



**HUMAN RESOURCE MANAGEMENT PRACTICES AND JOB SATISFACTION AT  
TAIBAH INTERNATIONAL SCHOOL**

**BY**

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**15/MBA/KLA/00/EVE/0018**

**A DISSERTATION SUBMITTED TO THE SCHOOL OF MANAGEMENT SCIENCE IN  
PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF A  
MASTERS DEGREE IN BUSINESS ADMINISTRATION OF UGANDA  
MANAGEMENT INSTITUTE.**

**MARCH 2018**



**DECLARATION**

I, **Mariam Nakiyingi**, do hereby declare that to the best of my knowledge and understanding, this is my original work and has never been submitted to any University, College or Institution of higher learning for any award. However, any sources of information are duly acknowledged.

Signature.....

Date.....

**APPROVAL**

This is to certify that this dissertation has been submitted for examination in partial fulfilment of the requirements for the award of the Masters in Business Administration with our approval as the Institute Supervisors.

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**DEDICATION**

I dedicate this dissertation to none other than my beloved family. I love it so much. May God bless them.

## ACKNOWLEDGEMENT

My expression of sincere gratitude to all those who helped me dearly is due in three categories; Accolades to my parents who have without reservations worked and supported me assiduously to see me through my research not only moral but financial support too, I love you very much. I am greatly indebted to Taibah International School for being there whenever needed. Thank you so much.

In the same spirit, I am so grateful to my exceptional supervisors Dan Oryema (PhD) and Maria Barifaijo (PhD) for the help they offered despite their tight schedules. It is far beyond what I can trust myself to say but I can only leave it to the Almighty. Thank you very much and may God bless you.

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## **LIST OF ACRONYMS**

CIE – Cambridge International Curriculum

CVI – Coefficient of Validity Index

HR – Human Resources

HRM – Human Resource Management

JCT – Job Characteristics Theory

JDS – Job Diagnostic Survey

JDI – Job Descriptive Index

JRF – Job Rating Form

SPSS – Statistical Program for Social Science

TIS – Taibah International School

UNEB – Uganda National Examinations Board

## **ABSTRACT**

This study examined the relationship between Human resource management practices and job satisfaction at Taibah International School (TIS). There was an increase in rates of low work attitudes, commitment and involvement later leading to absenteeism and turnover as displayed by staff at TIS in the past five years. The specific objectives of this study were to find out the relationship between compensation, performance evaluation and promotion and job satisfaction. The study adopted a cross sectional research design with a sample size of 82 respondents. Data were collected using; questionnaire, interview and documentary review methods accompanied by the corresponding instruments; questionnaire survey, interview guide and the documentary review checklist. The study found out that performance evaluation and compensation had a strongly positive relationship with Job satisfaction while promotion and compensation had a moderate and positive relationship respectively. The implications of the study focus on impartiality in compensation and regular feedback in performance appraisals. Unbiased Promotion on the other hand removes dissatisfying factors among employees. In recommendation, TIS should practice providing and maintaining competitive rewards of employees, regular performance feedback and

attaching a lot like benefits, power (superiority) to promotional posts in its human resource management practices so as to create job satisfaction.



# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Introduction**

The most important single resource in any organization is people (General, 2002). Teachers therefore have the biggest impact on students because their teaching methods are instrumental in helping them learn and one approach is likely to produce different results from another (Western & Ganton, 1986). —Job satisfaction refers to attitudes employees form towards their jobs by taking into account their feelings, their beliefs, and their behaviours. It can result from the type of work performed that is to say accomplishing goals, extracurricular activities or the working environment having a supportive and friendly boss or co-workers. —Human Resources

Management (HRM) practices form the foundation supporting the way a company's human capital will operate on its behalf for example means through which human resources' personnel can develop the leadership of the company's staff (Reynolds, 2016), intensive pay strategies, upward change in work position, work evaluation and so much more.

This chapter explains the background of the research, purpose of the study, the problem statement, the research questions, the research hypotheses, and the conceptual framework as detailed below;

### **1.2 Background of the study**

The background of this research contains the historical background, the theoretical background, the conceptual background and the contextual background.

#### **1.2.1 Historical Background**

In developing countries, particularly those in Africa the engaging issues of high teacher turnover, brain drain have now placed pressure on school administrators to undertake a number of employee satisfaction strategies.

Historically the origin of Human Resource Management started to be documented in early 18<sup>th</sup> century in USA and some European countries like UK, Germany, France (Midler, 1986).

—Human Resources Management (HRM) formally known as Personnel administration emerged as a clearly defined field by the 1920s (at least in the US). It was largely concerned with the technical aspects of hiring, evaluating, training, and compensating employees and was very much of "staff" function in most organizations as the field did not normally focus on the relationship of disparate employment practices on overall organizational performance or on the systematic relationships among such practices. A unifying paradigm was also another of those that the field lacked.

Throughout history, human resource management has changed in name various times mainly due to the change in social and economic activities for example; Industrial Welfare: Mahmood. M (2004), Akter.N. (2002) described it as the first form of human resource management (HRM). In 1833 the factories act stated that there should be male factory inspectors. In 1878 legislation was passed to regulate the hours of work for children and women by having a 60 hours a week. During these time trade unions started to be formed. In 1868 the 1st trade union conference was held. This was the start of collective bargaining. In 1913 the number of industrial welfare workers had increased so a conference organized by Seebohm Rowntree was held and the welfare workers' association was formed later changed to Chartered Institute of Personnel and Development.

This started when Mary Wood was asked to start engaging girls during the 1st world war. In the 1st world war personnel development increased due to government initiatives to encourage the best use of people. In 1916 it became compulsory to have a welfare worker in explosive factories and was encouraged in munitions factories. A lot of work was done in this field by the army forces. The armed forces focused on how to test abilities and IQ along with other research in human factors at work. In 1921 the national institute of psychologists established and published results of studies on selection tests, interviewing techniques and training methods (Aswathappa. K., 2008, Tzafiiir.S., 2006)

During the 2nd world war the focus was on recruitment and selection and later on training; improving morale and motivation; discipline; health and safety; joint consultation and wage policies. This meant that a personnel department had to be established with trained staff(Garcia. M.,2005, Thang. N. & Buyens. D., 2008).



Consultation between management and the workforce spread during the war where personnel departments became responsible for its organization and administration. Health and safety and the need for specialists to deal with industrial relations was recognized so that the personnel manager became as spokesman for the organization when discussions were held with trade unions/shop stewards and was the focus for the period. In the 1970's industrial relations was very important. The heated climate during this period reinforced the importance of a specialist role in industrial relations negotiation. The personnel manager had the authority to negotiate deals about pay and other collective issues (Moyein.A.,& Huq.A., 2001)

In the 1970's employment legislation grew and the personnel function took the role of the specialist advisor making sure that managers do not violate the law hence causing industrial tribunals (Yeganeh. H.,2008)

In the 1990's a major trend emerged where employers were seeking increasing flexible arrangements in the hours worked by employees due to an increase in number of part-time and temporary contracts and the invention of distance working. The workforce and patterns of work are becoming diverse in which traditional recruitment practices are useless. In the year 2000, an increase in the use of internet meant a move to a 24/7 society. This created new jobs in ecommerce that were lost in traditional areas like shops. This meant an increased potential for employees to telecommute. Organizations needed to think strategically about the issues these developments raised. HRM managers' role was to be flexible and change as changes occurred (Monappa. A., 2004 & Ting. Y., 1997).

—HRM|| therefore developed in response to the substantial growth in competitive pressures American business organizations began experiencing by the late 1970s as a result of such factors as globalization, deregulation, and rapid technological change. These pressures gave rise to an enhanced concern on the part of firms to engage in strategic planning; a process of anticipating future changes in the environment conditions like the nature as well as level of the market and aligning the various components of the organization in such a way as to promote organizational effectiveness.

Human Resource Management (HRM) according to Dessler. (2007) consisted of all the activities undertaken by an enterprise to ensure the effective utilization of employees towards the attainment of individual, group, and organizational goals. An organization's Human resource function focused on the people side of management. It consisted of practices that helped the organization to deal effectively with its people during the various phases of the employment cycle including; The pre-hire phase involved planning practices where the organization decided what type of job openings would exist in the upcoming period and determined the necessary qualifications for performing those jobs. During the hire phase, the organization selected its employees through recruiting applicants, assessing their qualifications, and ultimately selected those who were deemed to be the most qualified. An organization developed HRM practices for effectively managing people once they —came through the door." Those practices were designed to maximize the performance and satisfaction levels of employees by providing them with the necessary knowledge and skills to perform their jobs and by creating conditions that would energize, direct, and facilitate employees' efforts toward meeting the organization's objectives.

—Job satisfaction —formally known as —Work redesign first got its start in the 1960s. Up until then, the prevailing attitude was that jobs were to be simplified in order to maximize production, however it was found that when subjected to highly routinized and repetitive tasks, the benefits of simplification sometimes disappeared due to worker dissatisfaction. It was proposed that jobs were to be enriched in ways that boosted motivation, instead of just simplified to a string of repetitive tasks. It was from that viewpoint that Job Characteristics Theory emerged.(Haque. M. & Taher. M. 2008).

Greg and Richard (1975) constructed the original version of the Job Characteristics Theory (JCT), which was based on earlier work by Turner and Lawrence and Hackman and Lawler. Turner and Lawrence provided a foundation of objective characteristics of jobs in work design. Further, Hackman and Lawler indicated the direct effect of job characteristics on employee's work related attitudes and behaviours and, more importantly, the individual differences in need for development, which is called Growth Need Strength in Job Characteristics Theory. (Greg.,1916)

Hackman and Oldham (1980) presented the final form of the Job Characteristics Theory in their book Work Redesign. The main changes included the addition of two more moderators;

Knowledge and Skill and Context Satisfaction removal of the work outcomes of absenteeism and turnover, and increased focus on Internal Work Motivation. Several of the outcome variables were removed or renamed as well. Concentration was shifted to the affective outcomes following results from empirical studies that showed weak support for the relationship between the psychological states and behavioural outcomes.

In addition to the theory, Oldham and Hackman (1980) also created two instruments; the Job Diagnostic Survey (JDS), which directly measured jobholders' perceptions of the five core job characteristics, their experienced psychological states, their Growth Need Strength, and the Job Rating Form (JRF), which was designed to obtain the assessments from external observers, such as supervisors or researchers, of the core job characteristics.

In recent studies, —Job satisfaction referred to attitudes employees form towards their jobs by taking into account their feelings, their beliefs, and their behaviours (Weiss, H. M.,2002). It can result from the type of work performed that is to say accomplishing goals, extracurricular activities or the working environment having a supportive and friendly boss or co- workers. An employee's total compensation comprised of satisfaction which meant that a more satisfied employee was most likely to perform even at a low wage payment. Job satisfaction as to Robbins

(1999) was an individual's general attitude towards his or her job. Job satisfaction was defined as the attitudes and feelings employees have about their work (Armstrong, 2003, p. 239).

From that historical background, it was suggested that it was not technology but the art of human and humane management that would continue to challenge the HRM executives in the 21<sup>st</sup> century (Drucker, Dyson, Handy, Saffer & Senge, 1997). To date, evidence suggested that failure to effectively consider HRM practices of recruitment and selection, compensation and benefits, labour relations, health and safety management, training and development, career planning led to employee dissatisfaction with their jobs and work place (Griffeth, Griffin & Johnson, 2000; Parnold & Zimmerman 2009).

In complement, researchers reported that empirical studies in America confirmed that employees' satisfaction was predicted by HRM practices and job attributes and they also found out that

employees who had a positive experience with regards to fair compensation, sense of job and career fulfilment with their jobs were more likely to be satisfied with their jobs. (Milman &

Ricci, 2004)

### **1.2.2 Theoretical Background**

Theoretically this research adopted the —Job Characteristics Theory (JCT)ll. The Job Characteristics Theory developed by organizational psychologists Richard Hackman and Greg Oldham, is a normative approach to job enrichment. It specified five core job dimensions that led to critical psychological states in the individual employee. The first three dimensions were: (a) skill variety (the range of tasks performed), (b) task identity (the ability to complete the whole job from start to finish), and (c) task significance (the impact of the job on others). Those three dimensions contributed to the meaningfulness of the work—in other words, the higher the task variety, identity, and significance, the more meaningful the work was to the employee. The fourth job dimension was autonomy (the extent of discretion and freedom an employee has over his or her tasks) and the higher this was, the more the employee felt responsible for the outcome of his or her work. The fifth dimension was feedback (the extent to which the job provides the employee with information about the effectiveness of his or her performance) which allowed the employee to appreciate the outcome of his or her efforts. As a consequence of providing positive psychological states, the JCT suggested that positive outcomes would occur for the individual and the organization: high motivation, high-quality performance, high Job satisfaction, low absenteeism, and low labour turnover.

