



**THE RELATIONSHIP BETWEEN ORGANISATIONAL CULTURE AND  
PERFORMANCE OF PUBLIC SECONDARY SCHOOLS IN  
WAKISO DISTRICT**

**BY**

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## **DECLARATION**

I, Barbra Namuganga hereby declare that this dissertation under the title is my original work and has never been submitted for any academic award in any institution or University. Due acknowledgement has been made for the work of others in this report.

Signed \_\_\_\_\_

Date \_\_\_\_\_

## **APPROVAL**

This dissertation has been submitted for examination with our approval as the supervisors.

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## **DEDICATION**

This work is dedicated to my friend the late Halima Namuyiga Ssebyala who instilled in me the vision and faith to achieve under any circumstances.

## **ACKNOWLEDGEMENT**

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

ESA	:	Education Standards Agency
UMI	:	Uganda Management Institute
TQM	:	Total Quality Management

## **ABSTRACT**

The purpose of this study was to investigate the effects of organizational culture on performance of public secondary schools in Wakiso District. The study examined the effects of competitive, consensual and bureaucratic dimensions of organizational culture on performance in public secondary schools in Wakiso District. The study was cross-sectional in nature and used both quantitative and qualitative approaches on a selected sample of seven Head Teachers as key informant and 183 secondary school teachers who responded to the self administered questionnaire. The data collected was analyzed by use of frequency and percentages, mean and standard deviation and the relationships were established by correlation analysis. The study reported a high mix and prevalence of competitive, consensual and bureaucratic culture among the public secondary schools in Wakiso District. Competitive and consensual culture had a high significant positive relationship with school performance whereas bureaucratic culture had an inverse relationship with school performance. The study recommends that to achieve the desired level of public secondary schools' performance, the government of Uganda through the Ministry of Education and Sports, working closely with secondary school Head Teachers and other stakeholders should promote competitive and consensual culture while reducing on the high reliance on bureaucratic cultural practices. Other studies could investigate the effects of other forms of culture such as national cultures on the performance of public secondary schools in Uganda.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0. Introduction**

This chapter presents the background to the study, statement of the problem, purpose of the study, specific objectives of the study, research questions, scope of the study, conceptual framework, significance of the study, and operational definitions and concepts.

### **1.1. Background to the study**

The desire of all organisations including schools is good performance exhibited by continued growth and development. However, this is possible if there is good organisational culture, that is shared values and norms that guide the members of the organisation like a school to work as a team for its development.

#### **1.1.1. Historical background**

According to Siew and Yu (2004), the interest in organizational culture that blossomed at the beginning of the 1980s is in many ways a consequence of a fundamental shift in the world's political-economic system that had begun in the previous decades. This shift can be directly tied to the OPEC oil embargo in the early 1970s. By forming a cartel and driving up the price of oil, the oil-producing countries threw a wrench into the system with effects that are still in play in the organizational world. The rise in the price of gasoline instantaneously created a big market in the United States for small, reliable, fuel-efficient automobiles. Whereas the US auto manufacturers were not making many of these, the Japanese auto manufacturers were. Within a

few years, the dramatic increase in sales of Japanese imports was causing major difficulties for US companies, as their sales and profits plummeted. This problem was not limited to the auto industry, as a flood of inexpensive and well-made consumer products from Japan began to fill the American market. By the end of the decade, many American companies and industries faced financial difficulties as a result of Japan's success. It became increasingly clear that survival in this new global economic arena was going to require significant changes in the way these companies did business. In short, the Japanese success story caused American business to take an introspective look at itself, to diagnose the root of its problems and to identify possible solutions.

Siew and Yu (2004) further argue given the success of Japanese organizations, one logical place to look for solutions was at these organizations and their managerial practices. Two books published in 1981, Ouchi's *Theory Z* and *The Art of Japanese Management* by Pascale and Athos, explored the nature of Japanese organizations and the reasons for their economic success. While these books and other literature on this topic identified a number of specific differences between Japanese and American organizational systems, the more powerful underlying message of these analyses was that Japanese organizations were based on a fundamentally different value system/culture than were American organizations.

Since Japanese organizations were putting these values into practice to a much greater extent than American organizations, it led to the explicit realization that the culture in which an organization is embedded plays a significant role in shaping or constraining the nature of that organization. Japanese culture apparently made possible a set of organizational features that facilitated effective performance, whereas American culture apparently served to inhibit the emergence of these same features even in organizations that ostensibly wanted to adopt them.

According to Schein (1992), a popular framework for understanding the nature of culture suggests that, at its deepest level, culture constitutes the basic taken-for-granted assumptions shared among a group of people. These are assumptions about “the way things are,” a theory of reality that serves as the foundation for the remainder of the culture. Based on these assumptions, the next level of a culture is its values, shared definitions of right and wrong, good and bad, what should and should not be. The third and observable level of culture is its artifacts, the various institutions, rituals, symbols, technologies, and patterns of interaction that are grounded in it and thus reflect the underlying assumptions and values. From this perspective, shared assumptions and values are the belief systems that are the actual content of the culture, whereas artifacts are simply the forms through which the culture is expressed and communicated. Panico (2004) on his part noted that global and local businesses, now more than ever, are searching for ways to become more competitive in the global economy. To produce sustaining results on organisational performance and competitive advantage proper culture nurturing is very vital.

### **1.1.2. Theoretical background**

This research was underpinned by McGregor’s theory X and Y in establishing the relationship between between organizational culture and performance of public secondary schools in Wakiso district. McGregor uses Theory X and Theory Y of human behavior to determine organizational performance. Under Theory X, McGregor stresses four assumptions held by managers in determining employee behaviors:

*Employees inherently dislike work and, whenever possible, will attempt to avoid it; Since employees dislike work, they must be coerced, controlled, or threatened with punishment to achieve goals; Employees will avoid responsibilities and seek formal direction whenever possible; Most workers place security above all other factors associated with work and will display little ambition.*

Claire (2005) observes that in McGregor's Theory X, a manager making these assumptions about his or her staff will be autocratic, controlling and obsessed with seeking to make uncooperative employees perform. This theory is relevant to this study especially as it relates highly with bureaucratic culture practices in organizations such include ; conformity to formal rules and regulations, structured hierarchies, formalized decision-making processes and highly routine operating tasks achieved through specialization which influence school performance. In contrast to Theory X, McGregor's (1960) theory Y assumes the following in relation to employee behaviors and performance.

*Employees can view work as being as natural as rest or play; People will exercise self-direction and self-control if they are committed to the objectives; The average person can learn to accept, even seek, responsibly; The ability to make innovative decisions is widely dispersed throughout the population and is not necessarily the sole province of those in management positions.*

The X and Y theories are relevant to this study as in using theory X we assume that teachers' school performance depends on bureaucratic work culture with the use of high controls to direct employee behaviors since they dislike work. In using theory Y on the other hand we assume that teachers enjoy their work and will engage in consensual and competitive cultural practices in organizations such include; work is performed out of satisfaction in excellence of work and achievement as well as personal commitment to task or goal which influence school performance.



### **1.1.3. Conceptual Background**

The study looks at organizational culture as the Independent variable and performance as the dependent variable. Organisational culture (IV) has dimensions outlined as Bureaucratic culture, competitive culture and consensual culture. On the other hand, performance (DV) has indicators as management of school finances, discipline, staff welfare, school assets and B.O.G matters.

Under competitive culture, members of the organization value achievement, marketing superiority and risk taking which when put together, performance of the organization is affected. However, in trying to achieve goals of the organization, workers may be put under constant tension and fear which may result into reduced performance. In consensual culture, tradition, loyalty teamwork, and personal commitment are valued. However workers may be committed and loyal to the organization but with little or no skills in say resource management hence leading to poor performance of the organization. In bureaucratic culture where values like high formalization, standard rules, and hierarchical co-ordination are considered, performance may be positively or negatively affected. For instance, bureaucratic culture may hinder the workers' innovativeness because ideas and decisions come from to managers of the organization.

Panico (2004) gives a more comprehensive lists of characteristics in high performing organizations to include: values are clearly communicated, defined, understood, and practiced; the enterprise vision is clear, that is, everyone knows where the ship is headed; □the reason for being, the business purpose, is clear and extends beyond profitability; strategic priorities/milestones are unambiguous and few. He also urges that □organizational performance and progress is regularly measured and communicated (positive or negative);

□ individual responsibility and accountability are accepted and expected; □ standards of performance are absolute; contributions (collective and individual) are rewarded personnel development is a priority; □ fun and work are synonymous. Furthermore according to him, □ individuals at all levels treat each other with dignity and respect; □ human resources are managed as the company's most important asset; trust reigns supreme; and □ the future is as important as the present.

This study therefore considered performance as the dependent variable that is influenced by competitive, consensual and bureaucratic organizational cultures as elements of the independent variable of organizational culture.

#### **1.1.4. Contextual background**

School performance has attracted a lot of attention and there is ample literature especially on academic performance. One of the few contributors is culture whose impact on school performance is yet to be investigated further. School culture has been defined by Denison (1990) as shared experiences both in and out of school such as traditions and celebrations, a sense of community of family and team. Miller (1999) observes that in secondary schools whose personnel feel that people are rewarded for their achievement and good work, the performance is higher and vice versa. Griffith (2003) however argues that different performance criteria receive different attention in schools. Whereas some schools lay emphasis mainly on their students' academic performance, others consider it important to maintain the satisfaction of the school personnel, good interpersonal relations and good co-operation with parents and society. Griffith (2003) proposes that all the performance criteria should be equally considered and if a school has

paid little attention to some area, this should be changed in order to ensure good school performance.

School culture and positive learning outcomes appear to go hand in hand (Anderson, 1982). In a similar view, Hoy & Kotticamp (1991) contend that there is a positive relationship between school culture and student achievement. Deal & Peterson (1999) concludes that school culture influences what stakeholders pay attention to (focus), how they identify with the school (commitment), how hard they work (motivation) and the degree to which they achieve their goals (productivity). Wegner (2005) however argues that school performance will never improve until the culture is one where people feel valued, safe and share the goal of self improvement. Wegner (2005) observes that schools which have improved have put the emphasis on culture.

In light of this, The Education Standards Agency of Uganda (2002/2003) also observes that in Uganda's public secondary schools, teachers whose subjects were performed best are rated best and motivated accordingly. The Education Standards Agency national inspection program report for secondary schools in Uganda (2002/2003) concluded that performance of schools is highly limited by a culture of board of governors of not operating according to statutory regulations, irregular meetings in schools, lack of teaching aids, and the lack of strategic plans or clear aims and objectives; especially in public secondary schools of Wakiso, Kayunga, Masaka, and Kibaale.

## **1.2. Statement of the Problem**

Despite the combined effort of the Ministry of Education and Sports and the Education Standards Agency (ESA) to improve and enhance the performance of schools through inspection and assessment of institutional management, minimum success has been gained in this area

especially in the public secondary schools of Wakiso district. In these schools, there seems to be poor financial management, indiscipline of staff and students, poor staff welfare, poor management of assets, ineffective Boards of Governors and poor teaching as the schools spend without approval of Board of Governors yet there is seems to be irregular auditing of books of accounts, poor teaching preparation with no schemes of work and preparation plans in most schools, rampant absenteeism and late coming of teachers and students (ESA, 2008). As a result, schools have remained stagnant, there is low morale of teachers and poor grades of students in national exams. All these impact negatively on the schools' development and if not addressed the general performance in the public secondary schools of Wakiso district is likely to decelerate further to worrying levels.

## **1.2. Purpose of the Study**

The purpose of this study was to establish the relationship between organizational culture and performance of public secondary schools in Wakiso district.

## **1.3. Objectives of the study**

The study was guided by the following specific objectives;

1. To establish the relationship between competitive culture and performance in public secondary schools in Wakiso District.
2. To establish the relationship between consensual culture and performance in public secondary schools in Wakiso District.

