SCHOOL CULTURE AND TEACHER MOTIVATION: A CASE OF SECONDARY

SCHOOLS IN ARUA MUNICIPALITY, ARUA DISTRICT, UGANDA

BY

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DECLARATION

I, Okunia Lillian, do hereby declare that this is my original work and has never been submitted for any award in any institution of higher learning.

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APPROVAL

This report has been under the supervision of the undersigned and is ready for submission.

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DEDICATION

I dedicate this work to my sister Frances Alesi who offered me constant support, encouragement and inspiration to reach this far.

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ABSTRACT

This study was about "School Culture and Teacher Motivation, a case of Secondary Schools in Arua Municipality", Arua District. The purpose of the research was to examine the influence of school culture on teacher motivation in selected secondary schools in Arua District. The objectives of the study included: to establish the influence of shared vision on teacher motivation in secondary schools in Arua District, examine the influence of participative decision making on teacher motivation, examine the influence of support for innovation on teacher motivation and explore the most effective strategies for improving teacher motivation in secondary schools in Arua district. The methodology adopted was a cross sectional survey design. Both qualitative and quantitative approaches were used. The study was conducted in 10 schools in Arua Municipality and study population constituted head teachers and teachers in the selected secondary schools. Data was collected using interviews and questionnaires. The findings were coded and content analysis techniques, themes and patterns were used to analyse qualitative data. Descriptive statistics such as frequencies and percentages were used to describe data and presentation was done inform of tables and graphs. Pearson's moment correlation coefficient was computed to assess the relationship between School Culture and Teacher Motivation. The findings revealed that there was a moderate positive correlation between school culture and teacher motivation. This implied that the school culture influenced the teacher motivation in those schools. The teachers encountered problems of little salary, delayed payments, not being appreciated or given allowances for extra duties, not being involved in decision making among others. Schools therefore need to develop strong cultures of rewarding, acknowledging teachers' efforts, paying in time and giving more tasks and responsibilities to the teachers; they could make teachers more motivated.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background of the study, statement of the problem, study objectives, research questions, purpose of the study, scope and significance of the study, finally the conceptual framework.

1.1 Background of the study

A number of researchers (Phillips, 1993; Stolp & Smith, 1994; Peterson, 2002 & Barth, 2002) have defined school culture as, the basic assumptions, norms, beliefs, traditions and values shared by school members, which influence their functioning at school. According to Peterson and Deal (2009), school cultures are complex webs of traditions and rituals that have been built over time as teachers, students, parents and administrators work together to deal with crises and accomplishments. Peterson and Deal further add that though culture is often overlooked and ignored, it is one of the most significant features of any educational enterprise. Cultural patterns are highly enduring and have a powerful impact on performance and shape the ways people think, feel and act.

The concept of School culture

Every school exhibits a dominant culture, and this is often what distinguishes one school from another. A school's customs, traditions, and general way of doing things largely reflect what has been done before with some success. According to Saphier and King (1985), school cultures are built through everyday business of school life. In other words; it is the way school business is handled that both forms and reflects the culture. Schools develop their organizational cultures through leaders in the organisation (e. g school head teachers), especially those who have shaped

them in the past, critical incidents or important events from which lessons are learned about desirable or undesirable behaviour, working relationship among organisations members and organisation's environment.

Culture is by no means a superficial concept, but a term used to describe a dynamic part of all organizations. As cultures exist within all organizations, it stands to reason that some organizational cultures are better than others. Cultures where employees' goals are aligned to the organizations goals are often thought of as 'successful' cultures (Kotter and Heskett, 1994).

Martin (1992) refers to cultures where employees are unified and there is no collective dissent as 'integrated'. Within this framework, Martin (1992) recognizes that basic values and assumptions are shared and enacted by all members of the culture, and the members know what they do and why they do it. In contrast to the integrated culture, Martin proposes two other perspectives of organizational culture; 'fragmented' when there is little consensus between employees organizational culture and 'differentiated' when the organizational values are only embraced within parts of the organization. Martin's integrationist perspective shares some similarities with the cultural model of Peterson and Deal (2009) who describe school cultures as positive or negative. In a positive culture, the organization's core values are both intensely held and widely shared. The more members agree on what the organization stands for, the greater their commitment to those core values and the stronger the culture. Deal and Peterson (2009) further add that a positive culture will have a powerful influence on its members' behaviours because the high degree of common ideals and intensity create an internal climate of high behavioural control.

In schools with positive cultures, according to Deal and Peterson (2009), staffs have a shared sense of purpose, and they fully commit themselves to teaching. In these schools, the underlying

norms are of collegiality, improvement, and hard work, and rituals and traditions celebrate student accomplishments, teacher innovation, and parental commitment. Furthermore, in schools with positive cultures, informal networks of storytellers, heroes, and heroines provide a social web of information, support, and history. Finally, in schools with strong cultures, success, joy, and humour thrive.

On the other hand, negative school cultures possess the same elements as positive cultures. They have values, rituals, stories, and traditions (Deal & Peterson, 2009). However, in these schools the elements have a negative connotation. Instead of being positive, they become crippling for example; the organization's core values are not intensely held and widely shared, few members agree on what the organization stands for, and thus the lesser their commitment to those core values and the weaker the culture.

In this study, school culture is viewed from the following perspectives;

(i) The extent to which the school vision is clearly formulated and shared by the team members. This involves the overall active involvement of teachers in the development, communication, dissemination and implementation of the schools goals, celebration of teacher accomplishments.

(ii) Teachers' participation in decision-making at school; the study attempted to find out whether teachers were allowed or encouraged to participate in decision making, for example in areas that affect the school as a whole; setting school goals; formulation of school policies, selection of instructional materials, staff development programmes among others.

(iii) Finally support for innovation; this involves the intentional introduction and application of new ideas, processes or procedures to benefit the schools for example

introduction of project based teaching and learning, use of ICT to boost learning, training and professional development of teachers among others.

Motivation

According to Armstrong (2009) motivation is concerned with the strength and direction of behaviour and the factors that influence people to behave in certain ways. Motivation often takes two forms; intrinsic and extrinsic motivation. Intrinsic motivation can arise from the self-generated factors that influence people's behaviour. "It is not created by external incentives. It can take the form of motivation by the work itself when individuals feel that their work is important, interesting and challenging and provides them with a reasonable degree of autonomy (freedom to act), opportunities to achieve and advance, and scope to use and develop their skills and abilities". "Extrinsic motivation on the other hand, results from the attainment of externally administered rewards, including pay, material possessions, prestige, and positive evaluations among others"(p 318). Herzberg (1966) as cited in Armstrong, (2009, p, 318) described tasks as intrinsically motivating when they are characterized by key motivators such as responsibility, challenge, achievement, variety, and advancement opportunity. Hackman and Oldham (1976) as cited in Armstrong, (2009, p, 318) identified task variety, task identity, task significance, autonomy, and feedback from the task as key task characteristics that generate internal motivation.

Using case studies of 12 African and South Asian countries, Bennell and Akyeampong (2007) pinpoint the commitment of teachers as one of the most important determinants of learning outcomes. Thus, in a variety of developing countries, high teacher motivation leads to positive educational outcomes such as willingness to participate in school activities, regular attendance, additional training, creative and stimulating teaching among others; and low teacher motivation

leads to negative educational outcomes such as absenteeism, underutilization of class time, professional misconduct, and reliance on traditional teaching practices among others.

According to Ofoegbu (2004), teachers have both intrinsic and extrinsic needs. A teacher who is intrinsically motivated may be observed to undertake a task for its own sake, for the satisfaction it provides or for the feeling of accomplishment and self-actualization. On the other hand, an extrinsically motivated teacher may perform the activity/duty in order to obtain some reward such as salary. A motivated teacher, as described here, is one who is committed, feels satisfied with his or her job, and is empowered with high morale to strive for excellence and growth in instructional practice. This teacher is willing to participate in school activities outside classroom, has regular attendance, is open to additional training, promotes creative and stimulating teaching among others.

Brown (1998) states that there is an essentially important link between organisational culture and motivational factors and thus both of them are responsible for the performance level of an organisation. Organizational culture plays a significant role in an organization regarding how people feel about their work, levels of motivation, commitment, and in turn job satisfaction (Sokro, 2012). A positive culture towards employee motivation brings out the positive energy of people to perform with loyalty and at deeper level while having emotional bonds of attachment with the organisation (Owens, 2004).

Most teachers want to be proud of their schools, to have a good relationship with other teachers and school managers and to believe they have worthwhile jobs. Bewley (1999) argues that human beings have the capacity to identify with organisations and to internalize codes of behaviour and the interest of others. This indicates that teachers are able to feel involved in the organisation. According to George, Sleeth & Snider (1999) when employees feel involved in the

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organisational culture, they may be more willing to pursue the organisational goals and are more dedicated to the organisation's cause. "Culture builds commitment and kindles motivation. People are motivated and feel committed to organizations that have meaning, vision, and purpose. Motivation is strengthened through rituals, traditions, and stories. Furthermore; school culture enhances school effectiveness and productivity. Teachers and students are more likely to succeed in a culture that fosters hard work, commitment to valued ends, attention to problem solving, and a focus on learning for all students"(Peterson and Deal, 2009, p 12).

In this study, indicators of teacher motivation included; levels of teacher commitment, job satisfaction, promotion, striving for excellence and remuneration. This is important because these may be used to predict the teachers' performance, absenteeism and other behaviours. The researcher believes that promotion and remuneration are very crucial factors towards teacher motivation which in turn will affect their job satisfaction.

The relationship between Organisational culture and employee motivation has been examined by many researchers in corporate organisations, but not much has been done on school culture and teacher motivation in schools.

