

## HUMAN RESOURCE DEVELOPMENT PRACTICES AND ORGANISATIONAL COMMITMENT OF TEACHERS IN GOVERNMENT AIDED SECONDARY SCHOOLS IN WAKISO DISTRICT, UGANDA

Wilson Mugizi

Kampala International University Western Campus

### ABSTRACT

This study analysed human resource development (HRD) practices and organisational commitment (OC) of teachers in Government Aided Secondary Schools in Wakiso District, Uganda. Particularly, the study analysed the relationship between performance appraisal, training and promotion and OC. The study used a sample of 336 secondary school teachers who responded to a self-administered questionnaire. Descriptive analysis, factor analyses, Cronbach alpha ( $\alpha$ ) tests and multiple regression were carried out. Descriptive analysis revealed that OC, performance appraisal and promotion were moderate while training offered was good. Factor analysis and Cronbach alpha ( $\alpha$ ) tests revealed that the items measuring HRD practices subscales were valid and reliable measures. Multiple regression analysis revealed that performance appraisal and promotion had a positive and significant relationship with OC. However, the relationship between training and OC was negative and insignificant. It was concluded that in the context of secondary schools in Uganda, OC was problematic, the current performance appraisal and promotion approaches were insufficient but training was sufficient. Therefore, it was recommended that the Ministry of Education, Science, Technology and Sports (MoESTS) in liaison with head teachers should improve the implementation of performance appraisal, however they should not over prioritise the provision of training to teachers, and the Education Service Commission which is the body responsible for the promotion of teachers should reform the promotional practices.

**KEYWORDS:** Human Resource Development Practices. Organisational Commitment. Performance Appraisal. Promotion. Training.

### INTRODUCTION

Secondary education helps in the acquisition of knowledge, skills and values necessary for the exercising of responsible citizenship (Laurie, Nonoyama-Tarumi, McKeown & Hopkins, 2016). This is because secondary education promotes openness in individuals enabling them to become better citizens (Baumann & Winzar, 2016). Secondary school education is an effective means of equipping individuals with the ability to take knowledge-based decisions and develop democratic attitudes. It improves and strengthens the developmental capacities of individuals and communities. Acquisition of secondary education creates a safer, healthier and more prosperous society and enhances the living standards of individuals by changing their visions and perspectives (Türkkahraman, 2012). Secondary education upgrades standards of living of individuals (Baumann & Winzar, 2016). Secondary school education learning opportunity is essential for combating poverty and creating economic mobility. In addition, secondary education links primary school education to higher

education and connects school systems to labour markets. Indeed, its demand around the world has grown as more children enter and progress through the primary school system (Motivans, 2011). Recognising the importance of secondary education, secondary education systems in developing countries especially Africa are under pressure to serve more students and to do so more effectively. There is a demand that secondary schools need to should do a better job of preparing students for adulthood making sure that they actually learn while they are in school and are equipped with skills they will need to become productive workers and full participants in their societies (Null, Cosentino, Sridharan & Meyer, 2017).

In pursuit of increasing secondary education, Uganda was one of the first countries in sub-Saharan Africa to undertake a policy of universal secondary education in 2007 (Adan & Orodho, 2015). The government of Uganda declared that the goals of USE were to increase the primary to secondary school transition rate to 80 percent by the year 2015 by providing tuition-free secondary education and to increase equitable participation in quality secondary education (Huylebroeck & Titeca, 2015). However, despite the increase of secondary education, in Uganda complaints are high that students are not learning because teachers are showing low commitment to their jobs. About 15 percent of teachers do not turn up to teach their classes making the government of Uganda pay over Shillings 16 billion in monthly salaries to teachers who hardly show up at schools (Oduut, 2017). Many teachers have abandoned classes to ride boda-bodas (commercial motorcycles) or attend to their merchandise to earn extra income. A number of teachers arrive at their respective schools as early as 8:00 am, sign in the attendance book and disappear against the Uganda Public Civil Service policy that prohibits public servants from engaging in any other employment during work hours (Kato, 2018). Therefore, secondary school teachers fail to make schemes of work, lesson plans and performing weekly duty negatively affecting teaching and learning (Ataiki, 2014). The low commitment of teachers with no passion for their jobs affects their performance because they hardly take on extra roles in the schools and are less focused to their jobs. The teachers' experience reduction in their professional growth and professionalism hence they fail to create effective learning environments and increase learning potentials of their students (Altun, 2017; Carbonneau, Vallerand, Fernet & Guay, 2008). This study analysed factors affecting the commitment of teachers in government-aided secondary schools in Uganda. Particularly, the study analysed human resource development (HRD) practices and organisational commitment of teachers.