Hackman and Oldham (1974) presented a model of the conditions that lead to job satisfaction. This theory held that characteristics of the job resulted in psychological states within the employee. Those states subsequently influenced experienced satisfaction with the job. The five characteristics included skill variety, task identity, task significance, autonomy, and feedback (Hackman and Oldham, 1974). The psychological states experienced by employees included meaningfulness of work, responsibility for work outcomes, and salient knowledge of results. Employees who experienced the psychological states outlined, subsequently experienced general work satisfaction as well (Oxford University Press 2017). Nevertheless, there was ample research that supported the viability of the JCT. Several studies showed that job enrichment, as informed by the job characteristics theory, was positively related to general work satisfaction (Birnbaum, Farh, & Wong, 1986; Fried & Ferris, 1987; Abbas, Ghurmo, Kumar, & Zeeshan, 2012).

The job characteristics identified in this theory such as task identity, skill variety, autonomy and feedback are purely part of the human resource management practices of an institution that helped to have a satisfied work force. Addressing the characteristics suggested, this theory therefore helped to build strong human resource management practices that fostered Employee job satisfaction that were seen to be quite lacking in many more other researchers' work.

This theory was chosen for the study because it describes human resource management practices indeed affects job satisfaction. The research was therefore based on this theory to build more knowledge on the exact human resource management practices that affected job satisfaction.

### **1.2.3 Conceptual Background**

#### **HRM Practices**

Human Resource Management (HRM) refers to the policies and practices involved in carrying out the human resource (HR) aspects of a management position including human resource planning, job analysis, recruitment, selection, orientation, compensation, performance appraisal, training and development, and labour relations (Dessler, 2007). HRM is composed of the policies, practices, and systems that influence employees' behaviour, attitude, and performance (Noe, Hollenbeck, Gerhart, and Wright, 2007). There are four top models of HRM such as the Fombrun, Tichy, and Devana Model of HRM, the Harvard Model of HRM, the Guest Model of HRM, and the Warwick Model of HRM (Bratton and Gold, 1999). Out of these models, Guest Model of HRM is considered to be much better than other models (Aswathappa, 2008). The present study selected the HR practices such as HR planning, recruitment and selection, training and development, performance appraisal, compensation, and industrial relations which were incorporated by the Guest Model, and the Society of Human Resource Management, USA (Yeganeh and Su, 2008).

HRM practices are essential and the most sensitive practices of the organization and as private schools failed to incorporate them to proper functionality, then the likelihood to employee satisfaction decreased which in return increased the company's costs like those of recruitment, training, hiring, turnover as failure to maintain employees' retention, attendance, engagement, performance to productivity. It was cyclical in nature meaning proper human resource management practices were unavoidable to employees in company's lifetime. Therefore, this

resulted into a hypothesis which stated that; HRM practices had a direct and positive correlation to Job satisfaction.

### **Job satisfaction**

The most referred definition of Job satisfaction was offered by Locke (1976) who defined Job satisfaction as a pleasing or positive emotional state resulting from the evaluation of a person's job (Haque and Taher, 2008). Job satisfaction is also defined as an individual's general attitude regarding his or her job (Robbins, 1999). Mullins (1993) mentioned that motivation is closely related to Job satisfaction. Various factors such as an employee's needs and desires, social relationships, style and quality of management, job design, compensation, working conditions, perceived long range opportunities, and perceived opportunities elsewhere are considered to be the determinants of Job satisfaction (Byars and Rue, 1997; Moorhead and Griffin, 1999). Job satisfaction has a significant influence on employees' organizational commitment, turnover, absenteeism, tardiness, accidents, and grievances (Byars and Rue, 1997; Moorhead and Griffin, 1999). According to Robbins (1999), a satisfied workforce can increase organizational productivity through less distraction caused by absenteeism or turnover, few incidences of destructive behavior, and low medical costs.

Job satisfaction concepts studied in the study were; —attitudes towards work – employee disposition on job, —involvement at work – total engagement at job and —commitment to work – intellectual and emotional attachment on job.

This research focused on examining the effect of Human Resource Management practices on Job satisfaction. Current study referred to those factors that are very close to teacher turnover in institutions and schools that showed that dissatisfied teachers were more likely to switch from their schools (Hodson, 1989). This was also studied from previous research in other disciplines like management, Marketing and in organizational behaviour shown that HRM practices were primary indicators of Job satisfaction to the work (Mottaz, 1985). In addition, some time Job satisfaction was used as an intervening variable (Singhal & Srivastva, 1982).

Particularly HRM practices were more important components of work condition that influenced the Job satisfaction of teachers (Ssesanga & Garrett, 2005). With respect of HRM practices was

clearly explained about the behaviour of top management that was supportive and encouraging in institutions about rules, teacher learning, instructional practices, recognition and reward for good work and equal distribution of work load (Michalos, 1980). There was highly a relationship between HRM practices and teacher's perception in school culture for Job satisfaction (LunaArocas & Tang, 2004). In addition the behaviour of students at school like learning behaviour and student's interfering during study were also related to satisfaction (Schmidt, 2007). Previous research also studied about relationship between demographic and Job satisfaction level increased with increased of time at work (Ahmed, 1999) which provided logical sense.

**International Journal of Learning & Development** ISSN 2164-4063 2012, Vol. 2, No. 3  
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Unsatisfied teachers were more likely to quit the profession and therefore not too ready to build their future career in teaching. Interesting findings about Job satisfaction relation with age except the teachers that were between 40 and 50 (Treamblay, Rondeau & Lemelin, 1998). Those teachers perceived low satisfaction in context of promotion prospect. A research of Job satisfaction also explained about gender and showed that female teachers show high Job satisfaction than male teachers and same observed in teaching profession (Brown & Hewood, 2005)

There were numerous HRM practices that could affect the employee performance. Taseem & Soeters (2006) studied about eight HRM practices and their relation with Job satisfaction. Those HRM practices were recruitment and selection practices, placement practices, training practices, compensation practices, employee performance evaluation practices, promotion practices, empowerment and social security or pension. Huselid (1995) studied eleven practices which were personnel selection, performance appraisal, incentive compensation, job design, empower of decision, information sharing, attitude assessment, labor management participation, recruitment efforts, employee training and promotion criteria. Current study explained the relationship between three HRM practices which were Compensation Practices, Performance Evaluation Practices and Promotion practices. In Uganda capital income is very low because it is developing country so these 3 factors are very important for employee's Job satisfaction.

There are many HRM practices that could affect job satisfaction. Taseem & Soeters (2006) studied about eight HR practices in relation to Job satisfaction which included; recruitment and selection

practices, placement practices, training practices, compensation practices, employee performance evaluation practices, evaluation practices, promotion practices, empowerment and



social security or pension. Eleven more practices as studied by Huselid (1995) were personnel selection, performance appraisal, incentive compensation, job design, empowerment, information sharing, attitude assessment, labour management participation, recruitment efforts, employee training and promotion criteria. Taking Uganda in point, the study examined the relationship between three HRM practices and Job satisfaction.

—Compensation Practices‖ Compensation was defined as the total amount of the monetary and non-monetary pay provided to an employee by an employer in return for work performed as required. Essentially, it's a combination of the value of your pay, vacation, bonuses, health insurance, and any other perk you may receive, such as free lunches, free events, and parking. These components were all encompassed when defining compensation.

—Performance Evaluation Practices‖ Performance Appraisal was referred to as the systematic evaluation of the performance of employees and to understand the abilities of a person for further growth and development. Performance appraisal was generally done in systematic ways which were as follows; the supervisors measured the pay of employees and compared it with targets and plans, the supervisor analysed the factors behind work performances of employees, the employers were in position to guide the employees for a better performance. Evaluation of employee performance led to an improvement in productivity of organizations and helpfully monitored the performance (Brown & Hewood, 2005). Productivity and employee performance could be increased through the appraising the employee performance (Brown & Benson, 2003). Performance appraisal could be more enhanced by the other HRM practices like formal training and financial incentive that lead to increased organizational productivity (Brown & Hewood, 2005).

—Promotion Practices‖ Promotion is a Shifting of employee for a job of higher significance and higher compensation. The movement of an employee upward in the hierarchy of the organization, typically that leads to enhancement of responsibility and rank and an improved compensation package is a promotion. Another definition of promotion is the reassignment of an employee to a higher-rank of job.

#### **1.2.4 Contextual Background**

Taibah International School (TIS) is a private co-educational, non-denominational day and boarding school offering programmes for pre-primary, primary and secondary school age children (4 – 18 years). TIS Secondary and Primary are located at Bwebajja on the Kampala Entebbe highway, 14km from Kampala and 16Km from Entebbe International Airport and Taibah Junior School in Kawempe on Ttula Rd. We are a non-selective school and as such, provide opportunities for students of all abilities to develop to their full potential and explore/discover their talents to the full.

—School Curriculum: The school offers both the Ugandan (UNEB) examinations system and the Cambridge International Curriculum (CIE) at both the primary and secondary levels. Its academic and pastoral curriculum develops self-awareness, professionalism, decision-making, entrepreneurship and interpersonal skills in young people.

—School philosophy: Its education builds strength of character, employable skills, entrepreneurship competences and understanding of global issues. TIS endeavours to develop the 5Cs (Confidence, Creativity, Critical thinking, Communication and Concern for the environment) in every child by using learner centred methodologies and approaches. The Taibah child will be confident and prepared to survive in the real world right from a tender age. We encourage independence of approach in the pursuit of excellence in all activities. It is important that every TIS student will leave the school proud of his/her achievements, confident in his/her abilities and concerned for the needs of others.

Students at TIS are encouraged to develop to their full potential as individuals within the security of our caring, international community. The aims and ethos of the school provide a framework within which students can develop academically, socially and personally under the care and guidance of a Class Teacher (Peer Tutor). There is a commitment to excellence in all activities ranging from the academic curriculum to the co-curricular activities on offer. TIS ensures that each young person joining the school feels as part of a community where confidence, inspiration and excellence were found.

—Vision Statement: To be a leading centre of excellence in the provision and promotion of quality education in Uganda.

—Mission Statement: To provide effective teaching and learning of both the academic and pastoral curriculum using various learner-centred methods to suit the learning styles of students of all abilities in a secure and happy environment

—Motto: ‘Education with a Difference’

Aims:

- Ensures that every one of their students develops self-awareness, professionalism, decision making, entrepreneurship and interpersonal skills.
- Enables its students to achieve excellence in exams and to develop creative and critical minds through the effective use of learner centred methods.
- Creates a positive ‘mental set’ that is essential for learning by ensuring that the school has a clean, secure and happy environment.

In terms of Human Resource Management Practices, Taibah International School put in place a well-structured human resource manual/handbook that guided the ethics and code of conduct of employees, remuneration policy where employees were paid promptly, incentives and benefits and pensions were also remitted promptly, heads of departments were given autonomy on making decisions in their respective departments, promotion was done on merit and regularly to enhance the career growth of employees. Those among others were the various HRM practices put in place to try to improve the satisfaction of employee and eventually be able to retain them (TIS board of survey reports 2014).

However, some observable evidence from the HR department indicated that some characteristics of dissatisfaction included; late coming, rudeness to parents, supervisors, students and fellows, absenteeism, dodging meetings, disloyalty to the school were still persisting.(TIS Audit report 2011/12).

In another meeting held on 7<sup>th</sup>.August.2013, teachers and support staff complained about selective promotions that were being done at the —whims and wishes of the District Education officer, school administrative staff and irregular massive transfers of the staff on punitive grounds were

also pointed out. It is against this background that interest arose in researching whether HRM practices were responsible for job satisfaction in private schools in Uganda.

### **1.3 Problem Statement**

Job satisfaction is an essential element for successful execution of work duties by employees. Only satisfied employees are able to perform at high standards. Satisfied employees portray behaviours of engagement, happiness, intrinsic motivation, punctuality and reduced turnover intentions. Human resources management practices are one of the major determinants of employees' satisfaction at work. Such proper human resource management practices that may increase satisfaction include proper remuneration and compensation, proper performance evaluation and adequate and timely promotions.

According to Bigambo (2004), international schools in Uganda attempted to meet international standards, they had a number of training sessions for its staff, improved remuneration, benefits, bonuses, provided employee assistance programs, unique reward systems for employee stimulated employee involvement, provided incentives for learning, undertook cross training to impart different skills to their workers.

TIS has for many years tried to put up structures in place that portray the good human resource management practices such as —timely payment, frequent performance evaluations, fringe benefits, open communication channels among others in order to maintain a satisfied work force. However, with all these human resource management practices in place, Taibah still encounters a problem of job dissatisfaction by employees. This is evidenced by —low attitudes towards work, —less involvement in work and —low levels of commitment towards work furthermore there are also others like —increased turnover rates and increased absenteeism from duty. This led to a declined performance of students and diminishing school ranking and reduced number of new admissions (Admission register 2015-2016 intake). Currently Taibah International School trails to other big private schools like St. Marys Kitende, Uganda Martyrs Namugongo, and Seeta High School among others and yet it used to be the leading international private school at its inception in 1998 which is not a clear indication of job satisfaction. If this condition is not revised, it will affect all private owned schools in the entire country as well as question the reputation of the Ministry of Education and Sports.

This study therefore examined the best HRM practices and how they influenced job satisfaction and also guide management of Taibah International School on how HRM practices would leverage job satisfaction at the school.

#### **1.4 Purpose of the Study**

The purpose of the study was to find out the relationship between human resource management practices and job satisfaction at Taibah International School.