1.2 Statement of the problem

Employee motivation is an important factor in any institution as a basis for good performance and productivity. In schools for example, teachers are expected to show high levels of commitment, regular attendance, strive for excellence and be willing to participate in all school activities. However, there appears to be low levels of motivation among some teachers. Teacher commitment to tasks is lacking in many schools, many teachers are not satisfied with their jobs. This is evidenced by the fact that a number of qualified teachers in the district have turned down teaching offers and opted for further studies in other fields such as banking and medicine among others (EMIS Statistics 2012). These actions have in part resulted in low quality education and poor performance of students in the National Examinations in the region as compared to schools in other regions like Kampala or Wakiso (Daily Monitor, 20th August, 2015). The implication for all these is that the students' future is put out at stake given that they are not able to compete favourably with other students and attain the requisite learning outcomes. This affects the immediate society they live in and the country at large because they will not be productive. Many factors influence teacher motivation in schools, some are often under looked for example the culture of the school in terms of shared vision, participative decision making and support for innovation. This study is therefore necessary to investigate the influence of school culture on teacher motivation.

1.3 Purpose of the study

The purpose of this study was to examine the influence of school culture on teacher motivation in secondary schools in Arua Municipality, Arua district.

1.4 Objectives of the study

The objectives of this research were to:

(i)   Establish the influence of shared vision on teacher motivation.

(ii) Examine the extent to which participative decision making influences teacher motivation.

(iii) Examine the influence of support for innovation on teacher motivation.

(iv) Explore the most effective strategies for improving teacher motivation.

1.5 Research Questions

(i)   How does shared vision influence teacher motivation?

(ii) To what extent does participative decision making influence teacher motivation?

(iii) To what extent does support for innovation influence teacher motivation?

(iv) What are the most effective strategies for improving teacher motivation in secondary schools in Arua District?

Hypothesis: There is no statistically significant relationship between school culture and teacher motivation.

1.6 Scope of the study

1.6.1   Content scope

The study examined the influence of school culture on teacher motivation. School culture was considered in terms of; shared vision, participative decision making and support for innovation. The Teachers' motivation was looked at in terms of levels of their commitment, satisfaction and morale to perform. Indicators of intrinsic motivation assessed by the study included job satisfaction derived from teaching; on the other hand, extrinsic motivation included externally administered rewards like salary, free accommodation, free meals, weekly duty and extra teaching allowances, advance payments in case of financial problems, and free medical care.

1.6.2 Geographical scope

The study was carried out in Arua Municipality which is one of the five counties in Arua District. Arua District lies in the North Western corner of Uganda. The district is bordered by Yumbe District in the north, Adjumani District to the northeast, Amuru District to the east, Nebbi District to the southeast, Zombo District to the west and Maracha District to the northwest.

1.6.3 Time scope

The study considered the period between 2009 and 2016. This period was chosen because it was when many complaints about teacher motivation and performance increased, manifested by frequent strikes and high teacher turnover in secondary schools across the country, including Arua District.

1.7 Significance of the study

The study is of importance to policy makers and secondary school administrators in the following ways:

1. First, the study hopes to reveal ways for school administrators to improve their management styles to create or enhance a positive and healthy school culture.

2. Furthermore this study hopes to generate valuable information on the current as well as preferred cultures of the secondary schools.

3. The study will also provide management with the present level of teacher motivation that is prevalent within their schools and necessary interventions that can be put in place to redress any shortcomings so as to create a more sustainable culture for the teachers.

4. Lastly, the knowledge gained from participation in this study hopes to create awareness, increase professional development activities, leadership interventions, and administrative practices in secondary schools that are viable to culture shaping and motivating teachers.

1.8 Theoretical framework

This study was based on Vroom's Expectancy Theory and Herzberg' Job Enrichment Theory. Expectancy theory states that motivation will be high when people know what they have to do to get a reward, expect that they will be able to get the reward and that the reward will be worthwhile (Armstrong, 2009, p. 325). The concept of expectancy was originally contained in the valency–instrumentality–expectancy (VIE) theory formulated by Vroom (1964).Motivation therefore, according to Vroom is a combination of valency which stands for value, instrumentality (the belief that if we do one thing it will lead to another) and expectancy (the probability that action or effort will lead to an outcome). The Expectancy theory also suggests that motivation is based on how much one wants something and how likely he/she could get it. The theory assumes that teachers will be motivated to produce only if they expect that productivity will lead to the goal they value and increased effort will lead to increased performance. The main deficit of Vroom's theory is that it gives the impression that people act on a rational basis after assessing the situation and the potential outcomes. In fact, according to Landy & Conte (2010),people hardly hold complicated calculations as the VIE theory suggests but more often make decisions with limited rationality and let emotions play a significant role in their decisions.

On the other hand, Job enrichment is defined as a way to motivate employees by giving them more responsibilities and variety in their jobs. The idea was first developed by American psychologist Frederick Herzberg in the 1960s and states that a well enriched job should contain a

range of tasks and challenges of varying difficulties, meaningful tasks, feedback, encouragement, and advancement opportunities (Armstrong, 2009, p, 318). Job enrichment theory can be used as a means to reduce turnover and absenteeism among teachers as well as a way to increase job satisfaction, organisational relatedness and productivity. Job enrichment theory helped the study explain why most teachers leave teaching within the first three years. However Job enrichment theory has its own limitations. According to Hackman and Oldham, 1980, as cited in Armstrong, 2009, p, 318) the theory can only motivate teachers who have high growth needs, i.e. they want to be given more tasks and responsibility, and at the same time they have the knowledge and skills to tackle new assignments. This can be overcome by having a culture that promotes education; training and retraining of teachers. The two theories i.e. Vroom's Expectancy Theory and Herzberg' Job Enrichment Theory were used to further explain and understand the behaviour of teachers in their schools for example to explain why teachers leave teaching within a few years of practice, perhaps their work is not well enriching. The two theories would provide a basis for improving levels of motivation among the teachers. The two theories were therefore adopted to guide this study.

1.9 Conceptual framework

The variables of primary concern in this study were the school culture on one hand, and motivation of teachers on the other. It is assumed that variance in teachers' motivation (dependent variable) is explained by the school culture (independent variable). The school culture is characterised by; first; shared vision which includes regular sharing of vision, celebrating teacher accomplishments and having a set of core values. Secondly, participative decision-making which involves setting of school goals, policies, instructional materials and lastly support for innovation which includes setting new ideas and supporting professional

development. On the other hand, indicators of teacher motivation include; teacher commitment, job satisfaction derived from teaching, regular attendance and willingness to participate in school activities. The relationship between school culture and teacher motivation is affected by intervening variables, these include; school characteristics such school ownership or foundation body, management style and staff qualifications and staff remuneration.

Figure 1.1 Researcher's conceptualisation of the influence of school culture on teacher motivation.

Independent Variable   **Dependent variable**

School culture
Shared vision • Regular sharing of vision • Celebrating teacher accomplishments • Having a set of core values **Participative decision-making** • Setting school goals, policies • Instructional materials **Support for innovation** • New ideas • Professional development • Appreciating hard work

Teacher motivation
Commitment Job satisfaction Striving for excellence Regular attendance Willingness to participate in school activities

Intervening variables
School characteristics Management style Staff qualifications Staff remuneration

Source: Developed by Researcher, with insights from literature review of (Ramdhani *et al*, 2017)

CHAPTER TWO

LITERERATURE REVIEW

2.0 Introduction

This chapter presents the relevant literature on school culture and teacher motivation. The literature is reviewed systematically based on the four study objectives.

2.1 Shared Vision and Teacher Motivation

Nanus (1992) describes vision as a signpost pointing the way for all who need to understand what the organisation is and where it intends to go. Wang & Rafiq (2009) define shared vision as the organizational values that promote the overall active involvement of organizational members in the development, communication, dissemination, and implementation of organizational goals, contrary to the traditional top-down approach. In other words, organizational members play an active role in creating their own organizational culture. Shared vision provides organizational members a sense of purpose and direction, and helps to hold together a loosely-coupled system and promote the integration of an entire organization. Therefore, shared vision can be viewed as a bounding mechanism for organizational resource exchange and integration (Orton & Weick, 1990 as cited in Wang & Rafiq 2009, p 15).

According to Hord (2004), shared vision is brought to life through staff behaviours that lead to collective learning and the application of their learning. Hord (2004) further adds that vision drives action, and staying focused on a preferred future compels teachers to act. Nanus (1992) maintains that the "right vision" has five characteristics; attracts commitment and energizes people, creates meaning in workers' lives, establishes a standard of excellence, bridges the present to the future, and transcends the status quo. According to Hyatt (2011) an inspirational vision entails the direction, destiny, values, and essence of organization that

motivates others to be proud of their association with the organization. With shared vision, organizational members are inclined to trust one another, as they can expect that they all work for collective goals and will not be hurt by any other member's pursuit of self-interest. The collective behaviours create team efficiency that is required in the opportunity exploitation stage. The team efficiency is a form of social capital and valuable in translating diverse ideas into focused actions (McGrath et al., 1994 as cited in Wang & Rafiq, 2009, p 15).

Having a shared vision is clearly important in all schools and it has been observed that most schools have adopted valuable goals, outcomes, vision and mission statements. While these may be so inspirational, however it is not sure that these core values and beliefs are not just stated but are fully operational and manifested in the schools. The research therefore wished to establish whether having a shared vision influences teachers' motivation.

