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Comparative Study of Selected Human Resource Management Practices on Teachers' Job Performance in Secondary Schools in Monduli District Council, Tanzania

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Abstract*: The study investigated the influence of human resource management practices on teachers' job performance in public and private secondary schools in Monduli District Council. It examined recruitment practices, and employee relations practices. The study was guided by Social Exchange Theory. The target population comprised of 649 teachers, 28 school heads from 16 public and 12 private secondary schools, one DEO and 20 WEOs. The sample included 100 teachers selected through stratified random sampling, while 5 school heads, five school managers, one DEOand 10 WEOswere selected purposively. Data were collected through questionnaires, interviews and documentary analysis. Reliability was tested using Cronbach's alpha, whereby TQP=0.989 and TQPr=0.975. Trustworthiness of qualitative instruments was established through peer debriefing and triangulation.Quantitative data were analysed using descriptive statistics and linear regression through SPSS version 25. Qualitative data were analysed thematically. From the findings, recruitment practices significantly influenced teachers' job performance ($p < .05$, $R^2 = .341$, $\beta = .584$). Employee relations practices significantly influenced teachers' job performance ($p < .05$, $R^2 = .242$, $\beta = .313$). The study concluded that all five HRM practices influenced teachers' job performance. The study recommends transparent recruitment, continuous training, fair appraisal, motivating rewards and positive employee relations.*

Keywords: *Recruitment, Human Resource Management, Employee Relations, Practices, Tanzania*

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1. Introduction

Teacher commitment reflects effective Human Resource Management (HRM) practices. The practices are key determinant of the quality of education. According to Boxall et al, (2022), HRM practices are policies for organizing work and employing people. The key HRM practices include recruitment, professional development training, performance appraisal, compensation and reward together with employee relations that improve both individual and organizational outcomes. Teachers play a vital role in shaping students' learning outcomes through effective teaching practices, well-structured lesson delivery and planning**,** and sound classroom management that fosters active participation and knowledge acquisition (Engida et al., 2024).

Zhenyu et al. (2022) revealed that in China, private college teachers show higher motivation and engagement due to HRM practices consisting of performance appraisal and expert education, which affect their commitment to teaching. Nunez (2025) indicated that in Philippines, teacher commitment in private secondary schools is better while HRM practices, along with professional improvement and popularity, are aligned with supportive leadership styles. Sultan et al. (2020), commented that, in Pakistan, differences in recruitment, training and performance appraisal practices account for variations in teacher commitment among public and private secondary schools.

Katuku (2022) highlighted that in the Democratic Republic of Congo, the provision of physical sources directly affects teacher productiveness and commitment in secondary education in Kinshasa city. Those studies together suggested that teacher commitment in East Africa is strongly shaped through good and consistency of HRM practices. Kapimpiti et al. (2024) reported that 78.56%of teachers were aware of performance appraisal systems and confirmed that appraisal improved their job performance. While Matemba (2024) indicated that compensation and reward practices were found to positively influence employee performance and accountability in organizations by 67%. However, only 31.9% were satisfied with reward systems, suggesting inadequate incentives that reduce motivation.

Mella et al. (2022) provided evidence from Tanzania displaying that HRM practices inclusive of training, overall performance appraisal and advanced remuneration significantly enhance teachers' job performance, commitment and job satisfaction in public secondary schools in Monduli District Council. Matemba (2024) revealed that motivational practices including popularity, battle discount and incentives, extra-class academic time and the usage of variety of teaching methods in Meru District. Malleck et al. (2023) report that advanced recruitment and selection techniques, clear approval systems and supportive operating conditions assist to retain qualified teachers in Mbulu District. From the foregoing related information, it is obvious clear that HRM Practices are critical in enhancing teachers' job performance. Consequently, the current study established the link between selected HRM practices and teachers' job performance in public and private secondary schools in Monduli District Council.

1.1 Research Hypotheses

The following research Hypotheses guided the study:

1. To what extent do recruitment practices influence teachers' job performance in public and private secondary schools in Monduli District Council?
2. How do employee relations practices influence teachers' job performance in public and private secondary schools in Monduli District Council?

2. Literature Review

The comparative study was built on Social Exchange Theory. The theory was developed by Homans in 1958 and later expanded by Blau in 1964.

2.1 Social Exchange Theory

This theory posits that social relationships are built on reciprocal exchanges where individuals evaluate interactions based on perceived costs and benefits (Homans, 1958). It explained social and organizational relationships as a process of mutual exchange based on reciprocity. Social exchange idea explained that the relationship between employees and their organizations is based on reciprocity, where favourable treatment by the organization leads to positive employee attitudes and behaviours (Cropanzano et al., 2022).

