

**INSTITUTIONAL CULTURE AND ACADEMIC PERFORMANCE OF  
GOVERNMENT AIDED PRIMARY SCHOOLS IN BBAALE COUNTY,  
KAYUNGA DISTRICT**

**BY**

**EDITH MUKODA**

**17/U/14546/GMED/PE**

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## **Declaration**

I, Edith Mukoda, do affirm that the content of this dissertation titled “Institutional culture and academic performance of government aided primary schools in Bbaale County, Kayunga District” is entirely my original effort, except where approved. This work has never been presented to any University or institution of higher learning for an academic honour.

Signed: .....

Edith Mukoda

Date: .....

## Approval

This is to certify that this dissertation titled "Institutional culture and academic performance of government aided primary schools in Bbaale County, Kayunga District" has been done under our supervision and it is ready for submission with our approval.

Signature .....

Dr. Edith G. M. Mbabazi

Supervisor

Date .....

Signature .....

Dr. Wilson Mugizi

Supervisor

Date .....

## **Dedication**

I dedicate this dissertation to my late parents Valerian and Beatrice Musaabi, who loved me and supported my education during the formative days. May their souls rest in perfect eternity.

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## Abstract

The study explored the influence of institutional culture on academic performance of the schools aided by the government in Bbaale County, Kayunga District. The study aimed at; assessing the influence of teacher professionalism on academic performance, exploring the influence of teacher collaboration on academic performance and investigating the impact of teacher involvement on academic performance of the government aided primary schools. A cross sectional survey research design was adopted on a sample of 74 head teachers, 10 directors of studies and 2 inspectors of schools. The data were collected using a self-administered questionnaire, an interview guide and documentary review guide. Data collected was then analyzed using quantitative and qualitative methods. Quantitative data collected using the self-administered questionnaire was then entered into Statistical Package for Social Scientists (SPSS 24.0) from where it was analyzed at univariate, bivariate and multivariate levels. Qualitative data was collected using a pretested interview guide and the data was later analyzed using content analysis. The study found out that the three institutional culture elements namely; teacher professionalism, teacher collaboration and teacher involvement had no influence on academic performance. This implied that these being standard professional components of teaching, they may be lacking other supporting factors in order to influence academic performance. It was therefore concluded that teacher professionalism and academic performance to a greater extent didn't impact on academic performance, teacher collaboration does not significantly support academic performance and teacher involvement is not a dominant factor for academic performance in the government aided primary schools. Therefore, the study recommends that teachers should integrate professionalism with academic performance of schools, collaboration should be practiced in a way that enhance teacher contribution to academic performance of schools and teacher involvement in managerial activities should focus more on the learning aspect in the schools which is the core function.

## Chapter One

### Introduction

#### 1.0 Introduction

The issue of academic performance of schools is a total concern to different stake holders throughout the universe (Lamas, 2015). This is because generally academic performance of schools remains below average globally (Harbison & Hanusheck, 2014). Therefore, it is necessary to further examine factors relating to it. This study examined factors relating to academic performance of schools looking at institutional cultures of schools in Bbaale County, Kayunga District.

#### 1.1 Background to the study

*1.1.1 Historical Background.* Worldwide, poor academic performance of schools has been a very touchy issue with countries adopting not only a variety of testing measures but also a culture which involves norms such as professional efficiency, team work, collegial support and systems to aid its improvement (Singh & Chaudhary, 2015). For instance, in the United States of America, measurement of academic performance shifted from the use of Kansas silent reading, scholastic assessment tests and data collection from basic school items to standardized annual tests so as to determine the students' proficiency (Evans, 2015). None the less, survey on academic performance carried out by the National Assessment for education Program still reveals achievement gaps in public primary schools.

In Asian countries especially East Asia countries such as China, Taiwan, Japan, Hong Kong and Korea perform better in schools' academic achievement when compared to other countries (OECD, 2019). For instance, the 2018 survey of OECD Program for International Student Assessment revealed that Taiwan, Hong Kong, Korea, and Japan were in the top ten countries for mathematical literacy of fifteen-year-old students. Similarly,

Singapore performs excellently which is attributed to the positive institutional culture that among others includes

On the other hand, Sub Saharan African countries are still challenged with poor academic achievement of schools. For example, in some Nigerian states, the major obstacle to the development of education is persistent poor academic performance (Okereke, 2016). Notably, Kaarsen (2014) observed that the academic performance of most Nigerian schools still lagged behind due to the fact that the institutional leaders didn't practice staff collaboration. This was observed through minimal collegial support and weak learning partnerships which portrayed negative response towards institutional culture. Similarly, South Africa's education progress in terms of academic achievement of schools is viewed as insufficient to the needs of the country and especially for its black population, for instance, the performance of schools in South Africa in 2015 was ranked 75 out of 76 (OECD report, 2015). This is also attributed to failure to adhere to institutional culture.

Furthermore, East African countries like Tanzania, a greater percentage of the schools are still challenged with poor academic performance which frustrates both the parents and learners (Nghambi, 2014). Similarly, Kenyan learning outcomes are still low and static as reported by (UWEZO, 2015). UWEZO data shows no evidence of progress overtime in the proportions of children who complete the standard 2 level literacy and numeracy tests. Accordingly, these low outcomes are a result of failure to follow the standardized education policies and practices (Murunga, 2017).

The situation in Uganda is not different from that of the other East African countries. When national examinations results are released at the end of year, many UPE schools fail to produce even a single first grade with many in the fourth and ungraded grades. For instance, of the 749,761 candidates who did national examinations in 2020, 513, 085 (68.4%) were UPE. However, only 26,127 (5.2 %) passed in division one against the 64,487 (12%) who

failed. On the other hand, 236,720 (31.6%) were non UPE and 55,737 (23.9 %) passed in division one while 10,391 (4.5 %) of the total number of candidates failed (Abet, 2021). Notably, the rate of failing in UPE schools is so high more so in rural schools, which makes it essential for this study to be carried out considering factors relating to it. Specifically, for this study, performance of schools will be looked considering the factor of school cultures.

Scholars such as Ajayi (2016) and Alpha (2018) confirm that organizational culture greatly influences performance of teachers. However, Mwerus (2016) indicates that institutional culture is still a challenge because most school leaders use the directive approach of supervision not creating appropriate institutional cultures under which the teaching and learning process takes place. Notably, the culture in Ugandan schools varies from school to school; as some schools adhere to the standard operating procedures such as, teacher professionalism, teacher collaboration and teacher involvement others don't which in return create differences in performance (Nakanwagi, 2016). Therefore, the researcher set out to examine whether institutional culture and academic performance of schools in Bbaale County, Kayunga District were related.

**1.1.2 Theoretical Background.** The study has been guided by the structural contingency theory as proposed by Fred Edward Fiedler in 1964. The structural contingency theory posits that organizational effectiveness results from matching organizational characteristic to contingencies (Volberda, Van, Verwaal, Stienstra & Verdu, 2012). They further argue that the organizational performance is dependent upon the way organizational characteristics fit within the structural contingencies. The structural contingency theory denotes that an organization is an open system embracing challenges that occur every now and then which require adaptable and situational solutions in order to overcome the problem at hand such as academic performance of schools (Yusel, 2016). Under contingency assumptions, the school

is an open system facing a variety of problems that require an adjustable and flexible system of solving these problems such as the establishment of a culture which gives standard operating procedures to guide the way things are done in an institution. Besides, culture creates a system that relates the internal and external environment in search for the solutions to organizational concerns such as academic performance (Pugh & Hickson, 2016). Pugh and Hickson (2016) further argue that culture constitutes norms which not only give rules that shape interactions but also govern the ways that members of the organization make decisions towards organizational effectiveness.

However, Lex (2001) states that the structural contingency can be affected by a number of institutional characteristics such as professionalism, collegiality, collaboration, empowerment, team orientation and participation. This theory therefore guided this study as it dealt with operations of the people within the organizational structure and how they adhere to the organizational characteristics in order to achieve organizational effectiveness.

***1.1.3 Conceptual Perspective.*** Institutional culture is when elements of an organization adopt common items so as to be distinguished from other organizations (Serpa, 2016). In other words, it is a structure that separates one organization from other organizations with a common meaning held by members (Rasak, 2022). It is also the way an institution orientates its members towards forming essential regulations that guide members' behaviors' development and shared responsibilities within an institution (Maseko, 2017). Relatively, it is a set of values, assumptions and beliefs shared by most members which shape the behavior towards achieving the institutional goals (Lanford & Tierney, 2016). In other words, culture is a standard way of operating which involves doing things in a repeated way and must be adhered to by all the members of a particular institution so as to achieve desired goal. This study conceptualized Institutional culture to be referring to the level of professionalism, team

that indicates that academic performance refers to scores gained at the end of a given course of study. This will refer to scores attained at PLE.

