

**SCHOOL CULTURE AND STUDENTS' ACADEMIC SATISFACTION IN
PRIVATE SECONDARY SCHOOLS IN MAKINDYE DIVISION
KAMPALA DISTRICT**

BY

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**A DISSERTATION SUBMITTED TO THE DIRECTORATE OF RESEARCH AND GRADUATE
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Declaration

I, Richard Kato, affirm that this research work is original and has not been presented to any academic institution for the purpose of obtaining a degree.

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Approval

We hereby confirm that we supervised the completion of the dissertation entitled "School Culture and Students' Academic Satisfaction in Makindye Division Kampala District" to the best of our knowledge.

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Dr. Okongo Wilberforce

Dedication

I dedicate this thesis to my dear parents, Mr. Daniel Mascorro and Mrs. Elizabeth Mascorro, who have faced numerous challenges since I started my academic journey. Their blessings from the divine power are immeasurable.

Acknowledgement

I would like to express my thankfulness to the merciful Almighty for providing me with the resources, protection, and guidance necessary to complete this dissertation. Furthermore, I would like to extend my gratitude to my supervisors, Dr. Nathaniel Mayengo and Dr. Wilberforce Okongo, for their valuable mentorship and support, which greatly facilitated the accomplishment of this research. I also acknowledge the staff and administration of Kyambogo University for their substantial role in fostering my academic development. Furthermore, my academic journey was made smoother by the unwavering emotional, financial, and parental guidance from my parents, Mr. Daniel Mascorro and Mrs. Elizabeth Mascorro. I am also thankful to my family, especially my dear wife, Mrs. Felista Mayombwe, for assisting me with various educational aspirations, and to Evangeline Mayombwe and Elizabeth Grace Mayombwe for their patience during my master degree completion. I cherish my friends and wish them a prosperous future in their endeavors. Lastly, I appreciate everyone who supported, guided, and encouraged me during the dissertation writing process, even though I could not mention their names. May God bless you all.

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Abstract

The investigation was conducted in Makindye Division, Kampala District, specifically in private secondary schools. The purpose of the study was to explore the relationship between school culture and student academic satisfaction. The study had three objectives: to explore the association between parental involvement, learning environment, and teacher commitment, and students' academic satisfaction. A correlation design was used since this was a relational study. Data was collected from a questionnaire (N=280) and used as the primary data source. The findings revealed that there was a moderately significant and very positive relationship ($r=0.816$, $p=0.05$) between parental involvement and student academic satisfaction. Similarly, a strong positive relationship existed between the learning environment and student academic satisfaction ($\rho = 0.516$, $p < 0.01$), while a similar significant positive relationship was observed between the learning environment and student academic satisfaction ($\rho = 0.513$, $p < 0.01$). The study further revealed that there was a strong positive and significant relationship ($\rho = 0.413$, $p < 0.01$) between teacher commitment and student academic satisfaction. The research showed that parental involvement, learning environment, and teacher commitment had a positive correlation with student satisfaction. Specifically, parental involvement accounted for 62.3% of the variation in student satisfaction, with each one-unit increase resulting in a 0.771-unit increase in satisfaction. The learning environment explained 30.8% of the variation in student satisfaction, with every one-unit increase leading to a 0.568-unit increase in satisfaction. The commitment of teachers explained 41.5% of the variation in student satisfaction, with every one-unit increase resulting in a 0.463-unit increase in satisfaction. The regression models were significant, indicating that the relationship between these factors and student satisfaction is not by chance. Private secondary schools in Makindye Division should encourage regular parental involvement in their children's education through communication channels and workshops. The schools should invest in a supportive and conducive learning environment for students by providing adequate learning resources and extracurricular programs. Additionally, they should prioritize recruiting and retaining committed and qualified teachers by offering attractive compensation and benefits packages, providing regular training and professional development opportunities, and encouraging teacher feedback to students and parents. Finally, future research should focus on the contribution of the classroom environment, socio-economic and socio-demographic factors to student academic satisfaction, and the association between teacher attitudes and student academic satisfaction.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study investigated the relationship between school culture and in private secondary schools in Makindye. The primary objective of this research was to explore the connection between school culture and students' academic satisfaction among students enrolled in private secondary schools located in Makindye. This chapter looked at the four perspectives of the background, statement of the problem, the purpose of the study, objectives of the study, Research hypothesis, the scope of the study, the significance of the study, and conceptual framework.

1.1 Background of the study

1.1.1 Historical perspective

In the 1960s, surveys were carried out in the United States of America to evaluate the level of student satisfaction. According to Miller (2003), the findings indicated that schools with high graduation and retention rates, low loan default rates, and increased alumni donations tended to have higher levels of academic satisfaction among students. These surveys also shed light on how various groups perceive the quality and standing of educational institutions. A school's dropout rate is one of the factors that can influence its reputation. To establish a more sustainable school environment with reduced student turnover, Elliott and Shin (2002) recommend understanding the factors that contribute to students' academic satisfaction.

According to Crawford (2017), it was commonly believed that students were a school's

primary clientele in the United Kingdom. Because they pay, students are the ones who directly benefit from school services. To find out how satisfied students were with their schools' teaching, assessment, and learning opportunities, a National Student Survey was used. To James et al. (2016), the institutions' performance, retention rates, and enrollment rates all reflected this level of satisfaction.

Alves and Raposo (2007) looked into the relationship between academic satisfaction and student loyalty in India. It was believed that contented students had a higher tendency to remain connected to their institution, take part in alumni functions, and exhibit allegiance to their school. Because they satisfy students' perceptions, boost their self-esteem, and provide them with all of the tools and skills they need to succeed as learners, Usman (2010) looked at infrastructure facilities as a source of students' academic satisfaction.

Prieto-Flores and coworkers (2011) discovered in South Africa that on-campus housing provides students with satisfaction. The belief is that residential satisfaction is a significant indicator of students' well-being, as it alleviates undesirable feelings such as loneliness.

Students, according to Bennington (2000), are the main customers of Kenya's education system since they gain most from it. He believes that students should be satisfied with their education. He claims that students are satisfied when they attend classes, complete assignments; acquire necessary certificates, and points of improvement.

According to Okot (1973), the notion of academic satisfaction among students in Uganda is influenced by several factors, including gender, social class, age, length of schooling, school environment, and teaching methods. Students are satisfied when they

receive those from the school, which results in an increase in enrollment.

On the other hand, School cultures can be interpreted by analyzing the symbols, events, rites, ceremonies, icons, heroes, myths, traditions, and legends peculiar to the schools

(Hoy & Miskel, 2013). According to Aydın (2018), while identifying the culture of the school, questions such as which traditions have still been followed by

the school, whether are there any teachers or students whose characteristics and what they did have still been remembered can be asked to obtain information

about the history of the school. Concerning the beliefs of school, though not being stated directly, questions like what assumptions are shared by teachers and other people present at school and how their ways of thinking may be asked. Regarding the values, questions like what the school awards and what things are looked up by the school can be asked. On the matters of norms and standards, behaviors that are awarded and punished may be examined while determining the norms and standards shaping the behaviors at school. Concerning the behavioral patterns, a question like the behavioral patterns, traditions and ceremonies that are approved and repeated by everyone can be asked.

On the matter of realizing the common purposes, the school culture has a leading role, and it forms the norms concerning what things are expected to be

accomplished. A school culture comprising common purposes is required to be formed for students to be successful and to continue their success (Sergiovanni, 2001; as cited in Özdemir, 2012). When the dimensions of school culture are being considered, it can be said that myths, ceremonies, traditions, and events that have been followed and transferred from the school's past to the present are

effective a strong school culture. School administration is responsible for the formation and conservation of strong school culture to a large extent. Therefore, the principal should know about what elements are forming the culture and s/he should define the school in which s/he is the principal by analyzing the school

within that knowledge. Thus, sub-cultures that have destructive effects can not appear in strong school culture. School culture can be traced to the Quakers, a Protestant religious sect that came to North America in the middle of the 1650s. Based on another Bible verse (Hosea 4:6 KJV) that stated that "my people perish due to a lack of education," they brought a culture based on the religion's command to go into all the world and make disciples. When they first arrived in Boston and Pennsylvania, they introduced education in the British style.

The British learning, writing, and dressing styles developed after this. In a similar way, when Sir Edward Muteesa, the Kabaka of Buganda, welcomed the Catholic Church and the Protestant Church Missionary Society into his kingdom in 1877 and 1879, respectively, they brought with them the British educational culture that had been fostered for years by the use of academic assessment systems at Cambridge and Oxford Universities (Literacy and Development of Education in Uganda).

This new educational culture was characterized by the assessment procedure, which led to certificates. However, as a new education culture in Uganda, students at lower levels of education were required to wear school uniforms. When Gayaza High School used a Suuka made of bark cloth as their first school uniform because two cultures had to merge, the cultural interaction in this regard was magnificently displayed. The emergence of a new learning culture merged with accepted practice rather than erasing the previous traditional culture. In keeping with the overall theme, junior levels were used to assign grades in the study, and Cambridge exams were used for the secondary

exams. The evaluation methods laid the groundwork for the East African School Certificates of Education, and subsequently, the Uganda Certificates of Education tests (as stated in "Literacy and Development of Education in Uganda").

1.1.2 Theoretical perspective

Vygotsky's Socio-cultural Theory (1978) provided support for the study. Based on Socio-cultural theory asserts that learning is intricately shaped by social interactions and cultural milieu, underscoring the pivotal role of a nurturing educational environment in bolstering students' academic contentment. This perspective posits that learning is not an isolated endeavor but is profoundly interwoven with the social and cultural backdrop within which it unfolds. A school culture that fosters positive peer interactions, encourages active parental involvement, and cultivates strong teacher-student relationships can significantly mold students' attitudes towards learning and, consequently, influence their overall satisfaction with their academic journey.

Central to Vygotsky's theory is the Zone of Proximal Development (ZPD), a concept that carries substantial relevance in understanding the dynamics of academic satisfaction. The ZPD posits that learners make maximal strides when guided and supported by individuals with greater knowledge, such as teachers and peers. This underscores the critical importance of classroom engagement, active learning approaches, and collaborative group activities. When students operate within their ZPD, they experience both challenge and support, contributing positively to their sense of accomplishment and overall academic satisfaction.

Furthermore, Vygotsky's theory extends beyond the mere acquisition of knowledge and skills, recognizing that education encompass holistic development. It acknowledges the intricate interplay between emotional and social dimensions and academic progress. Thus, nurturing a school culture that addresses students' emotional and social needs alongside their intellectual growth is fundamental in cultivating their overall satisfaction and well-being within the

educational setting.

