

**SCHOOL CULTURE AND STUDENTS' ACADEMIC ACHIEVEMENT IN ORDINARY
LEVEL IN GOVERNMENT AIDED SECONDARY SCHOOLS IN
LUWERO DISTRICT**

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**A DISSERTATION SUBMITTED TO THE FACULTY OF SCHOOL OF GRADUATE
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DECLARATION

I, NALUGEMWA ROSE, REG: NO 17MAED006, do declare that this work titled “School Culture and Students Academic Achievement in Ordinary Level in Government Aided Secondary Schools in Luwero District.” is purely my effort and has never been presented to any institution for any award.

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APPROVAL

This Dissertation titled, “School Culture and Students Academic Achievement in Ordinary Level in Government Aided Secondary Schools in Luwero District.” by Nalugemwa Rose, Reg: No 17MAED006, satisfies the partial fulfillment of the requirements for the award of the Degree of Master of Education leadership of the University of Kisubi in Uganda is prepared under my supervision and is now ready for submission.

Signed: Date:

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RESEARCH SUPERVISOR

DEDICATION

I wish to dedicate this research work to my beloved husband Mr. Waiswa Stephen and my Mother Namusoke Tereza Kasibante for their financial support, words of encouragement, moral and spiritual support that has enabled me to complete this course.

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I am highly indebted to Mr. Miyingo Anthony as my lead supervisor, besides being busy with other duties; He always found time to offer assistance to my research work. He helped me sail through the difficult times of my Masters' study. May God bless him abundantly.

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LIST OF ABBREVIATION

DEO	District Education Officer
OBE	Outcome Based Education
PTA	Parents Teachers Association
UCE	Uganda Certificate of Education
UNEB	Uganda National Examination Board

ABSTRACT

The study examined the influence of school culture on the students' academic achievement in the selected Government secondary schools in Luwero District. The study research objectives were; to establish the influence of teacher commitment on students' academic achievement, to determine the influence of team work on students' academic achievement and to find out the influence of goal setting on students' academic achievement in government aided secondary schools in Luwero District. The study adopted a cross sectional survey design where both qualitative and quantitative research approaches were used. Research instruments included; interview guide and use of questionnaires, key respondents included; Head teachers, teachers and students. According to the research findings on the influence of teacher commitment on students' academic achievement indicated that teachers' commitment is very important for it enables continuous evaluation of students, ensures adequate and timely lesson planning and scheming which enables teachers to know when and how to assess students. Results on the influence of team work and students' academic achievement in government aided secondary schools indicated that team work encourages division of work among teachers through coordination of duties and delegate ion is encouraged to ensure division of duties. It was established that the influence of goal setting on students' academic achievement in government aided secondary schools in Luwero District indicated that goals setting encourages coordination of classes, assessments, following up the teaching time table, encouraging discussion groups and ensuring continuous monitoring and supervision of students which hence encourages academic achievement among students. It is therefore concluded that government secondary schools in Luwero District should embrace school culture in relation to teacher commitment, team work and goal setting to promote students' academic achievement. It is however recommended that there is need for secondary schools in Luwero District to consider regular use of staff meetings to address inconsistencies in teachers work performance to improve students' academic achievement. There is need to establish a close working relationship with teachers to create an environment convenient for instructions in government secondary schools in Luwero District, the study recommends that there is need to encourage monitoring and supervision of teachers to ensure a coordinated working environment that promotes academic achievement among students.

CHAPTER ONE

Introduction

This research looked into "school culture and students' academic achievement at the ordinary level in Government Aided Secondary Schools in the Luwero district." This chapter looked at the study's background, problem statement, general objectives, specific objectives, research questions, scope of the study, significance of the study, conceptual framework, and operational definition.

Background of the Study

Historical Perspective

Globally, students' academic achievement in education sector has remained a confronting issue at all levels, especially in secondary schools causing a public outcry in the sector. This requires a multi-dimensional approach to education by various stakeholders, (World Bank, 2012). This problem escalated through developed and developing nations and raised the desire for the need for assessment of mechanisms that can help enhance efficiency of government institutions or programmes that are insufficient in stakeholders' expectations more so in the area of students' academic achievement. Ward and Penny (2006).

Academic Institutions in highly urbanized countries such as Canada and USA are not faced with the challenges of poor students' academic achievement as compared to developing countries. Developing countries such as Algeria, Nigeria, Ghana and Ethiopia among other countries talk of teacher- student challenges, limited amenities for teachers, high absenteeism rate among students contrary to the highly urbanized cities and

Governments that have invested in their education sector without fear of any wastage (Sector Review and Development, 2003).

In New York, measures have been put in place by Government to ensure that all public secondary schools are well facilitated; the state has qualified teachers with enough knowledge and skills in education leadership to carry out instructions geared toward better student's academic achievement, adequate instructional materials in schools and better remunerations for teachers. School culture that includes components of teacher commitment, team work and goal setting mean a functional and a predetermined system that is geared towards ensuring school performance and achievement of institutional goals and objectives.

The Ugandan educational system, according to Okurut (2012), was founded in 1877 by missionaries and was modeled after the British educational system because Uganda was a British protectorate from 1894 until 1962, when it gained independence. Teachers were held in high regard at the time, and their welfare included housing, medical care, bread and tea during break time, and the school culture was generally conducive to teachers carrying out their responsibilities as educators, which greatly improved students' academic achievement. In contrast, the period from 1971 to 1979 had an impact on all aspects of life, including education. Insecurity, the breakdown of economic activities, brain drain, and a decline in social services all contributed to low student achievement during this time period. Parents were forced to intervene, resulting in the formation of Parents and Teacher Associations (PTA), which introduced fees to motivate teachers as part of efforts to improve the education sector.

School culture, on the other hand, is a relatively new concept in the context of understanding schools as organizations. The term's evolution began with anthropological understandings of schools and how they function. According to Neville (2008), some schools have historically been exemplary in terms of their school cultures, while others have not. The shaping and grooming of school cultures has never been associated with student time tabling, decision-making hierarchies, or curriculum management and provision, but rather the quality of a school's leadership and interpersonal relationships. This is due to the fact that school structures and routines are the result of school culture (MacArthur and Gaffney, 2001). Geertz (1973), an anthropologist, made the greatest contribution to our current understanding of school culture. Geertz sees culture as a historically transmitted pattern, with meaning embodied in symbols. These symbols include both explicit (written) and implicit (hidden) messages encoded in language. In the written text of a school's mission statement, some goals that focus on student achievement may be identified. However, the implicit value that the school places, or does not place, on academic success is perhaps not written into the text. School culture includes both the goal (better student achievement) and the underlying value (academic success).

Today in more developed and developing countries than ever before, foreign problems are invading the school environment. Child abuse, criminal gangs, broken families, drugs, violence, and environmental problems all to varying degrees affect the school's ability to teach students (Anderson, 2002). The challenge for school leaders is to create and nurture a school culture that can address these growing issues. The school will no longer be

considered a base of instruction. For many students, it does homework, providing moral guidance and a sense of belonging.

Theoretical Perspective

The study was based on (Bandura 1977)'s social learning theory, which holds that direct reinforcement cannot account for all types of learning. As a result, he included a social component in his theory, arguing that people can learn new information and behaviors by observing others, such as by encouraging teamwork, commitment, and goal setting. There are three general principles for learning from each other, according to the elements of this theory. The principles of social learning are assumed to work consistently throughout life. Observational learning can occur at any age. In terms of exposure to new influential people (Newman B.M. & P.R, 2007).

According to Social Learning Theory, people learn from one another through observation, imitation, and modeling. Learning can occur without a change in behavior based on these general principles. In other words, behaviorists believe that learning must be represented by a permanent change in behavior, whereas social learning theorists believe that because people can learn solely through observation, their learning may not always be reflected in their performance. Bandura (1965). Learning may or may not result in a change in behavior. Bandura demonstrated that cognition plays a role in learning, and social learning theory has become increasingly cognitive in its interpretation of human learning over the last 30 years; these points are supported by research (Newman B.M. & P.R, 2007).

The theory furthermore argues that factors such as school commitment, team work and goal setting are fundamental to students' academic achievement Ngoma, (2011). Therefore, in any academic environment, incorporating the social learning theory among students and teachers is likely to improve the academic achievement of students in the selected secondary schools in Luwero District.

Researchers such as (Evans et al., 2011) emphasized that the environment under which students leave / stay in influences their academic achievement. In schools where there is adequate accommodation for teachers, instructional materials for the teaching and learning process, continuous assessment of students positively impacts the students' academic achievement and contrary. This therefore implies that school cultures contributes significantly to students' academic achievement.

Conceptual Perspective

School culture in this study is conceptualized to mean a system of shared meaning held by members, distinguishing a particular school from other schools. The indicators of school culture include; teacher commitment, team work and goal setting. According to Gruman and Saks (2011), school culture is belief, values and ways of behaving that combines to give each school its distinctive character.

Student academic achievement means academic results derived from the daily or absence of a student from class, compliance or neglect towards rules and regulations, obedience or disobedience in and around the school environment (Dessler, 2003). Students' academic achievement in this case is measured through timely syllabus coverage, time

management, lesson plans, results in examinations, results in tests, results in assignments and results in quizzes.

Contextual Perspective

To place this study in context, it is imperative to have an insight into the education sector in Luwero District. A survey on teaching records monitored in term I 2019, in S.4 by the Director of Studies, Buzibwera Senior Secondary School, showed some gaps in teachers' attendance to lessons per week which may have caused a decline in students' academic achievement. This is reflected by the results of the survey on some of the subjects.

Table 1.1: Teachers' attendance to lessons per week in selected subjects, in Buzibwera Senior Secondary School In term 1 2019

Subject	Week									Total lessons	%	Expected lessons
	1	2	3	4	5	6	7	8	9			
Physics	30	32	28	32	36	32	30	28	26	274	69	396
Chemistry	26	28	30	32	28	36	30	26	28	234	59	396
Biology	24	28	30	36	28	30	30	24	24	254	64	396
Mathematics	30	26	40	46	48	50	50	54	54	408	68	594
English	42	48	50	52	48	46	48	50	48	432	72	594
Geography	24	28	34	30	32	30	28	26	32	274	69	396
History	20	24	28	32	32	36	36	30	32	270	68	396

Source, D.O.S. teaching monitoring file, Buzibwera S.S; S.4 lessons term 1 (2019).

From table 1.1 above, out of the expected lessons to be covered by teachers, it is clear that teachers' attendance to lessons had fallen short of expectation and the same trend

cuts across the other schools in Luwero District. The chairman BOG while discussing this wondered why missing lessons had not been covered.

The practice of irregular attendance to lessons is assumed to have had a substantial effect on the students' academic achievement. The S.4 results for 2019 for government secondary schools in Luwero district showed the following level of achievement by students.

Table 1.2: S.4 Results for the selected Government secondary schools in Luwero District, 2019

School	Div. 1	2	3	4	7	9	Total
School A	96	93	13	02	00	00	204
School B	18	111	191	309	05	26	660
School C	21	35	20	14	01	02	93
School D	03	11	55	66	00	06	141
School E	00	20	24	20	02	03	69
School F	02	04	10	06	00	01	22
Totals	140	274	313	417	08	37	1,189
% Pass	11.7	23.1	26	35	0.67	3.1	100

Source, D.E.O's office, Luwero District (2019)

In one of the meetings held by the Secondary Schools' Head teachers in Luwero District with the DEO in March 2019, he indicated that this level of achievement was far below expectation, and was wondering what the cause could be.

The SESEMAT program is one that government launched in 2005, as an intervention to try and improve on the teaching of Sciences by being student centered, innovative and use of local resources. It had been noted country wide that academic achievement of students in basic science in U.C.E had continued deteriorating (UNEB, 2003/4). SESEMAT has been divided into 12 regions across the country, Luwero region being one.