*1.1.4 Contextual Perspective.* This study was carried out in schools of Bbaale County, Kayunga District. Bbaale County schools follow the normal and standard operating procedures that shape the behaviors and adaptations that guide institutional results (culture). All schools in Bbaale try to practice regular supervision and monitoring by the different stakeholders, carry out regular scheming and lesson planning by the staff, dress decently, consistently upgrade, have regular CPDS/ workshops, promote collegial support and learning partnerships, delegate different staffs to function in different activities and work as a team towards achieving desired goals. Unfortunately, though most schools in Bbaale try to practice the above aspects, there are differences in academic performances. As some schools perform well, others perform poorly as evidenced by PLE results over the years (Education Department, Kayunga District 2016-2020). For instance, PLE performance of Bbaale in the last five consecutive years indicates varying performance which is consistently declining. Of the 12,914 learners who sat in the last five years, only 194 scored div one, 3,293 div two, 3,143 div three, 2,621 div four and 3,143 failed (ungraded). Those who passed in division 4 and division U total to 5,764 which is almost half of the learners who sat in the five years and were unable to progress to the next level of secondary education. Therefore, this poor performance provoked this study to examine how the cultures of different schools relate to academic performance.

## **1.2 Problem Statement**

Academic performance of schools in Kayunga more so in Bbaale County has always been a challenge as evidenced by PLE results over the years. Schools have tried to establish a culture that involves regular supervision and monitoring of the different activities, carrying out regular scheming and lesson planning by the teachers, carrying out CPDs/ workshops, collaborating in carrying out school activities such as joint teaching and communal support to one another, attending school meetings and involvement of different staffs in decision making.

Nonetheless, academic performance of the schools still remains challenging. For instance, in the last five years, out of the 12,914 pupils who sat for the Primary Leaving Examinations (PLE) in Bbaale County, 5764 almost a half of the total number performed poorly (Department of Education, Kayunga District 2016-2019). Generally, 43% of the pupils could not proceed.

If this problem continues, the area will remain under developed because of the poor human capital. To address this therefore, the researcher set out to examine how institutional culture relates to academic performance in the government aided primary schools.

## **1.3 Purpose of the study**

The purpose of the study was to explore the influence of institutional culture on academic performance in the government aided primary schools in Bbaale County, Kayunga District.

## **1.4 Objectives of the study**

The research study intended

- i. To assess the influence of teacher professionalism on academic performance in the government aided primary schools, Bbaale County.



- ii. To explore the influence of teacher collaboration on academic performance in the government aided primary schools, Bbaale County.
- iii. To investigate the impact of teacher involvement on academic performance in the government aided primary schools, Bbaale County.

### **1.5 Research Questions**

The study was guided by the following research questions;

- i. What is the relationship between teacher professionalism and academic performance in government primary schools, Bbaale County, Kayunga District?
- ii. What is the relationship between teacher collaboration and academic performance in government primary schools, Bbaale County, Kayunga District?
- iii. What is the relationship between teacher involvement and academic performance in government primary schools in Bbaale County, Kayunga District?

### **1.6 Scope of the study**

*1.6.1 Geographical scope.* The study scope was Bbaale County, Kayunga District, Uganda. Bbaale County is approximately 19 kilometres from Kayunga town towards Galiraya landing site. Kayunga town is located in central Uganda 46 kilometres from Kampala the capital city of Uganda. Bbaale County was chosen since it is one of the highly populated counties and it is not performing well academically yet there are limited empirical studies on the same area.

*1.6.2 Time scope.* The study focused on years starting 2017-2021. This is a period that has been characterized by high failure rate with the average failure rate of 43%. This period will generate sufficient data for comprehensive analysis.

**1.6.3 Content scope.** The study was bounded to the relationship between institutional culture and academic performance. The analysis was basically guided by how teacher professionalism, teacher collaboration and teacher involvement could relate to academic performance of schools.

### **1.7 Significance of the study**

The findings will assist in aligning the education policies with the various institutional cultures to avoid misunderstandings within the institutional communities and hence promote a positive culture. This will help in fostering academic performance of schools.

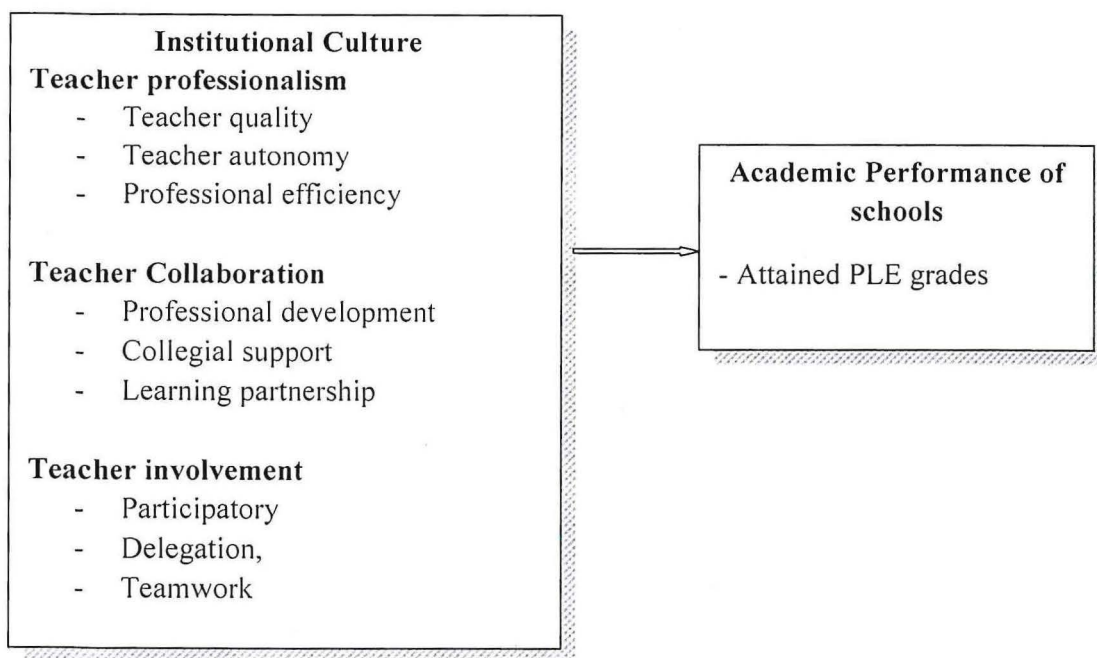
It is also hoped that the study will help the school management committees to become flexible and always take constructive decisions which will align with the technical team in promoting the institutional culture. This will help in improving the academic performance of schools.

The study will help the technical team such as the District Education officer, inspectors of schools, education secretary in identifying means of how best institutional culture can be improved and how to handle academic programs in line with institutional culture. This will foster learners' performance.

The study will help the researchers to get more information on institutional culture and academic of performance and hence additional body of knowledge. This will further provoke another research on the same.

### **1.8 Conceptual Framework**

The conceptual framework (Figure 1.1) suggests that a relationship exists between institutional culture and academic performance of schools as indicated in Figure 1.1.



**Source:** Developed on adopted ideas from Schneider et al. (2015); and Abaidoo (2018)

**Figure 1.1:**

*Conceptual Framework Relating institutional culture and Academic performance of schools*

The conceptual framework in Figure 1.1 demonstrates the relationship between institutional culture and academic performance of schools. The conceptual framework further clarifies that institutional culture includes teacher professionalism, teacher collaboration and teacher involvement. Teacher professionalism manifested in teacher quality, teacher autonomy and professional efficiency. Then teacher collaboration embedded professional development, collegial support and learning partnership. Lastly, teacher involvement manifested in participatory, delegation and teamwork. Conclusively, teacher interactions and practices relate to academic performance.

## **Chapter Two**

### **Literature Review**

#### **2.0 Introduction**

This chapter reviews literature. Literature reviewed covers the theoretical and the related literature. Related literature review is organized according to the study objectives and summary of the review highlighting the gaps in the existing body of knowledge.

#### **2.1 Theoretical Review**

The Structural Contingency Theory (SCT) as proposed by Fred Edward Fiedler in 1964 guided the study. The theory emerged as a social science of industrial organization consolidated by organizational research studies which were brought up by the open system theory of the 1950s. The major research components of the structural contingency theory were defined as organization, structure, environment and their relationship. Furthermore, organizational survival and success lay the foundation for the SCT and therefore, the contribution of the organization and its environment towards organizational performance is considered and analyzed by the way they relate to each other (Yusel, 2016). This means that success of an organization is related to definite uncertain variables such as professionalism, collaboration and involvement.

The theory aims at finding out those aspects that aid the survival and success of an organization. It also denotes that organizational characteristics cause contingencies' healthy, hence, posits that organizational effectiveness is dependent upon the fit between organizational characteristics and contingencies (Volberda, Van, Verwaal, Stienstra, & Verdu, 2012). Generally, the theory suggests that higher performance and organizational success are dependent upon the way contingencies fit within the structure. Conclusively, these aspects enable the imagination of contingencies and hence, understand the measures of

organizational success logically. However, the structural contingency theory does not create an accepted belief in organizational theory though it constitutes a significant idea in successive research on organizational behavior and theory. This study adopted this theory because it suggests how institutional culture relates to organizational performance such as academic performance.

## **2.2 Review of related literature**

*2.2.1 Teacher professionalism and academic performance of schools.* Teacher professionalism is the ability to perform professionally through teacher quality, teacher autonomy and professional efficiency among others (Evetts, 2014). Different scholars have tried to investigate how teacher professionalism relates to academic performance of schools. For instance, Zakaria (2021) studied the effects of teachers' professionalism on student success in secondary schools in Utara, Malaysia. The research findings indicated that student success was greatly influenced by teacher professionalism. The findings also revealed that teachers should take steps to improve their professionalism by increasing their knowledge, skills and expertise. Similarly, Sheima (2017) took a study on teacher professionalism and performance out come in public secondary schools in Taiwan. The study found out that teacher professionalism was positively and significantly related to academic outcome. This is in line with Shaukat (2014) who took a study on the impact of teacher quality on academic outcome in high schools in Lahore, Pakistan. The study found out that schools that had increased teacher quality through professional skills, commitment and professional qualification generally scored high in performance. Not so different from the authors who studied the impact of professional qualification on performance in private high schools in Boston. Their findings revealed that professional qualification could help in increasing teachers' teaching performance and their professionalism level (Bukhatir, 2018).