Vygotsky's Socio-cultural Theory offers a robust framework to comprehend the nuanced facets of learning and their impact on students' academic satisfaction. It underscores the importance of the social and cultural context, emphasizing the need for a supportive educational environment. By recognizing the significance of peer interaction, parental involvement, teacher-student relationships, the ZPD, and holistic development, educators and institutions can effectively enhance students' academic satisfaction and, consequently, their educational success.

1.1.3 Conceptual perspective

School culture and student academic satisfaction are the study's concepts. Students' academic satisfaction, according to Li et al. (2016), is a measure of how satisfied students or learners are with their education program's teaching and learning interactions. Windover (2017) defined students' academic satisfaction as a measure by which students are satisfied with school assessments and how much they believe their learning expectations have been met. Similarly, Carey et al. (2021) define academic satisfaction as a student's understanding and a feeling students have while in college. In the interest of this research, students' academic satisfaction will be measured in relation to teaching, assessment, and learning experiences

On the other hand, school culture as defined by Schein (2010), is how things are done around here. More to that school culture is team commitment, personal mastery, and building a shared vision (Hall&Hord2015). According to Spacey (2017), school culture is a set of standards and social connections that emerge over the journey of a school's history. Logan (2017) defines school culture as the combination of beliefs, attitudes, interactions, mindsets, and both formal and informal policies. Together, these components work to get her to influence and affect all aspects of a school's operations. Jackson (2018) defines school culture as the interactions between staff, students, and families as well as the shared beliefs, attitudes,

and values of school stakeholders. School culture is a link between the educational environment, family members, and teachers, as well as their fundamental actions and values, according to a session of the national program for Urban School Leaders held at the Harvard Graduate School in 2018. However, in the proposed study, school culture has been operationalized in terms of parental involvement, learning environment, and teacher commitment.

1.1.4 Contextual perspective

There are only five public schools in Makindye division, which they are insufficient to satisfy all students in the division each school year, the presence of private secondary schools in Makindye division is justifiable. According to Musinguzi (2018), while some private secondary schools in the Makindye division have reported student dissatisfaction, others are known for having academically satisfied students.

Indeed, as Musinguzi (2018) points out, the Kampala Capital City Authority shut down some private secondary schools in the Makindye division due to inadequate academic performance and a failure to meet the teaching standards. They had crowded classrooms, filthy restrooms, and few facilities for learning, like libraries and laboratories. Students' academic satisfaction has not been examined in relation to school culture. As a result, investigating the relationship between students' academic satisfaction is critical at a private secondary school in Makindye division and school culture dimensions (parental involvement, learning environment, and teacher commitment). In this study, any established relationship would be important.

1.2 Statement of the problem

The current state of academic satisfaction among students in private secondary schools in Makindye Division, Kampala District is unevenly distributed. This is evident from the varying enrollment rates, academic success, and student loyalty across schools in the division (Makindye Division Education Office Report, 2018). Certain schools within the division have successfully fostered a positive school culture that emphasizes the importance of student feedback, parental involvement, and meeting student expectations, resulting in higher academic performance and enrollment levels. However, despite efforts aimed at effective organization and resource management within schools, there has been a noticeable decrease in students' academic satisfaction. This decline is evident through an increase in cases of school dropout, absenteeism, incomplete assignments (homework and classwork), school transfers, and irregular attendance.

If this concerning trend persists, there is a significant possibility of a substantial decline in the number of students taking the Uganda Certificate of Education (UCE) and Uganda Advanced Certificate of Education (UACE) examinations. Consequently, this will result in limited access to higher education institutions within the Makindye Division. Therefore, there is an urgent need to conduct research to investigate the relationship between students' academic satisfaction and school culture in order to address this pressing issue effectively.

1.3 Purpose of the study

The study investigated how school culture correlated with students' academic satisfaction in private secondary schools in Kampala's Makindye division

1.4 Objectives of the study

- i. To establish the relationship between parental involvement and students' academic satisfaction in private secondary schools.
- ii. To find out the relationship between learning environment and students' academic satisfaction in private secondary schools.
- iii. To determine the relationship between commitment of teachers and students' academic satisfaction in private secondary schools.

1.5 Research Hypothesis

- i. There is a significant relationship between parental involvement and students' academic satisfaction in private secondary schools in Makindye division.
- ii. There is a significant relationship between learning environment and students' academic satisfaction in private secondary schools in Makindye division.
- iii. There is a significant relationship between commitment of teachers and students' academic satisfaction in private secondary schools in Makindye division.

1.6 Scope of the study

1.6.1 Content scope

The research exclusively centered on exploring how parental involvement, learning environment, and teachers' dedication, as components of school culture, are associated with academic satisfaction among students in private secondary schools situated in the Makindye division.

1.6.2 Time scope

In 2022, the research was carried out as it was a time when schools had recently reopened following a lockdown. This particular period was chosen to enable the collection of data within schools. Before 2022, due to the Covid-19 pandemic, schools

were shut down, making it unfeasible to gather data on the variables.

1.6.3 Geographical scope

The research was conducted in Makindye division, situated in the southeastern area of Kampala district, which shares boundaries with Nakawa division in the northeast and Wakiso district in the south and west. This particular division was selected because it encompasses a broad spectrum of schools with differing degrees of academic contentment.

1.7 Significance of the study

The research outcomes have substantial implications for different stakeholders, such as the government, private school administrators, and the researcher involved in the study. Principals can use the study's findings to create suitable policies and guidelines for effective school administration. It could also help design a distinctive school culture by relevant authorities such as the Ministry of Education, donors, and other financial institutions. The study's results can also guide the development of policies and decision-making processes regarding student academic satisfaction in both public and private schools. The research findings can assist private school administrators in making informed decisions regarding how school culture may impact academic contentment among secondary school students. Additionally, future researchers can expand their knowledge and capabilities in understanding academic satisfaction in secondary schools by building on the current literature on school culture and academic satisfaction.

1.8 Conceptual framework

INDEPENDENT VARIABLE

DEPENDENT VARIABLE

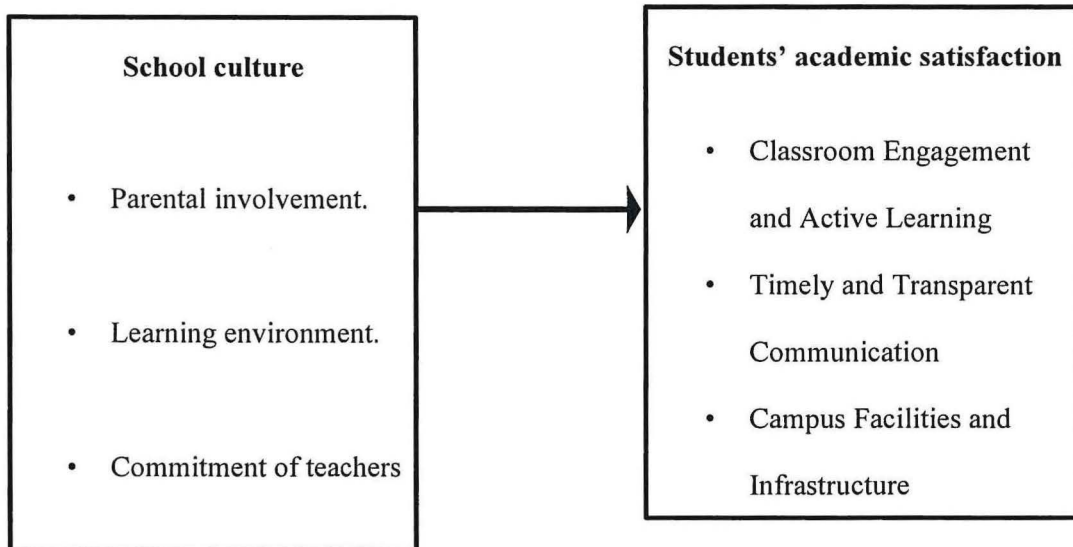


Figure 1.1 *A conceptual framework illustrating the relationship between school culture and students' academic satisfaction.*

Source: Developed on the ideas of Schein (2010), Fieger (2012), Xiao and Wilkins (2015), Fey and Denison, (2018).

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter provides a presentation of the theoretical review and related literature. An objective examination of the literature was conducted.

2.1 Theoretical review

Vygotsky's Socio-cultural Theory (1978) provided support for the study. Based on Socio-cultural theory asserts that learning is intricately shaped by social interactions and cultural milieu, underscoring the pivotal role of a nurturing educational environment in bolstering students' academic contentment. This perspective posits that learning is not an isolated endeavor but is profoundly interwoven with the social and cultural backdrop within which it unfolds. A school culture that fosters positive peer interactions, encourages active parental involvement, and cultivates strong teacher-student relationships can significantly mold students' attitudes towards learning and, consequently, influence their overall satisfaction with their academic journey.

Central to Vygotsky's theory is the Zone of Proximal Development (ZPD), a concept that carries substantial relevance in understanding the dynamics of academic satisfaction. The ZPD posits that learners make maximal strides when guided and supported by individuals with greater knowledge, such as teachers and peers. This underscores the critical importance of classroom engagement, active learning approaches, and collaborative group activities. When students operate within their ZPD, they experience both challenge and support, contributing positively to their sense of accomplishment and overall academic satisfaction.

Furthermore, Vygotsky's theory extends beyond the mere acquisition of knowledge and a skill, recognizing that education encompasses holistic development. It acknowledges the intricate interplay between emotional and social dimensions and academic progress. Thus, nurturing a school culture that addresses students' emotional and social needs alongside their intellectual growth is fundamental in cultivating their overall satisfaction and well-being within the educational setting.

Vygotsky's Socio-cultural Theory offers a robust framework to comprehend the nuanced facets of learning and their impact on students' academic satisfaction. It underscores the importance of the social and cultural context, emphasizing the need for a supportive educational environment. By recognizing the significance of peer interaction, parental involvement, teacher-student relationships, the ZPD, and holistic development, educators and institutions can effectively enhance students' academic satisfaction and, consequently, their educational success.

2.2 Review of related literature

This section, an objective review of the literature was carried out based on the objectives

2.2.1 Parental involvement and Students' academic satisfaction

The academic well-being and achievements of children are significantly influenced by the extent of parental involvement. As Holloway et al. (2008) suggest parental involvement involves various activities, including attending school events and engaging with teachers, both at home and school. Jaiswa and Chouduri (2017) further distinguished between two categories of parental involvement: school-based and home-based. Home-based involvement encompasses activities such as helping children with

schoolwork, discussing school-related matters, setting high expectations, and establishing a suitable learning environment. On the other hand, school-based involvement can be achieved through volunteering or participating in school programs. Fan and Chen's (2001) research revealed that parental involvement influences students' academic satisfaction. According to them, parental involvement is crucial for fostering positive transformations, and hence, parents should play an active role in their children's education.