2.1.1 Strengths of Social Exchange Theory

The head of school assumes that once employees perceive truthful treatment, assistance and corporation, they increase a feel of responsibility to respond with positive attitudes and behaviors. When organizations offer support, truthful rules, reputation and adequate assets, employees feel valued and expand their sense of obligation to return the advantages through commitment and improved performance. Further, Rhoades et al. (2022) argued that employees who understand strong organizational support, expand a sense of belonging and trust towards the organization.

2.1.2 Application of Social Exchange Theory

Social Exchange Theory showed that relationships between employees and groups were based on reciprocal exchanges of benefits and support. When teachers perceived that HRM practices such as training, supervision, motivation and appraisal were fair and supportive, they were more likely to respond with higher commitment and improved performance. The theory explained how mutual trust and perceived organizational support influenced teachers' engagement and effectiveness in both public and private schools. Kim et al. (2024) observed that employees' responses to perceived support varied significantly depending on individual attitudes, cultural context and the working environment, which influenced the consistency of the theory's predictions.

2.2 Empirical Review

The review focused on empirical studies related to various HRM practices offered in education institutions.

2.2.1 The Significance of Different Recruitment Practices on Teachers' Job Performance in Public and Private Secondary Schools

Waheed et al. (2022) examined the impact of continuous professional development on teachers' job performance in Pakistan using pre- and post-survey questionnaires with 103 elementary teachers. The findings indicated that professional development improved lesson planning, classroom management, teaching methods, and assessment practices. Armstrong et al. (2022) conducted a study in the United Kingdom using a quantitative survey design with secondary school teachers and administrators. Data collected through questionnaires and recruitment records revealed that structured interviews, teaching demonstrations, reference checks, and the involvement of departmental heads improved the selection of competent teachers, reduced absenteeism and turnover, and enhanced teaching quality. Hoque et al. (2022) explored HRM effects on teacher motivation and performance in UK public and private secondary schools. Using structured questionnaires on recruitment, training, appraisal, and rewards, the findings indicated that private schools offered more flexible HRM practices that were linked to higher motivation and career growth. Public schools reported greater satisfaction with job security but lower performance incentives.

In Kenya, Bard (2022) found that fair performance appraisal, regular feedback, participatory decision-making, and reward systems improved teacher motivation, job satisfaction, and performance. Likewise, in Tanzania, Komba (2022) reported that supervision, recognition, and professional support enhanced teachers' commitment and instructional effectiveness. Another Tanzanian study by Mhando (2024) found that recruitment, professional development, appraisal and rewards significantly influenced teachers' motivation and classroom performance, although the study lacked a clear theoretical framework. To address these gaps, this study examined how recruitment and other HRM practices influenced teachers' job performance in public and private secondary schools in Monduli District Council and was guided by the Social Exchange Theory.

2.2.2 The influence of Employee Relations Practices on Teachers' Job Performance

Hasan et al. (2022) examined how Human Resource Management (HRM) practices influenced teacher commitment, motivation, and instructional effectiveness in Indonesian secondary schools. Using a quantitative design involving 200 teachers, data were collected through questionnaires and interviews on professional development, performance appraisal, and reward systems. Findings indicated that effective HRM practices strengthened teachers' commitment and motivation, with professional support and recognition improving teaching effectiveness and classroom engagement. Waeyenberg et al. (2022) examined the influence of performance management practices on teachers' job performance in Belgium. The study found that effective performance appraisal and feedback systems enhanced teacher commitment and performance. Proudfoot et al. (2022) investigated the role of professional learning in enhancing teacher performance in England. Findings revealed that continuous professional development improved teachers' competence, commitment and instructional effectiveness. Kabuuka (2022) examined the relationship between HRM practices and teachers' job performance in Uganda. The study found that training, motivation and supervision positively influenced teachers' job performance. However, the study focused on primary schools. Therefore, this study focused on public and private secondary schools in Monduli District Council.

Llemit (2024) investigated the effect of HRM practices on teacher satisfaction and instructional performance in Philippine secondary schools. Using structured questionnaires on training, performance appraisal, compensation, and supervisory support, results showed that effective HRM practices increased teacher satisfaction and engagement in lesson preparation and delivery. Professional support and fair evaluation enhanced instructional commitment. Engdia (2024) investigated HRM practices and teachers' job performance in Ethiopian secondary schools. Findings showed that motivation, induction and performance appraisal enhanced instructional effectiveness and school performance. Umeji (2022) explored the influence of HRM practices on teacher competence and school effectiveness in Nigerian secondary schools. Using survey questionnaires and classroom observation checklists, the study examined in-service training, supervision, motivation, and appraisal practices. Results indicated that HRM practices strengthened teacher competence, improved classroom management, and supported overall school effectiveness. Continuous professional support promoted better instructional organization and commitment. Chiwamba et al. (2022) examined the influence of instructional supervision on teachers' job performance in public secondary schools in Lindi Region, Tanzania. The study found that effective supervision improved teachers' professional skills and work performance. However, the study focused mainly on instructional supervision. Therefore, this study examined a broader range of HRM

practices affecting teachers' job performance in public and private secondary schools in Monduli District Council.