Table 1.3: Lesson Plans made in Selected Subjects in Some Schools, Term 1 2019

<i>Name of school</i>	<i>Lesson plans made</i>				
	Biology	Chemistry	Maths	Physics	Total
School A	3	14	8	46	71
School B	0	0	5	0	05
School C	14	34	9	44	101
School D	0	0	0	0	00
School E	0	0	0	0	00
School F	0	0	5	0	05

Source, SESEMAT Regional Coordinator, Luwero S/S. (2019)

It is evident from the table that teachers in these schools lack total commitment to their work based on the evidence as indicated in table 1.3, lack of commitment by teachers lowers students' academic achievement, demotivates the morale of learners, affects students' achievement in weekly and monthly assessments given, termly assessment and end of year examinations.

It is noted that many schools have fallen short of the expectation on lesson preparation and the National trainers (N.T.S) wonders what could be causing this state of affairs.

It is important to realize that schools may unconsciously be barriers to students' achievement. Armstrong (2012) argues that, schools must set targets to realize students' academic achievement. Such factors at school level include remuneration, communication, equipment, achievement targets (goals), supervision among others which seem not to be effective in government secondary schools in Luwero District. It is imperative to note that the existence of such priorities in schools, teachers' commitment, team work and goals setting may certainly improve students' academic achievement.

Statement of the Problem

Ideally, students are expected to always attend class on time, observe rules and procedures as set by the school, read their books and prepare themselves for assessments in end of term and end of year examinations. They are also supposed to observe discipline among themselves, keep close contact with teachers to share knowledge to improve their understanding in the teaching and learning to enable attainment of better academic results. (Luwero District Inspectors' report, 2019). However this seems not to be the case in government aided schools in Luwero District, learners' scores / marks in tests and end of term examination are weak, learners' concentration on books is low, and learners' absenteeism rate is high hence contributing to low students' academic achievement. Whereas efforts have been put in place by school management to improve students' academic achievement through initiatives such as teacher based commitment, teamwork and strategic goals setting, students' achievement as reflected in senior four results of 2019 in table 1.2 seems to continue indicating poor results. Education

stakeholders in schools precisely the District Education Officer, head teachers, teachers, the community and parents are concerned with the results of students which seem not to improve. It was noted that only 140 students passed in division one in Uganda Certificate of Education (2019) in the six selected secondary schools in Luwero District. This reflected poor academic achievement of students which hence underpinned the investigation of the current study.

Purpose of the Study

To examine the influence of school culture on the students' academic achievement at O level in the selected Government aided secondary schools in Luwero District.

Specific Objectives of the Study

The study was guided by the following specific objectives:

1. To establish the influence of teacher commitment on students' academic achievement at "O" level in government aided secondary schools in Luwero District.
2. To determine the influence of team work on students' academic achievement at "O" level in government aided secondary school in Luwero District.
3. To find out the influence of goal setting on students' academic achievement at "O" level in government aided secondary schools in Luwero District.

Research Questions

1. What is the influence of teacher commitment on students' academic achievement at "O" level in selected government aided secondary schools in Luwero District?
2. What is the influence of team work on students' academic achievement at "O" level in selected government aided secondary school in Luwero District?

3. What is the influence of goal setting on students' academic achievement at "O" level in selected government aided secondary school in Luwero District?

Scope of the Study

The scope of the proposed study was categorized into; the content, geographical and time scope as follows:

Content Scope

The study focused on the influence of school culture on students' academic achievement in secondary schools in Luwero District. It examined the influence of teacher commitment, team work and goal setting on students' academic achievement in Government secondary schools in Luwero District. This concept was given consideration because for many years now, there has been concern regarding school culture whenever the issue of achievement comes up.

The Independent variable (school culture) was conceptualized through indicators such as teacher commitment, team work and goal setting and the dependent variable (Students' Academic Achievement) through sub variables such as timely syllabus coverage, time management, lesson plans, results in examinations, results in tests, results in assignments and results in quizzes.

Geographical Scope

The study was conducted in Luwero District. Luwero District lies north of Kampala between latitude 20 north of the Equator and East between 320 and 330. It is approximately 75 kilometers (47 mi), by road, north of Kampala, Uganda's capital and

largest city. For ease of accessibility, the study was confined to Luwero district government aided secondary schools. The district has 22 government secondary schools. Luwero District is chosen for its representativeness while the government schools have the structures that enable effectiveness of development of the school culture.

Time Scope

The study considered the period from 2017 to 2019. It was during this period that significant decline in students' achievement was noticed. Also teachers' compliance to duties seemed to be an indicator to the declining achievement of students in selected secondary schools.

Significance of the Study

The study may objectively provide relevant data regarding school culture's influence on students' achievement and subsequently make valuable conclusions.

A study on school culture's influence on students' academic achievement in government secondary schools in Luwero district has come at a critical moment, therefore, the findings of the study would be important to all education stakeholders to prompt them to revisit their goals and mission statements for better achievement.

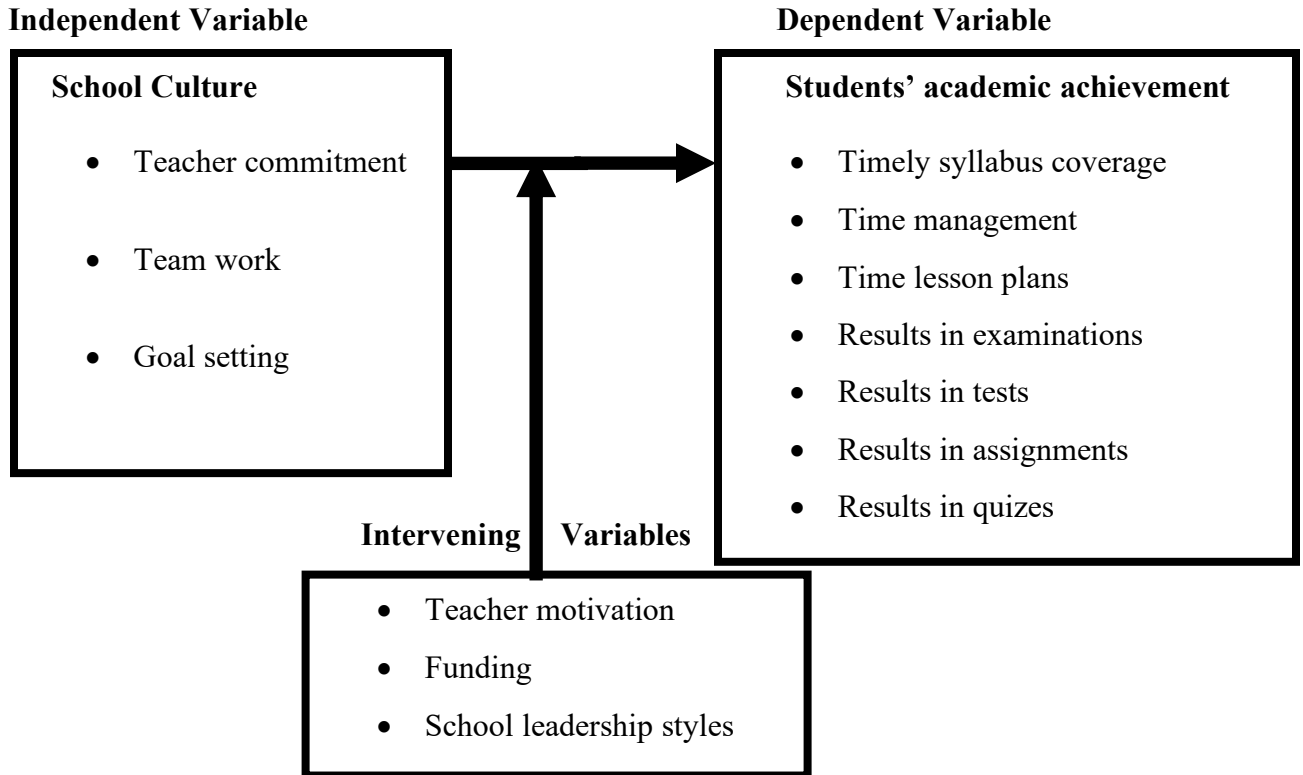
Teachers may hopefully draw insight into team work and goal setting for better service delivery in secondary schools.

Ministry of Education and Sports planners, Directorate of Education standards may hopefully use the findings to provide increased support supervision for better achievement of secondary schools.

Other researchers may conduct related studies in which the findings of the study may be an essential guide and a background literature to such studies.

Conceptual Frame Work

Fig 1.1: The Conceptual Frame Work



Source: Designed by the researcher based on Newman (2012).

The study is conceptualized as follows; school culture is derived through its attributes of goal setting, teacher commitment, and teamwork. The figure shows that through the indicators of school culture, there is enhancement in timely syllabus coverage, time management, better results in examinations, results in tests, results in assignment and results in quizzes and other variables continue to interrelate as indicated in the figure 1.1.

However, the intervening variables through teacher motivation, school leadership styles and funding influences school culture and academic achievement.

The intervening variables were derived from the model of Arnstein (2009) as attributes that influence the activities of the independent variable and the dependent variable for example motivation, funding, and school leadership styles. The absence of these variables, according to the model affects students' achievement and therefore affect work out put.

Operational Definition of Key Terms

Achievement: Refer to the success / positive results derived from an activity (Sax, 2008).

Whereas in the context of this study, achievement is described as efforts by teachers to achieve the designed academic goals to increase student success in results.

Goal setting: Refers to a process of setting up targets and goals to be achieved in school (Callan & Levinson, 2011). Whereas in the context of this study, it is the act of establishing specific, measurable, achievable, realistic and time-targeted (S.M.A.R.T) goals to be achieved by teachers in schools.

Team work is defined as the extent to which a team can reach the predictable goal or completely reach the expected quality of a task (Kadavakollu, 2013) whereas in the context of the study teamwork is a critical skill that schools employ to encourage division of labor.

CHAPTER TWO

Literature Review

Introduction

This section presented the related literature about the study. This chapter is divided into sub themes as per the research objectives and research questions of the study.

Influence of Teacher Commitment on Students' Academic Achievement.

Teacher commitment is defined as a degree to which a teacher can be emotionally and intellectually committed to an institution. It involves assignment of tasks and supervision. It is believed to have positive impact on the school and becomes one key factor to the success of the school; strong teacher commitment results in satisfying achievement from employees, teachers who have strong commitment on their students are willing to work harder than others. High employee commitment level to the school is believed to increase the talents and employee's individual achievement Hanushek (2009).

According to Hanushek (2009), the difference between institutions having qualified teachers and having under qualified teachers can exceed one grade-level equivalent in annual achievement growth. The single most important factor affecting students' achievement is teachers, and the effects of teachers on student achievement are both additive and cumulative. Further, they contend that lower achieving students are most likely to benefit from the increase in teacher effectiveness. Taken together, these multiple sources of evidence all conclude that teacher commitment is a critical determinant of student academic achievement. In the current policy climate of standards-based reform, these findings make a strong case for gaining a better understanding of what really

accounts for these effects. “In government aided schools in Luwero, there is competent and highly experienced staff, however their level of teacher commitment in the student’s academics has not been consistent and as a result, has affected their academic achievement. However on realizing this gap, teachers are endeavoring to put the best of their expertise in students to promote academic excellence. However, how this comes to be the way, it needs to be explored, perhaps one being in adequate teachers’ commitment by the stake holders, especially with Luwero District as area of study.”

A study conducted by Gruman and Saks (2011), found out that schools with strong culture would lead to high achievement. This study was conducted based on the three attributes of culture; that included consistency, involvement, and efficacy. The implications show that there was a significant relationship between teacher commitment and students’ academic achievement hence the need to make a study on the influence of school culture on students’ academic achievement in secondary schools in Luwero District to enrich this study.

