

**ORGANISATIONAL CULTURE AND STUDENTS' ACADEMIC PERFORMANCE OF
GOVERNMENT GRANT-AIDED SECONDARY SCHOOLS IN
SOROTI DISTRICT OF UGANDA**

**ACAM JUDITH
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DECLARATION

I, the undersigned, to the best of my knowledge testify that this research is my original work and has never been submitted to any other institution for an academic award.

Signature:

.....J. Acam.....

ACAM JUDITH


Date: ...15th DECEMBER, 2015.....

APPROVAL

This dissertation titled “Organizational culture and students’ academic performance in government grant- aided secondary schools” was written under the supervision of the under signed and has been submitted to the Graduate school. This study has our approval.

Signed.....

Dr. W.W Kamukama

Date.....

Signed.....

Sr. Dr. Maria Goretti Kaahwa

Date.....

DEDICATION

I dedicate this work to my beloved daughter Maureen Faustina Aujo, parents, brothers especially the late Pius Martin Etibu and Charles Lwanga Okitoi, sisters and friends who have always been a source of inspiration, moral support and encouragement throughout the entire course of my study.

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LISTS OF ABBREVIATIONS

A	Agree
ADB	African Development Bank
A-Level	Advanced Level
BBC	British Broadcasting Corporation
BECE	Basic Education Certificate Examination
BOG	Board of Governors
D	Disagree
DEO	District Education Officer
EFA	Education for All
ESSAPR	Education and Sports Sector Annual Performance Report
MDGs	Millennium Development Goals
MoESTS.	Ministry of Education Science Technology and Sports
OC	Organizational Culture
O-Level	Ordinary Level
PPP	Public Private Partnership
PTA	Parents Teachers Association
S.4	Senior Four
SA	Strongly Agree
SD	Strongly Disagree
SWOT	Strength, Weaknesses, Opportunities and Threats
U	Uncertain
UCE	Uganda Certificate Examination
USE	Universal Secondary Education

ABSTRACT

The study was undertaken to investigate the extent to which organizational culture influenced students' academic performance of government grant-aided secondary schools in Soroti District. It was prompted by the fact that, although organizational culture is a pronounced concept in most successful organizations in the world, schools underestimate the influence of organizational culture and as a result they have registered poor performance. The study was guided by the following objectives:

To establish whether most government grant-aided secondary schools in Soroti District share a common culture.

1. To discover whether organizational culture influences academic grades obtained at the end of a cycle in government grant-aided secondary schools in Soroti District in Uganda.
2. To find out if organizational culture influences transition/completion rates in government grant-aided secondary schools in Soroti District.
3. To propose strategies to achieve optimum students' academic performance in government grant-aided secondary schools in Soroti.

Basing on a wide review of literature on organizational culture and students' academic performance in government grant-aided secondary schools, a basis for developing a conceptual framework was established. There was an international literature focusing on this area that has contributed to the study. Culture will remain linked with superior performance only if the culture is able to adapt to the changes in environmental conditions (Gordon & Di Tomaso, 1992). A cross sectional survey guided the study. Methods of data collection included: questionnaires, interviews, document analysis and observation. A sample size of 196 respondents was selected and they included administrative staff, teaching staff and students. Subsequently quantitative data was analyzed using Microsoft Excel 2013 whereas qualitative data was analyzed by content analysis. The results of the study variables, organizational culture and students' academic performance revealed that there was a significant positive relationship between the study variables. The findings revealed that a strong well established culture promoted good performance in any organization. It was therefore recommended that for better students' academic performance all government grant-aided secondary schools should strive to establish strong organizational cultures so as to realize better academic results.

CHAPTER ONE

INTRODUCTION

1.1 Background

This study set out to establish how organizational culture influenced students' academic performance of government grant-aided secondary schools in Soroti District. Research had shown that organizational culture is inbuilt in all organizational systems in terms of values, attitudes and norms shared across the membership of the organization. Organizational culture was a concept first noted by the Hawthorne studies (Mayo, 1933; Roethlisberger & Dickson, 1939), which described work group culture. In matters of performance, cultural issues must be put into context as predictors of students' academic performance in government grant-aided secondary schools. However, there had not been a clear consensus on the definition of organizational culture, (Howard, 1998; Zammuto, 2000), although many researchers had adopted (Schein's, 1990) three dimensional view of organizational culture consisting of assumptions, values and artefact. Ravasi & Schultz (2006) contended that organizational culture was a set of shared mental assumptions that guided the interpretation and action in organizations by defining behaviour for various situations.

For the purpose of this study, the researcher adopted the definition of Agrawala (2009), who asserted that, organizational culture referred to the way things are done in an organization. It is a system of shared characteristics that the members in the organization valued and which distinguished the organization from other organizations.

On the other hand, conceptualisation and measurement of performance also remained an intricate and a contentious issue among scholars, (Barney, 1997). There was still lack of clarity in a number of areas (Hefferman & Flood, 2000). Boddy (2008) defined performance as a result of an activity while (Armstrong, 2011) defined it as the achievement of quantified objectives which entailed both behaviour and results.

In most studies, school performance had been understood in terms of end of cycle scores for instance, O-level and A-level results. This had been a narrow conceptualization of school performance. Students' academic performance in this study was used to denote students' achievement based on their academic grades or results obtained, progression and completion rates.

Students' academic performance as a main variable of study was influenced by other factors; the researcher controlled those factors by carrying out probability sampling which mainly included simple random and purposive sampling of respondents.

Government grant-aided schools are not founded by government but which receives statutory grants in form of aid from government and is jointly managed by the foundation body and government (ESSAPR FY, 2012/2013). They operate under government policies as stipulated in the Education Act, 2008.

Worldwide, there were different categories of schools ranging from fully public or government grant-aided to private secondary schools and their students' academic performance was distinguishable. This sharp contrast amongst public or government grant-aided secondary schools in terms of students' academic performance had become a global concern. According to an American study by Deblis and Corriveau (1994), on three secondary schools, the findings revealed that organizational culture of schools was a useful concept for understanding schools as "living environment". The study supported the initial hypothesis that a strong organizational culture related to better academic results, lower failure and dropout rates. It had also been observed that students performed best in schools with a "participatory" climate at all levels and where high but realistic expectations for students were held. This was also true for schools where positive behavior on the part of students was encouraged, where the administration showed strong leadership, where basic subjects were greatly stressed and where there was a consensus on the objectives pursued. Factors identified included the following: involvement of all staff in the achievement of high and clearly defined goals; encouragement from the administration and school board; and a climate characterized by openness, respect and trust between members of different staff groups. Studies had clearly demonstrated that better student results were the main indicator of the effectiveness and excellence of schools. It was seen as desirable to establish in schools considered to be "less good" the particular conditions that were found in good schools.

In most countries in Africa, government grant-aided secondary schools seemed to perform better than private secondary schools situated in rural areas. In Ghana, the students' academic performance in government grant-aided secondary schools was not a myth but a reality. Students who passed the Basic Education Certificate Examination (BECE) were accepted into senior high school. This part of the education system was when the tables turned around because the best

senior secondary schools were government owned; most people would not understand how this was possible but in reality it was just one of the many wonders in Ghana. Senior Secondary school was the same as High School in America and the existence of a strong school culture played a major role in realizing good performance in these schools.

However, in Uganda, there were significant disparities registered when it came to students' academic performance of secondary schools. The introduction of UPE led to increased enrolment in government grant-aided primary schools from 2.9 million in 1996 to 6.8 million in 2001, up to 7.3 million in 2006 (MoESTS, 2007). This influx led to the need to increase access opportunities at the next level of secondary education. However, the increase in secondary education necessitates instituting responsible leadership in secondary education institutions (MoESTS, 2007). In addition, government adopted a policy to liberalize education services and since the late 1990s, many private secondary schools have mushroomed; most being run commercially for profit. Generally, government grant-aided secondary schools in Soroti District in Uganda were among those with poor students' academic performance (UNEB Results, 2006-2013). Organizational culture challenges differed among administrators in diverse institutions. To overcome these challenges required constant evaluations that triggered change of organizational culture levels in various departments. In the case of this research, the evolution stemmed from the fact that there were growing concerns commonly expressed by parents, as well as the general public in Soroti regarding lack of effective and efficient organizational culture in government grant-aided secondary schools across the district. These concerns may be founded because lack of effective organizational culture could be a serious recipe for poor students' academic performance as far as teaching and learning are concerned. In view of such concerns, the researcher believed there was a need to research into the prevailing issues influencing both organizational culture and students' academic performance of government grant-aided secondary schools in Soroti District.

According to the working group on Strategic Planning of Secondary Education Development (1999), school performance indicators included national examinations, classroom atmosphere, competence level of teachers, level of text books and other scholastic materials, effectiveness of management and governance of the school, support and participation of parents and the community.

As for Soroti District, the students' academic performance of senior four, (S.4) students for seven consecutive years (2007-2013) indicated that out of a total number of 3,719 (three thousand seven hundred and nineteen) candidates who sat senior four, only 1,169 (one thousand one hundred and sixty nine) obtained first and second grades while the remaining 2,550 were in third, fourth, seventh and ninth grades. This translated into performance of just below 31% students qualifying for admission to higher education while the majority of 69% turned out as failures, seriously reflecting the poor students' academic performance (Soroti Inspector's Report, 2010).

The concern was why there is a sustained reversal of this students' academic performance despite the continued government support. The issue therefore left the researcher wondering whether organizational culture could have impacted on the students' academic performance of government grant-aided secondary schools in the district.

1.2 Theoretical Perspective

This study was underpinned by systems theory which tried to delve how organizational culture influenced students' academic performance of government grant-aided secondary schools in Soroti District in Uganda. According to Bertalanffy (1968) systems theory stated that groups are open systems, which emphasized the different aspects of an organization that could affect its performance. For example if strong established cultures were not implemented then it would affect the performance of an organization. A system is a series of interrelated and interdependent structures where through the interaction of any part or sub system affected the whole system. In line with the theory schools are systems with parts that are interrelated. The head teachers, for example need effective teachers in order to ensure academic excellence. The head teacher can only achieve academic excellence when the quality of teaching exhibited is reasonable and up to the required standards more so, teachers too need the students' cooperation and initiative in order to enhance academic performance. This theory highlighted the view that managers should focus on the role each part of an organization played in the whole organization rather than dealing with each part separately if results had to be realised.

It further emphasized that in an open system, managers need first to manage the inputs into the organization like employees, equipment and capital. Second, they need to monitor the throughputs- the use of input for creation of goods and services. Third, they need to manage outputs into the environment- the goods and services. Finally, Managers must monitor for

positive and negative feedback loops and make changes necessary to alleviate any negative ones. Systems perspective believes that communication occurs among interdependent units that work together to adopt an ever-changing environment.

This theory was ideal for this study because a school is made up of several units, which were independent and depended on each other, that affected the performance of the school.

1.3 Statement of the Problem

Organizational culture is a concept within the Ugandan traditional context. In fact organizational culture is considered the social glue that holds everyone together, that is to say keeping the organization together. However, organizational culture, within the educational schools context is conceptually different. Most schools in Soroti are finding it difficult to come to terms with these different views of organizational culture despite the continued government facilitation in terms of human resource support, provision of equipment and fittings and the development of school infrastructures provided by government (Bitamazire, 2005). Students' academic performance does not reflect good results. For example, in the last 5 years most government grant-aided secondary schools had shown poor students' academic performance (UNEB Results 2006-2013.) What remains was whether organisational culture had an effect on performance of government grant-aided secondary schools in Soroti District in Uganda. Therefore, this study intended to find out whether or not there was a direct relationship between organizational culture and students' academic performance in government grant-aided secondary schools.

1.4 Purpose of the Study

The purpose of the study was to establish the extent to which organizational culture influenced students' academic performance of government grant-aided secondary schools in Soroti District in Uganda.

1.5 Objectives of the Study

The study was guided by the following specific objectives;

- i. To establish whether most government grant-aided secondary schools in Soroti District share a common culture.

- ii. To discover whether organisational culture influences the academic grades obtained at the end of a cycle in government grant-aided secondary schools in Soroti District in Uganda.
- iii. To find out if organisational culture influences the completion rates in government grant-aided secondary schools in Soroti District in Uganda.
- iv. To propose strategies to achieve optimum performance in government grant-aided secondary schools in Soroti District in Uganda.

1.6 Research Questions

The study specifically hoped to find answers to the following research questions;

- i. What is the most common culture shared by most government grant-aided schools in Soroti District?
- ii. To what extent does organisational culture influence academic grades in government grant-aided secondary schools in Soroti District in Uganda?
- iii. To what extent does organisational culture influence transition/completion rates in government grant-aided secondary schools in Soroti District in Uganda?
- iv. What are some of the strategies to achieve optimum performance in government grant-aided secondary schools in Soroti District in Uganda?

1.7 Significance of the Study

In general, the study would help contribute to the understanding of organizational culture and students' academic performance of schools in Soroti District in Uganda. Specifically, this study would lead to the creation of new deposit of knowledge on how organizational culture influences students' academic performance rates in government grant-aided secondary schools in Soroti District in Uganda. Secondly, this study would help policy makers, educationists, as well as managers and administrators of secondary schools to make informed decisions on matters regarding organizational culture and students' academic performance rates of government grant-aided secondary schools in Soroti. It was further hoped that this study would positively influence the attitude of both academics and school management towards the use of organizational culture in boosting students' academic performance in secondary schools. In conclusion, this study would interest other researchers to carry out further research in the area of organizational culture and students' academic performance.

1.8 Scope of the Study

This covered the geographical, content and time scope of the organizational culture and students' academic performance of government grant-aided secondary schools in Soroti District.

1.8.1 Geographical Scope

This study was carried out in government grant-aided secondary schools in Soroti District. Soroti District is found in the Eastern part of Uganda and has a population of about three hundred and twenty two thousand (322,000) people as reported by Uganda Bureau of Statistics (2011). Out of the total population, six hundred (600) were the target population for the study. The district has fourteen government grant-aided secondary schools and four government grant-aided secondary schools were considered for the study. This included top performing schools and non-performing in the last seven years.

1.8.2 Content Scope

The study limited itself to the extent to which organizational culture influenced students' academic performance of government grant-aided secondary schools in Soroti District. It specifically focused on the influence of organizational culture on values, attitudes, vision, mission statement, motto, discipline, customs/norms, work relations, leadership styles and motivation style, links with community in government grant-aided secondary schools in Soroti District in Uganda.

1.8.3 Time Scope

The study mainly focused on the period between 2007 and 2013 because in 2007 government injected a lot of money to improve on secondary education. This was also the inception of Universal Secondary Education (USE)

1.9 Conceptual Framework

The conceptual framework showed the relationship between organizational culture and performance in government grant-aided secondary schools

Independent Variable
Organizational culture

Dependent Variable
Performance

Culture
Values/Beliefs
Vision, mission statement,
motto
Attitudes
Discipline
Customs/Norms
Work relations
Leadership style
Motivation style
Links with community

Elements of students' academic performance
Shared common cultures
Punctuality
Common sense of belonging
Timely completion of assignments
Academic grade rates
Effective teaching and learning
Passing and failing exams
Regular attendance of classes and assemblies
Progression/Completion
Regular discussions
Promotions to the next level
Students' active participation in co-curricular activities

Extraneous Variables

Family background
Peer influence
Availability of financial resources
Sickness
Local politics
Availability of sufficient and qualified teachers
School climate
Foundation body

Source: Adopted from Bandura's (1977)

The model sought to establish the relationship between the organizational culture and performance of government grant-aided secondary schools in Soroti District in Uganda. It tried to explain that an organisation should have its culture with values / beliefs, positive attitudes,

vision, mission statement, motto, norms, discipline, leadership styles, motivation styles and work relations among its members. With these in place, they influenced the dependent variable students' academic performance. Students' academic performance was indicated by punctuality, common sense of belonging, timely completion of assignments, effective teaching and learning, passing and failing exams, regular attendance, and promotions to the next level, regular discussions and students' active participation in co-curricular activities. Hence my conceptualization was that when organizational culture interacted with external factors, such as availability of sufficient and qualified teachers, school climate foundation body, good health, good family background, stable local policies, adequate financial resources and good peer influence it was likely to translate into good performance, which would result into better academic grades, timely completion and constant transition rates.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

For the purpose of this study a wide range of relevant literature was consulted with special reference to literature pertaining to organizational culture, theory and factors influencing students' academic performance of secondary schools.

