



**Gafaru Abuduru Mugoya,
Angella Namagembe**
(Master of Education
candidates)

Department of Educational
Psychology,
Faculty of Education, Islamic
University In Uganda,
Mbale Main Campus
Email: [abdulgafalmugoya@
gmail.com](mailto:abdulgafalmugoya@gmail.com)
Email: [namagembeangella75@
gmail.com](mailto:namagembeangella75@gmail.com)

Kalimu Ndaazano
Department of Business
Studies, Faculty of
Management Studies (FMS),
Islamic University in Uganda.

Mbale Main Campus
Email: [ndaganokarim@
gmail.com](mailto:ndaganokarim@gmail.com)

Ashiraf Mabanja
PhD Candidate in Education,
Department of Educational
Psychology, Faculty of
Management, Islamic
University in Uganda,
Mbale Main Campus

Email: [ashirafmabs456@
gmail.com](mailto:ashirafmabs456@gmail.com)

Ayub Namigugu
Department of Social Work
and Social Administration,
Islamic University in
Uganda.

Email: [ayubna2015@
gmail.com](mailto:ayubna2015@gmail.com)

Human Resource Management Practices and Teachers' Commitment among Government Aided Schools in Mbale City, Uganda.

Abstract: This study examined the relationship between human resource management practices and teachers' commitment in selected government secondary schools in Mbale City. The study used a cross-sectional research design with a quantitative approach on a target population of 237 teachers from three government-aided secondary schools in Mbale City, where a sample size of 201 teachers was selected using a simple random sampling technique. A five-point Likert questionnaire with closed-ended questions was developed, tested for validity and reliability, and later deployed for data collection. Data was analyzed using SPSS version 20, where descriptive, correlation, and regression analyses and results were produced. Human Resource Management practices had a positive and significant relationship with teachers' commitment. However, recruitment was the strongest predictor. Regression coefficients of the study revealed that recruitment predicted teachers' commitment by ($\beta=.284, p<.05$), performance appraisal by ($\beta=.116, p<.05$), job security by ($\beta=.130, p<.05$), and compensation by ($\beta=.131, p<.05$). Hence the study concluded that an increase in Human Resource Management practices result into an increase in teachers' commitment by 47.9% when other factors are kept constant. Finally, the study recommends that school administrators enhance compensation practices, such as rewarding teachers accordingly and promptly so that they can reciprocate their efforts, improving their commitment to offering more of the kind under related conditions.

Keywords: Compensation, Job Security, Performance Appraisal, Recruitment, Teachers' Commitment

1. Introduction

Teacher commitment is essential for schools to achieve their goals (Nazir & Islam, 2017). This is because organizational commitment is one of the critical challenges organizations are facing the world over. Conceptually, Staff commitment refers to employees' emotional and affective feelings for their organization

and working to achieve a common goal (Wainwright, 2023). This is measured through consistent attendance, punctuality, alignment with values, and timely completion of assigned tasks. However, teachers' commitment remains a challenge worldwide. For example, in Indonesia, overall teachers' commitment was weighted at 73.9% (Werang et al., 2023). In keeping in the same line, low job satisfaction and teacher turnover intentions are evidenced in Brazil (Pinho et al., 2022). This was also evidenced by the low attendance rates of teachers, a weighted average of 2.70 in the Philippines (Cloma & Dioso, 2023). Premised on the above, commitment negatively affects teacher job performance in Myanmar (Gaung, 2022). Similarly, in Pakistan, there is limited teacher commitment due to environmental concerns (Samiya et al., 2024). Despite the attractive remuneration package and fringe benefits like housing allowance, medical allowance and others to public school teachers in South Africa (Boateng & Ledimo, 2023), teachers are not engaged and committed. In Nigeria, the overall commitment of teachers was 46.6%, which is characterized by teacher absenteeism (Nwaorgu & Nkedishu, 2023). Teachers' commitment has remained a challenge in Sub-Saharan Africa countries (Frimin & Sikawa, 2023) and public institutions, teacher absenteeism is at its peak in Tanzania (Hokororo & Kaijage, 2023). Teacher job commitment has not exonerated the education system of Uganda. Evidence shows that 27.5% of teachers quit the profession, 25.1% do not have emotional attachment to their schools, and 22% of teachers see no reason to stay at workplaces (Ludigo, 2023). Additionally, overall commitment remains low at average of 3.65 (Kyomuhangi et al, 2022). Besides that, several teachers have resorted to other businesses than teaching like boda-boda riding for commercial purposes (Ludigo, 2023). Furthermore, 47% of teachers were dissatisfied with the teaching profession, 16% loved to continue teaching, and 59% had regrets for being teachers. In comparison, 37% wanted to leave the teaching profession within a year for other businesses (UNESCO Survey, 2022). With this, the Ministry of Public Service under the Parliament promises to streamline equal salaries to both Science and Arts teachers by 2027 (Parliament of the Republic of Uganda, 27 July 2022). Surprisingly, despite the efforts, teachers' commitment continues to be a challenge in schools in Uganda (Muyiggwa & Kiyingi, 2022). In Mbale City, some teachers are still dictating notes in class which implies unpreparedness due to lack of commitment (Masifa et al, 2022). Similar was addressed in the end-of-term 2 staff meeting held by School A (Minute 004/24/09/2023). Studies have empirically proven that Human Resource Management Practices are critical in accelerating teachers' commitment. For example, Researchers Mohamad, et al (2023), Zhang (2023), Saadat (2023), and Nada, et al (2023) confirmed that human resource management practices when effectively practiced, improve teachers' commitment. However, most of these studies used combined research methods and more in other sectors than education. In contrast, the current study was limited to only a quantitative approach and sought to address the same problem calling for the current study.