#### **1.5 Research Objectives**

The study was guided by the following objectives;

- i. To find out the relationship between Compensation and Job satisfaction at Taibah International School.
- ii. To find out the relationship between Performance evaluation and Job satisfaction at Taibah International School.
- iii. To find out the relationship between Promotion and Job satisfaction at Taibah International School.

#### **1.6 Research Questions**

Specifically, this research was under taken to explore answers to the following research questions;

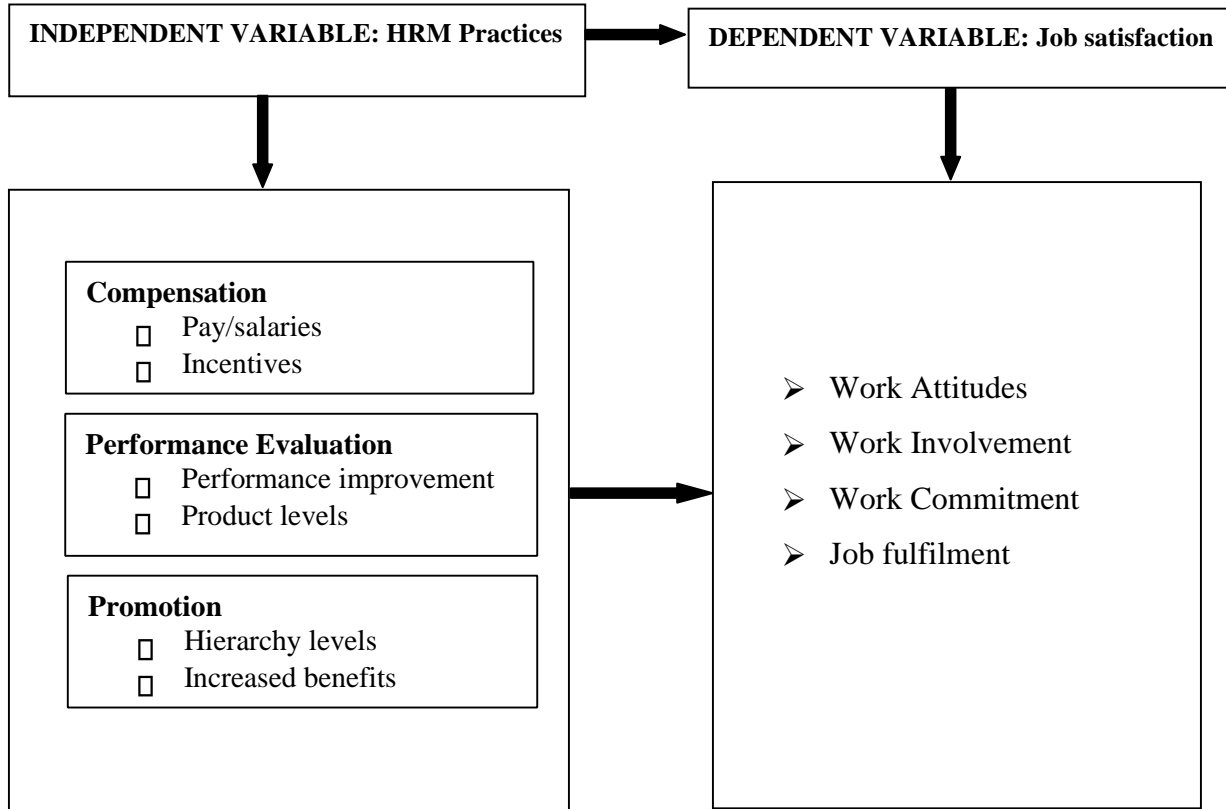
- i. What was the relationship between Compensation and Job satisfaction at Taibah International School?
- ii. What was the relationship between Performance evaluation and Job satisfaction at Taibah International School?
- iii. What was the relationship between Promotion and Job satisfaction at Taibah International School?

#### **1.7 Research Hypotheses**

- i. There is no significant relationship between Compensation and Job satisfaction at Taibah International School.
- ii. There is no significant relationship between Performance evaluation and Job satisfaction at Taibah International School.
- iii. There is no significant relationship between Promotion and Job satisfaction at Taibah International School.

## 1.8 Conceptual Framework

A conceptual framework that showed the relationship between HRM practices and Employee job satisfaction.



**Figure 1: A Conceptual framework showing the relationship between HRM practices and Job satisfaction**

Source: Adopted from Derek Rollinson (2005) and modified by the researcher

From the conceptual framework in Figure 1.1 above, HRM practices have a relationship with Job satisfaction. HRM practices in the study were; the Independent Variable studied with Compensation, performance evaluation, promotion as the 3 variables. This conceptual framework was meant to provide a clean picture of what the study was about. It also helped the selected management to identify the current challenge of Job satisfaction and devised means of addressing it. For this study, the researcher studied the above HRM practices of; —Compensation Practices‖, —Performance Evaluation Practices‖ and —Promotion Practices‖. Job satisfaction concepts studied by the study were; —employee work attitudes‖, —employee work involvement‖, —employee work commitment‖ and —job fulfilment‖

## **1.9 Justification of the Study**

The research was conducted because of the importance of Employee job satisfaction in original context. Satisfied workers were more productive, efficient and more willing to work towards organizational goals than those that experienced low levels of satisfaction (Oshagbemi, 2003).

The success of the business depended on the workers' satisfaction. HR was essential to the prosperity, productivity and performance of any company. Employee job satisfaction was one of the key factors that created an environment where optimal performance was possible. The aim of the study was to find out how the HRM practices like compensation, performance evaluation and promotion were impacting on Job satisfaction in private schools in Uganda specifically TIS which no similar study had ever been undertaken, provided practical guidance to reduce the knowing-doing gap when improving and implementing HRM practices as well as added to the available limited knowledge about the influence of HRM practices in Uganda's privately owned schools.

## **1.10 Significance of the Study**

This research may be beneficial to all the private schools in Uganda that sought to improve on the Job satisfaction of their employees by highlighting the fundamental HRM practices that they would put in place to ensure retention of staff who were highly satisfied.

The research may also be beneficial to future researchers by providing more knowledge and insights into this field of study. Not so much research had been conducted in the field; the researcher's work therefore is a point of reference for future researchers to base on in those areas of study.

## **1.11 Scope of the Study**

The scope of the study was of three kinds; the geographical scope which described the physical location where the study was conducted and the, the content scope which described the study variables and the time scope which gave the study a timeline within which the related literature was obtained.

### **1.11.1 Geographical Scope**

This research was conducted from. TIS Secondary at Bwebajja on the Kampala -Entebbe highway, 14 Km from Kampala and 16Km from Entebbe International Airport. TIS employees 100 teaching

and non-teaching staff. Its services are specialized in education. TIS were chosen for this study because over the years its market has reduced significantly and new admissions of students reduced by half over the last 5 years. The school had also experienced increased turnover of its human resources citing reasons of job satisfaction that arose from the poor HRM practices of the institution, those lost employees joined competitor schools.

### **1.11.2 Content scope**

This study focused on examining the relationship between human resources management Practices and Job satisfaction in private secondary schools in Uganda. Human resource management practices were considered in this study to be the greatest factors that affected employee satisfaction because it was generally believed and theoretically proven that proper human resource management practices made the employee more satisfied at the job. There was enough literature to support this assumption.

### **1.11.3 Time scope**

This study focused on examining the relationship between HRM practices and Job satisfaction in the last ten years. The time scope was regarded as most relevant for this study because only little had been written about the topic in the recent years.

## **1.12 Operational definitions.**

### **Human resource management (HRM);**

Human Resource Management refers to the policies and practices involved in carrying out the human resource (HR) aspects of a management position including human resource planning, job analysis, recruitment, selection, orientation, compensation, performance appraisal, training and development, and labour relations.

Human resource is a function in organizations designed to maximize employee performance in service of an employer's strategic objectives and goals.

### **Compensation;**

This is defined as the total amount of the monetary and non-monetary pay provided to an employee by an employer in return for work performed as required.



### **Performance Evaluation**

Performance Appraisal is referred to as the systematic evaluation of the performance of employees and to understand the abilities of a person for further growth and development.

### **Promotion;**

Promotion is the shifting of employee for a job of higher significance and higher compensation

### **Job satisfaction;**

Job satisfaction is defined as an individual's general attitude regarding his or her job. **School**

### **Curriculum;**

School curriculum is the set of courses, content offered at the school.

### **Sorting;**

This is the scrutinization and editing of data for completeness, accuracy, uniformity and comprehensiveness.

### **Coding;**

This is when answers to a particular question were classified into meaningful categories in order to bring out essential patterns.

### **Tabulation;**

This involves counting number of responses falling under each category of coded frames and recorded the totals in a table.

### **School Philosophy;**

School philosophy is a view or outlook regarding fundamental principles underlying the school.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

Literature review is the process of locating, reading and evaluating reports of research as well as reports of observations, discussions and opinions of individuals' planned project (Amin, 2005:138). This section covers the literature review in relation to the objectives of the study, theoretical review, conceptual review, review of related literature and conclusions about the reviewed literature.

## **2.2 Theoretical Review**

Theoretically this research adopted the **Job Characteristics Theory (JCT)**. Hackman and Oldham (1974) present a theory of the conditions that leads to job satisfaction. This theory held that characteristics of the job resulted in psychological states within the employee. These states subsequently influenced experienced satisfaction with the job. The five characteristics included skill variety, task identity, task significance, autonomy, and feedback (Hackman and Oldham, 1974). The psychological states experienced by employees included meaningfulness of work, responsibility for work outcomes, and salient knowledge of results. Employees who experienced the psychological states outlined, subsequently experienced general work satisfaction as well (Oxford University Press 2017). Nevertheless, there was ample research that supported the viability of the JCT. Several studies showed that job enrichment, as informed by the job characteristics theory, was positively related to general work satisfaction (Birnbaum, Farh, & Wong, 1986; Fried & Ferris, 1987; Abbas, Ghurmo, Kumar, & Zeeshan, 2012).

The job characteristics identified in the theory such as task identity, significance, skill variety, autonomy and feedback are purely part of the Human resource management practices of an institution that help to have a satisfied work force. Addressing the characteristics suggested in the theory helped to build strong Human resource management practices that fostered job satisfaction.

The theory was chosen for the study because it described that human resource management practices indeed affected the satisfaction of employees at work. The research therefore based on the theory to build more knowledge on the exact human resource management practices affecting job satisfaction.

## **2.3 Conceptual Review**

Job satisfaction was characterized by a number of facets that ranged from satisfaction with work, pay, supervision, quality of work life, participation, organizational commitment, and climate (Lillie, John, Kathleen, Frank, & Wendy, 1998). Job satisfaction was also be divided into two forms: intrinsic and extrinsic (Clark, Oswald, & Warr, 1996). Intrinsic Job satisfaction which meant the internal state in relation to characteristics within a job for example skill utilization, amount of responsibility, the amount of job complexity and opportunity for control and challenges (Cowin, Johnson, Craven, & Marsh, 2008) whereas Extrinsic Job satisfaction was linked to the tangible aspects like work, wages and benefits.

Researchers' post a causal relationship between —salary and Job satisfaction while increased salary led to increased Job satisfaction (Beutell & Wittig-Berman, 1999; Igalens and Roussel, 1999). One study showed the relationship between —compensation levels on employee satisfaction was well established (Herzberg, Mausner, Peterson, & Capwell, 1957), though not without complexity. For example, gender had been shown to have influenced the relationship between pay and work satisfaction (Hulin & Smith, 1965). Similarly, it had also been conceptualized that satisfaction resulted in increased pay. Indeed, Mohanty (2007) found that positive attitude, which rose from Job satisfaction, among other factors in one's life, helped one earn more money. In either case, Job satisfaction and salary had shown to have a general and positive relationship in the studies.

In detail, —Promotion was referred to as the movement of an employee upward in the hierarchy of the organization, typically that led to enhancement of responsibility and rank and an improved compensation package. Another definition of promotion was the reassignment of an employee to a higher-rank of job lower than the previous position in the job.

—Performance Evaluation / appraisal Practices were practices carried out in order to monitor as well as equate the employees' performance in relation to productivity of organizational work (Brown & Hewood, 2005). Employee productivity and performance were raised through appraising performance which later increased commitment towards employee function (Brown & Benson, 2003, Rahman 2006).

## **2.4 Review of Related Literature**

Doing a careful and thorough literature review was essential, It not only surveyed what research had done in the past the topic, but it also appraised, encapsulated, compared and contrasted and correlated various scholarly books, research articles, and other relevant sources that were directly related to the current research.

### **2.4.1 Compensation Practices and Job satisfaction**

Compensation was defined as the total amount of the monetary and non-monetary pay provided to an employee by an employer in return for work performed as required. Essentially, it was a combination of the value of your pay, vacation, bonuses, health insurance, and any other perk you

may receive, such as free lunches, free events, and parking. These components were all encompassed when defining compensation.

Frye (2004) studied the relationship among the compensation practices and Job satisfaction and examined the positive relationship among them. Previous studies showed that incentive pay strategies were means that improved the employee overall performance (Ichniowski, 1997). High performance at work had good relation among employee and institutions (Huselid, 1995). Tasema & Soeters explain that there was a positive relationship among compensation practices and Job satisfaction. There was a need to examine further the relationship between Employee job satisfaction and compensation practices which the researcher sought to do. After reviewing the above literature it was expected that there is positive relationship with the satisfaction among employees.

