

Full Length Research Paper

Relationship between Human Resource Management Practices and General Organizational performance in Secondary Schools in Namutumba District

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ABSTRACT: The purpose of this study is to investigate the link between HRM practices and overall organizational performance in secondary schools. A cross-sectional study was conducted on 80 respondents, including teachers, top administration, support personnel, and district education authorities, using a combination of qualitative and quantitative data collection and analytic methods. Approaches such as systematic random sampling and purposeful sampling were used, with questionnaires being the most commonly used tool. Data for demographic variables was graphed and evaluated using percentage ratings, whereas findings for HRM practices and organizational performance were graded using average mean and standard deviation. A Pearson correlation was used to examine the association between HRM practices and organizational performance at p-values of 0.01 or 0.05. According to the research, HRM strategies in secondary schools' span from employee safety and security to career development. Fairness and reasonableness in processing grievances and complaints are not well rooted in secondary schools, though there is no considerable guarantee of medical services to employees in secondary schools, which appears to be a threat to employees' lives. Furthermore, it was discovered that secondary schools in the Namutumba District

do not prioritize staff induction, orientation, or formalization. It was also discovered that there was a link between HRM practices and organizational performance. This is due to a statistically significant negative relationship between employee security and general organizational performance in secondary schools in Namutumba District; a strong negative statistical relationship between recruitment and selection and general organizational performance for employees in secondary schools in Namutumba District; and a strong positive and significant relationship between training and development and general organizational performance in secondary schools in Namutumba District. There is a need to strengthen items that are low priority, such as establishing a formal, fair, and reasonable process for handling grievances and complaints in this school; ensuring that appointment letters and assignments are issued to staff, as many of them claim not to have received them yet; and ensuring that employees receive medical support in the event of occupational hazards.

Keywords: Human resource, management, Namutumba district, secondary school performance

INTRODUCTION

The origin of human resource management can be dated back to the 18th century in Western Europe and the United States when the industrial revolution laid the basis for a new and complete industrial society (Kaufman, 2014). Human Resource Management is a style of

managing people in the workplace that emerged during the 1980s (Tobias, 2017). It is a strategic approach to the effective management of people in a company or organization such that they help their business gain a competitive advantage (Waddawurrung, 2019). Workers

were valuable resources in organizations, and they expressed concern for their well-being; thus, HRM practices are designed to maximize employee performance in support of an employer's strategic goals (Ibid).

The Human Resource Management (HRM) on General Organizational Performance focuses on the difference between "traditional" and "progressive" HRM practices. Traditional HRM practices are often based on Taylor's principles of control and cost minimization (Panwar, Jain, Rathore, Nepal, Taylor and Francis 2018). These approaches involve the use of jobs with low levels of skill variety and autonomy, and the minimization of expenditure on selection, training, development, and compensation. HRM practices, on the other hand, aim to maximize the knowledge, skills, and motivation of employees. Examples include the use of validated selection procedures (such as structured interviews and psychometric tests), comprehensive training programmes, systematic performance appraisals, non-monetary benefits, incentives, job enrichment, teamwork, and participation in decision-making.

A number of studies have demonstrated that progressive HRM practices are positively associated with organizational productivity and profitability (Gahlawat and Kundu, 2019). Some analyses of progressive HRM practices suggest that these practices enhance organizational productivity and profitability by improving the knowledge, skills, motivation, and performance of employees (Gahlawat and Kundu, 2019). Indeed, a substantial body of research has demonstrated that specific HRM practices, such as selection and training, are associated with enhanced task performance at the individual level of analysis (Blom et al., 2020).

The DEO's annual report for Namutumba District (2018) reflects that the Government of Uganda through its line Ministries and Development Partners such as MOES, MGLSD, and MPS has performed their mandate and cardinal functions of HRMP to ensure improved quality and higher organizational performance in educational institutions, particularly in secondary schools. This has been done through the USE Policy, recruiting more secondary teachers and improving their working conditions through motivation schemes, empowering their teachers' unions and associations, among others. However, in some schools in the Namutumba District, the DEO's report presented by (Isiko, 2018), reflected that poor academic performance is suspected to be caused by poor implementation of HRMP like ineffective selection and hiring, lack of training and development, lack of employee security and safety, poor performance appraisal and management, lack of rewards and compensation, low employee involvement and participation, and lack of career growth opportunities, which in turn led to low staff morale, low/no motivation for teachers, failure to access government payroll, no responsibility allowances for both teachers and support

staff, non-compliance with recruitment procedures of support staff, and non-compliance with other policy guidelines leading to low grades in national examinations at both UCE and UACE (Ibid).