A study conducted by Afe (2012) in Tema, Ghana on the influence of school culture on teacher commitment found out how school culture was positively perceived by teachers, it does not directly predict their commitment to their teaching profession. This study will be conducted in Luwero District with a view of establishing whether a similar scenario occurs.

According to Kenny and Reedy (2007), school culture has a profound effect on student success. A strong school culture can build on a positive learning environment, help students develop learning strategies, develop self-reliance and thus transform the quality

of their academic achievements. Students score high on standard tests in schools with a healthy learning environment. On the other hand, schools with overcrowded and congested areas will initiate incidents of bullying and violence that could have a negative impact on student achievement Cartwright and Holmes (2006).

Miller and Kelley (2012) had a view on the influence of school culture leadership. Work commitment and its impact on students' achievement in Jakarta, Indonesia, explored the hypothesis that work commitment is positively related to students' achievement, work commitment was found out to be the main indicator of students' achievement. This supports findings stating that workers with high work commitment and productivity are more willing to do an extra work. Miller and Kelley (2012).

According to Diane (2010), teachers' compensation however in schools where fringe benefits are on equitable grounds based on achievement indicators of individuals, derive attraction, participation, commitment and improved achievement. In schools where fringe benefits rarely exist, their inadequacy are the reason for increased teacher absenteeism, corruption, job dissatisfaction, little or no love for the profession, reluctance in teaching and marking and late syllabus coverage hence leading to poor achievement. "Many schools in Luwero District offer fringe benefits to teachers but achievement remains low. It was thus imperative to explore how much they are committed."

Study findings by Hanushek (2009) affirm that people join institutions like schools to satisfy their varied needs. Teachers for example join the teaching profession to meet their financial and social needs because in turn they are paid salaries and given other incentives to improve their livelihoods. However due to poor remuneration in

government schools, teachers have not been able to satisfy their needs and this directly affects achievement. Increasing teacher salaries is frequently cited as the best mechanism for reaching this goal. However, in contrast to the prevailing sentiment, teacher salaries have steadily declined relatively to salaries in the non-teacher labor market since the early 1980s. From these studies, students' academic achievement is influenced by many factors world over, including Luwero District. This underpins the current study on the influence of school cultures on students' achievement in Luwero District.

Despite the large number of studies on school culture and work commitment of teachers, little evidence has been found on similar studies on teacher commitment, in developing countries and specifically in Luwero District. As pointed out by Paul Newton, University of Saskatchewan (March, 2015), little research has been done on teacher commitment and students' achievement at school level, to the contrary much has been done on worker commitment and academic achievement which hence underpins the current study.

Influence of Team Work on Students' Academic Achievement

Team work refers to the extent to which a team can attain its predictable goal or completely reach the expected quality of a task (Kadavakollu, 2013). While there are many variables which can propel proper school functioning, teamwork is a key factor that cannot be ignored. While teamwork is regarded by management experts as an important factor in schools, there is a broad consensus in the literature about its defining features. Katzenbach and Smith (1993) stated that a team is a small number of people with complementary skills who are committed to a common purpose, achievement goals, and approach for which they hold themselves mutually accountable. In addition, regular

communication, coordination, distinctive roles, interdependent tasks and shared norms are important features that can directly improve the achievement of students in secondary schools.

Effective workplace communication is a key to cultivation of success and professionalism (Canadian Centre for Communication, 2003). Schools that communicate to staff members in the most applicable way are more likely to avoid problems of completing the daily procedures and less likely to have a problem with improper occurrence and generate a stronger morale and a more positive attitude towards work. When employees communicate effectively with each other, students' achievement improves and more work gets done (Jones et al, 2007), it removes misperception and frees up wasted time that would have been otherwise spent on explanation or argument. It makes workplace more enjoyable, less anxiety among co-workers which in turn means positive attitude towards work and increased productivity. However due to the time and geographical gap posed by this study, there is need to carry out the study to collaborate these findings in Luwero District Secondary schools.

Management within the school appreciates the importance of teamwork more than ever before. Teachers working as Teams can improve the achievement of students through collaboration. In schools where teachers work as teams become the standard for the school (Alie, Beam & Carey, 2009). It is the means of improving man-power utilization and potentially raising achievement of students. With a support from upper level management, teachers work confidently in team and increases productivity of the school. A recent study shows that employee working within the team can produce more output as

compared to individual (Jones, Richard, Paul, Sloane & Peter, 2007). This study was carried a while ago, but due to the dynamism of the workplace environment, another study needed to be carried out to collaborate the findings, hence a study in Luwero District secondary school.

Cohen and Bailey (2015) define an employee team as a group of individuals who are interdependent in their tasks and share responsibility for the outcomes. Teamwork allows teachers to collaborate, improve individual skills, and provide constructive feedback to students while avoiding conflict (Jones et al., 2007). Teamwork is essential for a school's smooth operation. Most school activities become more complex as teamwork progresses, so teamwork is a major focus in many schools. "According to one research study, teamwork is essential for all types of schools, including non-profit schools, because it improves skills, knowledge, and abilities" (Pfaff & Huddleston, 2003). The purpose of this study is to determine how teamwork affects students' academic achievement.

Healthy characteristics of collaborative school culture are said to include a willingness to be more responsive to changes. Mr. Gemberling (2000). Furthermore, an excellent school culture is determined by a number of factors, including fewer discipline issues among students, continuous quality improvement, and OBE practices (outcome based Education). The curriculum and syllabus are used to guide the teaching and learning process. Schools also have excellent teaching and instruction quality, and teachers are highly motivated to teach, supervise, and monitor students' progress. A strong and healthy school culture is also determined by two factors: good interaction between

teachers and students, which improves academic achievement, and good interaction between students and teachers.

Influence of Goal Setting on Students' Academic Achievement

Callan and Levinson (2011) contended that goal setting is a process that uses the strengths of students to improve upon their weaknesses, and ultimately leads them to success. Teachers, administrators, parents, and the community should have a working relationship in seeing that students are given every opportunity to succeed. Students' achievement is ultimately the goal of all stakeholders, and everyone needs to understand how they work and what role they play in helping students achieve each goal that is set.

Time management is the process of monitoring, analyzing, and revising plans until they work. Effective planning is a skill that takes time to acquire. It is difficult to implement because it involves oneself to monitor how effectively time is used. Miller & Kelley (2012) pointed out that effective time management involves philosophy and common sense. Time is not a renewable resource - once it is gone, it is gone forever. To function effectively, school management should be able to prioritize and replace less important tasks with more important ones. Effective and efficient time management encourages teachers to achieve and be productive while teaching and educating learners.

Newman (2012) pointed out that institutions / school formulated objectives and targets are fundamental determinants for students' achievements in secondary schools. This means that management of secondary schools has the mandate of ensuring that policies and systems of work are in place such as emphasizing and ensuring that teachers carry out the expected duties accordingly, follow the school time table and encourage time

management. This is because time management encourages learners to focus, allows students to make the most of their abilities and enjoy the satisfaction of their accomplishment hence enabling students' achievement and performance.

According to Day and Tosey (2011), it is critical to develop school objectives. Goal setting, according to Day and Tosey (2011), "helps students become more aware of the learning that they are expected to experience." This procedure allows students to participate in the learning process. Punnett's (2001). Mastery-oriented goals allow students to focus on learning standards and their own growth while also teaching important life skills such as planning, organization, and time management, as well as communication skills, self-awareness, and confidence.

According to Shuck and Herd (2012), teamwork aids in the development of communication skills such as active listening and effective speaking. It teaches students how to express their ideas and opinions in a group setting in a respectful and confident manner. It is important for students to understand that speaking is not the same as talking. It teaches sensitive students how to overcome their fears and deal with criticism. Setting specific goals improves achievement, and setting difficult goals results in greater achievement than setting easier goals. Goal setting entails establishing specific, measurable, achievable, realistic, and time-bound goals to achieve desired results.

According to Day and Tosey (2011), goal setting provides a clear path to success by allowing students to focus on what needs to be done. This prevents students from becoming overwhelmed, frustrated, and discouraged; it reduces feelings of disheartenment and encourages students to spend more time on activities that contribute

to the achievement and attainment of their goals. Tutors in the classroom should always encourage students to learn to control their emotions and use them positively. However, the characteristics of goals being measurable, achievable, and time bound are not mentioned in this study, and the researcher would like to investigate their impact on teachers' achievement in Luwero District Secondary School.

Sax (2008) noted that goal setting enables students to learn and perform well in their academic pursuit, Sax (2008) added that highly performing and creative teachers are critical to the development and academic success of students, good teachers showcase strong skills in communication, team work, time management, problem solving and organization of class activities, know how to set clear objectives, developing goals that can assist to gauge academic performance while giving students clear directives on how to improve their learning. Punnet (2001) affirmed that teachers who insist on feedback from their students helps students to match their expectations, feedback that is timely, detailed and constructive can assist students in understanding academic expectations. In so doing, teachers need to make use of verbal and non-verbal communication skills to identify students and know when to listen and when to talk. This can help boost students' academic achievement in secondary schools.

CHAPTER THREE

METHODOLOGY

This chapter consisted of the research design, population of the study, sampling techniques and sample size, instruments of data collection, validity and reliability of research instruments, procedure for data collection, and procedure for analysis and ethical considerations.

Research Design

Kumar (2005) defines a research design as the plan, structure or strategy of investigation. The researcher used a cross-sectional survey design where both qualitative and quantitative methods were used.

These approaches were used for mutual validation of findings for the production of more coherent and a complete picture of the investigation domain. A complete numerical description of findings with such design was also provided. This approach was given consideration because it enables approval and disapproval of assumptions, captures data generated that is used to enrich the study. Therefore using a combination of approaches helped to compile information which enriched the study.

Population and Sample Size of the Study

The population is the “universe of units from which the sample is to be selected” (Bryman & Bell, 2007). The population of the study comprised of 650 participants out of 242 participants were included; these included, Head teachers, teachers and student in six selected government secondary schools in Luwero district. All the 06 schools were selected by the researcher in Luwero District, this selection criteria was used to give equal chances of participation to schools in the study. The study was limited to government schools to establish the relationship between school culture and students’

academic achievement in secondary schools in Luwero District. Head teachers were included in the study because they are the overall supervisors in the school. Teachers were selected because they are the ones who influence achievement in schools. The summary was indicated in table 3.1 below.

Table 3.1: Population and Sample Size of the Study

Respondents	Population	Sample	Sampling Technique
Head teacher	01	1	Purposive sampling
Teachers	48	18	Simple Random Sampling
Students	75	27	Simple Random Sampling
Head teacher	01	1	Purposive sampling
Teachers	25	9	Simple Random Sampling
Students	50	18	Simple Random Sampling
Head teacher	01	1	Purposive sampling
Teachers	40	14	Simple Random Sampling
Students	75	28	Simple Random Sampling
Head teacher	01	1	Purposive sampling
Teachers	42	15	Simple Random Sampling
Students	85	32	Simple Random Sampling
Head teacher	01	1	Purposive sampling
Teachers	34	12	Simple Random Sampling
Students	65	24	Simple Random Sampling
Head teacher	01	1	Purposive sampling
Teachers	30	11	Simple Random Sampling
Students	75	28	Simple Random Sampling
Total	650	242	

Source: Population, D.E.O'S Office, Luwero 2019; Sample, Determined in accordance with Krejcie & Morgan (1970),

Sample Size of the Study

Basing on the guidelines by Krejcie and Morgan (1970) as cited in Amin (2005), 6 government secondary schools in Luwero district were selected. Accordingly, 6 head teachers, 1 from each school were included in the study. Meanwhile, 79 teachers from the 6 selected schools and 157 students were part of the study, these represented the target groups in the study.

Sampling Techniques

According to Amin (2005), purposive sampling is preferred in selecting people holding positions that allow them to be more knowledgeable.