Previous research had found mixed support for the relationship between salary and Job satisfaction. Johnson and Krueger (2006) found that equal amounts of money yields different effects on Job satisfaction for different people. In other words, two or more individuals earning the same salary may perceive very different levels of satisfaction at the job. While researchers yet acknowledged traditional indicators of career success such as promotions, ascending the company hierarchy, and salary (Stumpf & Tymon, 2012), others are noting a declining significance of such factors (De Kerpel, Dries, and Pepermans, 2007). To conceptualize the impact of salary on Job satisfaction, one could have referenced the spill over model of job and life satisfaction (Loscocco & Roschelle, 1991) which suggested that satisfaction in one life domain spills over into other domains. In other words, if an individual experienced satisfaction in the job domain, then this satisfaction would spill over into the individual's general life satisfaction as well. To the extent that salary impacted Job satisfaction, the same relationship held for salary and Job satisfaction.

#### **2.4.3 Performance Evaluation Practices and Job satisfaction**

Evaluation of employee performance brought about improvement of productivity of organizations and it was significant to monitor the performance (Brown & Hewood, 2005). Productivity and employee performance was increased through appraising the employee performance (Brown & Benson, 2003). Performance appraisal was more enhanced by other HRM practices like formal training and financial incentive. This led to increased organization's productivity, an indicator of employees' Job satisfaction (Brown & Hewood, 2005). The above literature developed the

assumption that there was a positive relationship between performance evaluation practices and Job satisfaction thus the need for a further detailed study.

Performance evaluation might be less beneficial for innovative behaviors on the job. Fisher and Ford (1998) found that performance evaluation caused teachers to rehearse task strategies and familiar task components until they became rapid and automatic. Such focus on practicing job components interfered with innovation and learning as individuals possess a fixed number of intentional resources that can be allocated to a variety of job components (e.g., Steele-Johnson et al., 2000). Performance-oriented employees tend to devote their attention to surface processing (Elliot & McGregor, 2001; Elliot et al., 1999) and practicing in-role job components that may help them to outperform others. This focus on surface processing and practicing in-role job components further refines and establishes the existing framework for doing things and is likely to prevent employees from devoting intentional resources to developing innovative ideas for doing things differently.

Furthermore, performance-oriented employees had an extrinsic work motivation in the sense that they defined success on the job primarily where they outperformed others and demonstrated superiority. As a consequence, employees with performance orientations kept away from innovation because innovative tasks implied the risk of failure, which demonstrated their inferiority rather than the superiority they pursued. This finding is consistent with Karimi, Malik & Hussain (2011) findings that revealed that there was a significant relationship between performance evaluation and job satisfaction. It confirms that the performance system in practice is fair enough to keep all the employees satisfied.

#### **2.4.4 Promotion and Job satisfaction**

Promotion was defined as the shifting of an employee to a job of higher significance and higher compensation. The movement of an employee upward in the hierarchy of the organization, typically that led to enhancement of responsibility and rank and an improved compensation package was the other promotion definition. Many researchers gave their opinion that Job satisfaction was strongly correlated with promotion opportunities and there was a direct and positive association between promotional opportunities and job satisfaction. The reliance of the positive correlation between promotion and Job satisfaction was perceived justice by workers. A significant facet of career of an employee was promotion that affected other aspects of experience

of work. They were made up of a vital facet of mobility of labour related to workers, most frequently having considerable increment of wages (Johnston & Wang, 2013).

Job satisfaction concepts that were studied in the study included; —work attitudes, —work commitment and —work involvement.

HRM practices were essential and the most sensitive practices of the organization and as private schools failed to incorporate them to proper functionality, then the likelihood to employee satisfaction decreased which in return increased the company's costs like those of recruitment, training, hiring, turnover as failure to maintain employees' retention, attendance, engagement, performance to productivity. It was cyclical in nature meaning proper human resource management practices were unavoidable to employees in company's lifetime. Therefore, this resulted into a hypothesis which stated that; HRM practices had a direct and positive correlation to Job satisfaction.

A worker who was not satisfied with his current employment situation was more likely to stay with his current employer if he believed a promotion would place in him in a position where he would be happier. Believing a promotion was possible one was convinced the person not to quit but necessarily made him any happier in his current position. Literature also showed that Job satisfaction was the most important determinant of voluntary job separations of all the explanatory variables included in the study (Johnston, 2013). Likewise, individuals who believed a promotion would be possible in the next two years were also more likely to remain employed with the same firm. Thus, the literature provided actually understated the importance of promotion in predicting Job satisfaction.

Tassem & Soeters (2006) found that there was a positive relationship among the promotion practices and employee perceived performance. Financially well organizations like HP (HewlettPackard) use the promotion practices to develop their employees (Truss,2001) for example the financially sound organizations knew how to handle employees at promotion levels like increased wages, benefits and more advances off one's previous low post. In another study using British household data, Clark (1996) included a dummy variable indicating whether the respondent believed she had —opportunities for promotion as an explanatory variable. This variable was very similar to the promotion expectations variable included in the study; however, he did not analyse the effects of actual promotions upon Job satisfaction. The study was therefore

conducted to examine the relationship between job satisfaction and promotions. Rathnaweera (2010) in a study of HRM practices on Job satisfaction in Sri Lanka found that better consistent, selection had the strongest effect on job satisfaction.

## **2.5 Conclusion and Interpretation**

The chapter reviewed the relevant literature of HRM practices and built an in-depth understanding for the theoretical implication of Job satisfaction. The above review also showed that there had been several studies conducted globally focusing on HRM practices and job satisfaction. A general finding was that for virtually all of the HRM practices, the main effects on Job satisfaction were positive and statistically significant. However, studies portrayed the impact of HRM practices on Job satisfaction in Uganda's private education sector had not yet received proper attention. The study was therefore undertaken to fill the existing research gap.

## **2.6 Summary of Literature review.**

The second chapter of this study has reviewed the relevant literature of human resource management practices and builds an in-depth understanding for the theoretical implication on Job satisfaction. The above review also shows that there have been several studies conducted globally focusing on HRM practices and Job satisfaction. A general finding is that for virtually all of the human resources management practices, the main effects on Job satisfaction are positive and statistically significant. However, studies portraying the impact of human resource management practices on Job satisfaction in Uganda's education sector have not yet received proper attention. The study was therefore undertaken to fill the existing research gap.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction.**

This chapter discusses the study methodology; it presents and describes proposed techniques and approaches the researcher used to collect data and investigate the research problem. These included; research design, study population, sample size and selection, sampling techniques and procedures, data collection methods, data collection instruments. This chapter also describes and discusses how the instruments were tested for both validity and reliability. The methods supporting the researcher in collection of relevant and reliable data on human resource management practices and job satisfaction at Taibah International School.

#### **3.2 Research Design**

A cross-sectional survey was adopted because it enables data collection to be carried out only once within the data collection period. It also enabled the researcher to collect data from a representative number of respondents (sample) drawn from a larger number of people (population). This enabled inferences to be made on the attributes of the entire population based on the sample data (Nesbary, 2000). A cross sectional survey was also found to be well suited for the research study as it was relatively inexpensive and took little time to be conducted. Cross sectional survey provided a —snapshot of the outcome and the characteristics associated with it, at a specific point in time, (Levin, 2006).

#### **3.3 Study Population**

According to Hair & Bush (2006), target population was the specified group of people or object for which questions were asked or observed, made and developed required data structures and implementation. The target population in the research was 100 respondents categorised into teaching and non-teaching staff that comprised of 60 teachers, 23 support staff in the kitchen, housekeeping and security departments, 15 administrators and 2 governing officers.

#### **3.4 Sample and Sampling Technique.**

According to the nature of the population targeted above, the researcher used both probability and non-probability sampling techniques, for example some subjects were relevant for the



administrative staff, teaching and support staff that was why they were chosen by chance and not choice (Sharma, 2015).

The study used the purposive and simple random sampling techniques. Purposive sampling was used for those persons who make key human resource management practices decisions, specifically those in the human resource department and the governing officers like the District Educational Officer. This method was used because it was easy to use and presented readable data.

### 3.4.1 Sample size of Respondents and Sampling Techniques

Category	Population (N)	Sample Size (n)	Sampling Technique
Teaching Staff	60	45	Simple random sampling
Administrative Staff	15	10	Simple random sampling
Support Staff	23	23	Purposive
Governing officers	2	2	Purposive
<b>Total</b>	<b>100</b>	<b>80</b>	

**Source: Adopted from Krejcie & Morgan (1970) and modified by researcher.**

From the Table, the first, second, third and fourth column presented the various categories, the population, the sample size of the respondents and the sampling techniques respectively. It included 100 targeted respondents that were teaching, administrative and support staff and governing officers as shown in the table above.

### 3.5 Data Collection Methods

Different methods were used in this research to gather that was used as a basis for inference, interpretation, explanation and prediction, (Cohen, Manion, & Morrison, 2007). Data collected were; primary data that is first-hand information obtained directly from individuals, was collected directly from key respondents while secondary data that is any information attained from elsewhere other than from individuals directly, was collected from the existing literature. Triangulation of both quantitative and qualitative data collection methods were used to facilitate a more accurate and comprehensive data. The following methods were used in data collection; questionnaires, interviews and documentary review as the major methods for data collection.

### **3.5.1 Primary data collection methods.**

Primary data are first-hand information that was collected directly from the sample of respondents that had been identified. Data was collected through methods such as; questionnaire and interview.

#### **3.5.1.1 Self-Administered Questionnaire survey method**

Self-administered questionnaires design and development was supported by a logical, systematic and structured approach that demonstrated the reliability and validity of the new and developing measure (Rattray and Jones 2007). A questionnaire was preferred because it was confidential thus authenticity of information gathered. A close-ended structured questionnaire was prepared, pre-tested and standardized. The questionnaires were administered to the teaching staff, administrators and support staff because they provided assured first-hand quality information due to the confidentiality availed. The questionnaire was also preferred because multiple questions were answered by the respondent and thus gave multiple dimensions in the shortest time possible and in a relatively cost effective way and the results of the questionnaires were easily quantified as recommended by Mugenda and Mugenda (1999).

#### **3.5.1.2 Face to Face Interview.**

Semi-structured interviews were the most widely used interviewing formats for qualitative research, (Seidman, 2006). The interview method was preferred for the study because it was very direct and physically observable. Body language, emotions, and psychological states were easily expressed and understood by the researcher. Interviews also helped to gain first-hand information and more experienced over a short period of time, (Kothari, 2008).

The face to face interview was used to collect data from the given respondents; the District Educational officer and National Council for Higher Education (NCHE) administrator who enabled the researcher to generate in-depth information through probing.

In the study, the probing interviewer tactic was used extensively to obtain a deeper explanation of issues at hand from respondents. This was largely due to the fact that respondents often needed to expand or clarify their own ideas and responses quite broadly and also probing gave opportunity for non-verbal communication observation like body language, gestures, signs and more. (Amin.,2005).

### **3.5.2 Secondary Data.**

According to Amin (2005) secondary data was helpful in the research design of subsequent primary research and provided a baseline with which the collected primary data results were compared to other methods.

#### **3.5.2.1 Documentary review method**

Secondary data was obtained through reviews of published company documents like the human resource manual/handbook, the TIS registry, and record like journals magazines, annual reports, school brochures, articles, publications and minutes of meetings. The documents and reports helped in the provision of evidence for the contextual background and problem statement. The evidence for collection was about HRM practices that TIS had to adopt to improve Employee job satisfaction.

### **3.6 Data Collection Instruments.**

Data collection instruments referred to the devices used to collect data, such as a paper questionnaire or computer assisted interviewing system, (Jackson, 2013). The researcher employed a number of instruments in the collection of data, which included the SelfAdministered (Structured) Questionnaire, Interview guide and documentary checklist.

#### **3.6.1 The self-administered questionnaire.**

A questionnaire was used to gather both quantitative and qualitative data as it made triangulation feasible and allowed for in-depth research. The questionnaire also increased the degree of reliability due to the many items contained in and it enhanced the chance of getting valid data as well(Amin, 2005).

The questionnaire had four sections; —Section A, Introduction of the study containing personal bio data of respondents, —Section B, with questions pertaining to HRM Practices, —Section C of Job satisfaction was developed using the —Job descriptive index JDI (Smith et al, 1969). The —Job Descriptive Index had five different job areas; Compensation, Promotion, supervision, coworkers, and the work itself. The questionnaire was based on a five point Likert scale rating of 1 to 5 (5- Strongly Agree, 4- Agree, 3- Not sure, 2- Disagree, 1- Strongly Disagree). Bertram, (2006).

### **3.6.2 Interview guide.**

An interview guide was a research instrument for face to face interaction between the researcher and the respondent in form of question-answer arrangement. A well-structured interview guide provided supplementary information through individual interview questionnaires that were able to produce consistent data for comparison across a number of respondents to,

(Oso and Onen, 2009) Interview guides were used to collect qualitative data from especially the administration staff of Taibah International School.

There were two types of these; —Face to face interviews, where the researcher asked questions directly to the respondents and —Group interviews, here the researcher met a group of respondents with the help of the manager and asked the relevant questions basing on the interview guide.