Furthermore, Linda (2017) took a study on teacher autonomy and student achievement of high school students in Nasarawa State, Nigeria: A Review of State Policy Evidence. The researcher explored how teacher autonomy and more factors could associate to learners' performance across states. The study revealed that teacher autonomy could be related to improvement in student achievement. More still, Sirait (2016) took a study to find out whether teacher quality affects student achievement in government high schools in the division of Kangundo, County of Machakos, Kenya. The study found out that teacher quality had a positive significance on students' achievement.

Mugudho (2015) studied teacher quality and learners' academic achievement in government high schools in Buyende District, Uganda. The findings disclosed that the relationship between teacher quality and learners' academic achievement was positive but insignificant. The literature above suggests that many scholars examined the relationship between teacher professionalism and institutional effectiveness. However, there were contradictions in the findings in that, apart from Mugudho (2015)'s findings which concurred with the current study findings revealing a positive but insignificant relationship, the previous studies revealed positive and significant relationships. This implies that may be there might have been some uncommon factors within the different study scopes that made the findings to differ.

**2.2.2 Teacher collaboration and academic performance of schools.** Collaborative culture benefits teachers and pupils in school learning climates (Wimberley, 2012). This provokes different scholars to carry out studies on collaborative culture and organizational effectiveness. For instance, a study on teacher collaboration and student achievement was carried out in America. The scholars collected descriptive data about teachers' collaboration practices. Findings show that when teachers with high-quality collaboration yield both

individual and collective benefit. The study also revealed that good collaboration generally and pupils' learning assessment in particular among teachers is related to performance achievement. The scholars concluded that schools that have high level collaborative culture perform better (Ronfeldt, Farmer, McQueen, & Grissom, 2015). Similarly, Mutampa (2014) studied the impact of teacher collaboration on academic outcome in non-government high schools in Wakiso District. The findings revealed that the schools that had high level teacher collaboration yielded better academic outcome and hence teacher collaboration had a positive significance with academic outcome.

Danielson (2016) studied teacher collegiality and pupil's performance in urban secondary schools in Gauteng Province, South Africa. The study found out that collegial support amongst teachers is closely related to pupils' academic success. The study also revealed that collegiality builds strong ethical behaviors amongst teachers as directed by demand. These characteristics bond school culture to learners' academic achievement. In the same line, Jamal (2018) studied the effects of teacher collaboration on learning achievement in Linden wood university. The study revealed that teacher collaborative culture was positively related to learning achievement. Furthermore, Namutamba (2017) studied the influence of collegial support on school outcome in public primary schools in Nabidonga County, Palisa. The study indicated that schools that practiced collegial support performed better than those that did not and hence concluded that collegial support had a positive significant effect on school activities.

More still, Robert (2016) studied the impact of staff collaboration on pupils' learning assessment in public primary schools in UK. The findings revealed that pupils' academic performance is better in schools with greater collaborative culture. Relatively, Mugabi (2020) studied the relationship between teacher collaboration and student achievement in public primary schools in Jinja Municipal Council, Jinja District. The study found out that schools

that had collaborative staffs generally performed better than those that did not and hence deduced that there was a positive significance between teacher collaboration and pupils' academic performance. The literature above shows that there was evidence that collaborative culture greatly influences organizational performance. However, the above studies do not concur with the current study because the current findings revealed that teacher collaboration had a positive but insignificant relationship with academic performance. This may be because of the differences in environmental factors.

**2.2.3 *Teacher involvement and academic performance of schools.*** Involvement is a method that utilizes the capacity of the work force and it is designed to enhance workers' commitment to the overall organizational success (Amah, Daminabo Weje, & Dosunmu, 2013). Within the school context, involvement plays a key role in the effort to improve outcomes as it influences the level of motivation and capacity of teachers as well as school climate and culture (Omid & Iraj, 2014). For this reason, therefore, involvement has attracted the attention of many practitioners and researchers because through involvement, institutions create and achieve superior performance (Baker, 2018). For instance, Amadi (2019) investigated the influence of involvement on students' academic achievement in public secondary schools in Obio/Akpor, River state, Nigeria. The results showed that principals and teachers of public secondary schools in Obio/Akpor are in a consensus that involvement influence students' academic achievement to a high extent. More still, Mudde (2019) studied the effect of staff involvement on institutional performance in YMCA Jinja Branch, Jinja District. The study revealed that staff involvement was positively related to institutional performance. In the same line with the above, Ameniso (2016) studied the impact of delegation on learning outcome in public primary schools in, Kayah State, Nigeria. The



findings revealed that there was a moderate positive relationship between delegation and learning outcome.

Khattak (2016) wanted to find out how employee involvement was related to organizational effectiveness in Milieu of Pakistan. The findings revealed that there was a positive and significant relationship observed in all hypotheses and hence the progress of involvement would aid organizational effectiveness. Similarly, Omid and Iraj (2014) studied the influence of participatory leadership on organizational culture and success using Isfahan Municipality employees. The results revealed that participatory management has both direct and indirect, through organizational culture, impacts on organizational performance. It was also revealed that similar factors had an impact on learners' academic performance thus, teachers' practices influence the way learners perform. Not so different from the above, Ambani (2016) studied the correlation between employee involvement and job performance at the Kenya Medical Research Institute. The study revealed that employees had well defined goals and objectives and that the employees understood how their individual performance contributed to the overall organization goals. The study also revealed that representative participation was an important factor in ensuring employee effectiveness. Similarly, the study tried to identify whether teachers had defined objectives and actively participated in management of activities that impacted on their work. The previous studies show that involvement significantly impacts on performance. On contrary, this study revealed that there might be other factors relating to academic performance other than involvement since it showed an insignificant relationship. Nonetheless, all these scholars apart from Mudde 2019 carried out their studies outside Uganda and so creating a contextual gap.

## **Chapter Three**

### **Methodology**

#### **3.0 Introduction**

The methodology of the study is explained in this chapter. The methodology comprises sub sections that present the research design, study population, sample size, sampling techniques and procedure, data collection instruments, procedure of data collection, quality control, data analysis and ethical considerations.

#### **3.1 Research Design**

A cross sectional survey design was used to gather facts on what was going on at an identified place. The study took place at a single point in time, permitting investigations of a variety of variables at once and aided in looking at the dominance of the research problem in the study population. The cross-sectional survey aids in knowing the relationship between variables (Setia, 2016). The researcher used the cross-sectional survey since it is fast, simple and inexpensive to conduct lying on a questionnaire survey. The cross-sectional survey allows getting relevant information quickly (Sedgwick, 2014). Since the research permitted the use of both quantitative and qualitative advances, the researcher collected data necessary for the two, quantitative and qualitative analysis.

#### **3.2 Study Population**

The study population comprised head teachers, directors of studies and inspectors of schools. Bbaale County has seventy-four schools that are aided by the government. The researcher targeted all the 74 head teachers from the 74 primary schools that are aided by the government, 10 directors of studies from the 74 government aided primary schools and two inspectors of schools (the district inspector and the inspector in charge Bbaale county).

### 3.3 Sample size

The sample size consisted of 86 respondents counting every head teacher in the 74 government supported primary schools for the questionnaire survey, the 10 directors of studies (4, 2 and 4 good, average and poor performing schools respectively) and 2 inspectors of schools for the interview. The head teachers were selected for questionnaires because they could give empirical data on academic performance of the schools and could also competently report on the cultures of schools. The directors of studies were selected because they are closely related to the learning process and the 2 inspectors could be used since they inspected these schools and they knew them well. This sample size was used since there were a small number of schools in Bbaale as a county and hence, all the schools could provide empirical data over their feat.

**Table 3.1:**

*Total population and sample size*

<b>Class</b>	<b>Population size</b>	<b>Sample size</b>	<b>Sampling technique</b>
Head teachers	74	74	Census sampling
Directors of studies	10	10	Purposive sampling
Inspectors of Schools	2	2	Purposive sampling
<b>Total</b>	<b>86</b>	<b>86</b>	

### 3.4 Sample Techniques and Procedures

Two techniques of sampling were applied thus, census sampling for the head teachers and purposive sampling for the directors of studies and the inspectors of schools. While census sampling is a numerical process that entails learning every unit or the members of the population, purposive sampling refers to a structure of non- odd sampling where the

researcher depends on individual judgment to select a sample for the study (Mbabazi, 2011). Census sampling was used to take account of every head teacher of the seventy-four government aided primary schools in Bbaale County since there were few schools in the county and so, all head teachers could give empirical data over school academic outcome. More still, purposive sampling was used to take account of the directors of studies and the inspectors of schools so as to give detailed data since the study was both quantitative and qualitative. For the directors of study, an equal percentage of the best and worst performing schools was obtained and then a smaller percentage of the average ones. The researcher applied concentrated purposive sampling in order to come up with a few of rich cases that give detailed views aware of events at hand (Palinkas et al., 2015). The two sampling techniques allowed collection of data for the two, qualitative and quantitative analysis.