Several sources such as textbooks, reports, official documents, and websites were consulted. Magazines, newspapers and unpublished thesis were also used for the purpose of the literature review.

2.1 Organizational culture in government grant-aided secondary schools

The concept of organizational culture and performance is an essential aspect which should not be underestimated. It is very important for administrators to understand an organization's culture in order to bring about improved results. Organizational culture is the most popular concept in the fields of management and organizational theory.

Every organization has a culture that can have significant influence on the attitudes and behaviors of organization/school members. The competencies and values of teachers and administrators play a key role in determining the effectiveness and success of an organization/school. In this study, the researcher examines how the concept of organizational culture plays a big role in building and promoting good students' academic performance in line with shared common school cultures in government-grant aided secondary schools.

2.1.1 Values and students' academic performance

Values refer to the important and lasting beliefs or ideals shared by the members of a culture about what is good or bad and desirable or undesirable. Values have major influence on a person's behavior and attitude and serve as broad guidelines in all situations. One of the major reasons for the wide spread popularity of interest in Organizational culture stems from the argument (or assumption) that certain organizational cultures lead to superior performance. Many academics and practitioners argue that the performance of an organization is dependent on the degree to which the values of the culture are widely shared that is, 'strong' (Kotter & Hestett, 1992). There are different types of organizational culture of schools. Some of these are having undesirable norms, values, beliefs and traditions whereas some are professionally rewarding

containing reinforced underlying norms, values, beliefs and assumptions leading to collegiality and teamwork for better performance (Nsubuga, 2008). The competencies and values of teachers and administrators play a key role in determining the effectiveness and success of an organization/school.

Organizational culture can play a big role in generating competition amongst its members. This can be by defining the boundaries of the organization in a manner, which facilitates individual interaction and by limiting the scope of information processing to appropriate levels. It's also argued that widely shared and strongly held values enable management to predict the scope of undesired consequences (Ogbonna, 1993). According to (Wilderon & Berg, 1998) they pointed out that the empirical evidence for the impact of the organizational performances using organizational practices was still limited but it formed a basis for more refined organizational culture research. The use of organizational culture practices to assess organizational culture was supported by Hofstede (1990), House et al. (2004) and Pfeffer (1997). The researcher supports the above views stating that it is very important for administrators in schools to know which factors influence students' academic performance so as to take serious steps in initiating them in their schools.

According to (Barney, 1986), cited in Naluwemba (2007), culture is a complex set of values, beliefs, assumptions, and symbols that define the way in which an organization conducts itself to achieve its goals. In this sense, culture has a strong influence on an organization like a school. The core element of organizational culture is shared values Daft (2002), Wiener (1988). Through the school's vision, mission, values and traditions, a well-built culture of excellence and discipline plays a pivotal role in the enhancement of the school's progress. Indeed, schools with a strong culture of excellence will remain so irrespective of a change in headship and leadership style. The deputy head teachers asserted that all schools had mission, motto and vision statements which had been collaboratively developed. Having mission, motto and vision leads to school excellence, the mission explains the reason why such a school exists whereas the vision stipulates where and what the school aspires to. The vision influences academic excellence by setting standards and helping to stimulate the efforts of all staff towards a common goal. The researcher agrees with the above views to a greater extent reason being that she discovered that some teachers had not been involved in developing the mission statement and vision. As a result there was nothing driving them to strive hard so as to achieve the desired goal.

Lockheed and Levin (1993), in support, summarized this situation as follows:

“Creating effective schools is significantly more difficult in developing countries than in developed countries, because schools in developing countries lack even the basic minimum inputs necessary for them to function as schools at all, while schools in developed countries are adequately provisioned. We argue that creating effective schools in developing countries requires all three elements: basic inputs, facilitating conditions and the will to change”.

Strategic goals and objectives operationalize the school’s vision and mission. The absence of well-articulated vision and mission implies that the school has no clearly articulated objectives. The researcher strongly supports this view in that a vision directs an organization where its destiny is. As people work, they have a motive for doing whatever they are doing to achieve their stated or set goal. This was observed in one of the schools whose continued performance is as a result of focusing to the mission, vision and motto.

Gordon & Di Tomaso (1992) both propose that there is a link between organizational culture characteristics and performance but add a number of conditional provisional to arguments (provisos). In particular, they note that culture will remain linked with superior performance only if the culture is able to adapt to the changes in environmental conditions. The culture must not only be strong (widely shared), but it must also have unique qualities which cannot be imitated. This point enabled the researcher to investigate whether having a unique culture puts a school ahead of the other schools which have the same culture. It was found out that schools had their own unique cultures which brought about better academic performance. This therefore explains why there were differences in students’ academic performance amongst government grant-aided secondary schools.

2.1.2 Work relations and students’ academic performance.

The study also found out that teacher-student relation has an impact on the students’ outcomes of academic achievement and engagement with the institution attended. This was evidence from one of the schools visited where there was very good teacher student relationship. The findings concur with what Croninger and Lee (2001) who found secondary school teachers to be a significant source of social capital that students can draw on. As they stated, “when adolescents

trust their teachers and informally receive guidance from teachers, they are more likely to persist through graduation”.

Additionally, teacher-student relations also play a role in promoting student engagement with the institution attended. As Hudley et al. (2003) observed, “In summary our data suggest that the glue binding students to the school can be found in the quality of relationships between teachers and students”. Musaaazi (1982) emphasizes that to encourage or persuade staff to remain in the school, the school authorities should establish clear staff policies, clear channels of communication with teachers, encourage teacher-participation in the decision making process, provide facilities and equipment needed by teachers, and attend to the personal and social needs of teachers as well as assign reasonable duties and teaching load to teachers. Focusing on the above view the researcher found out that teachers had much work load caused by inadequate staff and large enrolment of students. This has become a big constrain and a gap which needs to be addressed.

Teachers are generally perceived as the key players in the development of education and the overall progress of the state. They play a significant role in their students' achievements and success in relation to their studies. It is for this reason that the study of teachers' career satisfaction is important as their continued contribution to the development of the country depends on their willingness to carry out this role. The general welfare of teachers and professional development is an important aspect. It's for this reason that government grant-aided secondary schools should offer training opportunities to their staff members as a way of showing appreciation for their efforts and developing their skills to meet the ever changing demands in the work place. Denial of the above leaves a gap which needs to be filled by establishing whether teachers can perform to the expected standards without continuous training.

Hansen & Hansen (2008) point out having good work relations as the most essential ingredient for employee success on the job. They explain that organizations are filled with many employees because an individual cannot work on his/her own. Human beings need people to talk to, discuss ideas with and share their happiness and sorrow. Having good work relations is therefore the most powerful motivational tool for employees to get the job done.

Jim (2013) reemphasizes the above point by explaining that good communication and interpersonal skills in general enable workers in the work place to influence, persuade, empathize, and exercise sensitivity to their co-workers and customers as well as receive and respond to feedback from peers, supervisors, customers. He adds that interpersonal skills also enable employees to handle conflict, develop and maintain cooperative networks and working relationships with supervisors and colleagues within the organization. These skills also enable an employee to communicate effectively, concisely, and correctly in written, spoken, and visual forms to a variety of audiences which all result to excellence on a job.

According to Anderson (2012), interpersonal skills, integrity in particular influence employee performance by earning an employee with integrity trust. The value of trust for others that you have goes beyond anything that can be measured because it brings along with it limitless opportunities and endless possibilities. It means a Manager or a boss that is willing to trust them with additional responsibility and growth opportunities. It also means having an army of people that are willing to go the extra mile to help you because they know that recommending you to others will never bring damage to their own reputation of integrity.

According to Goyal (2013), states that since today's work environment is characterized by diversity, possessing interpersonal skills will enable employees to interact and get along with their colleagues from different races, religious afflictions, tribes and gender. A lack of interpersonal skills can lead to behavioral difficulties, emotional difficulties, difficulty in making friends, aggressiveness, problems in interpersonal relationships, poor self-concept, academic and work failures, concentration difficulties, isolation from peers, and depression which are all detrimental to an employee's performance. However, knowing how to get along with others will mitigate all these side effects by enhancing an employee's performance.

According to Suttle (2011), good work relations influence the performance of employees by enabling them to get all the assistance they require to do a much better job. He explains that it is important that employees share a healthy relation with each other at the work place because there are several issues on which employees cannot take decisions alone. They need the guidance and advice of their colleagues. Sometimes an employee might miss out on important points, but fellow employees can help identify such mishaps and assist accordingly. Also, on their own, employees may never realize that they are making mistakes; co-workers can still act as positive

critics and correct you wherever you are wrong. If an employee does not enjoy good relation with co-workers, they will get assistance and this is can make them perform poorly at work.

Demerica (2010) asserts that, having good work relations with your fellow workers eases the work load on an employee and in turn increases productivity. One cannot do everything on his own. Responsibilities must be divided among team members to accomplish the assigned tasks within the stipulated time frame. An employee who gets along well with his or her colleagues will always work well with others and produce better results than employees who lack interpersonal skills. The study found out that good work relationship resulted in good students' academic performance. This was seen in the way teachers interacted amongst themselves. Students also carried out their assigned duties and collaborated with the administration in ensuring a good learning environment.

2.1.3 Leadership styles and students' academic performance

The available literature states that there is a relationship between leadership styles and performance. Leadership skills refers to the ability to influence, motivate, mentor, guide, facilitate teamwork, including recognizing and rewarding the contributions of others and enable others to contribute to the effectiveness and success of an organization of which they are members (Polziehn, 2011). Fiddler (1996), one of the most respected researchers on leadership argues that the effectiveness of a leader is a major determinant to the success or failure of a group, organization or an even entire country. It has been argued that one way in which organizations have sought to cope with volatility and turbulence of the external environment is by training and developing leaders and equipping them with the skills to cope (Hennessey, 1998).

Every country is struggling to meet its commitments in the implementation of the Education for All (EFA) goals which were formerly Millennium Development Goals (MDGs) and now Sustainable Development Goals (SDGs). This has meant fast tracking of reforms in respect of universalization and democratization of education at different levels. In Uganda, for example, the implementation of USE, led to increased enrollment of students. The ever-increasing population of energetic youngsters comes with unlimited demands. A majority of these youngsters are very knowledgeable of their rights, but pay little attention to their responsibilities (Kyeyune, 2008). With the changing nature of schools plus increasing enrollment of mixed students' populations from different backgrounds, requires head teachers with good leadership skills to direct the

school towards good performance, and academic excellence. Such head teachers do not just require training in general education administration, but specialized training, which is capable of imparting the necessary management and leadership skills.

This view is in line with Fiddler (1996), who considers experience to be one of the requirements if one has to bring about desired results. The study found out that most head teachers had experience in leadership before they attained the posts of head teachers. This however gave them an insight of what happens in schools and how to address some pertinent issues.

These claims are based on the assumption of a direct relationship between leadership and performance. Charismatic leadership, which is frequently referred to as transformational leadership (Bass & Avolio, 1993) is regarded as the best way to lead because several researchers theorize that transformational leadership is linked to organizational performance. It is also conceptually argued that visionary and inspirational skills of transformational leaders motivate followers to deliver superior performance (Quick, 1992).

Leadership at work in education institutions is thus a dynamic process where an individual is not only responsible for the group's tasks, but also actually seeks the collaboration and commitment of all the group members in achieving group goals in a particular context (Cole, 2002). According to Forrest and Parkay (2001), effective schools have the characteristic of strong leadership. Successful schools with strong leaders and individuals will have value and see themselves as educational leaders, not just as managers or bureaucrats. They monitor the performance of everyone at school staff, students and themselves. These leaders have a vision of the school as a more effective learning environment and they take decisive steps to bring that about.

Leadership in this context pursues performance in schools, because it does not only examine tasks to be accomplished and who executes them, but also seeks to include greater reinforcement characteristics like recognition, conditions of service and morale building coercion and remuneration (Balunya, 2000). Maicibi (2005) contends that, without a proper leadership style, effective performance cannot be realized in schools. Even if the school has all the required instructional material and financial resources, it will not be able to use them effectively, if the students are not directed in their use, or if the teachers who guide in the usage are not properly trained to implement them effectively.

Nsubuga (2008) states that, good performance in any secondary school should not only be considered in terms of academic rigor, but should also focus on other domains of education like

the affective and psychomotor domains. This should be the vision of every leader in such a school and cherished philosophy, structures and activities of the school could be geared towards the achievement of this shared vision. However (Cole, 2002) defines leadership as inspiring people to perform. Even if an institution has all the financial resources to excel, it may fail dismally if the leadership does not motivate others to accomplish their tasks effectively.

Nsubuga (2008) contends that there is a strong relationship between discipline and performance. Normally well-disciplined students tend to perform well, so when there is good leadership, discipline is likely to be instilled in students. This is likely to shape the students' performance. Discipline is also likely to be passed on to the teachers because of good leadership. And as such teachers will make the time to guide the students. Reflecting on Nsubuga's statement, the researcher is of the view that if school leaders focus on ensuring good discipline for both students and teachers, then schools would realize better academic performance. Therefore schools should strive had to ensure that they instill a culture of good discipline so as to realize better academic grades.

Based on a number of surveys on the skills required by graduates undertaken by Microsoft, Target Jobs, British Broadcasting Corporation (BBC) and other organizations, verbal communication and teamwork were deemed the most important interpersonal skills for employee excellence on the job (Randall & Katharine, 2012). Polziehn (2011) argues that communication skills and leadership skills are most influential on employee performance. He explains that being able to communicate effectively, concisely, and correctly in written, spoken, and visual forms to a variety of audiences is key for employee success on the job. He also adds that leadership skills equally bring about positive work outcomes for employees.

Zehr (1998) said integrity is the most influential skills on employee performance. He argues that technology has had a profound impact on skills required in the workplace. The shift from an industrial economy to an information society and an office economy means that many jobs now place an emphasis on integrity making it the most influential interpersonal skill.

Ramphar (2011) states that creativity is the most important interpersonal skill an employee must possess. He explains that in order for employees to be successful on the job, they must have creativity skills so they can find and use solutions for potential problems on tasks, projects or assignments. Similarly, in an interview with the deputy head teachers, one of them revealed that

“There is a positive correlation between the leadership style of the head teachers and performance of the school. This is because when you have good leadership everybody is likely to be involved and where everybody is involved, there is better performance realized.”

2.1.4 Motivation and students’ academic performance

Motivation is an incentive or reason for doing something. It is necessary to motivate your staff member in whatever they do because it brings about improved results. Maicibi (2003) contends that employees need to be assured of the rewards both financial and non-financial they are going to get from the organization which is fair and capable of helping them address their financial goals and needs. Armstrong (2006) said that organizations should regularly promote their employees as this was good for both utilization and motivation of employees and in most cases result into improved performance and thus minimized employee turnover rate. The absence of promotional opportunities can be disastrous to the organization. The researcher supports this argument in most of the teacher who had upgraded had not been promoted and was still earning a salary not equivalent to their salary scale. As a result they tended to be less active in carrying out their duties. This therefore is an area of consideration if schools have to maintain superb performance.