2.3 Participative Decision Making and Teacher Motivation

Participative decision-making is the extent to which employers allow or encourage employees to share or participate in organizational decision-making (Probst, 2005). According to Wadesango (2011), Participative decision making can be employed in areas which affect the school as a whole for example; setting school goals; formulation of school policies; formulation of admission policy; compilation of school budget; personnel management and staff development programmes. Not only is decision-making important because information circulates around the system; but individual members also feel more empowered and satisfied, knowing they have a hand at decision making. Anderson (2002) emphasizes this in the context of educational institutions, arguing that teachers who feel that they have a hand at decision making find a sense of purpose in a school, and thus work further towards its success. When teachers have the opportunity to participate, they are not passive recipients of orders from above but full

professionals with latitude to shape the conditions under which they work and the kind of work they do. Another argument is that when teachers share decision-making, they become committed to the decisions that emerge.

According to Wadesango (2011), participation in decision-making nurtures teachers' creativity and initiative thereby empowering them to implement innovative ideas. Kumar & Scuderi (2000) further add that participation in decision making improves the quality of management's decisions since there is greater diversity of views and expertise as inputs to decision making. Participation of teachers in decision- making also enables teachers to become active participants in school management processes. As a result of this, teachers will have a wider and greater ownership of the school, its vision and priorities (Prozesky & Mouton (2005) as cited in Wadesango, 2011, p, 86). Once teachers are demotivated, they may develop a negative attitude towards the school. The net effect is that teachers may feel greatly marginalised and disinterested in the school's mission. This may trigger a wave of withdrawal leading to a high teacher turnover.

Jones (1997) points out that organizational theorist such as McGregor suggested that Participative Decision Making would lead to more effective organizations and higher staff morale. The Human Relations Schools of Management of the 1930s-40s promulgated the notion that institutions might be successful if managers would begin to consider the employees' individual and social needs. This perspective proposes that participation will lead to greater attainment of high-order needs, such as self-expression, respect, interdependence, and equality, which in turn will elevate morale and satisfaction; improved employee satisfaction, should result in higher organizational outcomes.

According to Somech (2005), Participative Decision Making promotes school and teacher outcomes through two motivational mechanisms: organizational commitment and teacher

empowerment. First, the motivational factor of commitment corroborates motivational theories that emphasize identification and self-control as central motivational factors (Latham & Pinder, 2005). Wu and Short (1996) found a positive link between Participative Decision Making and teacher commitment. However, Somech (2005), who examined the link of Participative Decision Making to teacher organizational commitment and to empowerment simultaneously, found that although a positive relation existed between commitment and empowerment, Participative Decision Making was significantly and positively associated with teacher empowerment, but no significant relation-ship was found between Participative Decision Making and organizational commitment. Accordingly, the author concluded that teacher empowerment serves as a motivational mechanism that mediates the relation of the participative approach to school and teacher outcomes.

Although these studies have shown a positive relationship between participative decision making and motivation, their contexts differ from the Ugandan context in many ways including; levels of education of the participants, school characteristics like type of school (single or mixed, day or boarding, privately owned or government aided). These differences have the potential to cause variations in the responses of the participants in the Ugandan school system. This study was therefore to find out whether Participative Decision Making influences teacher motivation.

2.5 Support for Innovation and Teacher Motivation

Schools face a highly competitive and dynamic environment, which necessitates flexibility and fast adaptation to new situations and changing contexts (De Dreu, 2006). Innovation has become a vital asset to ensure school competitive advantage and sustainability. School innovation is defined here as the intentional introduction and application in the school of new ideas, processes, products, or procedures designed to benefit it significantly (West & Wallace, 1991).

Lam, Cheng& Choy (2010) investigated how school support was related to teachers' motivation and willingness to persist in project-based learning. The participants were 182 Hong Kong teachers who completed a questionnaire about their school's support and their motivation to implement project-based learning. The results of structural equation modelling indicated that when teachers perceived their schools as being stronger in collegiality and more supportive of teacher competence and autonomy, they had higher motivation in project-based learning and stronger willingness to persist in this educational innovation. Perceived school support predicted teachers' attitude for future persistence both directly and indirectly through its influence on teacher motivation.

Ibrahim (2009) made descriptive study aimed at determining the effects of motivational sources on teachers' motivational levels. The population sample for this study consisted of teachers working in the Elazig city centre in 2006-2007 academic year. A sample of 225 teachers was randomly selected from this population. According to the findings, teachers are motivated by many factors among them; levels of self-reliance and appreciation of their achievements and values. In addition the findings identified matters such as school deficiencies in teaching and learning technologies as having a negative effect on teachers' motivation.

Innovation is very important in school development. Examples of innovation in secondary schools can include; introduction of project based teaching and learning, use of ICT to boost learning, training and professional development of teachers among others. However there is fear that perhaps many schools do not support teachers in innovation for example in terms of facilities, learning and teaching materials among others. Teachers are putting less effort and are heavily relying on traditional teacher centered practices such as dictating notes. Overall morale for innovation has deteriorated and this has compromised the quality of education provided in the

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secondary schools. The study therefore sought to find out the extent to which support for innovation influenced teachers' motivation in secondary schools in Arua Municipality.

2.4 Strategies for improving staff motivation

According to Armstrong (2009), motivation strategies aim to create a working environment and to develop policies and practices that will provide for higher levels of performance from employees. Motivation will be enhanced by leadership which sets the direction, encourages and stimulates achievement and provides support to employees in their efforts to reach goals and improve their performance generally. Therefore, it is necessary to provide guidance and training for teachers to develop leadership qualities. Leadership involves making change in an organization. Richardson (2003) concluded that leadership skills are learned skills and can be taught. Teachers should be developed as leaders to better enable them to provide meaningful and substantial contributions to the school. Developing leadership skills allows teachers to improve communication, decision making and problem solving skills. A survey using qualitative and quantitative methods was used to gather information from 170 graduates of an Educational Leadership Program, teachers reported feeling more confident and knowledgeable and were better prepared to face the daily challenges at work.

To improve teacher motivation, Bennell and Akyeampong (2007) highlight the need for more attractive career structures and more opportunities for teacher professional development so that teachers can improve their skills in teaching and leading. Roby (2009) administered a survey to 70 graduate students teaching in rural, suburban and city elementary schools in Ohio to determine the level of contribution of teachers in the workplace. He found that teachers who contributed frequently or were influential had a higher morale than those that were followers and did not contribute. Head teachers can therefore work to increase opportunities to allow teachers

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to contribute to the school in positive ways; for example the head teachers can provide training to teachers to help them feel more confident in their ability to be meaningful contributors to the school and also focus on giving teachers meaningful opportunities to contribute to the school.

Promotion is important for advancement on the job and its absence within the hierarchy of the teaching practice sets the pace for teachers' attrition in secondary schools. Promotion opportunities are an incentive to teachers to improve morale and reduce high turnover. In the medical field, it was noted that lack of promotional opportunities is positively correlated with nurses both quitting their jobs and profession (Cavanagh 1990, Keil 1998, Kennedy 1999, Price and Mueller (1981), cited in Nansasi 2004). More studies have shown that workers who perceived promotion opportunities as high were less likely to quit. Chandan (1987) also argues that growth factors such as job promotion, higher responsibility and participation in central decision making are all signs of growth and advancement, which add to dedication and commitment of the employees. Unfortunately, promotion is not such a flexible reward; it is difficult to give promotions on anything but individual basis. More so, it can only be given when an opening occurs in an existing position or a new position is created (Lawler, 1973).

Wayne (1998) asserts that a reward inform of pay has a strong impact on employees' motivation and performance. Bratton (2003) agrees with Wayne as he states that pay is one of the most powerful motivating tools. Similarly Armstrong (2009) emphasises the value of financial rewards pointed that money provides the means to achieve a number of different needs. Kiseesi (1998), in a study about job satisfaction of workers recommends that salaries of workers should be paid promptly and that promotion of workers should be accompanied by a corresponding increase in the salary they earn. Kiseesi observes that salary was a strong force that kept teachers

at their jobs. The researcher also feels that the amount and consistence in salary payments is vital in improving motivation and job satisfaction.

On the other hand Kukla-Acevedo (2009), disagrees with Wayne (1998), Bratton (2003 and Armstrong (2009) about the impact of reward in form of pay as a strong motivating tool. Kukla-Acevedo (2009) believes that raising teachers' salaries does not seem to have long term effects on staff morale and attrition. This is positive for schools in today's financial crisis. Similarly Baughman (1996) reported the only variable that played a major role in predicting the satisfaction of teachers was the school climate. Teachers do not gain satisfaction by gaining more power and money within the school. They gain satisfaction from cooperative efforts within the staff, an emphasis on academics and from students learning. The head teacher therefore needs to focus on creating a work environment that is open, collaborative and trusting (Baughman, 1996). The process of creating an environment where teachers are more satisfied does not need to be expensive. Baughman (1996) collected data from Public Secondary School teachers in New York using a confidential questionnaire. He reported that factors that did not significantly influence teacher job satisfaction were; teacher age, salary, gender, level of education and years of experience. The factors from Baughman's study with the strongest links to teacher job satisfaction were; engaged teacher behaviour, supportive head teacher behaviour and academic emphasis. Head teachers can therefore use the information on Baughman's research to establish a school environment focused increasing teacher motivation.

The intrinsic motivation of teachers should also be considered when developing a reward system for teachers in secondary schools. People are more likely to be motivated if they work in an environment in which they are valued for what they are and what they do. This means paying attention to the basic need for recognition (Armstrong, 2009, p 331). Martin (2011) reviewed

research and identified three areas that can be fostered and developed to increase teacher satisfaction; flow, relationships and helping others. Flow refers to using a developed set of skills up to the limit of their ability, but not beyond. School leaders can support teachers by allowing them to work on tasks that use their strengths and are challenging and not frustrating. Relationships such as those with colleagues, students, teachers in other schools or districts, administrators and support staff can also contribute to teacher motivation. By expressing gratitude, being forgiving, creating and deepening relationships, being optimistic, being mindful and helping others, teachers can increase their satisfaction.