To determine whether parental involvement has a statistically significant impact on academic satisfaction, as well as on promoting behavioral and emotional development in schools in Uganda, further research is required as this has not been established with certainty. According to Dhaqane and Afrah (2016), academic satisfaction of children is significantly influenced by parental involvement. Children acquire messages about suitable conduct and socially accepted goals through seeing and conversing with key individuals in their life. According to Dhaqane and Afrah (2016), Parents may model positive attitudes and behaviors for their children's satisfaction based on this assertion. It was not clear whether children acquire messages about suitable conduct and socially accepted goals through seeing and conversing with key individuals in their life and this is one of the interests of this study.

In agreement with Dhaqane and Afrah (2016), Ejubovic and Puska's (2019) findings showed that children who are not academically satisfied at school can learn to value education if their parents actively demonstrate the value of schooling through parental involvement.

Houtenville and Conway(2008), discovered that when parents show interest in their children's education, provide support with their assignments, and ensure they complete their homework, it enhances the likelihood of their children performing well academically, leading to higher academic satisfaction. Similarly, students whose parents participate in their education outperform their peers exhibit a more upbeat attitude at school, according to Anthony and Walshaw (2009). Therefore, this study investigated whether honest parents preferred a learning environment and whether school-based parental involvement significantly increased students' academic satisfaction in a few private secondary schools in Uganda.

Fan and Chen's (2016) study indicated a favorable relationship between parental involvement and students' academic satisfaction, which is influenced by the students' motivation and self- regulated learning. According to the study, parental involvement is a crucial factor in determining the academic success of students. Through active involvement in their children's education, parents can instill motivation and self-regulation in them, ultimately leading to increased academic satisfaction. Additionally, the study emphasizes that the connection between parental involvement and academic satisfaction is not a simple one and can be impacted by the level of motivation and self-regulated learning demonstrated by the students. This suggests that parental involvement can indirectly influence students' academic satisfaction by shaping the development of these crucial characteristics.

Relatedly, Bouffard et al. (2016) discovered that parental participation had a favorable correlation with student academic satisfaction, particularly in reading and math. This study expands on prior findings and suggests that parental involvement is a crucial

element in fostering academic satisfaction in various subject areas. The study's emphasis on reading and math highlights the importance of parental involvement in developing fundamental skills that are essential for academic accomplishments. The findings indicate that encouraging parents to become more involved in their children's education is vital to enhancing their academic satisfaction and performance.

Topor et al.'s (2013) research discovered that parental engagement, particularly through monitoring and support, had a beneficial correlation with student academic satisfaction and school involvement. The study reinforces the notion that parental involvement is a crucial factor in fostering students' academic accomplishments. Specifically, it emphasizes the significance of parental monitoring and support in promoting academic satisfaction and engagement with school. By monitoring their children's progress and providing support when needed, parents can help their children overcome obstacles and achieve academic success. Furthermore, the research indicates that parental participation may have a favorable influence on wider elements of school engagement, such as social connections and extracurricular activities. This implies that parental involvement can play a role in promoting overall well-being and success for students.

Kim and Sheridan's (2016) research discovered that although parental participation had a favorable correlation with students' academic satisfaction in elementary school, this connection declined as time passed and was no longer statistically significant in high school. This study offers valuable understanding into how the link between parental involvement and academic satisfaction shifts during various educational phases. The findings suggest that while parental involvement may be a significant factor in promoting academic satisfaction during early schooling years, its impact may weaken

as students' progress through higher grades. The reasons for this weakening relationship may be due to various factors such as increased academic demands, growing independence, or changes in the parent-child relationship. Recognizing the changing connection between parental engagement and academic satisfaction is essential for parents, educators, and policymakers to devise effective strategies that foster students' success throughout their educational journey.

Hill and Tyson's (2009) research revealed that an excessive amount of parental participation, especially in the form of controlling or directive actions, had an adverse impact on students' autonomy and school engagement. This study suggests that there is a threshold for parental involvement beyond which it can become counterproductive for students' academic success. The finding simply that while parental involvement is essential, it should be balanced with promoting students' autonomy and self-direction. This study emphasizes the significance of parents offering their children assistance and guidance without exerting excessive control or being overly directive. This approach can aid in developing the necessary skills and independence in children to achieve success academically and in life. Being aware of the adverse effects of excessive parental involvement on student autonomy and engagement can assist parents and educators in creating more efficient tactics to boost students' academic accomplishments.

Farooq et al. (2011) discovered that on standardized tests, children with educated parents outperform children with illiterate parents. This is due to the fact that educated parents are better equipped to engage with their children's schools, provide essential resources and support, and have more effective conversations with their children about

their academic satisfaction at school. However, this was uncertain regarding private secondary schools in the Makindye Division of Kampala District, necessitating the study.

According to Kimu (2012)'s qualitative study on parental involvement, society must increase its level of educational involvement, starting with the parent. He claims that the relationship between a teacher and a parent can improve parent-school relationships because teachers are the primary link between parents and schools and are essential to a student's academic satisfaction. In addition, it was unclear whether parental involvement improved academic Satisfaction for children. The objective of this study was to examine the potential relationship between parental involvement and academic satisfaction.

Feinberg et al. (2012) say that including parents in school activities can teach children how to form healthy relationships that don't involve substance abuse or other harmful behaviors. Parents can also take an active role by talking about bullying, peer pressure, and ways to deal with similar situations. The aim of this study was to investigate whether parents could contribute to their children's academic progress and personal safety by fostering positive relationships with them.

Participation in the community in which one lives is required for this endeavor. Individual freedom and physical health are essential for everyone. The capacity to make well-informed decisions about what needs to be done and how to do it is referred to as the latter. The objective of this study was to assess the extent to which students need quality care, effective learning opportunities, opportunities to participate in community activities, and inclusive decision-making in order to achieve satisfaction,

and to identify strategies for meeting these needs.

According to LiandQiu (2018), a family's socioeconomic status is less important than a Child's academic satisfaction. To attain such a high level of contentment, it is crucial for parents to engage in their children's active learning, as it holds more significant influence than other family factors like social circle, household size, and level of education. However, it was unclear whether this was the case for the selected secondary schools in Uganda.

When parents get involved in their children's reading activities early on, it has a more significant influence and enduring outcomes on their children. (Riazi et al., 2021). Furthermore, reading is more sensitive to the parental influence than any other subject in school. Reading success leads to success in other academic domains (Pace et al., 2019). Despite the fact that parental involvement has the most influence during childhood, its impact on the child's academic and literacy outcomes continues into adolescence and even adulthood. Muller (2018) discovered, the most significant predictor of academic contentment among 16-year-olds was parental participation in their children's education. Apart from academic achievement and literacy, there are additional benefits to parental engagement at home. Studies have shown that children who grow up with emotionally and socially involved parents do better (Cheung, 2019).

But it wasn't clear if greater stress resilience, a stronger sense of self and identity, stronger social modification, cognitive performance, more productive relationships, increased social competence, acceptance, positive peer relationships, more successful marriages, and fewer offending behaviors were among the outcomes.

Feinberg et al. (2021) assert that parents hold the greatest sway over their children's personalities. The aim of their study was to examine whether children who were raised

in impoverished circumstances failed to reach their full potential in terms of abilities and skills, or if their academic and social development was impacted as a result. On the other hand, children who grew up in good environments may exhibit superior intellectual capabilities and academic competence. It includes elements that encourage growth and development, such as the sharing of ideas, confidence and trust in the family, parental acceptance, parenting, parental encouragement, care, affection, and approval, and siblings' support (Sofowora et al., 2021). A desirable home setting is where children are not forced to conform to their parents' expectations, where parents refrain from using physical or emotional discipline excessively, where there is a high level of interest and appreciation for the child, and where the child is given ample opportunities to express their opinions. Additionally, in such an environment, there are fewer restrictions on the child's ability to act independently (Jaiswal2018). The aim of this research was to investigate whether there is a positive correlation between parental participation in high school activities and student attendance, and whether sharing this information in the school newsletter would result in an increase in parental attendance at school events.

Parental involvement in school affairs is a modern form of School-Based Management (SBM), or delegation of authority to the school level (Cornito, 2021). Parents are in charge of some aspects of school operations and must adhere to or operate within a set of unified policies. The concept of SBM has gained widespread popularity and has been adopted by numerous nations such as Israel, the United States, Great Britain, the European Union, the Netherlands, Hong Kong (SAR), Thailand, and New Zealand. The study was conducted in Uganda to ascertain whether BoGs that are legally recognized by the MoES and the GOU as a whole carry out the same management.

The connectivity and utilization of learning materials have an impact on the effectiveness of a teacher's teaching. Sofowora et al. (2021) stated that a student will learn more and retain more of what they learn and perform better on the skills they are expected to develop if they use a variety of creative media. He also said that young children can understand abstract ideas if they are given enough resources and real-world experiences with the phenomenon they are trying to understand. According to the reviewed research, parental involvement is frequently associated with a child's academic satisfaction. The methods used by parents to regulate their children's academic contentment are not known. While the correlation between parental engagement and academic contentment in children at lower educational levels is well-established, the researcher found a void in this study because this link is absent at higher levels of education. Shinn (2002) observed that Parents display a greater interest in their children's early education, but their level of engagement tends to decline as their children grow older.

2.2.2 Learning environment and Students' academic satisfaction

Assessing the degree of academic satisfaction among students is a significant indicator of the standard of higher education. It is commonly believed that the quality of the learning environment has a significant impact on academic satisfaction. Since mainstream educational literature did not use the term "learning environment" until more than two decades ago, Bloom (2016) stated that learning outcomes depend on the learning environment. Because of their constant interdependence, academic satisfaction and the learning environment cannot be separated. Fraser (2019) says that the learning environment is the general perception that both students and teacher use for learning to occur. The concept of a "learning environment" as defined by Hiemstra (2019)

encompasses mental, social, and cultural factors. This study sought to determine whether all of a parent's immediate environments, mental or emotional conditions, and cultural and social effects affecting an educational endeavor were included in a learning environment.

Yawson and Tetteh (2016) found that creating a positive learning environment had a notable effect on the academic satisfaction of students. The research highlights the significance of creating a conducive learning environment that meets the academic goals and needs of students. This kind of environment may encompass various aspects, such as classroom size, noise levels, lighting, temperature, and the availability of educational resources. Based on the results, it can be inferred that students tend to feel more fulfilled with their academic performance when they are educated in a nurturing environment that addresses their individual requirements. This has significant implications for policymakers and educators in designing and maintaining learning spaces that promote conducive learning.

Moreover, in a study conducted by Akinbobola and Adeyemo (2016), revealed a positive relationship between the quality of the learning environment and the academic satisfaction of students. This research expands on previous findings and highlights the importance of a favorable learning environment in promoting student satisfaction with their academic experience. Additionally, the study suggests that such an environment can boost student engagement, motivation, and academic performance. As a result, the study's outcomes suggest that schools should prioritize creating learning environments that cultivate positive attitudes towards learning among students.