3. To establish the relationship between bureaucratic culture and performance in public secondary schools in Wakiso District.

### **1.5. Research Questions**

The study sought answers to the following research questions;

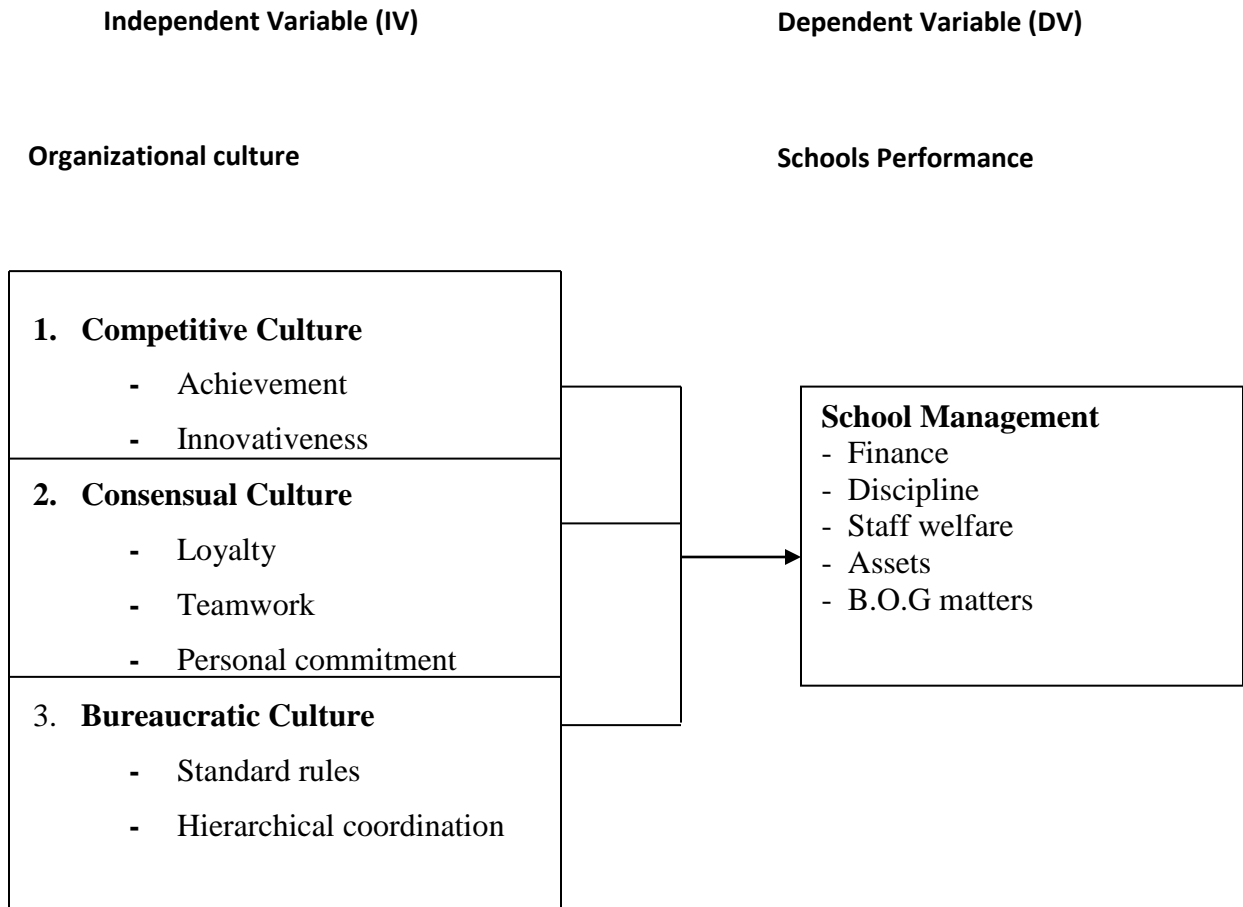
1. What is the relationship between competitive culture and performance in public secondary schools in Wakiso district?
2. What is the relationship between consensual culture and performance in public secondary schools in Wakiso district?
3. What is the relationship between bureaucratic culture and performance in public secondary schools in Wakiso district?

### **1.6. Research Hypotheses**

1. There is a positive relationship between Competitive culture and performance in public secondary schools in Wakiso district.
2. There is a positive relationship between Consensual culture and performance in public secondary schools in Wakiso district.
3. There is a significant negative relationship between bureaucratic culture and performance in public secondary schools in Wakiso district. .

## 1.7 Conceptual framework

Figure 1.1: Model showing the relationship between independent and dependent variables



Adapted from Deshpande & Farley (1999)

In figure 1.1 above, it was conceptualized that competitive, consensual and bureaucratic elements of culture in schools lead to efficient and effective delivery of services by the teachers and head teachers. Performance is measured by the way school resources such as teaching aids are managed; and the way training and innovativeness of teachers is valued. Schools which have a tradition of loyalty, teamwork and personal commitment are conceptualized to have extra faith

in the top management of the school. It is therefore conceptualized that the more honest a school teacher is, the more efficient and effective he/she will be. This would mean that more resources will be effectively managed and as such teachers will be more innovative which will result into a strong internal process of the school.

Standard rules and hierarchical coordination are conceived as a prerequisite to the performance of public institutions such as public schools. However, the government policy of high formalization and standard rules under the bureaucratic culture are conceptualized as a hindrance to good performance of public secondary teachers because it discourages innovativeness; further still, this culture sidelines teachers from active decision-making as set guidelines policies and decisions are already set by government and top school management. Under competitive culture, members of the organization value achievement, marketing superiority and risk taking which when put together, performance of the organization is affected. For instance, in trying to achieve goals of the organization, workers may be put under constant tension and fear which may result into reduced performance.

### **1.8. Significance of the study**

The study recommends to school administrators measures for addressing poor performance in Public Secondary Schools in Wakiso District. It may help school administrators to build a strong and appropriate culture which may enhance performance in public secondary schools. Policy makers in government may also benefit from the findings since it is their responsibility to work with school administrators to ensure that good and quality laws are passed for good management and administration of schools in Uganda.

The study may also attempt to enrich the existing body of knowledge, stimulate more research and will also act as reference material to other researchers.

### **1.9 Scope of the study**

The researcher assessed the effects of organizational culture on performance in public secondary schools in Wakiso District. The study was conducted in four sub-counties of Wakiso District which include; Busukuma, Gombe, Wakiso, and Nangabo. The study covered seven (7) public secondary schools that were selected using simple random sampling method from the rest of the schools within the sub-counties of Wakiso district.

### **1.10 Operational definitions**

#### **Organizational culture**

In this study refers to the shared values and norms that guide the behaviors of the workers/members of a given school (Panico, 2004).

#### **School performance**

School performance in this study refers to the management of the financial matters, school discipline, staff welfare, school assets and B.O.G matters (Grifith, 2003).

#### **Public secondary schools**

These are secondary schools in the district fully supported by government in terms of teachers' salaries, tuition fees, building and maintenance of school structures.



### **Bureaucratic culture**

Bureaucratic culture in this study means, the culture that is hierarchical with task division, formal rules and regulations (Weber, 1979)

### **Competitive culture**

In this study Competitive culture is defined as the type of organizational culture where achievement, demanding goals, and market superiority are valued and emphasized (Zaid, 2003).

### **Consensual culture**

In this study Consensual culture is described as culture which is trusting, encouraging, relationship-oriented, collaborative and provides an open, harmonious and warm place of work (Wallach, 1983).

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

This chapter reviews literature on the stated topic where theory related to organizational culture, and organizational performance are reviewed. The chapter also analyses literature on the influence of organizational culture on performance, and the relationship between the competitive, consensual and bureaucratic types of organizational culture and performance.

#### 2.2. Theoretical Review

McGregor uses Theory X and Theory Y of Human Behavior to determine organizational performance. Under Theory X, McGregor stresses four assumptions held by managers;

*Employees inherently dislike work and, whenever possible, will attempt to avoid; Since employees dislike work, they must be coerced, controlled, or threatened with punishment to achieve goals; Employees will avoid responsibilities and seek formal direction whenever possible; Most workers place security above all other factors associated with work and will display little ambition.*

Claire (2005) observes that in McGregor's Theory X, a manager making these assumptions about his or her staff will be autocratic, controlling and obsessed with seeking to make uncooperative employees perform. In contrast to Theory X, McGregor's (1960) theory Y assumes the following in relation to performance.

*Employees can view work as being as natural as rest or play; People will exercise self-direction and self-control if they are committed to the objectives; The average person can learn to accept, even seek, responsibly; The ability to make innovative decisions is widely dispersed throughout the population and is not necessarily the sole province of those in management positions.*

Claire (2004) notes that managers adopting McGregor's Theory Y assumptions will develop a much more co-operative relationship with their employees, which results into good performance of the organization. According to Ssekikubo (1998), performance in the public secondary schools of Wakiso district is characterized by administrator's absenteeism, time keeping, and poor quality of teaching material. A study by the Education Standards Agency on Performance of Secondary Schools in Uganda (2002/2003), notes that the performance level of teachers for quality assessment on students' work is rated at only 50% in secondary schools of Wakiso district, while head teachers do not give guidance and counseling to teachers.

This research will therefore be underpinned by McGregor's theory Y and X establishing the relationship between organizational culture and performance in public secondary schools in Wakiso district.

### **2.2.1 Organizational Performance**

Performance is defined by Armstrong (2006) as a matter not only of what people achieve but how they achieve it. The Oxford English Dictionary defines performance as the accomplishment, execution, carrying out, and working out of anything ordered or undertaken. Bernadian (1995) defines performance as the outcomes of work that provide linkage to the strategic goals of the organization, customer satisfaction and economic contributions. High performance therefore results from appropriate behavior, especially discretionary behavior, and the effective use of the required knowledge, skills and competencies (Armstrong, 2006). According to Armstrong & Baron (2004), the definition of performance leads to the conclusion that when managing performance, both inputs (behavior) and outputs (results) need to be considered. Armstrong (2006) notes that it is not a question of simply considering the achievement of targets, as used to

happen in “management by objectives” schemes, competency factors need to be included in the process of organizational performance management; which covers the achievement of expected levels of competence as well as objective setting and review. Armstrong (2006) adds that performance is about upholding the values of the organization, which he terms ‘living the values’, an approach to which much importance is attached by public organizations. Armstrong (2006) concludes that upholding values of the organization is an aspect of behavior but it focuses on what people do to realize core values such as concern for quality, concern for people, concern for equal opportunity and operating ethically.

Grifth (2003) concludes that different performance criteria receive different attention in schools. He asserts that some schools lay emphasis mainly on their pupils’ academic performance, while some other schools consider it important to maintain the satisfaction of the school personnel, good interpersonal relations, and good cooperation with parents and society in general. Grifth (2003) thus proposes that all the criteria should be equally considered; and if a school has paid little attention to some area, this should be changed in order to make the school’s work more efficient. Armstrong (2000) asserts that breakthroughs in performance require major change, and that includes changes in the measurement and management systems used by an organization. In support of this, Armstrong & Baron (1998) point out that measurement is an important concept of in performance management. It is the basis for providing and generating feedback, it identifies where things are not going so well, so that corrective action can be taken.

According to Armstrong (2000), it can be argued that what gets measured is often what is easy to measure; and that in some jobs what is meaningful is not measurable and what is measurable is

not meaningful. It is asserted by Levinson (1970) that “the greater the emphasis on measurement and quantification, the more likely the subtle, non-measurable elements of the task will be sacrificed. Quality of performance frequently, therefore, loses out to quantification. To Claire (2004), capacity is a basic measure of performance in that, if a system is operating to capacity, it is producing the maximum amount of a product in a specified time. Claire (2004) however notes that if capacity is less than demand, the organization cannot meet all the demand and it loses potential customers. Alternatively, if capacity is greater than demand, the demand is met but spare capacity and under-utilized resources result.