Purposive sampling was used in the study. It is a method which allows people with vast experience and knowledge to enrich the study with findings. Purposive sampling was used to select 6 (six) head teachers that is to say 1 (one) from each school because they are mandated to ensure effective school values and code of conduct of teachers and students. Purposive sampling is important in research studies because it reduces on the time needed for data collection, produces validated information, gives details of information about a unit and more detailed questions that can be asked.

Simple random sampling was used in the study. It is the type of sampling which provided equal chance to every member in the population to be included in the study (Amin, 2005). This method was used because it helps to reduce biases or prejudices in selecting samples. This technique was used to select respondents who were teachers and students. A simple random sampling technique was used to ensure that respondents had an equal

chance to participate in the study to avoid biasness in the study. The simple random sampling was applied by use of a fish-bowl technique.

The researcher used both closed and open ended questionnaires. Open ended questionnaires are expected to allow the respondents unrestricted chance to express their personal views / feelings about school culture and students' academic achievement in Government aided secondary schools in Luwero District. Closed ended questionnaire collected specific and focused information on the variables under study. Self-administered closed ended questionnaires using likert scales were used to collect primary data from teachers and students. Questionnaires were rated on the scale; (1) strongly agree, (2) Agree, (3) strongly disagree and (4) Disagree (5) undecided. These were sub divided into 5 sections where section A consisted of the demographical characteristics of respondents, section B addressed questions on teacher commitment, section C addressed questions on team work, Section D addressed Goal setting while Section E addressed students' academic achievement in the selected government secondary schools in Luwero District. Questionnaires were distributed to teachers and students in the selected schools which took a period of 3 days answering the questionnaires. Questionnaires in this study were utilized for teachers because teachers are stationed, and they can spare some time to fill questionnaires.

Interview Guide

The approach involved face to face interaction between respondents leading to self-reports. The questions were developed and the opinions of the experts in the field of education management and administration was put in consideration to ensure consistence of the instrument. Questions were structured to provide limited response. Semi-structured questions which were open ended allowed individual response and unstructured questions

enabled the researcher to seek for a wide range of opinion from the respondents. This provided a high degree of objectivity, probing and clarification. The interview method was used because of its advantages; it's quite flexible, adaptable and can be used on many people and information can be obtained in detailed and in a well explained manner.

The interviews were conducted on head teachers because of their nature of work which makes filling of questionnaires quite complex. For purposes of triangulation, both qualitative and quantitative techniques were used.

Research Procedures

After the approval of the proposal, the researcher got an introductory letter from the research coordinator, Kisubi University main campus. Thereafter presented it to the District Education Officer and Administration of the selected secondary schools in Luwero District to obtain permission to carry out the study in their respective schools. The researcher sought oral consent from the respective respondents; took charge in explaining the study objectives to each participant. Questionnaires were distributed to the teachers and students at their time of convenience which were then collected after one week. Head teachers of schools were interviewed on appointment from their respective school offices at the time of data collection, the interviews lasted for one (1) hour to seek for their opinion regarding the study at hand.

Data Analysis

Both qualitative and quantitative technique were used to analyze the data.

Qualitative Data

Qualitative data from school head teachers was analyzed through content analysis. The researcher used content analysis method to analyze qualitative data. Since the study was descriptive in nature, the data collected was analyzed under the three themes of the study. The interview sessions were used to triangulate qualitative data. The findings were analyzed and then discussed in relation to the study objectives.

The findings were analyzed and then discussed under the sub themes of the study. Conclusions were drawn from the observations based on the data analysis.

Quantitative Data Analysis

After data collection in the selected schools, quantitative data was edited, coded and tabulate using statistical package for social sciences (SPSS) version 20. Descriptive data in terms of frequencies and percentages were computed regarding key responses to the major variables in the study Campbell, (1955). The Pearson product moment correlation coefficient was used to determine the degree of influence between the two variables ie teacher commitment and students' academic achievement, team work and students' academic achievement, goal setting and students' academic achievement in Government Aided Secondary Schools in Luwero District.

Quality Control Measures

This refers to the validity and reliability of the research instruments.

Validity of Instrument

Validity of Instrument was majorly concerned with the integrity of the conclusion that is generated from a piece of research (Bryman 2001).

Interview Guide Questions: First, the interview guide questions were pre-tested by having them given to lecturers and the supervisor; who were told about the pre-testing. The questions were assessed whether they are vague or not and whether the answers to the structured questions follow a logical order.

$$CVI = \frac{X}{Y}$$

Where CVI = content validity index

X= No. of items rated as relevant

Y = Total No of items in the instrument

$$CVI = \frac{18}{22} = 0.82$$

According to Amin (2005), whenever values obtained fall below 0.7, it implies research tools were inappropriate and invalid for as far as the instruments are concerned and when values obtained fall above 0.7, then it implies the items (questionnaires) are appropriate and valid.

Reliability of the Questionnaires

According to Bryman (2001:71), reliability refers to the consistency of a measure of a concept. To establish the reliability of the items, test-retest was done. There was a one on one discussion with the Head teachers and teachers of government secondary schools of Kampala District and the information given was subjected to comparisons with actual respondents Head teachers, teachers and students of the selected government secondary school in Luwero District to determine the level of accuracy and consistency in the

information attained. This refers to the degree to which scores on the same test by the same individual are consistent over time. (Amin 2008: 296).

This helped the researcher to update the field findings which helped in ensuring reliability of the data collected.

There was a pilot-testing whereby a sample of people from a situation similar to the one to be examined was chosen and then asked question. All these helped the researcher to update the interview guide. This process took care of the validity of the interviews in collecting the desired information.

Ethical Considerations

The researcher obtained a letter of introduction from the faculty of education at Kisubi University, and sought for permission from the management of schools in Luwero district to administer the questionnaires and collect data from the head teachers and teachers.

The researcher informed the respondents that information collected was strictly for learning purposes and that the information given by them was to be treated with at most confidentiality. The researcher kept time to save time for the respondents.

Information given was acknowledged by the researcher from various individuals like head teachers and teachers as a matter of courtesy.

Similarly, respondents' confidentiality was respected by having no names of respondents being written anywhere on the instruments whilst the identity of the school was not disclosed.

The researcher wrote back to government secondary schools in Luwero District after data collection appreciating management and teachers for the support they extended to answer questionnaires in their rightful way, their opinions and views which were paramount.

Limitation and Delimitations of the Study

The researcher faced a problem of negativity from some of the respondents whereby they thought the researcher was interfering with their time. To counter this however, the researcher explained to them the importance of the research and how it benefits them.

There faced a challenge of respondents taking long to respond to the interviews. The study therefore ensured that respondents are given enough time to think to respond correctly to the interviews.

CHAPER FOUR

DATA PRESENTATION, INTERPRETATION, ANALYSIS AND DISCUSSION OF FINDINGS

This chapter dealt with the presentation of data, analysis and discussion of the findings in relation to the influence of school culture on the students' academic achievement in the selected Government Aided secondary schools in Luwero District. This was done according to the objectives of the study. The study was both qualitative and quantitative in nature, only interviews were conducted with the target respondents (head teachers, teachers, and students).

Response Rate

The researcher distributed questionnaires to the respondents (teachers and students), however on returning the questionnaires, 236 questionnaires and all the 6 interview guides were brought back and these were considered for data collection.

Statistically, the Number of Questionnaires Distributed

$$= \frac{\text{Response Rate}}{\text{Number of Questionnaires \& Interview Guides}} \\ = \frac{236}{242} \times 100$$

98.3% Questionnaires and Interview Guides were returned from the field

Number of Questionnaires which were not returned;

$$= \frac{\text{Response Rate}}{\text{Number of Questionnaires \& Interview Guides distributed}} \\ = \frac{06}{242} \times 100 = 2.5\%$$

2.5% were Questionnaires and interview guides which were not returned.

Demographic Features of the Respondents

This section discussed the background information of the respondents (Head Teachers, Teachers and students) who were relevant to the study. A case in point is gender, age bracket, working experience and highest level of respondents. This was presented in form of frequencies and percentages as follows:-

Gender

Responses as generated on Gender were as in table 4.1 below.

Table 4.1: by Gender

Gender	Frequency	Percent
Male	170	70.8
Female	72	29.2
Total	242	100.0

Source: Primary Data (2021)

The findings in table 4.1: shows that 170(70.8%) of the respondents were males while 72(29.2%) of the respondents were females. This shows that majority of the respondents were males, and this was because the administrative positions in schools were mainly occupied by males. “The males actively and voluntarily participated in the study without plead as compared to the female respondents. It was a great honor from the male respondents for such a study to be conducted and documented to inform the respective bodies and government on how government aided secondary school function in Luwero as far as school culture and students’ achievement is concerned.”

Gender was relevant in this study because it was important to identify the various views of both male and female respondents.

Distribution of Respondents by Marital Status

Distribution of respondents by marital status is finding out the status of marriage of the respondents. The Key informants views on marital status were as in table 4.2 below:-

Table 4.2: Distribution of Respondents by Marital Status

	Marital Status	Frequency	Percent
Valid	Married	70	82.3
	Single	15	17.6
	Total	85	100.0

Source: Primary Data (2021)

According to the findings, 70(82.3%) of respondents were married, 15(17.6%) were single. The study found out that majority respondents were married and these were teachers and heads of department. Those who were single were fresh student teachers in the teaching profession, some were appointed to officially work while others were in their internship teaching exercises.

Distribution of Respondent by Age Bracket

Respondents were asked about their age and their views were as follows.

Table 4.3: Distribution of Respondent by Age Bracket

	Age	Frequency	Percent
Valid	10-15	75	30.9
	16-20	82	33.8
	21-25	43	17.7
	26-30	30	12.4
	Above 31	12	4.9
	Total	242	100.0

Source: Primary Data (2021)

Study findings in table 4.3: show that 75(30.9%) of the respondents were 10-15 years, 82(33.8%) were 16-20years, 43 (17.7%) were between 21 – 25 years, 30 (12.4%) were 26-3050 years, 12(4.9%) were above 31 years. In reference to the table, majority were between 16-20 years. This implied that many of these respondents were students from ordinary level of education. The other categories were mature enough and relevant to the study and these were teacher and head teachers, the information they provided was reliable which hence helped to enrich the study.

Working Experience

The respondents here were asked about their experience in the teaching profession and had this to say in table 4.4 below.

Table 4.4: Distribution of Respondent by Working Experience

	Working Experience	Frequency	Percent
Valid	2-5 Years	18	21.2
	6-10 years	30	35.3
	11-15 years	15	17.6
	16-20 years	12	14.1
	21-25 years	10	11.8
	Total		85

Source: Primary Data (2021)

Findings in table 4.4; show that 18 (21.2%) of the respondents had a working experience of 2-5 years, 30(35.3%) had worked for 6-10 years, 15(17.6%) had worked 11-15 years, 12(14.1%) had worked for 16-20 years where 10(11.8%) had worked for 21-25 years. The study found out that majority of the respondents had served for over 6-10 years; this implied that they had the expertise, knowledge and skills to run a school.

Research Question One: What is the Influence of Teacher commitment on Students Achievement in Government Aided Secondary Schools in Luwero District.

The response rate to the research question was presented as follows; (n= 242).

Teachers prepare lesson plans to enable students’ academic achievement

The respondents were asked whether teachers prepare lesson plans to enable students’ academic achievement and their responses were as follows.

Table 4.5: Teachers prepare lesson plans to enable students’ academic achievement

		Frequency	Percent
Valid	Strongly Agree	87	36.3
	Agree	50	20.7
	Strongly Disagree	32	13.2
	Disagree	37	15.4
	Undecided	36	15.0
	Total	242	100.0

Source: Primary Data (2021)

According to the findings, teachers prepare lesson plans to enable students’ academic achievement. This is presented with the highest percentage of 87(36.3%) of the respondents who strongly agreed, 50(20.7%) agreed. Those who opposed were 32(13.2%) and these strongly disagreed while 37(15.4%) disagreed. However, 36(15.0%) of the respondents were undecided.