### **3.6.3 Documentary Review Checklist**

The documentary review guide/ check list contained all documents that were reviewed by the researcher for purposes of collecting data. Documents reviewed included the human resource manual/policy, attendance forms, staff files, registers, reports and minutes of meetings.

The study involved a list of expected articles such as publications, magazine journals, annual reports and HR information. The list was presented to the officials at the school and district registry to help search for the documents. The advantage of this was that it enhanced the information accessibility without wasting time at all or creating any difficulty.(Amin.,2005).

### **3.7 Data quality control.**

A suitable procedure was developed before data was gathered to ensure that instruments used guaranteed validity and reliability for accurate information.

#### **3.7.1 Validity.**

Validity of an instrument is the ability of an instrument to measure what it is supposed to measure and ability to represent accurate information of the respondents' opinion.

Validity of the instruments was ensured by pretesting amongst the top administration of Taibah International School to ensure validity before distribution to the entire actual respondents. Validity

of the instruments was also tested by giving them to the researchers supervisors. Items on both the questionnaire and interview guide were subjected to language clarity as well as relevance and items comprehensiveness. The necessary adjustments that were made by the researcher depended on the test results. A coefficient of validity index (CVI) was computed using the formula below;

$$CVI = \frac{N - n_e}{N}$$

Where; N= Total number of Items,  $n_e$  = Number of Items discarded

A coefficient validity of above 0.5 and less than 1 was regarded as acceptable, (Amin, 2005).

### **3.7.2 Reliability Tests**

Reliability is the extent to which a test or procedure produces similar results under constant conditions on all occasions, (Judith, 2005).

In order to establish the reliability of the instrument, the researcher used the Cronbach's Coefficient Alpha ( $r$ ) that was provided by Statistical Package for Social Sciences program of a computer. Using the formula:  $Y = K / (K - 1) (\sum SD_i^2 / \sum SD_t^2)$ : Where:  $Y$  = Reliability;  $K$  = Number of items of the instrument;  $\sum SD_i^2$  = Sum of variance of individual questions; and  $\sum SD_t^2$  = Variance of instrument, adopted from Amin (2005). According to Amin (2005), Cronbach coefficient Alpha for variables that were greater than 0.7 were recommended to have validity.

### **3.8 Data Collection Procedure.**

The researcher obtained a letter from the supervisor which the researcher then presented to the human resource manager of Taibah International School to obtain permission to conduct the research at the school. The researcher then administered the questionnaire to the sample respondents which they filled at their convenience. The researcher then collected them for data analysis and interpretation then re-visited the respondents for face to face interviews to seek clarification and elaboration on answers given in the questionnaires. Final analysis was then done.

### **3.9 Data processing.**

Processing data involved accuracy checks of the given answers and completeness of the questions. Emphasis was made to see that all questions were asked as set and the respondents provided all the required answers. Processing of data involved three main stages; sorting, coding and tabulation.

- a) **Sorting:** data collected was scrutinized and edited for completeness, accuracy, uniformity and comprehensiveness. Errors were corrected immediately before leaving the respondents work place with the help of the respondents themselves.
- b) **Coding:** answers to a particular question were classified into meaningful categories in order to bring out essential patterns. Coding was done by considering a number of answers given to a particular question and making answer categories.
- c) **Tabulation:** This involved counting number of responses falling under each category of coded frames and recorded the totals in a table.

### **3.10 Data Analysis.**

According to (Kothari, 2004), data analysis was the computation of certain indices or measures along with searching for patterns of relationship that existed among data groups. It was used to test hypotheses when drawing inferences. After receiving all the questionnaires, data was categorized and edited to ensure accuracy and completeness. Questionnaires were manually coded, assigned numbers and later input into the computer using SPSS application.

#### **3.10.1 Quantitative data analysis.**

Quantitative data analysis was done by use of SPSS (Mugenda and Mugenda 2003, p.203) that enabled meaningful description of scores or measurement of distributions, for presentation in a form determined their relationships. This was the most relevant method because it gave more statistically accurate and exhaustive results.

Relationship between the dependent and independent variables were analyzed using the Pearson's Chi-square developed by Karl Pearson. The bio data was displayed on pie-charts and a histogram then tabulated into frequencies and transformed into percentages.

#### **3.10.2 Qualitative data analysis.**

An interview guide was used to check feedback from respondents, noting the relationships between given answers and questions asked. Analysis of qualitative data was done using thematic/content analysis. The researcher organized statements and responses that generated useful conclusions and interpretations on research objectives (Sekranan 2013). Each interview response was reviewed, sorted and classified into themes that were related, once a relationship was established, data was

evaluated and analyzed to determine consistency, credibility and usefulness of the information that supported the quantitative data.

### **3.11. Measurement of Variables.**

Variables are first defined by conceptual definitions that explain the concept the variable attempts that were captured.

Measurement is a procedure for assigning symbols, letters, and members to empirical properties of variable according to rules. The questionnaire was accompanied with the additional measurement which categorized and ranked the variables. A Likert scale was used to collect opinion data on the study variable using five scales

5 SA - Strongly Agree

4 A - Agree

3 NS - Not sure

2 D - Disagree

1 SD – Strongly Disagree

It was important to understand the level of measurements of variables in research because the level of measurement determined the type of statistical analysis that was conducted and therefore the type of conclusions that were drawn from the research (Denscombe, 2006).

### **3.12 Ethical Considerations and Limitations.**

According to Oliver (2010), ethical behaviour helped protect individuals, communities and environments, and offered potential that increased the sum of good deeds in the world.

During the research, the researcher encountered some ethical issues and limitations which included the following:

A letter of authorization from the School of Management Science was provided as a request for permission to conduct the study. A cover letter accompanied the research instruments explaining the purpose of the study and the questionnaires were distributed directly to the respondents in their respective areas for filling and were collected immediately the filling in was completed. Given that the researcher was an employee of the school in which the study was conducted; two research assistants were employed and trained to collect data in order to mitigate researcher bias. Privacy considerations; where the company was not willing to express private company information

pertaining self like age and gender yet was beneficial to the topic. Respondents also withheld some information for their own privacy concerns like their age and gender.

These ethical issues and limitations were solved by adhering to the principles of research ethics of informed consent, privacy and confidentiality and accuracy, seeking informed consent from respondents and informed participants that the research was independent and impartial.

Furthermore, participants received full disclosures of the nature of the study, the risk, benefits and alternatives with an extended opportunity to ask potential questions regarding the research. The researcher treated all information provided by participants with maximum confidentiality. This was achieved by assigning respondents numbers instead of using actual names of the respondents which are known to other people.

Honesty was maintained throughout the research process; in reporting data, results, and methods, procedures to avoid falsification, fabrication and data misrepresentation. All quotations used and sources consulted were clearly distinguished and acknowledged by means of references.

### **3.12 Conclusion and Interpretation.**

The third chapter of the study reviewed the research design, study population, sample and sampling technique, sample size of respondents, data collection methods, data collection instruments, data quality control, data collection procedure, data processing, data analysis, measurable variables and ethical considerations. Upon this, the given study particulars performed what they intended to and at the same point the researcher introduces the next chapter that entailed the presentation, analysis and interpretation of results of data catered for in chapter three.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

#### **4.0 Introduction**

This study investigated the relationship between human resource management practices and job satisfaction at Taibah International School. The data collected was analysed using the Pearson chi-square statistic at a 5% level of significance to establish the relationship between HRM practices and Employee job satisfaction. The Pearson chi-square test statistic was used for analysis mainly



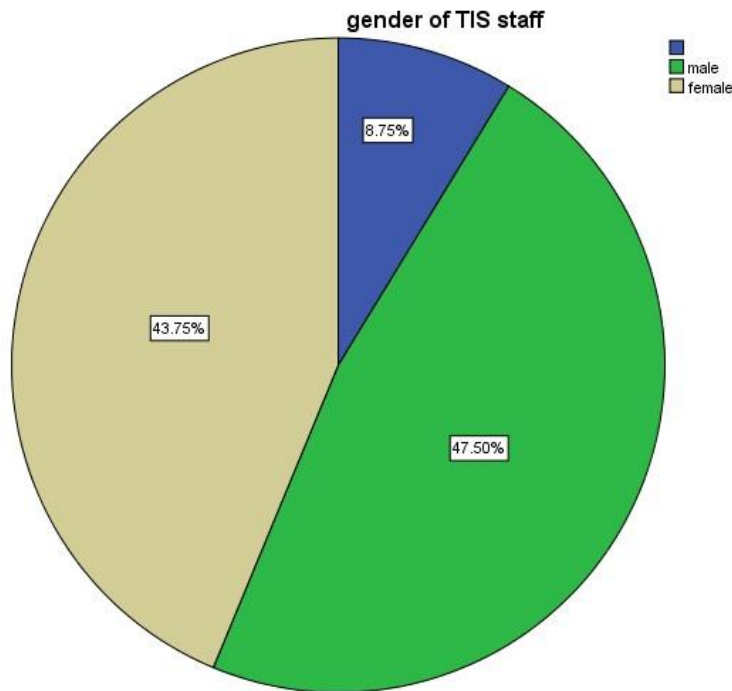
because of the categorical nature of the study variables. The Cramer's V statistic was also used to determine the magnitude of the association between the variables.

The response rate for the study was 100% leaving no room for a response bias. The survey design was designed in such a way that it took only 5 – 6 minutes for the clients to complete the survey hence a very good response rate. 80 TIS staff was sampled to represent the entire population at the school, and all the questionnaires to the 80 staff that were returned answered thus a 100% response. The results of the study between HRM practices and Job satisfaction of the school teachers is presented and discussed in this chapter.

#### 4.1 Biography of respondents at TIS.

##### 4.1.1 Gender of TIS Staff

Figure 2: Pie chart representing gender of TIS



The results above indicate that there are slightly more male teachers than female. However 8.75% of the respondents did not disclose their gender which is most likely; females as they always do not want to disclose their age. This implies that the male teachers are more cooperative and communicate openly than the female teachers.

#### 4.1.2 Age of TIS staff

Figure 3: Age of TIS staff

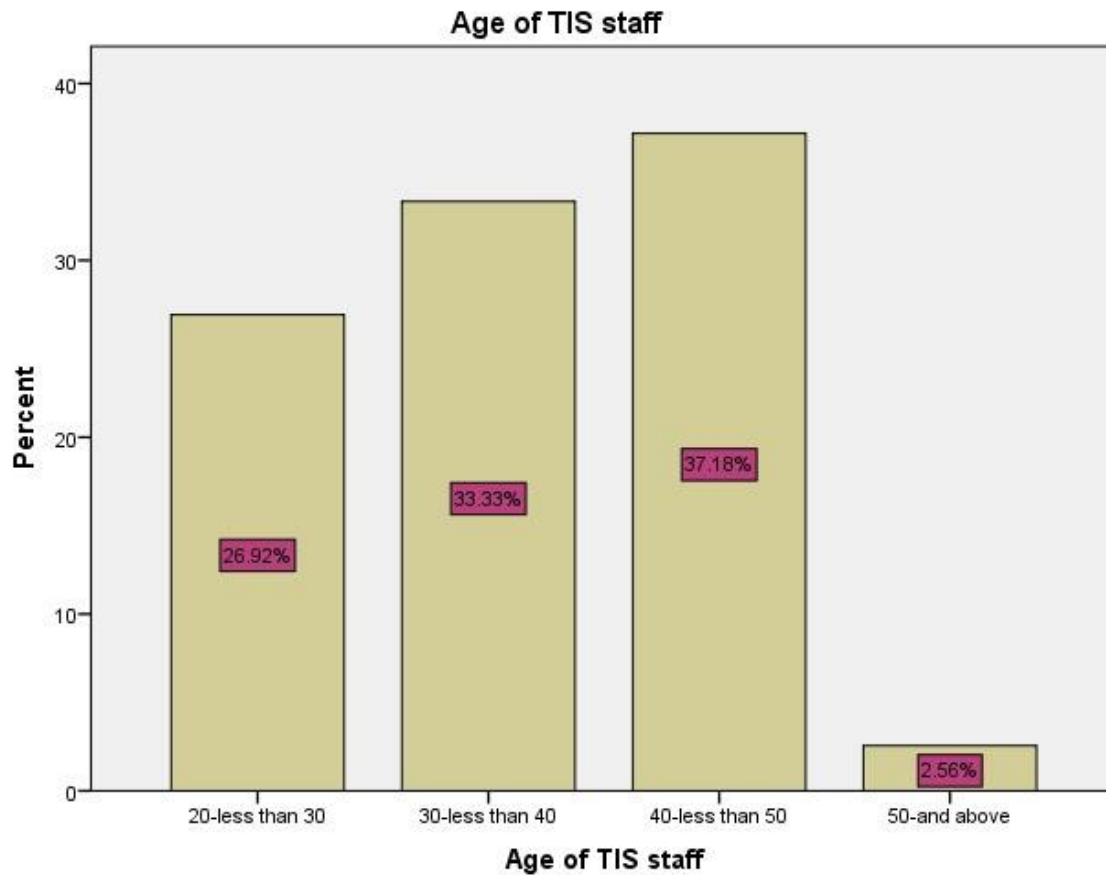
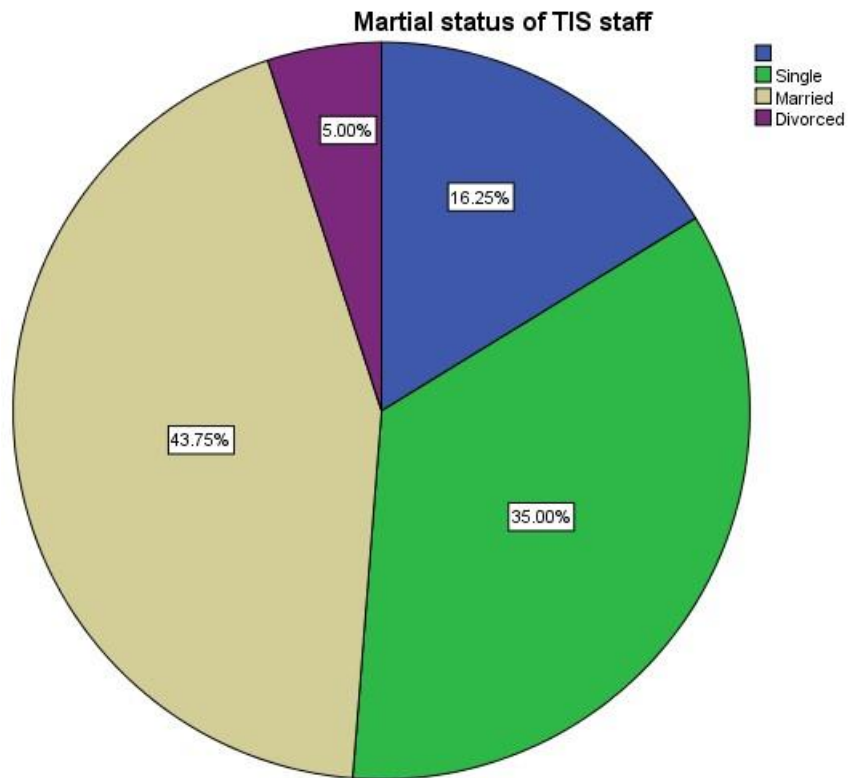