## **Background**

**Organisational Commitment.** Organisational commitment (OC) is a multidimensional concept comprising of affective, continuance and normative aspects. Affective commitment refers to an individual's emotional attachment to and involvement with an organisation; continuance commitment is about the perceived costs of leaving an organisation; and normative commitment explains to the felt responsibility to support and remain a member of an organisation (Stinglhamber et al., 2015). Therefore, organisational commitment is the bond between the employee and the organisation such that the employee wants to continue serving the organisation and to help it achieve

its objectives (Mugizi, Bakkabulindi & Bisaso, 2015). OC is important as far organisations such as secondary schools are concerned. OC leads to reduced employee turnover because committed employees are loyal to the organisation, share its values and identify with the goals of the organisation having little reason to want to leave it (Ćulibrk, Delić, Mitrović & Ćulibrk, 2018). OC leads to acceptance of organisational change because when an organisation engages in change initiatives, committed employees provide many benefits such as putting in extra effort to ensure that the change succeeds. In addition, during a period of change, committed employees serve as public relations representatives and go beyond the norm to assist the organisation to function effectively (Visagie & Steyn, 2011). Employees with commitment feelings do not frequently involve themselves in negative behaviour such as absenteeism, are more compatible and productive individuals with higher levels of satisfaction, loyalty and responsibility (Mosadeghrad & Ferdosi, 2013). OC not only increases the success of an individual in a certain role but also encourages the individual to exhibit organisational citizenship behaviour, that is, to do many voluntary actions necessary for the organisation (Mugizi, Bakkabulindi & Bisaso, 2016a). In other words, OC enhances job performance in organisations such as schools.

## **Human Resource Development Practices**

The term human resource development (HRD) is a three-component model involving training, education and development (Kumpikaite, 2008). Training concerns application of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily (Armstrong, 2012). Training leads to leadership development, learning new work skills, socialisation encompassed in orienting new employees to the culture of an organisation, understanding job responsibilities and educating employees in regard to business ethics (Schraeder, 2009). Education is the measure of knowledge and skills (Barton, Armstrong, Preheim, Gelmon & Andrus, 2009). An individual's education is an indicator of a person's skill levels or productivity. Therefore, individuals with more education are likely to have greater in-depth, analytical knowledge (crystallised intelligence) as well (Mugizi et al., 2015). Employee development pertains to skills, behaviours and abilities of an individual necessary for long-term personal effectiveness and contribution to the organisation's ability to remain competitive by providing high-quality goods and services (Ford, Kozlowski, Kraiger, Salas & Teachout, 2014). Employee development helps employees to acquire or sharpen capabilities required to perform various functions associated with their present or expected future roles and develop their general capabilities as individuals and discover and exploit their own inner potentials for their own and/ or organisational development processes (Rao & Krishna, 2009). Therefore, HRD describes individual development, career development, and organization development roles to achieve maximum productivity, quality, opportunity, and fulfillment for organisation members as they work to accomplish the goals of the organisation (Kumpikaite, 2008). HRD seek to develop people's knowledge, expertise, productivity and satisfaction, whether for personal or group/ team gain or for the benefit of an organisation, community, nation or ultimately the whole humanity (Werner & DeSimone, 2011). HRD practices refer to a set of systematic and planned activities designed by an organisation to provide its members

with the opportunities to learn necessary skills to meet current and future job demands including performance appraisal, training and promotion (Tizikara & Mugizi, 2017). The investigations of this study examined the influence of performance appraisal (PA), training and promotion on organisational commitment of teachers.