According to Shernoff et al. (2016), enhancing the learning environment leads to a rise in students' academic satisfaction. This study further supports the previous findings, suggesting that creating a positive learning environment is essential for promoting student academic satisfaction. The study emphasizes the importance of considering both physical and social aspects of the learning environment in promoting academic satisfaction.

Gazioglu and Kole's (2016) research suggests that although a positive and supportive learning environment is certainly important for student academic satisfaction, it is not the only or even the most crucial factor. The effectiveness of teaching methods, the curriculum's design, the availability of academic support services and the level of student motivation are all crucial factors that contribute significantly to students' academic satisfaction. The authors suggest that educators and administrators should take a holistic approach to promoting student satisfaction, focusing not just on creating a positive learning environment but also on addressing the broader range of factors that influence student success and well-being. By doing so, they can help to create a more supportive and effective educational environment that promotes student achievement and enhances overall satisfaction with the learning experience.

Larkin and Richardson (2018) investigated undergraduate occupational therapy students' academic satisfaction. They discovered a strong link between academic satisfaction and learning environment. They further claimed that greatly aided learning environments are desirable, and that these environments necessitate clearly defined objectives and standards that are similar with the forms used for teaching and assessment.

Mastekaasa and Terum (2019, p. 13) have argued that the degree of satisfaction students have in their educational program is indicative of how teaching is structured, which is consistent with the earlier findings mentioned. Thus, the main objective of the research was to explore the comprehensiveness of the learning environment, considering diverse factors that may impact students' satisfaction and learning outcomes. Martin et al. (2017) have previously highlighted the association between students' academic satisfaction and their learning environment. Bonsaksen (2016) conducted research to investigate the possible predictors of academic satisfaction among students, with a particular emphasis on the correlation between their satisfaction and the learning environment.

2.2.3 Commitment of teachers and Students' academic satisfaction

Teachers, according to Abd Razak (2015), play a significant part in educating of society's future members across their schoolwork. Moreover, educators in higher education establishments, vocational and technical colleges, and postsecondary institutions have a crucial role in advancing technology and promoting economic prosperity in the communities they serve (Saki, 2009). Commitment of Teacher refers to the emotional attachment that teachers have to their jobs. Teacher commitment is one of the greatest components of effective teaching. Teachers who are committed to their profession are constantly looking for new ways to teach that will help students learn more. They are concerned about their effectiveness and strive for high standards in order to teach effectively. As a result, the research was conducted to determine whether schools required strong and committed man power to achieve educational goals.

The academic satisfaction of students is significantly influenced by teacher commitment, which has a strong correlation with work performance. The student is the most significant component of any educational establishment (Celep, 2014). A committed teacher makes every effort to provide a high-quality learning environment in order to increase academic satisfaction among students (Billinnsley, 2015). The study sought to ascertain whether commitment of teachers contributes to students' academic satisfaction.

Egley (2015) discovered that the most effective way to improve students' academic satisfaction is through teacher commitment. Patrick (2011), on the other hand, discovered a link between teacher commitment and students' academic satisfaction, and Ahmad et al. (2014) suggest that the effective dedication of teachers can act as a mediator in the association between student academic satisfaction and teaching. According to Felton et al. (2004), student academic satisfaction is strongly related to teacher commitment. Clemes et al. (2019) conducted a similar study on 350 undergraduate students at two Northwestern University business schools in England. They investigated the factors that influenced how satisfied students were with the academic services provided by UK tertiary institutions. Additionally, their findings demonstrated a strong connection between academic satisfaction among students and teacher commitment.

Eren and Kuzgun (2016) conducted a study to investigate the relationship between teacher commitment and student academic satisfaction. The research found a significant and positive association between teacher commitment and the level of satisfaction that students experienced with their academic experience.

The authors observed that more committed teachers were more capable of creating a positive learning environment that fostered student engagement, motivation, and

achievement. These results emphasize the significance of teacher commitment in promoting student academic success and imply that initiatives to enhance teacher commitment may lead to improved student satisfaction with their educational experience.

Abbas and Wyne (2016) carried out a study that aimed to investigate the connection between teacher commitment and student academic satisfaction. The results of their research showed that teacher commitment is positively linked to students' contentment with their academic experience. The authors suggest that this relationship may be due to the fact that committed teachers tend to create a favorable learning environment that enhances student engagement, motivation, and achievement. Furthermore, they argue that teacher commitment can help in promoting students' well-being by fostering a supportive and positive school culture that encourages success.

Brouwer et al. (2016) discovered a different result from previous studies in that they did not find a significant correlation between teacher commitment and student academic satisfaction. This implies that there may be other factors at play, such as the teaching methods, curriculum design, and availability of academic support services that could also impact students' satisfaction with their academic experience. The authors suggest that the connection between teacher commitment and student satisfaction is intricate and may depend on contextual variables such as school culture and student motivation. The findings highlight the need for further research to obtain a more comprehensive understanding of the link between teacher commitment and student academic satisfaction, and to identify other factors that may influence this relationship.

Xu and Wu (2016) carried out a research to explore the association between teacher commitment, student academic satisfaction, and the influence of classroom environment on this association. Their results indicated that there was a positive connection between teacher commitment and student academic satisfaction, but only when students perceived their classroom environment as supportive. Specifically, committed teachers were able to create a learning atmosphere that promoted student engagement, motivation, and achievement when students perceived their classroom environment as positive and supportive. Nonetheless, the study by Xu and Wu (2016) found that if students considered their classroom environment unfavorable or unsupportive, the level of teacher commitment did not significantly influence their academic satisfaction.

After reviewing numerous pieces of literature, it is considered that few researches on school culture and students' academic satisfaction have been done. Many of the studies referenced above were not done in Uganda. This is a gap that must be bridged since the results of a foreign study may differ from those of a study conducted locally. Local research is required to produce conclusions that may be applied to the nearby area. The conduct of this study was deemed appropriate in light of this context.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter discusses the methodology adopted in the study. It presents research approaches and design, study population, sampling, data collection instruments, validity and reliability, procedures for data collection, methods of data analysis, ethical considerations and limitations that was encountered during data collection.

3.1 Research approach

The study utilized a quantitative approach for data collection, analysis, presentation, and discussion. This approach was chosen due to its capacity to acquire dependable and accurate data, as suggested by Fenton and Ohlsson (2016). Furthermore, given that the research employed descriptive statistics and graphical representation to illustrate the extent and magnitude of the problem, a quantitative research methodology was deemed appropriate.

3.2 Research design

The study utilized a correlation research design, which was considered suitable for examining the relationship between school culture and student academic satisfaction. Without attempting to manipulate any of these concepts, as explained by Johnson (2001). Research design was relevant to the study as it aided in the establishment of relationships between variables as well as the discovery of previously unknown relationships between variables. Furthermore, the results of correlation research stated by Gaille, (2020) are more relevant to everyday life.

3.3 Study Population

A study population of 1200 students was selected from 16 private secondary schools out of 54 private secondary schools in Makindye Division. For purposes of undertaking a comprehensive quantitative study within the limitations of time and economics, 16 schools were considered for the study since it was 30% of 54 private secondary school in Makindye Division. As advised by scholars such as Vasileiou et al., (2018) in their study entitled "Characterizing and justifying the adequacy of sample size" argue that 30% is appropriate to ensure the presentation of simple generalization of the results.

3.4 Sample size

From a population of 1200 students in senior one to senior three, a sample size of 291 students was selected. These were chosen using the Morgan and Krejcie sample size determination table, which assisted in determining sample size without studying each individual sample. The researcher opted for students due to their easy accessibility and direct connection to school settings, enabling efficient and cost-effective data collection. Moreover, this choice facilitated a focused study on the senior one to senior three age group, benefiting from the homogeneity in their experiences and backgrounds, reducing data variability, and enhancing the quality of conclusions drawn.

Table 3.1: Population, sample size, and sampling technique

Grouping	population	Sample Size	Sampling technique
Students	1200	291	Krejcie and Morgan Table

Source: Primary data (2022)

3.5 Sampling techniques

The researcher utilized the sample size determination table developed by Krejcie and Morgan in 1970 to identify the appropriate sample size for the study. By using this method, the researcher could select students for the study without having to examine each individual case, as the table provided a suitable sample size.

Sampling: Ensure a diverse sample of private secondary schools that represent various aspects of school culture, such as religious affiliation, teaching methods, and extracurricular activities. This will help capture a broad spectrum of school cultures within the study area.

3.6 Data collection instruments

The data collection method employed in the study was the questionnaire.

3.6.1 Questionnaire

In order to quickly and independently collect quantitative data from students, a questionnaire was used. Students were selected because they could read and write. The researcher used a closed ended questionnaire. There were three parts to the questionnaire. The first part, Section A, focused on gathering background information from the respondents. The second part, Section B, was designed to measure the school culture adopted from Xiao and Wilkins (2015) and Section C consisted of information on students' academic satisfaction adapted from Fieger (2012) as modified by the researcher.

Questionnaire Design: Develop a comprehensive questionnaire that includes items related to different dimensions of school culture, such as leadership style, values, norms, and student-teacher relationships. This will allow for a nuanced understanding of how various aspects of school culture impact students' academic satisfaction.

3.6.2 Measurement of Variables

The study utilized a five-point Likert scale to measure the variables under investigation. This type of ordinal scale is widely used to measure respondents' opinions on a particular topic, ranging from 1 (strongly disagree) to 5 (strongly agree). By using this scale, the researcher was able to determine the degree of agreement or disagreement of the participants with the questionnaire items.

3.7 Validity

The validity of the questionnaire was assessed by the researcher using the Content Validity Index (CVI). The questionnaire was reviewed and adjusted based on feedback from the researcher's supervisors before being administered to participants. The findings showed that each construct had a CVI of 0.84, indicating that the questionnaire was suitable for use in the study. The researcher verified that the questionnaire questions were relevant to the study's objectives. The instrument's validity was validated by using Amin's (2005).

$$\text{CVI} = \frac{\text{Number of valid items}}{\text{Total number of items in the apparatus}}$$

Table 3.2: *Content Validity Index*

Category	No.	CVI Values
Parent involvement	6	0.83
Learning environment	6	0.83
Commitment of teachers	6	0.83
Student Academic satisfaction	18	0.89
Average CVI	36	0.84

Table 3.2 demonstrates that the CVI of 0.84 was attained for each questionnaire construct. This implies that the instruments were considered suitable for utilization in the current study.

3.8 Reliability

In each section, the questionnaire's reliability was initially calculated, and for questions inquiring about changes in respondents' answers over time, Cronbach's alpha was used to determine reliability. The resulting value, which exceeded 0.70, indicated that the questions were deemed reliable.