Dungu (2000) cited a problem of residential accommodation in some countries of the Sub Saharan region of Africa. He noted that many secondary school teachers were given a small housing allowance which forced them to reside in houses in poor conditions. On the other hand Farell & Olivea (1993) also observed that teachers who fail to get houses near schools look for accommodation elsewhere which results in demotivation of teachers as they spend a lot of time and money travelling to and from school. School administration should therefore try to provide accommodation to their teachers.

Therefore there was need to find out the most effective strategies to improve teacher motivation as a way of increasing morale, satisfaction, retention of teachers and hence improve the standards of professional conduct and performance in the schools.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter describes the frame work within which the research was conducted. The chapter presents the research design, study population, sample size and sampling techniques, data collection instruments, validity and reliability of research instruments, procedure and data presentation and analysis and ethical considerations.

3.2 Research Design and Method

This study adopted a cross sectional survey design. This design was preferred because it enabled the researcher to collect data in a short time and from a relatively large number of respondents in its natural setting (Creswell 2014). This provided the researcher with the opportunity to have easy access to information. Both qualitative and quantitative approaches were used for the study. Qualitative data gave a narrative and descriptive information that explained and gave deeper understanding and insight into the study topic (Amin, 2005). On the other hand, quantitative approach was used because according to Sokro (2012), quantitative approach is mostly used by researchers to establish relationships or links between two or more variables. As the purpose of this research was to examine the relationship between school culture and teachers' motivation, the researcher found it necessary to use both qualitative and quantitative methods.

3.3 Study Area

The study was conducted in secondary schools in Arua Municipality, Arua District. The area was selected because according to Singleton (1993), the ideal setting for study area is one that is related to the researcher's interest, is easily accessible and that which allows the development of immediate rapport. The choice of the District was determined by the familiarity of the researcher

with the study area. In addition, performance of schools in this area in the National Examinations (Uganda Certificate of Education and Uganda Advanced Certificate of Education) have for long been very poor compared to schools in other regions of Uganda, especially the Central and Western regions. Several reports in the daily Newspapers have indicated that Northern region has lagged behind in grade scores in the national examinations compared to their counterparts in Central Uganda (Komakech, 2014, Ladu, 2014) According to the researcher, this poor performance could be attributed to low levels of motivation among teachers in the district, which in turn affect students' achievement.

3.4 Study Population

According to Cooper and Emory (1995), a population is the total collection of elements about which one wishes to make inferences. The study population consisted of head teachers and teachers in ten secondary schools in Arua Municipality. This population was chosen because it is assumed to have adequate knowledge of the subject and research variables under investigation.

3.5 Sample Size

A sample is a subset of a population (Amin, 2005). It is used to represent the entire group as a whole.

Table 3.1 Description of the Sample population

Respondents	Total Population	Sample Population	Percentage
Number of schools	12	10	83%
Head teachers	12	10	83%
Teachers	200	100	50%
Total	**224**	**120**	**53%**

Out of the twelve schools in the Municipality (Arua District Local Government Statistics Abstract, 2012), ten schools were selected. In each of the ten schools, one head teacher and ten teachers were selected making a total of 110 respondents. Gay (2003) suggested that 10% of the accessible population is adequate to serve as a study sample. The researcher therefore considered 83% of head teachers and 50% of teachers in the municipality to be representative enough for the study.

3.6 Sampling Technique

According to Barrat, (2009) sampling is a method that allows researchers to infer information about a population, without having to investigate every individual. Simple random sampling technique was used to select ten secondary schools in Arua Municipality. While selecting the target schools, the researcher ensured representation of government and private schools, single-sex and mixed schools. The purposive sampling technique was used to select head teachers in order to get in depth information about the problem under study. Convenience sampling was used to select teachers who were present at the time the researcher was conducting her study and had worked for over a year in their schools.

3.7 Instruments of Data collection.

Instruments of data collection are tools used to collect information. The researcher used interviews and questionnaires for data collection.

3.7.1 Interview

According to Amin (2005) an interview is an oral questionnaire where the investigator gathers data through direct verbal interaction with participants. An interview guide was designed and administered to the head teachers of the participating schools. The researcher opted to use interviews because they improve on the understanding and the credibility of the study and they lead to deeper understanding of the topic (Ziraba, 2012). Amin (2005) observes that interviews

are useful since they fetch a variety of ideas needed for the study. Oral interviews were conducted by the researcher for Head teachers; however three of the head teachers requested to be given the interview guides so that they would submit written responses as they gave an excuse of not having time for the interview.

3.7.2 Questionnaires

A questionnaire was used to obtain the necessary primary data to answer the research questions. According to Amin, (2005), a questionnaire consists of a set of questions to which the participant responds in writing. The questionnaire consisted of three parts; the first part required background information on teachers; the second part provided information on school culture in terms of shared vision, participative decision making and support for innovation; the third part provided information on ways to improve teacher motivation. A five point Likert scale was employed for the items on the second part of the questionnaire and the third part consisted of an open ended question. The questionnaire was used because the respondents are literate so they would find it easy to answer the questions. After issuing the questionnaires to the respondents the researcher got only 64 questionnaires answered from the teachers of the different schools.

3.8 Procedure of Data Collection

Upon receiving permission from the university to carry out research, the researcher visited the area of study for purposes of familiarization. The researcher sought permission from head teachers and when allowed, proceeded with data collection. One teacher from each of the ten schools helped the researcher to issue the questionnaires to the teachers who were given time to fill the questionnaires. After one day the researcher collected the questionnaires. Four Head teachers were interviewed. The researcher read the questions and the responses from the head teachers were written in a note book. Three of the head teachers requested for the interview

guides so that they would write and submit written responses as they did not have time for the oral interview.

3.9 Reliability

Reliability is the degree to which a research instrument consistently measures whatever it is measuring, (Amin, 2005). In this study, quality control was done by carrying out a pre-test of the questionnaire on 20 teachers to test the reliability using Cronbach's alpha coefficient. The Likert type questions were given ratings i.e. strongly agree = 1, Agee = 2, Not sure =3, Disagree = 4 and Strongly disagree =5. Cronbach's alpha coefficient was then calculated and a reliability coefficient of 0.715 was obtained. This implies that the instrument was reliable as suggested by Sekaran (2006) and Cresswell (2014). A summary of the statistics is attached, see appendix III

3.10 Validity

Amin (2005) defines validity as the extent to which instruments measure what they are intended to measure. Validity was tested using content validity index (CVI) which involved supervisors scoring the relevance of the questions in the instruments in relation to the study variables. The researcher gave the instruments to the two supervisors who made an assessment of whether what the researcher was trying to bring out actually did come out.

The formula for CVI was

$$CVI = \frac{n}{N} \times 100$$

Where CVI = content validity index

n= average number of items indicated relevant.

N = total no. of items in the questionnaire

Supervisor 1= 11, supervisor 2 = 10, n= $\left(\frac{11+10}{2}\right) = 10.5$, N= 13

CVI= $\left(\frac{10.5}{13} \times 100\right)$ =80.7%

Researchers recommend a CVI of above 70%. Since CVI percentage was 80.7%, the instruments were effective, valid and relevant.

The instrument was also first tried out on selected teachers of the same characteristics as those who were in the study to assist in identifying deficiencies in the instruments such as insufficient space to write responses, wrong numbering, and vague questions.

Qualitative validity of instruments was guaranteed by processing data into manageable proportions through editing and coding. Data collected was checked while still in the field to ensure that all questions were answered. By coding, answers to each item on the questionnaire were classified into meaningful categories.

3.11 Data Presentation and Analysis:

Data analysis is the evaluation of data. "It is the process of systematically applying statistical and logical techniques to describe, summarise and compare data"(Amin 2005 p.149). Primary data from the field was edited to eliminate errors made by respondents. Coding was done to translate question responses into specific categories and reduce research data into manageable summaries. Content analysis techniques were used to analyze qualitative data collected using interview schedules. Descriptive statistics such as frequencies and percentages were used to describe the data, which was then presented in form of tables and bar-graphs where applicable. Quantitative analysis process included editing, classification, coding and presentation. Quantitative data collected was entered into a computer, tabulated and analyzed using the Statistical Package for Social Sciences (SPSS).Pearson's correlation coefficient recommended by Amin (2005) was used during data analysis in order to test the strength, degree and direction of the relationship between the school culture and motivation.

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3.12Ethical considerations

According to Cooper and Schindler (2001), the goal of ethics in research is to ensure that no one is harmed or suffers adverse consequences from the research activities. To protect the respondents, the researcher presented a letter of introduction to the different Head teachers to introduce the researcher and seek permission to carry out the research. The researcher informed and explained to the Head teachers and teachers the purpose of the research and assured them that the investigation was purely for academic research and all information was strictly confidential. Furthermore, the researcher fully observed their right to privacy and anonymity by not asking them to write or mention their names and names of the schools.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

In this chapter, the researcher presents the results from the findings. This chapter is divided into four sub sections namely; response rate, background information about the schools and respondents, and the research questions that the study sought to answer.

4.1 The response rate

Table 4.1: The response rate of the teachers

	Number	Percentage (%)
Total number of Questionnaires presented	100	100
Questionnaires returned with responses	64	64
Questionnaires returned without responses	36	36

Table 4.1 above shows that the number of questionnaires returned with responses was 64% which is a good representation of the opinions of the targeted respondents. This is in line with Mugenda and Mugenda (2003) who points that it is impossible to receive response from all respondents therefore a response rate of more than 60% can be used to show response for the entire population.In addition, views from seven head teachers out of ten were obtained. This made 70% of the head teachers. In summary out of 110 respondents targeted, views from 71 were obtained. This represents 65% of the respondents and this gives a good representation of the opinions of the target population.