## LITERATURE REVIEW

### Theoretical Review

The Social Exchange Theory (SET) provides underpinnings for the relationship between HRD and organisational commitment. SET proposes that individuals are rational when making decisions and choose the option that is perceived to result in the highest net benefit given their preferences and constraints (Corcoran, 2013). Therefore, persons who give much to others try to get much from them, and persons that get much from others are under pressure to give much to them. This process works out at equilibrium to balance the exchanges. Hence, in an exchange relationship what one gives may be a cost, just as what one gets may be a reward (Mugizi et al., 2015). Therefore, SET posits that people's decisions to engage in an interaction process are based on cost-benefit analysis and the comparison of alternatives. People such as employees in organisations engage in an exchange process once they have judged the rewards and the costs and will enter relationships in which they can maximize benefits and minimise costs. The exchange will be engaged in if the resulting rewards are of value and the perceived costs do not exceed the perceived benefits (Nunkoo, 2016). Hence, in an organisation the social exchange process begins when those in charge offer employees appealing resources that act as an exchange. Resources are exchanged through a process of reciprocity with the organisation offering to the employees who in turn reciprocate with good deeds or job attitudes. Thus, SET suggests that employee's job outcomes such as organisational commitment (OC) are a result of a series of sequential transactions between the employer and the employee (Cropanzano, Anthony, Daniels & Hall, 2017). Positive initiating actions such as providing organisational support in terms of activities like positive appraisal, training and promotion might be reciprocated with positive outcomes including OC (Mugizi et al., 2015). Therefore, guided by SET this paper analysed how HRD in terms of performance appraisal (PA), training and promotion as an exchange between schools and teachers influence OC of teachers.

### Performance Appraisal and Organisational Commitment

Performance appraisal (PA) is the evaluation of an employee's job performance over the previous period by his/ her supervisor (Cappelli & Conyon, 2018). With PA an overall evaluation of work content, loads and volumes is carried out to establish what has been achieved during the reporting period and agree on objectives for the next period (Armstrong, 2010). PA offers feedback guidance in a complete system of performance management fostering employee motivation contributing to increased commitment (Mugizi et al., 2015). Scholars (Farndale, Hope-Hailey & Kelliher, 2011; Gellatly, Hunter, Currie & Irving, 2009; Kuvaas, 2010; Morrow, 2011; Salleh, Amin, Muda & Halim, 2013; Şendoğdu, Kocabacak & Güven, 2013) have related PA and organisational commitment (OC). Farndale et al. (2011) in a survey on employees in finance, automotive, foodstuff

and communication sectors in the UK reported a strong positive relationship between appraisal procedural justice and OC. Gellatly et al. (2009) examined the examined effect of PA as part of reward-oriented human resource management (HRM) practices on AC and CC of employees working in a variety of Canadian-based organisations. Their findings revealed that PA had an insignificant relationship with AC and a negative relationship with CC. Kuvaas (2010) in an analysis of PA of employees in a bank, a government department and a pharmaceutical industry in Norway found out that PA had positive relationship with the affective aspect of OC.

Morrow (2011) in a review of studies reported that previous PA conducted one month previously had no subsequent impact on AC among software development employees. On the other hand, prior performance ratings and perceived system knowledge were unrelated to AC. Nevertheless, higher levels of perceived system knowledge enhanced AC among banking employees. Salleh et al. (2013) examined the relationship between PA and OC of public servants working in the federal departments of East, North and South of Peninsular zones Malaysia. The findings indicated that perceived fairness of PA influenced their OC. Şendoğdu et al. (2013) analysed of the relationships between HRM practices and OC of employees in companies in the province of Konya in Turkey. The findings revealed a positive significant relationship between PA in terms of performance feedback and OC. However, the studies above reveal contextual and empirical gaps. With respect to the contextual gap, all the studies were done outside secondary schools and none in the context of the developing world of Africa. Still, while all the other studies revealed that a positive and significant relationship between PA and OC, Gellatly et al. (2009) did not and Morrow (2011) reported that the relationships varied depending on the type of organisation. These gaps made it imperative in the context of secondary schools in Uganda to seek to test the hypothesis that:

H<sub>1</sub>: There is a relationship between performance appraisal and organisational commitment.