2. Literature Review and Hypothesis Development

2.1 Theoretical review

Homans' Social Exchange Theory (SET) is a fundamental human resource management (HRM) concept that suggests people make logical decisions based on their preferences and constraints, leading to a balance between giving and receiving. This theory suggests that individuals, like employees in organizations, exchange to maximize benefits and minimize costs. The process begins when managers provide employees with desirable items as a means of exchange, and through reciprocity, resources are traded for positive behaviors or job attitudes. SET proposes that an employee's job outcomes, including organizational commitment behaviours (OC), result from a sequence of sequential transactions between the employer and the employee. Positive initiating actions, such as providing organizational support for initiatives like training, promotions, and appraisals, can be reciprocated with favorable results, including OC. This study examined how HRM practices, such as performance assessment, training, and promotion, affect teachers' organizational commitment (OC) driven by SET.

2.2 Recruitment and Teachers' Commitment

In the management field, the idea of recruiting has attracted a lot of interest as a means of leveraging employee performance to accomplish organizational objectives. For a variety of causes, including retirement, layoffs, temporary or permanent disabilities, and death, employees come and go from the

company (Dwesini, 2019). Still, businesses must ensure that the right people are employed to cover open roles (Kazim & Nasira, 2016). Finding possible personnel who fit a company's or organization's requirements and qualifications is known as recruitment (Aulia et al., 2022).

Empirically, Lestari et al. (2022) examined the effect of recruitment practices on career development and teacher work performance, finding that recruitment practices and career development significantly influence employee productivity by 81.3%. The study recommended school leadership to enhance recruitment practices and career development to promote teacher work spirit. Salehi and Sarmazdeh (2022) conducted a survey of the casual relationship between teachers' commitment through recruitment practices, finding a constructive correlation between recruitment practices and teachers' commitment. Owan et al. (2022) used an ex-post facto research design to examine the contribution of placement with teacher job commitment, finding that placement is effective in fostering teacher job commitment. Nduhura et al. (2022) investigated the relationship between recruitment practices and teacher participation in personal owned secondary institutions, finding a significant credit between internal sourcing, external sourcing, and headhunting on teacher retention. Imucheri et al. (2022) examined the control of recruitment practices and workers' job conduct in Uganda, finding a significant influence between staff selection and work performance. Omar (2022) used the Social exchange theory to examine the importance of staff commitment on the connection between recruitment practices and workplace conduct, using a quantitative survey method and quota sampling technique. Okder and Pendrian (2023) investigated the impact of recruitment exercise and workplace commitment among workers at PT Gema Kreasi Perdana, finding a constructive connection between recruitment practices and workplace commitment at a value of 2.674.

H₁: Recruitment is positively related to teacher's commitment in schools.