3.Methodology

A correlational research design was adopted in this study. The design was appropriate for the study because it allowed the investigation of relationships between HRM practices and teachers' job performance without manipulating the variables. Similarly, the study employed an exploratory sequential design and mixed methods approach to address the issue of qualitative data that were collected. The design enabled the researcher to analyze data separately and the findings were integrated in the discussions (Dziak, 2024).In this study, the target population of 710 consisted of 649 teachers from public and private secondary schools in Monduli District. The study involved a total of 12 private secondary schools with 165 teachers and 16 public secondary schools with a total of 484 teachers. Twenty-eight heads of secondary schools were also included. In addition, the District Education Officer (1) and 20 Ward Education Officers (WEOs) formed part of the study (MoEST, 2025). The population was relevant to the study as they are directly involved in the HRM practices whose outcomes is reflected in the implementation of curriculum.

The sample size for this study was determined using Yamane's formula (1967):

$n = \frac{N}{1+N\,(e)^2}$ Where: n = sample size, N = total population & e = level of precision (sampling error), set at 0.05

$n = \frac{185}{1+185\,(0.05)^2}$

$n = \frac{185}{1+185\,(0.0025)}$

$n = \frac{185}{1+0.4625}$

$n = \frac{185}{1.4625}$

$n \approx 126$

Therefore, the sample size for the study was 126 respondents that included 100 teachers and 10 heads of schools from public secondary schools and 5 managers of private secondary schools as key implementers and supervisors of teaching activities. It also involved the District Education Officer, and 10 WEOs.

Stratified sampling technique was used to ensure representation of both public and private secondary schools in Monduli District Council so that each category was fairly included in the study. This method improved the accuracy of comparisons between the two types of schools. Criterion purposive sampling targeted education officers and private school managers, as they possessed specialized knowledge on HRM practices and teacher performance (Taherdoost, 2022). The study used questionnaires, interview guides, and documentary analysis as instruments for data collection. The questionnaires were administered to teachers while interview guide was administered to Heads of Schools, DEO, WEOs, and Private School Managers because they provided the researcher with an opportunity to sought clarification from the respondents (Raajeswari, 2024). Documentary analysis was used to review school reports on recruitment practices, professional development training, and performance appraisal forms.

The questionnaires and interview guides were reviewed by experts in educational management and research to assess their relevance and clarity. Internal consistency of the questionnaire items was determined using Cronbach's Alpha coefficient, whereby r = 0.989 for Teachers' Questionnaire from public and r = 0.975for Teachers' Questionnaire from private secondary schools were obtained. Since the generated value of reliability coefficient in each case is above 0.6, it was accepted as it has met the reliability requirements (Zakariya, 2022; Doval et al., 2023).Trustworthiness of qualitative instruments was established through peer debriefing, accurate reporting of research process & triangulation. After receiving the permit, the researcher visited the sampled public and private secondary schools and made arrangements with heads of schools, teachers, and relevant education officers for data collection.

Descriptive statistics such as frequencies, percentages, means and pie charts were used in the SPSS version 25 to summarize respondents' characteristics and the general pattern of responses on HRM practices and teachers' job performance. In addition, for H_{01} and H_{02}, the researcher conducted linear regression analysis to establish whether recruitment practices significantly predicted teachers' job performance in public and private schools. Qualitative data obtained from interview guides were organized and analyzed using thematic analysis to complement quantitative results (Nowell et al., 2022). The study respected participants' privacy and prevented any form of harm or exploitation. Data collected were used solely for research purposes and stored securely. Confidentiality and anonymity were observed. To avoid plagiarism, all cited works were listed in the reference section using APA Style, 7th edition.

4. Results and Discussion

This section presents findings according to the research questions that guided the study.

4.1 The Significance Differences in Recruitment Practices on Teachers' Job Performance in Public and Private Secondary Schools in Monduli District Council

The first research question aimed at examining the difference in recruitment practices on teachers' job performance in public and private secondary schools. Teachers were provided with 13 items in the Likert scale and requested to indicate their extent of agreement or disagreement with each statement. A five-point Likert Scale of 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree and 1 = Strongly Disagree was used. The responses were quantified to generate percentages and mean scores for public and private secondary schools as presented in Table 1. The mean scores were used to compare how teachers in public and private schools rated recruitment practices in relation to job performance.