### **3.5 Data collection instrument**

**3.5.1 Self- Administered Questionnaire.** A self-administered questionnaire (SAQ) consisting of part A and B was used to collect data. Part A presented the head teacher's background information thus, the biography. Issues in part A were on gender, age, experience in teaching, and highest level of qualification. Part B was on the independent variable (institutional culture) which embeds teacher professionalism, teacher collaboration and teacher involvement. The issues in part B were based on a five – point Likert scale where I= strongly disagree, II= disagree, III=Not sure, IV= Agree and V= strongly agree. The (SAQ) enabled the collecting of data for quantitative analysis. However, SAQ was preferred to some other types of surveys because they were inexpensive, quick, easy and often had uniform responses that made it simple to compile data which made the tool efficient and cost effective.

**3.5.2 Interview guide.** The researcher used the interview guide to collect data from the main informers who were the directors of studies and the inspectors of schools. The interview helped the researcher in probing the informants in a detailed manner so as to get descriptions basing on the responses given over the current concerns in the study. The interview guides were designed by the researcher and programmed to take place at the respective schools of the sampled directors of studies and at the respective offices of the inspectors after the schools had been covered. Each interview lasted for at least 45-60 minutes. However, these interviews intended to obtain detailed information on specific issues that could not be directly obtained from the questionnaires.

**3.5.3 Documentary Review Guide.** Documentary review was used to obtain factual data. In this case, the PLE results of 2017-2021. This would include use of PLE results from UNEB paper as evidences to supplement and confirm the truth. Documentary review was applied to access PLE results of each school in the sample size as evidenced in Table 4.2. Documentary review is specifically important where the account of occasions and practices has relevance in the studies but cannot be examined using direct observation or questioning (Ritchie & Lewis, 2003).

### **3.6 Procedure of Data Collection**

A research proposal was primed and handed to the research supervisors for endorsement. An introductory dispatch was got from Department of educational planning and management at Kyambogo University, permitting the surveyor to go and collect data. The letter was then presented to the schools seeking permission for data collection. Tools were navigated by the researcher. Prior visits were done to relevant schools before the actual visitation. Tools were managed to intended groups to gather data by the researcher. Data was organized, analyzed

and interpreted by the researcher. This was trailed by a report write out of the study findings, the researcher's interpretations, discussions, conclusions and recommendations and thereafter the report was submitted to the supervisors for approval.

### **3.7 Quality control**

**3.7.1 Validity.** Validity refers to the suitability of the tool to assess what it intends to assess (Amin, 2005). Validity was ensured through pretesting of the instruments on 3 respondents not part of the study to ensure clarity. The two supervisors were consulted and given the instrument to ascertain whether they would capture the required data and the instrument would then be revised accordingly basing on the comments and recommendations. Validation of the instrument focused on clarity, completeness and relevance of the questions in relation to the study constructs (Mohajan, 2017). Content validity index was obtained using inter-judge with the help of three educational management lecturers working at a private university in the department of education management and planning. Opinion from each of the judges was provided on a two-point rating scale of relevant (R) and irrelevant (IR) to calculate the average index (CVI). The relevant items substituted irrelevant ones on deletion. CVI was calculated following the procedure below;

$$CVI = \frac{n}{N}$$

Where; n = relevant elements

N = All the elements in the instrument

The CVI for the questionnaire was valid at a minimum level of 0.70 and above. According to Shirali, Shekari & Angali (2018), 0.70 is the minimum level in a survey. This therefore denoted that the instrument was accurate and so, data collected was valid.

**Table 3.2:***Content Validity Indices*

Items	Number of Items	CVIs
Teacher professionalism	6	0.72
Teacher collaboration	6	0.78
Teacher involvement	6	0.72

**3.7.2 Reliability.** On ensuring credibility, transferability; dependability, confirmability and reflexivity of the data, then reliability would be attained (Korstjen & Moser, 2015). Credibility entailed certifying that the research results represent reasonable data drawn from the partakers' original information and is a rightful version of the partakers' original views (Amin, 2005). Transferability involved making sure that the results got could be transmitted to other partakers' perspectives. This was done in the course of deep explanation of the results. Dependability aimed at ensuring that the findings, analysis and suggestions of the study were supported by the information as received from the partakers. Confirmability involved establishing that the information and interpretations of the results were not fabrications of the researcher's thoughts however clearly obtained from the data. Lastly, reflexivity ensured significant individual-reflection by the researcher such that self-unfairness, favourites and presumptions do not manipulate the study (Korstjen & Moser, 2015). Since it is quantitative data, Cronbach's alpha ( $\alpha$ ) method given for SPSS was used to test the reliability of the elements in the various constructs. A bench mark of  $\alpha=0.70$  and above was used to attain the reliability for the items in the different constructs (Bujang, Omar & Baharum (2018). Hence, certification of quality control of the instrument.

**Table 3.3:**

*Cronbach's Alpha Results*

Items	Number of Items	A
Teacher professionalism	6	0.727
Teacher collaboration	6	0.723
Teacher involvement	6	0.740

### 3.8 Data Analysis

**3.8.1 Quantitative data.** At the end of data collection, the data was processed by coding them, data was fed using the into the computer using the statistical package for social sciences (SPSS 24.0), data was summarized using frequency tables for error identification and then error eradication through editing. Quantitative data analysis was carried out at univariate, bivariate and multivariate. At univariate level, calculation of descriptive statistics namely, frequencies, percentages and means was used to analyze data. Bivariate level involved analysis of correlation and at multivariate level multiple regression was used to interpret data. Data necessary for generalization of the findings was produced at this quantitative level.

**3.8.2 Qualitative data.** Qualitative data collection process involved coding and grouping following the study objectives and emerging themes. Content analysis aided the analysis (Blair, 2015). Through content analysis, distillation of words into less related groups was made possible. Qualitative data supplemented quantitative data and helped in giving clarifications.

### 3.9 Ethical Consideration

Clarification that the conduct of the study followed research ethics was done by the researcher. Obtaining of informed consent, ensuring anonymity, confidentiality, respect for



privacy, and autonomy observed ethical issues. Head teachers, directors of studies and the inspectors of schools were the informed consents. These were asked to participate in the study if they were certain they wanted to do so. Protecting the individuality of the informants by not labeling their identities on their reactions maintained the anonymity. Confidentiality was ensured through ensuring that respondents provided responses in privacy and by not revealing their identities. Additionally, autonomy was informed of being at liberty to provide responses in confidence for all the respondents.

## **Chapter Four**

### **Presentation, Analysis and Interpretation of Results**

#### **4.0 Introduction**

This chapter presented, analyzed and interpreted the results on relationship between institutional culture and academic performance of schools in Bbaale County, Kayunga District. The results include the response rate, background characteristics, descriptive and inferential results.

#### **4.1 Response Rate**

Initially, the researcher targeted to gather information from 86 respondents comprising 74 head teachers, 10 directors of studies and 2 inspectors of schools. However, data were collected from only 80 respondents that were; 68 head teachers, 10 directors of studies and 2 inspectors of schools. The response rate for head teachers was 92%. Nevertheless, this was sufficient because according to Nkodde (2018) a response rate that is above 50% is acceptable and relays accurate information about the population under study. All the 10 directors of studies and the 2 inspectors of schools provided data representing 100% of the samples.

#### **4.2 Background characteristics of the respondents**

This section contains data on background characteristics that are sex, age group, highest level of qualification and teaching experience. The results on the same are presented in Table 4.1.

**Table 4.1:***Background Characteristics of the Respondents*

<b>Characteristic</b>	<b>Categories</b>	<b>Frequency</b>	<b>Percentage</b>
Sex	Male	56	82.4
	Female	12	17.6
	Total	68	100.0
Age groups	25-35	1	1.5
	36-45	17	25
	46 and above	50	73.5
	Total	68	100.0
Highest level of education	Diploma	13	19.1
	Bachelor's Degree	52	76.5
	Others	3	4.4
	Total	68	100.0
Teaching experience	10-20	0	0
	21-30	6	8.8
	31 and above	49	72
	Total	68	100.0

Source: Primary data (2022)

The results on sex of the respondents showed that out of the 68 respondents who participated in the study, 56(82.4%) were males with 12(17.6%) being females. The data on age groups of the respondents in years, showed that the larger percentage (73.5%) of the respondents were those above 46 years of age followed by (25%) who are between 36-45 then 1.5% between 26-35 years. These results meant that teachers of different age groups participated in the study. Therefore, responses representative of views of different age groups were captured.

Data on highest levels of education attained by the respondents showed that the larger percentage, (76.5%) of the respondents possessed Bachelor's degree, 19.1% were diploma holders then 4.4% possessed master degrees. These results implied that the respondents were

qualified teachers. Hence, these provided appropriate responses. About working experience, the majority percentage (72%) of the respondents had a working experience of 31 and above years. Those with 5-10 years' experience were 18.5% and those of 11 years and above were 11.3%. Therefore, head teachers participating in the study were of different age categories.

### 4.3. Results on academic performance

The study looked at academic performance considering UNEB results 2016-2020 (see Table 4.2). The UNEB results are presented in Table 4.2.