Okello (2011) argues that teacher welfare plays a very big role in the performance of teachers. He cited that provision of accommodation, health care, support in social functions allowances for extra duty, recognition among others is an important incentive to teachers. On the same note (Dale-olsen, 2007) argued that welfare benefits share important traits with non-wage amenities. Such benefits are singled out from the basic wage thus employee evaluation influenced by endowment and this strengthens the workers attachment to his duties.

Spitzer (1996), Hannagan (1998), Stone (1998) and Drucker (2003) assert that if an organization has trained its staff adequately and ensured that employees’ work experiences are sufficiently wide, internal promotions should therefore be feasible because employee promotion in most cases creates morale that leads to better employee performance. There should be promotions effected to competent employees, Thompson (2005) argued that organizations should be kind in rewarding people whose performance a compliments help to achieve organizational objectives. After investigations it was also discovered that motivation plays a big role in arousing the teachers’ morale in doing their best to achieve their objective. This in a long run leads to

improved academic performance. Training and continued education are crucial in helping teachers to adapt to changing demands and opportunities. The demand for new skills and knowledge places most teachers at a disadvantage as their training earlier in life for the case of older teachers is likely to be obsolete.

2.2 Organisational culture and academic grade rates in government grant-aided secondary schools

There are numerous factors that affect school performance. Some of them can be influenced by School Principals, some of them cannot. For instance, School Administration has little to say in matters like the size and location specifics of a school but these factors have nevertheless an important role in school performance. But there are also mechanisms that are manageable. One of these mechanisms is organizational culture (OC) that researchers have found influences both employees' behavior and work results (e.g. performance).

One of the pervasive administrative features of the contemporary secondary school is their division into discrete academic units commonly referred to as subject departments, a characteristic that has a profound effect on teacher-student relations both in and outside of the formal classroom setting (Hargreaves & Macmillan, 1992 & Stoldolsky, 1993). Braddock and McPartland (1993), for example, observe that members of a specialized teaching staff are more apt to adopt a subject-centered orientation where their primary professional goals are keeping abreast with developments in their subject area and the maintenance of academic standards in their classrooms. This, in their view, has the potential to lead to a corresponding weakening of the teacher's "student orientation", a feature that is more characteristic of the self-contained elementary classroom.

Emphasizing on reward over punishment was another aspect seen to be bringing out improved results. Mortimore et al. (1988) assert that a school sets up systems of reward and praise for academic excellence. This reward system is extended to the staff members as well. Extensive use of rewards of students regularly, competition between pupils was encouraged and ensured. The teaching style was "relaxed but carefully structured with reward and incentive systems (Ramsay et al, 1983). Rewards alone cannot bring about good performance without extra efforts. Punishment per se is not a bad remedy for achieving desired results actually it should help to ensure that things are done in the right way. The researcher found out that minimal punishment is applied to achieve better grades. This has also helped to curb in disciplined cases. The

combination of both in turn results into better results. The issue of no punishment in schools has also been misunderstood by students and some parents stating that it's violating their rights as children's. This should be another area which needs to be looked into hence creating a gap.

Parents' involvement in their children's education is very important in achieving academic grades. This is in consonance with findings from Amason and Sapienza (1997) that parents play a vital role in the school system. They encourage their children to read, as well as support and encourage the teachers to work towards improved student's academic achievement. Further still, Amburgey and Rao (1996) observe that school development is dependent on the parent input more than the leadership code. Ballantine (1999) in Hornby (2000) posits that "parents are critical to children's successes during the school years". Ballantine (1999) suggest further that the positive outcomes of parental involvement also include: Improved communication, high academic performance, high school attendance and less disruptive behavior, increased likelihood of completing high school and attending college, sense of accomplishment for parents, high parental expectations of children, improved study habits among children, increased likelihood of parents deciding to continue their own education. Sussel et al (1996), as reported in Hornby, (2000) who suggest the following potential benefits as: more positive parental attitude towards teachers and schools, more positive students' attitudes and behavior, improved student performance, teacher morale and school climate.

In Uganda, the contribution of the parents particularly through the PTA has been very immense. They have contributed to the infrastructural development of the school, the teachers' welfare and together with teachers controlling students' discipline. Small's experience as reported in Oyetunyi (2006: 132), notes that as a teacher who loves to involve parents in children's school work indicates that parent-teacher partnership promotes learning and brings about growth in students. This is to say that when the school involves parents in the education of their children, it improves students' performance both in academic work and character, which otherwise may not be achieved by the school alone.

In today's work place, the use of teams to accomplish tasks is becoming more popular. In simple terms, a team is a group of people who have come together for achieving a common objective. Therefore, in a group of people, there are many intelligent minds and brains working. When team members work together as a team, they can learn the skills and capabilities of each other and advance their knowledge. This certainly can be beneficial in your professional as well as

personal life (Rampur, 2011). The researcher supports the above view confirming that during the school visits, I observed how teachers worked in subject departments to mark exams. This explains why such schools have better students' academic performance than others.

2.3 Organisational culture and transition/completion rates in government grant-aided secondary schools

Transition rates as a concept of study has had its own share of variation in conceptualization. The available definition for transition rates by many authors view it in the context of sports where a student is assessed in terms of performance in a particular sport. ESSAPR FY (2013/14) defines transition rates as the proportion of pupils/students who progress from the final grade of primary to the first grade of the secondary level to the total number that completed the final grade of the level. In this study the researcher will refer to the transition rates as the movement of students from one level to another for instances from senior one to senior two. On the other hand (DuFour and Eaker, 1998) define completion rates as the percentage of first year entrants in a cycle of education surviving to the end of the cycle and (Fairman and McLean, 2003) define completion rates as the measure of the useful transmission of complete binary files across newsgroups. (ESSAPR FY 2013/14) defines completion rates as the ratio of the total number of students who successfully complete or graduate from the last year of secondary school in a given year to the total number of children or official graduation age in the population. For the purposes of this study, completion rates will mean the percentage of student who successfully go through the secondary cycle meaning that the difference between the number that joined senior one and the number that finished senior four.

Testimony from successful school principals suggests that focusing on development of the school's culture as a learning environment is fundamental to improved teacher morale and student achievement. Nomura (1999) advised that school principals' understand their school's culture. Reavis et al. (1999) explored how a new school principal at a historically low performing high school brought about changes in the school culture and how it positively affected student achievement. Kytte and Bogotch (2000) examined school reform efforts through a 'reculturing', rather than a restructuring', model. Studies show a positive relationship between academic failure and decreased motivation, which consequently has a direct effect on the tendency to dropout (MacIver, 2011). While interviews with non-graduating seniors, indeed, revealed low motivation and work ethic in some cases, the study also discovered that personal

hardships prevented some students from completing high school requirements on time (Menzer and Hampel, 2009).

Government institutions in Uganda are characterized by large enrolments which have a negative impact on the quality of education. Ndoye (2007) contends that this in turn results in higher student-teacher ratios, book ratios and student-desk ratios that eventually affect performance of learners. The unfavorable classroom atmosphere promotes absenteeism and may lead to student dropping out of school.

As a result of increased societal demands and enhanced educational mission, secondary schools have evolved into complex mini-societies each replete with their own artifacts, espoused value systems, and basic assumptions. Since adolescents are required to spend a significant portion of their teenage years in high school, the extent of success they attain within those institutions is inextricably linked with the degree to which they value school and the process of formal education, as well as the extent to which they perceive that their presence is valued by the institution they attend. Failure to accommodate what Hemmings (2000) referred to as the “corridor curriculum” can play a significant role in determining the degree of long-term success a student encounters during their high school years.

Additionally, secondary school organizational culture impacts directly on the dual student outcomes identified by (Lee, Bryk and Smith, 1993): academic achievement and student engagement. While the former is defined in terms of student standardized test scores, it could be expanded to include other means of assessing student learning. Therefore, a further understanding of secondary school organizational culture has the potential to lead to the adoption and implementation of policies on the part of administrators, at various levels, that might serve to enhance the aforementioned dual outcomes.

School-based administrators play a significant role in the creation and maintenance of many of the artifacts of secondary school life, those organizational functions and features that serve to make institutional life routine. One such artifact is the regularization of student behavior through the development and implementation of a variety of rules and regulations via the imposition of codes of student conduct (Macdonell and Martin, 1986).

Not all School-based administrators play in the creation and maintenance of many of the artifacts of secondary school life. This if fully implemented becomes a culture that can create a steady progression rate in secondary schools and thus the researcher is interested in establishing those

other important factors as regards to maintaining artifacts of school to progress of students in their different classes.

In 2007, Uganda became the first country in sub-Saharan Africa to introduce universal secondary education. Under the scheme, students who get specific grades in each of the four primary school-leaving exams study free in public schools and participating private schools. The government pays the schools an annual grant of up to US\$ 141,000 (\$52) per student, spread over three school terms. Parents, though, have to provide the students' uniform, stationery and meals. According to Dr. Yusuf Nsubuga, Director of Basic and Secondary Education at the Ministry of Education, before the secondary scheme barely 50% of primary school-leavers went on to secondary education annually. Within a year of the scheme being introduced, that figure rose to 69%. Similarly, the number of O-level candidates in the country rose from 172,000 in 2006 to almost 265,000 last year, an increase of 54%. Government has increased funding for secondary schooling, which has meant more teachers being recruited, more classrooms and labs being built, and more textbooks. The government policy is to build at least one public secondary school in each sub-county.

According to formerly Ministry of Education and Sports (2003/04) and now Ministry of Education, Science, Technology and Sports transition rate to Senior 1 for girls is higher than that of their male counterparts. In 2003, transition rates for boys stood at 57% and that of girls at 63%. In 2004, transition rate for both boys and girls had increased to 61% for boys and 68% for girls. Of those students who successfully complete 'O' Level secondary education, the transition rate to Senior 5 for boys is generally higher than that of girls (i.e. 43% for boys and 33% for girls in 2004).

In an era that emphasizes the need for students to become competitive in a global society as well as earn a college certificate, high school graduation rates in the United States are troubling; the National Center for Education Statistics estimates that over a half million students have left school before completion during each year over the past decade (McCallumore and Sparapani, 2010). Every school day, more than 7,200 students exit American public high schools without a certificate; the majority of dropouts are impoverished minorities who are likely to attend large, urban schools (Swanson, 2010). Given the high poverty rates consuming our region, students' lack of exposure to the demands of the changing world leads to high dropout rates. This kind of literature tends to suggest that competition in a global society leads to high dropout rates. The

researcher suggests that some workable measures should be put in place to mitigate this challenge.

Public secondary schools have higher-than-expected completion rates and high completion rates relative to the national average. However, their students are completing at better than expected rates, even after taking their strong academic backgrounds into account. Public secondary schools offer a wide range of support programs and services; but they place a high degree of responsibility on the students themselves by operating on a “self-service model.” Improving retention is important at the Public secondary schools, although it is not necessarily their most pressing concern since completion rates have been high and stable for years (Swanson, 2010).

Organizational cultures of secondary schools also impact on interpersonal relations among members of the school community outside the formal classroom setting as well, which creates a desire amongst them to stay in and finish school. Academic subjects in many comprehensive or composite high schools often enjoy substantially more institutional cache (supply) than do their vocational counterparts (Hargreaves & Macmillan, 1992), a situation that has the potential to translate into status differentials among teachers and students alike. (Page, 1987), for example, found that status, or the lack thereof, accrued by non-academic courses was transferred to the students who took them and that low-track, as well as additional needs students, were often considered to be at the lower end of the social hierarchy by their more academically inclined peers, a situation often replicated amongst their teachers. This is consistent with the reviewed literatures on transition and completion rates. Noticeable organizational cultures of schools impact on interpersonal relations which influences academic performance. This observation assumes that organizational culture influence academic performance where interpersonal relations are instilled.

For young Indigenous students the key factors that contribute to higher rates of early leaving are access to school (provision), school participation (attendance) and academic achievement. Indigenous students in remote areas do not have the same access to secondary education as young people in other parts of the country. They often have longer distances to travel, or may have to leave home to continue with secondary school (Biddle, 2010). The view raised by Biddle holds water and this is what most students like Soroti district experience hence impacting negatively on transition and completion rates.

2.4 Strategies for the most effective school culture for optimum performance

Testimony from successful school principals suggests that focusing on development of the school's culture as a learning environment is fundamental to improved teacher morale and student achievement. (Nomura, 1999) advised that school principals' understand their school's culture. Reavis et al (1999) explored how a new school principal at a historically low performing high school brought about changes in the school culture and how it positively affected student achievement. Kytle and Bogotch (2000) examined school reform efforts through a 'reculturing', rather than a 'restructuring', model. They found that real and sustained change is more readily achieved by first changing the culture of the school, rather than by simply changing the structures of the way the school operates and functions.

School principals who choose to lead rather than just manage must first understand the school's culture. It is important to realize that culture is complex because it has very unique and idiosyncratic ways of working. When an organization has a clear understanding of its purpose, why it exists and what it must do and who it should serve the culture will ensure that things work well. When the complex patterns of beliefs, values, attitudes, expectations, ideas and behaviors in an organization are inappropriate or incongruent the culture will ensure that things work badly. Successful school principals comprehend the critical role that the organizational culture plays in developing a successful school.

(Fullan, 2001) notes that acting on these drivers requires that changes and improvements be made in other parts of the system, ranging from funding structures to governance and incentives. These systems all ensure that they put in place the necessary foundational conditions, such as rigorous standards and assessments, clear expectations and differentiated support for teachers and students, and sufficient funding, facilities and other core resources. So, although it is true that the system's context, culture, politics and governance will determine the course which system leaders must follow, the cumulative experience of the high-performing systems we studied indicates that focusing on these three drivers is essential in improving student outcomes and, more importantly, that reform efforts which fail to address these drivers are unlikely to deliver the improvements in outcomes that system leaders are striving to achieve.

The quality of a school system rests on the quality of its teachers. The evidence that getting the right people to become teachers is critical to high performance is both anecdotal and statistical. A South Korean policymaker is explicit about the importance of getting good people into teaching: "The quality of an education system cannot exceed the quality of its teachers." The researcher

noted that having an enabling environment with guidance from the heads of department helps such teachers to perform to their best. But in a situation where there is no guidance then mistakes are bound to occur resulting to poor performance.

School and community relations are crucial factors which help to promote good performance. According to De-Roche (1983), he states that an effective school is one where parents have an understanding of the mission, goals and objectives of the school, where parents are given information about their children's progress, where personnel look to parents as educators of their children and thus provide help in developing parenting skills, parents are given information to help in developing parenting skills, where parents are given information to help their children with school work affairs and to use community resources to enrich home and school life. An effective school also makes use of community resources and engages in co-operative programs with local business agencies and group. The researcher concurs with the above view emphasizing that collaborating with the community helps to promote school development and more so academic excellence.

The top-performing school systems recognize that the only way to improve outcomes is to improve instruction: learning occurs when students and teachers interact, and thus to improve learning implies improving the quality of that interaction. This means that they have understood which interventions are effective in achieving this-coaching classroom practice, moving teacher training to the classroom, developing stronger school leaders, and enabling teachers to learn from each other-and have found ways to deliver these interventions throughout their school system (Fairman and McLean, 2003). The researcher established that organizational culture influences academic performance. In line with the literature presented the strategies may work best with boarding schools and may not fully be operational in day schools. The reason being that in boarding schools teachers are fully accommodated within the school premises and can fully dedicate themselves in ensuring that things are done as planned. More research needs to be done to come up with strategies which can be used by both boarding and day schools as well.