As a result, the researcher must investigate the effects of human resource management practices on general organizational performance in selected secondary schools in Namutumba Districts, as these have been identified as key factors contributing to poor academic performance in the selected secondary schools (Isiiko, 2018). The study sought to fill this gap by assessing the effect of HRMP on general organizational performance, thus leading to improved organizational performance.

Main objective

This study established the relationship between HRM practices and general organizational performance in Namutumba District.

Specific objectives

- (a) To identify the indicators of general organizational performance among secondary schools in Namutumba District
- (b) To determine the relationship between HRM practices and general organizational performance

Literature review

The indicators of general organizational performance

According to Armstrong and Taylor (2020), organizational performance indicators in secondary schools involve analyzing the quality and quantity of the workload, the input, output, exogenous/explanatory, and outcome results in organizations, which entirely depend on a number of factors such as employee commitment and motivation of the staff. Organizational performance encompasses a management tool for assessing the diligence, effectiveness, and competence of an employee to accomplish the assigned tasks in the expected time frame and targets.

The researcher concurs with (Armstrong and Taylor, 2020), because the school's performance is entirely based on the teachers' ability to teach effectively, assess students, impart new skills and knowledge, and enable the students to graduate to the next level.

According to Orr and Usher (2018), there are three main models of performance-based reward programs that are commonly found in education systems. The first model is 'merit-pay', which generally involves individual pecuniary awards based on student performance and classroom observation (Kataha, 2019). The second model is "knowledge and skill-based" compensation,

which generally involves individual financial rewards for acquired qualifications and demonstrated knowledge and skills, which are believed to increase student performance (Kataha, 2019).

The researcher concurs with the above authors because in the entire community, focus is put on the knowledge competence and knowledge acquired by the learners from a particular school to rate its performance. In the case of secondary education, the final grade scores in UNEB UCE and UACE results thoroughly explain the best performing schools in the area, much as others imitate, copy, and coach their learners.

The quality of education depends on the teachers as reflected in the performance of their duties. Over time, students' academic performance has been used to determine excellence in teachers and teaching (Stronge, 2018). Teachers have been shown to have an important influence on students' academic achievement and they also play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with the students (Stronge, 2018).

Secondary school general organizational performance has been accepted as a multidimensional construct because it measures a variety of different aspects of teaching, such as subject proficiency, effective communication, lesson preparation, and presentation (König et al., 2020).

The influence of teachers' teaching effectiveness on the learning outcomes of students as measured by their academic performance has been the subject of several studies (Leal-Rodriguez et al., 2019).

Poor academic performance of students in Uganda has been linked to poor teachers' performance in terms of accomplishing the teaching task, a negative attitude towards work and poor teaching habits, which have been attributed to poor motivation (Kalu-Mba, 2019). It has also been observed that conditions that would make effective teaching, such as resources available to teachers, general conditions of infrastructure as well as instructional materials in secondary schools in Uganda are poor (Baidoo-Anu, 2017). These prevailing conditions would definitely have a negative influence on the instructional quality in private schools, which may translate to poor academic performance, attitude, and values of secondary school teachers.

It has been argued that performance-based pay schemes improve the administration of schools. Under a performance-based pay scheme, principals must know the quality of teachers in all classrooms (Baidoo-Anu, 2017). With this type of evaluation, it means that principals must combatively evaluate teachers rather than formatively evaluate them, and so more objective decisions about teacher quality are made. Research shows that organizational performance in secondary schools depends on the provision of a safe learning environment (Kataha, 2019).

Head teachers' administrative experience and instructional supervision practices are very important in helping the teachers deliver on their assigned duties. An online dictionary defines experience as knowledge and skills acquired through direct personal participation in or observation of an event. In this study, the definition of administrative experience adopted is the length of time the head teacher has been serving in that capacity.

However, Kalu-Mba (2019) found that administrative experience does not significantly influence instructional supervision practices in public secondary schools. This contrasts with a study done by Xueming Luo at the University of Texas. He found that the longer a CEO serves, the more the firm's employee dynamics improve. But an extended term strengthens customer ties only for a time, after which the relationship weakens and the company's performance diminishes.