In response to the tabulations above, they said,

“Preparation of lesson plans enables teachers to organize their termly content, this helps in ensuring consistency and flow of lessons during the teaching and learning process. In so doing, learners / students are able to understand, internalize and memorize what they are taught in class to enable students’ academic achievement.”

Schemes of Work to guide their lessons

Below are responses on whether teachers organize schemes of work to guide their lessons and the findings were as below in table 4.6.

Table 4.6: Schemes of Work to guide their lessons

		Frequency	Percent
Valid	Strongly Agree	100	41.3
	Agree	64	26.4
	Strongly Disagree	26	10.7
	Disagree	42	17.4
	Undecided	10	4.1
	Total		242

Source: Primary Data (2021)

Findings indicated that the teachers organize their schemes of work to guide their lessons. This is because 100 (41.3%) respondents strongly agreed with the statement, 64 (26.4%) agreed, 26 (10.7%) of the respondents strongly disagreed, 42(17.4%) disagreed and 10(4.1%) were undecided, according to the findings; it is part of their duty to ensure scheming is done, scheming of work is important in class because it provides a detailed, logical and sequential plan that interprets the syllabus into units that can be used during the teaching and learning process. It is also an approach which gives responsibility to every staff within the school to be actively involved.

In an interview....., Head teacher School B said *“it is by guarantee for teachers to have schemes of work since it is the basis for their teaching and learning activities.”*

Similar to the above argument is Erdill (2001) who demonstrated that teacher’s commitment to work is by their agility, dedication, enthusiasm, focus, zeal, and general performance and contribution to organizational objectives and goals.

Teachers are committed to teach all the allocated periods

Respondents were asked whether teachers are committed to teach all the allocated periods.

Table 4.7: Teachers are committed to teach all the allocated periods

		Frequency	Percent
Valid	Strongly Agree	92	38.3
	Agree	74	30.8
	Strongly Disagree	40	16.7
	Disagree	10	4.2
	Undecided	26	10.0
	Total	242	100.0

Source: Primary Data (2021)

According to the findings, teachers are committed to teach all the allocated periods and this is indicated with the highest percentage of 92(38.3%) who strongly agreed, 74(30.8%) agreed. This was opposed by 40 (16.7%) of the respondents who strongly disagreed and 10(4.2%) disagreed. However, 26(10.0%) of the respondents were undecided. Majority of the respondents agreed, this is because schools in Luwero District have endeavored to formulate responsibilities to every teaching staff and these responsibilities and obligations are displayed whenever the term commences. The aim of this procedure is to guide teachers and to inform them on what they are supposed to do to enhance students’ academic achievement.

In an interview with the Head teacher school C said....., it is only when a teacher reports to have an issue that can resist attendance in school, other than that, they are mandated to always attend and carry on the daily activities in their respective classes.

Teachers cover the Syllabus on Schedule

The following views were responses from respondents on whether teachers cover the syllabus on schedule as discussed in table 4.8 below.

Table 4.8: Teachers cover the Syllabus on Schedule

		Frequency	Percent
Valid	Strongly Agree	83	34.3
	Agree	72	30.0
	Strongly Disagree	55	22.7
	Disagree	22	9.1
	Undecided	10	4.1
	Total	242	100.0

Source: Primary Data (2021)

Findings in table 4.8 above indicated that meetings on how to execute tasks, duties and responsibilities in the school are always held; 83(34.3%) of the respondents strongly agreed, 72(30.0%) agreed, those who strongly disagreed were 55(22.7%), 22(9.1%) disagreed and 10(4.1%) were undecided. It was found out that teachers' syllabus coverage on a termly basis predicts students' academic performance, this is so because delays by teachers to cover the syllabus on time significantly affects students' academic achievement and vice versa.

In an interview with the Head teacher school D, it is important and always recommended by the school management to ensure that there are lesson plans and schemes of work to

enable completion of the syllabus on time to enhance students’ academic achievement in Government aided secondary schools in Luwero District.

Teachers conduct timely assessment of learners

Respondents were asked whether teachers conduct timely assessment of learners.

Table 4.9: Teachers conduct timely assessment of learners

		Frequency	Percent
Valid	Strongly Agree	44	18.1
	Agree	58	23.9
	Strongly Disagree	52	21.5
	Disagree	60	24.7
	Undecided	28	11.5
Total		242	100.0

Source: Primary Data (2021)

Field findings in table 4.9, indicated that teachers conduct timely assessment of learners, and this is presented as follows, 44(18.3%) of the respondents strongly agreed, 58(24.2%) agreed. This is opposed to 52 (21.7%) who strongly disagreed and 60 (25.0%) who disagreed. However, 28 (11.5%) of the respondents were undecided. According to the findings, majority agreed. This is because timely assessment of learners enables better academic achievement. According to the findings, assessment is always inform of tests, class quizzes, class exercises and homework assignments all aimed at enabling learners to perform and achieve better grades.

In an interviews with a Head teacher School D, he affirmed that, “after completion of every topic, students are given tests / assignment to assess their understanding. This is aimed at improving their academic performance.”

Teachers supervise Learners' conduct

Respondents were asked whether teachers supervise learners conduct and their responses were in table 4.10 below.

Table 4.10: Teachers supervise Learners' conduct

		Frequency	Percent
Valid	Strongly Agree	42	17.3
	Agree	74	30.5
	Strongly Disagree	48	19.8
	Disagree	50	20.6
	Undecided	26	10.7
	Total	242	100.0

Source: Primary Data (2021)

Field findings in table 4.10, indicated that teachers supervise learners' conduct, and this is presented as follows, 42(17.3%) of the respondents strongly agreed, 74(30.5%) agreed. This is opposed to 48(19.8%) who strongly disagreed and 50 (20.6%) who disagreed. However, 26 (10.7%) of the respondents were undecided. According to the findings, majority agreed. It was noted that teachers' supervision prepares learners to get actively engaged in their studies, this involves guidance and counseling, assessments, teacher – students interact all aimed at enabling students' achievements.

A head teacher from school E said, "Students are evaluated through holiday packages at the end of every term and usually at the beginning of the term, they submit for marking. This is aimed at limiting idleness among students during holidays and on the other hand helped students to memorize what they studied while in class."

Teachers Supervise Co-Curricular Activities

Respondents were asked whether teachers' supervise co-curricular activities.

Table 4.11: Teachers Supervise Co-Curricular Activities

		Frequency	Percent
Valid	Strongly Agree	54	22.3
	Agree	74	30.6
	Strongly Disagree	48	19.8
	Disagree	38	15.7
	Undecided	28	11.5
	Total		242

Source: Primary Data (2021)

Field findings in table 4.11, indicated that teachers supervise co-curricular Activities and this is presented as follows, 54(22.3%) of the respondents strongly agreed, 74(30.6%) agreed. This is opposed to 48(19.8%) who strongly disagreed and 38(15.7%) who disagreed. However, 28(11.5%) of the respondents were undecided. According to the findings, majority agreed. It was noted that co-curricular activities help students to refresh, keep out of class to get entertained. This is important because it enables students to develop their other talents and while in class, it enables them to concentrate and focus to get the attention of the teacher instructing. This has proved to improve students' academic achievement.

Table 4.12: The Pearson Product Moment Correlation Index obtained on teacher commitment and Students Academic Achievement in Government Aided Secondary Schools in Luwero District.

		Teacher Commitment	Students' Academic Achievement
Teacher Commitment	Pearson	1	.994**
	Correlation		
	Sig. (2-tailed)		.000
	N	242	242
Students' Academic Achievement	Pearson	.994**	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	242	242

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

According to Table 4.12, as regards teachers' commitment and students' academic achievement, it is indicated as $r = 0.994^{**}$, It is positive with $\text{sig} = 0.000 < 0.05$. By function and by practice, teacher commitment has a positive and significant relationship on students' academic achievement of students. This means that commitment of teachers reflects results in students' academic achievement in government aided secondary schools. According to Hanushek (2009), teachers who have strong commitment to their work are willing to work harder than others. High employee commitment level to the organization is believed to improve students' academic achievement in Government Aided Secondary Schools.

In an interview still, the head teacher of school D, expressed his concern urging that continuous use of remedial lessons helps evaluate students learning for example students are given daily questions to work and after submit for marking. This has been a better way of improving students' performance and achievement.

Research Question Two: 4.3: What is the Influence of Team Work on Academic Achievement in Government Aided Secondary School in Luwero District

The response rate to the above research question was presented as follows (n= 242).

Co-operation among teachers in execution of tasks is ensured to enable students' achievement.

The response rate to the above research question was presented as follows (n= 242).

Co-operation among teachers in execution of tasks is ensured to enable students' achievement.

Respondents were asked whether cooperation among teachers in execution of tasks is ensured to enable students' achievement in this school.

Table 4.13: Co-operation among teachers in execution of tasks is ensured to enable students' achievement.

		Frequency	Percent
Valid	Strongly Agree	72	29.7
	Agree	88	36.4
	Strongly Disagree	22	9.1
	Disagree	40	16.5
	Undecided	20	8.2
	Total		242

Source: Primary Data (2021)

According to the findings, cooperation among teachers in execution of tasks is ensured in this school. It is presented with the highest percentage of 72(29.7%) of those who strongly agreed, 88(36.4%) agreed. Those who opposed the statement were 22(9.1%) who strongly disagreed and, 40(16.5%) disagreed. However, 20(8.2%) of the respondents were undecided. According to the findings, there is cooperation and sharing of duties among the teaching staff. It was noted that teaching staff stand in for their colleagues in

responsibilities of teaching, this is clearly an indication that there is togetherness among teachers and all are directed towards ensuring results in the academic achievement of students in Secondary schools in Luwero District. This is in line with Jones et al. (2007) who pointed out that team work enables teachers to cooperate, enhance individual skills and provide constructive feedback without any conflict between them which hence had enabled academic achievement of learners. In addition, the Head teacher of school C said... “the school has emphasized supervision of teachers through meetings to enable monitoring of their activities in the bid to improve performance and hard work. This is all aimed at enhancing the academic performance of students in school.

There is effective delegation of duty among teachers in the school in ensuring academic achievement of Learners.

Respondents were asked whether there is effective delegation of duty among teachers in ensuring academic achievement of learners.

Table 4.14: There is effective delegation of duty teachers in the school

		Frequency	Percent
Valid	Strongly Agree	84	34.7
	Agree	67	27.6
	Strongly Disagree	32	13.2
	Disagree	37	15.3
	Undecided	22	9.1
	Total	242	100.0

Source: Primary Data (2021)

It was found out that there is effective delegation of duty teachers in the school, 84(35.0%) of the respondents strongly disagreed, 84(34.7%) agreed, 67(27.6%) strongly disagreed, 37(15.3%) disagreed, 22(9.1%) were undecided with the statement. In response to the above presentation, it was discovered that on a daily basis in these

schools, every other day, a teacher is put on duty to fully take charge of ensuring order and performance of the school, his or her responsibilities are to ensure that teachers are performing their roles, students are in class and the general welfare of the entire school. This however does not mean that other teachers are not involved and in the long run of this, it has helped to ensure academic achievement among students in Government Aided secondary schools in Luwero District.

There is sharing of work and responsibilities among teachers in the school hence academic achievement among students

Respondents were asked whether there is sharing of work and responsibilities among teachers in the school.

Table 4.15: There is sharing of work and responsibilities among teachers in the school hence academic achievement among students

		Frequency	Percent
Valid	Strongly Agree	96	39.6
	Agree	78	32.2
	Strongly Disagree	12	5.0
	Disagree	34	14.0
	Undecided	22	9.1
	Total	242	100.0

Source: Primary Data (2021)

Study findings showed that 96(39.6%) of the respondents strongly agreed and 78(32.2%) agreed whereas 12(5.0%) strongly Disagreed, 34(14.0%) of them disagreed and 22(9.1%) were undecided respectively. Findings noted that there is sharing of work and responsibilities among teachers in the school which is enabling students' academic performance. These responsibilities include teaching students, attending meetings,

consultations on different subject matters concerning students’ academic achievement among other concerns surrounding the school. During an interview with one of the head Teachers, “the emphasized that it helps to get work done on time and promotes students’ academic achievement.” Alie Beam and Carey (2009), pointed out that teachers working as teams can improve the performance of students through collaboration. In schools where teachers work as team, academic achievement is students is paramount.