Table 3. 3: *Cronbach's alpha coefficient values for reliability*

Constructs	Cronbach's Alpha
Parent involvement	0.759
Learning environment	0.796
Commitment of teachers	0.783
Student Academic satisfaction	0.788
Average Cronbach's Alpha Value	0.732

Source: Primary data, 2022

Table 3.3 indicates that all Cronbach's values were dependable, and the mean alpha value was 0.732, surpassing the 0.7 threshold recommended in Amin's (2005) previous study, indicating reliability.

3.9 Procedures for data collection

Before obtaining a research permit from private secondary schools in Makindye Division, Kampala District, Kyambogo University provided the researcher with a letter of authorization and research permission. The researcher obtained informed permission from the selected schools before beginning data collection activities. Following the receipt of permission from the school authorities, the researcher met all of the students who were present and informed them about the study. The questionnaire was distributed to willing respondents who promptly responded to it.

3.10 Methods of data analysis

Before conducting the quantitative data analysis with SPSS software, the data gathered from the questionnaires underwent several preprocessing steps, including sorting, coding, and categorization, following the guidelines outlined by Malhotra & Birks (2006).

Descriptive statistics were employed to summarize and present key variables and index items related to the study objectives.

To analyze the data in this study, the Spearman Rank-Order Correlation Coefficient method was utilized. After being presented in tabular form, the results of the quantitative data were discussed. Based on the study variables were analyzed and the information captured was reported and summarized in relation to the objectives. These data were then interpreted through explanations and confirmed using open-ended responses from the field; recommendations and conclusions were made in response to the study's objectives set.

To present quantitative information and data in a tabular format, descriptive statistics such as frequencies, percentages, and means were employed.

3.11 Ethical consideration

Prior to gathering any data from the sample population, consent was acquired from them. The participants were informed about the study's objective to avoid any potential biases or preconceptions they may have had. The researcher ensured that the collected data was only used for the study's purpose, and confidentiality was maintained by emphasizing the participants' anonymity. Ethical concerns were also considered, including the inclusion of the researcher's affiliation with the university in the introduction letter provided to the participants. To safeguard the respondents'

confidentiality, aliases were used instead of real names to prevent the disclosure or identification of any information provided by the respondents. All research procedures were explained to the participants beforehand to secure their consent. Lastly, all data collected was utilized exclusively for this study.

3.12 Limitation

During the research process, the researcher encountered an issue of uncooperative participants due to the fact that the study was carried out during school hours. The researcher also faced a scheduling challenge as the students did not have convenient time.

Taking time to fill out a questionnaire was considered inconvenient and disruptive to one's study schedule as respondents were engaged in their daily activities. However, the researcher overcame this by remaining polite and humble while seeking the audience and attention of the respondent in this regard. By doing so, the researcher established rapport with the participants and explained why their responses to the study were critical. Appointments are secured for next time if schedules cannot be arranged. Lunch hours were also heavily used.

CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND
INTERPRETATION

4.0 Introduction

This chapter presents empirical findings gathered from respondents regarding the relationship between school culture and students' academic satisfaction in Makindye Division, Kampala District, private secondary schools. The presentation focuses on the bio data of the respondents as well as the study objectives. The results are presented as follows

4.1 Response rate

The study sampled 291 respondents, but only 280 (96.56%) of them responded. Table 4.1 shows the study response rate because not all of the selected respondents participated.

Table 4.1: *Response rate of the respondents*

Response rate	Frequency	Valid Percen t
Responded	280	96.56
Not Responded	11	3.78
Total	291	100.0

Source: Primary data, 2022

4.2 Background information

Background information of respondents in terms of gender, age group, grade level and time spent in school. In this section they are examined and presented.

4.2.1 Gender of respondents

The proportion of respondents basing on their gender was established as presented in Figure 4.1.

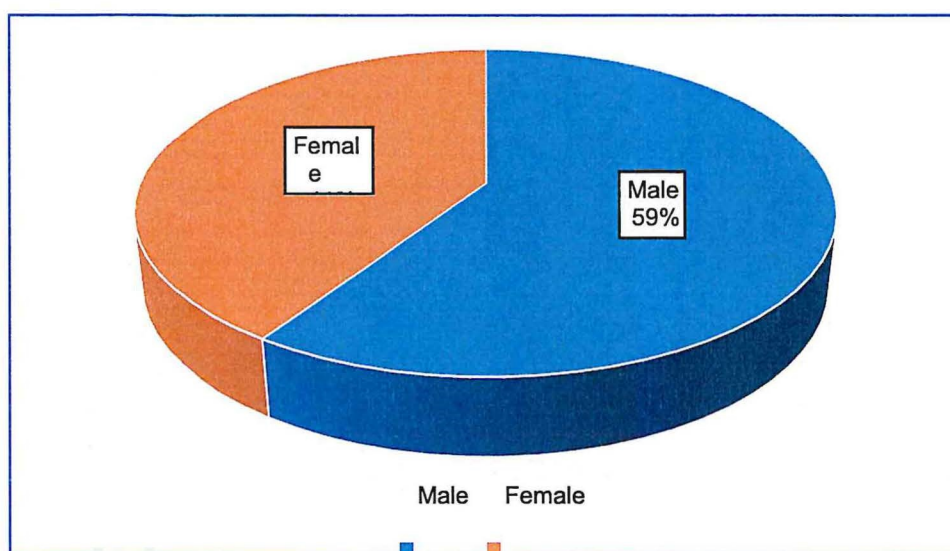


Figure 4. 1: Gender of the respondents

Source: Primary data: 2022

According to Figure 4.2, 59% of the participants were male, while 41% were female. This suggests that while both genders were represented, the opinions of male participants were more prominent in the study. This was helpful in obtaining a gendered perspective on the variables under investigation; School Culture and Academic Satisfaction of Students in Private Schools in Makindye Division.

4.2.2 Distribution of respondents by age

The age range of the respondents was considered important in this study as it affected their response to the school culture. The findings on this aspect are presented in Table 4.3

Table 4. 2: *Distribution of respondents by age*

		Frequency	Valid Percent
Valid	11-15 years	69	24.6
	16 – 20	211	75.4
Total		280	100.0

Source: Primary data, 2022

Table 4.2 above reveals that majority of respondents (75.4%) were between 16-20 years and minority of respondents (24.6%) were between 11-15 years of age. Because this study targeted students from senior one to senior three, these are the classes the school ensures students learn and follow to ensure they achieve their academic satisfaction. The study also benefited from obtaining information from recently joined senior students, with the results showing that the majority had spent more than two years at the school (senior two and senior three). They were therefore reliable informants of how school culture has influenced academic satisfaction in school.

4.2.3 Class level

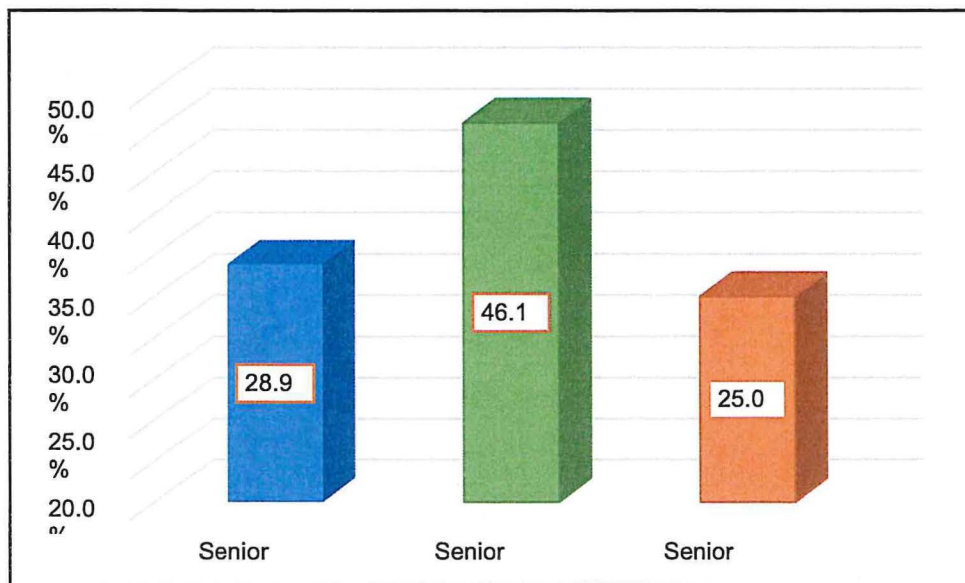


Figure 4.2: Class levels of the respondents

The findings in the above figure show that majorities (46.1%) of the respondents are in senior two, 28.9% are in senior one and minority of respondents (25.0%) are in senior three. There were fewer students in the senior three class study because it is the culture of the school to chop students in senior two who fail to meet the required promotional grade points. Therefore, the study obtained reliable information regarding the school culture and student's academic satisfaction.

4.2.4 Duration in School

Table 4.3: *Duration in School*

Duration in years		Frequency	Valid Percent	Cumulative Percent
Valid	Below 1yr	109	38.9	38.9
	1-2 years	153	54.6	93.6
	3 years and above	18	6.4	100
Total		280	100.0	100.0

Source: Primary data, 2022

Table 4.3 above reveals that majority of respondents (54.6%) spent 1-2 years in their school followed by 38.9% less than 1 year in school and minority (6.4%) of respondents spent 3 years and more in their school. The results show that the majority had more than one year of experience indicating that they had sufficient and relevant knowledge regarding school culture and its impact on student academic satisfaction.

4.3 Level of school culture

4.3.1 Descriptive Analysis of the level of parental involvement

The study sought to ascertain the level of parental involvement and academic satisfaction of students. Questions about this aspect were asked based on Likert ordering style and descriptive statistics about this aspect. Table 4.4 presents the results based on the means and standard deviations of the statements asked.

Table 4. 4: *Descriptive Analysis of the level of parental involvement*

Statements	Min	Max	Mean	SD
My parents discuss with me about my school day	2.00	5.00	3.88	1.2
My parents provide me with learning materials such as exercise books pens pencils and textbooks	3.00	5.00	4.41	.67
I talk with my parents about my teachers often	2.00	5.00	3.44	1.2
My parents encourage me to work harder in school	2.00	5.00	4.34	.81
My parents provide me time to study at home	2.00	4.00	3.39	.87
My parents regularly check my exercise books	1.00	5.00	3.28	1.4
Valid N (listwise)				

Source: primary data, 2022

The above findings show that a minimum of 2.00 disagreed that their parents discussed their school day with them and a maximum of 5.00 strongly agreed. This is indicated by a mean value of 3.88 which is close to the maximum value. This generally indicated that parents have taken the initiative to understand the need to physically interact with their children during the school day as this appears to contribute to students' academic satisfaction. This statement attracted a standard deviation of 1.152 which indicates the consistency between the responses provided.