Day (2017) concurs with this, arguing that staff need to be trained and developed so as to acquire basic competencies and skills that would enable them to fit into their work.

Supervision requires the leader to oversee, assess, evaluate, and direct employees to ensure an organization meets its goals (Stronge, 2018). This generally involves an administrator observing and evaluating lessons in a classroom, documenting the teachers' performance, and sharing suggestions for improvement (Stronge, Xu, 2021).

Relationship between HRM practices and general organizational performance

The findings of Talukder (2011) recommend that incorporating human resource practices may provide manufacturing firms with the potent to leverage organizational performance significantly in terms of teaching, assessing, coaching, and impacting general knowledge and skills, which is the core motivation of teachers in school settings as an organization.

The researcher agrees with the above authors in that teachers who have been well scrutinized, recruited, appointed, trained, staffed, motivated, monitored, and evaluated with teamwork will be expected to produce quality learners, hence better organizational performance, other factors remaining constant.

The researcher concurs with (Ruzi, 2015) and the HR Based View Theory because it emphasizes teamwork and participatory approach in decision making, which is paramount in influencing organization performance and encouraging unit through building old boys and girls associations, teachers' associations, and PTAs, among others, though in other schools they could be weak or lacking.

In Malaysia, an investigation was carried out to identify HRM practices' effects on Malaysian private companies' performance. It was found that HRM practices are found

to be correlated with business performance based on responses from 153 managers from Selangor-based private firms in Malaysia. The results showed that training and development, team work, compensation and incentives, HR planning, performance appraisal, and employee security have positive and significant influence on business performance, with the exception of compensation and incentives and employees' security (Abdullah, 2009).

The researcher concord with Abdullah, (2009) because even in Uganda's context, there is a great question in academics where teachers in private schools who are less paid end up producing better grade scores compared to their counterparts in government-aided schools, which is a big challenge even to the government (UNESCO Report, 2017). HRM alignment, line management training, career planning system, and job definition are the key strategic HR practices that influence organizational performance in the Nigerian insurance industry (Sani, 2012). The researcher agrees with Bana (2017) that if organizations like schools ensure proper human resource alignment as per the Ministry of Public Service, GLSD, and MOES Recruitment Policies, the staff welfare will be improved and the morale to work will increase. This will reduce absenteeism, dodging, late coming, abscondment from duty and hence ensure better organizational performance in secondary schools in Namutumba district. Furthermore, effective employee recruitment and selection criteria are important in the determination of organizational performance. This has been empirically demonstrated in samples drawn from different continents and in different sectors. For instance, in China, a study was designed to investigate the relationship between recruitment and selection practices and organizational citizenship behavior (OCB) in some commercial banks (Begum et al., 2014).

The researcher slightly complies with Begum et al. (2014) in that this will bring competent, diligent, and competent staff on board who, if well motivated, will produce better expected results in the country, though the weakness in it is that he undertook his study in Nigeria in a different geographical locality and with divergent dynamics in the country.

In Kenya, recruitment and selection practices on the performance of employees in a research institute are facing severe problems in attracting and retaining high-caliber workers. This work was built on the premise that evidence exists that indicates that human resource management practices can play an important role in attaining a high-quality workforce. Employee performance, recruitment, and selection all have a significant impact on job suitability (Ali, 2020).

Much as the researcher agrees with Ali (2020), in ensuring career path development and good rapport between the service providers and consumers, one doubts whether it is applicable to teachers and learners in a school setting. Where a teacher is too simple and

friendly to learners, it may be hard for them to learn effectively or even administer punishment to shape the learner.

Furthermore, an empirical study was conducted in order to understand the effect of training and development, on-the-job training, training design, and delivery style on organizational performance. It was guided by four hypotheses to specify the impact of all the independent variables on the overall organizational performance. The hypotheses show that all of these had a significant effect on organizational performance. Specifically, the results showed that training and development, on-the-job training, training design, and delivery style had significant effects on organizational performance (Abdullah, 2009). A study carried out to analyze the effect of employee training on an NGO's competitive advantage revealed that there was a positive relationship between training and development that existed with the NGO's competitive advantage (Batool and Batool, 2012). As demonstrated in previous studies, HRM practices as a whole have a direct, positive, and significant relationship with organizational performance. The results indicated that the relationship between HRM practices (resourcing and development, compensation and incentives, involvement and job design) and organizational performance is partially mediated through HRM outcomes (skills, attitudes, and behavior), and it is influenced by business strategies (cost, quality, innovation). Thus, the contribution of this study for academics and practitioners is that HRM policies associated with business strategies will affect organizational performance through HRM outcomes.