Head teacher school A said, “sharing of responsibilities among teachers has helped the school to work in accordance with school regulations.”

There is trust among staff in execution of tasks and responsibilities in the school

Respondents were asked whether there is trust among staff regarding execution of duties and responsibilities in the school.

Table 4.16: There is trust among staff regarding execution of duties and responsibilities in the school

		Frequency	Percent
Valid	Strongly Agree	84	34.7
	Agree	68	28.1
	Strongly Disagree	43	17.7
	Disagree	24	9.9
	Undecided	23	9.5
Total		242	100.0

Source: Primary Data (2021)

According to the findings of the study, there is trust among staff reading execution of duties and responsibilities in the school. Majority of the respondents strongly agreed to this by 84(34.7%) followed by those who agree by 68(28.1%) as opposed to those who strongly disagree at 43(17.7%), those who disagreed were 24(9.9%) and 23(9.5%) were

undecided. Study findings show that duties and responsibilities are not made by teachers but by the administration, on this note; once a teacher is given the responsibility to read the responsibilities of the staff, he or she is carrying out her duty as directed by the administration and therefore staff members trust and believe in the directives. This helps to build honesty among the teaching staff and most important improve students' academic achievement in secondary schools in Luwero District.

Teachers have collective responsibility towards various tasks in the school to achieve student performance

Respondents were asked whether teachers have collective responsibilities towards various tasks in the school.

Table 4.17: Teachers have Collective Responsibilities towards various tasks in the school

		Frequency	Percent
Valid	Strongly Agree	50	20.6
	Agree	38	15.7
	Strongly Disagree	104	42.9
	Disagree	40	16.5
	Undecided	10	4.1
Total		242	100.0

Source: Primary Data (2021)

As regards the study findings in table 4.17, teachers have collective responsibilities towards various tasks in the school. This is indicated by high response rate of 50(20.6%) respondents who strongly agreed to this statement, 38(15.7%) agreed, 104(42.9%) of them strongly disagreed and 40(16.5%) disagreed while 10(4.1%) were undecided. It was found out that in some secondary schools in Luwero District; staff members are united;

whenever the administration of the school tables a proposal, all members actively participate, their commitment to serve the school gives them the audacity to act freely, perform duties and responsibilities to realize results, this has strongly enabled better students' achievement in the schools. This has ensured progress and determination of students in government Aided secondary schools in Luwero District.

The school demonstrates commitment to teachers' diversity to boost students' achievement

The respondents were asked whether the school demonstrates commitment to teacher's diversity.

Table 4.18: The school demonstrates commitment to teachers' diversity to boost students' achievement

		Frequency	Percent
Valid	Strongly Agree	84	34.7
	Agree	93	38.4
	Strongly Disagree	32	13.2
	Disagree	25	10.3
	Undecided	08	3.3
Total		242	100.0

Source: Primary Data (2021)

In reference to the table, 84(34.7%) strongly agreed, 93(38.4%) agreed, 32(13.2%) strongly Disagreed while 25(10.3%) disagreed and 08(3.3%) were undecided, interviews with head teachers confirmed that it is the responsibility of the school to ensure that the teacher are availed with variety of teaching materials such as books, chalk, maps and motivational benefits such as breakfast, lunch, salaries and allowance incentives to yield

students achievement in Government Aided Secondary schools in Luwero District. This is being done to encourage students' achievement in schools.

The school is open to new ideas to enable students' achievement

The respondents were asked whether the school is open to new ideas.

Table 4.19: The school is open to new ideas to enable students' achievement

		Frequency	Percent
Valid	Strongly Agree	130	53.7
	Agree	80	33.1
	Strongly Disagree	15	6.2
	Disagree	10	4.1
	Undecided	07	2.8
Total		242	100.0

Source: Primary Data (2021)

Study findings in table 4.19: showed that majority of the respondents strongly agreed with 130(53.7%) and these strongly agreed, while 80(33.1%) said agreed, 15(6.2%) disagreed, 10(4.1%) disagreed and 07(2.8%) were undecided. The Head teachers of Government Aided secondary schools during an interview said that;

“Innovative and creative minds amongst teachers are exceptional and outstanding to management committees and administrators within the school setting. This is because they act as a wakeup call to certain gaps in the school which among the many include students' academic achievement and performance. This is important for it has enabled students concentration in books hence improved their performance. This is in line to Lim (2012) who pointed out that good teamwork is essential to students' academic achievement. If teachers are a part of properly functioning teams in a school, then they feel that they are needed. Furthermore, along with the sense of belonging is a sense of accomplishment.

Table 4.20: The Pearson Product Moment Correlation Index obtained on team work and Students' Achievement in Government Aided Secondary School in Luwero District

		Team Work	Students' Achievement	Academic
Team Work	Pearson	1	.993**	
	Correlation			
	Sig. (2-tailed)		.000	
	N	242	242	
Students' Academic Achievement	Pearson	.993**	1	
	Correlation			
	Sig. (2-tailed)	.000		
	N	242	242	

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

Source: Primary Data (2021)

The Pearson product moment correlation index obtained on teamwork and students achievement is represented as $r = 0.993^{**}$. It is positive with $\text{sig} = 0.000 < p = 0.05$, implying that teamwork and students achievement have a positive and significant relationship. It reflects how team work influences students achievement through sharing of tasks and responsibilities, enhances cooperation among staff, work is executed on time and promotes a friendly working relationship which is a foundation for students achievement. This is in line with Alie, Beam & Carey (2009) who contended that teachers working as Teams can improve the performance of students through collaboration. In schools where teachers work as teams become the standard for the organization. It is the means of improving and potentially raising academic achievement in Government Aided Secondary schools in Luwero District.

Research Question Three 4.4: What is the influence of goal setting on students' achievement in government aided secondary school in Luwero District?

The response rate to the above research question was presented as follows; (n= 240).

Teachers ensure that they teach all the periods as assigned in the school.

The respondents were asked whether teachers ensure that they teach all the periods as assigned in the school.

Table 4.21: Teachers ensure that they teach all the periods as assigned in the school.

		Frequency	Percent
Valid	Strongly Agree	72	29.7
	Agree	50	20.6
	Strongly Disagree	44	18.2
	Disagree	36	14.8
	Undecided	40	16.5
	Total		242

Source: Primary Data (2021)

The study further more indicated that teachers ensure that they teach all the periods as assigned in the school. 72 (29.7%) of the respondents strongly agreed, 50(20.6%) agreed, 44 (18.2%) strongly disagreed, 36(14.8%) Disagree and 40(16.5%) were undecided with the statement. Study findings indicated that, “whenever a teacher is health with the right state of mind, it is his or her obligation to ensure that all the allocated periods and classes are attended too. Regular compliancy to teaching all periods as stipulated helps to complete the syllabus early enough and enables continuous review of what was earlier studied. This is important because it enables students’ academic achievement in Government Aided Secondary Schools in Luwero District.”

In an interview with the head teacher school D, He said teachers in school are always encouraged to teach all the allocated periods because through teaching, pupils are able to excel and the school recognized in terms of performance.

Teachers ensure that they have schemes of work before teaching.

Respondents were asked whether teachers ensure that they have schemes of work before teaching as indicated in table 4.22.

Table 4.22: Teachers ensure that they have schemes of work before teaching

		Frequency	Percent
Valid	Strongly Agree	70	29.2
	Agree	94	39.2
	Strongly Disagree	43	17.9
	Disagree	24	10.0
	Undecided	9	3.8
	Total	242	100.0

Source: Primary Data (2021)

Findings while in the field indicated that teachers ensure that they have schemes of work before teaching. This is indicated by 70(29.2%) of the respondents who strongly agreed, 94(39.2%) agreed, 43(17.9%) strongly disagreed, 24(10.0%) disagreed while 09(3.8%) were undecided. Study findings indicated that schemes of work are an important activity carried out by teachers to guide and direct them in the entire syllabus of the year following the curriculum; it stipulates lesson plans, durations of teaching and subjects to focus on. In an interview with the Head teacher school E, he said.....It is critically emphasized that every teacher has to have a scheme of work for an effective delivery of his or her roles and duties to bring an impact of students performance. This has helped to ensure performance of staff in their teaching profession.

Teachers ensure that they have lesson plans for teaching per period/lesson.

Respondents were asked whether teachers ensure that they have lesson plans for teaching per period / lesson.

Table 4.23: Teachers ensure that they have lesson plans for teaching per period / lesson

		Frequency	Percent
Valid	Strongly Agree	82	34.1
	Agree	75	30.1
	Strongly Disagree	32	13.2
	Disagree	28	11.6
	Undecided	25	10.3
	Total		242

Source: Primary Data (2021)

Study findings showed that teachers ensure that they have lesson plans for teaching per period / lesson indicated by 82(34.1%) of the respondents who strongly agreed, 75(30.1%) agreed, 32(13.2) strongly disagreed 28(11.6%) disagreed, 25(10.3%) were undecided. Findings indicated that majority agreed to the statement. In their opinion, they said lesson plans are so important in that they give a plat form for the delivery of instruction in class, they simplify teachers' work and content is easy for students understanding. This has helped to encourage students' academic achievement in Government aided secondary schools in Luwero District.

Teachers ensure that they assess learners at the end of every lesson.

The respondents were asked whether teachers ensure that they assess learners at the end of every lesson and their responses were as follows 4.24 below.

Table 4.24: Teachers ensure that they assess learners at the end of every lesson

		Frequency	Percent
Valid	Strongly Agree	72	29.7
	Agree	66	27.3
	Strongly Disagree	48	19.8
	Disagree	32	13.2
	Undecided	24	9.9
	Total		242

Source: Primary Data (2021)

According to the findings, teachers ensure that they assess learners at the end of every lesson and this is presented with the highest percentage of 72(29.7%) who strongly agreed, 66(27.3%) who agreed. This is opposed to 48(19.8%) who strongly disagreed, 32 (13.2%) disagreed whereas 24(9.9%) of the respondents were undecided. In response to the above presentation, they said assessment is carried out through class quizzes, exercises at the end of every lesson, tests and assignments to evaluate students understanding of the concepts in the bid to promote students' achievement. This is done to ensure that students learn and are able to get knowledge for academic excellence and better grades in Government secondary schools in Luwero District.

Teachers ensure that the syllabus is covered as per requirement in the school

Respondent were asked whether teachers ensure that the syllabus is covered as per the requirement in the school as in table 4.25 below.

Table 4.25: Teachers ensure that the syllabus is covered as per the requirement in the school

		Frequency	Percent
Valid	Strongly agree	86	35.5
	Agree	71	29.3
	Strongly Disagree	32	13.2
	Disagree	34	14.1
	Undecided	19	7.9
	Total		242

Source: Primary Data (2021)

Findings indicated that 86(35.5%) strongly agreed, 71(29.3%) agreed, 32(13.2%) of the respondents strongly disagreed, 34 (14.1%) disagreed and 19(7.9%) were undecided. According to the findings; it is an obligation for all teachers in secondary schools to ensure that the syllabus is completed in time to give ample time for students to prepare and get ready for examination.

In an interview with a head teacher school D, He said....., it gives the teachers the opportunity for revising together with students as a way of ensuring early preparations for academic achievement.

Teachers ensure that they follow daily routine in the school

The respondents were asked whether teachers ensure that they follow daily routine in the school.

