

**Analysis of teacher recruitment and selection practices and their impact on job satisfaction in public secondary schools of Rukungiri district, Uganda.
A cross-sectional study.**

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Abstract

Background:

The processes of recruiting and selecting teachers set the foundation for institutional effectiveness and employee morale. This study examined the relationship between these practices and teacher job satisfaction in public secondary schools in Rukungiri District.

Methods:

A cross-sectional design was used, with a mixed-methods approach, collecting quantitative data from 180 respondents (teachers and Board of Governors) using stratified sampling and qualitative insights from 18 key informants using purposive sampling. Data was collected using questionnaires, interviews, and document review.

Results:

The respondent profile was predominantly male (36.9%), aged 31-40 years (50.6%), and based in rural schools (74%). Findings indicated significant delays in recruitment (mean=3.8), challenges in attracting teachers to rural schools (mean=4.0), and perceptions of political interference (mean=2.3) and non-merit-based selection (mean=2.5). Qualitative data revealed a misalignment between teacher deployment and school needs. A moderate to strong positive correlation was found between recruitment practices and job satisfaction ($r=0.662$, $p=0.002$). Regression analysis showed a significant positive effect ($B=0.273$, $p=0.000$).

Conclusion:

Transparent, timely, and merit-based recruitment and selection processes are significantly associated with higher teacher job satisfaction.

Recommendations:

Enhance transparency and meritocracy in recruitment; reduce bureaucratic delays; and involve school-level stakeholders in the hiring process.

Keywords: Teacher Recruitment, Selection Practices, Job Satisfaction, Public Secondary School, Rukungiri District.

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Introduction

The caliber and commitment of a teaching workforce are fundamentally shaped by the processes through which it is formed. Recruitment and selection, therefore, represent the critical gateway through which human capital enters an educational system, setting the initial tone for institutional effectiveness and employee morale. In the context of public secondary schools in Rukungiri District, Uganda, this gateway appears to be compromised, as evidenced by widespread reports of teacher dissatisfaction, high turnover intentions, and poor engagement in the 2024 Rukungiri District Teacher Satisfaction Survey. These symptoms suggest

that the very foundation of the teacher employment lifecycle is unstable, potentially due to inefficiencies and inequities in how teachers are hired and deployed. Globally, the principles of effective recruitment emphasize transparency, fairness, and strategic alignment with organizational needs. When these principles are upheld, they foster a sense of value and professional belonging from the outset. The conceptual perspective of this study, supported by Herzberg's Two-Factor Theory (Herzberg, Mausner, & Snyderman, 1959), posits that recruitment can function as both a hygiene factor and a motivator. A process perceived as fair and merit-based can prevent initial dissatisfaction

and, by ensuring job-person fit and recognizing competencies, actively contribute to job satisfaction. Conversely, in Uganda, the centralized recruitment system managed by the District Service Commission is often characterized by bureaucratic delays and limited school-level involvement, which can adversely affect teacher morale from the start of their employment (Tizikara & Mugizi, 2017).

Empirical evidence from the region underscores the significance of getting recruitment right. Studies in Kenya have shown that clear job descriptions and equitable selection mechanisms significantly contribute to a more motivated and competent teaching workforce (Abdinoor & Chui, 2024). However, the situation in Rukungiri presents a stark contrast. Preliminary quantitative data from this study reveal strong perceptions of political interference (mean = 2.3) and a lack of merit-based selection (mean = 2.5). Qualitative insights from school administrators lament that "We submit staffing needs annually, but sometimes we receive teachers in subjects we already have covered, while critical gaps remain unfilled," indicating a profound misalignment between recruitment outcomes and actual school needs.

This misalignment is further exacerbated by significant delays in the recruitment process (mean = 3.8) and acute challenges in attracting qualified teachers to rural schools (mean = 4.0), as confirmed by both survey data and interviews with district officials. Such systemic failures not only create immediate staffing crises but also engender a deep-seated sense of injustice and neglect among teachers, who may feel they are either pawns in a flawed system or are set up for failure from the beginning. This initial disillusionment can cascade into the broader issues of low morale and disengagement documented across the district. Therefore, a systematic investigation into the linkage between the recruitment and selection process and subsequent teacher job satisfaction is not merely an academic exercise but a critical diagnostic for

understanding and addressing one of the root causes of the human resource crisis in Rukungiri's public secondary schools. This study aimed to examine the relationship between recruitment and selection and teacher job satisfaction in public secondary schools in Rukungiri District.

Methodology

Research Design

This study employed a descriptive cross-sectional survey design, using both quantitative and qualitative approaches (mixed-methods). The quantitative component allowed for statistical analysis of the relationship between HRM practices and teacher job satisfaction, while the qualitative component provided deeper insights into participants' experiences and perceptions.

Study Area

The study was conducted in Rukungiri District, located in southwestern Uganda. The district includes both urban and rural settings and is home to numerous public secondary schools managed under the Uganda Ministry of Education and Sports. The area was selected due to concerns over teacher dissatisfaction, high turnover, and implementation gaps.

Study Population

The target population included all teachers and school administrators (head teachers, deputy head teachers, and directors of studies) in selected public secondary schools in Rukungiri. 12 public secondary schools were selected for this study, and had 264 teachers and 36 administrators. The study population also included the District Inspector of schools, 120 members of the Board of Governors, 01 District Education officer, and 01 District Principal Human Resource officer. Therefore, 420 participants constituted the study population.