## **Training and Organisational Commitment**

Training is the planned intervention that is designed to equip employees with skills to enhance their job performance. Training is about the skills an employee must acquire to improve the probability of achieving the organisation's overall goals and objectives (Truitt, 2011). Training involves the application of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily (Armstrong, 2010). Since training builds employee capabilities, it should increase feelings of internal control (autonomy) and competence, which in turn lead to organisational commitment (OC) as there increase in one's identification, involvement, and emotional connection with the work and the organisation as an individual and the organisation as a whole (Gellatly et al., 2009). Different scholars (Bashir & Long, 2015; Mohyin, Dainty & Carrillo, 2012; Mugizi, Bakkabulindi & Bisaso, 2016b; Savaneviciene & Stankeviciute, 2011; Şendoğdu et al., 2013) have related training and OC. Bashir and Long (2015) sought to identify the relationship between employees' training and employees' OC using the academic staff of one of a faculty in a public university in Malaysia. The findings indicated the existence of a positive significant relationship between the training and AC and NC but the relationship with CC was insignificant.

Mohyin et al. (2012) studied HRM strategies for managing OC using employees of small construction professional service firms in the UK. Their results from interviews, observation and document analysis indicated that training was important in fostering OC. Mugizi et al. (2016) examined the extent to which human resource management (HRM) practices that included training were predictors of employment commitment (EC) of academic staff in universities in Uganda. The results showed that training was a positive significant predictor of EC. Savaneviciene and Stankeviciute (2011) analysed HRM practices linkage with OC of employees in a service sector organisation in Lithuania. Their analysis found out that skill-enhancing HRM practices (training) had a positive relationship with AC. However, Şendoğdu et al. (2013) in an analysis of the relationship between HRM practices and OC revealed that training in job skills had a weak but significant relationship with OC. Silva and Dias (2016) evaluated the impact of organisational training on the degree of OC of employees in a private security organisation in Portugal. The results supported the existence of a direct and positive relationship between organisational training and OC. However, the studies above reveal that none of them was carried out in a secondary school and only one study by Mugizi et al. (2016b) was carried out in the context of Uganda but still in the context of universities with different dynamics from those of secondary schools. Still, while all the other studies suggested a positive significant relationship between training and OC, Şendoğdu et al. (2013) reported a weak but significant relationship with between training and OC. These gaps attracted this study in the context of secondary schools in Uganda to analyse whether:

H2: There is a relationship between training and organisational commitment.

### **Promotion and Organisational Commitment**

Promotion is the movement of an employee from a lower level position to a higher level position accompanied by (usually) changes in duties, responsibilities, status and values (Rao & Krishna, 2009). Promotion increases job responsibility, scope and authority (Singh, Ragins & Tharenou, 2009). Promotion is an opportunity provided by the organisation to its employees and normally only those who have achieved the standard set by the organisation can be promoted. Organisations use promotions to reward highly productive workers, creating an incentive for workers to exert greater effort (Aminuddin & Yaacob, 2011). Workers value promotions because they carry an increase in job amenities such as a bigger office or a spending account and they are also an acknowledgment of work well done hence they are associated with ego boost. Some workers might enjoy the increase in authority over co-workers that often accompany a promotion (Kosteas, 2011). Scholars (e.g. Cicekli & Kabasakal, 2017; McCabe & Garavan, 2008; Scheible & Bastos, 2013; Weng, McElroy, Morrow & Liu, 2010) have analysed the relationship between promotion and OC. Cicekli and Kabasakal (2017) sought to determine the relationship between promotion, development and recognition opportunities at work and organizational commitment using white-collar employees in the manufacturing and service companies in Turkey. The study established that promotion opportunities did not predict OC.

McCabe and Garavan (2008) carried out a study on drivers of commitment among nursing staff from two National Health Service (NHS) organisations in the UK. Analysis of interview results using the constant comparative approach indicated that development (promotion) was among the factors that positively influenced commitment. Mugizi et al. (2016b) in an examination of the influence of HRM practices on EC found out that promotion was a negative and insignificant predictor of EC. Scheible and Bastos (2013) examined the influence of HRM practices on OC of employees of an information technology company in Brazil. The study found a positive and highly significant correlation between promotion and OC. Weng et al. (2010) examined the relationship between for aspects of career growth namely; career goal progress, professional ability development, promotion speed and remuneration growth and OC of employees in companies operating in different cities of People's Republic of China. Their findings revealed that promotion had a positive significant relationship with OC. However, contrary to the other studies, Cicekli and Kabasakal (2017) and Mugizi et al. (2016b) reporting from contexts other than secondary schools revealed that promotion did not predict OC. These gaps made it necessary for this study to further examine whether:

H3: There is a relationship between training and organisational commitment.