Table 1: Differences in Recruitment Practices in Public and Private Secondary Schools (PB, n=50) & (PV, n=50)

No	Statement	School	SA	A	N	D	SD	Mean
i.	My school practices transparency and fairness in recruitment procedures, encouraging good teacher performance.	Public	42	42	10	4	2	4.18
		Private	44	50	4	0	2	4.34
ii.	Teacher recruitment based on professional qualifications after interviews provides the basis for hard work.	Public	48	32	18	0	2	4.24
		Private	40	44	14	2	0	4.22
iii.	Teaching competence is established through class presentation before recruitment.	Public	48	40	10	0	2	4.32
		Private	48	40	10	2	0	4.34
iv.	Recruitment procedures used by my school contribute to improved teaching performance.	Public	46	44	8	0	2	4.32
		Private	50	42	6	0	2	4.38
v.	All newly recruited teachers receive proper orientation before starting their duties.	Public	42	28	18	10	2	3.98
		Private	34	46	16	2	2	4.08
vi.	The recruitment process ensures that competent teachers are selected.	Public	48	40	8	2	2	4.3
		Private	48	34	16	0	2	4.26
vii.	The recruitment system in my school attracts highly qualified teachers.	Public	40	36	20	4	0	4.12
		Private	54	22	20	2	2	4.24
viii.	Teachers are posted without recruitment processes such as interviews or class presentations.	Public	12	12	10	34	32	2.38
		Private	22	28	20	4	26	3.16
ix.	The recruitment process helps ensure teachers can perform their duties effectively.	Public	42	42	10	4	2	4.18
		Private	48	34	14	4	0	4.26
x.	Competitive and timely salaries are paid according to teachers' qualifications.	Public	40	30	12	10	8	3.84
		Private	32	38	20	6	4	3.88
xi.	Recruitment policies in my school promote professionalism among teachers.	Public	42	32	16	8	2	4.04
		Private	44	42	12	2	0	4.28
xii.	Recruitment criteria in my school emphasize teaching proficiency.	Public	50	32	14	4	0	4.28
		Private	50	34	14	2	0	4.32
xiii.	Recruitment practices in my school contribute positively to teachers' job performance.	Public	44	42	12	2	0	4.28
		Private	56	34	8	0	2	4.42

Source: Field Data (2026)

Concerning fairness and transparency in recruitment, data in Table 1 show positive perceptions among all teacher respondents. The mean score for teachers from public secondary schools was 4.18 suggesting clear approval of recruitment fairness. The mean score for teachers from private secondary schools was 4.34 showing almost the same assessment pattern. These mean scores were high in both settings indicating agreement that fairness encourages

better teacher work commitment. This implies that teachers become more serious when recruitment decisions appear transparent and fair. Such evidence is consistent with Engida et al. (2024) who showed that fair HRM practices strengthen commitment. Few were neutral while extremely few disagreed meaning most teachers accepted recruitment transparency with minimal visible reservation in both institutions. The marginal mean score advantage in private schools may reflect stronger confidence in direct selection before appointing teachers for classroom duties.

While mentioning recruitment practices that influence job performance in Monduli District Council in open ended questions, a respondent admitted that;*Recruitment based on professional qualifications and teaching experience ensures that competent teachers are employed, making it easier to achieve good academic performance.* Another responded wrote that; *Transparent and merit-based recruitment motivates teachers because they believe they were employed fairly. In private school such as ours, recruitment emphasizes commitment, discipline, and interpersonal skills, which encourages professionalism*.

Recruitment fairness in both public and private secondary schools was also reported during interviews. This was evidenced by one manager of a private school who explained that applications were screened by school management through a committee. The school manager (SM) pointed out that:

> Normally, applications are sent to school management to screen them during committee meetings before interview. Through interview which is basically a criterion that makes the person be selected and given a contract, the best candidate is chosen. The process helps to get quality teachers who can work effectively according to the school needs leading to high performance (*Personal interview with a SM from school ''C'' on 24th April, 2026*).

Similarly, a WEO representing public secondary schools within Monduli District added that:

> Thorough recruitment strategic plan is done by the council to employ competent teachers and frequent seminars are conducted for capacity building. Fair and open recruitment procedure helps to get qualified teachers with good manners. It is a way of getting teachers particularly those who possess good manners of a teacher and are able to perform their duties well (*Personal interview with a WEO from Ward ''C'' on 15th May, 2026*)

The qualitative data support the quantitative findings on fairness and transparency in recruitment presented in Table 1. The public mean score of 4.18 and the private mean score of 4.34 shows that teachers generally agreed with recruitment fairness. The private school manager connected fairness with screening applications through a committee and conducting thorough interviews before contract decisions. This means that fairness should be seen through open screening and selection procedures before teachers are employed. The WEO also showed that public recruitment followed a council recruitment strategy plan rather than informal selection. This explains why teachers in both public and private secondary schools viewed recruitment procedures positively. The results suggest that fair recruitment encourages teachers to trust staffing decisions and work according to school needs. The finding agrees with Ngussa et al. (2022), who associated fair HRM practice with commitment and improved work outcomes.

In the open-ended question, while giving feedback on the recruitment based on professional qualifications, one respondent pointed out that;*timely recruitment reduces teacher shortages and workload thereby allowing teachers to perform their duties effectively*. Another respondent noted that; *delays in recruitment, especially in public schools, increase workload for existing teachers and negatively affect performance*.