Table 4.26: Teachers ensure that they follow daily routine in the school

		Frequency	Percent
Valid	Strongly Agree	64	26.5
	Agree	48	19.8
	Strongly Disagree	51	21.1
	Disagree	60	24.7
	Undecided	19	7.8
	Total		242

Source: Primary Data (2021)

According to the findings, teachers ensure that they follow daily routine in the school and this is indicated with the highest percentage of 62(26.5%) who strongly agreed, 48 (19.8%) agreed. This is opposed by 51 (21.1%) who strongly disagreed and 60(24.7%) disagreed. However, 19(7.8%) were undecided. Teachers in secondary schools in Luwero District ensure that they regularly attend school and carry out their duties and responsibilities as they are supposed to, this is because their profession mandates them to do so without fail, according to the findings, teaching and offering guidance as teachers for academic achievement is an obligation of the teacher in secondary schools in Luwero District.

The school assigns manageable and realistic tasks to teachers

Respondents had this to say about this; whether the school assigns manageable and realistic tasks to teachers as tabulated below in table 4.27 below.

Table 4.27: The school assigns manageable and realistic tasks to teachers

		Frequency	Percent
Valid	Strongly Agree	87	36.3
	Agree	76	31.7
	Strongly Disagree	43	17.9
	Disagree	20	8.3
	Undecided	16	5.8
Total		242	100.0

Source: Primary Data (2021)

Study findings indicated that 87(36.3%) strongly agreed, 76 (31.7%) agreed. This is opposed by 43(17.9%) who strongly disagreed and 20(8.3%) disagreed. However, 16(5.8%) were undecided. In finding out why majority of the respondents agreed. It was found out that the school administration puts in consideration to ensure that teachers are performing. This is done through assigning teachers classes to teach, monitoring student's progress and ensuring that they put students to task through assessments exercises and tests to improve their academic achievement.

In an interview with Head teacher school c, tasks assigned to teachers are always manageable and realistic, it is important that teachers are always reminded to ensure order and compliance of activities in schools to enable performance of activities.

Table 4.28: The Pearson Product Moment Correlation Index obtained on goal setting and students achievement in Government Aided Secondary School in Luwero District.

		Goal Setting	Students’ Academic Achievement
Goal Setting	Pearson	1	.988**
	Correlation		
	Sig. (2-tailed)		.000
	N	242	242
Students’ Academic Achievement	Pearson	.988**	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	242	242

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

In regard to the findings in table 4.28, the Pearson product moment correlation index obtained on goal setting and academic achievement is represented as $r = 0.988^{**}$. It is positive with sig value $=0.000 < 0.05$, implying that there is a positive and significant relationship between goal setting and academic achievement in Government Aided Secondary School in Luwero District. This implied that when the school administration sets targets, teachers work toward achieving the desired goals and objectives of the school through commitment at work, ensuring time management, regular attendance at school and ensuring excellence among students. This is in relation with Miller & Kelley (2012) who pointed out that effective time management involves philosophy and common sense. Time is not a renewable resource - once it is gone, it is gone forever. To function effectively, school management has to be able to prioritize and replace less important tasks with more important ones. Effective and efficient time management

encourages teachers to achieve and be productive while teaching and educating learners for better results.

Questions for the Student

This section will address the opinion of students in the selected schools. This study involved the responses of students' inline to the influence of teacher commitment on Students' Academic Achievement.

How many times do teachers evaluate your work?

A student of school B said tests, assignments, exercises and other forms of assessments are given every after a lesson to evaluate students for as long as teachers have taught. This is majorly done to determine their understanding, their memory in whatever they are taught in class.

Another students of school C noted that usually every after a month, teacher always assess students especially in test, daily and weekly assignments to examine their understanding.

A student of school A said "it is for our own benefit as students to be evaluated whenever teachers feel there is need, to not only improve our performance but also favorably compete with other schools for academic achievement.

How important is teacher evaluation to you as students?

It was noted from a student of school B that, "teacher evaluation is important to students in a number of ways for example, to improve academic intelligence, gain focus on academics, gain the spirit of memorizing concepts and improve performance in only classwork but examination as well.

Do teachers attend every session in class

Students of school C in a focus group discussion said,

“Teachers always attend session in class. However circumstances where they don’t attend implies they are involved in school matters and usually once this happens, they delegate.”

Sometimes teachers may fall sick and in the short run fail to attend session in class. This not only affects daily lessons but also lags students behind to complete their syllabus and in the process, it affects their performance. This was through a face to face discussion with a student of school E.

To what extent are teachers in your school committed to the process of teaching and learning in this school?

Student of school B said,

“Teachers in schools are committed to the teaching and learning process in class especially guiding, instructing and direction learners.”

A student of school C also noted that teachers give much of their time to students while in class to ensure they understand what is taught. They also spend time ensuring proper lesson planning and schemes of work to enable a coordinated learning process.

Influence of team work of teachers on students’ achievement

This section dealt with the influence of team work on students’ achievement as discussed, the responses were purely qualitative and adopted from students through interviews.

Of what impact is team teaching to you as a student?

Student of school B said, “team teaching makes understanding easy since students are exposed to various alternatives of learning which enables academic achievement and improvement of students performance.

What are the policies passed in your school to improve achievement of qa students?

A student of school C said, “Student through teachers’ guidance of supervision are encouraged to form discussion groups to enable knowledge sharing because it helps in improving academic performance.

It was further noted that, “continuous assessment and evaluation is encouraged to keep students on track of studies and to improve their grades.”

Influence of Goal Setting On Students’ Achievement

This section will address the opinion of students in the selected schools. This study involved the responses of students’ inline to influence of goal setting on students’ achievement.

As a student leader, are you involved in administrative meeting in your school?

A student in school B noted that,

“Students’ leaders are involved in the matters of students. This is because they understand students’ needs better than teachers and the administrators. Therefore involving them helps to understand students’ weaknesses for academic excellence.”

It is important because students voices are heard which is important in improving their academic performance and achievement.

If yes, what would you suggest to administration such that student achievement can improve?

A student in school D said,

“There is need to intensify the process of evaluation and assessing students through test, assignment and exercises to enhance performance.”

A student of school C noted that,

“There is need to encourage teachers to ensure they complete the syllabuses since incompletion of the syllabus affects performance and achievement of better results among students.

Interviews from Head teachers of schools

This section presented interview sessions held between Head teachers and the research on the influence of teacher commitment on students' academic achievement in Government Aided Secondary schools in Luwero District.

How have these teachers been effective to lesson attendance?

Head teacher of school A said...., teachers by practice are mandated to always attend class to teach learners, guide learners, assess learners and ensure they understand what is taught. It is recommended that only if a class teacher is not well, then he / she is excused to go and rest through writing, then the other teaching staff take on the responsibility. This is aimed at ensuring an effective and efficient learning environment.

Teachers in our school have the love for work in their daily day to date working environment in and around school, they show commitment, dedication and willingness in their work environment. This has enabled the school to always perform well and hence enabled better attainment of grades.

In an interview still with a head teacher of school C, He said, "there is good compliancy of teachers towards the school time table, teacher always follow and respect the policies of the school by ensuring adherence to attending and delivering lessons to learners. This is very important because it has enabled improvement in the achievement of learners in their examinations.

Further still, interviews held with a head teacher of school D noted that...., teachers who keep time make it easy for students to attend their lessons as compared to teachers who

arrive for lesson past time. This therefore implies that time management is a fundamental aspect towards teachers' objectives of passing students with better academic grades.

Interviews still with Head teacher school E noted that, the school management has encouraged teachers to always evaluation learners through remedial lessons to ensure improvement in the performance of learners.

What are the challenges that teachers are experiencing which might affect students' achievement?

Headteacher school A said, "teachers' problems cannot be completely solved, the school as an institution is mandated to create a favorable working environment to enable performance. However teachers continue to seek for increment in their salary which the school cannot implement amidst scarcity of resources. However there platforms for appreciation, recognition and rewards for teachers in the school."

Further still, interviews with a headteacher of school B indicated that, teachers often times fail to complete their syllabuses on time to enable concentration of students. This affects students' achievement. However management through staff meetings always encourages teachers to teach extra lessons especially during remedial hours to ensure completion of the syllabus in the bid to improve students' achievement and betterment of grades.

A head teacher of school C said, some time because of busy schedules, there has been limited supervision of teachers which is a key determinant to the performance of the school. This however is been solved by ensuring teachers schemes of work and lesson plans are prepare early enough to ensure good performance in schools both the teachers and the students.

How do the teachers in this school evaluate students?

In an interviews with a Head teacher School D, he affirmed that, “after completion of every topic, students are given tests / assignment to assess their understanding. This is aimed at improving their academic performance.”

A head teacher from school E said, “Students are evaluated through holiday packages at the end of every term and usually at the beginning of the term, they submit for marking. This is aimed at limiting idleness among students during holidays and on the other hand helped students to memorize what they studied while in class.”

Interviews still with a head teacher school F noted that “students are also evaluated through monthly tests. Test are based on what is covered to re-assess their memory and prepare them for the final end of term examinations. The process of engaging students in these test has helped to improvement student academic achievement.”

In an interview with a head teacher of school B, he said, “Educational seminars are organized by the school to encourage competition among students of other schools. The essence is to expose students to different approaches of questions and to enable sharing of ideas for the betterment of their performance and achievement of good results.”

In an interview still, the head teacher of school D, expressed his concern urging that continuous use of remedial lessons helps evaluate students learning for example students are given daily questions to work and after submit for marking. This has been a better way of improving students’ performance and achievement.

This section put in consideration the responses got from head teachers from the schools that took part in the study. The study was purely qualitative to seek head teachers' opinions on the influence of team work and students' achievement.

How have teachers responded to team teaching in this school?

In an interview with the head teacher school A, He said, "there is division of work among teachers through sharing of tasks and ideas that can lead to better approaches of delivering lessons to students while in class. This is important because it encourages coordination and working closely with each other to ensure that students improve their performance and most importantly achieve their academic goals."

In another interview, the head teacher of school B noted that... "delegation is encouraged among teachers because it enables teachers to fill comfortable when on other duties on behalf of the school, this means that other teachers within the school stand in to teach and ensure continuous service delivery hence promoting effectiveness within the school."

Head teacher school C, noted that "parents are advised to meet school requirement early enough to facilitate school activities. This is important because such requirements enable teachers to coordinate with each other hence enabling an environment of team work among teachers."

How effective have team – setting and marking been in this school

Teacher school B said....."evaluation of students has been made easy for there is coordination of teachers handling different tasks."

Head teacher school A said, "motivation has been encouraged in the school especially for teachers to raise their commitment level for effective performance. This has been through allowances as a form of appreciation for work done."

In addition, the Head teacher of school C said... “the school has emphasized supervision of teachers through meetings to enable monitoring of their activities in the bid to improve performance and hard work. This is all aimed at enhancing the academic performance of students in school.

Comment on the attitude of teachers towards having departmental meetings

Head teacher school B said, “Laziness among teachers is a common behavior. It is noted that departmental meetings that have no allowances limit staff participation. Therefore to fully attract all staff members to the meetings, the need to provide some allowances is very important.”

In addition Head teacher school A said, “meetings are organized to provide teachers the opportunity to air out their discontent in the system to allow better management. Therefore teachers look at these meetings as platforms where their concerns can be heard for effective delivery of service.”

Head teacher school C noted that “low attendance and later coming are common issues that have from time to time affected departmental meetings. Some take these meetings for granted which has hence affected performance and achievement of better academic outcomes.”

Influence of Goal Setting on Achievement of Students

This section put in consideration the responses got from head teachers from the schools that took part in the study. The study was purely qualitative to seek head teachers’ opinions on the influence of Goal setting and students’ achievement.

How have teachers been motivated as a goal set to improve achievement of students?

The head teacher of school B, said, “teachers have been given considerations for extra allowances especially those who work extra hours and those who give wholesome efforts in enabling student to perform well in their subjects.” This is aimed at encouraging teachers to work hard to excel students.