The above findings show that a minimum of 3.00 are not sure if their parents provided them with learning materials such as exercise books pens pencils and

textbooks and a maximum of 5.00 strongly agreed with a mean value of 4.41 which is close to the maximum value. 5. This implies that the need for learning resources has been prioritized by parents and as a result students may have felt academically satisfied. This statement has a standard deviation of 0.667 which represents the diversity of opinion among the respondents.

In addition, the results show that a minimum of 2.00 disagreed that they talked about their teachers often and a maximum of 5.00 strongly agreed and more and more parents encouraged them to work hard as shown by 3.44 and 4.34 respectively. The first statement had a standard deviation of 1.222 which implied a consistency among the responses while the second attracted a standard deviation of 0.806 which meant a wide spread of opinions among the respondents. These results imply that there is an openness between students and their parents, which is positive to improve learning outcomes, thereby confirming higher student academic satisfaction.

The above findings show that a minimum of 2.00 disagreed that their parents gave them time to study at home and a maximum of 4.00 agreed and this was indicated by a mean of 3.39 which was close to the rank 4 level of agreement. Most of the respondents agreed with the mean value of 3.28 which further indicated that their parents check their exercise books frequently. This indicates that most parents understand the importance of time for their children's academic success. The findings also showed that parents understood the importance of close monitoring of their children's learning outcomes by continuously checking their children's exercise books.

4.3.2 Descriptive analysis of the level of students' academic satisfaction

The study sought to establish that the level of students' academic satisfaction. Questions on this aspect were asked based on Likert order style and descriptive statistics on this aspect established.

Table 4. 5: *Level of academic satisfaction*

	Min	Max	Mean	SD
My teacher has a thought knowledge of the subject content	3.00	5.00	4.60	.675
My teacher provides opportunities to ask questions	1.00	5.00	4.14	1.294
My teachers treat me with respect	3.00	5.00	4.15	.507
My teachers understand my learning needs	3.00	5.00	4.36	.813
My teacher communicates the subject content effectively	1.00	5.00	4.23	1.210
My teacher makes the subject as interesting as possible	3.00	5.00	4.34	.705
I know how I will be assessed	4.00	5.00	4.82	.381
The way how am assessed is always fair	1.00	5.00	3.40	1.205
I am always assessed at appropriate intervals	1.00	5.00	4.25	1.276
I receive useful feedback on my assessments	1.00	5.00	4.15	1.191
The assessment is a good test of what i was taught	4.00	5.00	4.51	.501
I am always anxious to be assessed	2.00	5.00	4.14	1.072
My learning experiences has made me more confident about my ability to learn	1.00	5.00	4.14	1.379
As a result of my learning experiences, i feel more confident about tackling unfamiliar problems	1.00	5.00	4.11	1.045

My learning experiences has helped me to develop the ability to plan my own work	4.00	5.00	4.34	.474
my learning experiences has helped me to think about new opportunities in life	3.00	5.00	4.13	.901
My learning experiences has helped me think about new opportunities in life	4.00	5.00	4.59	.493
My learning experiences develop my problem-solving skills	4.00	5.00	4.65	.478
Valid N (listwise)				

Source: Primary data, 2022

The above findings show that a minimum of 3.00 were not sure about the statement that their teachers had conceptual knowledge of the subject content and a maximum of 5.00 strongly agreed. This was demonstrated by a mean value of 4.60, which indicated that most respondents agreed and strongly disagreed. A standard deviation of 0.675 indicated clear responses. It was revealed that teachers gave students an opportunity to ask questions as explained by a mean value of 4.12.

Furthermore, the findings of the study as shown in Table 4.12 show that a minimum of 3.00 were not sure about the statement that their teachers treat them with respect and a maximum of 5.00 strongly agreed. This was further supported by a mean score of 4.15, which tends towards a maximum mean of 5. The standard deviation of 0.507 explains the varying responses between those who strongly agreed and agreed. The results also show that most respondents agreed with a mean of 4.36 that the teacher understood the students' learning needs.

In addition to the above, the results show that at least 1.00 are not confident in the

statement that the teachers communicated the subject content effectively and that they made the subjects as interesting as possible as indicated by 4.23 and 4.34 respectively. The first statement had a standard deviation of 1.210 implying consistency among the responses while the second attracted a standard deviation of 0.705 and also implied a wide spread of opinions among the respondents.

According to the study findings, it was indicated that a minimum of 4.00 agreed and a maximum of 5.00 strongly agreed that they knew how they would be assessed. These results were supported by a mean value of 4.82 indicating that most respondents agreed and strongly disagreed. A standard deviation of 0.381 indicated that there were varied responses. In addition, it was revealed that the students were assessed fairly as explained by a mean value of 3.40.

Considering the findings of the study, it is shown in Table 4.13 that a minimum of 1.00 strongly disagreed and a maximum of 5.00 strongly agreed that students are always evaluated at appropriate intervals. This was further supported by a mean score of 4.25 which tends towards a maximum mean of 5. The standard deviation of 1.276 explains the varying responses between those who strongly agreed and agreed. The results also show that most respondents agreed with a mean of 4.15 that they received useful feedback on their assessments. This statement has a standard deviation of 1.191 which shows the consistency of respondents' opinions.

Table 4.12 further revealed that 4.00 least agreed and 5.00 strongly agreed that the assessment was a good test of what they were taught. This was supported by a mean score of 4.51 which was close to the maximum minimum value of 5. The standard deviation of 0.501 represents the diversity of opinion among the respondents. More so, it was revealed that most of the respondents acknowledged that they were gracefully assessed, and this was expressed by the mean value of 4.14 and the standard deviation indicating

the consistency of the responses

The findings of the study revealed that a minimum of 1.00 respondents strongly disagreed and a maximum of 5.00 strongly agreed that students' learning experiences make them more confident in their learning ability. Maximum value 5. This generally indicated that teachers, parents and school administration played their role effectively in learning. This statement attracted a standard deviation of 1.379 which shows the consistency between the responses provided.

According to the study findings, it was indicated that the majority of the respondents strongly agreed that as a result of the students' learning experiences, they felt more confident in dealing with unfamiliar problems. These results were supported by a mean value of 4.11 indicating that most respondents agreed and strongly agreed. A standard deviation of 1.045 indicated that there was a stable response. In addition, it was revealed that the learning experience helped the students to develop their own work planning skills as explained by mean value of 4.34.

Table 4.3 further revealed that a minimum of 4.00 agreed and a maximum of 4.00 strongly agreed that learning experiences help students to think about new opportunities in life. This was supported by a mean score of 4.13, which was close to the maximum minimum of 5. The

Standard deviation of 0.901 represents the diversity of opinion among the respondents. More so, it was revealed that the majority of the respondents agreed that the learning experience helped the students to improve their written communication skills and this indicated the consistency of response by the mean value of 4.59 and standard deviation (0.493).

From the study findings, a minimum of 4.00 agreed with the statement that the learning experience helped students develop problem solving skills and a maximum of 5.0 strongly agreed as indicated by an average value of 4.65 which was close to the maximum value. 5. This generally showed that students were taken through solving different problems in school and showed different approaches to complexities, thereby developing problem solving skills. This statement has a standard deviation of 0.478 which indicates inconsistency between the responses provided.

4.4 Parental involvement and students' academic satisfaction

4.4.1 Relationship between parental involvement and students' academic satisfaction

Table 4.6 was used to conduct a Spearman rank-order correlation coefficient (Spearman's correlation, for short) to establish the correlation between parental involvement and students' academic satisfaction in private secondary schools in Makindye division.

Table 4.6: *Relationship between parental involvement and students' academic satisfaction*

			Parental involvement	Academic satisfaction
Spearman's rho	Parental involvement	Correlation coefficient	1.000	.516**
		Sig. (2-tailed)		.000
		N	280	280
	Academic Satisfaction	Pearson Correlation	.516**	1.000
		Sig. (2-tailed)	.000	
		N	280	280

** . Correlation is significant at the 0.01 level (2-tailed).

The Spearman Rank-Order Correlation analysis revealed a statistically significant and positive correlation ($\rho = 0.516$, $p < 0.01$) between parental involvement and students' academic satisfaction in private secondary schools in Makindye division. This finding suggests that there is a moderate positive relationship between the extent of parental involvement and students' level of academic satisfaction. In other words, as parental involvement increases, students' academic satisfaction tends to increase as well. This correlation coefficient of 0.516 indicates that there is a meaningful association between these two variables, and this result supports the hypothesis that there is a significant relationship between parental involvement and the academic satisfaction of students. Consequently, the hypothesis, "There is a significant relationship between parental involvement and academic satisfaction of students" is supported by the results and accepted.

4.4.2 Linear Regression Model for Prediction of student's satisfaction using parental involvement

To confirm whether parental involvement is a predictor of students' academic satisfaction, the independent variable, parental involvement, was regressed on the dependent variable, students' academic satisfaction. Table 4.9 displays the findings of this regression analysis.

Table 4.7: Regression for parental involvement and students' academic satisfaction

Model	Standardized (β)	Significance (p)
Parental involvement	0.771	0.000

Adjusted $R^2 = 0.6230$

$F = 77.661, \quad p = 0.000$

a. Dependent Variable: students' academic satisfaction

Table displays the outcome of the regression analysis conducted to investigate the association between parental involvement and students' academic satisfaction. In this analysis, students' academic satisfaction serves as the dependent variable.

The results reveal a strong and positive relationship between parental involvement and students' academic satisfaction, supported by the significant standardized beta coefficient of 0.771 ($p < 0.05$). This implies that a one-unit rise in parental involvement leads to a 0.771 unit increase in students' academic satisfaction. The adjusted R^2 value of 0.6230 suggests that parental involvement explains 62.3% of the variability in students' academic satisfaction, indicating that it is a significant predictor of this outcome. However, other variables not considered in this study account for the remaining 37.7% of the variance in students' academic satisfaction. The regression model is statistically significant, indicated by the F statistic of 77.661 ($p < 0.05$), indicating that the model fits the data well and that the observed association between parental involvement and students' academic satisfaction is not due to chance. In conclusion, the findings provide support for the hypothesis that parental involvement is positively related to students' academic satisfaction.

4.5 Descriptive Analysis of learning environment

The aim of the research was to identify the level of agreement and areas of disagreement with statements about the learning environment. Questions about this aspect were asked based on Likert ordering style and descriptive statistics about this aspect. Table 4.8 presents the results based on the means and standard deviations of the statements asked.