**Table 4.2:**

*Summary of academic performance results at PLE in Bbaale County*

	Div 1		Div 2		Div 3		Div 4		Div U		X		Total
	No	%	No	%	No	%	No	%	No	%	No	%	100%
2016	43	2	587	24	578	23	465	19	696	28	128	5	2497
2017	28	1	655	24	528	25	528	20	657	24	144	5	2686
2018	27	1	651	26	653	26	489	20	562	23	88	4	2470
2019	45	2	703	26	677	25	435	16	706	27	97	4	2663
2020	49	2	697	27	707	27	504	19	522	20	120	5	2598
Total	194	8	3,293	127	3143	126	2621	94	3,143	122	587	23	12,914

Source: Primary source (2022)

The results in Table 4.2 showed that out of the 12,914 candidates, grade I had 194 which is 7%, grade II had 3,293 which is 25%, grade III 3,143 which is 25%, grade IV 2,621 which is 19% and grade U 3,143 which is 24%. The interviews with the inspectors of schools requested them to comment on the academic performance of the pupils in the schools. One inspector said;

Generally, pupil's academic performance is not good. You find that most schools fail to produce good results at PLE. Most of their candidates who are regarded successful pass in the 3<sup>rd</sup> and 4<sup>th</sup> grades with almost half of the registered number failing. This has been consistent for a good number of years.

Similarly, another district inspector of schools commented that;

The performance of schools in Bbaale is not all that good. Only a few schools try against the majority schools that do not try at all. This is clearly portrayed at PLE results at the end of each year. For instance, out of the 2,598 pupils who sat for PLE this year, only 49 passed in division one against 522 who failed completely. Majority percentages of the pupils were in 3<sup>rd</sup> and 4<sup>th</sup> grades.

Not so different from the above, some director of studies remarked;

The school performance here is alarming. Taking an example of the PLE results last year, we didn't register any first and second grade. We only had scanty third and fourth grades, and then ungraded had the biggest number. You find that not only the teachers but also the parents are not all moved with thus poor performance.

In relation to the above, one director of studies said that in his school performance was not good.

Performance in this school is worrying. This is so because for the last five years we have not realized any first grade and yet even the second grades realized are weak. Majority of the pupils pass in third and fourth grade while almost half of the registered candidates fail completely.

Concurring with the above, another director of studies from a different school stated that the academic performance in their school was too poor.

Performance in this school is so bad. Taking an example of the PLE results that came out this current year, out of the 29 students who sat for PLE, there was none for division one and two, only one scored division three, three in division four and the rest failed completely. In fact, this isn't so different from the previous years. You find that teachers try to put in their efforts but yield nothing in the end.

The views above as obtained from the interviews concur with the descriptive statistics Table 4.3 supporting the results given in Table 4.2 revealing the poor performance at PLE in Bbaale County. Therefore, performance of the pupils in the schools was poor.

#### **4.4 Results on Institutional Culture**

Institutional culture (independent variable) was conceptualized as teacher professionalism, teacher collaboration and teacher involvement. Descriptive results on the same follow below.

**4.4.1 Teacher Professionalism.** Teacher professionalism, the first indicator of institutional culture was studied using 6 question items (Appendix II). The results on teacher professionalism include descriptive statistics and qualitative explanations. Descriptive statistics results were as presented in Table 4.3.

**Table 4.3:***Descriptive statistics for teacher professionalism*

<b>Teacher professionalism</b>	<b>SD</b>	<b>D</b>	<b>NS</b>	<b>A</b>	<b>SA</b>	<b>Mean</b>
At my school, teachers are fond of teaching	1 (1.5%)	2 (2.9%)	1 (1.5%)	48 (70.6%)	16 (23.5%)	4.12
At my school, teachers teach with strong devotion	0 (0%)	9 (13.2%)	0 (0%)	42 (61.8%)	17 (25%)	3.97
At my school, teachers are subjected to high level of qualified pre-service training	2 (2.9%)	15 (22.1%)	9 (13.2%)	35 (51.5%)	7 (10.3%)	3.41
At my school, teachers have self-control	0 (0%)	7 (10.3%)	8 (11.8%)	43 (63.2%)	10 (14.7%)	3.85
At my school, teachers always follow up publications in the profession	0 (0%)	10 (14.7%)	7 (10.3%)	47 (69.1%)	4 (5.9%)	3.66
At my school, teaching profession is a job of great importance in information society	0 (0%)	6 (4.1%)	4 (5.9%)	39 (57.4%)	19 (27.9%)	4.04

Source: Primary data (2022)

Table 4.3 in the first row cumulatively showed whether the teachers at their respective schools were; biggest percentage (94.1%) of the respondents agreed with 4.4% disagreeing and 1.5% not sure. The high mean= 4.12 suggested that the respondents agreed that the teachers at their schools were fond of teaching meaning that the teachers were always teaching. As regards to whether the teachers taught with strong devotion, the results showed that cumulatively the majority percentage (86.8%) agreed with 13.2% disagreeing and 0% not sure. The high mean = 3.97 suggested that the respondents agreed that the teachers taught with strong devotion meaning that they were always willing to teach. With respect to whether teachers were subjected to high level of qualified pre service training, showed that

cumulatively, the larger percentage (61.8%) agreed with 25% disagreeing and 13.2% not sure. The fair mean = 3.41 meant that the respondents fairly agreed that the teachers were subjected to high level of qualified pre service training.

Regarding whether the teachers had strong self-control, showed that cumulatively the majority percentage (77.9%) agreed with 10.3% disagreeing and 11.8% were not sure. The high mean = 3.85 suggested that the respondents agreed. The results above suggested that the teachers had strong self-control. As regards teachers' follow up of publications in the profession, the majority percentage (75%) agreed with 14.7% disagreeing and 10.3% not sure. The high mean = 3.66% suggested that the teachers followed up publications in the profession. Regarding item whether the teaching profession was a job of great importance in information society, showed that cumulatively the majority percentage (85.3 %) percentage agreed with 4.1% disagreeing and 5.9% were not sure. The high mean = 4.04% suggested that respondents agreed with the statement. To assess how overall head teachers rated teacher professionalism in the schools, an average index was calculated for the six items measuring the concepts. The results on the same were as indicated in Table 4.4.



**Table 4.4:***Summary Table for Teacher Professionalism*

	<b>Descriptive</b>	<b>Statistic</b>	<b>Std. Error</b>
Teacher	Mean	3.85	0.07
Professionalism	95% Confidence Interval for Mean	Lower Bound 3.71	
		Upper Bound 3.98	
	5% Trimmed Mean	3.87	
	Median	4.00	
	Variance	0.31	
	Std. Deviation	0.56	
	Minimum	2.33	
	Maximum	4.83	
	Range	2.50	
	Interquartile Range	0.67	
	Skewness	-0.80	0.29
	Kurtosis	0.69	0.57

Source: Primary data (2022)

The summary results in Table 4.4 indicate a mean = 3.85 close to the median = 4.00 which suggests that the results were normally distributed. The high mean also suggested that the respondents rated teacher professionalism to be high.

Similarly, the responses obtained from interviews also confirmed that teacher professionalism was high. For instance, when one director of studies was asked to comment on teachers' commitment to teaching and learning, he said they were highly committed.

The teachers in this school are highly committed to teaching and learning in such a way that they are always regular and punctual. This makes them to be self-driven which is a sign that they love what they do and always ready to

produce results hence, result oriented. However, the results are not yet to their expectation.

Concurring with the previous director of studies, another director also said;

The teachers of this school are highly committed to teaching. They are real sacrificing their time to teach the children. They come so early and spend most of their time in the classrooms with the children. However, performance at the end betrays them. This is when PLE results come out poorly.

Furthermore, when the same director of studies was asked to rate the teachers in terms of knowledge and skills in the classes and subjects, they taught. He still gave a positive comment.

The teachers in this school are quite knowledgeable and skilled in the classes and subjects they teach. However, the district education department technical team at times fails to allocate staff accordingly due to the fact that not all teachers are capable of teaching all the subjects. This brings about various subjects' misallocations and hence, ends up having inadequate skilled personnel in the different schools.

Relatively, another director of studies revealed that;

The teachers in this school have the knowledge and skills in the subjects they teach. This is clearly indicated in the schemes and lessons they plan prior to teaching. It is on rare occasions that you find a teacher not planning appropriately and hence, rightful expectations are expected.

Contrary to that was the response by the district inspector of schools who was asked to comment on the compliance level of teachers towards commitment to teaching and learning. He commented negatively.

Majority of the teachers are not compliant. They always come to school late, take early departures and some are always irregular which hinders syllabus coverage. They have always gone to the children in the presence of their supervisor. Worst of all, they fail to plan the lessons they should teach.

Further, the inspector too had a negative comment when he was asked about the level of the teachers' commitment to teaching and learning. He said; "Majority of the teachers are not compliant. Many have a negative attitude towards teaching and learning. They are only interested in the salary otherwise they cannot do much after earning. This has negatively affected performance of the majority schools." However, concurring with the director of studies interviewed above, he also said the teachers were knowledgeable. "Majority of the teachers are knowledgeable though the district fails to staff them well. This happens when there is inadequacy in some areas of specialization which creates a gap in the skills. Thus, becomes unskilled." All in all, most of the above responses by the interviewees are in agreement with the descriptive statistical results in the summary table 4.5 which revealed that the level of teacher professionalism was high. Nevertheless, there were some few contradictions by some respondents.