4.2 Background information

This includes the gender distribution, age bracket, academic qualification, length of service, school ownership and the category to which the schools belong. The background characteristics

of respondents are presented to provide a clear picture of the nature of head teachers and teachers who participated in the study.

4.2.1 The gender distribution of the respondents

Figure 4.1 Gender Distribution of Respondents

GENDER OF THE RESPODENTS

63.38

36.62

MALE   FEMALE

GENDER OF THE RESPODENTS
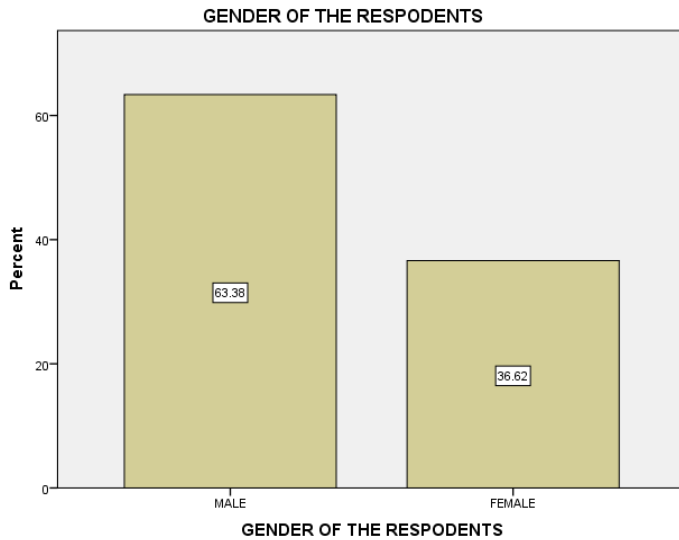
Findings from figure 4.1 show that most of the respondents in the study were male 45(63%) while the female were 26.

4.2.2 Academic qualification of respondents

Table 4.2 showing findings on academic qualifications of respondents

Academic Qualification	Frequency	Percentage%
Diploma	41	57.7
Bachelors Degree	26	36.6
Post Graduate Diploma	1	1.4
Masters Degree	3	4.2
TOTAL	**71**	**100**

Table 4.2 indicates that the majority of the respondents (57.7%) were Diploma holders. A further 36.6% of the respondents were Degree holders. Only 4.2% of the respondents had Master's Degrees and 1.4% of respondents had a Post Graduate Diploma in Education. From these findings, it can be said that most teachers in the Municipality were qualified. This was important in knowing the extent to which respondents were knowledgeable about the variables that were involved in the study and the extent to which the data they provided could be generalized to the population.

4.2.3 Findings on the age category of the respondents

Table 4.3 Ages of Respondents

Age Category (Years)	Frequency	Percentage %
20 – 25	11	15.5
26 – 31	20	28.2
32 – 37	16	22.5
38 – 43	10	14.1
ABOVE 44	14	19.7
TOTAL	**71**	**100**

Source: primary data

In Table 4.3 above, 28.2% of the respondents were between 26 and 31 years, 22.5% between 32 and 37 years, 19.7% above 44years while 15.5% and 14% were between (20 - 25)years and 38 - 43 years respectively. This implies that they were able to give well thought information pertaining to their school culture and motivation strategies.

4.2.3 Findings on the Work Experience of the Respondents

Table 4.4 Work Experience of the Respondents

Work Experience	Frequency	Percentage%
Below 2 Years	14	19.7
3 – 5 Years	16	22.5
6 – 10 years	17	23.9
11 – 15 years	11	15.5
Over 15 years	13	18.3
TOTAL	**71**	**100**

Source: Primary Data

Table 4.4 shows the work experience of the respondents. It indicates the period for which the respondents had served in the teaching profession. The findings showed that 19.7% of the respondents had taught for a period of 2 years and below, 22.5% had taught for 3-5 years, 23.9% for 6-10 years, 15% had taught for 11-15 years and 18.3% had taught for a period of over 15 years. This implies that the researcher was able to get reliable information from respondents most of whom had considerable working experience.

4.2.4 Length of Employment

Table 4.5 Length of Employment

Length of Employment	Frequency	Percentage
Below 2 years	25	35.2%
3 – 5 years	23	32.3%
6 – 10 years	16	22.5%
11 – 15 years	5	7%
Over 15 years	2	2.8%

Source: primary data

Findings from the study above indicate that most of the respondents in the study had worked for a time period of below 2years (35.2%) and 3 – 5 years (32.3%) in their current school. This implies that most of the respondents were well aware of the customs, traditions, rituals, beliefs and the general way of doing things in their school and therefore could give valuable knowledge regarding the subject topic. Some have worked for 6 – 10 years (22.5%), 11- 15 years (7%) and only 2.8% have worked for over fifteen years. These findings therefore indicated that the researcher was able to get the right information from the respondents.

4.3 Results of the specific objectives

4.3.1 Influence of shared vision on teachers motivation in secondary schools in Arua District

The research question paused to answer the first objective was; What is the influence of shared vision on teacher motivation? Responses from teachers were summarized as below:

Table 4.7 Findings on shared vision and teachers' motivation

SHARED VISION	SA	A	NS	D	SD	TOTAL
Having clear vision about where the school is going keeps me focused and willing to contribute to achieving the vision	36 (56.3%)	25 (39.1%)	3 (4.7%)	0 (0%)	0 (0%)	64 (100%)
Regularly sharing the school vision with every teacher builds trust among teachers	30 (46.9%)	27 (42.2%)	3 (4.7%)	4 (6.3%)	0 (0%)	64 (100%)
Having ceremonies to celebrate students and teacher accomplishments energies me to work harder	32 (50%)	22 (34.4%)	5 (7.8%)	5 (7.8%)	0 (0%)	64 (100%)
Our school having a set of core values that are written and well displayed at school build sense of belonging	30 (56.9%)	23 (35.9%)	7 (10.9%)	3 (4.7%)	1 (1.6%)	64 (100%)

Key: SA= strongly Agree, A= Agree, NS= Not sure, SD= Strongly Disagree, D = Disagree

Source: Primary Data

The table shows that 56.3% of the respondents strongly agreed that having clear vision about where the school is going kept them focused and willing to contribute to achieving the vision while 39.1% agreed. Only 4.7% were not sure. This implies that having school vision that is clear motivates teachers to work hard.

Concerning sharing the school vision with every teacher, the study indicated that 46.9% strongly agreed and 42.2% agreed while 4.7% were not sure and another 6.3% disagreed. This implies that a large percentage agreed to having shared vision in their schools.

Also having ceremonies to celebrate students and teacher accomplishments energizes teachers to work harder. This is indicated by 50% of the respondents strongly agreeing, 34.4% agreed while only 7.8% were not sure and disagreed. This implied that most of the schools had such ceremonies.

Regarding the set core of values, 46.9% of the respondents strongly agreedthat having a set of core values that are written and well displayed at school builds a sense of belonging for the teachers, 35.9% agreed while 10.9% were not sure. Only 4.7% of the respondents disagreed. These findings suggest that these core values well written and displayed in the schools.

From the above data, it is clearly revealed that majority of the teachers are in much favour of having a shared vision in their schools which in turn can influence their level of motivation.

Teachers were also asked to indicate ways in which shared vision was promoted in their schools.

Table 4.8 Ways in which shared vision is promoted in schools.

Ways in which Shared Vision is promoted	Frequency	Percentage
Having regular meetings among staff and administrators and also the student body	45	63.4%
Organising career talk and seminars for the students	30	42.3%
Having ceremonies to celebrate school days, speech days and achievements	16	22.5%
Regular supervision and appreciation of effective practices	15	21.1%
Having open and honest communication	13	18.3%
Equal treatment of teachers in terms of allocation of responsibilities	10	14.1%
Building of teams and departments	10	14.1%
Having rules and regulations to drive people forward.	10	14.1%
Having staff parties/get – together parties	8	11.2%

To motivate teachers in achieving the school vision, most of the head teachers' views were in agreement with the teachers. One head teacher from school A, mentioned that, *"to be the centre of academic excellence, we encourage teamwork among the teachers to coordinate the teaching and learning process"* Another head teacher from School B had this to say; "*Our mission is to provide quality education that is all round thereby preparing and producing responsible citizens. In an attempt to achieve this, we assign responsibilities to teachers to be in charge of various aspects for example handling discipline, welfare, and religious affairs".* Another head teacher emphasised the aspect of shared vision, she reported that *"When you meet teachers in the*

staffroom, you find them laughing and joking with each other. They also openly share classroom challenges and solutions without fearing. This has made our school environment very healthy. The teachers have further taken the same spirit to their classrooms.''

4.3.3 Findings on the Influence of Participative Decision Making on Teacher Motivation

The research question posed to answer the second objective was; does participative decision making influence teachers' motivation? Responses from head teachers and teachers were summarized as below.

Table 4.9 Influence of Participative Decision Making on Teacher Motivation

Participative Decision Making	SA	A	NS	D	SD	TOTAL
Being involved in the setting of school goals elevates my moral and satisfaction	40 (62.5%)	20 (31.3%)	2 (3.1%)	1 (1.6%)	1 (1.6%)	64 (100%)
Involvement in decision making process with regard to teaching learning resources makes me work hard	41 (64.1%)	20 (31.3%)	2 (3.1%)	0 (3.1%)	1 (1.6%)	64 (100%)
Involvement in decision making process with regards to formulation of school policies makes me committed and loyal to the school.	28 (43.8%)	26 (40.6%)	6 (9.4%)	4 (6.2%)	1 (1.6%)	64 (100%)

Not being involved in any decision making process does not affect me in any way	5 (7.8%)	9 (14.1%)	7 (10.9%)	21 (32.8%)	22 (34.4%)	64 (100%)

Key: SA= strongly Agree, A= Agree, NS= Not sure, SD= Strongly Disagree, D = Disagree

The results in the table above indicates that 62.5%   the respondents strongly agreed that being involved in the setting of school goals elevates their morale and satisfaction, 31.3% agreed while 3.1% were not sure. This implied that there was more participation of teachers in setting school goals.