Sample Size

Table 1: Target Population, Sample Size, Sampling Techniques, Methods of Data Collection

Respondents	Target population	Sample size	Sampling technique	Methods of data collection
School Administrators	36	18	Purposive sampling	Interview
Teachers	261	123	Stratified Sampling	Questionnaire
Inspectors of schools	01	01	Census	Interview
Members of the Board of Governors	120	57	Stratified Sampling	Questionnaire
District Education Officer	01	01	Census	Interview
District Principal Human Resource Officer	01	01	Census	Interview
Total	420	201		

Source: (Rukungiri District Education Department, 2024).

The researcher therefore adopted Krejcie & Morgan's (1970) table of sample determination, and 201 respondents were selected. These included: 123 teachers, 18 administrators, 01 District Inspector of schools, 57 Members of the Board of Governors, 01 District Education officer, and 01 District Principal Human Resource officer.

Sampling Techniques

Purposive Sampling

Purposive sampling was used to select school administrators (head teachers, Director of Studies, and deputies), the District Education Officer, the District Principal Human Resource Officer, and school inspectors.

Stratified Random Sampling

Stratified sampling was employed to select both teachers and members of the Boards of Governors. The population was first divided into strata based on relevant characteristics such as school. From each stratum, a proportionate random sample was drawn to ensure equitable representation across different categories of respondents.

This technique was particularly suitable for Teachers (261 population, 123 sampled) and the Board of Governors (120 population, 57 sampled).

Census Method

The census sampling technique was used for categories with very small populations where the entire population

could be studied. This included: District Education Officer (1 respondent), District Principal Human Resource Officer (1 respondent), and Inspectors of Schools (1 respondent). In such cases, it was feasible and necessary to involve all members of the population to gain complete insights without sampling error.

Data Collection Methods and Instruments

This study employed a mixed-methods approach using both quantitative and qualitative data collection techniques to gain a comprehensive understanding of the influence of human resource management (HRM) practices on teacher job satisfaction in public secondary schools in Rukungiri District.

Questionnaires

Structured questionnaires were used to collect quantitative data from teachers (123 respondents) and Members of the Boards of Governors (57 respondents). The questionnaires contained closed-ended questions based on a Likert scale to measure perceptions of HRM practices (recruitment, rewards, and training) and their influence on job satisfaction. A few open-ended questions were also included to allow respondents to elaborate on their responses.

The questionnaires were self-administered, and the researcher worked with school focal persons to distribute and collect them. Prior arrangements were made with school heads to ensure availability and cooperation during the data collection period.

Interviews

Semi-structured interviews were conducted with the following key informants: School Administrators, Inspector of Schools, District Education Officer, and District Principal Human Resource Officer.

These interviews were used to obtain in-depth qualitative data on how HRM practices are implemented at the district and school level, challenges encountered, and their perceived effects on teacher job satisfaction. An interview guide was used to ensure consistency while allowing for flexibility to probe and explore emerging themes.

All interviews were conducted face-to-face, recorded (with consent), and later transcribed for thematic analysis. The interviews took place in the participants' workplaces to ensure convenience and minimize disruptions.

Document Review

To complement the primary data, the researcher reviewed secondary data such as staff deployment lists, promotion records, attendance registers, professional development reports, and HRM policies and guidelines. These documents were accessed from selected secondary schools and the District Education Office.

Validity of Instruments

To ensure the content validity of the research instruments, the Content Validity Index (CVI) was employed with the aid of expert judgment. This process involved a subject matter expert with extensive knowledge and experience in education, instrument design, and research methodology.

The expert was asked to review the items in the data collection instruments (questionnaires and interview guides) to evaluate their relevance, clarity, and appropriateness in addressing the research objectives.

Upon Review, 26 questions out of 30 were declared correct, and the 4 questions that were mislabeled were corrected following his guidance. Therefore,

Content Validity

$$Index = \frac{\text{Number of experts rating the item as 3 or 4}}{\text{Total number of experts}}$$

Content Validity Index = (26/30) = 0.866.

The Content Validity Index (0.86) was compared with 0.7 as suggested by Amin (2009), and hence, the research instruments were declared accurate to collect data for the study.

Reliability of Instruments

Reliability refers to the consistency, stability, and dependability of a research instrument in measuring what it is intended to measure. In this study, the reliability of the instruments was established through a combination of pilot testing and the calculation of internal consistency reliability, specifically using Cronbach's Alpha coefficient.

Before the main data collection, the research instruments (questionnaires and interview guides) were subjected to pilot testing with a small, representative sample (05 respondents outside the study) drawn from a population similar to, but not part of, the actual study population.

After the exercise, the relative values of answers provided by the respondents were fed into SPSS, and a Cronbach's Alpha Coefficient of 0.84 was obtained and compared with 0.7 as suggested by Amin (2009). These instruments were declared consistent in collecting data for this study.

Measurement of Variables

The study aims to examine the relationship between human resource management (HRM) practices and teacher job satisfaction in public secondary schools in Rukungiri District. The key variables under investigation included three HRM practices (independent variables) and teacher job satisfaction (dependent variable).

Each variable is operationalized through measurable indicators and was assessed using structured Likert-scale questionnaires. The measurement of variables is summarized in Table 2.