Armstrong (2000) points out the different ways of measuring organizational performance and these include; balanced scorecard, the European Foundation for Quality Management (EFQM) model, Economic Value Added (EVA) and other economic measures of value, and traditional financial ratios. The concept of the balanced scorecard was originally developed by Kaplan & Norton (1992) who take the view that what you measure is what you get; and that no single measure can provide a clear performance target or focus attention on the critical areas of the business. Kaplan & Norton conclude that managers want a balanced presentation of both financial and operational measures. The European Foundation for Quality Management (EFQM) is indicated by Armstrong (2000) as model of performance measurement where customer satisfaction, people (employee) satisfaction and impact in society are achieved through leadership. Thomas (1995) comments that organizations which adopt the EFQM model accept the importance of performance measurement and work all the time to improve the usefulness of their measures, but they also recognize that simply measuring a problem does not improve it. Armstrong (2000) describes the economic value added (EVA) measure as a representation of the

difference between a company's post-tax operating profit and the cost of the capital invested in the business. Armstrong (2000) also describes traditional financial ratios model as a measure that involves return on equity, return on capital employed, earnings per share, price/earning ratio, return on sales, asset turnover, overall overheads/sales ratio, profit or sales or benefit per employer, and output per employee (productivity).

### **2.2.2 Organizational Culture and Performance**

The idea of organization or corporate culture has been identified as an important aspect of organizational behavior and a concept that is useful in helping to understand how institutions perform (Kristof, 1996). Organizational culture is defined in many ways by various authors and researchers. However, many agree that organizational culture can be referred to as a set of values, beliefs, and behavior patterns that form the core identity of organizations, and help in shaping the employees' behavior (Deal & Kennedy, 1982; Schein, 1992; Kotter & Heskett, 1992; Pheysey, 1993; Van der Post, 1998; Deshpande & Farley, 1999). Organizational culture acts as a cognitive map that influences the way in which the context is defined, for it provides the selection mechanisms or norms and values which people enact (Schein, 1992). It is a pattern of beliefs, rituals, myths, and practices that have evolved over time in an organization (Pheysey, 1993). Organizational culture is also the dominant values espoused by an organization or a set of values and assumptions that underlie the statement; "this is how we do things around here" (Deal & Kennedy, 1982; Quinn, 1988).

Schein (1992) defined organizational culture as a pattern of basic assumptions invented, discovered or developed by a given group as it learns to cope with its problem of external adaptation and internal integration. Schein (1992) adds that these values are then taught to new members in the organization as the correct way to think and feel in relation to those problems. For Schein (1999), culture is the sum total of all the shared, taken for granted assumptions that a group has learned throughout its history. According to Scholz (1987), organizational culture has to be kept strictly apart from similar looking concepts like the corporate identity, organizational climate or the national culture. Scholz (1987) further points out that Organizational culture is the implicit, invisible, intrinsic, and informal consciousness of the organization which guides the behavior of the individuals and which shapes its itself out of behavior. In studying the organizational culture of Petronas, the national oil corporation in Malaysia, Kamal (1988) believes that organizational cultures are real; mostly taken for granted; extremely controlling and directing of our behavior; and evolutionary in that they exhibit slow change under normal circumstances. Research on organizational culture also showed that it has a relationship with performance.

Kotter and Heskett (1992) found that organizational culture has a significant impact on a firm's long-term economic performance. They found that firms with cultures that emphasized all the key managerial constituencies (customers, shareholders, and employees) and leadership from managers at all levels, outperformed firms that did not have those cultural traits by a huge margin. They also believed that organizational culture was becoming more important in determining the success or failure of firms in the contemporary world. According to Sadri & Lees (2001), a positive organizational culture could provide immense benefits to the

organization, and thereby a leading competitive edge over other firms in the industry. Sadri & lees (2001) note that however, a negative culture could have a negative impact on the organizational performance as it could deter firms from adopting the required strategic or tactical changes. Denison (1990) examined the relationship between organizational culture and performance. In that study, organizational culture was based on the perception of organizational practices and conditions, to characterize the organizational culture. He found that the organization with participative culture performed better than other cultural types.

Van der post (1998) examined the relationship between organizational culture and financial performance of organizations in South Africa. The results showed that organizational culture has a positive relationship with the financial performance of the firms.

Deshpande & Farley (1999) studied the relationship between organizational culture and market orientation in Indian and Japanese firms. According to Deshpande & Farley, there were four types of organizational culture; competitive culture, entrepreneurial culture, bureaucratic culture, and consensual culture. In the competitive culture; values relating to demanding goals, competitive advantage, marketing superiority, and profits were emphasized. In the entrepreneurial culture, the emphasis was on innovation, risk taking, high levels of dynamism, and creativity. In the bureaucratic culture, values like formalization, rules, standard operating procedures, and hierarchical coordination. The long-term concern of this culture was predictability, efficiency and stability. In the consensual culture, elements of tradition, loyalty, personal commitment, extensive socialization, teamwork, self-management, and social influence are important in the organizational values. The results showed that the most performing Indian



firms had entrepreneurial culture, while the Japanese firms had entrepreneurial and competitive cultures. The consensual culture was also prevalent among the Japanese firms in the study. Desphande & Farley (1999) further found out that entrepreneurial culture is a more important predictor of good performance for Indian firms, while the competitive culture is more important for the Japanese firms. The results of their study also showed that entrepreneurial and competitive cultures perform better than consensual and bureaucratic cultures. The researcher adopted three types of organizational culture (bureaucratic, competitive, and consensual cultures) which will aid in analyzing the relationship between organizational culture and performance in the public secondary schools in Wakiso district.

### **2.3 Bureaucratic Culture and Performance**

Weber (1979) describes bureaucratic culture as hierarchical with task division, formal rules and regulations. This cultural typology, which is widespread among many public agencies, has been described in plenty of ways, depending on the specific trait which is emphasized. Thus, Feldman (1985) calls it culture of conformity, Adams & Ingersoll (1990) term it culture of technical rationality, For Ban (1995) it is a culture of control, and Deal & Kennedy (1982) have defined it as a culture of process. Kono (1990) confirms that a bureaucratic culture implies a stability that is usually detrimental to the needs of an innovative process and, therefore, to any kind of change. Stephen (2003) describes bureaucratic as a structure with highly routine operating tasks achieved through specialization, much formalized rules and regulations, tasks that are grouped into functional departments, centralized authority, narrow spans of control, and decision making that follows the chain of command.

Research on public organizations has revealed a common set of characteristics including the presence of a system of rational rules and procedures, structured hierarchies, formalized decision-making processes and advancement based on administrative expertise (Bozeman, 1979). These characteristics of public organizations closely comply with Weber's legal-rational model which described bureaucracy as hierarchical, rule enforcing, impersonal in the application of laws and constituted by members with specialized technical knowledge of rules and procedures (Weber, 1948). According to Dahl & Lindblom (1953), public organizations have traditionally been constrained by political authority and political activities. Their objectives, structures and processes have often been defined by central bureaucratic agencies and constrained by legislation (Cole, 1988). As a result of these political constraints, public sector organizations have had blurred objectives and goals, and the autonomy of public sector managers to pursue goals has therefore been constrained (Klein, 1987).

Cole (1988) however asserts that formal organizations are capable of attaining the highest degree of performance and the most rational means of carrying out imperative control. Stephen (2003) notes that high formalization associated with the bureaucratic culture in public organizations creates predictability, orderliness, and consistency. But much as bureaucracy can be a sure way of achieving formal goals, it is also important to consider the work behavior and attitudes that it generates at various levels of the organization's hierarchy. Experience in public secondary schools shows that this tends to depersonalize administrators and lead to excessive rigidity. Hence, it does not only affect performance of the school but also discourages initiative and creates fear among subordinates. According to Stephen (2003), the primary strength of the bureaucracy lies in its ability to perform standardized activities in a highly efficient manner.

Stephen (2003) adds that putting like specialties together in functional departments results in economies of scale, minimum duplication of personnel and equipment, and employees who have the opportunity to talk “the same language” among their peers. Furthermore, bureaucracies can get by nicely with less talented and, hence, less costly-middle-and lower level managers. Standardized operations, coupled with high formalization, allow decision making to be centralized. There is little need, therefore, for innovative and experienced decision makers below the level of senior executives.

Torrington & Hall (1998) observed that there cannot be a universally accepted or a standard rules. What is important is to have rules that are honored by all and sufficient to cover all disciplinary matters. The performance of any organization therefore depends on the degree of importance attached to a particular culture, human and behavioral aspects in the employment relationship (Torrington & Hall, 1998). He concludes that the rigid and inflexible attitude is very dangerous in organizations because it reduces performance which is one of the most important elements in every organization.

Thompson (1993) notes that real-world efforts to improve performance of government agencies rarely target bureaucratic culture. The scant consideration of the effect of bureaucratic culture on agency performance, and to extend a metaphor about government performance, is a kin to ignoring the proverbial “elephant” in the room (Rainey & Steinbauer, 1999). Whorton & Worthly (1981) hold that various performance techniques have failed to succeed in public administration because of the resistance offered by the bureaucratic culture of these agencies.

This is why Allison (1984) believes that improvement in the performance of public administration does not come from massively borrowing the techniques and models used in corporations. They must result from improving the development of managerial functions in public administration, once there is an awareness and recognition of the function of public management. Stephen (2003) notes that the bureaucracy is efficient only as long as employees confront problems that they have previously encountered and for which programmed decision rules have been established.

In support of Stephen's (2003) argument, Robbins (2003) notes that organizations which embrace bureaucratic culture, creative decisions that result into significant change or risk are not encouraged. He further observes that failed projects are openly criticized and penalized; managers try not to implement ideas that deviate much from the status quo. This demoralizes employees and results into high labor turnover which negatively impacts performance of the organization (Robbins, 2003).

Armstrong (2006) observes that organizations that succeed and survive tend to grow to large size, and bureaucracy is efficient with large size organizations. Small organizations and their non-bureaucratic structures are more likely to fail, so over time, small organizations may come and go but large bureaucracies stay. Armstrong (2006) further asserts that, while the average business today has considerably fewer employees than those 30 years ago, these smaller firms are increasingly part of a large, multi-location organization with the financial and technological resources to compete in a global market place. Stephen (2006) points out that bureaucracy's goal

of standardization can be increasingly achieved through hiring people who have undergone extensive educational training, rational discipline, rather than that imposed by rules and regulations, is internalized by hiring professionals with college and university training; They come programmed. In addition, strong cultures help achieve standardization by substituting for high formalization. Stephen (2003) concludes that, in spite of some changes, bureaucracy is alive and well in many avenues. It continues to be a dominant structural form in manufacturing, service firms, hospitals, schools and colleges, the military and voluntary associations. It is therefore in this context that the relationship between bureaucratic culture and performance in public secondary schools was investigated in this study to help establish the relationship between bureaucratic culture and school performance in a developing country like Uganda with its unique bureaucratic culture practices.

#### **2.4 Competitive Culture and Performance**

Competitive culture is defined by Zaid (2003) as the type of organizational culture where achievement, demanding goals, and market superiority are valued and emphasized. In the competitive culture, work is performed out of satisfaction in the excellence of work and achievement and/or personal commitment to the task or goal (Handy, 1993). Pheysey (1993) observes that the power base of the leader is his/her expertise and followers' accord status out of recognition of contribution and that the leader is energized by competitive situations and actively pursues goals and targets of the organization. Liskert (1967) adds that under competitive culture, a leader continuously gives direction and encourages participation of employees. Liskert (1967) further asserts that appropriate management styles within the competitive culture are consultative. Pheysey (1993) argues that these leaders believe employees are already motivated

but need encouragement to continuously achieve high performance. For Wallach (1983), competitive culture is exciting and dynamic and as such, it provides a creative place of work filled with challenge and risk. He further observes that employees display extremely high level of innovativeness. Martins and Terblanche (2003) however note that support mechanism should be present in the competitive culture of an organization so as to create an environment that will promote creativity and innovation.