2.3 Performance appraisal and Teachers' Commitment

Performance appraisal is the systematic evaluation of an employee's performance and understanding an individual's abilities for further growth and development. It assists supervisors in evaluating the work performance of their subordinates. It helps in determining the employee's training and development needs. It provides a platform for employees to correct their mistakes. It also provides appropriate guidance and criticism. Performance appraisal is defined as a system that involves setting employee standards, looking at employees' actual job performance, assessing that performance against the standards, and giving feedback to the employee on the performance, how to improve it going forward, and setting new goals and expectations for another period (Dessler, 2008). It has been discovered that performance assessment procedures favor teachers' job dedication, as demonstrated by higher academic performance production. It's still unclear, nevertheless, how precisely performance rating procedures and work commitment are related. Research has indicated that enhanced performance and work dedication might result from teachers and students having efficient communication and timely feedback. This implies that excellent supervisory communication can increase the efficacy of HRM procedures.

Empirically, a study by Waeyenberg et al. (2022) found a strong positive correlation between performance management and teacher performance in the UK, suggesting that effective communication and timely feedback can make human resource management practices more effective. Journal et al. (2022) found a strong connection between performance judgment, job pleasure, and organizational faithfulness in Nepalese commercial banks. This suggests that effective appraisal systems can lead to high morale and organizational commitment. A study by Alberto & Macaes (2022) found a favorable influence of organizational contact, authority, and employee engagement in the generosity sector in Portugal, suggesting that managers should adopt an authorizing administrative approach to involve workers in the innovative process and reduce objections to transformation. McGuirk (2022) found a positive correlation between workplace support and worker behavioral change in the tourism sector, suggesting that organizational leaders can improve worker behavior through job control and design measures. The study recommends that managers not only set organizational objectives but also provide a conducive working environment supporting workers' creativity and behavioral change, ultimately contributing to organizational commitment.

H₂: Performance Appraisal is positively related to teacher's commitment in schools.

2.4 Job security and Teachers' Commitment

Yasmeen et al. (2022) found a positive correlation between succession planning strategies and employee retention, using a survey-based methodology. Kaegon and Victoria (2021) used a correlation study design to examine job commitment among teachers, finding a weak, positive, and significant association between job security and job commitment. Khan et al. (2022) found that pay, employment stability, and workload significantly influence teacher satisfaction. Ayodele (2022) investigated job stability tactics and job contentment among non-teaching staff using a mixed-methods approach, finding that job stability significantly influenced job satisfaction. Guarango (2022) found a positive correlation between emotional, persistent, and duty-bound commitment and both subjective and measurable work instability and a positive connection between organizational commitment and motivation. The research was conducted in primary schools in Kampala district, while ongoing research was done in government-assisted secondary schools in Mbale City.

H₃: Job security is positively related to teacher's commitment in schools

2.5 Compensation and Teachers' Commitment

An employee's payment for their services to the company is referred to as compensation. Human resource management includes compensation management as a crucial component that enhances employee motivation and organizational effectiveness (Heywood & Wei, 2006). Pay, also called incentive pay or variable compensation, has grown in significance for workers' happiness and ability to function well at work (Curran & Walworth, 2014). Concerning wages or salary programs, it refers to all forms of financial return, tangible services, and benefits that employees receive as part of an employment relationship. Examples include salary ranges for job descriptions, merit-based, bonus-based, commission-based, and long- or short-term incentive programs, among other things. Additionally, employee benefits include life insurance, income protection, and allowances.

Putra and Swanto (2022) empirically conducted a study on the impact of job enhancement, competency, compensation, and workplace commitment on job contentment and productivity in public junior schools. The study found that compensation had a significant impact on job satisfaction but not on teacher performance. The current study focuses on secondary schools in Uganda, Mbale City. Herman et al. (2021) found that compensation strongly correlates with employee restating and positively influences job satisfaction. Tamsah et al. (2021) found that career advancement is determined by work commitment and compensation influences it. Uwannah and Frank (2023) found a significant correlation between compensation and performance appraisal on teachers' work commitment, with monetary compensation being provided. Farrelino et al. (2022) found that compensation and job satisfaction significantly influence employee commitment, while self-efficacy has a negative effect. Nyongesa (2023) examined the connection between haggling and teacher productivity in Kenya, finding that workers' unions and timely payment and bonuses improve teachers' productivity.

H₄: Compensation is positively related to teacher's commitment in schools.