**4.4.2 Teacher collaboration.** Teacher collaboration, the second indicator of institutional culture was also studied using six question items (Appendix 1). The results on teacher collaboration include descriptive statistics and qualitative explanations. Descriptive statistics results are as in Table 4.5.

**Table 4.5:***Descriptive Statistics for Teacher Collaboration*

<b>Teacher Collaboration</b>	<b>SD</b>	<b>D</b>	<b>NS</b>	<b>A</b>	<b>SA</b>	<b>Mean</b>
At my school, collaborative interactions expose staff to new teaching ideas	-	-	32 (47.1%)	24 (35.3%)	12 (17.6%)	3.71
At my school, teacher collaboration creates a unified Vision	-	2 (2.9%)	34 (50%)	26 (38.2%)	6 (8.8%)	3.53
At my school, we collaborate on matters of teaching and learning	-	-	2 (2.9%)	53 (77.9%)	13 (19.1%)	4.16
At my school, time is facilitated for joint instructional plans	2 (2.9%)	1 (4.4%)	-	60 (88.2%)	5 (7.4%)	3.96
At my school, we work collaboratively to deliver school results	-	4 (5.9%)	18 (26.5%)	33 (48.5%)	13 (19.1%)	3.18
At my school, there is a strong collaboration culture through peer-to-peer classroom observations in the departments	-	4 (5.9%)	1 (4.4%)	57 (83.8%)	6 (8.8%)	3.96

Source: Primary data (2022)

As indicated in Table 4.5, respondents were asked whether collaborative interactions exposed staff to new teaching ideas and the respondents agreed to the statement (mean=3.71). Majority percentage (52.9%) agreed with 0% disagreeing and 47.1% not sure. Regarding unified vision created through teacher collaboration, the results showed that cumulatively 47% agreed with 2.9% disagreeing and 50% not sure. The mean= 3.53 suggests that the respondents agreed to the statement.

As to whether teachers collaborated on matters of teaching and learning, the majority percentage (97%) agreed, while 2.9% were not sure. The high mean= 3.96 implied that there

was collaboration on matters of teaching and learning. As regards time facilitated for joint instructional plans, results showed that cumulatively, majority percentage (95.6%) agreed with 7.3 disagreeing. With respect to whether respondents worked collaboratively at their respective schools to deliver results, the results showed that cumulatively (67.6%) agreed with 5.9% disagreeing and 26.5% not sure. The fair mean of 3.18 fairly agreed that they worked collaboratively to deliver school results.

More still, respondents were asked whether there was a strong collaborative culture through peer-to-peer classroom observation in the departments. The results showed that cumulatively majority percentage 92.6% agreed with 5.9% disagreeing and 4.4 not sure. The mean=3.96 indicated that the respondents agreed. To find out how overall head teachers rated teacher collaboration in the schools, an average index was calculated for the six items measuring the concepts. The results on the same were as indicated in Table 4.6.

**Table 4.6:**

*Summary Table for Teacher Collaboration*

	Descriptive	Statistic	Std. Error
Teacher	Mean	3.75	0.06
Collaboration	95% Confidence Interval for Mean	Lower Bound 3.63	
		Upper Bound 3.87	
	5% Trimmed Mean	3.72	
	Median	3.42	
	Variance	0.25	
	Std. Deviation	0.50	
	Minimum	3.00	
	Maximum	4.83	
	Range	1.83	
	Interquartile Range	0.83	
	Skewness	0.56	0.29
	Kurtosis	-0.98	0.57

Source: Primary data (2022)

The summary results in Table 4.6 indicate a mean = 3.75 even above the median = 3.42 which indicates that the results were normally distributed. The high mean also meant that the head teachers rated teacher collaboration to be high. The low standard deviation = 0.50 also suggested normal distribution of the responses.

To provide explanation to responses from the head teachers, interviews were carried out. For instance, in an interview with a one director of studies on the extent to which there was teacher collaboration in the schools for the better education of pupils, the response was positive.

With areas concerning collaboration, teachers in this school score high. They are always willing to take up responsibilities when called upon, positive as far as working as a team is concerned, always eager to learn from one another. The teachers are ready to offer support to colleagues.

Similarly, another director of studies gave a positive response.

We ought to appreciate the Lord our God for our teachers. They highly collaborate. They are always working hard as a team to see to it that they not only uplift the academic standards but the general school performance. As a result, the teachers appreciate their work place and hence, get committed improve on performance.

Not so different from the above, another director of studies was also asked whether there was teacher collaboration in his school and he said that “Collaboration in this school is highly appreciated. The teachers are always interacting with one another, inquiring and learning from one another. This has helped them to learn a lot and we hope that this may uplift the academic standards in future.” On contrary, one director of studies said teachers in his school do not collaborate.

Collaboration of teachers in this school is not all that good. This is because they are negative towards some activities since they are not always involved in decision making. So, they appear biased and hence negative towards working together. This therefore retards performance to the extent that they are even irregular.

Another contradicting response was from another director of studies who said that, “the teachers in this school are selfish, self-consistent and egocentric. “They always feel they can manage without consultations from one another. At times, some of them end up giving false material to the children. This has real affected performance.”

In the interviews with the inspectors of schools, they also confirmed that they tried to collaborate for the better performance of the schools. He stated, “A fair number of teachers try to collaborate to better the performance. Many of the teachers scheme and make instructional materials together; they carry out team teaching, make peer consultations here and there and always positive on support supervision.” Conclusively, the views above reveal that majority of the schools in Bbaale County exhibited teacher collaboration.

**4.4.3 Teacher Involvement.** Teacher Involvement, the third indicator of institutional culture was too studied using six question items (Appendix II). The results on the same were presented in Table 4.7;

**Table 4.7:***Descriptive Statistics for Teacher Involvement*

<b>Teacher Involvement</b>	<b>SD</b>	<b>D</b>	<b>NS</b>	<b>A</b>	<b>SA</b>	<b>Mean</b>
At my school, we all participate in creating school vision	-	14 (20.6%)	-	43 (63.2%)	11 (16.2%)	3.75
At my school, internal and external information is shared	-	9 (13.2%)	4 (5.9%)	38 (55.9%)	17 (25%)	3.93
At my school, there is clarity in school values by all concerned personnel	-	8 (11.8%)	8 (11.8%)	43 (63.2%)	9 (13.2%)	3.78
At my school, pupils' performance is reviewed in departments	-	12 (17.6%)	6 (6.7%)	43 (63.2%)	7 (10.3%)	3.66
At my school, different departments carry out their own obligations	2 (2.9%)	12 (17.6%)	3 (4.4%)	42 (61.8%)	9 (13.2%)	3.65
At my school, involvement serves as a common thread throughout the school system	1 (1.5%)	5 (7.4%)	3 (4.4%)	48 (58.5%)	11 (16.2%)	3.93

Source: Primary data (2022)

The results in Table 4.7 show that cumulatively the larger percentage (79.4%) agreed with 20.6 disagreeing and 0% not sure whether they all participated in creating school vision. More still the high mean of 3.75 suggests that the respondents agreed to the statement. Regarding whether the internal and external information was shared, the results showed that cumulatively, the biggest percentage 80.9% agreed with 13.2% disagreeing and 5.9% not sure. The high mean of 3.93 still indicates that most respondents agreed to the statement. With respect to clarity in school values by all concerned personnel, the results showed that cumulatively the largest percentage 76.4% agreed with 11.8% disagreeing and 11.8% not



sure. The mean 3.78 indicates that there is clarity in school values by all concerned personnel though the response by the district inspector of schools dispels the statement since it states that few teachers are willing to develop their school values. As to whether pupils' performance was reviewed in departments, the largest percentage (73.5%) agreed with 17.6% disagreeing and 6.7% not sure. The mean 3.66 supports the statement.

About different departments carrying out their own obligations, majority percentage 75% agreed, 20.5% disagreeing and 4.4% not sure. The high mean meant that different departments carried out their own obligations. The concerning involvement serving as a common thread throughout the school system, the results showed that cumulatively the majority percentage 74.7% agreed, 8.9% disagreed and 4.4% not sure. The high mean 3.93 that involvement served as a common thread throughout the school system. To establish how overall head teachers rated teacher involvement in the schools, an average index was calculated for the six items measuring the concepts. The results on the same were as indicated in Table 4.8.

**Table 4.8:***Summary Table for Teacher Involvement*

	<b>Descriptive</b>	<b>Statistic</b>	<b>Std. Error</b>
Teacher	Mean	3.78	0.07
Involvement	95% Confidence Interval for Mean	Lower Bound 3.62	
		Upper Bound 3.93	
	5% Trimmed Mean	3.82	
	Median	4.00	
	Variance	0.35	
	Std. Deviation	0.59	
	Minimum	2.00	
	Maximum	4.83	
	Range	2.83	
	Interquartile Range	0.79	
	Skewness	-0.95	0.29
	Kurtosis	0.79	0.57

Source: Primary data (2022)

The summary results in Table 4.8 indicate a mean = 3.78 close to the median = 4.00 with a negative skew (skew = -0.95). With the mean close to the median, the results were normally distributed. The high mean also meant that the respondents rated teacher involvement to be high. The low standard deviation = 0.59 also suggested normal distribution of the responses. To establish whether the head teachers' responses were supported by the other respondents, during interviews directors of studies were asked to comment on the teachers' involvement in decision making in the schools. The directors of studies gave related responses indicating that the teachers were involved in decision making. When one of them was approached, he said;

Generally, the teachers are involved in a variety of school activities. They are always consulted in planning different school activities through their different

departments. They are also involved in developing an improvement focus aligned to school values. This has helped them to become superiors.