Table 2: Measurement of Variables

Variable	Type	Indicators	Measurement Scale	Method of Measurement
Recruitment and Selection	Independent	- Transparency of recruitment process- Fairness of selection- Merit-based hiring- Timeliness of recruitment	Ordinal (Likert scale)	Questionnaire (5-point Likert scale)
Teacher Job Satisfaction	Dependent	- Satisfaction with job roles- Work environment- Supervision- Workload- Career advancement	Ordinal (Likert scale)	Questionnaire (5-point Likert scale)

Demographic Variables	Control	- Age, gender, experience, qualification	years of academic	Nominal Ratio	/	Questionnaire (Demographic section)
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For the Independent Variable, recruitment and selection were measured using a set of statements on a 5-point Likert scale ranging from 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree. These statements assessed the perceived quality and effectiveness of each HRM practice from the perspective of teachers.

For the Dependent Variable, Job satisfaction was assessed through multiple dimensions, such as task satisfaction, supervision, career progression, and overall morale, using Likert-scale items.

Demographic information, such as age, gender, teaching experience, and academic qualifications, was collected to control for background influences in data analysis.

Data Analysis

Data analysis in this study involved both quantitative and qualitative approaches, aligned with the nature of the data collected through questionnaires and interviews. The analysis aimed to determine the nature and strength of relationships between selected human

resource management (HRM) practices and teacher job satisfaction, as outlined in the study objective.

Quantitative Data Analysis

Quantitative data were obtained primarily from questionnaires administered to teachers and members of Boards of Governors. The data were analyzed using Statistical Package for the Social Sciences (SPSS) version [24]. The following procedures were followed: Raw data was checked for completeness, consistency, and accuracy. Responses were coded numerically, especially for Likert-scale items. Missing or inconsistent entries were addressed appropriately (through listwise deletion or imputation if justified).

Frequencies, percentages, means, and standard deviations were used to summarize respondents' demographic characteristics and perceptions. These helped describe the general trends in responses regarding recruitment, rewards, training, and job satisfaction.

To test the study objectives (relationships between variables), the following statistical tests were employed:

Table 3: Inferential Analysis

Objective	Statistical Test	Purpose
To examine the relationship between recruitment and selection, and teacher job satisfaction	Pearson's Correlation Coefficient	To determine the strength and direction of the linear relationship

Qualitative Data Analysis

Qualitative data from interviews with school administrators, inspectors, and district education officers were analyzed using thematic analysis.

The steps included: Transcription of recorded responses; Reading and familiarization with the data; Coding of key phrases and ideas; Categorization of codes into themes related to HRM practices and job satisfaction; and Interpretation of themes in line with research objectives and literature.

Verbatim quotes were used to support emerging themes and provide deeper insight into quantitative findings.

Ethical Considerations

Participants were provided with clear and comprehensive information about the purpose, procedures, and nature of the study. A written informed consent form was issued and signed voluntarily by each participant prior to data collection.

All data collected from participants were treated with the highest level of confidentiality. Before data collection, ethical clearance and research approvals were obtained from the University Research Ethics Committee, the District Education Office in Rukungiri, and the heads of participating schools to allow access to teachers and administrators.

Results

Response Rate

This chapter presents the findings from the field study regarding the number of respondents scheduled for interviews and issued with questionnaires, the number who actually participated, and the overall response rate per category of stakeholder. The respondents were categorized into six groups: School Administrators, Teachers, Inspectors of Schools, Members of the Board of Governors, District Education Officer, and the District Principal Human Resource Officer. The

findings are presented in both tabular and descriptive form to enhance clarity and understanding.

Table 4: Response Rate of the Study

Respondents	Interview Scheduled and Questionnaires to be Issued	Interviews Conducted and Questionnaires Issued	Response Rate (%)
School Administrators	18	15	83.3%
Teachers	123	117	95.1%
Inspectors of schools	1	1	100.0%
Members of the Board of Governors	57	45	78.9%
District Education Officer	1	1	100.0%
District Principal Human Resource Officer	1	1	100.0%
Total	201	180	89.6%

Source: Primary data (2025)

The results indicate a high overall response rate, suggesting strong engagement and cooperation from the target respondents. This response rate of 89.6% exceeds the commonly accepted minimum threshold of 70% for survey-based studies, thus enhancing the reliability and generalizability of the findings.

The teachers category exhibited the highest level of participation among the larger groups, with 117 out of 123 targeted respondents completing the instruments, yielding a response rate of 95.1%. This high participation may be attributed to teachers' vested interest in the subject matter under investigation or effective coordination during data collection.

The school administrators had a slightly lower response rate of 83.3%, with 15 out of 18 completing the process. While still high, the drop in participation could be associated with their busy administrative schedules, limiting availability.

Notably, three respondent categories, Inspectors of Schools, District Education Officer, and District Principal Human Resource Officer, each had one individual targeted, and all of them responded, yielding

100% response rates in each of these categories. Their full participation indicates institutional support and cooperation at higher administrative levels.

The Members of the Board of Governors, however, recorded the lowest response rate at 78.9%, with 45 out of 57 scheduled respondents participating. This lower rate could be due to logistical challenges in reaching all board members or limited availability due to their external commitments.

Socio-Demographic Characteristics of Respondents

This section presents the demographic characteristics of the respondents who participated in the study. These characteristics include gender, age, marital status, length of service, and type of school. Understanding the demographic profile of respondents is essential as it provides context for interpreting the subsequent findings and may influence perceptions, attitudes, or experiences relevant to the research.

