachers do not feel unfairly compensated in comparison to their colleagues.

Major concerns were raised about how salary enhancements were discriminative and often unfair with arts teachers receiving lower salaries than the science teachers. Another major source of dissatisfaction concerns the failure of the government to increase the salaries of teachers who upgraded from diploma to degree.

All headteachers seemed to agree that the training of teachers influenced their job satisfaction. If teachers were trained, they would feel strengthened in their skills and abilities to handle the new challenges like the new secondary school curriculum and the use of information and communications technology in learning. This would help the teachers to survive, adapt, and thrive in the fast-changing world. It would also boost their confidence and esteem.

It was emphasized that major areas of focus during training that would boost teachers' job satisfaction were those involving: understanding the workings of the school especially expenditure, tools used in education, public standing orders, the teacher's code of conduct, the financial management and policies in the education sector. It was noted that it was important that the training be well organized to deliver good results. By the end of the training and workshop, the teachers who had negative views or attitudes changed, they appreciated the challenges and then carried on with their work.

Regarding performance appraisal, it was noted that although most teachers were always skeptical about being appraised for fear of poor or unfair judgment, it would be an important source of job satisfaction. All the headteachers seemed to agree that if teachers were appraised in the right way, they would feel satisfied because appraisal would help them to know their weaknesses and adjust accordingly or where they need to improve. When their strengths are recognized, then they gain more confidence, are motivated, and therefore more satisfied with their work.

Recruitment practices were also viewed as sources of job satisfaction, particularly regarding the process of communicating expectations by the school and potential employees. On this issue, Headteacher E noted that,

If a teacher was recruited without sufficient or false information yet they have very high expectations from the school, then they would eventually feel dissatisfied. However, if the teacher is given enough information before recruitment and they accept to take on the job knowing the terms and the conditions of work, then they will be satisfied with the job.

Hence, if a teacher is recruited in the right way, given an appointment letter spelling out what is expected of them, the remuneration and fringe benefits given, it gives the teacher confidence, that he/she passed the interview it gives them job security, the appointment letter of a school enriches the teacher's curriculum vitae and can help them in promotion after that.

Further, fairness and transparency during recruitment were considered crucial for promoting teachers' job satisfaction. In particular, when asked if the process of recruitment influenced teachers' job satisfaction, Headteacher B responded that:

If the terms are okay and if the recruitment is done fairly. Without any corruption or any influences, and a teacher is recruited on merit then it can satisfy him or her. The teacher knows that he or she was recruited

on merit and not because of bribing someone or having a godfather.

According to the above findings, the null hypothesis which stated that "There is no statistically significant relationship between human resource management practices (recruitment, compensation, training, performance appraisal) and job satisfaction among teachers in government aided secondary schools in Mbarara City", was rejected.

4.4 Discussion of the findings

The first objective was to find out how human resource management practices are conducted in government aided secondary schools in Mbarara city. The study findings revealed that human resource management practices within schools were mostly based on government policies and differed mostly based on whether teachers were employed privately or by the government. Teachers employed at the school had to have an academic qualification as a teacher and/or be registered by the Ministry of Education and Sports. There were diverse recruitment channels such as through the Ministry of Education and Sports for teachers paid by the government, or directly through the school for teachers employed by the Board of Governors.

Sources of compensation in terms of salaries differed depending on the recruitment channel as private teachers obtained their salaries from the school's Parents Teachers Association funds while government teachers received their salaries from the Ministry of Education and Sports. Additionally, compensations came through extra duties (for example, extra teaching, prep supervision, and co-curricular activities supervision), provision of meals (commonly breakfast and lunch from Monday to Saturday), and accommodation for a few teachers. Teachers who received more financial benefits for their work were found to be more satisfied with their jobs while teachers who thought they received inadequate financial rewards for their work were less satisfied. This was in line with studies conducted in several other countries such as., Kenya (Falkensjö & Olsson, 2022; Kamau et al., 2021; Majau et al., 2023), which found that compensation is one of the incentives that motivate workers and that there is a positive and significant effect between compensation and job satisfaction (Aman-Ullah et al., 2023; Zayed et al., 2022).

We found out that compensation practices were significant positive predictors of job satisfaction after controlling the effects of training and recruitment practices. The study corroborates with study findings by Muguongo et al. (2015) who did a study in the Maara sub-county, Tharaka Nithi County, Kenya, and established that basic pay, allowances, and job environment were significant predictors of teachers' job

performance. However, the study concluded that teachers here are dissatisfied with the available compensation packages. Another study by Kumar (2016) reported low levels of compensation among teachers in Bangladesh. In western Uganda, a study by Maali et al. (2020) found low levels of remuneration among secondary school teachers in Kasese district. The study further highlighted that remuneration is a significant predictor of performance among teachers. All these studies imply that the higher the compensation, the higher the performance of teachers in executing their duties. Therefore, those in charge of working out the best interventions for improved human resource practices for teachers in the country, ought to think about compensation practices that will satisfy these teachers and improve their performance in the long run.

5. Conclusion and Recommendations

5.1 Conclusion

The first objective of this study was to establish how human resource management practices (recruitment, training, compensation, and performance appraisal) are conducted within government aided secondary schools in Mbarara City. The study findings show that human resource management practices within government aided secondary schools in Mbarara City were mostly based on government policies and differed mostly based on whether teachers were employed privately by the school or by the government.

The second objective was to examine the relationship between socio-demographic characteristics and job satisfaction. The study findings show that teachers' demographic characteristics of age, gender, level of education, years of service, years spent in a school, teaching load, and administrative responsibility were found to be related to job satisfaction. The study findings further reveal that teachers' job satisfaction is independent of teachers' workload, gender, and administrative responsibilities. However, teachers' job satisfaction is associated with teaching experience as less experienced teachers are more satisfied with their jobs as compared to their experienced counterparts.

The third objective was to determine the relationship between human resource management practices (recruitment, compensation, training, and performance appraisal) and job satisfaction of teachers in government aided secondary schools in Mbarara City. The study findings revealed that human resource management practices are significantly related to teachers' job satisfaction implying that, human resource management practices have a positive association with teachers' job satisfaction especially compensation and training practices at the schools. In contrast, recruitment had a small predictive power on teachers' job

satisfaction and performance appraisal had minimal influence on predicting teachers' job satisfaction.

5.2 Recommendations

The study gives the following recommendations:

1. Headteachers/school administrators should consider reviewing compensation and training of teachers. They should be more aware of the Human Resource Management practices that boost job satisfaction among the teachers and take on training during weekends and holidays.
2. The different stakeholders in secondary schools should review ways of boosting job satisfaction, especially among the more experienced teachers.
3. The policymakers, school administrators, and policy implementers should ensure that compensation and training of teachers are given priority since they are crucial predictors of teachers' job satisfaction.

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