Table 4.8: *Descriptive Analysis of learning environment*

	Min	Max	Mean	SD
There is a clear set of rules for students in this school to follow	1.00	5.00	4.23	1.250
Admin tasks do not interfere with classroom teaching	1.00	5.00	2.90	1.567
Teachers spend almost all classroom time in learning Activities	1.00	5.00	3.79	1.328
Most classrooms are attractive, tidy and productive	1.00	5.00	3.78	1.460
Teachers use class time to help students' complete assignments	1.00	5.00	3.81	1.084
There are not a lot of outside interruptions during class time	1.00	5.00	3.23	1.833
Valid N (listwise)				

Source; Primary data, 2022

The study results demonstrated that participants held varying opinions regarding the existence of clear set of rules for students to follow in their schools, with scores ranging from 1.00 indicating strong disagreement to 5.00 indicating strong agreement. The consistency of responses can be gauged from the standard deviation of 1.250, which shows how the values are distributed, given that the mean value is 4.31. This indicates that most private schools in Makindye have policies that clearly define the rules governing the school.

Furthermore, the findings presented in Table 4.8 indicated that the responses ranged from a minimum of 1.00, indicating a strong disagreement, to a maximum of 5.00, indicating a strong agreement that administrative tasks do not interfere with classroom teaching. This was shown by the mean score of 2.90 which tended towards level 3 of uncertainty and the standard deviation of 1.567 indicating the consistency of the responses. This indicates that the largest numbers of private schools have failed to create and draft a firm and flexible schedule that does not allow administrative tasks to interfere with classroom teaching.

In addition to the above, the results showed that at least 1.00 strongly disagreed that teachers spend almost all classroom time on learning activities, most classrooms are attractive, orderly and productive and 3.79 and maximum 5.00 strongly agreed as indicated on average was

3.78 respectively. With a standard deviation of 1.328, the first statement suggests that the responses are relatively consistent while the second attracted a standard deviation of 1.460 which means a wide spread of opinions among the respondents. These results imply that teachers prioritize students' academic achievement and school administrations put more effort into creating a conducive learning environment. This

was a seminal finding because it accords with Vygotsky's socio-cultural theory. This observation answers the criticisms of this theory as mentioned above in the literature, which claimed to lack experimental tests. But after doing this research it can be concluded that his claims are verifiable and correct.

Regarding the aforementioned outcomes, it was observed that the respondents' ratings ranged from 1.00 (indicating strong disagreement) to 5.00 (indicating strong agreement) with respect to how teachers used class time to help students complete assignments. This is indicated by the mean of 3.81, which is close to level 4 of the grade of agreement. The majority of the participants concurred with the mean score of 3.23, implying that their parents did not have a lot of external interference during class time. This indicates that students are more likely to be allowed to focus on studies and teacher support is assured.

4.5.1 Relationship between learning environment and students' academic satisfaction

Table 4.9 displays the results of a spearman rank-order correlation coefficient (Spearman's correlation) used to determine the association between the learning environment and academic satisfaction of students in private secondary schools located in Makindye Division.

Table 4. 9: *Relationship between learning environment and students' academic satisfaction*

			Learning environment	Academic satisfactio n
Spearman's rho	Learning environment	Correlation	1.000	.513**
		Sig. (2-tailed)		.000
		N	280	280
Academic satisfaction	Academic satisfaction	Pearson Correlation	.513**	1.000
		Sig. (2-tailed)	.000	
		N	280	280

** . Correlation is significant at the 0.01 level (2-tailed).

The Spearman Rank-Order Correlation analysis in Table 4.9 demonstrates a statistically significant and positive correlation ($\rho = 0.513$, $p < 0.01$) between the learning environment and students' academic satisfaction in the context of private secondary schools in Makindye division. This finding indicates a moderate positive relationship between the quality of the learning environment and students' level of academic satisfaction. In other words, as the learning environment improves, students' academic satisfaction tends to increase. The correlation coefficient of 0.513 suggests that there is a meaningful and statistically significant association between these two variables, rejecting the hypothesis that there is no significant relationship between the learning environment and students' academic satisfaction.

4.5.2 Linear Regression Model for Prediction of student's satisfaction using Learning environment

To confirm whether the learning environment has a predictive value for students' academic satisfaction, a regression analysis was conducted, with the dependent variable being students' academic satisfaction and the independent variable being the learning environment. The results of this analysis can be seen in Table 4.10.

Table 4.10: Regression for learning environment and students' academic satisfaction

Model	Standardised (β)	Significance (p)
Learning environment	0.568	0.000

Adjusted $R^2 = 0.308$

$F = 32.530, p = 0.000$

a. Dependent Variable: Students' academic satisfaction

The results of a regression analysis that explores the relationship between the learning environment and students' academic satisfaction are presented in the table. In this analysis, students' academic satisfaction is the dependent variable. The findings suggest that the learning environment has a positive association with students' academic satisfaction, as indicated by the significant standardized beta coefficient of 0.568 ($p < 0.05$). This suggests that if the learning environment improves by one unit,

students' academic satisfaction increases by 0.568 units. The adjusted R² value of 0.308 indicates that the learning environment explains 30.8% of the variation in students' academic satisfaction. The adjusted R² value of 0.308 suggests that the learning environment accounts for 30.8% of the variation in students' academic satisfaction, while the remaining 69.2% is attributed to unexamined factors. The F statistic of 32.530 ($p < 0.05$) supports the significance of the regression model, indicating that the association between the learning environment and students' academic satisfaction is not a chance occurrence.

Although the results validate the hypothesis that the learning environment influences students' academic satisfaction, the correlation is not as robust as the one observed in the previous example, where parental involvement was the independent variable (Table 4.7). Overall, the data demonstrate that the learning environment has a positive but moderate relationship with students' academic satisfaction.

4.6 Descriptive analysis of commitment of teachers

The study sought to identify areas that indicate a link between the commitment of teachers and student academic satisfaction. This aspect questions were formulated in a Likert rank style and descriptive statistics on this aspect were established. The results were determined using the means and standard deviations of the statements questioned in Table 4.11.

Table 4.11: *Descriptive analysis of commitment of teachers*

	Min	Max	Mean	SD
My school teachers inspire me to do the best i can	1.00	5.00	4.61	.694
My teachers are committed to teaching me.	2.00	5.00	4.19	.869
There is teachers' involvement or responsibility in student learning	1.00	5.00	3.82	1.077
My teachers miss classes on a regular Basis	1.00	5.00	3.16	1.649
My teachers are willing to engage in teaching work	1.00	5.00	4.08	1.370
My teachers implement new strategies that make me change how I do my Work	1.00	5.00	4.34	1.231
Valid N (listwise)				

Source: Primary data, 2022

Based on the results of the study, it was found that the participants responded with a minimum score of 1.00 (strongly disagree) and a maximum score of 5.00 (strongly agree) when asked about the impact of teacher commitment on motivating them to do their best. This was evident from a mean value of 4.61. This statement had a standard deviation of 0.694 indicating that inconsistency between responses was common. This suggests that many teachers have tried to be role models and guides, thereby

motivating students to appreciate what they are doing.

Additionally, the findings presented in Table 4.10 indicated that students' responses ranged from a minimum of 2.00 indicating disagreement to a maximum of 5.00 indicating strong agreement regarding their teachers' commitment to teaching them. This was shown by an average score of 4.19 which tended to level 5 of agreement and a standard deviation of 0.869 indicating inconsistency in responses. This indicates that the largest number of private schools have recruited and motivated teachers who are focused and committed to their work.

In addition to the above, the results show that a minimum of 1.00 strongly disagreed that the teacher had involvement or responsibility in student learning and that teachers sometimes missed classes and a maximum of 5.00 strongly agreed. This was shown by mean of 3.82 and

3.16 Respectively. The first statement had a standard deviation of 1.077 which implied consistence among the responses while the second attracted a standard deviation of 1.649 which meant a wide spread of opinions among the respondents. These results imply that students' academic satisfaction is considered a priority and this has led to several incidents of missing classes.

In addition, the study revealed that the respondents had a range of responses, with a minimum of 1.00 indicating strong disagreement and a maximum of 5.00 indicating strong agreement regarding the willingness of teachers to engage in teaching. The average score of 4.08 tended towards level 5 of agreement, and the standard deviation of 1.370 indicated that the responses were consistent. Furthermore, the results indicated that teachers had implemented new strategies to change the way students work, with a score of 4.34.

4.6.1 Relationship between commitment of teachers and students' academic satisfaction

Table 4.12 shows a Spearman rank-order correlation coefficient (Spearman's correlation) results that were used to calculate the association between the commitment of teachers and academic satisfaction of students in private secondary schools located in Makindye division.

Table 4.12: *Relationship between commitment of teachers and students' academic satisfaction*

			Commitment of teachers	Academic satisfaction
Spearman's rho	Commitment of teachers	Correlation coefficient	1.000	.413**
		Sig. (2-tailed)		.000
		N	280	280
	Academic satisfaction	Correlation coefficient	.413**	1.000
		Sig. (2-tailed)	.000	
		N	280	280

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.12 displays the results of the Spearman Rank-Order Correlation analysis, which reveals a statistically significant and positive correlation ($\rho = 0.413$, $p < 0.01$) between the commitment of teachers and students' academic satisfaction in the context of private secondary schools in Makindye division. This finding indicates a moderate positive relationship between the level of commitment exhibited by teachers and students' overall

academic satisfaction. In simpler terms, as the commitment of teachers increases, students' academic satisfaction tends to rise as well. The correlation coefficient of 0.413 underscores that there is a meaningful and statistically significant association between these two variables, rejecting the hypothesis that there no significant relationship between the commitment of teachers and students' academic satisfaction.

Table 4.13: Regression for commitment of teachers and student's academic satisfaction

Model	Standardised	Significance (p)
Commitment of teachers	(β) 0.463	0.000
Adjusted $R^2 = 0.415$		
F = 47.250, p = 0.000		

a. Dependent Variable: student's academic satisfaction

The presented table represents the results of a regression analysis that examines the relationship between student's academic satisfaction and teacher commitment. In this analysis, the dependent variable is student's academic satisfaction. The findings show that there is a significant positive correlation between teacher commitment and student's academic satisfaction, which is evidenced by the high standardized beta coefficient of 0.463 ($p < 0.05$). This indicates that a one-unit increase in teacher commitment results in a 0.463- unit increase in student's academic satisfaction.

The analysis revealed that teacher commitment accounts for 41.5% of the variance in student's academic satisfaction, which is indicated by the adjusted R² value of 0.415. The remaining 58.5% of the variation is attributed to other factors not included in the model. The F statistic of 47.250 ($p < 0.05$) validates that the regression model is significant and that the correlation between teacher commitment and student satisfaction is not a chance occurrence, implying that the data fits well. Nonetheless, the strength of this relationship is not as strong as the one observed between parental involvement and student satisfaction in the preceding table. In general, the findings support the hypothesis that teacher commitment has an impact on student's academic satisfaction.