Competitive culture involves an enterprising and opportunity seeking environment, it embraces a creative and risk taking environment (Ireland & Sermon, 2003). According to Cooke and Rousseau (1988), in competitive culture members are typically rewarded for taking charge and being in control. Cooke and Rousseau (1988) point out that in such organizations winning is often highly valued; members are rewarded for out performing each other and that such an approach has been used effectively in designing sales force incentives and other compensation schemes. Desphande & Farley (1999) also recognize competitive culture as one which encourages decisiveness, rewarding achievement, and creating an environment of high expectations. Stephen (2003) notes that job activities in the competitive culture are designed around work teams and team members are encouraged to interact with people across functions and authority levels. He further asserts that employees talk positively about the competition between teams, while individuals and teams have goals, and businesses are based on achievement of these outcomes. Stephen (2003) concludes that employees are given considerable autonomy in choosing the means by which the goals are attained under the competitive culture. On the other hand, an overly competitive culture can inhibit effectiveness by reducing co-operation and promoting unrealistic standards of performance Wallach (1983). People will risk a lot to succeed in an overly competitive culture to the extent of performance enhancing drugs like

steroids taken by athletes (Azar, 2008). In support of this, Wallach (1983) notes that it has become a common place for Americans to use medical advances to gain a competitive edge in athletics.

According to Robbins (2003), competitive culture which encourages and rewards risk taking, prides its history of experimenting with new technologies and its success in regularly introducing innovative products. He further asserts that managers or employees who have a good idea are encouraged to run with it, and failures are treated as “learning experiences”. Robbins (2003) further adds that in such a competitive culture, there are few rules and regulations for employees to follow and supervision is loose because management believes that its employees are hardworking and trustworthy. Management is concerned with high performance but believes that this comes through treating its people right. Barney (1986) asserts that in a competitive culture members of an organization are encouraged to participate in decision making and power resolution which encourages them to take on additional roles, managers and employees become accustomed to a culture of listening and filtering ideas. Robbins (2003) concludes that this attracts and retains talented individuals who are necessary for pursuing good organizational performance.

Deshpande & Farley (1999) in their study on organizational culture and performance of companies in Japan reported that companies with cultures that embrace competitiveness and entrepreneurialism outperform companies that tend toward the bureaucratic and consensual culture. Desphande & Farley (1999) however, only looked at companies of the private sector in a developed country while paying no attention to performance of organizations in a public setting or in a developing country. It is therefore in this context that the relationship between competitive culture and performance in public secondary schools was investigated in this study

to help establish the relationship between competitive culture and school performance in a developing country like Uganda with its unique competitive culture practices.

## **2.5 Consensual Culture and Performance**

In consensual culture tradition, loyalty, teamwork, personal commitment and social influence are valued (Deshpande and Farley, 1999). Consensual culture is described by Wallach (1983) as trusting, encouraging, relationship-oriented and collaborative and that it provides an open, harmonious and warm place of work. Wallach (1983) further asserts that in the consensual culture people are helpful to each other.

Schein (2002) found in their study on organizational culture that in some organizations there was a certain something christened the “big idea”-that seemed to give them a competitive edge. The big idea consisted of a few words or statements that very clearly summed up the organization, what it was about and what it was like to work there. In turn this enabled the organization to manage its consensual culture and establish a set of shared values, which recognized and reinforced the sort of organization it wanted to be. Thus it was able to establish a strong shared culture within which particular practices that encouraged better performance would be embedded and flourish.

It is because of this that (Handy, 1985) also notes that in consensual culture, work is performed out enjoyment of the activity for its own sake and concern and respect for the needs and values of the other persons involved. In a similar vein, Pheysey (1993) observes that the leaders in the consensual culture have personal charisma which symbolizes esteemed values. According to



Claire (2005) the leader in consensual culture is people oriented, caring and empathetic which results into good performance of the organization. This leader continuously manages conflict and seeks consensus and actively pursues participation, commitment, openness and morale; failure to observe these values, general performance of the organization is impaired (Cameron & Quinn, 1999).

Similarly, a study by Shashidhar (2005) on types of organizational culture and their influence on performance in the Manipal College of Dental Sciences in India revealed that the influence of consensual culture on performance was as high as 45% compared to 27 and 26 percent of bureaucratic and competitive cultures respectively. There is however, doubt whether Shashidhar's (2005) findings, with a focus on dental sciences college in India, can be realized in Uganda or whether they can apply uniformly in public secondary schools. It was against background that this study sought to establish the relationship between bureaucratic culture and performance in public secondary schools was investigated in this study to help establish the relationship between bureaucratic culture and school performance in a developing country like Uganda with its unique bureaucratic culture practices.

## **2.6. Summary of literature review and literature gaps**

The literature above provides an insight on the influence of organisational culture on school performance that was used to guide this study. The literature for example suggests that bureaucratic culture standard rules and hierarchical coordination but was silent on the relationship between bureaucratic culture and school performance in a developing country like Uganda given its unique bureaucratic culture. This study therefore strived to cover this literature

gap by providing empirical evidence on the relationship between bureaucratic culture and school performance in Wakiso district.

Similarly, the literature seems to suggest that competitive culture consists of achievement orientation and innovativeness but was silent on the relationship between competitive culture and school performance in a developing country like Uganda given its unique competitive culture. This study therefore strived to cover this literature gap by providing empirical evidence on the relationship between competitive culture and school performance in Wakiso district. Furthermore, the literature highlights that consensual culture has indicators of loyalty, teamwork and personal commitment but was silent on the relationship between consensual culture and school performance in a developing country like Uganda given its unique consensual culture. This study therefore strived to cover this literature gap by providing empirical evidence on the relationship between consensual culture and school performance in Wakiso district.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter presents a detailed description of the selected methodology that was used in this study. It describes the research design, study population, sample size and sampling technique, tools for data collection, reliability and validity of the research instrument, data processing and data analysis.

#### **3.1 Research Design**

The study was carried out using a cross-sectional research design. This helped the researcher gather data from a sample population at a particular point in time (Amin 2005). Both qualitative and quantitative approaches were employed to get detailed description of the situation and therefore enable the researcher to establish patterns, and relationships among the identified variables. Correlation methods were involved to determine the extent the relationship exists between organization culture and performance.

#### **3.3 Study Population**

The study population included teachers and head teachers of public secondary schools in Wakiso district. There are 24 public secondary schools in Wakiso district with a total population of 755 members of the teaching staff comprising of 731 teachers and 24 head teachers.

### 3.4. Sample Size and selection

The teachers were selected using Krejcie and Morgan's (1970) table approach (see appendix III) of sample selection where by 242 of 285 teachers were selected. All the 7 Head teachers of schools were selected as key informants. The names of the schools were not given to protect them from biases that may accrue from their submissions. The sample selection of teachers/head teachers and schools is summarized in table 1 below.

**Table 1: Population categories, sample and sampling method to be used in the study**

<b>School</b>	<b>Population</b>	<b>Sample size</b>	<b>Sampling methods</b>
A	31	28	Convenience sampling
B	44	36	Convenience sampling
C	59	48	Convenience sampling
D	54	44	Convenience sampling
E	42	36	Convenience sampling
F	22	19	Convenience sampling
G	26	24	Convenience sampling
Head Teachers	7	7	Purposive sampling
<b>Total</b>	<b>285</b>	<b>242</b>	

### 3.5 Sampling techniques and procedure

#### 3.5.1. Purposive sampling

This involved selection of 7 schools to ensure that urban, peri-urban and rural schools are represented. According to Sekaran (2003), when desired information is to be obtained from a

specific target groups. Head teachers were also selected using the same sampling technique being key informants because they had first hand information of what is going on in their schools.

### **3.5.2. Convenience sampling**

This was used to select teachers that were available in each school at the time of data collection, this is because it enables the researcher select respondents that were close at hand or easy to reach and the results are generalized to the target population Amin(2005) considering that teachers report to work on different days of the week.

## **3.6. Data collection methods**

Primary and secondary methods of data collection were used. For the qualitative data, the interviews approach was used while for quantitative data the questionnaire was used.

### **3.6.1 Questionnaire method**

A structured questionnaire was used to collect data on variables as defined by the study objectives from the teachers. The questionnaire was used because teachers are able to read and interpret written questions (Amin, 2005). The questionnaire method was found to be time saving and cheap to use (Sekaran,2003)

### **3.6.2 Interview method**

The interview method was used to collect data from Head Teachers of all the schools in the study. By asking probing questions, the researcher was able to collect additional and more revealing information, which had been obtained, from the self-administered questionnaires. This

further investigation using interview approach to questionnaire responses served to triangulate the objectives (Amin, 2005).

### **3.7. Research instruments**

The following instruments were used:

#### **3.7.1 Questionnaires**

A self-administered questionnaire using Likert scale of measurement was used to collect data from teachers. The questionnaires consisted of closed ended questions. These were intended to help the respondents make quick decisions and also help the researcher to code information easily (sekaran 2003).The questionnaires were also easy to administer, time saving and data collected is easy to analyse (Amin 2005).

#### **3.7.2 Interview guides**

The researcher designed a simple oral interview guide specifically for the Head teachers to seek their opinions by asking probing questions. The interviews helped gain detailed information about the problem (Mugenda & Mugenda 1999). The interview schedules included open discussion of open-ended questions with the Head Teachers with the help of an interview guide. This involved first making an appointment with the respondents.

### **3.8. Quality of Data Instruments**

For a study to obtain appropriate data and produce accurate results, there is need for ensuring quality of instruments through obtaining validity that is the accuracy of the instruments and reliability that is dependability of the instruments as here under.

### 3.8.1 Validity of the Instruments

Validity of the research instruments was obtained by assessing the questionnaire items during their construction. The researcher ensured that each question is relevant to the study. Questions were discussed with the UMI and work based supervisors before pilot testing to fewer subjects from the selected sample. The study then used a content validity index (CVI) to establish the validity of the questionnaire as the key tool for primary data as shown in table 2 below using the formula.

$$\text{CVI} = \frac{\text{Number of items declared valid}}{\text{Total number of items}}$$

**Table 2: The results of the content validity analysis**

Variable	Number of items	CVI
Competitive culture	15	0.86
Consensual culture	21	0.86
Bureaucratic culture	10	0.80
Performance	54	0.92

**Source: Expert judgment**

Table 2 above shows that competitive culture was measured using 15 items and yielded CVI of 0.86 while consensual culture was measured using 21 items and yielded CVI of 0.86. Bureaucratic culture was measured using 10 items and yielded CVI of 0.80 while performance was measured using 54 items and yielded CVI of 0.92. Since all variables under study yielded a CVI above 0.70, it was concluded that the instrument had a high validity hence relevant.

### 3.8.2 Reliability

Reliability of a measure indicates the extent to which it is without bias and therefore ensures consistent measurement across time and across the various items in the statement suggesting that the finding would be consistently the same if the study was done over again (Mugenda & Mugenda, 1999). The internal consistence and reliability of the instrument was measured using Cronbach's alpha coefficient taking only variables with an alpha coefficient value more than 0.70 accepted for social research (Amin, 2005). The reliability was run from SPSS for each variable and the findings are shown in table 3 below

**Table 3: Reliability results**

Variable	Number of items	Cronbach's alpha
Competitive culture	15	0.78
Consensual culture	21	0.87
Bureaucratic culture	10	0.78
Performance	54	0.89

**Source: Primary data**

Table 3 above shows that competitive culture was measured using 15 item and yielded Cronbach's alpha value of 0.78 while consensual culture was measured using 21 items and yielded Cronbach's alpha value of 0.87. Bureaucratic culture was measured using 10 items and yielded Cronbach's alpha value of 0.78 while performance was measured using 54 items and yielded Cronbach's alpha value of 0.89. Since all variables under study yielded Cronbach's alpha value above 0.70, it was concluded that the instrument was reliable thus consistently measured what it was supposed to measure.