Figure 3 above shows that a big percentage of TIS teachers are between the ages of 30 and less than 50 years as evidenced by the 33.3% and 37.1% of respondents falling between the age brackets of 30-less than 40 and 40-less than 50 years respectively. This implies that majority teachers are of an elderly category thus ideal for the particular students at TIS, being a secondary school. (TIS HRM report, 2012/13)

### 4.1.3 Marital Status of TIS

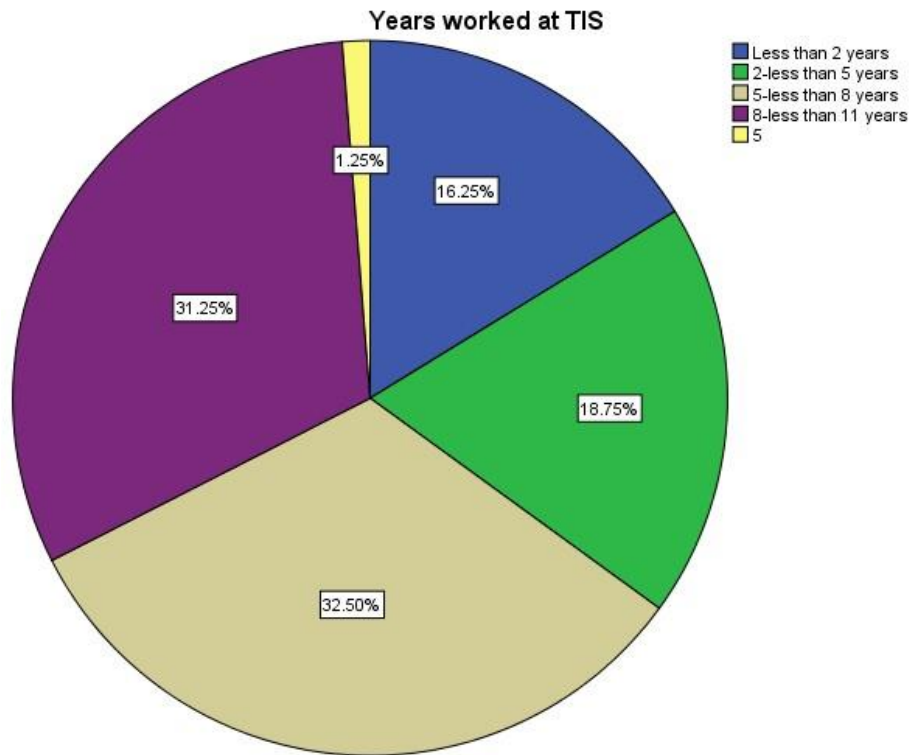
Figure 4: Marital Status of TIS



The results above indicate that there is slightly a big number of married staff at TIS (43.75%), 35% is singles, 5% were once married but now divorced and 16.5% of these staff didn't disclose their status. This implies that the school takes marital status importantly as no person understand every situation better than a family person therefore making it suitable for self - monitoring, teamwork, relationships, engagement with colleagues, students, heads or administrators, employers at large.

#### 4.1.4 Work Experience of TIS staff

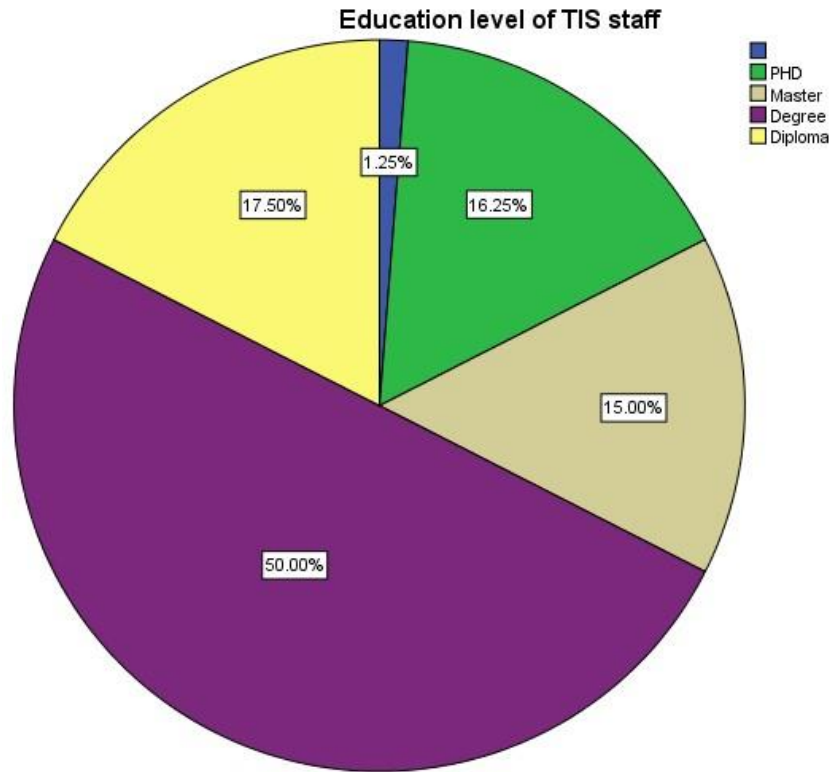
Figure 5: Teaching Experience of TIS staff



The results in figure 5 above indicate that a big percentage of TIS staff have teaching experience of 5 to less than 11 years. However 1.25% of respondents didn't disclose their experience. This implies that TIS takes experience crucially as a way of avoiding the —know- whol to the —knowhowl for great results as well as account for all responsibility attached to one's role.

#### 4.1.5 Educational Level of TIS staff

Figure 6: Education level of TIS staff



The findings indicate that the biggest percentage of TIS staff are of degree qualification (50%), 17.5% diploma qualification, 16.25% PHD qualification, 15% masters and 1% of the teachers didn't disclose their qualification and these are stipulated to have been support staff with the inferiority complex. This implies that all TIS staff is potentially the right fit for the job (morally, physically, socially, above all mentally) as crucial as the case in point.4.2 Perceptions of respondents

#### 4.2.1 Perception of respondents on compensation practices.

The study investigated the compensation practices of TIS HRM, and compensation practices were defined by pay/salaries and incentive. Respondents were requested to respond to statements that measure compensation practices and the results are presented in table 1 and 2 below

**Table  
1: Compensation Practices**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	3	3.8	3.8	3.8
Disagree	8	10.0	10.0	13.8
not sure	2	2.5	2.5	16.3
Agree	28	35.0	35.0	51.3
strongly agree	39	48.8	48.8	100.0
Total	80	100.0	100.0	

The results of the table 1 above indicate that TIS staff agree and strongly agree (35% and 48.8% respectively) that the school offers competitive salary packages to its staff. This implies that TIS HRM compensation practice of pay/salaries is good.

One respondent had this to say;

—Salary scale is very reasonable. The salary we are paid is consumerate with the service that we offer. In fact, most of us are overpaid.¶ While the other said,

—Allowances are only given when staff members when are assigned activities outside school. However such allowances are still received by few staff members and they are inadequate.¶

**Table 2: Incentives**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2.5	2.5	2.5
strongly disagree	2	2.5	2.5	5.0
Disagree	10	12.5	12.5	17.5
not sure	15	18.8	18.8	36.3
Agree	20	25.0	25.0	61.3
strongly agree	31	38.8	38.8	100.0
Total	80	100.0	100.0	

The results of table 2 above indicate that TIS offers incentives and fringe benefits to its staff as evidenced by the big percentage of respondents who agree and strongly agree (25% and 38.8% respectively) that TIS offers attractive incentives and benefits. This implies that the incentives and or benefits at TIS are good and so appreciated.

Here's what two had to say;

—My incentives are more than my actual work.¶

Whereas one said,

—All incentives are to those at the top, we only get salary as agreed in contract.¶

#### **4.2.2 Perception of respondents on performance practices**

The study investigated the performance evaluation practices of TIS HRM, and performance evaluation practices were defined by performance improvement and product levels. Respondents

**Table**

were requested to respond to statements that measure performance evaluation practices and the results are presented in table 3 and 4 below

**3: Performance Improvement**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1.3	1.3	1.3
strongly disagree	1	1.3	1.3	2.5
Disagree	8	10.0	10.0	12.5
not sure	5	6.3	6.3	18.8
Agree	27	33.8	33.8	52.5
strongly agree	38	47.5	47.5	100.0
Total	80	100.0	100.0	

The results of table 3 above indicate that performance appraisal of TIS are well structured and free from bias and are aimed at improving the performance of the staff as evidenced by 33.8% and 47.5% of respondents who agree and strongly agree respectively that performance appraisals are well structured.

This was confirmed by a respondent who had this to say;



**Table**

—There are performance targets which at the same time work as the basis of appraisal. Staff members are appraised basing on time taken to accomplish assignment and amount of work done as per individual.

**Table 4: Product Level**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2.5	2.5	2.5
strongly disagree	3	3.8	3.8	6.3
Disagree	9	11.3	11.3	17.5
not sure	10	12.5	12.5	30.0
Agree	34	42.5	42.5	72.5
strongly agree	22	27.5	27.5	100.0
Total	80	100.0	100.0	

The results of table 4 above indicate that 42.5% and 27.5% of respondents agree and strongly agree respectively that TIS performance is evaluated based on merit and competence and is geared towards improving the productivity levels of staff.

Conclusively, findings reveal that staff appraisals are done quarterly (per term) throughout the year. They however noted that these appraisals can only be ranked as fair and not so effective. The inefficiency arise out of the failure by some HR mangers not involving staff in the entire appraisal process and noted that at times staff see their appraisals when they are being called upon to sign off the appraisal sheets.

#### 4.2.3 Perception of respondents on promotion practices

The study investigated the promotion practices of TIS HRM, and promotion practices were defined by hierarchy levels and increased benefits. Respondents were requested to respond to statements that measure promotion practices and the results are presented in table 16 and 17 below.

**Table 5: Hierarchy Level**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1.3	1.3	1.3
strongly disagree	4	5.0	5.0	6.3
Disagree	8	10.0	10.0	16.3
not sure	5	6.3	6.3	22.5
Agree	25	31.3	31.3	53.8
strongly agree	37	46.3	46.3	100.0
Total	80	100.0	100.0	

The results of table 5 above indicate that promotions to higher levels of hierarchy are awarded based on merit and abilities of employee of TIS as evidenced by 31.3% and 46.3% of respondents who agree and strongly agree respectively that promotions to higher levels are awarded based on merit.

This was confirmed by a few respondents who had this to say;

—The way promotions are made is totally fair. Sometime a staff member may not have all the requirements and competencies and he or she is not promoted. Other staff members offer bribes to be promoted but never get promoted.

—The revelation shows that promotions are based on merit especially if a staff member was promoted without experience or expertise as a result of bribery, one could easily identify them by the way of work/ service.

**Table 6: Promotional Benefits**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3.8	3.8	3.8
strongly disagree	4	5.0	5.0	8.8
Disagree	6	7.5	7.5	16.3
not sure	13	16.3	16.3	32.5
Agree	20	25.0	25.0	57.5
strongly agree	34	42.5	42.5	100.0
Total	80	100.0	100.0	

The results of table 6 above indicate that TIS offers increased benefits to promoted staff as evidenced 25% and 42.5% of respondents who agree and strongly agree that promotions at TIS come with increased benefits.