Gender

Table 5: Gender of the Respondents

Gender	Frequency	Percentage
Male	115	63.9%
Female	65	36.1%
Total	180	100%

Source: Primary Data (2025).

The study sought to determine the gender distribution of the respondents. Out of the 180 participants, 115 (63.9%) were male, while 65 (36.1%) were female. This indicates that the majority of respondents were

male, reflecting possible gender disparities in the staffing of schools or educational management roles within the study area.

Age of the Respondents

Table 6: Age of Respondents

Age Group	Frequency	Percentage
21–30 years	32	17.8%
31–40 years	91	50.6%
41–50 years	39	21.7%
51+ years	18	10.0%
Total	180	100%

Source: Primary Data (2025).

Respondents were grouped into four age categories: 21–30 years, 31–40 years, 41–50 years, and 51 years and above. The largest age group was 31–40 years, comprising 91 respondents (50.6%). This was followed by those aged 41–50 years at 39 respondents (21.7%), and the 21–30 years category at 32 respondents

(17.8%). The smallest group was those aged 51 years and above, accounting for 18 respondents (10.0%). These results suggest that the majority of respondents were in their early to mid-career stages, potentially offering a balanced perspective on the study issues from both younger and more experienced professionals.

Marital Status

Table 7: Marital Status of Respondents

Marital Status	Frequency	Percentage
Single	26	14.4%
Married	141	78.3%
Separated	13	7.2%
Total	180	100%

Source: Primary Data (2025).

The marital status of respondents was classified into three categories: single, married, and separated. The majority of participants were married, accounting for 141 respondents (78.3%). Single respondents made up 26 (14.4%), while 13 (7.2%) were separated. These findings suggest a predominance of individuals with established family responsibilities, which may influence their perspectives on education, work-life balance, and institutional expectations.

Length of Service

Table 4.5 presents the distribution of respondents according to their length of service in public secondary schools within Rukungiri District. The data was collected to understand the respondents' experience levels, which can significantly influence perceptions of human resource management (HRM) practices and job satisfaction.

Table 8: Working Experience

Length of Service	Frequency	Percentage
0–5 years	69	38.3%
6–10 years	74	41.1%
11+ years	37	20.6%
Total	180	100%

Source: Primary Data (2025).

As shown in Table 8, the largest proportion of respondents, 74 out of 180 (41.1%), reported having between 6 and 10 years of teaching experience. This indicates that a significant number of teachers in the district have served for a moderate period, likely

offering balanced insights into HRM practices over time.

The second-largest group comprises those with 0 to 5 years of experience, accounting for 69 respondents (38.3%). This suggests a relatively high number of

early-career teachers, who may still be adapting to the profession and institutional environments. Their perceptions may be shaped by recent recruitment experiences and initial encounters with HR policies and school leadership practices.

The remaining 37 respondents (20.6%) have served for more than 11 years, representing the most experienced cohort. Though smaller in number, this group is critical, as their long-term engagement may provide valuable insights into the historical evolution of HRM practices and their cumulative impact on job satisfaction.

Overall, the data shows a diverse mix of teaching experience among respondents, with a slight majority (61.7%) having more than 5 years of service. This mix enhances the study's validity by incorporating perspectives from both newer and more experienced educators.

The findings underscore the need for differentiated HRM strategies that cater to varying stages of professional development. For instance, early-career teachers may benefit more from induction and mentoring programs, while mid-career and veteran teachers may prioritize professional development, recognition, and leadership opportunities.

Type of School

Table 9 presents the distribution of respondents based on the type of school they are associated with, categorized into Urban and Rural settings. The findings indicate a significant disparity in the representation between urban and rural schools.

Table 9: Type of School

Type of School	Frequency	Percentage
Urban	46	26.0%
Rural	131	74.0%
Total	177	100%

Source: Primary Data (2025)

Out of a total of 177 respondents, 131 (74.0%) were affiliated with rural schools, while only 46 (26.0%) were from urban schools. This data clearly suggests that the majority of the respondents in the study were drawn from rural educational settings.

The predominance of rural respondents may reflect the geographical or demographic scope of the study, potentially indicating that rural schools are more prevalent in the study area or that the research was specifically focused on rural education issues. This imbalance should be taken into account when interpreting the broader findings of the study, as the high representation from rural schools may influence generalizability to urban contexts.

In summary, the data underscores a rural majority among the schools sampled, highlighting the importance of considering contextual factors such as

location in analyzing educational outcomes, access to resources, and policy implications.

Recruitment and Selection of Teachers for Public Secondary Schools in Rukungiri District

This section presents the findings on the recruitment and selection practices of teachers for public secondary schools in Rukungiri District. Data were collected using a structured questionnaire on a five-point Likert scale, where 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree. The findings are summarized and interpreted in Table 10. The study aimed to assess the effectiveness, transparency, and fairness of teacher recruitment and selection processes as implemented by relevant authorities in the district.