What constitutes a good and an effective school varies from place to place depending on different situations, and that there cannot be a set of characteristics that are constant. This view is confirmed by Purkey and Smith (1983), who emerging from the 'second wave' of effective school researchers, identified nine organizational and four process characteristics. The organizational characteristics were: school-site management, instructional leadership, staff

stability, curriculum articulation and organization, school wide staff development, parental involvement and support, school wide recognition of academic success, maximize learning time, district support. The researcher concurs with the above stated characteristics that if schools put all these in place then chances of achieving optimum performance will be realized.

2.5 Summary

This chapter was a presentation of the review of the literature relating to organizational culture in recent times. The review of literature shows that informing and sharing organizational culture promotes students' academic performance. Though there are several ways in which organizational culture influences students' academic performance, the focus was mainly on values/beliefs, attitudes, vision, mission statement and motto, discipline, leadership styles and work relations. It further looked at academic grades, transition/completion rates and strategies to achieve optimum performance. It was also important to note that the literature on organizational culture was based on assumptions and empirical evidence. The researcher identified the following gaps:

- The empirical evidence for the impact of the organizational performance using organizational culture practices was still limited hence calling for further refined organizational performance research. This therefore has remained a gap which needs to be filled.
- The issue of no punishment in schools has also been misunderstood by students and some parents stating it as violating their children's rights. This should be another area which needs to be addressed.
- The issue of denying teachers opportunity to go for further studies frustrates them. It renders teachers incompetent in meeting the ever changing demands in the work place. This has left room to establish whether teachers can perform to the expected standards if denied the opportunity to engage in training.
- There is also still a gap pending to be filled regarding strategies to achieve optimum students' academic performance which cut across in both boarding and day schools.
- The researcher also found out that teachers had much work load caused by inadequate staffing and large enrolment of students. This has become a big constrain and a gap which needs to be addressed.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methods and procedures adopted to carry out the study. It laid out the type of study undertaken by the researcher which comprised of the research design, target population, sample size, sampling techniques, sources of data, data collection instruments, procedure, data quality control and description of data analysis.

3.1 Research Design

The research design method employed for this work is purely cross-sectional; it is a form or class of research methods that involve observation of some subset of a population of items all at the same time, in which, groups can be compared at different levels with respect to independent variables within the population under study. This dealt with an in-depth study of instances (Gall, Gall & Borg, 1996). The design was selected based on the fact that the analysis was specifically on content (content analysis). The cross-sectional survey research design was rendered appropriate because it gathered data from a relatively large number of different categories of respondents at a particular time. According to Mugenda (1999), this design was used because the study aimed at collecting data from school administrators, teachers and students on the influence of organizational culture and performance of government-aided secondary schools in Soroti District, without the need to make a follow up of the same respondents. It sought understanding the social world from the point of view of respondents through detailed description of data collected. This saved time to collect the necessary information when the design was used. The research ethical principles, such as confidentiality, protection from harm and deception were also taken into consideration.

3.2 Study Area

This research was carried out in Soroti District in four government grant-aided secondary schools which were selected randomly from a list obtained from the District education Officer. This area was selected for the study because most of the government grant-aided secondary schools were situated here and there had been perennial poor students' academic performance registered.

3.3 Target Population

This referred to the total number of subjects or total environment of interest to the researcher. Out of 600 total respondents, 196 were selected which included head teachers, teachers and students. The head teachers were targeted because they were managers of these schools and they had relevant information about how they managed and administered these schools. Teachers were implementers of government programs and they were the source of knowledge. They gave information on how they taught and assessed students' performance. Students were the direct beneficiaries so they availed information on what happened in their schools and what they did to ensure good performance.

3.4 Sample and Sampling Techniques

A total sample of 75 teachers 110 students and 08 administrators were selected to fill in the questionnaire answer interviewed questions. A simple random sampling procedure was used to select (teaching staff and students). This procedure was used because it was a fundamental sampling technique where each individual had the probability of being chosen at any stage during the sampling process. Following the above classification, a purposive sampling method was used to select the administrators it was one of the common non-probability sampling techniques which started with a purpose in the mind and the sample was thus selected to include people of interest and exclude those who did not suit the purpose based on personal knowledge and experience of the group sampled. The purposive method minimized bias that created focus supported by the works of (Sekaran, 2000). It was also based on the assumption that the respondents had the information one required as advanced by (Amin, 2005).

3.5 Sample Size

Based on the general rule given by Krejcie and Morgan (1970), the study had a sample size of 220 respondents drawn from various categories in the administrative, teaching staff and the student body of government-aided secondary schools in Soroti District in Uganda. Table 1 below gives a summary of the sample and sampling techniques.

Table 1: Proportions of the sample elements

Category	Population	Sample size	Sampling technique
Administrative staff	50	08	Purposive
Teaching staff	215	76	Simple random
Students	335	112	Simple random
Total	600	196	

3.6 Sources of Data

Data was collected from both primary and secondary sources. It involved acquiring information from primary sources, such as the input of the various respondents and from the secondary sources, which involved analyzing departmental reports and results.

3.7 Data Collection Instruments

The primary data collection instruments used included self-administered questionnaires, interviews, observation and document analysis. The selection of these instruments was underpinned by the data collected, time available as well as the objectives of the study. The quantitative measure on the variables was administered by structured questionnaires and interviews. These were adopted because they elicited specific responses that were easy to analyze. It was also economical in terms of time since it was easy to fill. Secondary data was collected from the administrative reports, academic results and documentation.

3.7.1 Questionnaire

Questionnaires were chosen and considered appropriate because they would cover a large sample of respondents, thereby allowing a reasonable degree of generalizability of the findings. Both open and close-ended teachers' and student questionnaires were designed and distributed among the selected schools in order to elicit their views concerning organizational culture of students' academic performance of government-aided secondary schools. The use of open-ended questions enabled the respondents to feel free and afforded them the opportunity to provide in-depth responses, whereas the close-ended questionnaires provided guided responses. The researcher used a modified Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) Strongly Disagree (SD) and Uncertain (U) to seek the opinion of the respondents. The questionnaires had four

sections which solicited information based on the headings corresponding with the study objectives as follows: A: What common cultures are shared by most government-aided schools, B: How organizational culture influences academic grades, C: How organizational culture influences progression/completion rates and D: What are the strategies for optimum performance

3.7.2 Interview Guide

Visits were arranged to secondary schools to conduct interviews with the administrators. The aim of the visits was to establish and acquire a clear understanding of whether organizational culture influenced students' academic performance in government aided secondary schools. For the purposes of this investigation, the deputy head teachers and directors of studies were interviewed. The head teachers were too busy to be interviewed so deputy head teachers were deleted. The interviews were conducted as informally as possible, with each informant provided with the freedom to choose convenient times, which suited them. According to Drew, Hardman and Hart (1996: 174), the advantage of the interview techniques is that it enables the participants to enlighten the researcher about unfamiliar aspects of the setting and situation. Respondents had the opportunity to expand their ideas, explain their views and identify what they regarded as the crucial factors. (See Appendix 3..... for sample)

3.7.3 Observation Checklist

Information was also gathered through observations. This was done as questionnaires were being filled at the premises. Bhandarkar, Wilkinson and Laldas cited in Odiya (2009) note that observations may be structured or unstructured. Structured observations were characterised by well-defined units to be observed, information to be recorded and how to observe it. A well-structured observation checklist was used for this study. The observations took place in such a way that the people who were being observed were not aware because if they were, naturally they would change behaviour. (See Appendix 4 for sample)

3.7.4 Document Analysis

Document analysis was concerned with all kinds of information in form of hard and soft copies of various categories and artifacts. Creswell (1994) explained that documents were any written information that was analyzed for study to obtain data, such as manuals, books, journals, registers, newspapers, letters and minutes. The researcher used this method to obtain information

on Uganda Certificate Examination (UCE) results for the past seven years so as to establish the trend of performance in government-aided secondary schools.

3.8 Research Procedure

The researcher got an introductory letter from Kyambogo University introducing her to conduct research in the stipulated areas. This helped to eliminate any suspicion from some respondents who might have otherwise thought that the researcher was in for something else other than academic. The researcher first established a good relationship with the respondents and they were informed about the purpose of the study and guided on how to fill the questionnaires. Data collection then proceeded by administering questionnaires to the selected respondents. For the interview guides the researcher made appointment with the various administrators based on their convenience but they were not available. The interviews were then conducted on deputy head teachers and directors of studies who were readily available. As students were filling in their questionnaires the researcher was carrying out the unstructured and structured observations. After the students had finished, she collected the questionnaires.

3.9 Quality/Error Controls

A good research required good quality control to reduce the effect of extraneous variables on the dependent variable and to avoid confounding results (Onen and Oso, 2008). To ensure this, several methods were used during the process of data collection. The researcher made a systematic and accurate recording of observations, listened carefully, established trust and had an agreeable position with the interviewees to ensure validity and reliability.

3.10 Validity of Instruments

Validity referred to the degree to which a test actually measured the variable it claimed to measure, more simply, the accuracy of the measurement. Validity of instruments was first examined by colleagues on the same program and then scrutinized by the supervisors to ensure that the terms used in the questionnaires and interview guides were precisely defined and properly understood. The research instruments were pretested in a pilot study in Jereser High School to determine the clarity of questions and effectiveness of instructions. Any necessary adjustments were done based on the pilot study results. The researcher used a multi prolonged approach commonly known as triangulation (Cohen and Manion, 2001, Punch 1998). This is

because triangulation provides greater insights into the phenomenon being investigated (Bryman, 2001). The integration is also likely to elicit more sensible data hence giving a rich vein of analysis of different organizational culture and its influence on students' academic performance. It was conducted in the natural setting. Sampling procedures were also used; control of extraneous variables and also research instruments guaranteed the validity of the study.

3.11 Reliability of Instruments

Reliability was the consistency of the measurement, or the degree to which an instrument measured the same way each time it was used under the same condition with the same subjects. According to Frank (1990), a reliable instrument had a high degree of consistence and would give you the same value if it was used a number of times to measure the same variable provided the variable did not change. The researcher used the test-retest method of estimating reliability by administering the same group of individuals selected for the pilot study after one week. The language that was used in questionnaires was simplified, direct and familiar to the respondents. Schools were selected without personal interests. Knowledgeable respondents were used to get reliable information. Schools used in the pretesting of the validity and reliability were not included in the sample.

3.12 Data Analysis

After data collection, the researcher then did a central editing to check for any errors. The research data collected was analyzed progressively after the field study. It dealt with the organization, presentation and interpretation of collected data to make meaning. This entailed qualitative and quantitative analysis.

In quantitative data analysis, the data was summarized, coded and descriptive statistics was used to measure central tendency and dispersion, where a summary of the data collected was provided. Data was presented in form of tables, frequencies and percentages for purposes of comparison and then interpreted.

Qualitative data analysis involved coding, editing and analyzing responses from questionnaires, interviews. The data collected from the interviews, questionnaires, observation and documents was analyzed so as to get an enriched picture of the influence of organizational culture and performance in government-aided secondary schools. Data from interviews and documents was also analyzed by content analysis.

The results were presented following the order of research questions, discussed in relation to the literature reviewed, conclusions drawn and recommendations were made.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter starts by presenting research variables and questions of the study. This is followed by the presentation of the findings which follow the order of research instruments used that is self-administered questionnaires, interview guides, document analysis and observation checklist. This was done in accordance with and in relation to the research variables and research questions stated as follows:

1. What are the most common shared cultures in most government grant-aided schools in Soroti District?
2. To what extent does organizational culture influence academic grades in government-aided secondary schools?
3. To what extent does organizational culture influence progression and completion rates in government grant-aided secondary schools?
4. What are some of the strategies to achieve optimum performance by government grant-aided secondary schools

4.2 Results from Research Question One

Question one stated that “What are the most common shared cultures in government grant-aided secondary schools in Soroti District?” It collected data on the above research question. Regarding the solicited information about the first research question, information was got from the four major tools of the study which included: self-administered questionnaire, interview guide, and document analysis and observation checklist. Information from the questionnaire was presented in table 2 below.

Table 2: The most common shared cultures in government grant-aided secondary schools

Common cultures in government grant-aided secondary schools	SA		A		U		D		SD		TOT	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Clearly defined goals, specific objectives	86	44%	68	35%	10	5%	13	6%	19	10%	196	100%
A school policy of teamwork	104	53%	65	33%	02	1%	15	8%	10	5%	196	100%
A culture of rewarding best performers amongst teachers	116	59%	61	31%	06	3%	06	3%	07	4%	196	100%
A school leader who has a system of core values to achieve set goals.	106	54%	74	37%	05	3%	05	3%	06	3%	196	100%
Improved teachers' participation in decision making on academic	75	38%	100	51%	07	3%	05	3%	09	5%	196	100%
Hard work, commitment, discipline	110	56%	61	31%	02	1%	13	7%	10	5%	196	100%
Links with the community	90	46%	74	38%	04	2%	16	8%	12	6%	196	100%
Good record keeping	100	51%	88	46%	00	0%	03	2%	02	1%	196	100%
Good social net work	81	41%	68	35%	02	1%	15	8%	30	15%	196	100%

Source: Primary data

From the table 2 above, a majority 79% of the respondents agreed that having a mission, vision, core values, well laid program, competitive atmosphere and strategic plan was an organizational culture which led to good performance. A minority 16% disagreed and 5% were not sure with the statement implying that a school could still perform well even without the mentioned aspects. Table2 also showed that 86%of the respondents agreed that having a culture that establishes a policy of team work in the school promoted good performance. This means that without the spirit of teamwork as a strong culture put in place good performance cannot be realized. The remaining 13% disagreed with the above statement while 1% was uncertain.

The findings also indicated that acknowledging and rewarding best performers amongst the teaching staff was a common culture as 90% of the respondents were in support of the statement. A minority 7% presented those who disagreed whereas 3% were uncertain. This therefore implied that a school should have a culture of motivating its teachers like the way private schools do if they had to realize good performance.

As regards having a school leader with a system of core values, interprets values and visions to achieve set goals, 91% of the respondents agreed with the assertion that if a school has such a culture then it is bound to lead to good performance. The remaining 6% represented a category of respondents who did not support the above statement while 3% showed uncertainty.

In response to the culture of involving teachers in decision making, 89% concurred with the statement that if a school has to attain better performance teachers should become part of the decision makers. A minority 8% disagreed with the above as 3% were uncertain.

The findings also revealed that 87% supported the view that hard work, commitment and discipline were very important if performance had to be achieved. This implies that without the above culture a school may not achieve its intended goal hence poor performance. The least number 12% were not in support of the view whereas 1% was uncertain.

The results from table 2 established 84% that agreed that having links with the community brings about good work relationship. This in turn leads to good performance. 14% were not in support of the view whereas 2% did not give their stand.

The findings also revealed that a majority 97% of the respondents affirmed that good record keeping as one of the common cultures exhibited in performing schools. The minority 3% did not support the view. This then is a clear indication that good record keeping is an essential aspect in government grant-aided schools.

The results showed that 76% of the respondents were in support of good social network with prominent institutions and personalities. The minority 23% were not in support of the view while 1% was not sure.