The researcher agrees with the above authors because if the HRM practices are well executed in a school setting, its organizational performance will be automatically boosted, and in such a school there will be no strikes, demonstrations, bullying, or violence of any form, hence creating a favourable teaching and learning environment, value-added, producing quality and well-trained learners with a good moral culture. On the basis of the above literature, some scholars concluded that not all human resources practices have the same effect on secondary school outcomes. The authors attested that while some practices have a significant effect, others have only a marginal effect. All the empirical studies that have been done so far have not managed to point out the most critical HRM practices, which when bundled together have the greatest impact on service delivery, more specifically in secondary schools.

Furthermore, there is a set of universally accepted HRM practices that can guarantee organizational performance. Extensive research on HRM practices has been conducted in the past, but none of the researchers, however, studied the moderating effect of HRM practices in secondary schools. This research is intended to strive to show the effect of HRM practices on organization performance in secondary schools with political

Table 1: Sample size.

No	Target population	N	CVI	Sample size
1.	Teachers	60	0.54	43
2.	PTA/SMC members	06	0.05	04
3.	BOGs	27	0.24	19
4.	Support Staff	15	0.13	11
5.	District Education Officials	03	0.03	03
6.	TP	111	0.99	80

Source; Krejcie and Morgan, (1970).

leadership of the district acting as a moderating factor. This research would add value to the existing literature available on this topic. This research aims to bridge this gap by carrying out an empirical study that will help to identify the most critical HRM practices that are crucial in ensuring the realization of adequate organizational performance in secondary schools. Most of the research has not been conducted in Namutumba district in Uganda before.

METHODOLOGY

Research design

Based on the nature of research objectives, a cross-sectional study involving a blended approach of qualitative and quantitative data collection and analysis approaches. This design was chosen because the study was intended to report events surrounding HRM practices and the performance of secondary schools at the time of study without reflecting on the past events or the future events.

Study population

A total of 111 respondents from the Namutumba District Education Sector constituted the entire study population, and these were selected from teachers, BOGs, PTA/SMC members, District Education Officers, and support staff from the three selected schools in the area (Table 1).

Sample size and sampling technique

From a total of 111 workers, a total of 80 respondents were sampled as shown in the (Table 1).

The formula used for sample size determination was (Krejcie and Morgan, 1970)

$$n = \frac{N}{1 + N(e)^2} \text{ Where: } n = \text{the Sample Size; } N = \text{Total}$$

Population; $(e)^2 = 0.99\%$ Confidence Level with $p = .05$. (Krejcie and Morgan, 1970).

The sample of 80 respondents was obtained using simple random and purposive sampling techniques. To select a sample of teachers randomly, names were written on small pieces of paper. The randomly selected names constituted the study cases for teachers. On the other hand, the purposive sampling technique was used to obtain results from the District Education Officials.

Instruments of data collection

The researcher used questionnaire and interview guides as explained below.

Questionnaire

The survey instrument was measured by reference to scales adapted from the extant literature. Section A enquires about the respondent's demographic background; Section B, about the predictor variable – ethical leadership; and Section C, about the moderator variable, personal resources. Section D is concerned with the outcome variable — Service Quality.

In the solicitation of the responses, the following methods were used: Section A (Demographics): scoring was by forced choice – one chose the most appropriate response. remaining sections, scoring was pegged on a 5-point Likert like scale with responses ranging from (1); Strongly Disagree (SD) (2); Disagree (D) (3); Neutral (N) (4); Agree (A) and (5); Strongly Agree (SA). A total of 80 questionnaires were sent to the respondents and collected from them after two weeks' time in preparation for analysis.

Validity and reliability

The instrument used in this study was evaluated for face and content validity by a panel of experts. The panel comprised ten individuals with considerable experience with study content, instrumentation, and statistics. It was composed of four lecturers and six graduate students working in beverage companies in Uganda. The members of the panel were asked to individually critique the instrument's content, clarity, format, length, wording, and overall appearance. Specifically, for the content

Table 2: The reliability results of the study.