CHAPTER FIVE

DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The major findings from chapter four, which served as the basis for the conclusion and recommendations, are discussed in this chapter.

5.1 Discussion of the findings

5.1.1 Relationship between parental involvement and students' academic satisfaction

The study's first hypothesis proposed that parental involvement and students' academic satisfaction are significantly related, and the statistical results confirmed this. This discovery is consistent with prior investigations, including the research conducted by Fan and Chen (2016), Bouffard et al. (2016), and Topor et al. (2013), who all reported a positive correlation between parental involvement and student academic satisfaction. However, some studies, such as Kim and Sheridan (2016) and Hill and Tyson (2009), have produced mixed or negative outcomes. Nevertheless, the study's results support the existence of a positive and significant relationship between parental involvement and students' academic satisfaction, which is in harmony with prior research. Although the strength of this relationship may differ, it is still positive and significant.

5.1.2 Relationship between learning environment and students' academic satisfaction

The study's second hypothesis was that there is a link between the learning environment and students' academic satisfaction, and the results of the statistical test confirmed this hypothesis. These findings are consistent with previous research conducted by scholars

like Yawson and Tetteh (2016) concluded that a supportive learning environment has a significant influence on students' academic satisfaction. Akinbobola and Adeyemo (2016) also reported a positive association between the learning environment and students' academic satisfaction. Additionally, Shernoff et al. (2016) supported these findings by stating that improving the learning environment can enhance student academic satisfaction. However, Gazioglu and Kole (2016) suggested that a good learning environment may not be the most significant factor influencing student academic satisfaction.

However, the majority of research provides backing to the conclusion of the study that a correlation exists between environment and students' academic satisfaction.

5.1.3 Relationship between commitment of teachers and students' academic satisfaction

The statistical test results supported the third hypothesis of the study, which suggested a correlation between teacher commitment and students' academic satisfaction. This finding is consistent with previous research in the field, such as the studies conducted by Eren and Kuzgun (2016) and Abbas and Wyne (2016), both of which reported a positive relationship between teacher commitment and student academic satisfaction. However, some research has yielded mixed or contradictory outcomes. For instance, Brouwer et al. (2016) discovered that while teacher commitment was connected to student academic satisfaction, the correlation was not statistically significant. Xu and Wu (2016) found that teacher commitment was only associated with student academic satisfaction when students perceived a supportive classroom environment. However, the findings of the current study align with prior research, indicating a correlation between teacher dedication and the academic satisfaction of students.

5.2 Conclusions

The study's results indicate a notable correlation between parental involvement, learning environment, teacher commitment, and students' academic satisfaction in private secondary schools situated in Makindye division.

1. Parental involvement is critical for students' academic contentment. Considering the developmental phase and individual needs of the child, it is crucial to identify the most effective forms and degrees of involvement, as it can have a positive influence on the student's academic satisfaction. It is crucial to motivate parents to participate in their children's education, specifically by engaging in proven effective methods such as monitoring progress, communicating with teachers, and providing assistance at home.

Educators can facilitate parental involvement by fostering a welcoming and inclusive school environment that encourages participation in school activities and events. Thus, it is vital for parents to take an active part in their children's education.

2. Students' academic satisfaction is heavily influenced by the learning environment. A supportive learning environment involves multiple elements, such as infrastructure, teaching materials, teacher assistance, clear expectations, student participation, and efficient teaching techniques, all of which substantially impact students' academic satisfaction. The learning environment is critical for successful teaching and learning, resulting in students' academic contentment. As a result, investing in establishing a supportive learning environment can improve students' academic satisfaction.
3. The degree of teacher commitment significantly influences students' academic

satisfaction. Teachers who are committed to their profession and students have a favorable impact on students' academic contentment. A strong commitment to teaching and students has the potential to generate a positive learning atmosphere, leading to higher satisfaction levels among students. Increasing teacher commitment may result in increased levels of student satisfaction, ultimately leading to better academic outcomes. Collaboration among parents, teachers, and school administrators is essential to establish a supportive and appropriate learning environment that fosters the academic satisfaction of students.

5.3 Recommendations

The study's findings suggest the following recommendations:

1. School directors and principals should focus on initiatives that prioritize parental involvement in their children's education, as this can significantly impact the academic contentment of students. In addition to this, efforts should be made to create supportive learning environments in schools, and resources should be allocated accordingly to improve students' academic satisfaction. Lastly, it is important to promote the commitment of teachers to their profession, as this has a strong correlation with a positive and beneficial impact on students' academic satisfaction.
2. Directors and principals of schools should motivate and assist teachers in creating and executing plans that incorporate parents in their children's learning activities and school events, which can help to enhance their academic satisfaction. Teachers should also be motivated to provide regular feedback to students and parents to improve

academic performance and satisfaction. Furthermore, teachers should strive to create a supportive and engaging learning environment in the classroom through improved teaching methods that promote students' academic satisfaction.

3. The directors and principals of educational institutions bear the responsibility of motivating and inspiring students to take responsibility for their own education by actively engaging in their learning process. This can be achieved by attending classes, completing assignments, and seeking assistance when required to enhance their academic contentment. Moreover, it is crucial to empower students to voice their own learning requirements, collaborating closely with teachers and school officials to create a positive and interactive learning atmosphere that encourages academic success.

Additionally, it is important for parents to regularly communicate with their children's teachers and school officials to keep track of their academic progress and motivate them to maintain excellent academic performance. This could potentially result in higher levels of academic satisfaction. Participation in school programs such as family conferences, information sessions, and other events can also aid in the development of strong relationships with teachers and the promotion of academic satisfaction. Most importantly, parents should provide a supportive home environment that encourages their children's learning and academic success. By implementing these recommendations, students, parents, and school administrators can work together to enhance academic satisfaction and promote overall student success.

5.4 Limitations and Suggestions for Further Research

The study offers significant understandings regarding how school culture affects students' academic satisfaction. However, the descriptive statistics indicate that the

participants rated both school culture and academic satisfaction highly. This may be due to the study's urban location in Makindye division, Kampala district. To better understand the relationship between school culture and academic satisfaction, future research should explore these factors in rural areas. Furthermore, since the study relied heavily on quantitative methods, it may have lacked in-depth analysis. Therefore, future scholars should consider adopting a qualitative approach to gain a more comprehensive understanding.

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APPENDICES

Appendix A: Questionnaire for students.

Greetings, participant.

I am conducting a study at Kyambogo University named "School culture and students' academic contentment in private secondary schools in Makindye division Kampala district" as a prerequisite for my Master's degree in Education with a focus on policy, planning, and management. You have been chosen as a significant participant as I am confident that you hold the essential knowledge required for my research. I politely ask that you take a few minutes to complete the survey. The data collected will be treated with utmost confidentiality.

Best regards, Kato Richard.

Section A: BACKGROUND INFORMATION

1). What is your gender?

Male Female

2). Which age bracket do you fall?

Below 10 11 -15yrs 16 -20yrs Above 21 yrs.

3). What is your class level?

Senior one Senior two Senior three

4). How long have you been in this school?

Below1yr 1-2 years 3years and above

Section B: School Culture

Kindly choose your level of agreement or disagreement with the statements below selecting from 1 to 5 1 stand for strongly disagree (**SD**); 2 Disagree (**D**); 3 Not sure (**NS**); 4 Agree (**A**) & 5 Strongly Agree (**SA**).

Parental involvement

		1	2	3	4	5
1	My parents discuss with me about my school day.					
2	My parents provide me with learning materials such as exercise books, pen, pencils, and text books.					
3	I talk with my parents about my teachers often.					
4	My parents encourage me to work harder in school.					
5	My parents provide time to study at home.					
6	My parents regularly check my exercise books.					

Learning environment

		1	2	3	4	5
1	There is a clear set of rules for students in this school to follow					
2	Admin tasks do not interfere with classroom teaching					
3	Teachers spend almost all classroom time in learning activities					
4	Most classrooms are attractive, tidy and productive					
5	Teachers use class time to help students complete assigned work					
6	There are not a lot of outside interruptions during class time					

Commitment of teachers

		1	2	3	4	5
1	My school teachers inspire me to do the best I can.					
2	My teachers are committed to teaching me.					
3	There is teachers' involvement or responsibility in student learning.					
4	My teachers miss classes on a regular basis.					
5	My teachers are willing to engage in teaching work.					
6	My teacher implements new strategies that make me change how I do my work.					

Section C: Student Academic Satisfaction

Kindly choose your level of agreement or disagreement with the statements below selecting from 1 to 5 1 stands for Strongly disagree (**SD**); 2 Disagree (**D**); 3 Not sure (**NS**); 4 Agree (**A**)

& 5 Strongly Agree (**SA**).

		1	2	3	4	5
1	My teacher has a thorough knowledge of the subject content					
2	My teacher provide opportunities to ask questions					
3	My teacher treats me with respect					
4	My teacher understands my learning needs					
5	My teacher communicates the subject content effectively					
6	My teacher makes the subject as interesting as possible					

Assessment

		1	2	3	4	5
1	I know how I will be assessed					
2	The way how am assessed is always fair.					
3	I am always assessed at appropriate intervals					
4	I receive useful feedback on my assessment					
5	The assessment is a good test of what I was taught					
6	I am always so anxious to be assessed					

Learning experiences

		1	2	3	4	5
1	My learning experiences has made me more confident about my ability to learn					
2	As a result of my learning experiences, I feel more confident about tackling unfamiliar problems					
3	My learning experiences develop my problem-solving skills					
4	My learning experiences has helped me to develop the ability to plan my own work					
5	My learning experiences has helped me think about new opportunities in life					
6	My learning experiences has helped me improve skills in written communication					

APPENDIX B: Morgan & Krejcie (1970) Sample Size

determination table

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970



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SCHOOL OF EDUCATION

Department of Educational Planning and Management

Date: 18th July 2022

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: KATO RICHARD, REG NO.: 17/U/14539/GMED/PE

This is to certify that **KATO RICHARD: 17/U/14539/GMED/PE** is a student in our Department pursuing a Master of Education in Policy, Planning and Management. He is carrying out research as one of the requirements of the course. He requires data and any other information on this topic titled:

“SCHOOL CULTURE AND STUDENTS’ ACADEMIC SATISFACTION IN PRIVATE SECONDARY SCHOOLS IN MAKINDYE DIVISION KAMPALA DISTRICT”

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

Thank you.

Assoc. Prof. George Wilson Kasule
HEAD OF DEPARTMENT



School Culture and Students' Academic Satisfaction In Private Secondary Schools in Makindye Division Kampala District

by Richard Kato

Submission date: 27-Sep-2023 06:32AM (UTC+0100)

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