Qualification-based recruitment after interviews was also reported during interviews with participants from public and private secondary schools. This was evidenced by one head of school who related interviews and certificates to teacher suitability and school needs. The head of school said:

> Before recruitment there are interviews and certificates given to the qualified teachers. Recruitment based on fairness results into qualified teachers with good manners who could perform well their duties. Therefore, in this school, recruitment practices are done transparently and according to our needs. The school expect teachers recruited through this process to work hard and improve students' academic performance through the duties they have been assigned (*Personal interview with a HoS from school "G" on 19th May, 2026*).

Similarly, WEO representing public secondary schools within Monduli District added that;

> Recruitment normally creates opportunities for teachers to fit existing gaps. However, transparent recruitment process enables schools to hire quality teachers who follow teaching code of ethics and directives given by school

administration. Also, orientation and induction provided after recruitment help teachers understand school policies, responsibilities, and expectations (*Personal interview with a WEO from Ward "C" on 18th May, 2026*).

Another ward education officer added:

> Provision of seminars and professional continuous training for teachers are done after recruitment. They are normally conducted after class hours. Also, recruitment is related to assigning responsibilities to quality teachers who follow school administration and directives given. Recruitment criteria in my school emphasize teaching proficiency that leads to quality teachers. The recruited teachers are given opportunities to fill the gaps and work according to the school administration and directives given by the management (*Personal interview with a WEO from Ward "B" on 19th May, 2026*).

The views from interviews clarify the quantitative findings on qualification-based recruitment after interviews presented in Table 1. The mean score of 4.24 among public secondary school teachers shows strong approval of using qualifications during recruitment. The mean score of 4.22 among private secondary school teachers also shows acceptance of interviews and certificates. The head of school connected interviews and certificates with filling gaps and improving students' academic performance. This means that recruitment was useful when selection considered teachers ability to meet institutional needs. The finding fairly corresponds to Social Exchange Theory that explain the relationship between organizational support and employee behavior, particularly how perceived support from management fosters commitment, motivation, and improved performance. According to Zhang et al. (2023), employees who understand honest treatment, popularity and professional development possibilities are much more likely to reciprocate with higher engagement, loyalty and productivity.

In addition, the researcher conducted regression analysis to establish whether recruitment practices significantly predicted teachers' job performance in public and private schools. Linear regression was used because the hypothesis examined the predictive influence of recruitment practices on teachers' job performance. To conduct the analysis, teachers' job performance as the dependent variable was first quantified to generate mean scores on a five point scale as presented in table 2.

Table 2: Quantification of Teachers' Job Performance in Public and Private Secondary Schools

No	Statement	School	SA	A	N	D	SD	Mean
i.	I prepare lesson plans for every lesson.	Public	11	16	10	6	7	3.36
		Private	15	17	10	5	3	3.72
ii.	I attend all assigned lessons on time.	Public	11	16	8	13	2	3.42
		Private	7	26	13	3	1	3.70
iii.	I complete the syllabus within the planned time.	Public	10	19	11	5	5	3.48
		Private	17	16	12	3	2	3.86
iv.	I use teaching aids during classroom instructions.	Public	14	16	10	5	5	3.58
		Private	19	15	10	4	2	3.90
v.	I assess students' learning progress regularly.	Public	9	11	13	8	9	3.06
		Private	15	19	9	5	2	3.80
vi.	I mark students' exercises and assignments on time.	Public	13	15	10	9	3	3.52
		Private	9	24	9	4	4	3.60
vii.	I provide feedback to students after assessment.	Public	10	15	10	13	2	3.36
		Private	8	23	13	6	0	3.66
viii.	I manage classroom activities effectively during lessons.	Public	12	14	12	5	7	3.38
		Private	18	16	10	6	0	3.92
ix.	I maintain discipline among students during learning.	Public	9	17	11	7	6	3.32
		Private	16	15	11	4	4	3.70

x.	I collaborate with other teachers to improve teaching.	Public	15	12	13	5	5	3.54
		Private	20	14	9	2	5	3.84

Source: Field data (2026)

Table 2 presents teachers' job performance in public and private secondary schools in Monduli District Council. The average mean score for public schools was 3.40, while private schools recorded an average mean score of 3.77. These findings show that teacher job performance was higher in private secondary schools than in public secondary schools. This means that private school teachers performed better in lesson preparation, lesson attendance, syllabus completion, assessment, feedback, classroom management, discipline, and collaboration. The difference reflects the concern raised by Mella et al. (2022), who showed that teacher performance differs between public and private school contexts. After quantifying the dependent variable, linear regression was conducted to test this null hypothesis:

H_{01}: Recruitment practices do not significantly influence teachers' job performance in public and private secondary schools in Monduli District Council.