Regarding to learning resources; 64.1% of the respondents strongly agreed to involvement in decision making and this made them to work hard while 31.3% agreed to this. A small 3.1% were not sure. This implies teachers are motivated to work harder when they are involved in choosing the learning resources for their teaching and learning process.

About the formulation of school policies, the results further show that 43.8% and 40.6% of teachers agreed involvement in decision making process with regards to formulation of school policies makes teachers committed and loyal to the school, 9.4% were not sure while 6.2% disagreed.

These findings therefore imply that involving teachers in decision making is very important because it can elevate their moral to work hard and remain loyal to the school. This however may not mean that their level of motivation is directly influenced by their participation only.

Regarding the influence of Participative decision making, most head teachers declared to a large extent that involving teachers in decision making motivates them. One head teacher narrated,

"Involving my teachers builds self confidence, respect of each other's opinions and this also strongly contributes to the efficient running of all school activities." Another head teacher added that *"involving teachers makes them feel part of the institution and that their opinions are equally important.''*

Head teachers and teachers were also asked to elaborate more on the ways in which they were involved in decision making. The table below shows the responses.

Table 4.10 showing the ways in which teachers are involved in decision making

Ways in which teachers are involved in decision making	Frequency	Percentage
Drawing of the annual budget	5	2.89
Formation of school committees	10	5.78
Evaluation and assessment of learners progress	50	28.90
Contributing ideas in staff meetings	11	6.35
Discipline of students	4	2.31
School activities such as sports, clubs	20	11.56
School time tabling	4	2.31
Lesson teaching, instructional materials	49	28.32
Guidance and counselling	5	2.89
Students welfare	5	2.89
Not being involved in any decision making in the school	10	5.78
Total	173	100

Source: primary data

The table shows that 2.8% of the respondents indicated that they were involved in drawing of the annual school budget, 5.7% in the formation of school committees and that most of the teachers were involved in evaluation and assessment of learners' progress shown by 28.9% of the teachers. 28.3% of the teachers also spend considerable amount of time in lesson teaching and preparation of instructional materials.

The findings also reveal that few teachers (2.8%) were involved in administrative decisions like drawing of school budgets, time tabling and students' welfare. These findings therefore suggest that a large percentage of teachers are involved in making decisions mostly about teaching – learning related activities and co- curricular activities such as sports, games and clubs while at school. Top administrative decisions were not made by the teachers. However it was also noted that some teachers were not involved in any decision making in the school. This is indicated by 5.78% of the views.

Regarding Participative Decision Making, most of the head teachers mentioned that their teachers were involved in making decisions regarding disciplinary processes, termly and annual staff meetings where they contribute in making school term programs for example activities to be included, recommending teaching and learning materials. These views were not very far from those of the teachers. One head teacher mentioned that, "*teachers have a representative in the Parents Teachers Association (PTA), they are part of the academic committees and their opinions are considered to improve academic performance. Furthermore these teachers are given responsibilities such as heads of departments, class teachers and therefore this makes them part of the decision making process.*" On another side, one head teacher complained that some teachers do not want to be given responsibilities; *they are ever silent in meetings and so their views and ideas cannot be known to the rest of the school.*

4.3.4 Influence of support for innovation on teacher motivation

The research question posed to answer the third objective was; to what extent does support for innovation influences teacher motivation? Responses from head teachers and teachers were summarized as below:

Table 4.11 showing Influence of support for innovation

Support for Innovation	SA	A	NS	D	SD	TOTAL
The school administration supports and appreciates new ideas brought by teachers	34 (53.1%)	20 (31.3%)	4 (6.3%)	6 (9.3%)	0 (0%)	64 (100%)
The school administration supports new ideas to improve teaching e.g. using ICT	23 (35.9%)	30 (46.9%)	5 (7.8%)	5 (7.8%)	1 (1.6%)	64 (100%)
The school pays for the professional development of teachers (in service training and this keeps them committed to the school.	23 (35.9%)	15 (23.4%)	11 (17.2%)	8 (12.5%)	7 (10.9%)	64 (100%)
The school administration supports and appreciates teachers who work hard and produce outstanding results	28 (43.8%)	18 (28.1%)	4 (6.3%)	7 (10.9%)	7 (10.9%)	64 (100%)

Key: SA= strongly Agree, A= Agree, NS= Not sure, SD= Strongly Disagree, D = Disagree

The table shows that 53.1% of the respondents strongly agreed that their school administration supports and appreciates new ideas brought by teachers and 31.3% agreed. Another 6.3% were not sure while 9.3% disagreed to that. This implied that teachers were given opportunity to bring in their ideas which in turn improved performance. The results further show that 35.9% of the respondents strongly agreed that administration supports them in terms of ICT and that they are motivated. 46.9% agreed while 7.8% were not sure. On the other hand another 7.8% disagreed. Concerning professional development, it is indicated that 35.9% and 23.4% of the respondents strongly agreed that their school pays for professional development while 17.2% were not sure. Another 10.9% disagreed. This implied that some schools supported their teachers in professional development and this kept them committed to the school while in other schools this practice was lacking which affected their commitment to the school.

On the issue of appreciating hard working teachers, 43.8% of the respondents strongly agreed that school administration supports and appreciates teachers who work hard and produce outstanding results. 28.1% also agreed and 6.3% were not sure. On the other hand 10.9% disagreed.

Generally the responses revealed that majority of the teachers believe that increased support for innovation increases the motivational level of the teachers.

Regarding the influence of Support for Innovation on Teacher motivation, majority of the head teachers suggested that to a large extent support for innovation greatly influence teacher motivation. One head teacher mentioned that, "*the teaching profession, just like any other is not immune to contemporary technological changes in teaching, therefore to a large extent they need continuous support to update their pedagogical skills.*" Another head teacher added that, "*supporting teachers' innovation gives them confidence to work hard to find something new.*

Teachers own up their innovations and this enables proper implementation of their own innovations." Teachers therefore feel more comfortable and motivated to implement their innovations when they are greatly supported.

Another head teacher from school D observed that they always tried their best to support teacher's ideas however she added that;

"*New teachers who are often eager to fit in the new environment are often influenced by those old teachers for example, some teachers are often observed complaining in the staffrooms but are less likely to express themselves in formal meetings and as such the new teachers pick up these bad habits."*

Teachers and Head teachers were also asked to elaborate more on the ways in which innovation was promoted and supported in their schools. The results were summarized in the table below:

Table 4.12: Ways in which innovation is supported in secondary schools in Arua Municipality

Ways in which innovation is supported	Frequency	Percentage
Giving rewards for students and teachers for successful innovations	17	23.9%
Discussion and adaptation of new ideas brought by teachers and students	14	19.7%
Introduction of ICT	14	19.7%
Provision of Textbooks and other instructional materials	8	11.3%
Providing financial support to initiate projects	7	9.9%
Promoting staff development through trainings	6	8.5%
Promoting science fair and other club activities	4	5.6%
Organizing tours and field trips to learn and share ideas with other schools and communities	3	4.2%)

Source: Primary Data

The findings in table 4.12 show the ways in which innovation is promoted in the schools. A small percentage of the respondents mentioned that in their schools, there was: Discussion and

adaptation of new ideas brought by teachers and students (23.9%) , introduction of ICT (19.7%), provision of Textbooks and other instructional materials(19.7%), giving rewards for students and teachers for successful innovations(11.3%), promoting staff development through trainings(8.5%), promoting science fair and other club activities (5.6%), providing financial support to initiate projects and organizing tours and field trips to learn and share ideas with other schools and communities(4.2%).

Regarding the ways in which innovation is supported in the schools, one head teacher narrated that, "we *encourage our students and teachers to take part in identifying teaching and learning aids from the local materials around them; we also send our teachers for external workshops and seminars to acquire new skills to boost the teaching- learning process."* Another head teacher suggested that they organise exhibitions and innovation competitions for teachers and students to show case their projects in presence of parents and well-wishers. He also added that, 'we *also give a hand to fund these projects and we further follow up the projects to ensure that they are properly handled."*

Most of the head teachers also suggested that their teachers were encouraged to always make research and keep networking with teachers in other schools to keep up-to-date with new ways of teaching.

4.2.4 Most effective strategies for improving teacher's motivation secondary schools in Arua district.

The research question posed to answer the fourth objective was; what are the most effective strategies to improve teacher motivation?

To answer this, head teachers and teachers were asked to list ways in which teacher motivation would be improved. The results were summarised in the table below.