Head teacher of school A said...., “good feeding of teachers produces results, ie ensuring that breakfast and lunch is provided for teachers. This is a form of motivation that can increase the level of commitment of teachers to enable performance and achievement of students.”

Head teacher of school E said, whenever teachers are availed with enough instructional materials such as text books, chalk and good classrooms among other needs, their performance is always good and usually they produce good academic results among students.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Introduction

In reference to school culture and students' academic achievement in the selected Government Aided secondary schools in Luwero District, conclusions, recommendation and Areas of future research were as follows.

Summary

Research Objective One: To establish the Influence of Teacher Commitment on Students' Academic Achievement in Government Aided schools.

In summary, it was noted that teacher commitment has greater influence on students' academic achievement through; preparation of lesson plans, organizing of schemes of work to guide lessons, utilization of lesson plans and schemes of work during lesson delivery, teaching all allocated periods, endeavoring to cover syllabuses on schedule, always conducting timely assessment of learners, supervising learners' conduct and involving in the supervision of co-curricular activities.

Research Objective Two: To determine the influence of team work on students' academic achievement in government aided secondary school in Luwero District.

Findings noted that team work highly and significantly contributes to students' academic achievement through; co-operation among teachers in execution of tasks, there is effective delegation of duty teachers in the school, there is sharing of work and responsibilities among teachers in the school hence academic achievement among

students, there is trust among staff in execution of tasks and responsibilities in the school , teachers have collective responsibility towards various tasks in the school to achieve student performance, the school demonstrates commitment to teachers' diversity to boost students achievement and the school is open to new ideas to enable students achievement.

Research Objective Three: To find out the influence of goal setting on students' academic achievement in government aided secondary schools in Luwero District.

Findings noted that teachers ensure that they teach all the periods as assigned in the school, teachers ensure that they have schemes of work before teaching, teachers ensure that they have lesson plans for teaching per period/lesson, teachers ensure that they assess learners at the end of every lesson, teachers ensure that they follow daily routine in the school and the school assigns manageable and realistic tasks to teachers.

Conclusions

The conclusions were made in line with the major objectives.

Research Objective One: To establish the Influence of Teacher Commitment on Students' Academic Achievement in Government Aided schools.

Following the results as obtained, analyzed, interpreted and discussed, the researcher concludes that teachers' commitment is very important for it enables continuous evaluation of students, ensures adequate and timely lesson planning and scheming which enables teachers to know when and how to assess students for academic achievement. This significantly contributes towards the academic achievement of students in government schools.

Research Objective Two: To determine the influence of team work on students' academic achievement in government aided secondary school in Luwero District.

It is concluded that team work encourages division of work among teachers through coordination of duties. This is important because it promotes social relations among teachers hence improving performance and most importantly enabling students to achieve their academic goals.

Delegation is encouraged among teachers because it enables teachers to fill comfortable when on other duties on behalf of the school, this means teachers can take on duties of other teachers willingly to ensure continuous teaching and learning process for better grades among students in Government aided schools.

Research Objective Three: To find out the influence of goal setting on students' academic achievement in government aided secondary schools in Luwero District.

It is concluded that goals setting is important because it encourages coordination of classes, assessments, following up the teaching time table, encouraging discussion groups and ensuring continuous monitoring and supervision of students which hence encourages academic achievement among students.

Recommendations

In reference to study findings and conclusions of the study, the following recommendations are made in line with the major objectives that guided the study:

Research Objective one: To establish the influence of teacher commitment on students' academic achievement in Government Aided Schools in Luwero District.

It is recommended that there is need for secondary schools in Luwero District to consider regular use of staff meetings to address inconsistencies in teachers work performance to improve students' academic achievement.

There is need for management of schools to set a platform for teachers during meetings to forward their concerns more so those that affect their performance in government secondary school to improve students' academic achievement.

Further still; there is need for management of secondary schools to always organize meetings in favor of teachers for building capacity, knowledge and skills to empower them to improve students' academic achievement.

Research Objective two: To determine the influence of team work on students' academic achievement in government aided secondary school in Luwero District.

There is need to establish a close working relationship with teachers to create an environment convenient for instructions in government secondary schools in Luwero District.

Research Objective Three: To find out the influence of goal setting on students' academic achievement in government aided secondary schools in Luwero District.

The study recommends there is need to encourage monitoring and supervision teachers to ensure a coordinated working environment that promotes academic achievement among students.

The study recommends management of secondary schools to always ensure that there are policies and regulation formulated to ensure proper coordination of activities in school to enhance performance.

Areas for Further Research

This section suggests further areas of study as presented.

Qualitative study to examine teacher's supervisory practices on students' academic performance be done in private based secondary schools.

The effectiveness of head teachers supervisory practices on teachers' work performance in secondary schools.

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APPENDICES

APPENDIX I

QUESTIONNAIRE FOR TEACHERS

Dear Respondent,

Kindly respond to these questions which are designed to School culture and students' academic achievement in government secondary schools in Luwero district. The research is being undertaken as a partial fulfillment of the requirement of the award of Master's Degree in Educational Leadership for the University of Kisubi.

Please feel free to provide the information required as honestly as possible. The information you will provide to the researcher will be used for academic purposes only.

SECTION A: BIO DATA

- 1. Gender Male Female
- 2. Marital status
 Married Single
- 3. Age bracket
 30-35 36-40 41-45 46-50 51-55 56-60
- 4. Working Experience

.....

SECTION B (TICK) THE RIGHT RESPONSE

1. Strongly Agree 2. Agree 3. Strongly disagree 4. Disagree 5. Un-decided

a) Influence of Teachers' Commitment on Students' Academic Achievement

Item	SA	A	SD	D	UN
I always prepare my lesson plans					
My Schemes of work to guide my lessons are timely					
I utilize lesson plans and schemes of work during lesson delivery					
I teach all allocated periods					
I endeavor to cover syllabuses on schedule					
I always conduct timely assessment of learners					
I supervise learners' conduct					
Am involved in the supervision of co-curricular activities					

SECTION C

b) Influence of team work on Students' Academic Achievement

Item	SA	A	SD	D	UN
1) Co-operation among teachers in execution of tasks is ensured to enable students achievement					
2) There is effective delegation of duty teachers in the school					
3) There is sharing of work and responsibilities among teachers in the school hence academic achievement among students					
4) There is trust among staff in execution of tasks and responsibilities in the school					
5) Teachers have collective responsibility towards various tasks in the school to achieve student performance					
6) The school demonstrates commitment to teachers' diversity to boost students achievement					
7) The school is open to new ideas to enable students achievement					

SECTION D

C) Influence of Goal Setting on Students' Academic Achievement

Item	SA	A	SD	D	UN
1) Teachers ensure that they teach all the periods as assigned in the school.					
2) Teachers ensure that they have schemes of work before teaching.					
3) Teachers ensure that they have lesson plans for teaching per period/lesson.					
4) Teachers ensure that they assess learners at the end of every lesson.					
5) Teachers ensure that the syllabus is covered as per requirement in the school					
6) Teachers ensure that they follow daily routine in the school					
7) The school assigns manageable and realistic tasks to teachers.					

APPENDIX II

QUESTIONS FOR STUDENTS

1. How many times do teachers evaluate your work?

After a lesson

Twice a week

Three

2. How important is teacher evaluation to you as students?

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

3. Do teachers attend every session in class?

Yes

No

4. To what extent are teachers in your school committed to the process of teaching and learning in this school?

Influence of team work of teachers on students' achievement

1. Of what impact is team teaching to you as a student?

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

2. What are the policies passed in your school to improve achievement of students?

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

Influence of Goal Setting On Students' Achievement

1. As a student leader, are you involved in administrative meeting in your school?

Yes

No

2. If yes, what would you suggest to administration such that student achievement can improve?

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

APPENDIX III

INTERVIEW GUIDE FOR HEAD TEACHERS

NUMBER OF STUDENTS,

BOYS _____

GIRLS _____ -

NUMBER OF TEACHERS

MALES -----

FEMALES-----

QUALIFICATION OF TEACHERS

DEGREE

MALES-----

FEMALES-----

DIPLOMA

MALES-----

FEMALES-----

INFLUENCE OF TEACHER COMMITMENT ON ACHIEVEMENT

a) How have these teachers been effective to lesson attendance?

What are the challenges that teachers are experiencing which might affect students' achievement?-----

How do the teachers in this school evaluate students?

b) How often do the teachers write their schemes of work?

c) Comment on the syllabus coverage by teachers in this school.

INFLUENCE OT TEAM WORK OF TEACHERS ON STUDENTS' ACHIEVEMENT:

a) How have teachers responded to team teaching in this school?

How effective have team- setting and marking been in this school?

How have teachers been helpful to one another , if one happens away and the lesson is on?-----

b) Comment on the attitude of teachers towards having departmental meetings?

Are the departmental reports produced in time?-----

INFLUENCE OF GOAL SETTING ON ACHIEVEMENT OF STUDENTS

a) How have teachers been motivated as a goal set to improve achievement of students?-----

b) How are remedial lessons handled in this school?-----

c) What is the view of parents about making students repeat classes as a goal set to improve achievement?-----

d) How often are staff briefings held in the school as a goal set to check achievement?-----

STUDENTS' ACHIEVEMENT

a) Why is there fluctuation results in this school?-----

b) Comment on the difference in achievement between Day scholars and Boarder students.-----

c) How do you award both teachers and students who excel from others?-----

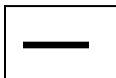
APPENDIX IV: BUDGET FOR THE RESEARCH PROCESS

Activity	Amount
1. Typing Research Proposal	28000/=
2. Printing the Proposal	35,000/=
3. Photocopying the proposal	30,000/=
4. Printing questionnaires	20,000/=
5. Photocopying questionnaires	25,000/=
6. Pre-testing the tools	40,000/=
7. Data collection	150,000/=
8. Typing the Research Report	30,000/=
9. Printing the Research Report	50,000/=
10. Photocopying the Research Report	40,000/=
11. Binding the Research Report	400,000/=
12. Transport	200,000/=
13. Miscellaneous Expenses	100,000/=
Total	1,148,000/=

APPENDIX V: Implementation Work Plan for the Research Activities

	ACTIVITY	MONTHS												BUDGET	Responsible person	
		J	F	M	A	M	J	J	A	S	O	N	D			
1.	Submission of the 1 st draft of the proposal			—											93000/=	Supervisor
2.	Final submission of the research proposal							—							138000/=	Supervisor
3.	Clearance from the University Research committee									—						SGSR
4.	Data Collection									—					190,000/=	Researcher
5.	Data analysis									—					150,000/=	Researcher
6.	Final Submission											—			577000/=	Researcher

KEY



Period of the Activity

APPENDIX VI: TABLE FOR DETERMINING SAMPE SIZE

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	256	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Note: “N” is population size, “S” is sample size

Krejeie, Robert V, Morgan, Daryle W, (1970). Determining Sample Size for Research Activities”, Educational and Psychological Measurement .

APPENDIX VI: ACCEPTANCE LETTER



UNIVERSITY OF KISUBI

(Formerly known as Kisubi Brothers University College)

In Virtue We Educate

22nd September 2021

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: INTRODUCING NALUGEMWA ROSE

I wish to introduce to you **Nalugemwa Rose (17MAEL006)**. She is our student on the **Master of Arts in Education Leadership programme that is being offered at the University of Kisubi.**



She is carrying out a study on the topic: **“School Culture and Students’ Academic Achievement in Government Secondary Schools in Luwero District”**

The purpose of this letter is to kindly request you to accord her such assistance as may be necessary to enable her access and obtain the data she might need for her study.

It is my hope that her findings will not only be useful for academic purposes but will also be of much benefit to the general public.

Thank you in advance.

Yours faithfully,

Dr. Ongodia Simon Peter
Director, School of Graduate Studies and Research (SGSR)