No	Item	Items	Cronbach Alpha Coefficient	Interpretation
1.	Human Resource Management Practices	41	0.704	Reliable
2.	Employee (teacher) Performance	15	0.756	Reliable

validity, a panel of experts was requested to rate each question on a two-point rating scale of *relevant (R)* and *irrelevant (IR)*. The computation of CVI (Content Validity Index) was done by summing up the judges' ratings on either side of the scale and dividing by two to obtain the average using the following formula:

$$CVI = \frac{n}{N}$$

where n denotes the number of items rated as relevant and N denotes the total number of items in the instrument.

As guided by an authority such as Nunnally (1978), a CVI of .70, if obtained, will be judged to be sufficient.

Reliability is the degree of consistency of a measure, to the effect that a test can give the same repeated result under the same conditions (Martyn and Wilson, 2019). This is one of the most common indicators that measures the internal consistency of a scale. In order to test for scale reliabilities (that is, internal branding and market share), the *Cronbach's alpha*, rated as one of the most common indicators that measures the internal consistency of a scale, was utilized.

The interpretation of the above (Table 2) is in such a way that Cronbach Alpha's scale of measuring reliability indicates that any score less than .60 is an unacceptably low reliability, 0.60-0.69 defines marginally reliable results, 0.70-0.79 describes reliable results, 0.80-0.90 scale describes highly reliable results, and > 0.90 is a scale for very highly reliable. The reliability results in the table above therefore show that all variables meet the Cronbach average score of 0.70. On this note, all the results of the study are acceptable and subject to analysis.

Research procedure

Approval was sought and obtained from the University's coordinating School for Post-Graduate Studies for purposes of making sure that the guidelines for higher degree research and ethical observations are met. Subsequently, further permission was sought from the Chief Administrative Officer of Namutumba District – who is the head of all the civil servants. Then, a list of all the employees under civil service in Namutumba District was obtained from the Principal Personnel Officer, and later,

the researcher began formal interaction with the respondents. After these processes, the data is collected for subsequent analysis and interpretation.

Data analysis

The collected data was coded and grouped thematically for easy analysis and reporting. Quantitative data was analyzed statistically by the use of SPSS and reported with the help of tables and graphs. Demographic characteristics were presented in summary tables and analyzed using frequency and percentage ratings. Quantitative data for the demographic characteristics was presented in summary tables and interpreted using percentage ratings. On the other hand, the qualitative findings were presented and analyzed descriptively.

To identify human resource practices, the results for each of the seven categories measuring HRM practices were entered into SPSS (Version 22) to generate inferential statistics in the form of frequencies, percentages, means, and standard deviations. In the context of this study, the mean and standard deviations were used to analyze and these also informed the interpretation of the results. Specifically, the average mean score and average standard deviation were calculated, respectively.

Each of the summary tables contains an average mean and an average standard deviation that were used to identify those factors which helped to explain a certain cause aligned to a specific table. To shed more light on the results, items with great mean scores were identified using a star (*) against them. This same process was used to identify the indicators of organizational performance in secondary schools in Namutumba District, thus covering the requirements for objectives 1 and 2 respectively.

On the other hand, the third objective, which required the establishment of the relationship between HRM practices and organizational performance, was ensured by computing the items for the seven categories of HRM practices. Then each category was correlated with organizational performance. A 2-tailed consideration was prioritized such that results that were significant were accepted, whether they were positive or negative. The indicator of significant results was a p-value of either 0.01 or 0.05, depending on the default generation of statistics by the software. By implication, any categories that did not have a p-value (sig.) value of 0.01 or 0.05 were not considered as significant contributors to the dependent variable, which is organizational performance.

Table 3: Indicators of general organizational performance in secondary schools.