### **3.9. Data collection procedure**

The researcher got an introductory letter from the Course Coordinator in the Department of Higher Degrees of UMI that she will take to the field. This letter was used to obtain permission from Headteachers to conduct a survey in their respective schools..

Four researcher assistants were employed to distribute, guide respondents and collect the filled questionnaires after interviewing the Headteacher on the same day.

### **3.10 Data analysis**

Data analysis involved quantitative techniques involving use of quantitative statistics of the study findings and qualitative analysis which involved offering explanations of the study findings. The quantitative and qualitative data analyses are presented below.

#### **3.10.1 Quantitative data analysis**

Quantitative data got from questionnaires computed into frequency distribution tables and percentages that helped to describe the relationship between culture and performance, and then Pearson's correlation co-efficient ( $r$ ) were used to determine the degree of relationship between the variables and establish the extent to which organizational culture impacts on performance.

#### **3.10.2 Qualitative data analysis**

Qualitative data got from the interviews were coded according to themes, based on the study objectives, exposed to content analysis and then presented in a narrative form.

## **CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS**

### **4.1. Introduction**

This chapter presents, analyses and interprets the study findings arising from the field information collected from respondents on the organizational culture and school performance in Wakiso district. The first section presents response rate, this is followed by background information about the respondents, and the empirical findings in relation to the specific objectives.

### **4.1. Response rate**

A total of 242 questionnaires were distributed but 183 useable questionnaires were returned giving a response rate of 75.6% suggesting that the results contain substantial information and the survey results were representative of the survey population (Amin, 2005).

### **4.2. Background information**

This section gives the characteristics of the respondents in relation to gender, age groups, marital status and highest level of education based on the information provided on the questionnaire by the respondents themselves.

**Table 4: Distribution of gender by age of respondents**

		Gender		Total	
		FEMALE	MALE		
Age	20-30	Count	36	23	59
		% of Total	20.2%	12.9%	33.1%
	31-40	Count	28	63	91
		% of Total	15.7%	35.4%	51.1%
	41-50	Count	3	17	20
		% of Total	1.7%	9.6%	11.2%
	51-60	Count	3	5	8
		% of Total	1.7%	2.8%	4.5%
Total	Count	70	108	178	
	% of Total	39.3%	60.7%	100.0%	

**Source: Primary data**

Table 4 above shows that female respondents constituted 39.3% while the male were the majority constituting 60.7% of the total number of respondents. This finding suggested that there were more male teaching and administrative staff in secondary schools in Wakiso as compared to the female which could be a reflection and perpetuation of the male dominance culture in most careers. Among the male and female teachers who responded to this study, 51.1% were aged between 31-40 years followed by 33.15 % who were aged between 20-30 years. Those who were aged between 41-45 years constituted 11.2% while those who were aged between 51-60 years constituted only 4.5% of the total number of respondents used in this study. This finding suggested that the respondents were of a reasonable maturity and had knowledge and experiences of school cultures and school performance by virtual of their adult age in the secondary teaching service.



**Table 5: Distribution of gender by marital status of respondents**

			Gender		Total
			FEMALE	MALE	
Marital status	Married	Count	39	75	114
		% of Total	21.7%	41.7%	63.3%
	Single	Count	31	28	59
		% of Total	17.2%	15.6%	32.8%
	Separated	Count	2	5	7
		% of Total	1.1%	2.8%	3.9%
Total	Count	72	108	180	
	% of Total	40.0%	60.0%	100.0%	

**Source: Primary data**

Table 5 above shows that among the male and female staff who responded to this study, a majority of 63.3% were married while 32.8% were single and only 3.9% were separated. The marital status of the respondents therefore could have an implication of how they perceive the school culture given their value and beliefs orientations by virtue of their marital status.

**Table 6: Distribution of gender by highest level of education**

			Gender		Total
			FEMALE	MALE	
Highest Qualification	Certificate	Count	1	7	8
		% of Total	.6%	3.9%	4.4%
	Diploma	Count	19	43	62
		% of Total	10.6%	23.9%	34.4%
	Bachelors	Count	48	48	96
		% of Total	26.7%	26.7%	53.3%
	Post Graduate	Count	4	10	14
		% of Total	2.2%	5.6%	7.8%
Total	Count	72	108	180	
	% of Total	40.0%	60.0%	100.0%	

**Source: Primary data**

Table 6 above shows that among the male and female staff who responded to this study, a majority of 53.3% had attained a university degree followed by 34.4% who had attained a diploma and 7.8% who had attained a post graduate degree as their highest level of education. A total of 4.4% had attained a certificate as their highest level of education. This finding on education level suggested that the respondents were of reasonable education and could understand and appreciate issues of organizational culture and school performance by virtue of their educational attainments.

**4.3. Empirical findings**

The empirical findings are presented and analyzed using descriptive (mean and standard deviation), correlation and regression results in relation to the dimensions organizational culture and school performance. The purpose of this study was to establish the relationship between organizational culture and performance in public secondary schools in Wakiso district.

In this section the study findings are presented as follows: the relationship competitive culture and performance in public secondary schools in Wakiso District; the relationship between consensual culture and performance in public secondary schools in Wakiso District; the relationship between bureaucratic culture and performance in public secondary schools in Wakiso District.

#### **4.3.1. Respondents views on school performance**

School performance was the dependent variable and before establishing the relationship and testing the study hypotheses, the study sought to understand respondents' views on school management. The table below gives an overview of the respondents' perceptions on school performance.

**Table 7: Mean and standard deviation results for School management**

<b>School performance indicator</b>	<b>Mean</b>	<b>Standard deviation</b>
Finance	4.00	0.90
Discipline	4.00	1.12
Assets	4.20	0.76
Staff welfare	3.66	1.04
B.O.G Matters	4.26	0.74

**Source: Primary data**

Table 7 generally shows that the respondents agreed that the public secondary schools in Wakiso district complied to the finance school management indicators less the item for parents being informed on how capitalization grant was spent where they were not sure. The respondents equally agreed that schools had achieved reasonable degree of school discipline, assets management, staff welfare and B.O.Gs aspect of school management.

These results are completed by the interview findings with the head teachers who indicated that the school of board of governors approved all school budgets while they also indicated that the school books of accounts are audited on an annual basis yet 4/7 head teachers indicated their books were audited on a quarterly(term) basis. For those secondary schools which had an existing B.O.Gs head teachers equally felt that they B.O.G s were satisfied with school performance and they were actively involved through drafting budgets, monitoring and other management decisions in the school.

#### **4.3.2. The relationship between competitive culture and performance in public secondary schools**

The first objective of the study was to establish the relationship between competitive culture and performance in public secondary schools in Wakiso District. The findings of this objective were gathered from questionnaire and interview guide. Competitive culture dimension of organizational culture according to the conceptual framework consisted of indicators of achievement and innovativeness. Competitive culture was measured using 15 items scored on five point Likert scale of 5=strongly agree, 4=agree, 3=not sure, 2=disagree, 1=strongly disagree. The study analyzed the existence of competitive culture in the public secondary schools in the study area and the findings on each of the competitive culture attributes are displayed in table 4.5 below.



**Table 8: Mean and standard deviation results for competitive culture**

	<b>N</b>	<b>MEAN</b>	<b>S.D</b>
<b><i>Achievement</i></b>			
1. In our school, quality grades are considered very important by the teachers and students.	183	4.46	0.88
2. Students are streamed according to their academic performance.	178	1.95	1.18
3. In our school, there is emphasis on excellence in academics.	181	4.43	0.80
4. Students are rewarded for excellent academic performance	181	3.70	1.38
5. Teachers are encouraged to acquire knowledge and skills in new areas.	181	3.75	1.30
6. In our school, targets are set at the beginning of the year.	181	4.36	0.86
7. The school rewards staff for achieving outstanding performance.	178	3.65	1.31
8. There is low supervision of staff in our school.	181	2.12	1.23
9. Management believes that employees are trustworthy and are hardworking	181	3.79	0.97
<b>Total Average</b>		<b>3.57</b>	<b>1.10</b>
<b><i>Innovativeness</i></b>			
10. New methods of teaching and assessment are tried out.	181	3.55	1.35
11. Teachers exploit the natural environment to improvise for teaching aids.	181	3.28	1.18
12. Teachers use other methods of teaching like video clips other than the lecture method.	181	3.07	1.43
13. Teachers use instructional methods according to the students needs.	181	3.48	1.03
14. Staff who have good ideas are encouraged to try them. .	181	3.73	1.28
15. Failure is treated as a learning experience.	177	3.27	1.16
<b>Total Average</b>		<b>3.39</b>	<b>1.24</b>

**Source: Primary data**

Table 8 above shows that on the achievement orientation aspect of competitive culture, the respondents felt that in their school, quality grades were considered very important by the

teachers and students (Mean = 4.46, Standard deviation = 0.88) while they disagreed that the students were streamed according to their academic performance (Mean = 1.95, Standard deviation = 1.18). The respondents felt that in their school, there was emphasis on excellence in academics (Mean = 4.43, Standard deviation = 0.80) while they also indicated that students were rewarded for excellent academic performance (Mean = 3.79, Standard deviation = 1.38) and that teachers were encouraged to acquire knowledge and skills in new areas (Mean = 3.75, Standard deviation = 1.30). These findings generally suggest existence of a competitive culture in the public secondary schools in Wakiso district evidenced in emphasizing quality grades and excellence and its rewarding and encouragement of new knowledge acquisition for the teachers.

Table 8 above further shows that the respondents indicated that in their school, targets were set at the beginning of the year (Mean = 4.36, Standard deviation = 0.86) while they also indicated that schools rewarded staff for achieving outstanding performance (Mean = 3.65, Standard deviation = 1.31) but disagreed that there was low supervision of staff in their school (Mean = 1.95, Standard deviation = 1.18). The respondents agreed that further agreed that management believed that employees were trustworthy and were hard working (Mean = 3.79, Standard deviation = 0.97). These particular findings reinforces the previous position of the existence of competitive culture in the public secondary schools under study significant in setting targets, supervising, trusting and rewarding staff.

On the innovativeness aspect of competitive culture, table 8 above shows that the respondents indicated that new methods of teaching and assessment were tried out (Mean = 3.55, Standard deviation = 1.35) while they also agreed that that staff who have good ideas were encouraged to

try them out (Mean = 3.73, Standard deviation = 1.28). On the other hand, the respondents were not sure if the teachers exploited the natural environment to improvise for teaching aids (Mean = 3.28, Standard deviation = 1.18), whether the teachers used other methods of teaching like video clips other than the lecture method (Mean = 3.07, Standard deviation = 1.43), and whether teachers used instructional methods according to the students needs (Mean = 3.28, Standard deviation = 1.18). These findings suggested a direction to encouragement of innovations in teaching especially by under taking new methods of teaching and assessment and allowing staff to take on their conceived ideas.

In an interview with the head teachers, on competitive culture, 6/7 head teachers indicated that they did not stream students according to academic performance. Similarly, when asked whether the school rewarded best students, all head teachers agreed that they rewarded best performing students. On the same note, the teachers were equally rewarded for the achieving good grades in their respective subjects through receiving a token of appreciation in form of monetary rewards.