2.6 Summary of Literature and Study Gap

The examined research has demonstrated connection between employee commitment and HRM activities such as hiring, performance reviews, job security, and pay. Nonetheless, little research has been done on the relationship between HRM practices and teacher commitment in government-aided secondary schools in Mbale, Uganda. Most studies were not in the context of education and those few that were in education were done in primary school settings and this study covered the secondary school setting because government secondary teachers are paid more than the primary ones, and the community would feel that they should be more committed to the work, hence underscoring the need for this study.

Similarly, while the presented literature highlighted the variety of tactics used to foster employee commitment, HRM practices have received less attention. Yet HRM practices play a pivotal role in shaping teachers' work environment and experiences. HRM practices like compensation and job security bring about motivation and directly impact the wellbeing of employees. Therefore, by studying these HRM practices, educators and researchers gain a better insight into fostering teacher commitment and improving the overall organizational performance.

3. Methodology

3.1 Design, population and sample

The study adopted a cross-sectional research model to examine the impact of Human Resource Management practices on Teachers' commitment in Government Aided Secondary Schools in Mbale City and a quantitative approach was used. The study focused on the low levels of teacher dedication in thirteen government-aided secondary schools in Mbale City, precisely three in the Northern Division and one in the Industrial Borough. The study's population was 237 teachers from these schools, chosen based on their academic ability and prompt service. Krejcie and Morgan's (1970) table of sample determination was used to determine the sample for each population size efficiently, and a sample size of 201 teachers was established using simple random sampling because it reduces bias (Creswell, 2012). The researcher used the rotational approach to ensure equal chances for each teacher.

3.2 Data Collection Instruments

The study utilized questionnaires to gather data from the field, designed with questions aimed at many pools, in line with the survey's objectives. The researcher developed the Human Resource Management Practices and Teachers' Commitment Questionnaire (HRMTCQ), a five-point Likert scale for teachers to fill out and return. The questionnaire consisted of three sections: personal information, HRM practices, and closed-ended questions about teachers' commitment, aiming to provide data aligned with the study's objectives. The researcher utilized questionnaires for quick, accurate, and anonymous information collection from many respondents, as they are considered the most effective method.

3.3 Test of validity and reliability and factorability

To ensure validity in this study, the academicians used the questionnaire to review and check whether the questions were relevant to the intended research. A content validity Index (CVI) test was performed, which assessed whether each item within the data collection instruments measured the variables in the statement and captured issues to be measured. Those ticked 1 and 2 were considered irrelevant, and those ticked 3, 4 and 5 were deemed relevant. Their views formed a basis for preparing the final instrument that was taken to the field. A Content Validity Index was calculated that is $CVI = K/N$ where CVI stands for content validity Index, K is- the number of items considered relevant, and N is the number of items in the instrument, and results are indicated the following CVI values for the variables; human resource management Practices = 0.816; and teachers' commitment = 0.899. Therefore, the instrument was valid for data collection because it obtained a content validity index above the threshold of 0.7, according to Mohajan (2017).

Reliability refers to the extent/ability of the instrument to produce stable and consistent results. A scale is said to be reliable if repeat measurement made by it under constant conditions gives the same results (Tahardoost, 2016). The results after a reliability test showed that the instrument was reliable. The specific Cronbach alpha coefficients were: Recruitment =0.895, Compensation= 0.811, Job security =0.865, Performance Appraisal =0.816 and Teachers Commitment = 0.825.

Further, to ascertain the validity and reliability of elements in the questionnaire, an Exploratory Factor Analysis (EFA) was carried out as seen in Table I based on principal components. Doing this helped the researchers identify the pattern, reducing the data to a manageable level (Field, 2018). For the study to

establish the convergent validity, the major components for each variable were extracted by running a principal component analysis by employing the varimax rotation method, suppressing the factors below 0.5 because of their weak loadings. The suitability of data was assessed for factor analysis based on sample size adequacy by carrying out the Kaiser–Meyer–Olkin (KMO) and Bartlett tests through the principal component analysis for scales hence attaining the KMO values Human resource management at 0.805. 12 Bartlett's test of sphericity in all scales reached statistical significance ($p < 0.05$) (significant value was 0.00 for each scale). Collectively, these results support the factorability of the correlation matrices because our correlation matrices are significantly different from the identity matrices in which the variables would not correlate. The determinants for all three matrices were more significant than 0.01, implying no multicollinearity or singularity between variables.