Statement		Agree (SA+A)	Neutral	Disagree (SD+D)	Mean	Std. Dev.
1. *Ability to meet goals it set	F (%)	48 (60)%	5 (6)%	27 (34)%	3.25	1.61
2. *Achievement of stated goals	F (%)	46 (58)%	7 (9)%	27 (33)%	3.22	1.55
3. *Work in this school is easier because of the laid down operational procedures	F (%)	44 (55)%	8 (10)%	28 (35)%	3.24	1.60
4. Each section/Department understands the role it plays in achieving institutional goals	F (%)	29 (36)%	11 (14)%	40 (50)%	2.79	1.60
5. The school functions smoothly with minimum internal conflict	F (%)	29 (36)%	4 (5)%	47 (59)%	2.68	1.58
6. Resources needed for proper functioning of the school activities are always available	F (%)	35 (44)%	11 (14)%	34 (42)%	2.96	1.33
7. The school is normally understaffed	F (%)	38 (48)%	10 (13)%	32 (39)%	3.08	1.36
8. Financial support needed are available for use	F (%)	32 (40)%	11 (14)%	37 (46)%	2.88	1.37
9. The school has enough human capital to accomplish its set goals	F (%)	38 (48)%	9 (11)%	33 (41)%	3.14	1.42
10. The school is able to satisfy the stakeholders' interests	F (%)	33 (41)%	11 (14)%	36 (45)%	2.88	1.31
11. Students/Parents' expectations are fully met	F (%)	36 (45)%	7 (9)%	37 (46)%	3.04	1.46
12. *We do not have problems in dealing with central and local government	F (%)	49 (61)%	6 (8)%	25 (31)%	3.50	1.35
13. *Most suppliers are happy to work with my school	F (%)	57 (71)%	8 (10)%	15 (19)%	3.95	1.29
14. *Employees are motivated to stay within this school	F (%)	44 (54)%	11 (14)%	25 (32)%	3.50	1.48
15. Students achievements at national examinations are satisfying	F (%)	35 (43)%	13 (16)%	32 (41)%	3.11	1.46
Average					3.15	1.45

Ethical considerations

The researcher made sure that what was found out was exactly reported to avoid fabrication of information through the presentation of fraudulent results. At this level, the researcher observed respect for knowledge in the pursuit of truth.

All respondents and participants were given equal treatment to enable each of them to participate in the study willingly without bias and unrealistic expectations, and to encourage voluntary participation. Flexibility was also provided for, to the extent that if a participant or respondent wished to withdraw from the exercise at any level, it was very possible without condition.

In terms of confidentiality, every effort was made by the researcher to preserve the utmost confidentiality through: assigning code names and numbers to participants on all research notes and documents; keeping notes and any other identifying participant information under lock and key.

To cater for anonymity, all respondents and participants were given equal treatment to enable each of them to participate willingly without bias and unrealistic expectations. The researcher agreed with the respondents on the specific dates, times, and convenient places to obtain data.

In terms of audio recordings and interviews, the signed consent of respondents was obtained to ensure that findings were obtained without affecting anyone. In addition, respect and dignity were accorded to the respondents. In addition, all researchers and scholars whose work was referred to in this study were quoted and cited appropriately.

Limitations of the study

Delayed response from system implementers, especially the administrators, limited the study due to the nature of their work, which was too demanding in terms of sparing

their time to respond to the questionnaire. This limited the timeframe for the study, but they were allowed more time to respond to ensure most of them gave their views. Also, some officers were unwilling to provide the information due to job security.

RESULTS AND DISCUSSION

Indicators of general organization performance in secondary schools

These were; meeting goals, achievement of stated goals, work in this school is easier because of the laid down operational procedures among others with results as indicated in (Table 3). Out of the fifteen items in (Table 3), the indicators of general organizational performance in secondary schools are six. There is an ability to meet goals set in these schools (Mean = 3.25; SD = 1.61). However, the standard deviation is greater than its average, which by implication calls for strengthening endeavours to meet set goals, least declined performance set in.

In addition, findings in (Table 3) show that there are efforts in secondary schools for the achievement of stated goals as indicated by mean = 3.22; standard deviation = 1.55. The standard deviation is also higher than its average, which shows that efforts to achieve stated goals are not strongly felt by employees in secondary schools in Namutumba District. These results therefore suggest existing gaps that must be identified and attended to in order to fully achieve goals in secondary schools. The third aspect is whereby work is made easier because of laid down operational procedures (Mean = 3.24; Standard deviation = 1.60). Much as the mean score indicates great variability, the standard deviation is not weak, which means that a significant number of employees do not feel free with operational procedures laid down for performing tasks in secondary schools. By implication, there are issues of

concern surrounding the operational procedures in secondary schools that make them ineffective for employees and, in turn, stagnate performance.

Findings from (Table 3) also indicate that there are minimal problems faced by school management in dealing with central and local government (Mean = 3.50; Standard deviation = 1.35). These results suggest that Namutumba District Local Government and the central government normally attend to the concerns of employees in secondary schools. The results also reflect a cordial or positive relationship between the secondary schools and local or central government, which is a very good thing for schools that seek to obtain resources for development. In terms of partnerships with people outside school, there is a good record reported whereby the suppliers of secondary schools do desire to keep working with them (Mean = 3.95; Standard deviation = 1.29). These results do suggest a positive environment existing between the community and the secondary schools, which is pivotal to organizational performance. In addition, we also learn from these results that organizational performance entails establishing a positive relationship with suppliers and institutions from which help comes, just as it is the case among secondary schools in Namutumba District.