All head teachers interviewed expressed the position that not all teaching staff were self driven while they also expressed the position that a teacher's willingness to try out new methods of teaching and assessment was through regular monitoring, and observation of a teacher's personal vigilance in trying to be innovative. On the other hand when asked how much the school administration had undertaken to nurture the way of doing things, the head teachers had this to say:

*“As management we try to motivate both the teachers and students to achieve the desired results (Head teacher from school A, B,E). I mentor staff and make follow ups on what is agreed (Head teacher from school c). The school administration is very supportive as long as the program will yield results (Head teacher from school E).*

#### 4.3.1.1. Correlation results between competitive culture and school performance

To establish if there was any significant relationship between competitive culture and school performance a correlations analysis was conducted. Pearson's correlations statistics was used to analyze the relationship and the findings are shown in table 9 below.

**Table 9: Correlation matrix between competitive culture and school performance**

		Competitive Culture	School Performance
Competitive Culture	Pearson Correlation	1.000	.509**
	Sig. (2-tailed)	.	.000
	N	183	183
School performance	Pearson Correlation	.509**	1.000
	Sig. (2-tailed)	.000	.
	N	183	183

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

#### Source: Primary data

Table 9 above shows Pearson's correlation coefficient  $r = 0.509^{**}$  between competitive culture and school performance suggesting that the two variables were related. The  $r = 0.509^{**}$  and significance  $p = 0.000$  revealed that competitive culture aspect of organizational culture had a positive significant relationship with school performance among the selected schools in Wakiso District. This has school performance policy implications in that to improve on school performance in Wakiso District there is need to instill a culture of achievement and innovativeness. The study therefore confirmed that hypothesis that: "*Competitive culture significantly affects the performance of public secondary schools in Wakiso District.*"

#### **4.3.2. The relationship between consensual culture and performance in public secondary schools**

The second objective of the study was to establish the relationship between consensual culture and school performance in public secondary schools in Wakiso District. The findings of this objective were gathered from questionnaire, interview guide. Consensual culture dimension of organizational culture according to the conceptual framework consisted of indicators of loyalty, team work and personal commitment. Consensual culture was measured using 21 items scored on five point Likert scale of 5=strongly agree, 4=agree, 3=not sure, 2=disagree, 1=strongly disagree. The study analyzed the existence of consensual culture in the public secondary schools in the study area and the findings on each of the consensual attributes are displayed in table 10 below.

**Table 10: Mean and standard deviation results for consensual culture**

<b>Consensual culture</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>
<b>Loyalty</b>			
1. The work environment in your school can be described as encouraging and trusting.	181	3.91	0.91
2. Teachers actively participate in the activities of staff associations.	181	3.80	0.91
3. Staff members support the school values and objectives.	165	4.27	0.52
4. There is mutual respect and trust among staff members.	165	4.18	0.86
5. Teachers care for one another.	161	4.09	0.94
6. Staff - management relationship is strongly emphasized and encouraged in school.	163	3.99	0.87
7. Teachers attend school- related functions.	165	4.05	0.89
<b>Total average</b>		<b>4.03</b>	<b>0.84</b>
<b>Team Work</b>			
8. Staff members are helpful to each other in job related issues.	165	4.24	0.60
9. Teachers plan together other than separate individuals.	161	3.89	0.96
10. The superiors in the school listen to the views of subordinates and consider them.	165	3.78	0.91
11. The staff is often updated on the new developments and their progress in the school.	165	4.15	0.87
12. Group welfare is more important than individual rewards.	163	3.85	1.12
13. Sharing of new ideas among the members is encouraged.	165	4.24	0.71
14. Teachers share resources with colleagues.	162	3.90	0.85
15. Staff members assist new and visiting teachers even when not required doing so.	165	3.76	1.06
<b>Total average</b>		<b>3.98</b>	<b>0.88</b>
<b>Personal Commitment</b>			
16. As long as am in the teaching profession I prefer to stay in this school.	165	3.78	1.10
17. I Attend most of the school functions.	165	4.30	0.86
18. I met set deadlines.	165	4.32	0.73
19. Teachers actively participate in extracurricular activities	165	3.97	0.80
20. I attend staff meetings regularly.	165	4.63	0.58
21. I compensate for lessons missed	161	4.41	0.69
<b>Total average</b>		<b>4.24</b>	<b>0.79</b>

**Source: Primary data**

Table 10 revealed an overall existence of loyalty in public secondary schools in Wakiso district as the respondents agreed that the work environment in their school could be described as encouraging and trusting (Mean = 3.91, Standard deviation = 0.91) and that teachers actively participated in the activities of staff associations (Mean = 3.80, Standard deviation = 0.91) while

they also agreed that staff members support the school values and objectives (Mean = 4.27, Standard deviation = 0.52). Similarly, the staff felt that there was mutual respect and trust among staff members (Mean = 4.18, Standard deviation = 0.86) while they also indicated that teachers cared for one another (Mean = 4.09, Standard deviation = 0.94) and that staff - management relationship was strongly emphasized and encouraged in school (Mean = 3.99, Standard deviation = 0.87) and lastly, that teachers attend school- related functions (Mean = 4.05, Standard deviation = 0.89). The high degree of loyalty among teaching staff in the public secondary schools could contribute to good school performance since the teachers and school management are loyal to their cause.

There was equally a general agreement on the existence of team work among the public secondary schools as the respondents agreed that staff members were helpful to each other in job related issues (Mean = 4.24, Standard deviation = 0.61). The respondents equally agreed that teachers planed together other than separately (Mean = 3.89, Standard deviation = 0.96), the superiors in the school listened to the views of subordinates and considered them (Mean = 3.78, Standard deviation = 0.91) and that the staff were often updated on the new developments and their progress in the school (Mean = 4.15, Standard deviation = 0.87) yet they also agreed that group welfare was more important than individual rewards (Mean = 3.85, Standard deviation = 1.12). The existence of team work was also justified by the indication that sharing of new ideas among the members was encouraged (Mean = 4.24, Standard deviation = 0.71) and the agreement that teachers shared resources with colleagues (Mean = 3.90, Standard deviation = 0.85) and the indication that staff members assist new and visiting teachers even when not required doing so (Mean = 3.76, Standard deviation = 1.06). The use of team work could positively contribute to school performance through creation of team synergy.

On the personal commitment aspect of consensual culture, table 10 shows a general level of personal commitment among staff and they not only indicate that as long as they were in the teaching profession they would prefer to stay in their present school (Mean = 3.78, Standard deviation = 1.10) but also indicated that they attended most of the school functions (Mean = 4.30, Standard deviation = 0.86) while they also felt that they met set deadlines (Mean = 4.32, Standard deviation = 0.73) and that teachers actively participate in extracurricular activities (Mean = 3.97, Standard deviation = 0.80). The staff also strongly agreed that they attended staff meetings regularly (Mean = 4.63, Standard deviation = 0.58) while they agreed that compensated for lessons missed (Mean = 4.41, Standard deviation = 0.69). The exhibited high level of staff commitment to their school and duties could positively contribute to school performance among the selected public secondary schools under this study.

When asked in an interview how each head teacher assessed a teacher's willingness to take on extra responsibilities assigned to them, they had this to say:

*“The teacher are observed from the performance level and output rate all achieve from the supervision and regular performance appraisal”*

Asked on how they interacted with staff members, the head teacher had this to say:

*“We interact with staff through meetings, workshop and meal time”*

The head teachers described the relationship between teacher and management, 6/10 teachers indicated that they have a good, cooperative, and cordial relationship as the staff interact freely. One head teacher indicated that some are good while others are indifferent and none responsive.



#### 4.3.2.1. Correlation results between consensual culture and school performance

To establish if there was any significant relationship between consensual culture and school performance a correlations analysis was conducted. Pearson’s correlations statistics was used to analyze the relationship and the findings are shown in table 11 below.

**Table 11: Correlation matrix between consensual culture and school performance**

		Consensual Culture	School Performance
Consensual Culture	Pearson Correlation	1.000	.606
	Sig. (2-tailed)	.	.000
	N	181	181
School performance	Pearson Correlation	.606	1.000
	Sig. (2-tailed)	.000	.
	N	181	183

**Source: Primary data**

Table 11 above shows Pearson’s correlation coefficient  $r = 0.606^{**}$  between consensual culture and school performance suggesting that the two variables were related. The  $r = 0.606^{**}$  and significance  $p = 0.000$  revealed that consensual culture aspect of organizational culture had a high significant relationship with school performance among the selected schools in Wakiso District. This had school performance policy implications in that to improve on school performance in the Wakiso district there is need to instill a culture of loyalty, team work and personal commitment among teachers. The study therefore confirmed that hypothesis that: *“Consensual culture has a significantly impact on the performance of public secondary schools in Wakiso district.”*

### 4.3.3. The relationship between bureaucratic culture and performance in public secondary schools

The third objective of the study was to establish the relationship between bureaucratic culture and school performance in public secondary schools in Wakiso District. The findings of this objective were gathered from questionnaire, interview guide. Bureaucratic culture dimension of organizational culture according to the conceptual framework consisted of indicators of standardized rules and hierarchical coordination. Bureaucratic culture was measured using 10 items scored on five point Likert scale of 5=strongly agree, 4=agree, 3=not sure, 2=disagree, 1=strongly disagree. The study analyzed the existence of consensual culture in the public secondary schools in the study area and the findings are displayed below.

**Table 12: Mean and standard deviation results for Bureaucratic culture**

<b>Bureaucratic culture</b>	<b>N</b>	<b>MEAN</b>	<b>S.D</b>
<i>Standard rules</i>			
1. Standard operating procedures are emphasized and are followed.	163	3.98	0.82
2. Standard operational procedures are helpful to employees on the job.	177	4.11	0.87
3. The Head teacher forces people to do what he wants.	179	2.35	1.11
4. The Head teacher expects employees to closely follow instructions.	179	4.17	0.77
5. Instructions are expelled out in detail so that employees always know what they are expected to do.	181	4.01	0.83
<b>Total average</b>		<b>3.72</b>	<b>0.88</b>
<i>Hierarchical co-ordination</i>			
6. Authority and decision making is highly centralized.	181	3.70	1.21
7. I do not do anything new without the head teachers' approval	177	3.31	1.46
8. The Head teacher does not delegate important tasks.	179	2.69	1.27
9. Head teacher makes most decisions without consulting subordinates.	179	2.56	1.30
10. The Head teacher uses authority and power when dealing with teachers.	179	3.13	1.41
<b>Total average</b>		<b>3.08</b>	<b>1.33</b>

**Source: Primary data**

Table 12 above shows that the standard rules indicators of bureaucratic culture respondents agreed that standard operating procedures were emphasized and followed (Mean = 3.98,

Standard deviation = 0.82) while they also indicated that standard operational procedures were helpful to employees on the job (Mean = 3.98, Standard deviation = 0.82) but disagreed that the Head teacher forced subordinates to do what he or she wants (Mean = 2.35, Standard deviation = 1.11). The respondent indicated that the Head teacher expected employees to closely follow instructions (Mean = 4.17, Standard deviation = 0.77) while they also indicated that instructions were spelt out in detail so that employees always know what they were expected to do (Mean = 4.01, Standard deviation = 0.82). The existence of standard rule could positively or negatively contribute to school performance as some schools thrive on standard rules for good performance while standard rules kill creativity a recite for good performance.

On the hierarchical aspect of bureaucratic culture, the respondents agreed that authority and decision making was highly centralized (Mean = 3.70, Standard deviation = 1.21) but they were not sure if they could not do anything new without the head teachers' approval (Mean = 3.31, Standard deviation = 1.46); whether the Head teacher did not delegate important tasks (Mean = 2.69, Standard deviation = 1.27) and whether head teacher made most decisions without consulting subordinates (Mean = 2.56, Standard deviation = 1.30) and if the Head teacher used authority and power when dealing with teachers (Mean = 2.56, Standard deviation = 1.30).