Similarly, another director of studies also gave a positive response when he was asked whether the teachers got involved in decision making in schools.

Teachers are always consulted before decisions are taken in this school. Different heads of departments give views over the different activities to take place in their departments. For instance, departmental heads are requested to give mini budgets before the general budget and they are also asked to give mini work plans before the general one.

Another director of studies also gave a positive response when in an interview over teacher involvement in the schools. He stated that; “Decision making in this school is part and partial of our school culture here. All of us get involved in taking decisions in the different school activities. We are always consulted on what activity to do, when to do it and from where to do it.

In relation to the above another director of studies said that the teachers in their school were fully involved in decision making.”

Decision making in this school involves everybody. For instance, teachers are involved in planning the school/class rules and regulations, determining feeding menus, yearly /termly work plans. This takes all teachers and even students in the different departments and many more.

Contrary to the above, one of the inspectors said that he had observed a weakness as far as involvement was concerned.

I do not think there is an aspect of involvement in the teachers in schools. I have attended a variety of activities that I would expect a variety of teachers to get involved but in vain. Taking an example of co-curricular activities, only a few appear. Not only co-curricular activities but the teachers also rarely attend workshops and seminars. So, they are less involved in the various school activities.

The other inspector of schools also had a similar view over the idea of teacher involvement in schools. He said;

Most of our head teachers do not involve the teachers in decision making. This is because they always want to benefit alone. The head teachers feel that when teachers get involved, they will be audited them and so leave them out. Other head teachers claim that they are the only source of information and that they are above everyone which is a misconception.

With all the views above, it is clearly indicated that most of the schools in the study area practice teacher involvement apart from a few contradictions. However, the academic performance is still lacking. This therefore implies that teacher involvement doesn't necessarily influence academic performance.

## Chapter Five

### Discussion, Conclusion and Recommendation

#### 5.0 Introduction

This chapter discusses, concludes and recommends on the findings on institutional culture and academic performance of the government aided primary schools. The chapter presents the limitations of the study and makes suggestions for further research.

#### 5.1 Discussion

This section presents the discussion of the findings of the study on institutional culture and academic performance of the government aided primary schools. While discussing the findings, previous literature is used.

*5.1.1 Objective One: To assess the influence of teacher professionalism on academic performance in the government aided primary schools.* The first objective of the study sought to assess the influence of teacher professionalism on academic performance of the government aided primary schools. The results indicated that teacher professionalism had no influence on academic performance of the government aided primary schools. This finding was contrary to the findings of the previous scholars. For instance, Zakaria (2021) found out that student success was greatly influenced by teacher professionalism. He also found out teachers should take steps to improve their professionalism by increasing their knowledge, skills and expertise. This is in line with Shaukat (2014) who reported that schools that had increased teacher quality through professional skills, commitment and professional qualification generally scored high in performance. Not so different from the authors who revealed that professional qualification could help in increasing teachers' teaching performance and their professionalism level (Bukhatir, 2018). Similarly, Sheima (2013)

revealed that teacher professionalism had a positive and significant relationship with performance outcome.

Consistently, Linda (2017) revealed that teacher autonomy could be related to improvement in student achievement. More still, Sirait (2016) reported revealed that teacher quality had a positive significance on students' achievement. With the findings contradicting with the results of the previous scholars, it can be surmised that teacher professionalism may not be a factor influencing to academic performance in the government aided primary schools of this particular study area.

*5.1.2 Objectives Two: To explore the influence of teacher collaboration on academic performance in the government aided primary schools.* The second objective intended to explore the influence of teacher collaboration on academic performance in the government aided primary schools. The results indicated that teacher collaboration did not impact academic performance in the government aided primary schools. This finding was contrary to the findings of the previous scholars. For instance, Ronfeldt, Farmer, McQueen and Grissom (2015) reported that pupils' achievement gains are greater in schools with stronger collaborative environments and in classrooms of teachers who are stronger collaborators. Relatively, Wimberley (2012) revealed that teacher collaborative culture was positively related to learning achievement. Furthermore, Namutamba (2017) found out that schools that practiced collegial support performed better than those that did not and hence concluded that collegial support had a positive significant effect on school activities. Similarly, Mutampa (2014) revealed that the schools that had high level teacher collaboration yielded better academic outcome and hence teacher collaboration had a positive significance with academic outcome.

More still, Robert Smart (2016) revealed that pupils' academic performance was better in schools that had stronger collaborative environments than those that had weaker. Relatively, Mugabi (2020) found out that schools that had collaborative staffs generally performed better than those that did not and hence concluded that there was a positive significance between teacher collaboration and student achievement. Overall, there is evidence from the previous scholars that collaborative culture greatly influenced organizational performance. However, with the findings of the previous studies contrary to the finding of this particular study, it can be deduced that in the context of the government aided primary schools in the area study, teacher collaboration may not be a factor relating to the poor academic performance.

*5.1.3 Objective three: Investigate the influence of teacher involvement on the academic performance of the government aided primary schools.* The third objective sought to investigate the impact of teacher involvement on academic performance of government aided primary schools. The results indicated that teacher involvement did not impact on academic performance of the government aided primary schools. This finding was contrary to the findings of the previous scholars. For instance, Amadi (2019) revealed that principals and teachers of public secondary schools are in a consensus that involvement influences students' academic achievement to a high extent. More still, Mudde (2019) revealed that staff involvement was positively related to institutional performance. Not so different from the above, Ameniso (2016) found out that there was a moderate positive relationship between delegation and learning outcome.

Also contrary to the findings of the study, Khattak et al (2016) found out a positive and significant relationship between employee involvement and organizational effectiveness. Similarly, Omid and Iraj (2014) revealed that participatory management has both direct and

indirect impacts on organizational performance. Relatedly, Ambani (2016) revealed that employees had well defined goals and objectives and that the employees understood how their individual performance contributed to the overall organization goals. The study also revealed that representative participation was an important means to involve employees for efficient job performance. The studies above show that involvement significantly impacted on performance. Nevertheless, with the above studies contradicting with the current study findings, it was deduced that teacher involvement may not be one of the factors that impact on the academic performance in the government aided primary schools of the area study.

## **5.2 Conclusion**

The study investigated the influence of institutional culture on academic performance. From the findings and discussions of the study, the following conclusions were established;

The first objective explored the influence of teacher professionalism on academic performance. The study found out that teacher professionalism did not influence academic performance in the government aided primary schools. This was so because, while teacher professionalism was high with teachers fond of teaching, showing strong devotion, were subjected to high level of qualified pre service training and had strong control, the academic performance of schools was low. Further, while teachers always followed up publications in the profession, and teachers considered the teaching profession to be a job of great importance in information society, academic performance of the pupils still remained low.

Furthermore, the second objective sought to explore the influence of teacher collaboration on academic performance. The study established that teacher collaboration did not significantly support academic performance. This is because as teacher collaboration was high with teachers' exposure to new teaching ideas, having a unified vision and collaborating on matters of teaching and learning, academic performance of schools remained low. Further,



while teachers made joint instructional plans, worked collaboratively to deliver school results and had a strong collaborative culture through peer-to-peer classroom observations in the department, academic performance still lacked.

Lastly, the third objective intended to investigate the impact of teacher involvement on academic performance. It was found out that teacher involvement was not a dominant factor for academic performance of pupils in the government aided primary schools. This was because while teacher involvement remained high with all teachers participating in creating school vision, sharing the internal and external information and having clarity in school values by all concerned personnel, academic performance of schools remained low. Further, while teachers had performance reviewed in departments, had different departments carry out their own obligations and had involvement serving as a common thread throughout the school systems, the academic performance still remained poor.

### **5.3 Recommendations**

The study led to the following recommendations on institutional culture and academic performance in government aided primary schools.

*5.3.1 Objective one: To assess the influence of teacher professionalism on academic performance in the government aided primary schools.* The study recommended that teachers should integrate professionalism with academic performance of schools. This is because teachers being fond of teaching, showing strong devotion and having strong self-control did not relate to academic performance. Further, while teachers were subjected to high level of qualified pre- service training, regarded teaching profession as a job of great importance in information society and always followed up publications in the profession, academic performance in the government aided primary schools was not enhanced.

*5.3.2. Objective two: to explore the influence of teacher collaboration on academic performance of the government aided primary schools.* The study recommended that collaboration should be practiced in a way that enhances teacher contribution to academic performance of schools. This is because teachers' exposure to new teaching ideas, having a unified vision and collaborating on matters of teaching and learning did not give an impact on academic performance. More still, teachers' having time facilitated for joint instructional plans, working collaboratively to deliver school results and having a strong collaborative culture through peer-to-peer classroom observations in the department didn't relate to academic performance in the government aided primary schools.

*5.3.3 Objective three: To investigate the impact of teacher involvement on academic performance of the government aided primary schools.* The study recommended that teacher involvement in managerial activities should focus more on the learning aspect in the schools which is the core function. This is because teachers participating in creating school vision, sharing the internal and external information and having clarity in school values by all concerned personnel did not enhance academic performance in schools. More still, having performance reviewed in departments, having different departments carry out their own obligations and having involvement serving as a common thread throughout the school system did not impact academic performance in the government aided primary schools.