Table 10: Recruitment and Selection of Teachers for Public Secondary Schools in Rukungiri District

Statement	A	SA	N	D	SD	Mean	Std Dev
Teacher recruitment is based on actual staffing needs reported by schools.	20	10	15	30	25	2.8	1.2
Vacant teaching positions are identified and communicated on time.	15	8	12	35	30	2.6	1.1
Teaching vacancies are publicly advertised through accessible platforms	18	12	10	33	27	2.7	1.3
The advertisement clearly outlines the qualifications and requirements	22	14	20	25	19	3.0	1.1
The recruitment process is free from political interference and favoritism	10	8	15	35	32	2.3	1.2
The selection of candidates is based on merit and qualifications	14	12	18	28	28	2.5	1.2
The District Service Commission ensures transparency during interviews	16	14	20	30	20	2.7	1.1
The interview process effectively assesses teaching ability	18	16	22	24	20	2.9	1.0
Subject specialists are involved in evaluating candidates during recruitment	12	10	18	32	28	2.4	1.3
Applicants are treated fairly during interviews	15	12	20	30	23	2.6	1.2
Appointed teachers are deployed based on school needs	17	13	20	28	22	2.7	1.2
Newly recruited teachers receive proper orientation or induction	14	12	18	30	26	2.5	1.2
There are delays in the recruitment of teachers in the District	30	28	10	15	7	3.8	1.0
Rural schools face more challenges in attracting qualified teachers	35	30	8	10	7	4.0	0.9
Budgetary constraints affect timely recruitment and deployment	32	26	12	12	8	3.8	1.1

Source: Primary data (2025)

The findings revealed that teacher recruitment is not consistently based on actual staffing needs reported by schools. This is indicated by a mean score of 2.8 and a standard deviation of 1.2, suggesting moderate disagreement among respondents. Similarly, the identification and communication of vacant positions were also reported as untimely, with a lower mean score of 2.6 and a standard deviation of 1.1. These results indicate a general perception that the recruitment planning is poorly aligned with actual school needs. Regarding the public advertisement of vacancies, the mean score was 2.7, reflecting disagreement with the statement that teaching vacancies are widely and transparently advertised. Respondents also expressed concerns about the clarity of qualification requirements in advertisements, as reflected by a slightly higher mean score of 3.0, suggesting neutrality or slight agreement. This implies some inconsistencies in how advertisements are crafted and disseminated. One of the critical findings relates to the lack of transparency and meritocracy in the recruitment process. The statement that the recruitment process is

free from political interference and favoritism had a low mean of 2.3, indicating a strong perception of external influence and nepotism. Likewise, the selection of candidates based on merit and qualifications scored a mean of 2.5, showing that many respondents doubted the fairness of the selection process.

Although the District Service Commission is mandated to ensure transparency, its effectiveness was rated moderately at a mean of 2.7. The involvement of subject specialists in candidate evaluation received a lower mean of 2.4, suggesting that domain expertise is not consistently applied during assessments.

Respondents also questioned the fairness of interviews and the adequacy of assessment methods. The mean score for the fairness of applicant treatment was 2.6, and for the effectiveness of interviews in assessing teaching ability, the score was 2.9, indicating mixed perceptions but leaning toward dissatisfaction.

Deployment of appointed teachers based on school needs had a mean score of 2.7, implying that placement may not always be need-driven. Furthermore, the

provision of proper orientation or induction for newly recruited teachers received a low mean score of 2.5, suggesting that many teachers begin their roles without adequate preparation or support.

Three specific systemic challenges emerged strongly. First, the issue of delays in recruitment was widely acknowledged, with a high mean score of 3.8 and a standard deviation of 1.0, indicating consensus among respondents. Second, respondents strongly agreed that rural schools face significant challenges in attracting qualified teachers, reflected in the highest mean score of 4.0. Third, budgetary constraints were identified as a key barrier to timely recruitment and deployment, with a mean score of 3.8.

During the Interviews, a selected Administrator said, *"We submit staffing needs annually, but sometimes we receive teachers in subjects we already have covered, while critical gaps remain unfilled. This affects our ability to deliver the curriculum effectively."*

The District Education Officer echoed these concerns: *"Although schools provide staffing data, recruitment often depends on when the budget is released and whether the District Service Commission has clearance to proceed. As a result, recruitment is reactive rather than needs-driven."*

The Inspector of Schools added, *"By the time teachers are recruited, schools have already made alternative arrangements with part-time or volunteer staff, which is not sustainable. The process takes too long to respond to urgent staffing gaps."*

The DHRPO said, *"Recruitment is a lengthy process involving budgeting, advertisement, shortlisting, and interviews. Delays often result from funding gaps or the late approval of recruitment plans by higher authorities."*

Several respondents expressed concerns about the integrity of the recruitment and selection process. Allegations of favoritism, nepotism, and political interference were raised as persistent challenges.

Another School Administrator pointed out that *"There's a general perception that some appointments are influenced by connections rather than competence. This undermines trust in the system."*

An Inspector of Schools added, *"There have been instances where more qualified candidates are overlooked. The criteria used in interviews are not always transparent, and this affects the morale of applicants."*

While the DEO acknowledged these perceptions, they maintained that efforts are being made to strengthen merit-based recruitment. *"We are aware of concerns regarding transparency. However, we are working closely with the District Service Commission to standardize the process and ensure fairness. Still, external pressures do arise."*

Another recurring theme was the insufficient involvement of subject specialists during the interview and selection process. This was viewed as a critical gap, especially for technical or science-based subjects.

The Inspector of the school echoed, *"Some panel members lack the content knowledge needed to evaluate subject-specific competencies. This compromises the quality of assessments during interviews."*

The DHRPO confirmed the issue, citing logistical constraints: *"We aim to include subject experts in every interview panel, but due to availability and budgetary limitations, this is not always possible. We recognize the need to improve in this area."*

The majority of stakeholders indicated that newly recruited teachers often begin work without formal induction or orientation, leaving them unprepared for school-specific expectations.