Asked on the ways administration follow the standing orders from the ministry of education and sport, the head teachers indicated that:

*“We inform all stakeholders such as staff, students, parents; and we caring out of regular performance appraisals” the school equally expected its members to behave in a particular way by adhering the MOES or founders values, respect the teaching profession culture and code of conduct.*

Asked on the guidelines in place to improve teachers' efficiency and effectiveness, the head teachers indicated that:

*“We emphasised following a clear time table, adherence to syllabus, and adequate scheme of work preparation and constant supervision by the head teachers”*

#### 4.3.3.1. Relationship between bureaucratic culture and school performance

To establish if there was any significant relationship between bureaucratic culture and school performance a correlations analysis was conducted. Pearson's correlations statistics was used to analyze the relationship and the findings are shown in table 13 below.

**Table 13: Correlation matrix between bureaucratic culture and school performance**

		Bureaucratic Culture	School performance
Bureaucratic Culture	Pearson Correlation	1.000	-.184 *
	Sig. (2-tailed)	.	.013
	N	181	181
School performance	Pearson Correlation	-.184 *	1.000
	Sig. (2-tailed)	.013	.
	N	181	183

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

$P \leq 0.05$

Table 13 above shows Pearson's correlation coefficient  $r = -0.184^*$  between bureaucratic culture and school performance suggesting that the two variables were related. The  $r = -0.184^*$  and significance  $p = 0.013$  revealed that bureaucratic culture aspect of organizational culture had a negative but low significant relationship with school performance among the selected schools in Wakiso District. This had school performance implications in that to improve on school performance in the Wakiso district there is need to minimize bureaucratic tendencies of standard rules and hierarchical coordination. The study therefore confirmed that hypothesis that: *“There*

*is a significant negative relationship between bureaucratic culture and performance in public secondary schools in Wakiso district”*

## **CHAPTER FIVE: SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

### **5.0. Introduction**

The purpose of this study was to investigate the effects of organizational culture on performance of public secondary schools in Wakiso district. The organizational was the independent variable and included dimensions of competitive, consensual and bureaucratic culture while the dependent variable was school under the indicators of school management, teaching and learning process. This chapter presents a summary, discussion, conclusions and recommendations based on the study findings.

### **5.1. Summary**

There was a general indication of good school management attributes relating to finances, discipline, assets, staff welfare, and Board of governors matters. There was an equally perceived good performance indicator of teaching and learning processes and its attributes of teaching preparation, classroom processes and quality of assessment.

The study found a high mix and prevalence of competitive, consensual and bureaucratic culture among the public secondary schools in Wakiso district. Competitive and consensual culture had a high significant positive relationship with school performance and they were both significant predictors of school performance according to the regression models. Bureaucratic culture had an

inverse relationship with school performance and had a low significant influence on Secondary school performance in the study area.

The next section of this chapter presents a discussion of the study findings organizational culture and performance by comparing them with existing literature and what other scholars have observed in relation to the specific objectives objective.

## **5.2. Discussion**

This sub section presents a discussion of the study findings with cross reference to the literature review with respect to the relationship between competitive, consensual and bureaucratic culture and school performance.

### **5.2.1. The relationship between competitive culture and performance of public secondary schools**

The study found out that there was high prevalence of achievement orientation aspect of competitive culture, significant in emphasizing quality grades and excellence, rewarding and encouragement of new knowledge acquisition for the teachers. Achievement oriented culture was equally significant in setting targets, supervising, trusting and rewarding staff.

The study equally found a reasonable orientation to innovativeness significant in trying out new methods of teaching and assessment allowing staff to take on their conceived ideas.

The study found out that competitive culture had a high positive significant relationship with performance ( $r = 0.509^{**}$ ,  $p = 0.000$ ) suggesting that to achieve the desired level of school performance, there was need to inculcate a competitive culture in public secondary schools.

The study therefore inferred that to improve on school performance in the Wakiso district there was need to instill a culture of achievement and innovativeness. This view is supported by Zabid (2003), who denoted competitive culture as the type of organizational culture where achievement, demanding goals, and market superiority are valued and emphasized. In the competitive culture, work is performed out of satisfaction in the excellence of work and achievement and/or personal commitment to the task or goal (Handy, 1993). Pheysey (1993), observes that the power base of the leader is his/her expertise and followers' accord status out of recognition of contribution and that the leader is energized by competitive situations and actively pursues goals and targets of the organization.

Similarly, Cooke and Rousseau (1988), earlier contended that in competitive culture members are typically rewarded for taking charge and being in control. Cooke and Rousseau (1988), point out that in such organizations winning is often highly valued; members are rewarded for outperforming each other and that such an approach has been used effectively in designing sales force incentives and other compensation schemes. Desphande and Farley (1999), also recognize competitive culture as one which encourages decisiveness, rewarding achievement, and creating an environment of high expectations. Stephen (2006), noted that job activities in the competitive culture are designed around work teams and team members are encouraged to interact with people across functions and authority levels. He further asserts that employees talk positively about the competition between teams, while individuals and teams have goals, and businesses are based on achievement of these outcomes.



### **5.2.3. The relationship between consensual culture and performance of public secondary schools**

The study found a reasonable degree of a loyalty significant in encouraging and trusting work environment, participation in the activities of staff associations, staff members' support of the school values and objectives, mutual respect and trust among staff members, teachers caring for one another, strong staff - management relationship and teachers attending school- related functions. The study found use of team work in public secondary schools which could positively contribute to school performance through creation of team synergy. The teachers equally exhibited high level of personal commitment to their school and duty.

The study found out that consensual culture had a high positive significant relationship with performance ( $r = 0.606^{**}$ ,  $p = 0.000$ ) suggesting that to achieved the desired level of school performance, there was need to inculcate a consensual culture in public secondary schools.

The study observed that to improve on public school performance in the Wakiso district there was need to instill a culture of loyalty, team work and personal commitment among teachers a position supported by Deshpande and Farley ( 1999) who noted that in consensual culture tradition, loyalty, teamwork, personal commitment and social influence are valued. Purchel et al (2005) found in their study on organizational culture that in some organizations there was a certain something christened the "big idea"-that seemed to give them a competitive edge which consisted of a few words or statements that very clearly summed up the organization, what it was about and what it was like to work there. In turn this enabled the organization to manage its consensual culture and establish a set of shared values, which recognized and reinforced the sort of organization it wanted to be. Thus it was able to establish a strong shared culture within which

particular practices that encouraged better performance would be embedded and flourish. Similarly, a study by Shashidhar (2005) on types of organizational culture and their influence on performance in the Manipal College of Dental Sciences in India revealed that the influence of consensual culture on performance was as high as 45% compared to 27 and 26 percent of bureaucratic and competitive cultures respectively.

### **5.2.3. The relationship between bureaucratic culture and performance of public secondary schools**

The study found a reasonable degree of standardized rules evident in emphasis of standard operating procedures, Head teacher spelling out and expecting employees to closely follow instructions. Hierarchical aspect of bureaucratic culture was explicit authority and decision making being highly centralized.

The study found a low significant negative relationship between bureaucratic culture and school performance ( $r = -0.184^*$ ,  $p = 0.013$ ) among the selected schools in Wakiso District.

Based on the above findings, the study observed that to improve on school performance in the Wakiso district there was need to minimize bureaucratic tendencies of standard rules and hierarchical coordination. This position is supported by previous works such as Feldman (1985) who calls bureaucratic culture as the culture of conformity, Adams & Ingersoll (1990) term it culture of technical rationality, For Ban (1995) it is a culture of control, and Deal & Kennedy (1982) have defined it as a culture of process. Kono (1990) confirms that a bureaucratic culture implies a stability that is usually detrimental to the needs of an innovative process and, therefore, to any kind of change. According to Dahl & Lindblom (1953), public organizations have traditionally been constrained by political authority and political activities. Their objectives,

structures and processes have often been defined by central bureaucratic agencies and constrained by legislation (Cole, 1988). As a result of these political constraints, public sector organizations have had blurred objectives and goals, and the autonomy of public sector managers to pursue goals has therefore been constrained (Klein, 1987).

Stephen (2004) notes that much as bureaucracy can be a sure way of achieving formal goals, it is also important to consider the work behavior and attitudes that it generates at various levels of the organization's hierarchy. Experience in public secondary schools shows that this tends to depersonalize administrators and lead to excessive rigidity. Hence, it does not only affect performance of the school but also discourages initiative and creates fear among subordinates. Whorton & Worthly (1981) hold that various performance techniques have failed to succeed in public administration because of the resistance offered by the bureaucratic culture of these agencies. This is why Allison (1984) believes that improvement in the performance of public administration does not come from massively borrowing the techniques and models used in corporations while Robbins (2003) notes that organizations which embrace bureaucratic culture, creative decisions that result into significant change or risk are not encouraged. He further observes that failed projects are openly criticized and penalized; managers try not to implement ideas that deviate much from the status quo. This demoralizes employees and results into high labor turnover which negatively impacts performance of the organization (Robbins, 2003).

### **5.3. Conclusions**

This sub section presents the conclusions of the study findings with cross reference to the literature review with respect to the relationship between competitive, consensual and bureaucratic culture and school performance.

### **5.3.1. Competitive culture and performance of public secondary schools**

By encouraging and practicing competitive culture considerations of achievement and innovativeness orientations, public secondary schools can be in position to achieve the desired school performance. Thus to achieve the desired level of public secondary school performance, there is need for a competitive culture emphasizing achievement and innovativeness.

### **5.3.2. Consensual culture and performance of public secondary schools**

By promoting a consensual culture of loyalty, team work and personal commitment public secondary schools can be in position to achieve the desired school performance indicators of school management and teaching-learning processes. Thus to achieve the desired level of public secondary school performance, there is need for achieving teaching staff loyalty, team work and personal commitment.

### **5.3.3. Bureaucratic culture and performance of public secondary schools**

The existence of standard rule and hierarchical coordination aspects of bureaucratic culture negatively contribute to school performance through killing of creativity a recite for good performance implying that to improve on public secondary schools performance there was need to minimize bureaucratic tendencies of standard rules and hierarchical coordination.

## **5.4. Recommendations**

This sub section presents the recommendations of the study findings with cross reference to the literature review with respect to the relationship between competitive, consensual and bureaucratic culture and school performance.

#### **5.4.1. Competitive culture and performance of public secondary schools**

To achieve the desired level of public secondary schools performance, the government of Uganda through the Ministry of Education and Sports, secondary schools head teachers and other stakeholders should:

Encourage and practice competitive culture considerations of achievement and innovativeness orientations.

Emphasize quality grades and excellence by setting a pass mark, rewarding best departments and encouragement of new knowledge acquisition for the teachers, setting targets, supervising, trusting and rewarding staff, trying out new methods of teaching and assessment allowing staff to take on their conceived ideas.

The above should be complemented by giving scholarships to best students.

#### **5.4.2. Consensual culture and performance of public secondary schools**

To achieve the desired level of public secondary schools performance, the government of Uganda through the Ministry of Education and Sports, secondary schools head teachers and other stakeholders should promote consensual culture of loyalty by promoting team work and personal commitment through co-teaching, making schemes of work as a team, setting tests as a department.

Emphasis should be put on creating an encouraging and trusting work environment by giving teachers key responsibilities, participation in the activities of staff associations, giving scholarships to biological children of teachers, mutual respect and trust among staff members,

teachers caring for one another, strong staff - management relationship, teachers attending school- related functions and staff stepping in for others in case of need.

#### **5.4.3. Bureaucratic culture and performance of public secondary schools**

To achieve the desired level of public secondary schools performance, the government of Uganda through the Ministry of Education and Sports, secondary schools head teachers and other stakeholders should put in place flexible standard rule and guidelines, empowering head of departments to make decisions.

Emphasis should be placed on consensus decision making and instructions, decentralized decision making, delegation of some management functions to staff and shared power and authority and consultative decision making attributes of school leadership.