Table 4.13 Ways to improve teacher motivation

Ways to improve teacher motivation	Frequency	Percentage
Giving allowances such as transport, housing, medical among others	35	49.3%
Timely payment	24	33.8%
Increments in salary	22	30.9%
Staff development through trainings and further studies to gain skills	21	29.6%
Involvement in decision making in the school	18	25.4%
Provision of conducive teaching and learning environment	15	21.1%
Giving rewards for good performance	15	21.1%
Organising staff get together parties and retreats where teachers can share experiences and celebrate achievements	13	18.3%
Verbal appreciation and recognition of excellent performers	10	14.1%
Improving teachers welfare by providing good meals	10	14.1%
Equal treatment of teachers e. g in terms of pay and allowances	10	14.1%
Having good relationships and communication between teachers and school administrators	9	12.7%
Assigning leadership responsibilities to teachers	7	9.8%
Regular staff meetings where teachers are free to share ideas	5	7%
Allowing teachers to participate in school activities	5	7%
Working under minimum supervision	5	7%
Introduction of appraisal forms which can lead to promotion of teachers	4	5.6%
Providing guidance and counselling services to teachers	4	5.6%
Frequent monitoring and supervision of teachers e. g through lesson plans and schemes	2	2.8%

Source: Primary Data

The findings in table 4.2.4 show the ways in which teacher motivation can be improved in schools. The findings in the study indicate that the most essential ways of improving teachers' motivation includes giving teachers allowance such as transport allowance, housing, medical among others. This is means that teachers are more motivated extrinsically than intrinsically shown by 49.3% of the teachers.

The findings in the study also show that teachers were not happy with the amount of salary they are receiving and would want increments to be made shown by 30.9%.Another source of motivation is by giving rewards for good performance (21.1%), verbal appreciation and recognition of good performance (14.1%).

 The study further revealed that staff development through trainings and further studies to gain skills shown by 29. 6% can greatly increase teacher motivation.

Other ways to improve teacher motivation include; involvement in decision making in the school (25.4%); assigning leadership responsibilities to teachers (12.7%); regular staff meetings where teachers are free to share ideas, having good relationship and communication between teachers and school administrators and working under minimum supervision (7%); providing guidance and counselling (5.6%) and introduction of appraisal forms which can lead to promotion of teachers, frequent monitoring and supervision of teachers e.g. through lesson plans and schemes were the least ways in which teachers were motivated. This implies that most teachers were not comfortable with appraisal forms and strict supervision.

Regarding the most effective strategies to improve teacher motivation most head teachers mentioned that timely payment of salaries, giving allowances for extra lessons, organising retreats and supporting teachers in social functions was key to keeping them motivated.

One head teacher suggested that by encouraging and supporting teachers to have self help projects which would boost their incomes. This made the teachers feel appreciated and supported, they therefore carried on their duties whole heartedly. This gave them reason to stay and work hard in their school.

Another head teacher mentioned, "*we avail opportunities for continuous professional development. This is vital for keeping teachers committed and loyal. Teachers are given paid study leaves to upgrade and eventually on completion they return to their schools with better skills.*" Another head teacher narrated that, "*sometimes the situations may not be the best, but through effective communication in case of delays in salaries; teachers can be kept calm as they patiently wait.*"

A head teacher from school D however observed that, however much the school administration tried to motivate these teachers; the strategies were not working and the teachers did not appreciate them. He said;

"*Some teachers tend to focus only on problems of the school, for example always commenting ....if only there were.......the problem is...... These teachers sought only to explain and point out problems rather than solution.*"

From the data collected, regarding the most effective strategies to improve teacher motivation, it was observed that some of views from the head teachers were matching with those of the teachers. However in some cases, the teachers seem to be accusing the school administration and head teachers for not motivating them enough as described above.

4.2.5 Findings on the influence of school culture on teacher motivation

Table 4.14 showing relationship between culture and motivation

Correlations

		SCHOOL CULTURE	TEACHER MOTIVATION
SCHOOL CULTURE	Pearson Correlation	1	.304[*]
	Sig. (2-tailed)		.015
	N	64	64
TEACHER MOTIVATION	Pearson Correlation	.304[*]	1
	Sig. (2-tailed)	.015	
	N	64	64

*. Correlation is significant at the 0.05 level (2-tailed).

A Pearson moment correlation coefficient was computed to assess the relationship between school culture and teacher motivation. There was a statistically significant positive correlation between the two variables, (r = 0.304, n =64, p = 0.015). This implies that School culture influences teacher motivation. If the school culture is improved in terms of shared vision, participative decision making and support for innovation, there can be an improvement in the level of teacher motivation.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussions, conclusions and recommendations made by the researcher on the study. The discussions were made following the four study objectives which included; to establish the influence of shared vision on teacher motivation; examine the influence of participative decision making on teacher motivation; examine the influence of support for innovation on teacher motivation and finally explore the most effective strategies for improving teacher motivation in secondary schools in Arua municipality.

5.1 Influence of shared vision on teacher motivation.

The first objective was to examine the influence of shared vision on teacher motivation. It was reported that the schools the schools had clear, well written and displayed core values; visions, mission statements that guided the school community. The schools promoted shared vision by having celebrating achievements in school. This shared vision enabled the teachers to be highly motivated with a clear vision about the future of the school. These results were in agreement with Wang & Rafiq (2009) who assert that having a shared vision among organization members is essential in building motivation among employees. The shared vision also built trust among the teachers and caused them to work for collective goals. Weymes, (2005), agreed with this when he pointed out that it is essential to share vision with every member in the organisation so that they can be motivated to work towards the organizational goals.

On the other hand, the findings also reported that it was important to celebrate student and teacher achievements as this was very essential in energizing teachers to work harder. In these ceremonies outstanding teachers were recognised, appreciated and sometimes rewarded. This is

in agreement with Armstrong (2009) who believes that people are more likely to be motivated if they work in an environment in which they feel valued for what they are and what they do. The celebrations also provide the teachers with sense of purpose and belonging and bring them together to work for a common goal.

5.2 Influence of participative decision making on teacher motivation

The second objective was to examine the influence of participative decision making on teacher motivation. Averagely the findings in the revealed that most teachers were involved in decision making about teaching – learning related activities and co- curricular activities such as sports, games and clubs while at school. Top administrative decisions were not made by the teachers. Teachers involved in decision making elevated their moral, commitment and satisfaction. This finding is also in line with, Wadesango, (2011) who points out that being involved in decision making makes one feel part of the organization and therefore work hard towards its development. Similarly Somech (2005) is in agreement when he emphasised that involvement of teachers in decision making promoted commitment to the decisions that are made and increased willingness to execute them in their work.

5.3 Influence of support for innovation in teacher motivation

The findings showed that most teachers were dissatisfied with their schools in terms of support for innovation. This greatly affected their level of motivation and commitment in their schools.

It was further reported that paying for professional development of the teachers kept them committed to the school. Some teachers (35.9%) received opportunities for professional development in their schools. However this favoured science and mathematics teachers and yet the Arts and Language teachers wished to also have such opportunities. This suggests that paying

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for professional development of teachers is essential in enabling teachers to be committed. This is in line with Abdullah et al (2006) who state that a highly motivated teacher with the right attitude would always strive for excellence and therefore professional development not only motivates but also helps teachers to keep up-to-date with effective practices in teaching and learning.

It was revealed some teachers were recognized and appreciated for their good work; however some teachers felt that their efforts and achievements are not usually appreciated or rewarded by the administration and this affected their morale to perform. These findings were in line with Robbins (2003) who said that in institutions, some employees prefer non financial rewards like promotions and recognition as it encourages personal growth and consequently job satisfaction. Rewarding achievers is one important way of enhancing the teachers' motivation and consolidating their efforts. Appreciating the teachers' achievements is a very effective kind of incentive and the teachers' response to such incentive is always positive and can generate more commitment to the school and more dedication to the job they do. Teachers also felt that their schools do not support them in terms of offering financial support to initiate projects and organize tours and field trips. These findings were in line with Lam et al (2010) who indicated that when teachers perceived their schools as being stronger in collegiality and more supportive, they had stronger willingness to persist in educational motivation. Therefore the results of the study show that lack of support for innovation stood in the way of teachers' motivation.

5.4 The most effective strategies for improving teacher motivation

The question of most effective strategies to improve teacher motivation was raised to gather suggestions on ways to improve teacher motivation in the secondary schools. This was important

in giving exhaustive strategies on top of the recommendations drawn from study and the literature reviewed.

The study found out that giving reward for good performance, verbal appreciation and recognition of excellent performers enhanced teacher motivation. It was reported that performing teachers were recognized publically in assemblies and meetings. In support of this, Armstrong (2009) clearly emphasizes that people are more likely to be motivated if they work in an environment in which they are valued for what they do. This includes the need to develop reward systems which provide opportunities for both financial and non-financial rewards to recognize achievement. Similarly Vroom's expectancy theory (1964), explains that people are motivated to work if they expect their increased effort will lead to desired outcomes or rewards.

Another strategy is to improve staff development through trainings and further studies to gain skills. In support, Burke (1995) found that employees that participated in a number of training programs and rated the trainings they attended as most relevant, viewed the organization as being more supportive, looked at the company more favorably, and had less of intent to quit. One could argue that training was able to enhance the employee's sense of debt towards the organization. Similarly Bennell and Akyeampong (2007) are in agreement when they highlighted the need for attractive career structures and opportunities for teacher professional development to improve teacher motivation.

The study also revealed that allowing teachers to participate in school activities, involvement in decision making in the school and working under minimum supervision greatly motivates them. Penfold (2011) is in support of this and urges head teachers to enlist teachers to assist in decision making. This helps to build a cooperative work place environment. A report by Kanabi (2014) in

the New Vision mentions that employees feel attached to strategies, key business decisions and the organization as a result of being engaged in every stage of decision making and strategy formulation. As a result, they put more effort into their work. (New Vision, Monday October 27, 2014). Furthermore, participation in decision making strengthens employees' tasks. Therefore, school managers are urged to involve teachers in their decision making process.

It was revealed that extrinsic motivators such as; giving allowances such as transport, housing, medical and improving teachers' welfare by providing good meals increased teachers motivation.