Another School Administrator said, *"Teachers are posted and expected to start teaching immediately. There's no structured orientation on school policies, culture, or performance expectations."*

This concern was acknowledged by the DEO: *"Orientation is left to the schools, but many lack the capacity or structured programs to do it effectively. This gap contributes to high turnover and poor integration of new staff."*

All respondents agreed that rural schools face significant challenges in attracting and retaining qualified teachers. Factors such as poor infrastructure, lack of incentives, and difficult living conditions were cited.

A School Administrator said, *"Some teachers simply decline postings to remote schools. Even those who report often seek transfers soon after. We remain chronically understaffed."*

The DHRPO explained: *"Rural deployment remains a national challenge. Without incentives such as hardship allowances, decent housing, or promotion opportunities, teachers are reluctant to serve in remote areas."*

The interview responses reveal significant gaps in the recruitment and selection practices for public secondary school teachers in Rukungiri District. Despite established procedures, the system is undermined by inefficiencies, inadequate planning, political interference, and a lack of professional support. These insights, when triangulated with quantitative findings, underscore the need for systemic reforms aimed at improving fairness, responsiveness, and equity in teacher recruitment across the district.

Teacher Job Satisfaction in Public Secondary Schools in Rukungiri District

Table 11, this section presents the findings on teacher job satisfaction as measured by responses on a five-point Likert scale, where 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly

Disagree. The analysis focuses on various dimensions of job satisfaction, including general satisfaction, attendance, punctuality, teamwork, administrative support, and engagement in additional jobs.

Table 11: Teacher Job Satisfaction in Public Secondary Schools in Rukungiri District

Statement	A	SA	N	D	SD	Mean	Std Dev
I am generally satisfied with my job as a teacher in this school.	16	8	12	30	16	2.6	1.2
I consistently report to work as required (good attendance).	24	12	10	24	12	3.4	1.1
I report to work and lessons on time (punctuality).	20	10	12	28	12	2.9	1.2
I effectively manage my time to complete teaching and non-teaching tasks	18	10	14	28	12	2.8	1.2
I willingly participate in teamwork and collaborate with colleagues	22	10	14	26	10	3.0	1.1
I am willing to take on additional responsibilities beyond teaching	16	8	12	30	16	2.4	1.3
I have a positive attitude towards teaching and working with students	18	10	16	28	10	2.8	1.1
I demonstrate a high level of commitment to my teaching duties	20	12	14	24	12	3.2	1.1
I am satisfied with the support I receive from the school administration	12	6	10	32	22	2.2	1.2
I am satisfied with the availability of teaching and learning materials	10	8	10	34	20	2.0	1.2
I teach in other secondary schools	22	20	10	18	12	3.2	1.3
I am planning on early retirement	20	18	10	20	14	3.3	1.2
I do other jobs other than teaching	24	22	8	16	12	3.6	1.1

Source: Primary Data (2025)

The findings reveal a generally low level of overall job satisfaction among teachers in public secondary schools within Rukungiri District. The statement, “I am generally satisfied with my job as a teacher in this school,” had a low mean score of 2.6 (SD = 1.2), indicating that a majority of teachers expressed dissatisfaction with their teaching roles. Similarly, willingness to take on additional responsibilities scored a mean of 2.4 (SD = 1.3), suggesting reluctance among teachers to accept duties beyond their core teaching assignments.

Despite this, certain aspects of professional commitment remain moderate. For instance, “I consistently report to work as required (good attendance)” and “I demonstrate a high level of commitment to my teaching duties” recorded moderate mean scores of 3.4 (SD = 1.1) and 3.2 (SD = 1.1), respectively. These findings suggest that, notwithstanding dissatisfaction, teachers largely maintain their attendance and dedication to their roles. The study also highlights challenges related to punctuality and effective time management. The mean score for the statement “I report to work and lessons on

time (punctuality)” was 2.9 (SD = 1.2), while “I effectively manage my time to complete teaching and non-teaching tasks” scored a mean of 2.8 (SD = 1.2). These relatively low scores reflect that a significant number of teachers struggle with punctuality and balancing their various professional responsibilities. Teachers’ participation in teamwork and collaboration received a moderate mean of 3.0 (SD = 1.1), indicating a fair level of collegial interaction. However, the statement “I have a positive attitude towards teaching and working with students” scored a lower mean of 2.8 (SD = 1.1), highlighting some degree of disengagement or lack of enthusiasm towards teaching among teachers. A significant finding relates to the low satisfaction with school administration and resources. The statement “I am satisfied with the support I receive from school administration” had a notably low mean of 2.2 (SD = 1.2), while satisfaction with “availability of teaching and learning materials” was even lower at a mean of 2.0 (SD = 1.2). These results indicate that teachers feel inadequately supported by school management and face persistent shortages of necessary instructional

materials, factors that likely contribute to their overall job dissatisfaction.

The data also reveals that a substantial number of teachers engage in additional employment outside their teaching duties. The statement “I do other jobs other than teaching” recorded a relatively high mean of 3.6 (SD = 1.1), signaling that many teachers seek supplementary income sources. Moreover, “I am planning on early retirement” scored a mean of 3.3 (SD = 1.2), suggesting that a considerable proportion of teachers are contemplating exiting the profession prematurely, likely due to dissatisfaction or burnout.