In conclusion the above findings indicate that organizational culture in government grant-aided secondary schools must fully be upheld if good performance is to be realized. Some of the highlighted common cultures to be inculcated in our schools include: team work, rewarding best performers, good leadership, motivation, hard work, commitment, and good record keeping. As regards the four selected schools the findings revealed that they had a common culture. This is probably the reason why their performance is better than the other schools.

The findings from interviews on question one of the research study were presented in table 3 below.

Table 3: The most common shared culture in government-aided secondary schools

Interviews were carried out on Deputies and Directors of Studies (DOS) of the four selected schools and their findings are as follows:

Response	No of Samples	Freq	%
Has routine programs	8	8	100%
Has teacher-student interaction	8	8	100%
Promotes relationship between the school and community	8	8	100%
Has a mode of motivation	8	8	100%
Insists on discipline	8	8	100%
Encourages time management	8	8	100%
Promote collaboration	8	8	100%
Has well established administrative structure	8	8	100%
Has proper channels for effective communication	8	8	100%

Source: Primary data

Results in table 3 above indicated that all the deputies and directors of studies interviewed agreed that the above mentioned were some of the cultures that cut across. A respondent School D said that

“The dream of any institution is to excel so whatever one does is geared towards excellence. A school without a culture has poor performance because culture is a means towards attaining the intended goals.”

Another respondent stated that, “The mission and vision revolve around excellence in all aspects of life.”

The findings revealed that out of eight deputies and DOS’ interviewed all of them contented that schools shared a common culture to a greater extent although it depended on the nature of the school for example, boarding schools had a different culture from day schools. Likewise location of the school say urban versus rural setting also has its own culture.

In conclusion, organizational culture is a determinant for good performance. If all schools had it in their school setting then improved performance would be realized. This therefore confirmed that both the findings from questionnaires and interviews concurred that common shared cultures include; motivation, discipline, teamwork, administrative structure and routine programs which are essential if performance has to prevail in schools.

The findings from documents containing students’ performance revealed good record keeping in the four schools. They too had staff meeting files where administrative issues were discussed. They also had consultative meeting files where teachers on every Tuesday for School A, Wednesday for School C, Monday for School B and School D discussed issues affecting the teaching learning process.

There were also files which contained promotions of teachers who excelled in their area of specialization. It further had records about teachers on study leave a sign that schools focused on teachers’ professional development. Teachers too received PTA allowance at the end of every month. Best performing students and teachers were rewarded at the end of the year. Teachers were given cash or a gift whereas students received scholastic materials or obtained a bursary for one year on condition that the student maintained the same position.

The main findings from document analysis therefore confirmed that in all the four selected schools, they had a culture of good record keeping. This helped the researcher to access vital information like how they motivate their teachers and students, school programs, projects established.

In summary, the findings in document analysis are in line with those in questionnaires and interviews. It confirmed that government grant-aided secondary schools had common shared

cultures which led to their improved performance. Record keeping, motivation, school programs and projects did not differ much from the first two tools used above.

On the side of the items observed during data collection, results indicated that common shared cultures seen in all the four schools included: talking compounds with inspiring words, positive response to the bell for any activity, motivation of teachers through provision of meals, team work marking students' work.

I also observed good working relation among students, teachers and administration. In all the four schools I visited on different days, I observed meetings were carried with different stakeholders to discuss several issues. For example, School A had Alumni's meeting, School B had a BOG meeting, and School C and School D had staff meetings.

The findings from observation therefore affirmed that the four schools had common shared cultures. It is in agreement with the findings from questionnaires, interviews document analysis which supported the view that government-aided secondary schools had common shared cultures.

In summary, results obtained from all the instruments for the first research question, showed that most government-aided secondary schools to a greater extent had a common shared culture. It further revealed that the following were common amongst them namely: good leadership, team work, rewarding best performers, motivation, hard work, commitment, record keeping.

4.3 Results of Research Question Two

Question two stated that "To what extent does organizational culture influence academic grades in government-aided secondary schools?" The results got from the second research question about the extent to which organizational culture influenced academic grades respondents came up with the following views as presented in table 4 below.

Table 4: The extent to which organizational culture influenced academic grades

For the researcher to determine the extent to which organizational culture influenced academic grades, respondents were given a list of statements to show the degree of agreement or disagreement by giving their response according to the modified Likert scale which had been given.

Table 4: the extent to which organizational culture influenced academic grades

Organizational culture and Academic grades	SA		A		U		D		SD		TT	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Appropriate instructional resources	89	45%	57	29%	04	2%	15	7%	31	16%	196	100%
Curriculum coverage	120	61%	64	32%	02	1%	05	3%	05	3%	196	100%
Size and location of the school	81	41%	68	35%	02	1%	15	8%	30	15%	196	100%
Creation of class streams	89	45%	67	34%	05	3%	15	8%	20	10%	196	100%
Qualified teachers	105	53%	83	42%	00	0%	03	2%	05	3%	196	100%
Decentralized school leadership	71	36%	73	37%	17	9%	13	7%	22	11%	196	100%
Creation of subject departments	92	47%	72	37%	04	2%	16	8%	12	6%	196	100%
Good entry points on admission	130	66%	54	27%	02	1%	05	3%	05	3%	196	100%
Appropriate pedagogical teaching methods	33	17%	59	30%	32	16%	39	20%	33	17%	196	100%
Consistency in supervision	110	56%	74	37%	03	2%	02	1%	07	4%	196	100%
Regular assessment of students	120	61%	64	32%	03	2%	02	1%	07	4%	196	100%
Teachers' competence	100	51%	88	44%	00	0%	03	2%	05	3%	196	100%

Source: Primary data

In table 4 analysis revealed that 74% of the respondents agreed that appropriate instructional resources led to better academic grades on the other hand 23% respondents disagreed stating that having appropriate materials did not result to better academic grades while 3% were uncertain.

The results in table 4 further revealed that 93% agreed that curriculum coverage was a prerequisite in attaining quality rates. The minority 6% disagreed with the view while only 1% showed uncertainty. This then implies school should ensure that they cover the syllabus in time to allow ample time for revision and personal consultations.

Similarly, results further indicated that 76% agreed that size and location had an impact on academic grades while on the other hand the minority 23% were in disagreement 1% was uncertain of the statement.

Creating class streams enhances hard work amongst students had 79% agreed with the statement that streaming promoted good academic grades. Eighteen percent of the respondents are in disagreement while only 9% showed uncertainty. This implies that if better grades are to be attained a competitive atmosphere should be created.

Results in table 4 revealed that 95% as opposed 5% of the respondents who affirmed that qualified teachers impacted on students' academic performance. This therefore means that if teachers are qualified they can discover the strengths and weaknesses of students hence helping them accordingly.

Results in table 4 revealed that 73% were in support of the view that school leadership should be decentralized. This therefore indicates that this makes schools more autonomous in their decision making and also holds them accountable for their results. However, 18% were a minority who disagreed with the above view as 9% were uncertain.

Results further indicated that a majority 84% agreed with the view that creation of subject departments in schools increased focus on students' grades obtained in particular subjects. On the contrary, 14% disagree while 2% were uncertain. This ultimately implies that much emphasis should be placed on creation of subject departments as this increased the quality of grades obtained.

Results also revealed that a greater percentage of 93 affirmed good entry points on admission as being very essential if a school has to obtain quality grades. Six percent disagreed while 1% was uncertain.

Table 4 results stated that 47% of the respondents agreed that teachers were given appropriate pedagogical methods of teaching through refresher courses. On the contrary, the majority 37% disagreed with the statement while 16% were uncertain. This implies that teachers are not given appropriate pedagogical methods of teaching through refresher courses though it is good to keep teachers abreast with new approaches of teaching which was not done.

Results revealed that majority 93% as opposed to 5% who disagreed and 2% who showed uncertainty of the respondents agreed that consistency in supervision is one of the key ingredients for good academic grades. This therefore suggests that an organization should be consistency in whatever it does and that regular support supervision helps to improve on performance of both the teachers and students.

In conclusion, results revealed that to achieve good academic grades, there should be well laid organizational culture in place. The results emphasized good entry points, curriculum coverage, regular assessment, consistency in supervision, having qualified teachers and teacher competence as a means to achieve better academic grades. The findings from the above objective two confirmed that there was a relationship between organizational culture and academic grades in government-aided secondary schools and it was to a greater extent.

Findings from interviews as regards research question two are presented in table 5 below. The question solicited information on the extent to which organizational culture influenced academic grades in government-aided secondary schools.

Table 5 : The extent to which organizational culture influenced academic grades

Response	No. of samples	Freq	%
Has good leadership	8	8	100%
Promotes team work	8	8	100%
Good entry points on admission	8	8	100%
Encourages staff development	8	8	100%
Timely curriculum coverage	8	8	100%
Has qualified staff	8	7	88%
Promotes a culture of hard work	8	7	88%
Creates subject departments	8	7	88%
Has consistency in supervision	8	6	75%

Source: Primary data

The findings revealed that a majority of the respondents stated that there was a relationship between organizational culture and academic grades. A greater percentage of 100% suggested that having good leadership, team work, good entry points, timely curriculum coverage and staff development were very crucial in achieving better academic grades. Another group of 88% of respondents said that a culture of hard work, creation of departments and having qualified staff was also necessary to achieve better grades. Lastly, 75% noted that being consistent in whatever you did and regular supervision could also lead to attainment of good grades. One respondent said that

“Academic policy of the school is to produce learners who are holistically educated and are able to serve their communities. He further stated that students are effectively taught through close supervision weekend tests, parents involvement and giving of awards to the outstanding performers who are aware of the academic policy.”

In line with above findings, the results obtained from some of the teachers and students also affirmed that good leadership, team work, good entry points, staff development and timely curriculum coverage were very core in attaining better performance. They further noted that

qualified teachers, hard work, creation of subject departments and consistency in supervision enhanced better academic grades.

In conclusion, regarding the above findings, organizational culture had great impact on academic grades. It also supported results got from questionnaires. Therefore this implies that strong established organizational culture in schools enhanced better performance.

Document results in support of the findings obtained as regards the stated research question two above, solicited data is presented in table 6 below.

Table 6 : UCE results of the four selected Secondary Schools from 2007-2013

School	Year	Divi	Div ii	Div iii	Div iv	Div vii	Div ix	Total
A	2007	64	88	37	02	-	-	191
	2008	54	130	42	08	-	-	234
	2009	70	117	45	13	-	-	249
	2010	79	112	36	08	-	-	235
	2011	140	97	33	10	-	-	280
	2012	83	114	50	15	-	-	262
	2013	98	96	34	03	-	-	231
B	2007	28	141	189	110	01	05	474
	2008	29	133	180	132	01	01	476
	2009	29	136	163	144	01	05	478
	2010	23	135	162	305	04	14	643
	2011	49	172	198	211	00	09	639
	2012	30	113	150	185	01	17	496
	2013	30	140	219	287	01	24	701
C	2007	04	47	26	01	00	07	85
	2008	02	16	19	04	00	00	41
	2009	08	39	30	02	00	00	79
	2010	09	38	34	08	00	00	89
	2011	12	40	17	02	00	00	71
	2012	13	33	33	01	00	00	80
	2013	14	46	41	13	00	00	114
D	2007	02	04	11	01	00	00	18
	2008	01	06	07	02	00	00	16
	2009	03	07	04	01	00	00	15
	2010	05	08	04	01	00	00	18
	2011	04	07	05	01	00	00	17
	2012	01	08	09	02	00	00	20
	2013	01	04	08	01	00	00	14
Total		885	2027	1786	1473	9	82	6266
Percentage		14%	32%	29%	24%	0%	1%	100%

Source: Primary data

Table 6 above gave a detailed account of UCE performance results for the four selected schools from 2007- 2013. Looking at the performance of every school each year, it varied. For example, School A performed very well. School D followed with relatively good results next was School C also showed good results obtained and lastly School B. This indicated that out of 6266 candidates who sat for O-Level exams for the past seven years since Universal Secondary Education (USE) was introduced, only 885 attained Division 1 (14%), 2027 got Division 2 (32%), 1786 obtained Division 3 (29%). This therefore implies that 4698 (75%) candidates were able to continue to higher level or join other institutions. The remaining percentage of (25%) showed poor performance. Looking at the performance of these four schools, it showed that organizational culture had positively impacted on the academic grades.

Furthermore the findings also revealed that schools kept records of performance of students. Findings also established that departmental meeting files for students' performance existed. The DOS' too had files containing performance of both O-Level and A-Level results which were used to analyze students' performance. They also had consultative meeting files where students' performance was discussed.

In conclusion, the findings show that organizational culture had a positive impact on the academic grades this was because the questionnaire and interview results agreed with findings from documents. Some of the organizational culture identified to be promoting improved academic grades included; appropriate instructional resources, qualified teachers, size and location, hard work, commitment, creation of subject departments, decentralized leadership, good teacher-student relationship, consistent supervision and appropriate pedagogical teaching methods.

Results from observation revealed that all the four schools had well stocked libraries, well established laboratories and computer laboratories. Although a respondent from School C hinted that for some vital text books which the school lacked, they encouraged students to buy their own. Classrooms were spacious with enough seating facilities. Although classrooms had no instructional materials, school programs to be followed had been hung in class notice boards. Methods of content delivery observed were mainly lecture and group discussions for School B with high enrolment. For the case of the other three schools they too employed lecture method, group discussion, presentations and individual research. There was no new technology like the

use of projectors for power point presentation. Teachers still used the traditional chalkboard. Teachers were also seen having joint marking so that problems which affected a particular subject and department were handled as a team. Time management was another crucial aspect observed, students dashed to attend to various activities when the bell was rang. In Schools A, C and D both students and teachers managed time very well because they are boarding schools. Lastly, as regards the school cultures of the four selected schools, I also observed that all of them had well stated school mission, vision, core values and motto. These all hinted on how to achieve better academic performance. This implies that the reason for good results in some of these schools was because they had a culture of collaboration and cooperation to ensure that what had been planned as a family was achieved.

In conclusion, the findings were in agreement with the main findings in questionnaire, interviews and document analysis where there was a relationship between organizational culture and academic grades.

In a nut shell the major findings showed a significant and positive relationship between organizational culture and academic grades. These results imply that strengthening of organizational culture led to improved performance in government-aided secondary schools. The following were noted to have influenced academic grades namely; curriculum coverage, good entry points, consistency in supervision, qualified teachers, regular assessment, good leadership, teamwork and teacher competence.

4.4 Results from Research Question Three

Question three stated that “To what extent does organizational culture influenced transition/completion rates in government grant-aided secondary schools?” The results solicited from respondents regarding question three are presented in table 7 below as follows. In order for the researcher to determine the influence of organizational culture on progression and completion rates, respondents were given a list of statements to show their level of agreement or disagreement. They were required to rank them using the modified Likert scale given below.

Table 7: The extent to which organizational culture influenced transition/completion rates

Organizational culture and transition and completion rates	SA		A		U		D		SD		TT	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Collaboration amongst departments	95	48%	73	37%	11	6%	07	4%	05	3%	196	100%
Competition with best schools	91	46%	61	31%	09	5%	09	5%	26	13%	196	100%
Clear staff policy on welfare	108	55%	73	37%	04	2%	06	3%	05	3%	196	100%
Well-coordinated BOG, PTA committees	75	38%	100	51%	07	4%	05	2%	09	5%	196	100%
A range of support services, programs	85	43%	86	44%	03	2%	12	6%	10	5%	196	100%
Teachers engage in administrative issues	100	51%	83	42%	03	1%	05	3%	05	3%	196	100%
Students' participation in activities like debate contests, field work	91	46%	65	33%	25	13%	04	2%	11	6%	196	100%
Government policy on USE	88	45%	72	37%	18	9%	12	6%	06	3%	196	100%
Good teacher-students' relationship in a school setting	74	38%	80	41%	10	5%	09	5%	23	11%	196	100%
Motivation and increased transition/completion rates	77	39%	67	34%	26	13%	05	3%	21	11%	196	100%

Source: Primary data

In table 7 results indicated that 85% of the respondents concurred with the statement that teachers needed to collaborate as a department so that challenges hindering student's progress were identified and remedies sorted out as a team to address individual weaknesses. Nine percent disagreed with the statement as 6% were uncertain. Looking at the percentage supporting the statement, it indicated that the above statement could be a good remedy for effective progression and completion rate in schools.