#### **5.4 Limitations and suggestions for further research**

This study makes significant contribution as far as showing how institutional culture enhances academic performance of government aided primary schools. However, descriptive statistics revealed that the respondents rated institutional culture and academic performance of schools as fair. Possibly, this was because the study was carried out in a rural area.

Therefore, future researchers should carry out their studies in urban areas to establish differences in institutional cultures and academic performance and how they relate to each other. In addition, the study was largely quantitative which limited in-depth analysis. Therefore, future scholars should adopt the qualitative approach for higher in-depth analysis.

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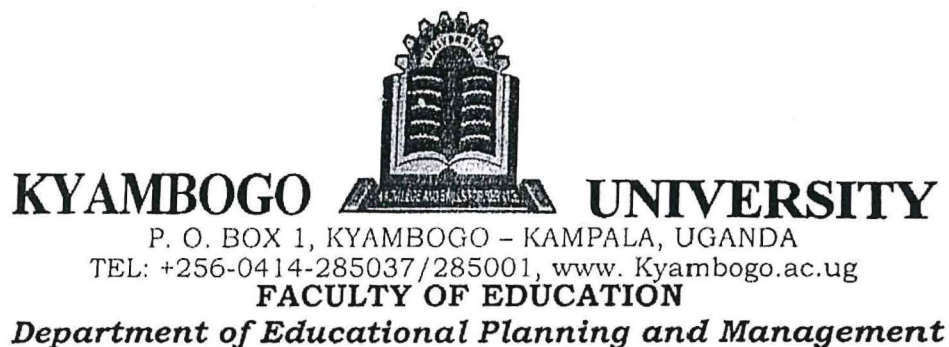
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Appendices

Appendix I: Introductory letter from the Department of Educational Planning and Management



Date: 19<sup>th</sup> January 2022

TO WHOM IT MAY CONCERN

Dear Sir/Madam

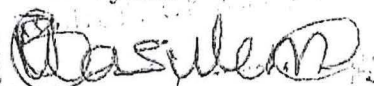
**RE: MUKODA EDITH-17/U/14546/GMED/PE**

This is to certify that Mukoda Edith is a student in our department pursuing a Master of Education in Policy Planning and Management. She is carrying out research as one of the requirements of the course. She requires data and any other information on the topic titled:

**“Institutional culture and learners’ performance in Government Aided primary schools in Bbaale county, Kayunga District”**

Any assistance accorded to her is highly appreciated. She is strictly under instructions to use the data and any other information gathered for research purposes only.

Thank you.



Assoc. Prof. George Wilson Kasule

**HEAD OF DEPARTMENT, EDUCATIONAL PLANNING & MANAGEMENT**

## Appendix II: Questionnaire for Head teachers

Kyambogo University,

P.O Box 1,

Kampala,

August, 2021,

*Dear Respondent,*

I am Edith Mukoda, taking a master's degree course at Kyambogo University currently researching on "Institutional culture and academic performance of government aided primary schools in Bbaale County, Kayunga District" aimed at advancing in academic performance of schools. Taking part in this research is voluntary although vital for the work's accomplishment. So please accept and take part in this study so that it is accomplished. Confidentiality will be certified for information by ensuring anonymity.

Yours faithfully

.....

Edith Mukoda



TP5	At my school, teachers always follow up publications in the profession.					
TP6	At my school, teaching profession is a job of great importance in information society					
<b>TC</b>	<b>TEACHER COLLABORATION</b>	<b>1</b>	<b>11</b>	<b>111</b>	<b>1V</b>	<b>V</b>
TC1	At my school, different teachers design timetables at class levels					
TC2	At my school there is a designed general timetable to be followed					
TC3	At my school, different teachers follow their respective timetables at class levels					
TC4	At my school, supervision of the teaching /learning is evident					
TC5	At my school, different stake holders monitor the teaching/learning process					
TC6	At my school, children adhere to the timetabled activities					
<b>TI</b>	<b>TEACHER INVOLVEMENT</b>	<b>1</b>	<b>11</b>	<b>111</b>	<b>1V</b>	<b>V</b>
TI1	At my school, we all participate in creating school vision.					
TI2	At my school, internal and external information is shared					
TI3	At my school, there is clarity in school values by all concerned personnel.					
TI4	At my school, pupils' performance is reviewed in departments.					
TI5	At my school, different departments carry out their own obligations.					
TI6	At my school, involvement serves as a common thread throughout the school system					

### Appendix III: Academic Performance Results (2016-2020)

Summary of academic performance results at PLE in Bbaale County.

	Div 1		Div 2		Div 3		Div 4		Div U		X		Total
	No	%	No	%	No	%	No	%	No	%	No	%	100%
2016	43	2	587	24	578	23	465	19	696	28	128	5	2497
2017	28	1	655	24	528	25	528	20	657	24	144	5	2686
2018	27	1	651	26	653	26	489	20	562	23	88	4	2470
2019	45	2	703	26	677	25	435	16	706	27	97	4	2663
2020	49	2	697	27	707	27	504	19	522	20	120	5	2598
Total	194	8	3,293	127	3143	126	2621	94	3,143	122	587	23	12,914

Source: Department of Education, Kayunga District (2016-2020).

## **Appendix IV: Interview for Directors of Studies**

I am Edith Mukoda, taking a master's degree course at Kyambogo University currently researching on "Institutional culture and academic performance of government aided primary schools in Bbaale County, Kayunga District" aimed at advancing in academic performance of schools. Taking part in this research is voluntary although vital for the work's accomplishment. So please accept and take part in this study so that it is accomplished. Confidentiality will be certified for information by ensuring anonymity.

### **Questions**

- 1) How has been the PLE performance of your school in the last five years?
- 2) How do you rate the teachers in terms of knowledge and skills in the classrooms and subjects they teach?
- 3) To what extent do teachers collaborate for the better education of pupils?
- 4) How do you compare teachers' collaboration to academic performance?
- 5) What is the teachers' level of compliance as far as professional development is concerned?
- 6) How are the teachers committed to teaching and learning in your school?
- 7) To what extent are the teachers involved decision making in your school?
- 8) How do you comment on the level of involvement in your school generally?

## **Appendix V: Interview for the Inspectors of Schools**

I am Edith Mukoda, taking a master's degree course at Kyambogo University currently researching on "Institutional culture and academic performance of government aided primary schools in Bbaale County, Kayunga District" aimed at advancing in academic performance of schools. Taking part in this research is voluntary although vital for the work's accomplishment. So please accept and take part in this study so that it is accomplished. Confidentiality will be certified for information by ensuring anonymity.

### **Questions**

- 1) What do you have to say on the academic feat of the schools in Bbaale County since 2016?
- 2) What is the compliance level of the schools in Bbaale towards commitment of teaching and learning?
- 3) How do you comment on the involvement of the teachers in decision making in the schools of Bbaale County?
- 4) Comment on teacher collaboration in the schools of Bbaale County?
- 5) How do you manage and monitor the teaching/ learning process in the schools of Bbaale County?
- 6) How do rate teachers in terms of knowledge and skills in the classrooms and subjects they teach?
- 7) Comment on the level of involvement in the schools of Bbaale County?
- 8) How is the participation of teachers in developing an improvement focus aligned to school values?



## Appendix VI: Validity of the Instrument

### Teacher professionalism

Judges	Relevant	Irrelevant
Judge 1	5	1
Judge 2	4	2
Judge 3	4	2

6

$$CVI = 5+4+4 = 13 \div 3 = 4.3$$

$$4.3 \div 6 = 0.72$$

### Teacher collaboration

Judges	Relevant	Irrelevant
Judge 1	5	1
Judge 2	5	1
Judge 3	4	2

6

$$CVI = 5+ 5+ 4 = 14 \div 3 = 4.7$$

$$4.7 \div 6 = 0.78$$

### Teacher involvement

Judges	Relevant	Irrelevant
Judge 1	5	1
Judge 2	4	2
Judge 3	4	2

6

$$CVI = 5+ 4+ 4 = 13 \div 3 = 4.3$$

$$4.3 \div 6 = 0.72$$

## Appendix VII: Reliability of the Questionnaire

### Reliability Statistics for Teacher Professionalism

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.727	0.723	6

### Item-Total Statistics for Professionalism

	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1.	0.221	0.747
2.	0.603	0.644
3.	0.472	0.691
4.	0.568	0.659
5.	0.444	0.694
6.	0.473	0.686

### Reliability for Statistics for Teacher Collaboration

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.723	0.707	6

### Item-Total Statistics for Teacher Collaboration

	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1.	0.780	0.581
2.	0.601	0.644
3.	0.458	0.699
4.	0.130	0.762
5.	0.781	0.565
6.	0.159	0.752

### Statistics for Statistics Teacher Involvement

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.734	0.740	6

**Item-Total Statistics for Teacher Involvement**

	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1.	0.420	0.712
2.	0.463	0.698
3.	0.471	0.697
4.	0.585	0.663
5.	0.391	0.723
6.	0.514	0.686

# Institutional Culture and Academic Performance of Government Aided Primary Schools in Bbaale County, Kayunga District

by Edith Mukoda

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## Institutional Culture and Academic Performance of Government Aided Primary Schools in Bbaale County, Kayunga District

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