The DEO acknowledged the challenges contributing to low teacher job satisfaction: *“Many teachers in our district feel undervalued due to insufficient support from school administration and limited access to teaching resources. Despite their dedication, delays in salary payments and a lack of clear career progression paths demotivate them. This has led some to seek alternative income sources or consider early retirement, which poses a threat to maintaining a stable teaching staff.”*

The District Inspector of Schools (DIS) emphasized the impact of poor working conditions on teacher morale: *“From my visits to schools, it is evident that teachers face heavy workloads with minimal recognition. The shortage of teaching materials and inadequate administrative support frustrate teachers. Many*

complain about the lack of incentives or rewards for extra effort, leading to decreased enthusiasm and commitment over time.”

The District Principal Human Resource Officer (DPHRO) highlighted systemic issues affecting teacher satisfaction: *“Teacher welfare is a critical concern. We have noticed an increasing number of teachers engaging in secondary jobs to supplement their incomes, which affects their focus and energy for teaching. Additionally, unclear promotion procedures and delayed salary increments contribute to low morale. These factors increase turnover intentions, including early retirement.”*

The School Administrator said, *“Our teachers are hardworking, but they often feel overwhelmed and unsupported. The school administration tries to help, but we face budget constraints that limit our ability to provide incentives or adequate learning materials. Some teachers have told me they are thinking of leaving the profession because of these challenges.”*

Another School Administrator added, *“Job satisfaction among teachers here is generally low. They are committed but frustrated by the conditions. Many take on extra jobs just to make ends meet, and some openly express their plans for early retirement. We need more support from the district and government to improve working conditions and motivation.”*

Correlation Findings

Table 12: Correlation between Recruitment and Selection and Teacher Job Satisfaction in Public Secondary Schools in Rukungiri District

		Recruitment and Selection
Teacher Job Satisfaction in Public Secondary Schools	Pearson Correlation Sig. (2-tailed)	0.662* 0.002
	N	180

Source: Primary Data (2025).

The correlation between recruitment and selection practices and teacher job satisfaction yielded a Pearson correlation coefficient of $r = 0.662$, with a significance value of $p = 0.002$. This indicates a moderate to strong positive and statistically significant relationship between the two variables. The finding suggests that when recruitment and selection processes are perceived as transparent, merit-based, and timely, teacher job satisfaction increases. Conversely, ineffective or biased recruitment practices may contribute to dissatisfaction, lack of motivation, and low morale among teachers.

Regression Analysis of Human Resource Management Practices and Teacher Job Satisfaction in Public Secondary Schools in Rukungiri District

A multiple linear regression analysis was conducted to determine the extent to which Recruitment and Selection predict Teacher Job Satisfaction. The results are presented in Table 13.

Table 13: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.771	0.595	0.587	0.519

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Interpretation: The R Square value of 0.595 indicates that 59.5% of the variation in teacher job satisfaction can be explained by the effect of Recruitment and Selection.

Table 14: ANOVA (Analysis of Variance)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	68.322	3	22.774	84.480	0.000**
Residual	46.518	176	0.264		
Total	114.840	179			

Interpretation: The F-value of 84.480 and p-value < 0.001 indicate that the regression model is statistically significant.

Table 15: Coefficients

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig. (p-value)
(Constant)	0.524	0.215	–	2.437	0.016
Recruitment and Selection	0.273	0.073	0.262	3.740	0.000**

The regression results show that recruitment and selection have a statistically significant positive effect on teacher job satisfaction. The unstandardized coefficient (B = 0.273) and standardized coefficient (Beta = 0.262) suggest that for every one-unit increase in the quality or effectiveness of recruitment and selection practices, teacher job satisfaction increases by 0.273 units, holding other variables constant. The t-value of 3.740 and a p-value of 0.000 indicate that this relationship is highly significant at the 0.01 level.

This implies that when recruitment and selection are conducted fairly, transparently, and based on merit, teachers are more likely to feel valued and satisfied in their roles. It aligns with the premise that a well-structured recruitment process fosters trust in institutional systems and contributes to long-term job commitment.

Discussion

Recruitment and Selection and Teacher Job Satisfaction in Public Secondary Schools in Rukungiri District

The first objective of the study was to examine the relationship between recruitment and selection and teacher job satisfaction in public secondary schools in Rukungiri District. The results from the regression analysis revealed that recruitment and selection significantly influence teacher job satisfaction, with a

standardized beta coefficient of 0.262, an unstandardized coefficient of B = 0.273, a t-value of 3.740, and a p-value of 0.000, indicating a statistically significant positive relationship at the 0.01 level. Similarly, the Pearson correlation coefficient was $r = 0.662$ with a p-value of 0.002, further confirming a moderate to strong positive correlation between recruitment and selection practices and teacher job satisfaction.

These findings suggest that improvements in recruitment and selection processes—such as transparency, fairness, merit-based evaluation, and timeliness—are associated with increased teacher satisfaction. This aligns with existing literature, which emphasizes that effective recruitment practices are foundational to building trust, professionalism, and organizational commitment among teachers (Cole, 2011; Armstrong & Taylor, 2017).

According to Tizikara and Mugizi (2017), Uganda's teacher recruitment system, though centrally managed through the Education Service Commission (ESC), often suffers from bureaucratic inefficiencies, delays, and limited local participation, which can adversely affect morale. This is particularly relevant in rural districts such as Rukungiri, where schools frequently experience staffing gaps or receive misallocated personnel due to non-contextualized recruitment decisions. The findings of this study affirm these

concerns, as teachers interviewed expressed dissatisfaction with both the process and outcomes of recruitment, citing issues such as delayed appointments and a lack of alignment between subject specializations and school needs.