Table I showing Rotated Component Matrix^a for Humana resource management practices

	Component			
	Compensation	Job Security	Recruitment	Performance appraisal
HRC5	.897			
HRC7	.829			
HRC3	.826			
HRC6	.637			
HRC4	.617			
HRJ5		.711		
HRJ7		.690		
HRJ3		.621		
HRJ6		.583		
HRR7			.790	
HRR5			.707	
HRR4			.669	
HRP4				.876
HRP2				.747
Initial Eigenvalues	4.261	2.258	1.159	1.094
% of Variance	30.435	16.127	8.276	7.815
Cumulative %	30.435	46.562	54.838	62.653

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. a. Rotation converged in 5 iterations.

Kaiser-Meyer-Olkin Measure of Sampling Adequacy...805; Bartlett's Test of Sphericity Approx. Chi-Square 882.484

Source: Primary Data (2024)

4. Empirical findings

4.1 Demographic characteristics

In this survey, 201 teachers were sampled and the questionnaires returned were 190 showing a questionnaire return rate of about 94%. A response rate of 50% and above is a good response (Amin, 2005). Implying that the return rate of this survey was sufficient to make conclusions and informed decisions on the data collected.

The study surveyed 120 male respondents (63.2%) and 70 female respondents (36.8%) this implies that there are more male teachers than females since a probability sampling technique was used, with the majority aged between 25 and 34 indicating they were mature enough to provide reliable and informed responses.

The majority of respondents had bachelor's degrees (82.1%), which implies that most of the teachers in these schools are qualified to teach and have a good understanding of the concepts and terms used in this

study. For that reason, it is of great importance to involve trained participants in the research to read and translate the concepts in the survey sheet. The majority of respondents belonged to the Arts discipline (56.8%) compared to the Sciences (43.2%) and this implies that these schools have many Arts teachers. The majority of respondents had worked for their schools for 6-10 years, and according to Nadler (2012) where the study registered that employees who have stayed in an organization for a proportionately large number of years have detailed facts concerning the school and tend to provide a quality response which contributes positively to the recent study, with a combined score of 0.816 and 0.899 for HRM Practices and Teachers' Commitment, respectively. The majority of respondents worked full-time (55.3%), and Nadler (2012) consented that those workers who are fully available within the school environment deliver actual facts about the school and reveal necessary facts about the research matters, with a smaller percentage working part-time (30%) as shown in Table II;

Table 2: shows the Demographic characteristics of the respondents

Demographic characteristic	Frequency	Percent
Gender		
Male	120	63.2
Female	70	36.8
Total	190	100.0
Age		
18-24 yrs	12	6.3
25-34 yrs	88	46.3
35-44 yrs	60	31.6
45-54 yrs	22	11.6
55-60 yrs	8	4.2
Total	190	100.0
Highest level of education		
Diploma	14	7.4
Bachelor's Degree	156	82.1
Post graduate diploma	13	6.8
Masters	7	3.7
Total	190	100.0
Qualification discipline		
Art Subject	108	56.8
Science Subject	82	43.2
Total	190	100.0

Duration of service in the school		
1-5 yrs	62	32.6
6-10 yrs	71	37.4
11-15 yrs	35	18.4
16-20 yrs	14	7.4
Above 20 yrs	8	4.2
Total	190	100.0
Term of service employed in the institution		
Full time	105	55.3
Part-time	57	30.0
Contract	21	11.1
Probation	7	3.7
Total	190	100.0

Source: Primary Data (2024)

4.2 Descriptive statistics and correlational results

Following the 5 Likert scale used in this study, from 1 representing strongly disagree to 5 representing strongly agree. Findings in Table III indicate that respondents agreed with all statements that make up the entire study variables as indicated in the table. The standard deviation figures also indicate that the respondents' views were not widely spread. Subsequently, the mean and standard deviation for the dependent variable (teachers' commitment) are 4.142 and 0.474 respectively while the mean and standard deviation for recruitment are 3.944 and 0.866, the mean and standard deviation for performance appraisal are 3.968 and 0.745, mean and standard deviation for job security is 3.875 and 0.699, and the mean and standard deviation for compensation is 3.1418 and .990 and the mean and standard deviation of teachers commitment is 4.142 and 0.474. The correlation results from Table III show that HRM practices positively and significantly correlated with teachers' commitment. Practices like recruitment ($r=.755$, $p<.05$), performance appraisal ($r=.614$, $p<.05$), job security ($r=.708$, $p<.05$), compensation ($r=.687$, $p<.05$) and teachers' commitment ($r=.468$, $p<.05$) as seen in Table III. The findings imply that HRM practices of this study are critical components for teacher commitment. However, it is worth noting that these results suggest a strong relationship but not a causal link.