This was confirmed by a respondent who had this to say;

—It is very had to get promoted. Sometimes, a staff member can work in acting capacity for over a full year (9months) without being promoted yet he or she has all the requirements.

In conclusion, findings indicate that promotions are done in accordance to the employee input and years of experience. The governing officers disclosed that most teachers at higher levels of hierarchy have been able to reach their over the years after proving their capacity to handle those positions in terms of their input.

#### 4.2 4 Perception of respondents on Job satisfaction indicators

The study aimed at studying the job satisfaction of TIS. Job satisfaction was defined by work attitudes, work involvement, work commitment and job fulfilment. Respondents were requested to respond to statements that measure job satisfaction and the results of the findings are presented in the tables below;

**Table 7: Work Attitudes**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1.3	1.3	1.3
5	1	1.3	1.3	2.5
Disagree	3	3.8	3.8	6.3
not sure	4	5.0	5.0	11.3
Agree	17	21.3	21.3	32.5
strongly agree	54	67.5	67.5	100.0
Total	80	100.0	100.0	

The results from the table 7 above indicate that TIS staff have a positive attitude towards their work as indicated by the big percentage of staff who agree and strongly agreed respectively (21.3% and 67.5%) that they are proud to tell others about TIS hence a strong indicator that they are satisfied with their jobs. This implies that employees are satisfied by their jobs through the passion they display towards work related activities.

Here's what one respondent had to say,

—I feel valued by TIS|

**Table 8: Work Involvement**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2.5	2.5	2.5
strongly disagree	1	1.3	1.3	3.8
Disagree	6	7.5	7.5	11.3
not sure	6	7.5	7.5	18.8
Agree	29	36.3	36.3	55.0
strongly agree	36	45.0	45.0	100.0
Total	80	100.0	100.0	

The results from table 8 above indicate that 36.3% and 45% of TIS agree and strongly agree respectively that TIS inspires the best job performance from them. This implies that TIS staffs feel the organization fully involves them in its operation thus a high level of Job satisfaction. This implies that TIS employees are very active participants in the school related activities as they feel inspired to doing their jobs. One said,

—TIS as an employer is the best. It lets me exercise all my knowledge, skills, abilities and competences. |

**Table 9: Work Commitment**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1.3	1.3	1.3
strongly disagree	1	1.3	1.3	2.5
Disagree	4	5.0	5.0	7.5
not sure	8	10.0	10.0	17.5
Agree	24	30.0	30.0	47.5
strongly agree	42	52.5	52.5	100.0
Total	80	100.0	100.0	

The in table 9 below indicates that TIS staffs are fully committed to their jobs as evidenced by 30% and 52.5% respondents who agree and strongly agree respectively that their major satisfaction in life comes from their job at TIS. This implies that this staffs are more committed to TIS as their organization.

Here’s what one respondent said,

—Targets motivate staff members to improve performance. They always work hard to achieve the set targets as an indicator of commitment to the job and good performance.¶

**Table 10: Job Fulfilment**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2.5	2.5	2.5
strongly disagree	2	2.5	2.5	5.0
Disagree	5	6.3	6.3	11.3
not sure	9	11.3	11.3	22.5
Agree	19	23.8	23.8	46.3
strongly agree	43	53.8	53.8	100.0
Total	80	100.0	100.0	

The results of the table 10 above indicate that 23.8% and 53.8% of staff TIS agree and strongly agree respectively that changing a career would be difficult for them to do now since they feel that the Organization is the best place for them to work. This implies that TIS yields satisfaction to its staff.

One had this to say,

—I cannot think of changing my career anymore. I made it; this is where I want to be forever.¶

### **Qualitative Data Analysis**

The study investigated the relationship between HRM practices and job satisfaction at TIS. Two interviews with governing officers were conducted to get an in depth understanding of the study areas. The responses from the interview were put on a transcript, sorted and analyzed in themes as discussed below.

### Availability of HRM policy

The findings indicate that TIS has the HRM policy in place referred to as the policy manual. At the beginning of each term, the HR manager orients staff about the manual contents. The findings however reveal that the HR policy is not well distributed to most employees, and often a time they get to know its details when there is an incident log written to them.

### Weakness in the HRM practices

The governing officers during the interviews put it forward that there is a very big up in followup by the HR offices. Staff complaints are not fully given timely attention and issues that need quick follow-up are usually delayed.

## 4.3 Relationship between variables:

### 4.3.1 Compensation and Job satisfaction

The first objective was to find out the relationship between compensation and job satisfaction at TIS. To establish the relationship between the categorical variables, a Pearson chi-square test was used at a 5% level of significance. A Cramer's V test was also used to estimate the magnitude of the relationship. Compensation was defined by pay/salaries and incentives. Table 11 below shows the Pearson chi-square test of the relationship.

**Table 11: Pearson Chi-square test**

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	61.160 <sup>a</sup>	20	.000
Likelihood Ratio	50.095	20	.000
N of Valid Cases	80		

From the results in table 11 above, since the p-value ( $p=0.0001$ ) is less than the level of significance ( $\alpha=0.05$ ), we reject the null hypothesis and conclude that there is a relationship between compensation and job satisfaction at TIS.

To establish the magnitude of the relationship, a Cramer's V test was carried and the results in table 2 below indicate a moderate correlation between variables as indicated by the Cramer's V value of 0.437 that is much close to 0.5.

**Table 12: Cramer's V test**

		Value	Approximate Significance
Nominal by Phi		.874	.000
Nominal	Cramer's V	.437	.000
N of Valid Cases		80	

**4.3.2 Performance evaluation and Job satisfaction.**

The second objective of the study was to find out the relationship between performance evaluation practices and job satisfaction at TIS. To establish this relationship a Pearson chisquare test was used at 5% level of significance. Performance evaluation practices were defined by performance improvement and product levels. The results of the findings are as indicated in table 13 below.

**Table 13: Pearson Chi-square test**

		Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square		73.781 <sup>a</sup>	25	.000
Likelihood Ratio		47.665	25	.004
N of Valid Cases		80		

From the results in table 13 above, the p-value (p=0001) is less than the level of significance value ( $\alpha=0.05$ ). This implies that we reject the null hypothesis and conclude that there is a relationship between performance evaluation practices and job satisfaction at TIS.



The Cramer's V value of 0.43 that is closer to 0.5 signifies a moderate correlation between the variables as indicated in table 14 below.

**Table 14: Cramer's V test**

		Value	Approximate Significance
Nominal	by Phi	.961	.000
Nominal	Cramer's V	.430	.000
N of Valid Cases		80	

#### 4.3.3 Promotion and Job satisfaction

The third objective of the study was to find out the relationship between promotion and Job satisfaction at TIS. To establish this relationship a Pearson chi-square test was used at 5% level of significance. Promotion was hierarchy levels and increased benefits. The results of the findings are as indicated in table 15 below.

**Table 15: Pearson Chi-square**

		Value	Df	Asymptotic Significance (2-sided)
Pearson	Chi-Square	108.851 <sup>a</sup>	25	.000
Likelihood Ratio		71.712	25	.000
N of Valid Cases		80		

From the results in table 5 above, the p-value ( $p=0001$ ) is less than the level of significance value ( $\alpha=0.05$ ). This implies that we reject the null hypothesis and conclude that there is a relationship between the promotion practices and job satisfaction at TIS.

The Cramer's V value of 0.522 that is closer to 0.5 signifies a moderate correlation between the variables as indicated in table 16 below.

**Table 16: Cramer's V Test**

		Value	Approximate Significance
Nominal	by Phi	1.166	.000
Nominal	Cramer's V	.522	.000
N of Valid Cases		80	

**4.4 Reliability Test Statistic**

To test for the reliability of the data, a Cronbach's alpha ( $\alpha$ ) was used to test for the internal consistency of the questionnaire. The results are presented in table 17 below.

**Table 17: Reliability Test statistic**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.964	.960	31

The results in table 1 above indicate the cronbach's alpha coefficient is greater than 0.7 ( $\alpha=0.964$ ) which represents a high internal consistency. This implies that the questionnaire was highly reliable.

The coefficient of validity index (CVI) was computed as 0.967 indicated a high level of validity of the instrument. A coefficient validity of above 0.5 and less than 1 is regarded as acceptable, (Amin, 2005).

**4.5 Conclusion.**

This chapter presents the presentation, analysis and interpretation of results on human resource management practices affecting job satisfaction at Taibah International School as seen above. Specifically it presents the respondents biography, perceptions on compensation practices, performance evaluation practices and promotion practices and Job satisfaction, tests and reliability test

With that conclusion, the researcher introduces the next chapter which focuses on the summary, discussions, conclusions and recommendations of the entire study.

## **CHAPTER FIVE**

### **SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction.**

This study examined HRM practices and Job satisfaction at TIS. This chapter presents the summary, discussions and recommendations on the human resource management practices and job satisfaction.

#### **5.2.1 Compensation and Job satisfaction.**

The study found out that the school had adopted a competitive salary structure and benefits systems. However, rewards were found to have a significant relationship on Job satisfaction and were statistically significant. This implies that compensation practices were good predictors of Job satisfaction. The hypothesis that compensation practices significantly influence job satisfaction at TIS was accepted in disfavour of the null hypothesis that compensation practices do not significantly influence Job satisfaction.

#### **5.2.2. Performance Evaluation Practices and Job satisfaction.**

Performance Evaluation was rated to be fair in relation to improvement, performance goals like product levels and performance feedback. Performance practices were found to have an influence on job satisfaction. The study therefore confirmed the hypothesis that performance evaluation practices significantly relate to job satisfaction.

#### **5.2.3 Promotion and Job satisfaction.**

The study found that on overall, the organization had adopted effective promotion practices guided by the policy. The implication is that promotion practices are good predictors of job satisfaction. The study therefore confirmed the hypothesis that promotion practices significantly relate to job satisfaction.

## **5.3 Discussion of Findings**

### **5.3.1 Compensation practices and Job satisfaction.**

This study found a significant relationship between compensation practices and Job satisfaction. The results were also however statistically significant. This finding is consistent with the Job Characteristics Theory (Hackman 2007) existence of those at the job but do not lead to positive satisfaction for long term. But if they were absent then they lead to dissatisfaction in other words, those factors when adequate/ reasonable in a job, pacify the employees and do not make them dissatisfied (Chyung 2005). They include pay, salary structure and incentives. All should be appropriate, reasonable and competitive and equal to those in the same industry domain. Surprisingly, studies indicated that performance-rated pay may reduce job satisfaction with the proposed reason of , first performance pay may not be successful as evaluation may be overly subjective or objective measures of performance may be poor (Lazear,2000).

The findings in this study however match with the findings of Javed, Rafiq (2012) that rewards were both related with job satisfaction which is an indication of low important employees perceive rewards and recognition in the private sector organizations in Pakistan. Compensation is positively linked to job satisfaction (Gerald &Dorothee, 2004).

Frye (2004) studied the relationship among the Compensation practices and job satisfaction and examined the positive relationship among them. High performance at work had a good relationship among employee and institutions (Huselid, 1995). Gerald and Dorothee (2004) explain that there is a positive relationship between Compensation and job satisfaction. Ichniowski (1997) in a study on the employees of US government found that a reward was one of the most important determinants of job satisfaction.

### **5.3.2 Performance evaluation practices and Job satisfaction.**

This study found appraisal practices to be significantly related to job satisfaction. This finding is consistent with Karimi, Malik &Hussain (2011) findings that revealed that there was a significant relationship between performance evaluation and job satisfaction. It confirms that the performance system in practice is fair enough to keep all the employees satisfied. The results of the study are in line with Khan (2007) and differ with research study of Bricker (1992) which stated that employees were dissatisfied with performance appraisal system adopted by their organizations.

Evaluation of employee performance leads to improvement of productivity of organizations and helpful to monitor the performance (Brown & Hewood, 2005). Productivity and performance of employees can be increased through the appraising process (Brown, Benson, 2003). Performance evaluation or appraisal increases the commitment toward its function (Rahman, 2006). The implications of this study are performance appraisals can be more enhanced by the HRM practices like appraisal feedback, goal setting between the appraisers and appraises. A study suggests performance quality variations will generate strong reactions among employees.

A study suggests performance quality variations will generate strong reactions among employees. A high quality performance appraisal is intended to increase Job satisfaction for which there is some empirical support (Masterson, Goldman, Taylor and Lois, 2000). In turn, a low quality performance appraisal experience may result in a lower level of Job satisfaction as an employee is likely to feel that their contributions are not valued.

### **5.3.3. Promotion practices and Job satisfaction.**

The study found a significant relationship between promotion practices and job satisfaction. This finding is consistent with the aim of resourcing practices which is to improve the fit between employees and organizations, teams, work requirements thus creating a better work environment (Tzafirir, 2006). Katou and Budhwar (2007) in a study on the Greek manufacturing firms found that promotion was positively related to all equal performance variables such as effectiveness, efficiency, quality and innovation which could lead to Job satisfaction. Rathnaweerage (2010) in a study of HRM practices on Job satisfaction in Sri Lanka found that better consistent, selection had the strongest effect on job satisfaction.