Table 7 had a view which encouraged schools to establish their own culture which promotes competition amongst students; this was supported by a majority 77%. The remaining 18% disagreed with the statement while 5% showed uncertainty. This suggested that if a school has to maintain its students, it should establish a culture of competition with the best students right away from senior one so that students are taught to have that in mind hence progression and completion rates will be maintained.

Furthermore, results in table 7 revealed that 92% agreed with the view that school authorities should design mechanisms of retaining teachers. This was proved by the percentage of the respondents who were in support of the statement. The minority 6% and 2% were in disagreement and uncertain respectively.

In table 7 analyses revealed that 89% majority demonstrates that when a school coordinates with other governing bodies like the BOG, PTA committees to address issues concerning students, teachers and general administration there is a likelihood of minimizing repetition and dropout rates in schools. On the contrary, 7% were negative about the statement as 4% did not know what to say.

The findings further portrayed that 87% were in support of the view that an increase in a range of support programs and services in schools helped students to stay in school and complete. The other percentage 11% held a negative view regarding the statement while 2% were not sure.

In table 7 the analysis ascertained that it was good to involve teachers in taking part in addressing administrative problems and also engaged them in designing school programs so that repetition and dropout rates are contained. Majority 93% agreed with the above whereas 06% were against the statement and 1% was not sure.

Results also inferred that creating a platform where students actively participated in activities, such as, field work improves on their academic performance hence led to progression and

completion rates. A majority 79% agreed while minority 8% showed disagreement while 13% showed uncertainty.

Findings further more indicated that majority 82% were in support of the view that government policy on USE had enabled most students to attend classes, do exams and complete the education cycle. On a lesser extend 9% opposed the above view as another 9% were uncertain.

In response to teacher-students relationship, 79% of the respondents confirmed that they agreed with the statement above. The minority 16% disagreed as 5% showed uncertainty. This then implies that good relationship both in and outside the formal classroom setting impacts on students' performance.

The analysis also revealed that 73% agreed with the statement that there was a positive relationship between increased motivation and increased progression and completion rates. A small percentage of 14% refuted the view as 13% did not give their stand.

In conclusion, the findings revealed that organizational culture influenced progression/completion rates in government grant-aided secondary schools.

Results from interviews solicited from respondents which were meant to address question three are presented in table 8 below.

Table 8: The extent to which organizational culture influenced transition and completion rates

Response	No. of samples	Freq	%
A range of support programs	8	8	100%
Competition with best schools	8	8	100%
Conducive learning environment that is competitive	8	8	100%
Collaboration amongst departments	8	7	88%
Students' participation in activities like debates, field work	8	7	88%
Low staff turnover	8	7	88%
Career guidance	8	6	75%

Source: Primary data

Results in table 8 above indicated that 100% stated that having a range of support programs and services, creating conducive learning atmosphere and competition with best schools were key ingredients that promoted transition and completion rates. Besides that, 88% concurred with the view that collaboration amongst departments, students' participation in a number of activities like debates, field work and low staff turnover was likely to minimize repetition and dropout rate of students. Finally, 75% sought the view that career guidance was a necessity in promoting progression and completion rates.

Views obtained from both teachers and students substantiated the above responses. One respondent said that

“In our school we have established various clubs which engage students during their free time. These school support services include; career guidance, clubs, guidance and counseling to address both academic and personal challenges.”

Students interviewed also stated that having conducive learning environment far away from distraction for the case of School A, C and D enabled them to study and complete. One student stated that, “being far away from town setting which has many distracters has enabled us to seriously concentrate in our studies.”

Another student also affirmed that, “the guidance and counseling offered at school has enabled her continue with her studies. Given the many challenges faced by a girl child, I have been able to persist on.”

In conclusion, there is a positive relationship between organizational culture and progression/completion rates. This was in agreement with the findings obtained from questionnaire which revealed that organizational culture influenced progression/completion rates to a greater extent. Without a well-established organizational culture in schools, there would be high dropout and repetition rates realized. With a good organizational culture in place, progression and completion could easily be achieved. Transition in this case is taken as what leads to completion that is to say a student moving from one class to another.

Results established from document analysis are showed in table 9 below which answers research question three about progression and completion rates.

Table 9: Enrolment of the four selected secondary schools from 2007-2013

School	Year	S.1	S.2	S.3	S.4	Ave.	Percentage
A	2007	220	263	250	193	232	83%
	2008	313	227	265	245	263	93%
	2009	273	317	248	245	271	90%
	2010	297	297	311	238	286	83%
	2011	297	290	301	235	281	84%
	2012	306	373	312	334	306	76%
	2013	255	305	343	191	274	70%
B	2007	712	656	565	473	601	79%
	2008	677	681	586	504	612	82%
	2009	675	677	586	518	614	84%
	2010	876	758	664	667	741	90%
	2011	934	661	688	674	739	91%
	2012	934	750	830	674	797	85%
	2013	952	687	830	688	789	87%
C	2007	140	125	105	79	112	71%
	2008	132	121	96	41	95	43%
	2009	89	116	114	81	100	81%
	2010	155	98	97	89	110	81%
	2011	170	149	93	71	121	59%
	2012	137	146	122	80	121	66%
	2013	171	126	129	114	135	84%
D	2007	13	10	15	12	13	92%
	2008	18	14	20	16	17	94%
	2009	21	23	19	15	20	75%
	2010	25	20	20	18	21	86%
	2011	29	24	20	17	23	74%
	2012	22	21	22	20	21	95%
	2013	27	27	17	14	21	67%
Grand Total		8870	7962	7668	6446	7736	

Source: Primary data

The analysis above indicated that the transition and completion rates differed year by year from one school to another. School B had the highest transition and completion rates spread across the seven years shown. Most students were able to successfully complete O-Level education cycle. This therefore implies that a well-established culture is in place. School B which is day and mixed has the largest enrolment among all the schools in Soroti District.

School A followed with high transition and completion rates as showed in table 9above. It has been the best performing school in the region. Percentages were above 76% which probably indicated that organizational culture was fully upheld in School A. Last year, the percentage of transition and completion was at 70% which could probably explain relaxation on both sides.

School D followed with good percentages of transition and completion rates. In the six consecutive years, they registered above 70% and in 2013 the percentage dropped to 67%. This therefore indicates that there were some challenges encountered.

Lastly School C followed with a relatively low transition and completion rates compared to the three other schools. The following years 2007, 2009, 2010 and 2013 was when they registered above 70% progression and completion rate. The remaining years 2008, 2011, 2012 and was the year with the highest failure and dropout rates of 43%, 59%, 66% respectively. This therefore means that to a lesser extent, various schools have their own different cultures which influence transition and completion rates.

In conclusion, the findings from the four schools affirm that results got from the questionnaire matched with what was obtained from document analysis. Organizational culture had much influence on transition rates.

Results collected from observation to address question three of the research study indicated that there were heads of departments ranging from subject heads to co-curricular. These heads of departments were meant to ensure that students were supported both in class and out of class. There were various clubs formed and each had a head to guide and direct students during their free time. Such clubs kept students at school and developed their talents. During free time students were seen consulting with their teachers in various subject areas hence created good teacher-student relationship.

In conclusion, the findings supported that a strong culture could influence transition and completion rates. It was in line with what was established from questionnaires, interviews and document analysis.

In summary, the major finding for the research objective three stated that there was a significant and positive relationship between organizational culture and transition and completion rates in government grant-aided secondary schools.

4.5 Results from Research Question Four

Question four stated “What are the strategies to achieve optimum performance in government grant-aided secondary schools? It solicited data about the above stated research question four where the findings are presented in table a below.

The findings from questionnaires and interviews carried out regarding research question four of the study are presented in table 10 below. In order to determine strategies for effective school culture for optimum performance, the respondents were asked to give their views about the question asked and the responses were as follows:

Table 10: What are the strategies to achieve optimum performance in schools?

Response	No. of sample	Freq.	%
Regular testing	196	160	81%
punctuality	196	160	81%
Good discipline	196	156	80%
Improved school facilities	196	156	80%
Rewarding teachers	196	145	74%
Good teacher learner relationship	196	143	73%
Instructional materials	196	140	71%
Scholarships and bursaries	196	137	69%
Recruit qualified teachers	196	133	68%
Time management	196	130	66%
Timely payments to teachers	196	130	66%
Initiating English clubs	196	124	63%
Group discussions	196	114	58%
Introduce feeding program for day schools	196	101	52%
Supervision and monitoring of teaching learning process	196	101	52%

Source: Primary data

From Table 10 above, several strategies were identified and looking at the degree of frequency the following were mentioned:- regular testing and punctuality scooped 81%, good discipline and improved school facilities were followed with 80%. Respondents 74% also cited that acknowledging and rewarding teachers was an effective element of culture that would in turn bring about optimum performance. Good teacher-learner relationship had 73%, and instructional materials had 71%. Furthermore the findings also revealed that scholarships and bursaries had 69%. Some 68% of the respondents said that recruiting qualified teachers in the staff was a key ingredient to achieving optimum performance. Yet other views from 66% were time management and timely payments of teachers to avoid excuses of not being at work. Initiating clubs had 63% as a necessary strategy. Finally group discussions had 58%, introduce feeding

program for day schools and supervision and monitoring of teaching and learning process had 52%.

In conclusion, the findings show that government grant-aided secondary schools should fully adopt these essential strategies to achieve optimum students' academic performance.

The findings of interviews carried out regarding research question four of the study are presented in table 11 below.

Table 11: Strategies to achieve optimum performance in government grant-aided schools

Response	No of Res	Freq	%
Have a well laid out program i.e. strategic work plan	196	8	100%
Have set rules and regulations	196	8	100%
Have regular meetings	196	8	100%
Have a mission, vision, core values and objectives to be achieved	196	8	100%
Ensure effective teaching and learning	196	8	100%
Team spirit among members	196	8	100%
Have good record keeping culture	196	7	88%
Have adequate instructional materials	196	7	88%
Establish good working relationships	196	7	88%
Have effective communication	196	6	75%
Carry out SWOT analysis	196	6	75%

Source: Primary data

In table 11 above, the results from the interviews indicated that majority of the respondents 100% agreed that having set rules and regulations, well laid out program, that is to say, strategic work plans, regular meetings, school missions, visions, core values and objectives to be achieved, team spirit, effective communication, effective teaching and learning were the most effective school cultures which were paramount to achieving optimum performance. Following the above, 88% also suggested that having, adequate instructional materials, good record keeping and good working relationship could promote good performance. Finally, 75% stated that besides the above carrying out a SWOT analysis and having effective communication were necessary for better results. The findings were in agreement with what was established in the questionnaire regarding objective four of the study.

Results for the fourth objective were obtained from documents and are presented in table 12 below

Table 12: Strategies to achieve optimum performance in government-aided secondary schools

Response	No of Sch	Freg	%
Develop a strategic plan to guide the activities	4	4	100%
Establish good working relationships	4	4	100%
Motivation of teachers through welfare, delegation, promotion, teacher professional development	4	4	100%
Encourage proper discipline	4	4	100%
Parent involvement i.e. inviting them for planning meetings	4	4	100%
Constant consultative meetings to address pertinent issues	4	3	75%
Encourage improvisation i.e. opened up school projects	4	3	75%
Ensure effective resource utilization	4	2	50%
Lobby for support from government and other donor agencies	4	2	50%

Source: Primary data

Findings in Table 12 portrayed strategies to achieve optimum students' academic performance obtained from school documents. 100% noted that having a strategic plan, good working relationship, motivation discipline and parent involvement were very important. 75% also noted that constant consultative meetings and improvisation and lastly 50% suggested effective resource utilization and lobbying for support from government or other donor agencies had been put in place to ensure better students' academic performance.

Furthermore, the findings from document analysis to address research objective four showed that in all the four schools visited they had documentation of all the activities of the school. For example, staff meeting files where administrative issues were discussed twice a term. They also had consultative meeting files where teachers discussed issues affecting the teaching learning process. The findings also established that departmental meeting files containing students' performance also existed. The Directors of Studies too had files containing teachers' and students' enrollments, performance of both O-Level and A-Level results which was used to

analyze students' academic performance and students' progression and completion rates. There were also files containing Board of Governors' (BOG) meetings where several issues regarding administration, school development projects and academic issues existed.

Table 13 harmonizes tables and observations on effective strategies to achieve optimum students' academic performance.

Table 13: Strategies to achieve optimum performance in government grant-aided secondary schools

Response	No of Res	Freq	%
A well laid out program i.e. strategic work plan	196	196	100%
Set rules and regulations	196	196	100%
Regular consultative meetings	196	196	100%
Have a mission, vision, core values and objectives to be achieved	196	196	100%
Curriculum coverage	196	196	100%
Effective teaching and learning	196	196	100%
Regular assessment	196	196	100%
Adequate instructional materials	196	190	96%
Good entry points on admission	196	190	96%
Teacher competence	196	188	95%
Good working relationships	196	188	95%
Parent involvement	196	185	94%
Team work among members	196	177	90%
Good discipline	196	172	88%
Scholarships and bursaries	196	168	86%
Motivation of teachers i.e. welfare, delegation, promotion teacher professional development	196	168	86%
Good record keeping	196	168	86%
Carry out Strength, Weaknesses, Opportunity, Threat analysis	196	166	85%
Effective resource utilization	196	163	83%
Lobby for support from government and other donor agencies	196	163	83%
Effective communication	196	162	82%

Source: Primary data

In table 13 above the results from the questionnaires and interviews indicated that majority of the respondents 100% agreed that having set rules and regulations, well laid out program i.e. strategic work plans, regular consultative meetings, school missions, visions, core values and objectives to be achieved, curriculum coverage, effective teaching and learning and regular assessment, were the most effective school cultures which were paramount to achieving optimum students' academic performance. Following the above, 96% also suggested that having adequate instructional materials and good entry points 95% cited teacher competence and good working relationship, 94% mentioned parent involvement, 90% said teamwork, 88% suggested good discipline, 86% of the respondents said awarding of scholarships and bursaries, motivation of teachers and good record keeping could promote good performance. Furthermore 85% stated carrying SWOT analysis was good strategy, 83% suggested effective resource utilization and lobby for support for government and other donors and finally 82% stated that having effective communication were necessary for better results. One respondent interviewed hinted that

“The school has procured adequate and appropriate learning and teaching materials and it also promised students that whoever became the best academically at each level would be exempted from paying schools fees for one academic year.”

These were some of the major measures put in place to improve students' academic performance. A respondent in School D said that, “The dream of any institution is to excel so whatever one does is geared towards excellence. A school without a culture has poor performance because culture is a means towards attaining the intended goals.”

Another respondent stated that, “The mission and vision revolve around excellence in all aspects of life.”

The findings were in agreement with what was established in the questionnaire and interview conducted regarding objective four of the study.