The hypothesis was tested at 95% confidence level and 0.05 significance level guided by the following assumptions:

i. The independent variable is measured on a continuous scale.
ii. The independent variable consists of two categorical, independent groups.
iii. Independent observations are made.
iv. There are no significant outliers.
v. The samples are drawn from a normally distributed population.
vi. There is homogeneity of variances.

The main assumption of parametric analysis is that the data should be approximately normally distributed. To test this assumption, the Shapiro-Wilk normality test was conducted using composite scores for the study variables by the aid if SPSS. The results of the test are presented in Table 3.

Table 3: Normality Test Results

Variable	Shapiro-Wilk Statistic	df	Sig.	Decision
Recruitment practices	0.967	100	0.125	Normally distributed
Professional development	0.958	100	0.052	Normally distributed
Performance appraisal	0.962	100	0.078	Normally distributed
Compensation and rewards	0.971	100	0.196	Normally distributed
Employee relations	0.964	100	0.094	Normally distributed
Teachers' job performance	0.969	100	0.148	Normally distributed

Source: Field data (2026)

The results in Table 3 show that all Shapiro-Wilk significance values were greater than 0.05. This means that the composite scores for recruitment practices, professional development, performance appraisal, compensation and rewards, employee relations, and teachers' job performance did not significantly depart from normal distribution. The findings indicate that the responses were fairly stable across the measured variables. This means that the distribution of teachers' responses was not extremely skewed toward one side. Creswell and Creswell (2023) explain that normality is an important consideration when researchers use parametric statistical procedures. The results therefore indicated that the data were normally distributed and thus suitable for regression analysis. After confirming that the data did not violate the assumptions for linear regression, the statistical testing was conducted as presented in table 4.

Table 4: Regression Results for Recruitment Practices and Teachers' Job Performance

Model	B	Std. Error	Beta	t	Sig.	R	R Square	F	Sig.
Constant	2.453	0.282	-	8.702	0.00	0.584	0.341	50.696	0.00
Recruitment	0.484	0.068	0.584	7.12	0.00				

Source: Field data (2026)

Table 4 presents regression findings on recruitment practices and teachers' job performance in public and private secondary schools in Monduli District Council. The findings show that recruitment practices have a statistically significant influence on teachers' job performance ($p = 0.000$). Since the p-value is below 0.05, the results indicate that recruitment practices significantly predict teachers' job performance. The R^2 value is 0.341, meaning that recruitment practices explain 34.1% of the variation in teachers' job performance. This means that recruitment procedures used in public and private secondary schools contribute meaningfully to teachers' lesson preparation, attendance, syllabus completion, assessment, feedback, classroom management, discipline, and collaboration.

The finding suggests that schools with fair, transparent, and competence-based recruitment practices are more likely to strengthen teachers' work performance. This is consistent with the argument that teacher performance differs across public and private school contexts because of variations in school management practices and working conditions (Mella et al., 2022). The coefficient results further indicate that recruitment practices make a positive and statistically significant contribution to teachers' job performance. The standardized Beta value is 0.484, indicating that recruitment practices have a moderate positive influence on teachers' job performance. This means that a one-unit improvement in recruitment practices increases teachers' job performance by 0.484 units.

4.2 Employee Relations Practices and Teachers' Job Performance in Public and Private Secondary Schools in Monduli District Council

The second research question examined how employee relations practices affect teachers' job performance in public and private secondary schools. Teachers responded to 10 items on communication, working relationships, teamwork, decision-making, conflict handling, support, respect and collaboration. A five-point Likert scale of 5 = Very High Extent (VHE), 4 = High Extent (HE), 3 = Sometimes (S), 2 = Low Extent (LE) and 1 = Very Low Extent (VLE) was adopted. The responses were transformed into percentages and mean scores as presented in Table 5. The mean scores guided comparison of employee relations practices in public and private schools in relation to teachers' job performance.

Table 5: Employee Relations Practices in Public and Private Secondary Schools (PB, n=50) & (PV, n=50)

No	Statement	School	VHE	HE	S	LE	VLE	Mean
	There is good communication between teachers and school management.	Public	50	28	22	0	0	4.28
		Private	60	34	4	0	2	4.50
	Teachers maintain good working relationships with each other.	Public	42	40	14	4	0	4.20
		Private	58	36	4	0	2	4.48
	School management encourages teamwork among teachers.	Public	54	42	2	2	0	4.48
		Private	62	30	6	0	2	4.5
	Teachers are involved in decision-making processes.	Public	36	30	26	6	2	3.92
		Private	50	38	10	0	2	4.34
	Conflicts among teachers are handled fairly by school administration.	Public	34	32	24	8	2	3.88
		Private	46	44	8	0	2	4.32
	School administration supports teachers when they face work-related challenges.	Public	42	40	14	4	0	4.2
		Private	56	34	8	0	2	4.42
	Teachers feel respected and valued in this school.	Public	34	36	22	6	2	3.94
		Private	60	32	6	0	2	4.48
	Good employee relations improve teachers' motivation to work.	Public	48	42	8	2	0	4.36
		Private	60	36	2	2	0	4.54
	Teachers collaborate effectively to achieve school goals.	Public	38	40	20	2	0	4.14
		Private	62	30	6	0	2	4.5
	Positive employee relations contribute to improved teachers job performance.	Public	58	34	6	2	0	4.48
		Private	64	30	2	2	2	4.52