Table 3; shows the Descriptive statistics and correlation results

Variable	Mean	SD	1	2	3	4	5	6
Human Resource Management Practices	3.801	.572	1					
Recruitment	3.944	.866	.755**	1				
Performance Appraisal	3.968	.745	.614**	.328**	1			
Job security	3.875	.699	.708**	.416**	.362**	1		
Compensation	3.418	.990	.687**	.328**	.124	.293**	1	
Teachers' Commitment	4.142	.474	.468**	.419**	.273**	.328**	.276**	1

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

Source: Primary Data (2024)

4.3 Regression Results

The results presented in Table IV demonstrate that the regression model is significant ($F=13.791$, $p=0.000<0.05$). HRM practices; recruitment ($\beta=0.284$, $p=0.000<0.05$) had a positive and significant relationship with teachers' commitment, while performance appraisal ($\beta=0.116$, $p=0.102<0.05$), job security ($\beta=0.130$, $p=0.084<0.05$), and compensation ($\beta=0.131$, $p=0.062<0.05$) had a positive and insignificant relationship with teachers' commitment. Therefore, all the hypotheses were accepted that is; Recruitment, Performance appraisal, Job Security and Compensation are positively related to teachers' commitment. This implies that the adoption of the mentioned Human resource practices in a school bring about more commitment among teachers. Additional results demonstrate that HRM Practices collectively account for 21.3% of the variation in teachers' commitment. Other variables not taken into account in this study can account for the remaining 78.7%. The magnitudes of the respective betas (β) asserted that recruitment was the strongest predictor among the variables.

Table 4: Showing Multiple regression results

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	2.680	.215		12.436	.000		
Recruitment	.155	.041	.284	3.804	.000	.746	1.340
Performance Appraisal	.074	.045	.116	1.645	.102	.830	1.205
Job security	.088	.051	.130	1.737	.084	.744	1.344
Compensation	.062	.033	.131	1.880	.062	.862	1.160
R		.479					
R Square		.230					
Adjusted R Square		.213					
Std. Error of the Estimate		.42027					

F Change	
F	13.791
Sig.	.000

a. Dependent Variable: Teachers' Commitment

4.4 Discussion of findings

This survey investigated and tested the relationship between HRM practices (recruitment, compensation, job security and performance appraisal) and teachers' commitment in selected government-aided secondary schools in Mbale city.

The first hypothesis (H1) to assert that recruitment is positively related to teacher's commitment in government-aided secondary schools in Mbale City was accepted, and it revealed a positive and significant relationship ($r=.755$, $p<.05$) between recruitment and teachers' commitment which mean that improvement in recruitment practices will lead to a significant increase in teachers' commitment by 28.4%. The results aligned with the earlier studies for example, Lestari et al. (2022) revealed a positive and significant relationship between recruitment practices and employee commitment. Similarly, Salehi and Sarmazdeh (2022) conducted a study on the causal relationship between teachers' commitment through recruitment practices, the findings reported a constructive correlation between recruitment practices and teachers' commitment. Further still, Owan et al. (2022) reported a positive significant relationship between placement as a recruitment practice and teacher job commitment. The theoretical contribution this study has is the ability to provide a better understanding of how recruitment practices affect teacher commitment. Therefore, recruitment practices are said to be important in influencing teacher commitment.