The implications of the these findings are what every effort put in to improve and promotion selection like unbiased, impartiality, merit considerations will contribute to satisfaction in the organization based on their significant relationship.

### **5.4. Conclusions**

This sub section presents the learning points on human resource management practices affecting job satisfaction bases on the study findings and discussions above. Specifically it presents the study conclusions on compensation practices, performance evaluation practices and promotion practices and Job satisfaction.

It is observed that job satisfaction was influenced by a number of human resource management practices. While some practices had considerable influence some had weak very weak influences on job satisfaction. The practices that have considerable influence should be given due attention in the development of human resource policies and practices of Job satisfaction among employees is to be attained.

#### **5.4.1. Compensation and Job satisfaction.**

The objective was to find out the relationship between Compensation practices and job satisfaction, the hypothesis stated that there was no significant relationship in between which was rejected by the findings as the study concluded that the level of job satisfaction does depend on the competitive pay or salary and incentives to employees, use of competency based pay, offering of benefits and verbal recognition yet still acted to remove job dissatisfaction among employees. Adoption of other compensation packages and verbal recognition could result into job satisfaction among staff.

#### **5.4.2. Performance Evaluation practices and Job satisfaction.**

The objective was to find out the relationship between Performance Evaluation practices and Job satisfaction, the hypothesis stated that there was no significant relationship in between and then the findings of this study concluded that high levels of job satisfaction is partly attributed to management's efforts to set realistic performance goals, providing employees with formal performance feedback and communication of the outcomes of performance appraisal. Thus a poorly managed performance appraisal system with unrealistic and incongruent goals and non – response to the job performance feedback expectation adversely affects job satisfaction.

#### **5.4.3. Promotion Practices and Job satisfaction.**

The objective here was to find out the relationship between Promotion practices and job satisfaction, the hypothesis stated that there was no significant relationship which was rejected by the findings. The study concluded that promotion practices were significantly related to job satisfaction. This study concluded that high level of job satisfaction were attributed to management efforts to adopt effective promotion strategies related to the use of formal promotional strategy which is regularly reviewed and enhanced, spending adequate time in employee ratings while considering fairness, merit, transparency in promotional activities to ensure it is as due to merit,

extraordinary performance over time, being the lead among the best in the organization. Failure for this above then promotion practices adversely affect Employee job satisfaction.

### **5.5. Contributions of the study.**

The study has helped identify human resource managerial policy interventions requiring the use of annual job satisfaction survey on compensation, performance evaluation and promotion for enhanced job satisfaction in private schools.

The study has also helped bridge literature gaps and builds new knowledge on the relationship between human resource management practices of compensation, performance evaluation and promotion on employee satisfaction in private secondary schools. By doing so the study has also helped to bridge the gap between theory and practice of HRM in private schools thereby building on the best practices in HRM to achieve the desired employee outcomes.

### **5.6. Implications for theory.**

Job Characteristics Theory has been embraced by researchers and applied in a multitude of professions and organizations that is to say Hackman and Oldham reported that a number of consulting firms employed their theory or modified it to meet their needs.

Job Characteristics Theory provides a framework for increasing employees' commitment, motivation, satisfaction, and performance through enriching the job characteristics of the given job.

The theory has become one of the most cited in all of the organizational behaviour due to its entrenchment within work design.

**Life Satisfaction** – Henne & Locke (1985) believed that work is a component of a person's life and will affect one's attitude towards life as a whole. The effect on life satisfaction will depend on the importance of the job to the individual.

**Mental Health** – Locke (1976) in sighted that the lack of employee satisfaction in their job implies conflict in one's mind and then issues in the long run for example mental illness is more likely when an employee's values and actions are part of the problem.

**Physical Health** - If the satisfaction event decreases, stress levels in an employee increase which may bring about health implications. Many studies have proven that physical effects can have an

effect on the body like ulcers, headaches, high blood pressure, hyperacidity and heart disease. (Henne & Locke, 1985)

### **5.7. Implications for Policy and Practice**

As the researcher dialogued with the Teaching staff, Administrative staff, support staff and governing officers, there were observations made during the conversations from which the researcher drew the following implications for policy and practice:

□ **Find various ways for all to be involved in school reform efforts.**

Recognize the diversity of employees as valued resources who have many strengths alongside their weaknesses. Find ways to empower those stakeholders as key players in school reform. "One size does not fit all" when it comes to establishing and maintaining school, individual and community partnerships. Introduce quite a number of practices and programs at the district, school and country levels to address varying strengths and needs.

□ **Policies should be written with an understanding of the contexts in which they are to be implemented to allow for flexibility at the local level.**

Policies are ultimately implemented in local sites. While federal, state, and district policies must be written for a wide variety of contexts in which middle grade partnerships are implemented, policy language should remain flexible enough to accommodate diversity among students, families, and communities. In short, policies should not create additional barriers to establishing and maintaining school/family partnerships.

□ **Establish support systems to overcome the challenges faced in sustaining effective middle grade school/family and community partnerships.**

Teaching, administrative, support staff and governing officials alike must sometimes overcome a large array of internal and external challenges to transform their relationships with each other. As these key players explore together ways to overcome these challenges, non-threatening avenues of communication must be open to them.

Pre-service and in-service training for practitioners can promote great roles in comprehensive reform, school restructuring, and employee relationships. Having



practitioners learn by doing; being responsible for collaborating with each other, superiors, community and the country at large will help reflecting on effective strategies in group and professional development settings as a regular part of their on-going careers which can be a powerful strategy to developing capacity and overcoming challenges.

□ **Frequent and thoughtful communication counts.**

Communicating frequently and plan fully can help to foster strong relationships which can be done through appraisals, recognition, directly or otherwise. Feedback throughout is essential.

□ **Allow low staff members be co-constructors in school management activities with their superiors.**

Low staff members struggle with issues of independence, freedom, authority and control but need the guidance and support from their superiors. Promote positive conditions where the staffs especially lower level play a greater role in designing activities, policies, plans, workflows that involve their superiors even after promotion to a rank higher there should be some involvement in these decisions.

□ **Plan to evaluate the impact of your efforts early and often.**

Using both formative and summative evaluation information can lead to continuous improvement in the implementation of reform initiatives and ultimately to greater relationship success.

## **5.8 Recommendations.**

### **5.8.1 Compensation practices.**

For sustained employee satisfaction, the study recommends that the management of TIS and other similar organizations using the HR department should conduct Employee job satisfaction surveys with pay or salary, incentives and benefits schemes in school to make them more responsive to employee needs. Salary surveys should be complemented with continuously strengthening the

reward or compensation practices to make them more attractive by conducting salary surveys to establish attractive surveys to establish attractive salary and benefits practices in local and international market.

The use of an external consultant to enhance the compensation practices in the school could be sought by management.

### **5.8.2. Performance Evaluation Practices.**

The HR department should regularly conduct Employee job satisfaction surveys with focus of satisfaction with the performance appraisal system. This should be compensated with the use of 360 degrees feedback performance appraisals mechanism where employees are appraised not only by their supervisors but by their peers or colleagues, subordinates, clients and themselves to gain comprehensive feedback necessary for improved performance.

### **5.8.3. Promotion practices.**

To achieve desired level of Employee job satisfaction, the study recommends that the management of TIS and other schools should continuously review the promotion policy and it make it more fair, unbiased, balanced and responsive to extraordinary workers. The use of extra – benefits, pay, rank, responsibilities, abilities and all adjustments bettered to enhance the promotion process. This should be complemented with giving priority to external consultants by considering an existing strategies of promotion from the organizations out there or there – in as well as internal promotion priority by considering existing staff before outsourcing to fill the vacant positions.

### **5.9. Limitations of the study.**

The generalization of these study results has limitation of the sample size for this study being considerably small as it was based on one school. The authenticity of information provided in the survey cannot be overemphasized as some of the respondents could have been not only suspicious about the purpose of the study but also of the consequences. Some respondents did not seem to have given sufficient time to respond to the questions in the instruments probably affecting the authenticity of the information provided.

### **5.10. Areas of further research.**

This study was carried out to examine human resource management practices and Employee job satisfaction in private schools. The relationship between compensation, performance evaluation

was found to be moderately positive, compensation and promotion moderate and promotion and performance evaluation very strong. Further studies could include additional indicators to find out whether findings would be significantly different.

Finally the moderate correlations in the study indicated that there were other variables that were absent in explaining the causes of Employee job satisfaction. Further research could consider additional variables.

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## **APPENDICES**

### **APPENDIX A: QUESTIONNAIRE**

My name is Nakiyingi Mariam, a student of Uganda Management Institute pursuing a Master's degree in Business Administration. In partial fulfilment of the requirements for the award of MBA, I am required to conduct a research in my area of study.

**My research topic is:** —Human Resource Management practices and job satisfaction at Taibah International School (TIS)ll.

You have been carefully selected to participate in this study and the information you give will be used strictly for academic purposes and will never be used against you or your office.

Confidentiality will be adhered to in this study / research.

Please, spare a fraction of your valuable time and fill the questionnaire below. I request you not to write your name in this questionnaire.

Thank you for your valuable time and cooperation.

**SECTION ‘A’ BIOA DATA OF RESPONDENT**

*(Please tick the correct option)* A.1

Gender :

Male	Female

A.2 Age:

20 - less than 30		40 - Less than 50	
30 - less than 40		50 -and above	

A.3 Marital status:

Single	Married	Divorced

A.4 Highest level of education:

Diploma		Master	
Degree		PHD	

A.5 Designation: .....

A.6 Years worked at TIS:

Less than 2 years		5 - less than 8 years	
2 - less than 5years		8 - less than 11 years	

**SECTION B: HUMAN RESOURCE MANAGEMENT PRACTICES.**

The following statements describe your feelings towards certain Human Resource Management practices regarding Taibah International School.

In this section tick the number that best indicates your level of agreement or disagreement on the statements using the scale below: -

<b>Scale</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Level</b>	Strongly agree	Agree	Not sure	Disagree	Strongly disagree

No.	Compensation / Reward Practices	5	4	3	2	1
	Our organization offers competitive salaries to employees thus increasing Job satisfaction					
	Salaries are based on competencies or abilities of employees thus leading to Job satisfaction					
	The fringe benefits I receive are adequate for Job satisfaction					
	Pay raise of employees is based on job performance which boosts Job satisfaction					
	In our company, employees are given reasonable medical benefits leading to Job satisfaction					

	Performance Evaluation practices					
	Performance appraisals are well structured and communicated ahead of time, feedback is given after the process					
	The appraisal process and procedure is free of bias					
	Employees are involved in the appraisal process and their input considered					
	Performance appraisal is geared towards improving productivity and efficiency of employees					
	Performance is evaluated on merit and competence					

	Promotion Practices					
	Employee promotions are based on merit, performance and abilities					
	Promotions come with the requisite benefits and responsibilities					
	Newly promoted employees are well trained and oriented into the new positions					
	Promotions are well communicated to all staff and feedback taken					
	Jobs vacancies are first advertised internally before going out to give chance for internal promotions					

### SECTION C: JOB SATISFACTION

The following statements describe your feelings towards your level of satisfaction with your job.  
Please tick the number that best indicates your level of agreement

	<b>ITEM</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	I am proud to tell others that I am part of this organisation.					
	I feel I am valued in the organization					
	My organisation inspires the best job performance from me.					
	The major satisfaction in my life comes from my job.					
	Changing my career would be difficult for me to do now.					

Thank you.

## **APPENDIX B: INTERVIEW GUIDE**

An interview guide for Taibah International management team. **Dear respondents,**  
Please kindly spare some few minutes of your time to respond to the following questions.  
Information received from you is for academic purposes and will be kept confidential.

1. Does Taibah International school have a human resource manual/policy, is it well distributed and explained to all staff?
2. What determines the monetary and non- monetary rewards for staff at the school?
3. Briefly explain how performance appraisal is done at the school? Is it fair and effective enough for all staff?
4. How are staffs selected for promotion?
5. Do you see any weaknesses in the HRM practices of the school?
6. To you, are all the three practices satisfactory at the school?

Thank you for your cooperation.

## **APPENDIX C: DOCUMENTARY ANALYSIS GUIDE.**

Minutes about;

Compensation practices.  
Performance Evaluation practices  
Promotion practices  
Job satisfaction

Reports on;

Compensation practices  
Performance Evaluation practices  
Promotion practices  
Job satisfaction

Publications on;

Compensation practices  
Performance Evaluation practices

Promotion practices

Job satisfaction

Manuals on;

Compensation practices

Performance Evaluation practices

Promotion practices

Job satisfaction

**APPENDIX D: WORK PLAN**

ITEM/TIME FRAME	2017					
	JUNE	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
PROPOSAL WRITING	■					
PRE TEST		■				
DATA COLLECTION			■			
DATA ANALYSIS				■		
DISSERTATION WRITING					■	
SUBMISSION						■

**APPENDIX E: BUDGET**

ITEM	AMOUNT (UGX)
PRE TEST	50,000
DATA COLLECTION	150,000
DATA ANALYSIS	250,000

## **Appendix F: Data Collection Letter**



## **Appendix G: Anti Plagiarism Report**