#### **5.5. Recommendations for further studies**

This study found out that competitive, consensual, and bureaucratic dimension of organizational culture predicted 65.7% of the variance in school performance suggesting that other variable other than those under this study predicted the remaining 34.3% of the variance in the school performance. Other studies need to be conducted to establish the effects of other forms of culture such as national cultures on the performance of public secondary schools.

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## **APPENDICES**

### **Appendix I: Questionnaire for public secondary school teachers in Wakiso District**

## APPENDICES

### Appendix I: Questionnaire for public secondary school teachers in Wakiso district

#### A QUESTIONNAIRE FOR THE PUBLIC SECONDARY SCHOOL TEACHERS OF WAKISO DISTRICT ON THE ASSESSMENT OF ORGANISATIONAL CULTURE AND ITS INFLUENCE ON ORGANISATIONAL PERFORMANCE OF PUBLIC SECONDARY SCHOOLS:

Dear Respondent,

I am a student from Uganda Management Institute (UMI), you have been selected to participate in a study to analyse the relationship between organizational culture and organizational performance of public secondary schools in Wakiso district. The information given herein will be treated in the strictest confidence. Please indicate your opinion by simply marking with a tick in a space provided or fill in the missing gaps given.

#### SECTION A: BACKGROUND INFORMATION

1: Gender/Sex

A) Female

B) Male

2: Age: 20-30  31-40  41-50  51-60



3: Marital status

- A) Married  Single  Separated  Widowed

4: Highest qualification attained

- A) Certificate  B) Diploma  C) Bachelors degree

- D) Post graduate/Masters degree

E) Any other specify.....

5: Field/subjects of specialization.....

6: How long have you taught in this school?

- A) Less than 3 years   
 B) 4-6 years   
 C) 7-10 years   
 D) Above 10 years

**SECTION B: ORGANISATIONAL CULTURE**

*Please tick or circle the number that describes your opiuion;5=Strongly Agree,4=Agree,3=Undecided,2=Disagree and 1=Strongly Disagree.*

**Competitive Culture and Performance**

<b>Achievement</b>					
7 In our school, quality grades are considered very important by the teachers and students.	5	4	3	2	1
8. are streamed according to their academic performance.	5	4	3	2	1

9. In Students our school, there is emphasis on excellence in academics.	5	4	3	2	1
10. Students are rewarded for excellent academic performance	5	4	3	2	1
11. Teachers are encouraged to acquire knowledge and skills in new areas.	5	4	3	2	1
12. In our school, targets are set at the beginning of the year.	5	4	3	2	1
13. The school rewards staff for achieving outstanding performance.	5	4	3	2	1
14. There is low supervision of staff in our school .	5	4	3	2	1
15. Management believes that employees are trustworthy and are hardworking.	5	4	3	2	1
<b>Innovativeness</b>					
16. New methods of teaching and assessment are tried out.	5	4	3	2	1
17. Teachers exploit the natural environment to improvise for teaching aids.	5	4	3	2	1
18. Teachers use other methods of teaching like video clips other than the lecture method.	5	4	3	2	1
19. Teachers use instructional methods according to the students needs.	5	4	3	2	1
20. Staff who have good ideas are encouraged to try them. .	5	4	3	2	1
21. Failure is treated as a learning experience.	5	4	3	2	1

### Consensual Culture and Performance

<b>Loyalty</b>					
22. The work environment in your school can be described as encouraging and trusting.	5	4	3	2	1
23. Teachers actively participate in the activities of staff associations.	5	4	3	2	1

24. Staff members support the school values and objectives.	5	4	3	2	1
25. There is mutual respect and trust among staff members.	5	4	3	2	1
26. Teachers care for one another.	5	4	3	2	1
27. Staff - management relationship is strongly emphasized and encouraged in school.	5	4	3	2	1
28. Teachers attend school- related functions.	5	4	3	2	1
<b>Team Work</b>					
29. Staff members are helpful to each other in job related issues.	5	4	3	2	1
30. Teachers plan together other than separate individuals.	5	4	3	2	1
31. The superiors in the school listen to the views of subordinates and consider them.	5	4	3	2	1
32. The staff is often updated on the new developments and their progress in the school.	5	4	3	2	1
33. Group welfare is more important than individual rewards.	5	4	3	2	1
34. Sharing of new ideas among the members is encouraged.	5	4	3	2	1
35. Teachers share resources with colleagues.	5	4	3	2	1
36. Staff members assist new and visiting teachers even when not required to do so.	5	4	3	2	1
<b>Personal Commitment</b>					
30. As long as am in the teaching profession I prefer to stay in this school.	5	4	3	2	1
31. I attend most of the school functions.	5	4	3	2	1
32. I met set deadlines.	5	4	3	2	1
33. Teachers actively participate in extra curricular activities	5	4	3	2	1
34. I attend staff meetings regularly.	5	4	3	2	1

35. I compensate for lessons missed	5	4	3	2	1
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**Bureaucratic Culture and Performance**

<b>Standard rules</b>					
36. Standard operating procedures are emphasized and are followed.	5	4	3	2	1
37. Standard operational procedures are helpful to employees on the job.	5	4	3	2	1
36. The Head teacher forces people to do what he wants.	5	4	3	2	1
37. The Head teacher expects employees to closely follow instructions.	5	4	3	2	1
38. Instructions are expelled out in detail so that employees always know what they are expected to do.	5	4	3	2	1
<b>Hierarchical co-ordination</b>	5	4	3	2	1
39. Authority and decision making is highly centralized.	5	4	3	2	1
40. I do not do anything new without the head teachers' approval	5	4	3	2	1
41. The Head teacher does not delegate important tasks.	5	4	3	2	1
42. Head teacher makes most decisions without consulting subordinates.	5	4	3	2	1
43. The Head teacher uses authority and power when dealing with teachers.	5	4	3	2	1

**SECTION C: PERFORMANCE**

**School management**

Scale	SA	A	U	DA	SDA
<b>Finances</b>	5	4	3	2	1
44. The school has a B.O.G finance committee in place.	5	4	3	2	1

45. The school operates on an approved budget.	5	4	3	2	1
46. The school has up-to-date audited books of accounts.	5	4	3	2	1
47. The school keeps proper books of accounts.	5	4	3	2	1
48. The school prepares a bank reconciliation statement monthly.	5	4	3	2	1
49. The school has a qualified bursar.	5	4	3	2	1
50. Parents are informed on how capitation grant is spent.	5	4	3	2	1
<b>Discipline</b>	5	4	3	2	1
51. Most students have personal copies of school rules and regulations.	5	4	3	2	1
52. School rules and regulations are revised to cover for new cases of indiscipline.	5	4	3	2	1
53. The school has an active disciplinary committee.	5	4	3	2	1
54. The school has an active guidance and counseling department.	5	4	3	2	1
55. The discipline of students is commendable.	5	4	3	2	1
56. There are few cases of students suspended from school.	5	4	3	2	1
57. There are records of incidents of students' uprising.	5	4	3	2	1
58. The disciplinary committee is active in ensuring that discipline is maintained.	5	4	3	2	1
<b>Assets</b>	SA	A	U	DA	SDA
59. School buildings furniture is repaired on regularly.	5	4	3	2	1
60. The school employs enough security guards.	5	4	3	2	1
61. The school uses incomplete structures.	5	4	3	2	1
62. The inventory of school assets is properly kept.	5	4	3	2	1
63. The school premise is fenced.	5	4	3	2	1

64. The classrooms have lockable doors and windows.	5	4	3	2	1
65. Library rule and regulations on handling text books are clearly spelt out.	5	4	3	2	1
66. Regulations on handling laboratory apparatus are clear to students.	5	4	3	2	1
<b>Staff welfare</b>	SA	A	U	DA	SDA
67. Payment of P.T.A allowance is on time.	5	4	3	2	1
68. Payment of salaries of private teachers is on time.	5	4	3	2	1
69. Teachers are provided with break tea, lunch and food items.	5	4	3	2	1
70. Teachers are paid advance on their salary.	5	4	3	2	1
71. The school makes contribution towards burial and wedding expenses.	5	4	3	2	1
72. Internal workshops are organized for teachers.	5	4	3	2	1
73. Teachers are facilitated to attend external workshops.	5	4	3	2	1
<b>B.O.G matters</b>	SA	A	U	DA	SDA
74. The school has an approved B.O.Gs	5	4	3	2	1
75. The B.O.Gs operate according to statutory regulations.	5	4	3	2	1
76. B.O.Gs' meeting are held..	5	4	3	2	1
77. The B.O.Gs are conversant with their roles in school management.	5	4	3	2	1
78. B.O.Gs are have copies of guideslines and regulations governing their operations.	5	4	3	2	1
79. B.O.Gs approve school expenditure .	5	4	3	2	1
80. B.O.Gs are involved in the discussions and approve of the school budget.	5	4	3	2	1

81. Members of the B.O.Gs are involved in the operating of school accounnts.	5	4	3	2	1
82. Teachers are represented on the B.O.Gs.	5	4	3	2	1

**THANK YOU FOR YOUR COOPERATION**





## **APPENDIX II: Interview Guide for head teachers**

## APPENDIX II

### INTERVIEW GUIDE FOR HEAD TEACHERS

#### INTERVIEW GUIDE FOR THE PUBLIC SECONDARY SCHOOL HEAD TEACHERS IN WAKISO DISTRICT ON THE RELATIONSHIP BETWEEN ORGANISATIONAL CULTURE AND ORGANISATIONAL PERFORMANCE.

Dear Headmaster,

I am a student from Uganda Management Institute (UMI), you have been selected to participate in a study to analyse the relationship between organizational culture and organizational performance of public secondary schools in Wakiso district. The information given herein will be treated in the strictest confidence. Please indicate your opinion by simply marking with a tick in a space provided or fill in the missing gaps given.

#### BACKGROUND INFORMATION

1: Gender/Sex

A) Female

B) Male

2: Age: 20-30  31-40  41-50  50-60

3: Marital status

A) Married

Sing

Separated

Widowe

4: Highest qualification attained

A) Certificat  B) Diploma  C) Bachelors degree

D) Post graduate/Masters degree

E) Any other specify.....

5: Field/s of specialization.....

6: How long have you been the head teacher this school?

a. Less than 3 years

b. 4-6 years

c. 7-10 years

d. Above 10 years

7: What is a teacher expected to prepare before going to teach and how consistent has this been undertaken?

.....  
.....

8: How do gauge teachers' commitment to achieving the set school goals?

.....  
.....

9: What is the general opinion you have about your teaching staff?

.....  
.....

10: How do you assess your teachers' willingness to take on extra responsibilities assigned to them?

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

11: How does the school assist a teacher or a member of his/her family in case of serious illness?

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

12: (a) Does the school have a particular way it expects its members to behave and do certain things?  
Please tick appropriately.

Yes  No

(b) If yes briefly state it?

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

13: How much has the school administration done to nurture this way of doing things?

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

14: (a) Does the school allow teachers to engage in active decision-making on the general performance and development of the school? Please tick appropriately

Yes  No

(b) For any condition considered in 15 (a) above, briefly state why?

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

15: What do you think needs to be done in order to strengthen/improve performance in this school?

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

**16.** Could you provide me with a copy of each class statistics of how your student have been performing over the last three years.

17. How do you rate your school performance in relation to other schools in the district and countrywide.

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

18. How often are the schools books of account audited?

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

19. What is your opinion on giving accountability of capitation grants to parents and teachers?

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

20. Has the school got adequate infrastructure?

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

21. Is maintenance of school buildings included on the budget?

.....  
.....

22. How motivated are the staff members?

.....  
.....

23. Are the B.O.Gs actively involved in school management?

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

**THANK YOU FOR YOUR TIME AND COOPERATION**



**APPENDIX III: Table for Determining Sample Size from a given Population**



**APPENDIX III: TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION**

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	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: "N" is population size  
 "S" is sample size.