The study reported that there was need for increments in salary. Most of the teachers were not satisfied with the salaries they received and hence less motivated to work. As a result many prefer to engage in other businesses leading to late coming and absenteeism. Aacha (2010) found out that reward in form of pay has a strong impact on the motivation of teachers. Similarly Armstrong (2009) emphasizes the value of extrinsic motivation when he says that "money is a powerful force because it is linked directly or indirectly to the satisfaction of many needs; it acts as a symbol in different ways for different people and for the same person at different times" (p 330). Above all he asserts that money can therefore provide positive motivation in the right circumstances not only because people need and want money but also because it serves as a highly tangible means of recognition. However, prompt salary payments revealed by 33.8% of the respondents were further commended by Kiseesi (1998) that salaries of workers should be paid promptly. She observed that salary was a strong force that kept teachers at their jobs. This research too indicated that salary was vital in causing satisfaction among workers

It was reported that some schools assigned leadership responsibilities to their teachers and this motivated them. Armstrong (2009) agrees that motivation can be enhanced by leadership.

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Utilizing teacher leaders can help other teachers feel more connected to the school. Penfold (2011) similarly agreed that teachers' morale can be increased when head teachers/principals establish a strong teacher leadership group with their schools. This is also in line with the Job enrichment theory which advocates for motivation of teachers by giving them more responsibilities and variety in their jobs.

The study further revealed the need for having good relationships and communication between teachers and school administrators. This was important because working together provided a supportive framework for building relationships. As emphasized by Baughman (1996), school heads need to create a work environment that is open, collaborative and trusting to increase morale of teachers.

The study further revealed that regular staff meetings where teachers were free to share ideas and organizing staff get together parties and retreats where teachers shared experiences and celebrated achievements motivated teachers. In support of this, Belenardo, (2001) urges school heads to set up times and provide opportunities for teachers to gather together in the formal and informal settings where they can interact with each other, develop relationships and celebrate accomplishments.

Other ways to improve motivation included; provision of guidance and counseling services to teachers, introduction of appraisal forms which can lead to promotion of teachers and frequent monitoring and supervision of teachers for example through lesson plans.

5.5 Conclusions

From the findings, it is established that having a shared vision played a role in motivating teachers. In particular, shared vision kept teachers focused, built a sense of trust and belonging and such teachers were more committed and worked harder than those in schools which did not adequately promote shared vision. Therefore, to a large extent shared vision influenced teacher motivation.

Secondly, it was noted that involvement of teachers in decision making influenced their motivation. Schools that empowered their teachers in decision making for example regarding choosing instructional materials gave them great freedom and self control over their work. These teachers worked harder and were more satisfied with their job.

Thirdly, it was found out that support for innovation to some extent influenced teachers motivation. Head teachers who supported teachers for example in terms of instructional materials, workshops and opportunities for career development had an increased morale and tended to remain working in their schools.

Lastly, it was reported that school culture and teacher motivation remain much linked. There was a positive correlation between school culture in terms of shared vision, participative decision making, and support for innovation and teacher motivation. It was also noted that it is not part of the nature of most schools frequently motivating their teachers but when there is an effort in doing so, teachers are motivated and this has a corresponding increase in the schools' overall efficiency.

5.6 Recommendations

Basing on the findings, the study made the following recommendations:

1. Secondary school administrators should create and enhance positive cultures in their schools in areas of having a shared vision, involvement of teachers in decision making and supporting innovations. Such a positive culture enhances teacher motivation.

2. It is recommended that the teachers' ideas and suggestions be taken into consideration and teachers should be encouraged to become effective partners in the decision making process in the departments as well as the school.

3. Secondary school administrators should promote and support professional development activities, leadership interventions for the teachers in their schools in order to motivate them.

4. School heads need to focus on creating a work environment that is open, collaborative and trusting since working together provides a supportive framework.

5.7 Areas of further research

Further studies should be carried out on;

- The Influence of School Culture on Teacher Motivation in Rural Secondary Schools

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Appendices

Appendix I: Questionnaire for Teachers

Dear Sir/ Madam

My name is Lillian Okunia. I am a post graduate student pursuing a Master of Educational Policy, Planning and Management (Med. PPM) degree at Kyambogo University. I am required to submit as part of my research work assessment, a project on SCHOOL CULTURE AND STAFF MOTIVATION: A CASE OF SECONDARY SCHOOLS IN ARUA MUNICIPALITY, ARUA DISTRICT. To achieve this, you have been selected to participate in the study. I kindly request you to fill the questionnaire to generate data required for this study. This information will be used purely for academic purposes and will be treated in confidence and will not be used for publicity. Your name and school will not be mentioned in the report.

Your assistance and cooperation will be highly appreciated.

A. Background Information

1. Sex: Male ( ) Female ( )

2. What is your highest academic qualification? Please tick

      Masters Degree ( ) Bachelors Degree ( ) Diploma ( )

      Any other (specify) ....

3. Age Bracket: 20-25 Years ( )   26-31 Years ( )   32-37 Years ( )

      38-43 Years ( )   Above 44 Years ( )

4. How long have you been in the teaching profession? Please tick.

      0-2 years ( )   2-5 years ( )   6-10 years ( )

      11-15 years ( )   Over 15 years ( )

5. For how long have you taught in your current school? ....

School ownership: Private ( )   Government ( )

6. Indicate the category to which your school belongs

    a) Mixed Day School ( )Mixed Day and Boarding School( )

    b) Boys Boarding School ( )Girls Boarding School ( )

    c) Other (specify)

B. SCHOOL CULTURE

For each of the statements below, please indicate by ticking the extent to which you agree using the scale given

Scale	SA	A	NS	D	SD
	Strongly agree	Agree	Not sure	Disagree	Strongly disagree

7. Shared Vision

To what extent do you agree that the following attributes of shared vision influence teachers' motivation?

	Shared Vision	SA	A	NS	D	SD
1	Having a clear vision about where the school is going keeps me focused and willing to contribute to achieving the vision					
2	Regularly sharing the school vision with every teacher builds trust among teachers					
3	Having ceremonies to celebrate student and teacher accomplishments energises me to work harder					
4	Our school having a set of core values that are written and well displayed at school builds a sense of belonging.					

In what ways is shared vision promoted in this school?

....
....
....

Any other information you wish to share other than the above

....
....
....

8. Participation in Decision Making

Scale	SA	A	NS	D	SD
	Strongly agree	Agree	Not sure	Disagree	Strongly disagree

To what extent do you agree that the following attributes of participative decision making influence teachers' motivation?

		SA	A	NS	D	SD
1	Being involved in the setting of school goals elevates my morale and satisfaction					
2	Involvement in decision making process with regard to teaching learning resources makes me work hard					
3	Involvement in decision making process with regard to formulation of school policies makes me committed and loyal to the school.					
4	Not being involved in any decision making process does not affect me in any way.					

9. In what ways are you involved in decision making in your school?

....
....
....

Any other information you wish to share other than the above

....

....

....

10. Support for Innovation

Scale	SA	A	NS	D	SD
	Strongly agree	Agree	Not sure	Disagree	Strongly disagree

To what extent do you agree that the following attributes of support for innovation influence teachers' motivation?

		SA	A	NS	D	SD
1	The school administration supports and appreciates new ideas brought by teachers and students improve academic performance.					
2	The school administration supports new ideas to improve teaching e. g using ICT					
3	The school pays for the professional development of teachers (in- service training) and this keeps them committed to the school					
4	The school administration supports and appreciates teachers who work hard and produce outstanding results					

11. In what ways is innovation promoted in your school?

....

....

....

....

....

Any other information you wish to share other than the above

....

....

....

....

....

12. What do you think can be done to improve teacher motivation in this school?

    i.   ....

       ....

    ii. ....

       ....

    iii. ....

       ....

    iv. ....

       ....

    v.   ....

       ....

Thank you for your cooperation

Appendix II: Interview Guide for Head Teachers

1. For how long have you served as a head teacher/Deputy in this school?

....

....

....

2. Are you satisfied with your work as a head teacher? Explain your answer.

....

....

....

3. What is your school doing to motivate teachers to achieve the school vision?

....

....

....

4. To what extent do you think involving teachers in decision making motivates them?

....

....

....

5. In what ways are your teachers involved in decision making?

....

....

....

....

....

....

6. To what extent do you agree that supporting teachers in their innovations motivates them?

....

....

....

....

7. In what ways is innovation promoted in this school?

....

....

....

....

....

8. What do you think can be done to improve teacher motivation in this school?

1. ....

....

2. ....

....

3. ....

....

4. ....

....

5. ....

....

Thank you for your cooperation

Appendix III Reliability test using Cronbach's alpha coefficient

$$\alpha = \frac{k}{k-1}\left[1 - \frac{\sum \sigma_k^2}{\sigma^2}\right]$$

k = number of items

Where $\sum \sigma_k^2$ is the sum of variances of the k parts,

σ= standard deviation of the test

$$\alpha = \frac{12}{12-1}\left[1 - \frac{7.09}{20.6}\right]$$

$= 0.715$

Appendix IV: Introductory letter

KYAMBOGO **UNIVERSITY**

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Tel: 041 - 285211 Fax: 220464

Department of Educational Planning Management

Date: 8 October 2014

TO WHOM IT MAY CONCERN

This is to certify that **OKUNIA Lillian**, Reg. No. **12/U/114/GMED/PE**, is a student in our department pursuing a Master's Degree 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 this topic entitled:

School Culture and Teacher Motivation: A Case of Secondary Schools in Arua Municipality, Arua District.

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

Thank you

Leticia Komba Rwakijuma (Mrs.)
HEAD OF DEPARTMENT

Kyambogo University
FACULTY OF EDUCATION
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HEAD OF DEPT
EDUCATIONAL PLANNING & MGT

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