## **METHOD**

### **Sample and procedure**

The respondents were 336 teachers in government-aided secondary schools in Wakiso District in Central Uganda. The questionnaire was completed by heads of departments and classroom teachers. The selection of the aforementioned respondents was based on the assumption that they directly experienced HRD practices because of their positions in the schools as teachers. The study employed simple random sampling a technique by which the respondents were selected at random and entirely by chance. This gave each individual equal chance of being included in the sample. This enabled collecting of data from a representative sample for generalisation of the findings. The researchers personally collected the data after briefing the respondents about the study and the questionnaire. The researchers sought consent from all the respondents to participate in the study and were promised anonymity and confidentiality.

## **MEASURES**

Since the study adopted the positivist approach, data collection involved use of a self-administered questionnaire (SAQ). The SAQ was a close-ended questionnaire with question items based on a nominal scale with appropriate alternatives given for section A on demographic characteristics of the respondents and ordinal scale based on the five-point Likert truth scale (1= Very untrue, 2 = Untrue, 3 = Somewhat True, 4 = True and 5 = Very true) for sections B (independent variable) and C (Independent Variables). Section A on demographic characteristics comprised items on age categories, sex, marital status, education level attained, teaching experience and terms of employment. Section B comprised questions on organisational commitment (OC) measured using three dimensions that were affective commitment (AC), continuance commitment (CC) and normative commitment (NC). AC was measured using seven items (7 items  $\alpha = 0.910$ ), CC five

items (5 items  $\alpha = 0.850$ ) and NC six items (6 items  $\alpha = 0.745$ ) adopted from Mugizi, Bakkabulindi and Ssempebwa (2016). Section C comprised questions on HRD practices also measured using three dimensions that were performance appraisal, training and promotion. Performance appraisal (6 items  $\alpha = 0.894$ ), training (7 items  $\alpha = 0.801$ ) and promotion (5 items  $\alpha = 0.874$ ) adopted from Mugizi and Bakkabulindi (2018). The SAQ based measure was ideal for sampled respondents because they easily responded to the questions due to proficiency in the English Language adopted in the questionnaire.

Data Management and Analysis. The data were processed by coding all the questionnaires, entering the data into the computer using the Statistical Package for Social Sciences (SPSS), summarising them using frequency tables and editing them to remove errors. Quantitative research methods were used to establish the validity and reliability of the data collection questionnaire. The validities of Organisational Commitment (OC) in terms of affective commitment (AC), continuance commitment (CC) and normative commitment (NC), and HRD practices which included performance appraisal, training and promotion were tested using Factor Analysis. Reliability tests for the constructs were done using Cronbach Alpha ( $\alpha$ ). Data analysis involved descriptive, correlation and regression analyses. The Statistical Package for Social Sciences (SPSS) aided the analysis of data.

**RESULTS**

**Demographic Characteristics.** The data on demographic characteristics of the respondents in the study in Table 1 indicate that the modal percentage (35.7%) of the teachers were aged 31-40 years, male (57.1%), married/ cohabiting (67.9%), had bachelors degree (72.3%), had been teaching for over 10 years (50.9%) and (66.1%) permanent. Variations in the frequency totals were as a result of missing data. The results on demographic characteristics of the teachers are presented in Table 1.