Furthermore, the findings from document analysis to address research objective four showed that in all the four schools visited they had documentation of all the activities of the school. For example, staff meeting files where administrative issues were discussed twice a term. They also had consultative meeting files where teachers discussed issues affecting the teaching learning process. The findings also established that departmental meeting files containing students'

performance also existed. The Directors of Studies too had files containing teachers' and students' enrollments, performance of both O-Level and A-Level results which was used to analyze students' academic performance and students' progression and completion rates. There were also files containing Board of Governors' (BOG) meetings where several issues regarding administration, school development projects and academic issues existed.

In conclusion, the documents revealed a lot about the school culture and performance of every school. Documents show what each school had done to obtain better results. This therefore indicates that good record keeping is one of the ways to go for easy tracking of each schools performance.

As regards the items observed during data collection, results revealed that in all the four schools visited the dress code for students, teachers and support staff was decent; there was no provocative dressing observed. All the four schools had conducive learning environment decorated with inspiring words, posts of initiated clubs and well managed compounds. Students' work was also hung on the walls of their classrooms. There was also good cordial working relationship between the administration and the staff for example teachers were provided with break tea, good lunch and evening tea. Teachers were having what they termed as joint marking so that problems affecting a particular subject and department were handled as a team. They also carried out career guidance with their students. This was observed in Soroti S.S where teachers had a one on one talk with students who had not performed well in some core subjects.

Time management was also a crucial aspect and above good discipline of students both in and out of class.

In conclusion, schools shared a common culture despite the difference in the nature of schools like boarding and day schools. This implied that there was serious teaching and learning in all the visited schools. This showed why they had better performers than the other schools in the district.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussion of the findings showed in chapter four as well as giving the conclusion and recommendations of the study. The reason for this study was to establish the extent to which organizational culture influences students' academic performance of government grant-aided secondary schools in Soroti District.

The objectives were achieved through the research questions from which a set of questionnaires, structured interview guide, document analysis and observation checklist were deduced. Before embracing on the discussion, below is a summary of major findings from chapter four for ease of reference from chapter four.

- The study established that most government grant-aided secondary schools to a greater extent had a common shared culture.
- There was a significant and positive relationship between organizational culture and academic grades expressed curriculum coverage, good entry points, regular assessment, teamwork, supervision, qualified teachers, size and location of the school, creation of subject departments, decentralized leadership and staff development.
- There was a significant and positive relationship between organizational culture and progression and completion rates which were achieved through collaboration, school culture, staff retention, BOG and PTA involvement, support services, teachers' participation in administrative issues, motivation, students' participation, government policy and motivation, having a strategic plan and rules and regulations.
- For any organization to excel there should be strategies laid down to achieve good performance through regular assessment, curriculum coverage, strategic work plan, regular consultative meeting, effective teaching and learning, mission statement and vision.

Discussion of the research findings

The discussion of the research findings are discussed below in line with research objectives as already stated.

5.1 Common shared cultures in government grant-aided secondary schools

The first objective sought to establish whether schools shared a common culture.

The results from question one of the study revealed that most government-aided secondary schools to a greater extent shared a common culture. These cultures must be fully upheld if good performance had to be realized. Some of the highlighted cultures mentioned included: good leadership, team work, good record keeping, decision making, having goals and objectives, good work relations, hard work, commitment and discipline.

Similarly, the study findings were also in line with Maicibi (2003) who contends that without proper leadership style, effective performance cannot be realized in schools. Even if the school had all the required institutional materials and financial resources, it would not be able to use them effectively, if the students are not directed in their use, or teachers who guide in their usage were not properly trained to implement the available instructional materials.

On the same note, Nalunambna (2011) states, the heart and soul of leadership is being able to inspire others. It is about courageously casting off fear, doubt and limiting beliefs and giving people a sense of hope, optimism and accomplishment. It is about bringing light into the world of uncertainty and inspiring others to do the same. This is derived from Buddha who once said that “Thousands of candles can be lit from a single candle, and the life of the candle cannot be shortened. Happiness never decreases by being shared.” The researcher concurs with the above statement in that leadership is essential for successful career in whatever you do. It allows you to see things differently. It allows you to influence people; it allows you to achieve goals. The researcher supports this assertion that good leadership is an inspiration to staff members and students. This in motivates them to work hard.

The findings indicated that team work was a key element in achieving the desired goals. This was supported by the view advanced by Rampur (2011) which states that in today’s work place, the use of teams to accomplish tasks is becoming more popular. In simple terms, a team is a group of people who have come together to achieve a common objective. Therefore, in a group of people, there are many intelligent minds and brains working. When team members work together as a team, they can learn the skills and capabilities of each other and advance their knowledge. This certainly can be beneficial in your professional as well as personal life. The researcher strongly concurs with the view that team work brings desired results. A school which

does not work together is bound to have challenges in achieving its main objectives. Working as a team happens to lighten the work and also shared productive ideas.

As regards motivation, Armstrong (2006) said that organizations should regularly promote their employees as this is good for both utilization and motivation of employees and in most cases result into improved performance and thus minimizing employee turnover rate. The absence of promotional opportunities can be disastrous to the organization.

The study is also in consonance with Thompson (2005) who said that organizations must develop reward and recognition systems to help maintain high morale and team spirit that contributes to unique quality factor of every excellent service in an organization. They are likely to develop a strong psychological contract for the organization thus increasing performance. Thompson (2005) also argued that organizations should be kind in rewarding people whose performance and compliments help to achieve organizational objectives. Maicibi (2003) contends that employees need to be assured of the rewards both financial and non-financial, which they are going to get from the organization. The researcher concurs with the above view and wishes to add that employees needed an environment in which they feel that they are comfortable and they can contribute to the organization on top of the good reward management system in place. It was important to note that much as financial rewards were very significant, some organizations did not have adequate resources to enable them give rewards much as it is necessary. The researcher supports the idea of rewarding best performers. This as of late made people to put much effort in doing their work effectively. This is seen as many people have been recognized because of their hard work for example in the music industry many musicians walk away with prestigious awards. This should also be practiced in schools to produce desired results.

The results also revealed that decision making was a very important culture that schools possessed so as to achieve superb results. This was in agreement with Burnett and Jayaram (2012) who affirm that decision making is the indicator that shows how well an employee can judge a situation and respond to it. Some situations require a teacher to quickly make a decision that is being able to make snap judgments with limited information. Other situations require a teacher to think carefully and research before responding to students or school activities. Ramsay et al. (1983) assert that “though the head made the decisions, the staff was genuinely consulted

over issues. Staff meetings were held regularly as a process of consultative decision making. The teachers were expected to take responsibility for class management and for raising academic achievement along with developing a sense of ownership in the school. I am in the same thought with Ramsay because this shows what good leadership is although there are certain situations where the head takes a decision without getting views from the teachers. This normally arose when the head gets to know that it would create a lot of confusion.

On the same note, all the deputies and directors who were interviewed said that to a greater extent government-aided secondary schools shared a common organizational culture. To a lesser extent some cultures are dictated by the nature of the school setting, that is to say, urban and rural setting, number of students. They cited the following as being common in their schools namely; having routine programs, teacher-student motivation, and discipline, time management, administrative structure and collaboration. A school which does not practice the above is bound to experience poor performance and yet the sole objective of every school is to excel in all aspects.

In conclusion, as regards common shared cultures in government grant aided secondary schools, the literature review agrees with the researcher's findings.

5.2 Organizational culture and academic grades

The second objectives sought to establish whether there was a direct relationship between organizational culture and academic grades. The findings showed a significant and positive relationship between organizational culture and academic grades. These results implied that strengthening of organizational culture could result into improved performance in government-aided secondary schools. This therefore indicated that the second objective of the study was met and similarly, the research question answered. The following were noted as influencing academic grades namely: curriculum coverage, qualified teachers, size and location of the school, creation of subject departments, good entry point, teamwork, regular assessment, decentralized leadership, supervision and pedagogical skills. This was a road map to attainment of better performance in government-aided secondary schools. This was attributable to the fact that schools need to have adequate instructional materials to be able to facilitate learning.

The findings further reveal that for better academic grades to be realized there must be qualified staff in place. Having qualified staff leads to achieving the desired results. Let alone having qualification teachers should also be given professional continuous development to update on the current pedagogical skills on how to handle individual learners

The findings are in line with Spitzer (1996), Hannagan (1998), Stone (1998) and Drucker (2003) who assert that if an organization has trained its staff adequately and ensured that employees' work experiences are sufficiently wide, internal promotions should be feasible because employee promotion in most cases creates morale that leads to better employee performance. The researcher concurs with aforementioned authors owing to the fact that absence of promotional opportunity was always de motivating. There should be promotions effected to competent employees.

The findings also found out that the size and location of the school could affect the academic performance of students. This could be deduced from the notion that a school which had very high enrolment and did not correspond to the number of teachers usually ended up performing poorly. From the four schools of study one could affirm that schools which had low enrolment showed better performance than those with high enrolment. A case in point was School B which had the largest enrolment had relatively low performance compared to the other three schools.

Government institutions in Uganda were characterized by large enrolments which had a negative impact on the quality of education. Ndoye (2007) contends that this in turn results in higher student-teacher ratios, book ratios and student-desk ratios that eventually affected performance of learners. The unfavorable classroom atmosphere promoted absenteeism and led to student dropping out of school. Similarly, School B whose location was at the centre of School B town experiences a lot of challenges in managing discipline of the students. With the existence of Human Rights Commission offices near the school, students reported cases of punishment subjected to them hence jeopardizing the work of the administration in ensuring discipline. The students were also faced with all forms of social network and information technology which had become a distracting factor as a result affecting their concentration. These distractors include sports betting, face book, WhatsApp and so on.

The results indicate that creating subject departments promoted better performance. This means that each subject department works hard to ensure that they do their best to produce the best students. This was in line with the assertion that in today's work place, the use of teams to accomplish tasks is becoming more popular. In simple terms, a team is a group of people who have come together to achieve a common objective. Therefore, in a group of people, there are many intelligent minds and brains working. When team members work together as a team, they can learn the skills and capabilities of each other and advance their knowledge. This certainly can be beneficial in your professional as well as personal life (Rampur, 2011).

Close supervision was also mentioned as one way to achieve better academic grades. It was also noted that teachers were rarely supervised by their superiors due to their busy schedules. When asked how often they planned their lessons they said it was very rare to prepare due to the limited time and large enrolments. This view is in line with Medley and Conyers (1972) who argue that an individual can only be successful through a well-planned and coordinated educational system. Lack of effective supervision, as already indicated above, affect performance of learners. Ndoye (2007) contends that while it is prudent to invest in learning materials such as books, desks, learning and teaching aids, it is important to ensure that the school is well managed and the investment is done in quality management training to establish an effective support structure at the district level and inspection system. These findings suggested that improving the school management system is pivotal to improving the overall quality of education and performance of learners.

Furthermore, the results obtained from the study indicate that having a decentralized leadership style could help promote better performance. An organization where leadership was decentralized was bound to achieve its stated objectives. Walesa (2011) states that leadership is showing the way and motivating people. To be able to influence people you must have unique ideas, you must see things differently, you must stand out in the crowd, and you must tell a different story. It is not as simple as it sounds, you must gain acceptance of followers. The researcher concurs with this statement affirming that a decentralized leadership was the way to go since it allowed members opportunity to lead smaller departments. This in turn early identification of challenges or obstacles and remedies sought.

The results indicate that pedagogical skills are very important in attaining better academic grades. Using various methods in teaching learning process, promoted success in learning. Forrest and Parkay (2001) emphasis on the authentic pedagogy here students are required to think to develop, in-depth understanding and to apply academic learning to important, realistic problems. Students might, for example, conduct a survey on any issue of local concern, analyze the results and then present their findings at a town council meeting. Today's world is so dynamic that teachers need to be abreast with new practices and integrate them in their teaching. They need to adapt to the changes in their work place so that they remain effective and score highly for better performance. Today's environment is also characterized by diversity which requires good pedagogical skills to fully exploit if better performance is to be achieved.

Similarly, the results obtained from the interviews also indicated that all the respondents affirmed that there was a relationship between organizational culture and academic grades. This was highlighted by the fact that having a culture that promoted hard work, good leadership, team work and staff development, creating subject departments, supervision, curriculum coverage, good entry points and recruiting qualified staff had high level impact on students' performance. Though this seemed to be the ideal situation the interviewed respondents also stated that other factors had hindered realization of the above. Some of the mentioned factors were; Universal Secondary Education (USE) program of mass promotion which did not favor performance, irregularity in attendance, location of the school for the case of School B, inadequate text books, some departments were overloaded. Late reporting, low technology, motivation of teachers, reading culture had dropped, poor attitude of students towards some subjects. If these were not addressed then poor academic grades would always be realized.

The literature review fully concurred with the second research objective and spelt out with support from some writers how organizational culture had a direct relationship with obtaining better academic grades.

5.3 Organizational culture and progression/completion rates

The third objective sought to establish the extent to which organizational culture influences progression/completion rates.

The results presented a significant and positive relationship between organizational culture and progression/completion rates. A majority of the respondents said that collaboration, school

culture, that is to say, competition, BOG, PTA involvement, support services, teachers' participation in administrative issues, students' participation, government policy and motivation were factors in an organization's culture which brought about improved progression and completion rates. An organization which had established a culture of collaborating with one another was bound to realize good performance. This was in relation to what Demerica (2010) stated that having good work relations with your fellow workers eases the work load on an employee and in turn increases productivity.

Clear policies and practices played a significant part in making a school effective. Policies are set that enable the staff to strive for the achievement of given goals. For example policies were laid down for dealing with low achieving students, parental involvement and easier communication between staff members (Levine & Stark, 1981). Successful schools seemed to have a well-defined mission and clearly stated goals usually communicate through school schemes or staff manuals (Glenn & McLean, 1981).

An analysis of the participant's viewpoints revealed that the collaborative development of the mission and vision statements was reflected in the kind of organizational culture in the school as a whole. It was also revealed that where the vision and the mission are well articulated and translated in the school, it was likely that stakeholders in such a school were likely to be more focused and therefore, likely to achieve the school's objectives. All this translated into improved students' academic performance. But, like the head teacher who lamented that one cannot start talking of an effective school when there was not even a bare minimum in terms of instructional material, staffing and others. The researcher supports the above view in that a well-established school with all the necessary requirements put in place leads to better students' academic performance.

The findings also revealed that a majority agreed that establishing your own school culture which provoked competition with the best schools was worth undertaking. Private schools have of recent turned out to be the best performing schools outcompeting renowned traditional government best performing schools. This was because they had designed their own culture which promoted competition. Government-aided secondary schools needed to adapt some of their strategies and change accordingly if they have to compete favorably.

The results further revealed that to persuade staff to remain in school could be another remedy to achieving quality performance. School authorities should have clear staff policy focusing on their welfare like private owned schools. As noted by Okello (2011) teachers' welfare plays a very big role in the performance of teachers. He cited that provision of accommodation, health care, support in social functions allowances for extra duty, recognition among others was an important incentive to teachers. On the same note, Dale-olsen (2007) argues that welfare benefits share important traits with non-wage amenities. Such benefits are singled out from the basic wage thus employee evaluation influenced by endowment and this strengthens workers attachment to his duties. The researcher agrees with the above statement in that when teachers know that their welfare is catered for however little it is, they will be encouraged to do their best hence good performance is realized.

The results further revealed that the Board of Governors (BOG) and Parents Teachers' Association (PTA) who were involved in strategic or long range planning brought about better performance. The reason for involving these stakeholders was to bring all of them on board so as to create ownership and consensus by all the players in the school. Secondly, it helped to ease implementation process of school policies, administrative issues and school projects when all stakeholders had been consulted.