The final indicator of organizational performance according to Table 1 is that employees are motivated to stay in schools as long as they wish (Mean = 3.50; Standard deviation = 1.48). However, though this is the case, there are underlying loopholes in this aspect, which is directly reflected by the standard deviation, which is greater than the average. These results therefore suggest that motivation is an indicator of organizational performance in secondary schools in Namutumba District. These results do suggest a positive environment existing between the community and the secondary schools, which is pivotal to organizational performance. In addition, we also learn from these results that organizational performance entails establishing a positive relationship with suppliers and institutions from which help comes, just as it is the case among secondary schools in Namutumba District. This brings a positive attitude regarding work, as earlier supported by the studies conducted by Ahlbradt and Murrell (1992) at the University of Pittsburgh, USA, which gives him confidence to assert that even the staff in the Education Sector in Uganda comply with this HRMP as it further creates empowerment, job satisfaction, and creativity. In the same vein, participation in decision-making and meetings promotes information sharing and knowledge, which leads to effective management in situations where there is vertical and horizontal communication; Bottom-Top approach; participatory approach; team building; socialization; reduced conflicts at work; team work, among other things, leads to effective human resource management (Pfeffer, 1998). According to Armstrong (2008), organizational performance indicators in

secondary schools involve analyzing the quality and quantity of the workload, the input, output, exogenous/explanatory, and outcome results in organizations, which entirely depend on a number of factors such as employee commitment and motivation of the staff. Organizational performance encompasses a management tool for assessing the diligence, effectiveness, and competence of an employee to accomplish the assigned tasks in the expected time frame and targets.

Relationship between HRM practices and General Organizational Performance

To obtain results for this objective and question, the items for each of the categories of HRM practices were computed and the seven categories were correlated against general organizational performance using Pearson Correlation model at a default SPSS P-value of 0.01 or 0.05. results were as indicated in (Table 4). The results for the relationship between HRM practices and general organizational performance are 2-tailed, indicating that both positive and negative results were accepted as long as they are significant.

Relationship between security, safety and GOP

According to the results in (Table 4), there is a statistically significant negative relationship between security/safety of employees and general organizational performance in secondary schools in Namutumba District ($R = -.423^{**}$; $p = .000$). This means that 42.3% of the shortfalls in organizational performance of secondary schools are attributed to the negative issues surrounding the security and safety of employees. This is true as some aspects of security and safety, such as fairness and reasonableness in handling grievances and complaints, are not strongly rooted in secondary schools. In addition, there is no significant reassurance of medical services to employees in secondary schools, which seems to be a threat to their lives, hence justifying the negative relationship. This is in line with Abdullah (2009), who established that HRM practices are found to be correlated with business performance based on responses from 153 managers from Selangor-based private firms in Malaysia. Results showed that training and development, team work, compensation and incentives, HR planning, performance appraisal, and employee security have positive and significant influences on business performance, with the exception of compensation and incentives and employee security.

Relationship between recruitment, selection and GOP

Table 4 shows a strong negative statistical relationship between recruitment and selection and general organizational performance for employees in Namutumba

Table 4: Relationship between HRM practices and general organizational performance.

		General Organizational Performance
Security and safety	Pearson Correlation	-0.423**
	Sig. (2-tailed)	0.000
	N	80
Recruitment and selection	Pearson Correlation	-0.448**
	Sig. (2-tailed)	0.000
	N	80
Training and development	Pearson Correlation	0.455**
	Sig. (2-tailed)	0.000
	N	80
Rewards and compensation	Pearson Correlation	0.471**
	Sig. (2-tailed)	0.000
	N	80
Performance appraisal and management	Pearson Correlation	0.393**
	Sig. (2-tailed)	0.000
	N	80
Employee involvement and participation	Pearson Correlation	0.124
	Sig. (2-tailed)	0.274
	N	80
Career planning	Pearson Correlation	0.115
	Sig. (2-tailed)	0.308
	N	80

** . Correlation is significant at the 0.01 level (2-tailed).

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

District secondary schools ($R = -.448^{**}$; $p = .000$). These results suggest that recruitment and selection greatly contribute to reductions in general organizational performance in secondary schools. This is explained by the observed lack of information concerning qualifications required to perform some duties, which in the end leaves unsuitable employees taking over responsibilities they cannot handle, which in turn affects organizational performance. In addition, it was established that secondary schools in Namutumba District do not give serious priority to induction, orientation, and formalization of employees. In an environment like this, it is acceptable to register messes in services and a general decline in organizational performance. Further still, internal advertisements are not given great priority, which leaves workers who seek job security hopeless and explains ineffectiveness in general organizational performance.