The second hypothesis (H2) which posited that there is a positive correlation between teachers' commitment and performance appraisal was also accepted. The results indicated that there is a positive but not statistically significant link ($r=.614$, $p=.102 <.05$) between PA and TC. This result is consistent with other researchers' findings. For instance, Gellatly et al. (2009) found no correlation between employee dedication and performance reviews. In a similar vein, Morrow (2011) found that staff commitment was unaffected by a performance review that was completed one month earlier. The results, however, were at odds with those of Farndale et al. (2011), who found a high positive correlation between employee dedication and procedural justice in appraisals. In a similar vein, Kuvaas (2010) discovered a favourable correlation between performance reviews and the affective component of commitment. According to Salleh et al. (2013), their commitment was impacted by how fair they thought the performance review process was. Furthermore, in the UK, Waeyenberg et al. (2022) discovered a high positive link between teacher performance and performance management. Thus, the data imply that there is a link between PA and TC, with the results agreeing with several earlier researchers. The study's findings emphasize the need to not only consider performance appraisal for enhancing teacher performance, but also attend to other relevant factors. Therefore, any plans for promoting teacher performance should draw much of the attention to other factors in addition to performance appraisal.

The third hypothesis (H3) about the claim that job security and teachers' commitment are positively correlated was approved, and the results indicated a positive but negligible correlation ($r=.708$, $p=.084 <.05$) between the two variables. This outcome contradicted the findings of earlier researchers. For instance, Kaegon and Victoria's (2021) study on teachers' job commitment found a weak but substantial positive correlation between job stability and instructors' dedication. Similarly, Ayodele (2022) found that job stability had a major impact on staff commitment after looking into job stability strategies and job satisfaction among non-teaching personnel. The contribution of this study lies in the ability to provide a nuanced understanding of the relationship between job security and teacher commitment. Therefore, while job security may play a key role in influencing teacher commitment, other factors may be more significant determinants. Interventions aimed at improving teacher commitment may need to go beyond simply enhancing job security.

Accepted as the fourth hypothesis (H4) to the claim that teachers' compensation and commitment are positively correlated, the study found a positive but negligible correlation ($r=.468$, $p=.062 <.05$) between

the two variables. This implies that while there may be a general trend for teachers with higher salaries also to be more dedicated, the relationship is not strong enough to draw definite conclusions or make significant predictions. The prior researchers concurred with this result. For instance, Putra and Swanto (2022) found that while pay affected job satisfaction significantly, it did not affect teachers' dedication. The results, however, were at odds with those of Herman et al. (2021), who discovered that staff commitment is positively influenced by compensation and that it has a substantial correlation with employee restating. In a similar line, Tamsah et al. (2021) discovered that salary has a significant impact on career progression and that it is dictated by job commitment. As per the study's findings, it is essential to note that teachers' compensation plays some role in fostering teacher commitment although less the level of influence is low.

4.5 Conclusion and Recommendations

The results of the study indicate that educators do not have to exhibit a lack of attention to their work continuously. Thus, this study also concluded that recruitment, performance reviews, job security, and compensation all had a favorable and significant impact on teachers' commitment to their careers. Therefore, it is inevitable that inadequate recruitment practices, substandard performance reviews, unstable job security, and inadequate compensation would negatively affect teachers' commitment to their work and the school as a whole. Teachers must be recruited based only on merit, evaluated fairly, given job security, and compensated fairly and impartially. Teachers will be more devoted to their work and the schools as a result of this. Therefore, these elements of our schools need to be changed if we are to have more committed and effective teachers at government-aided secondary schools in Mbale City and throughout Uganda.

Based on the results of the study, the following recommendations were drawn based on the main objectives of the study

- The school administrators should enhance on compensation practices like rewarding teachers accordingly and promptly so as the teachers can get the reciprocal of their efforts hence improving their commitment to offer more of the kind under related conditions.
- Staff development that is to say on-job and off-job training like workshops and seminars should further be enhanced by the concerned stakeholders in order to improve on staff effectiveness and efficiency at the workplace and also act as a motive force to increase teachers' commitment to their jobs and the school at large.

4.6 Areas for further research

The study suggests the following areas for future research;

- The study used only a quantitative research approach with the target population as teachers. Other researchers can use mixed method of research and also consider other participates like administrators and students to study the influence of reward systems on teachers' commitment.
- The study focused on the relationship between human resource management practices and teachers' commitment in the selected government-aided secondary schools in Mbale City. Meanwhile, other researchers can consider the same problem in the private secondary schools in Mbale City.
- The research studied human resource management practices and teachers' commitment in Secondary schools in Mbale City, the same problem can be studied in the primary school section in Mbale City as well in different districts in the country.

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