**Table 1: Demographic Characteristics of Teachers**

Item	Categories	Frequency	Percent
Age	Up to 30 years	84	25.0
	31-40 years	120	35.7
	41-50 years	108	32.1
	51 and above years	24	7.1
	Total	336	100.0
Gender	Male	192	57.1
	Female	144	42.9
	Total	336	100.0
Marital Status	Single never married before	93	27.7
	Married / cohabiting	228	67.9
	Single but ever married	15	4.5
	Total	336	100.0



Education level	Diploma in Education	36	10.8
	Bachelors in Education	243	73.0
	Post graduate Diploma in Education	21	6.3
	Masters	33	9.9
	Total	333	100.0
Working experience	Less than 1 year	27	8.0
	1 - 5 years	51	15.2
	6 - 10 years	87	25.9
	10 years and above	171	50.9
	Total	336	100.0
Terms of employment	Permanent	222	66.1
	Probation	51	15.2
	Part-time	36	10.7
	Contract	27	8.0
	Total	336	100.0

**Organisational Commitment.** Organisational Commitment (OC) was measured using three dimensions namely; affective (AC), continuance (CC) and normative commitment (NC). The results of each of the dimensions include frequencies, percentages and means. For each dimension, factor loadings and Cronbach alpha ( $\alpha$ ) results are also presented showing the validity and reliability of the results. The results are as presented in Table 2.

**Table 2: Means, Factors Loadings and Cronbach Alphas on Components of OC**

Affective Commitment (AC)	Mean (Overall $\bar{x}$ =3.86)	Factors Loadings	Alpha ( $\alpha$ )
I am very happy being a member of this school	4.17	0.806	0.836
I enjoy discussing this school with the people outside it	3.89	0.690	
I really feel as if this school's problems are my own	3.24	0.372	
I am deeply attached to this school	3.93	0.852	
I am part of the family of this school	3.96	0.782	
I feel emotionally attached to this school	3.77	0.750	
This school has a great deal of personal meaning for me	4.08	0.786	
Eigenvalue		3.781	
% variance		54.016	
Continuance Commitment (CC)	Mean (Overall $\bar{x}$ =3.07)	Factors Loadings	Alpha ( $\alpha$ )
I am afraid of what might happen if I quit my job in this	3.19	0.723	0.874

school without having another job lined up			
It would be very hard for me to leave my job in this school right now, even if I wanted to	3.11	0.885	
Too much in my life would be disrupted if I decided to leave my job in this school now	3.00	0.890	
It would be too costly for me to leave this School now	2.81	0.803	
Right now, staying on my job in this school is a matter of necessity	3.23	0.774	
Eigenvalue		3.340	
% variance		66.809	
Normative Commitment (NC)	Mean (Overall $\bar{x}$ =3.22)	Factors Loadings	Alpha ( $\alpha$ )
I think that people these days rarely move from job to job too often	2.77	0.550	0.771
I believe that a person must always be loyal to his or her school	4.16	0.704	
Jumping from this school to another seems unethical to me	3.18	0.779	
One of the major reasons I continue to work in this school is that I feel a sense of moral obligation to remain	3.63	0.775	
Even if I got another offer of a better job elsewhere I would feel it is right to stay in this school	2.59	0.545	
	3.02	0.713	
Eigenvalue		3.534	
% variance		58.899	

The results in Table 2 show that the teachers rated their AC to be high (overall mean = 3.86 corresponding to true) but their CC and NC were moderate (overall mean = 3.07; mean = 3.22 corresponding to somewhat true) respectively. While the teachers were committal about their AC levels, they were non-committal about their CC and NC levels of OC. Factor Analysis indicated that the items on each of the three dimensions of OC could be reduced to only one factor, with respective eigenvalues of 3.534, 3.534 and 3.534 respectively. The respective three factors explained over 54%, 66%, and 58% of the joint variation in the respective items constituting a factor. With factor loadings that were at least 0.5 strong considered (Costello & Osborne, 2005), the results in Table 2 indicate that each item loaded highly on the corresponding factor. Therefore, all the items were valid measures of the constructs (AC, CC & NC) they measured. The Cronbach alphas = 0.917, 0.816 and 0.798 for the respective components of OC were above the benchmark = 0.70 (Tavakol & Dennick, 2011). This suggests that the items for the three dimensions of OC that were used to collect data were reliable measures.

**Human Resource Management Practices.** Human Resource Management (HRD) Practices were also measured using three dimensions namely; performance appraisal, training and promotion. Also, the HRD results included frequencies, percentages and means. For each dimension, factor loadings and Cronbach alpha ( $\alpha$ ) results are presented indicating the validity and reliability of the results. The results are as presented in Table 3.