Relationship between training and development and GOP

Table 4 shows that there is a strong positive and significant relationship between training and development and overall organizational performance in secondary schools ($R = .455^{**}$; $p = .000$). This implies that training and development contribute positively to the general organizational performance in secondary schools in Namutumba District. The positive contribution is explained by factors such as organizing training programs to enhance the careers of employees and through allocating budget that is dedicated to training employees every year. The direct connection between

the two is that if training is conducted, the knowledge experience comes in, which in turn brings about improvement in organizational performance. This implies that training and development contribute positively to the general organizational performance in secondary schools in Namutumba District. Sani (2012) also identified that HRM alignment, line management training, career planning system, and job definition are the key strategic HR practices that influence organizational performance in the Nigerian insurance industry.

Relationship between rewards and compensation and GOP

According to the study results in (Table 4), rewards and compensation have a strong positive and significant statistical relationship with general organizational performance in secondary schools in Namutumba District ($R = .471^{**}$; $p = .000$). This means that rewards and compensation are key to enhancing performance in secondary schools in Namutumba District. This is strengthened by efforts to pay employees extra for good performance; recognizing and rewarding employees appropriately; and then issuing allowances and bonuses for excellent workers. These results point to the realization that with appreciation and extra-pay for extra-work in place, employees in secondary schools in Namutumba District strive to sustain a high level of performance. In this vein, Katou (2008) contends that, as demonstrated in previous studies, HRM practices as a whole have a direct, positive, and significant relationship with organizational performance. The results indicated

that the relationship between HRM practices (resourcing and development, compensation and incentives, involvement and job design) and organizational performance is partially mediated through HRM outcomes (skills, attitudes, and behavior), and it is influenced by business strategies (cost, quality, innovation). Thus, the contribution of this study for academics and practitioners is that HRM policies associated with business strategies will affect organizational performance through HRM outcomes.

Relationship between performance appraisal and management and GOP

According to the findings in (Table 4), performance appraisal and management have a strong positive and significant statistical bearing ($R = .393^{**}$; $p = .000$) on general organizational performance in secondary schools in Nautumba District. This is made possible by three very significant factors – providing performance-based feedback; retraining; redeployment; and making employability take precedence over downsizing.

Conclusion

In terms of indicators of organizational performance, the study results revealed that the school has the ability to meet goals it set, achieve stated goals, work in this school is easier because of the laid down operational procedures, not having problems in dealing with central and local government, most suppliers are happy to work with my school, and employees are motivated to stay within this school. The relationship between HRM practices and organizational performance was also identified. This is because there is a statistically significant negative relationship between security and safety of employees and general organizational performance in secondary schools in Namutumba District and a strong negative statistical relationship between recruitment and selection and general organizational performance for employees in secondary schools in Namutumba District reveals a strong positive and significant relationship between training and development and general organizational performance in secondary schools, and rewards and compensation have a strong positive and significant statistical relationship with general organizational performance in secondary schools in Namutumba District.

Recommendations

There is a need to strengthen the items which lack great priority, such as; a formal, fair, and reasonable process for handling grievances and complaints in these schools; ensuring the staff are issued with appointment letters and assignments since many of them claim not to have them

yet; and also making sure employees receive medical support in case of occupational hazards. There is a need for a strong endeavour to enhance performance-based rewards. Knowledge on the implication of compensation packages is not available, especially considering that through these compensation packages, employees achieve school targets, goals and objectives. There are also not adequate non-monitory incentives like housing, food ratios, transport means, and recognition. Attention is required to curb the problem as many of the aspects of performance appraisal and management lack adequate attention in ensuring that appraisal data is used for decision making like promotion, job rotation, training, compensation, transfers, and discharge, and making sure there are corrective measures for under-performance.

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