Moreover, when recruitment is perceived to be influenced by nepotism or political interference, teachers are likely to feel demoralized and undervalued, as supported by Armstrong and Taylor (2017), who argue that perceptions of fairness in hiring practices significantly shape employee attitudes and job satisfaction. In this study, several qualitative responses from school administrators and education officers pointed to external interference and lack of stakeholder engagement, further reinforcing the link between weak recruitment practices and low satisfaction.

The literature also indicates that decentralized and participatory recruitment models, such as those employed in parts of Kenya (Kipkoech & Kyalo, 2013), have been successful in improving the teacher-school fit and boosting satisfaction. By comparison, the centralized system in Uganda limits local school involvement in the hiring process, which may reduce accountability and diminish opportunities to attract and retain motivated teachers who understand and are committed to the specific needs of their communities.

Additionally, empirical evidence from Rubabo County in Rukungiri District (Tizikara & Mugizi, 2017) corroborates the current study's findings, demonstrating that inconsistent recruitment and delayed confirmations have contributed to low motivation and high turnover among teachers.

Furthermore, the study reinforces concerns raised by Ssenyonga et al. (2021) about the mismatch between teacher placement and actual school needs. Teachers who are deployed to teach subjects for which they are not trained, or posted to isolated rural schools without adequate preparation, frequently report dissatisfaction. Such misalignments affect not only teacher morale but also instructional quality and student outcomes.

In summary, the findings of this study provide strong empirical support for the argument that transparent, fair, and merit-based recruitment and selection practices are essential for promoting teacher job satisfaction. In the context of public secondary schools in Rukungiri District, the significant positive relationship between recruitment practices and job satisfaction suggests a pressing need for reform in current recruitment procedures. This includes minimizing bureaucratic delays, curbing political influence, involving school-level stakeholders in decision-making, and ensuring that recruitment aligns with the actual staffing needs of individual schools.

Conclusion

Recruitment and Selection and Teacher job Satisfaction in Public Secondary schools in Rukungiri District

Recruitment and selection practices have a significant and positive impact on teacher job satisfaction in public secondary schools in Rukungiri District. The findings revealed a moderate to strong positive correlation ($r = 0.662$, $p = 0.002$) and a statistically significant regression coefficient ($B = 0.273$, $p = 0.000$), indicating that transparent, timely, and merit-based recruitment processes contribute to higher levels of job satisfaction among teachers.

When recruitment is based on clearly communicated criteria and aligned with actual staffing needs, it enhances teacher confidence in the system, improves morale, and fosters a sense of fairness. Conversely, when recruitment is characterized by delays, favoritism, or lack of stakeholder involvement, it breeds dissatisfaction and weakens teacher commitment. Therefore, strengthening recruitment frameworks to emphasize meritocracy and stakeholder participation is essential to improving teacher satisfaction.

Recommendations

Recruitment and Selection and Teacher Job Satisfaction in Public Secondary Schools in Rukungiri District

The District Service Commission (DSC), in coordination with the Ministry of Education and Sports (MoES), should ensure that all recruitment processes are transparent, merit-based, and free from political interference. Job advertisements should clearly outline required qualifications and be widely disseminated through accessible platforms (e.g., local radio, newspapers, and online portals).

The District Education Office should work with relevant authorities to reduce bureaucratic delays in recruitment and deployment. Schools must report staffing needs early, and recruitment cycles should be aligned with the academic calendar to prevent prolonged vacancies.

Headteachers and subject specialists should be included in the recruitment and selection process to ensure that appointed teachers match the actual needs of schools, especially in specialized subject areas.

Areas for Further Research

A Comparative Study of HRM Practices and Teacher Job Satisfaction in Urban vs. Rural Settings. While this study focused on Rukungiri District (a predominantly rural area), future research should explore differences in HRM practices and job satisfaction between urban and rural districts.

An Investigation into the Impact of Leadership Styles on Teacher Job Satisfaction. A study examining how different leadership styles (e.g., transformational, transactional) influence teacher motivation and satisfaction will provide insights into effective school management.

Longitudinal Study on the Effects of Professional Development on Teacher Retention and Performance. TA's long-term study should examine how sustained training impacts teacher performance, retention, and student outcomes over time.

Impact of School Infrastructure and Working Conditions on Teacher Job Satisfaction. While HRM practices are important, physical working conditions, such as classroom facilities, housing, and access to teaching materials, also affect satisfaction.

Teachers' Perceptions of Job Security and Its Influence on Job Satisfaction. Future studies should investigate how perceptions of employment stability, contract terms, and government policy reforms influence the satisfaction and long-term commitment of teachers in public schools.

Evaluation of the Effectiveness of Decentralized Recruitment Systems on Teacher Motivation. A study comparing centralized vs. decentralized teacher recruitment systems could assess whether local hiring leads to improved teacher-school fit and satisfaction.

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Naamara Annet

LIST OF ABBREVIATIONS

DEO	District Education Officer
DIS	District Inspector of Schools
DOS	Director of Studies
DPHRO	District Principal Human Resource Officer
HRM	Directorate of Human Resource Management
MoES	Ministry of Education and Sports
TSC	Teachers Service Commission

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The author declares no conflict of interest

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Annet Naamara is a student at Team University, Kampala, Uganda, pursuing a Master's of Educational Planning and Management.

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