Although the above was the ideal for any school it was also found out through an interview with the deputies and directors of studies that most parents were not regular in attending meetings. This was noted by a respondent who lamented parents of School A boycotted meetings and preferred travelling to the central where they had other children. For the case of School D, parents dumped their children at school and only waited to pick them when the term closed said a respondent.

The findings also affirm that having an increased range of support programs and services in schools was one way to avert repetition and dropout rates among students. The major reason why schools experience high failure and dropout rates was because they had no designed programs and services which keep students at school. Asked what services and programs they had in place, the deputy head teachers and director of studies confirmed that they had established clubs which occupied students during their free time. Teachers also carried out career guidance for students to help them cope with challenging subjects. One respondent said that

“In our school we have established various clubs which engage students during their free time. These school support services include; career guidance, clubs, guidance and counseling to address both academic and personal challenges.”

The researcher concurs with this view in a sense that all the visited schools have functional clubs which were carried out on different days as per each school. It also had a well-designed program with goals to be achieved.

Furthermore the findings of the study also revealed that a majority of the respondents affirmed that engaging teachers in addressing administrative problems and involving them in designing school programs led to progression and completion rates. Teachers were the first doctors who diagnosed students’ problems and the right doctors to give the right prescription. Through collective consultations and discussions with the teachers and head teachers it encouraged sharing of ideas in order to improve performance. The teachers were motivated to participate collectively in decision making relating to improved academic performance. “Students’ participation in decision making by providing their opinion for the greater improvement of academic excellence was also vital. “Students are centres of concern in schools and their input into the program of academic achievements is of paramount importance” (Nsubuga, 2008).

Similarly the findings also revealed that students’ participation in activities like debates and field works improved on their progression and completion rates. It had also been observed that students performed best in schools with a “participatory” climate at all levels and where high but realistic expectations for students were held. This was also true for schools where positive behavior on the part of students was encouraged, where the administration showed strong leadership, where basic subjects were greatly stressed and where there was a consensus on the objectives pursued (Deblios & Corriveau, 1994).

The results also indicated that there was a positive relationship between motivation and progression and completion rates. Regarding teachers’ remuneration and motivation, it could be an overstatement to say that teachers who were well motivated would work devotedly in order to ensure that students passed with good grades. However it was important to note that a school with a well-established culture experienced good performance. For organizational culture to influence performance there should be a reliable and committed staff. Motivated staff was

usually looked for better ways of doing their job and were always concerned about quality. Steyn and Niekerek (2002) emphasized that highly motivated workers are more productive than apathetic ones. Employees should also be motivated through promotions because it comes along with increased financial returns as well as better job titles that employees crave for since these titles impact on other social life.

Lastly the findings from the interviewed respondents revealed a majority affirming that having a strategic plan, rules and regulations, school mission, instructional materials, effective teaching and regular meetings were likely to address the issue of progression and completion rates. They further noted that having Strength, Weaknesses, Opportunities and Threats (SWOT) analysis, good record keeping and effective communication could lead to low failure and dropout rates. High progression and completion rates had been experienced in schools due to the fact that the following existed; lack of parent involvement in students' education, poor economic situation in the country which has led to poverty, corruption at all levels, that is to say, what was meant to benefit students was misappropriated, in adequate government support to schools, girl child dropout rate, lack of exposure, inadequate infrastructure and HIV which had rendered most students orphans. Having the above challenges addressed could lower failure and dropout rates.

The findings of research objective three was in line with literature review which was supported by some writers who gave views regarding the extent to which organizational culture influence transition/ completion rates.

5.4 Strategies to achieve optimum performance

The fourth objective sought to propose strategies to achieve optimum performance government-aided secondary schools.

The study revealed that a majority of the respondents suggested that regular assessment, well laid program, effective teaching, regular consultative meetings, curriculum coverage, discipline, mission statement, improved, good teacher-student relationship, good entry points, use of instructional materials were core strategies that schools had put in place to achieve optimum results. This was in line with the schools which tried to implement the above strategies and obtained tremendous performance.

Kelly and Kanyika (2002) noted that there was a positive relationship between learning achievement and frequency of homework. Learner assessment in form of homework and testing

respondents did confirm that in their schools the administration had tried to motivate them by providing them with meals, allowance and accommodation. They had also gone an extra mile to motivate best students by giving them bursaries. The giving out of bursaries was mainly practiced in Schools A & C where students would study free if they performed well. One respondent interviewed hinted that

“The school has procured adequate and appropriate learning and teaching materials and it also promised students that whoever became the best academically at each level would be exempted from paying schools fees for one academic year.”

These were some of the major measures put in place to improve students’ academic performance. This was also supported by one deputy head teacher who said that there should be an enabling environment for the teaching staff and students. There must also be a great sense of motivation and commitment for any school to excel.

The study also emphasized the culture of good work relations among the members. This was also supported by Demerica (2010), who noted that having good work relations with your fellow workers eases the work load on an employee and in turn increases productivity. One cannot do everything on his own. Responsibilities must be divided among team members to accomplish the assigned tasks within the stipulated time frame. An employee who gets along well with his or her colleagues will always work well with others and produce better results than employees who lack interpersonal skills. This is in line with what some head teachers shared in the New Vision of August 6th 2014 about the secret behind their superb performance in national exams every year. It takes discipline, hard work and commitment for a school to excel. Students should know what to do and so should teachers, said one respondent from Namilyango College. On the same note, another respondent from St. Henry’s College Kitovu also stated that a non-compromising approach to discipline has been one of the key ingredients to excellence and above all, committing their day’s operation to God in prayer during the morning mass every morning. The researcher firmly thinks that the above views should be adapted in government-aided schools in Soroti District for better performance.

An institution which did not promote proper discipline was a failed one. Good discipline is one of the contributing factors to good performance; it was also highlighted by the administrators interviewed that indiscipline amongst students was a contributing factor to poor performance,

failure or dropping out of school. The administrators also said much as they tried to provide counseling sessions to students there were extreme cases that ended up being suspended or expelled.

Besides the above, the findings of the study also indicated that majority of the respondents were in support of the view that teacher-student relationship was a remedy to obtaining good results. This was supported by the fact that where there was good working relationship, better results were realized. A good relationship between teacher and students was a more emotionally based key performance indicator. The mental state, attitude and spirit of both the student and teacher are all vital to the success and achievement of better academic grades. Good teacher-student working relationship translates to better performance.

Parents' involvement in education of their students is of paramount importance. The respondents interviewed noted that in most cases parents were very reluctant to attend meetings to discuss their students' performance. This is in consonance with findings from Amason and Sapienza (1997) that parents play a vital role in the school system. They encourage their children to read, as well as support and encourage the teachers to work towards improved student's academic achievement. Further still, Amburgey and Rao (1996) observe that school development is dependent on the parent input more than the leadership code. Ballantine (1999) in Hornby (2000: 1) states that "parents are critical to children's successes during the school years.

In Uganda, the contribution of the parents particularly through the PTA has been very immense. They have contributed to the infrastructural development of the schools, the teachers' welfare and together with teachers controlling students' discipline. Small's experience as reported in (Oyetunyi, 2006: 132), as a teacher who loves to involve parents in children's school work indicate that parent-teacher partnership promotes learning and brings about growth in students. This is to say that when the school involves parents in the education of their children, it improves students' performance both in academic work and character, which otherwise good performance may not be achieved by the school alone.

According to De-Roche (1987), an effective school is one that has a clear and concise statement of the schools' mission, goals and objectives, with the objectives being defined by course and grade level for each of the three categories knowledge, skills and attitudes. It's obvious but also

worth repeating that teaching methods, learning activities, instructional materials and assessment strategies must be directly related to the schools' goals and objectives.

The deputy head teachers asserted that all schools had a school vision, motto and mission statement which had been collaboratively developed. Having a mission, motto and vision statement leads to school excellence. Mission explains the reason why such a school exists whereas a vision stipulates where and what the school aspires to, it also influences academic excellence in that it sets standards and helps to stimulate the efforts of all staff towards a common goal. One respondent stated that "where the vision is well articulated and translated in all the school activities the school must achieve its objective. A respondent in School D said that, "the dream of any institution is to excel so whatever one does is geared towards excellence. A school without a culture has poor performance because culture is a means towards attaining the intended goals."

Another respondent stated that, "The mission and vision revolve around excellence in all aspects of life."

The researcher agrees with the above views to a greater extent reason being that she discovered that some teachers had not been involved in developing the mission statement and vision. As a result there was nothing driving them to strive hard so as to achieve the desired goal.

In conclusion, the literature reviewed as regards to fourth stated research objectives and the discussion therein, affirmed that the above discussed strategies led to the achievement of optimum students' academic performance.

5.5 Conclusions

Given the findings of the study above, it is evident that performance is critical to the survival of organizations. All stakeholders in the organizations are relevant in the success or performance.

The following conclusions were arrived at that:

1. The first objective of this study was to find out common shared organizational culture in government-aided secondary schools in Soroti District. The findings of the study indicated that the government-aided secondary schools shared common culture to a greater extent. This depended on the nature of the schools for instance boarding or day schools.

2. The second objective of the study established whether organizational culture influenced academic grades in government-aided secondary schools. The study showed that organizational culture was very essential in the attainment of better and quality grades. This was seen by the performance of the four selected schools of study.
3. The third objective of the study was to discover if organizational culture influenced progression/completion rates in government-aided secondary schools. The findings revealed that there was a positive relationship between organizational culture and progression/completion rates. This was evidenced by the number of students who progressed from one level to another and also those who completed the O-Level education cycle.
4. The final objective of the study was to propose some strategies to achieve optimum performance. Although the four schools put good strategies, the researcher felt that day secondary schools had ignored more important strategies which should be taken into consideration if students' performance was to be meaningfully improved upon.
Without a strong culture in any organization it becomes next to impossible to realize the intended results. So organizations should strive hard to establish strong cultures for better performance.

5.6 Recommendations

In the light of the findings of this study and the guidance derived from the literature review, it is evident that while there are several factors that are crucial to the performance of government-aided secondary schools in Soroti District. Organizational culture reflected above, plays a major role. Organizational culture has a strong significant relationship with performance. Therefore basing on the literature review and results of the study, the following recommendations have been suggested:

1. As evidenced by the results the Ministry of Education Science, Technology and Sports (MoESTS) should put more emphasis on school administrators to have specialized and management leadership training.
2. The (MoESTS) should see to it that all the teachers in the country are well motivated to offer quality education.

3. The educational officers should intensify their monitoring visits to all schools and their monitoring visit findings be availed to all stakeholders.
4. Finally, more advocacies regarding school governance by head teachers to tune the minds of the populace towards competence and best practices to achieving optimum performance in government-aided secondary schools in Soroti District.

5.7 Proposed area for future research

Since the study was purely an academic research conducted on a small scale, more research can be carried on;

1. Factors of organizational culture influencing performance in government grant-aided secondary schools Teso region.

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APPENDIX 1: QUESTIONNAIRE FOR TEACHERS

Dear respondents,

My name is Acam Judith a student at Kyambogo University Kampala, pursuing a Degree of Master of Education Policy, Planning and Management. I am carrying out a research on Organizational culture and performance of government-aided secondary schools in Soroti District. I kindly request you to provide me with information, which will be treated as confidential and used for academic purposes only.

For each of the following statements, please indicate (by ticking) the extent to which you agree with them, using the following scale: (Strongly agree, Agree, Uncertain, Disagree, Strongly disagree,)

SECTION A

Organizational culture in government-aided secondary schools	Responses				
	SA	A	U	D	SD
An organized school with a mission, vision, core values well laid program, competitive atmosphere and strategic plan					
Establishing a school's policy of team work amongst the administration, teaching staff, support staff, students' body and stakeholders promotes good performance.					
Acknowledging and rewarding best performers amongst the teaching staff leads to good performance.					
Having a school leader who has a system of core values that he/she works with and being able to interpret values and visions to achieve set goals					
Improved teachers' participation in decision making pertaining performance translates into improved results					
Hard work, commitment and discipline are necessary for good performance					

SECTIONB

Organizational culture and Academic rates	SA	A	U	D	SD
Having appropriate instructional resources so as to improves on academic performance					
Having qualified staff impact on students' academic performance as they have skills to discover the strengths, weaknesses of students to make them better performers.					
Size and location of the school affects performance of students as most teachers today consider two options as well.					
Creating class streams enhances hard work among students to obtain better grades as they struggle hard to get to the cream class.					
Creation of subject departments in schools increases focus on students' grades obtained in particular subjects.					
School leadership should be decentralized making schools more autonomous in their decision making and holding them more accountable for their results.					
Teachers-students' relations both in and outside the formal classroom setting impacts on students' performance					
Consistency and supervision are some of the key ingredients for good academic grades.					
Teachers are given appropriate pedagogical methods of teaching through refresher courses leads to good academic grades.					

SECTION C

Organizational culture and progression/ completion rates	SA	A	U	D	SD
For effective progress, teachers need to collaborate as a department so that its' challenges are identified and remedies sort as a team to address individual weaknesses.					
Establishing your own school culture which leads to competitions with the best schools other than their fellow students enhances progression					
To persuade staff to remain in school, the school authorities should establish clear staff policy focusing on their welfare like private owned schools.					
Each school coordinates with the BOG, PTA committees to address issues that involve students and general administration.					
An increase in a range of support programs and services in schools helps students to stay in school and complete.					
Engaging teachers in addressing, administration problems and involving them in designing school programs					
Students' attitudes towards studies and their participation in school activities determine their progression.					
Student leaders are fully involved in administrative matters like ensuring proper discipline and normal running of the school program.					
Government policy on USE has enabled most students to attend and do their exams.					
National policies and objectives of education should be formulated and centralized at the school.					
There is a positive relationship between increased motivation and increased completion.					

SECTION D:

**STRATEGIES TOACHIEVE OPTIMUM PERFORMANCE IN GOVERNMENT-AIDED
SECONDARY SCHOOLS**

What strategies has your school put in place to start up a culture for optimum performance?

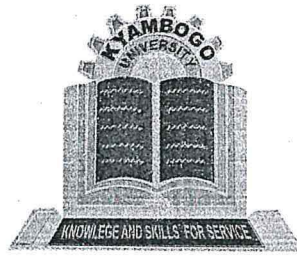
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.....
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Thank you for your corporation!!!

APPENDIX 4: OBSERVATION CHECKLIST
ITEMS TO BE OBSERVED

1. Students, teachers, support staff dressing code
2. Availability of instructional materials
3. Methods of content delivery
4. Conditions of the learning environment
5. Working relationship among the teaching staff, support staff, students' body and administration
6. Time management of the teaching staff, students' body support staff and administration
7. Available technology used to facilitate learning

KYAMBOGO



UNIVERSITY

P. O. BOX 1 KYAMBOGO, KAMPALA - UGANDA
Tel: 041 - 285211 Fax: 220464
www.kyambogo.ac.ug

Department of Educational Planning Management

Date: 5th August 2014

TO WHOM IT MAY CONCERN

Dear Sir

RE: ACAM JUDITH, REG. No. 2011/U/HD/02/MEDPPM

This is to certify that **Acam Judith, Reg. No. 2011/U/HD/02/MEDPPM** is a student in our department pursuing a Master's Degree of Education in Policy Planning and Management. She is carrying out research as one of the requirements of the course. She requires data and any other information on this topic entitled:

Organizational Culture and Performance of Government Aided Secondary Schools in Soroti District, Uganda.

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

Thank you.



Leticia Komba Rwakijuma (Mrs.)
HEAD OF DEPARTMENT