Source: Field Data (2026)

Concerning communication between teachers and school management, Table 5 presents high ratings in both institutions. Public teachers recorded a mean score of 4.28 while private teachers recorded 4.50 indicating good communication is an employee relation practice that greatly affects teachers' job performance. The private mean was higher, suggesting stronger approval of communication with management. No low extent responses were recorded for public schools meaning teachers clearly valued good communication. This implies

that teachers perform better when management communicates expectations, support and decisions clearly. Good communication can reduce confusion and help teachers respond to school duties promptly. Ngussa et al. (2022) associated fair HRM practices with commitment and improved work outcomes. The stronger private score may reflect closer daily interaction between teachers and management.

In the open-ended questions, a respondent mentioned that: *Good communication improves coordination and teamwork. Teachers become more committed when involved in decision-making and positive relationships increase job satisfaction and motivation*. From another respondent; *Effective conflict resolution reduces workplace stress while supportive leadership encourages innovation and professional growth. Respect from school management enhances teachers' confidence.* Besides, a respondent wrote that; *strong teamwork promotes sharing of teaching experiences and best practices whereas poor employee relations led to conflicts, absenteeism, low morale, and reduced teaching effectiveness.*

Employee relations were also discussed during interviews with some respondents. The manager put forth the views that:

> Alright, we normally achieve effective communication with teachers through regular departmental meetings and the involvement of teachers in decision-making processes. Such communication enhances teachers' understanding of their roles and responsibilities, hence enabling them to perform their duties more effectively and contribute to the achievement of educational objectives (*Personal interview with SM from school "B" on 22nd May, 2026).*

Another WEO said:

> One of the employee relations that is practiced is good relationship between teachers and school management. In most cases, I have witnessed close cooperation between teachers and the school management. In actual sense, teachers responding to directives given by the top leaders are indicators of good relationship (*Personal interview with WEO from ward "E" on 11th May, 2026).*

The field responses give a picture as to why employee relations received high mean scores in Table 5. The finding shows that teachers valued communication, cooperation and respect because these practices affected how duties were performed. The first response shows that communication and involvement helped teachers know what to do. The second response shows that cooperation with management encouraged teachers to respond to school directives. This means that good relations created a good atmosphere that supported teaching responsibilities. The scores suggest that teachers' job performance improves when schools maintain communication, respect and teamwork. This interpretation agrees with Engida et al. (2024), who associated fair HRM practices with commitment and performance.

Regarding working relationships among teachers, Table 5 shows positive perceptions from both groups. Public school teachers recorded a mean score of 4.20 while private teachers recorded 4.48. The private school mean was slightly higher, indicating stronger approval of working relationships among teachers. This implies that good relationships among teachers support cooperation, sharing and collective problem solving. Positive work relations can improve lesson preparation, discipline and student support. Engida et al. (2024) supports this finding by showing that fair HRM practices strengthen commitment and performance.

The employee relations practices were also reported during interviews with school leaders and education officers. This was evidenced by one head of school who remarked that:

> In our school, there is good relationship between teachers and employer because teachers perform their duties as usual without strict supervision. I could attribute this to the fact that teachers feel valued and respected by the employer and community in their daily work (*Personal interview with HoS from school "D" on 27th April, 2026).*

Also, WEOadded that:

> A good relationship between teachers and school management is demonstrated through effective cooperation and collaboration. Teachers adhere to administrative directives and work in alignment with the school policies, procedures and management decisionsif they have cordial relationship with the management (*Personal interview with WEO from ward "H" on 22nd May, 2026).*

The first response shows that communication and involvement helped teachers know what to do. The second response shows that cooperation with management encouraged teachers to respond to school directives. This means that good relations created a conducive environment that supported teaching responsibilities. The absence of satisfactory and low responses in the table confirms strong acceptance of employee relations practices. The analysis

means that teachers' job performance improves when schools maintain communication, respect and teamwork. This interpretation agrees with Social Exchange Theory. Rhoades et al. (2022) argued that based on Social Exchange Theory, employees who understand strong organizational support, expand a sense of belonging and trust towards the organization. This belief increased their job satisfaction**,** motivation and loyalty. As a result, employees are more likely to exert extra effort and align their conduct with organizational goals.

To determine the influence of employee relations on teachers' job performance in public and private secondary schools in Monduli District Council, linear regression analysis was conducted. The analysis was guided by the second null hypothesis. The hypothesis was tested at 95% confidence level and 0.05 significance level. The results are presented in Table 6.

H_{02}: Employee relations do not significantly influence teachers' job performance in public and private secondary schools in Monduli District Council.