**Table 3: Means, Factors Loadings and Cronbach Alphas on Components of HRD**

Performance Appraisal	Mean (Overall $\bar{x}$ =3.44 )	Factors Loadings	Alpha ( $\alpha$ )
In this school, I am appraised at regular intervals	3.69	0.519	0.810
In this school, my performance measured on the basis of objective results	3.62	0.782	
The appraisal system of this school advances my career	3.48	0.763	
In this school after every appraisal, I receive feedback about my performance	2.95	0.682	
The performance appraisal system of this School is fair	3.41	0.781	
The appraisal system of this school has a strong influence on my performance	3.43	0.813	
Eigenvalue		3.198	
% variance		53.293	
Training	Mean (Overall $\bar{x}$ = 3.66)	Factors Loadings	Alpha ( $\alpha$ )
My school provides me with extensive training to enhance my job performance	3.64	0.813	0.880
In this school, I receive regular training in the different aspects of my job	3.44	0.862	
My training needs in this school are identified through a formal performance appraisal mechanism	3.02	0.753	
The training programmes available for me in this school are relevant to the changing needs of my job	3.58	0.765	
In this school, I have been encouraged to participate in seminars and workshops	4.25	0.755	
In this school, I have been assigned challenging jobs to evoke my skills	3.57	0.611	
The mentoring I have received in this school has been vital to my job performance	3.94	0.789	
Eigenvalue		4.122	
% variance		58.888	
Promotion	Mean	Factors	Alpha

	(Overall $\bar{x}$ =3.00 )	Loadings	( $\alpha$ )
I have a clear understanding of the promotion requirements of my job in this school	3.19	0.690	0.831
Management of this school has communicated the promotion policy to me very clearly	2.79	0.815	
There is an opportunity for me to get promoted in this School soon	2.81	0.753	
Promotion in this school is based on merit	3.27	0.750	
The promotional opportunities available to me in this school are satisfying	3.03	0.861	
Eigenvalue		3.011	
% variance		60.229	

The results in Table 3 show that the teachers rated performance appraisal in the schools to be rated moderate (overall mean = 3.44), training was good (overall mean = 3.66) and promotion was also moderate (overall mean = 3.00). The teachers were non-committal on HRD practices except for training. Factor Analysis indicated that the items on each of the three dimensions of OC could be reduced to only one factor, with respective eigenvalues of 3.198, 4.122 and 3.011 respectively. The respective three factors explained over 53%, 58%, and 60% of the joint variation in the respective items constituting a factor. With factor loadings that were at least 0.5 strong considered, the results in Table 2 indicate that each item loaded highly on the corresponding factor. Therefore, all the items were valid measures of the constructs (performance appraisal, training & promotion) they measured. The Cronbach alphas = 0.810, 0.880 and 0.831 for the respective components of EC were above the benchmark = 0.70. This suggests that the items for the three HRD practices that were used to collect data were reliable measures.

**Regression Model for Predicting Employee Commitment using Recruitment and Selection.** To establish whether the recruitment and selection predicted the employee commitment (EC) of the academic staff, EC was regressed on selection and recruitment. The pertinent results are in Table 4.

**Table 4: Regression of Organisational Commitment on HRD practices**

Predictor Variables	Standardised Coefficients	Significance
	Beta ( $\beta$ )	(p)
Performance Appraisal	0.470	0.000
Training	-0.042	0.484
Promotion	0.234	0.000

Adjusted R <sup>2</sup> = 0.340 F = 44.135, p = 0.000		
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The results in Table 4 show that performance appraisal, training and promotion explained 34.0% of the variation in OC (adjusted R<sup>2</sup> = 0.340). This means that 66.0% of the variation was a result of factors not considered in this study. The regression model was significant (F = 44.135, p = 0.000 < 0.05). Performance appraisal ( $\beta = 0.470$ , p = 0.000 > 0.05) and promotion ( $\beta = 0.483$ , p = 0.000 < 0.05) had a positive and significant influence on OC but training ( $\beta = -0.042$ , p = 0.484 < 0.05) had a negative and insignificant influence on OC. Therefore, the first and second hypotheses to the effect that there is a relationship between performance appraisal and OC, and there is a relationship between training and OC were accepted. However, the hypothesis to the effect that there is a relationship between training and OC was rejected. The magnitudes of the respective betas ( $\beta$ ) suggested that performance appraisal had a moderate effect on OC while promotion had a weak effect on OC.