Table 6: Regression Results for Employee Relations and Teachers' Job Performance

Model	B	Std. Error	Beta	T	Sig.	R	R Square	F	Model Sig.
Constant	3.473	0.3	-	11.58	0.00	0.492	0.242	10.652	0.002
Employee relations	0.224	0.069	0.313	3.264	0.002				

Source: Field data (2026)

Table 6 presents regression findings on employee relations and teachers' job performance in public and private secondary schools in Monduli District Council. The findings show that employee relations have a statistically significant influence on teachers' job performance, p = 0.002. Since the p-value is below 0.05, the null hypothesis is rejected. This indicates that employee relations significantly predict teachers' job performance. The R^2 value is 0.242, meaning that employee relations explain 24.2% of the variation in teachers' job performance. The finding suggests that positive relations among teachers and school management support teachers' performance in public and private secondary schools in Monduli District Council. The coefficient results further indicate that employee relations make a positive and statistically significant contribution to teachers' job performance. The standardized Beta value is 0.313 meaning that a one-unit improvement in employee relations increases teachers' job performance by 0.313 units. The t-value of 3.264 and p = 0.002 confirm that this contribution is statistically significant.

The researcher also conducted documentary analysis whereby school reports on recruitment practices, professional development training and performance appraisal forms were reviewed. Also, records on how compensation and reward practices and employee relations practices influenced teachers' school attendance and academic results were reviewed from selected public and private secondary schools in Monduli District Council. Table 6 presents the summary of document analysis.

From documentary analysis, the datashows that HRM practices positively influence teachers' job performance in private and public secondary schools. The findings show that recruitment practices are linked with obtaining qualified and quality teachers in both school categories. In private schools, documentary evidence indicates that qualified and good teachers are obtained, leading to improved students' performancethus, a positive outcome is registered. This finding agrees with Ngussa et al. (2022), who indicate that supportive human resource practices improve work outcomes when they strengthen commitment and cooperation among employees. In public schools, the documents show if quality teachers are recruited through best HRM practices, high students' performance is realized. This suggests that recruitment practices contribute to teacher performance when they focus on competence, qualification and suitability for teaching duties.

The findings further show that performance appraisal, compensation and rewards and professional training are important aspects of teachers' job performance. In private schools, performance appraisal is linked with improved class management and teacher motivation. In public schools, appraisal is associated with improved classroom management and performance recognition. This corresponds with Hidayah et al. (2023), who show that development-oriented human resource practices support employee performance when linked with institutional support. Compensation and rewards are also shown to increase teacher motivation in private schools and motivate teachers through rewards in public schools. This indicates that teachers perform better when their effort is recognized and rewarded by school management.

5. Conclusion and Recommendations

5.1 Conclusion

From the findings, the study concludes that fair recruitment practices contributed positively and significantly to teachers' job performance in both public and private secondary schools. The regression results showed that fair recruitment practices explained 34.1% of the variance in teachers' job performance. Public schools benefited from formal recruitment structures and government posting while private schools benefited from interviews and class demonstrations. The high mean scores in both categories showed that fair recruitment was viewed as a major human resource management practice. The qualitative findings confirmed that certificate checking, classroom presentation and transparent selection improved staffing decisions. Therefore, recruitment practices improved teachers' job performance when schools selected competent teachers and oriented them properly.

Generally, the study concludes that good employee relations were the strongest human resource management practice in descriptive ratings and significantly affected teachers' job performance. The regression results showed that employee relations explained 9.8% of the variance in teachers' job performance. Private schools recorded a higher overall mean than public schools. The result also means that communication, teamwork, respect, collaboration and conflict resolution are central to teacher productivity. Qualitative evidence showed that teachers perform better when management listens to their concerns and involves them in school decisions. Therefore, positive employee relations improved teachers' job performance by strengthening cooperation, morale and commitment.

5.2 Recommendations

Based on the conclusion of the study, the researcher recommended the following:

1. The study recommends that public and private secondary schools should strengthen employee relations practices such as transparency and competence-based recruitment procedures. The school management should ensure that recruitment includes certificate verification, interview questions, class presentation and clear orientation for newly recruited teachers.
2. Private schools should maintain fairness during direct selection to reduce bias and improve confidence among teachers. District education officers should monitor recruitment and orientation practices to ensure that teachers enter schools with clear responsibilities. These measures will help schools select and prepare teachers who can perform effectively.
3. The study recommends that, the school management should promote positive employee relations through communication, teamwork, participation and fair conflict handling. Heads of schools should involve teachers in decisions that affect teaching, discipline, examinations and school development. Staff meetings should be used to share information and address concerns before they become conflicts.
4. Private schools should maintain close communication while protecting teachers from fear of unfair treatment. Public schools should strengthen committee structures and collaborative planning. These actions will create a supportive work environment that improves teachers' motivation and performance.

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