**DISCUSSION**

The results of the study revealed that organisational commitment (OC) was moderate. This finding is consistent with the premise on which this study was based that commitment of teachers was low. The first hypothesis (H1) to the effect that there is there is a relationship between performance appraisal and OC was accepted. This finding concurs with the findings of previous scholars. For example, Farndale et al. (2011) reported a strong positive relationship between appraisal procedural justice and OC. Similarly, Kuvaas (2010) found out that PA had a positive relationship with the affective aspect of OC. Salleh et al. (2013) indicated that perceived fairness of PA influenced their OC. Further still, Şendoğdu et al. (2013) revealed a positive significant relationship between PA in terms of performance feedback and OC. However, the finding was contrary to the finding by Gellatly et al. (2009) that PA had an insignificant relationship with AC and a negative relationship with CC. Similarly, Morrow (2011) reported that previous PA conducted one month previously had no subsequent impact on AC and prior performance ratings and perceived system knowledge were unrelated to AC although higher levels of perceived system knowledge enhanced AC. Thefeore, with the findings concurring with a number of previous scholars, the results suggest that there is a relationship between performance appraisal and OC.

The second hypothesis (H2) to the effect that there is a relationship between training and OC was rejected. This finding was consistent with Şendoğdu et al. (2013) who revealed that training in job skills had a weak but significant relationship with OC. Similarly, the finding was consistent with the finding by Bashir and Long (2015) on the aspect of CC which showed an insignificant relationship with training although with respect to the aspects of AC and NC the finding was inconsistent as the relationship was positive and significant. The finding was also inconstant with Mohyin et al. (2012)

who indicated that training was important in fostering OC. Similarly, Mugizi et al. (2016) reported that training was a positive significant predictor of EC. Also, Savaneviciene and Stankeviciute (2011) found out that skill-enhancing HRM practices (training) had a positive relationship with AC. Further, the results by Silva and Dias (2016) supported the existence of a direct and positive relationship between organisational training and OC. With the finding of the study inconsistent with the findings of most of the previous studies, the results suggest that in the context of secondary schools in Uganda, training had a limited effect on OC.

The third hypothesis (H3) to the effect that there is a relationship between promotion and OC was also accepted. This finding agrees with McCabe and Garavan (2008) promotion was among the factors that positively influenced commitment. Likewise, Scheible and Bastos (2013) found a positive and highly significant correlation between promotion and OC. Also, Weng et al. (2010) revealed that promotion had a positive significant relationship with OC. However, the finding disagreed with the finding by Cicekli and Kabasakal (2017) that promotion opportunities did not predict OC. Also, Mugizi et al. (2016b) found out that promotion was a negative and insignificant predictor of EC. However, with the finding of the study agreeing with most of the previous scholars, promotion had an effect on OC although it was weak.

## CONCLUSION

Deducing from the above discussion, it is concluded that in the context of secondary schools in Uganda, organisational commitment (OC) is problematic. Also, the current performance appraisal and promotion practices are insufficient hence correlating with the moderate OC. Training was sufficient hence failing to correlate with a low OC. Therefore, it is recommended that the Ministry of Education, Science, Technology and Sports (MoESTS) in liaison with head teachers should improve the implementation of performance appraisal. Performance appraisal should advance the careers of the teachers, involve the provision of feedback about their performance, involve fairness and should have a strong influence on the performance of teachers. However, the MoESTS in conjunction with head teachers should however not over prioritise the provision of training as it is already high. With respect to promotion, the Education Service Commission which is the body responsible for the promotion of teachers should reform the promotional practices. The promotion of teachers should be based on requirements understandable to the teachers, the promotion policy is clearly communicated, there be opportunities for teachers to be promoted, based on merit and the promotional opportunities available should be satisfying. However, the investigations of this study were limited to secondary schools in one district in the developing context of Uganda. Therefore, future research should compare with schools in the developed countries.

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