

School Organizational Structure Implementation and Teachers' Performance in  
Government-aided Secondary Schools in Gulu City

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21/U/2922/MED/PS

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A Dissertation Submitted to the Directorate of Graduate Studies of Gulu  
University for Examination in Partial Fulfilment of the Requirements  
for the Award of the Degree of Master of Education in Education  
Management of Gulu University

SEPTEMBER, 2025

### Declaration

This is to declare that the content of this dissertation School Organisational structure implementation and teachers' performance in Government Aided secondary School in Gulu City is my original work. The work has never been presented to any institution for academic or any other award before.

Signature: .....  .....

Date: 29/9/2025 .....

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### Approval

This is to certify that this dissertation School Organisational structure implementation and teachers' performance in Government Aided secondary School in Gulu City submitted to the institute of Graduate studies in partial fulfilment of the award of Master of Education in Education management Degree of Gulu University, has been under our guidance and supervision.

Mr. Okot Erasmus Ambrose .....



Signature

.....29/9/2025.....

Date

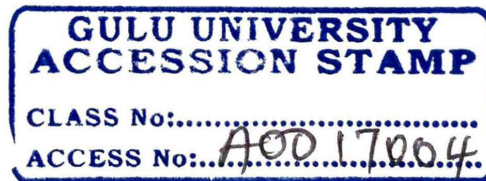
Dr. Habimana John Baptist, PhD.....



Signature

.....29/9/2025.....

Date



### **Dedication**

This dissertation titled, *School Organisational Structure Implementation and teachers' performance in Government Aided secondary School in Gulu City* is dedicated to my dear uncle, Mr. Lulony William Aboda, my beloved husband, Mr. Ojok Michael, and my beloved children, Victor Conrad Nyeko, Aber Veroniques, Sarah Oyella, and Rwotlonyo Vincent, who encouraged me greatly during my studies.

### **Acknowledgements**

I wish to extend my heartfelt appreciation to my supervisors, Mr. Okot Erasmus Ambrose and Dr. Habimana John Baptist for the tireless effort given me in their positive criticism and Guidance during the writing of this dissertation. I may thank you very much for your wisdom, constructive criticism and benevolent supervision accorded to me. I also want to thank all my lecturers, in particular Dr. Lajul Wilfred, Dr. Denis Thaddeus Ofoyuru. and all lecturers and members of staff of Gulu University.

My sincere and heartfelt thanks go to my beloved husband Mr.Ojok Michael for understanding the need for education in our family during my studies and extending invaluable care throughout the study period. I also thank my children Victor Conrad Nyeko, SarahOyella, Veronique Aber and Vincent Rwotlonyo for standing by my side and understanding the need for a higher degree course.

Lastly, I wish to extend my deep appreciation to my friends and colleagues on the Master of education in education management 2021/2022-degree program for their assistance and encouragement during the struggle. The same appreciation goes to all my respondents for the cooperation demonstrated during data collection period. Thank you all very much and may God bless you all.

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## **Abstract**

This study investigated the relationship between school organizational structure and teachers' performance in government-aided secondary schools in Gulu City, Uganda. The study focused on understanding how centralization and formalization within school structures impact teachers' ability to perform tasks such as lesson planning, time management, and assessment of students and the objectives were; To establish school organizational structure implementation in government-aided secondary schools in Gulu City, examine the level of teachers' performance in government-aided secondary schools in Gulu City and to determine the relationship between school organizational structure and teachers' performance in government-aided secondary schools in Gulu City. The research employed a mixed-methods approach, utilizing both qualitative and quantitative data collection techniques, including questionnaires and interviews with teachers, headteachers, and deputy headteachers across six selected schools. A cross-sectional research design was used to gather data at a specific point in time, and a sample of 186 respondents was drawn from a population of teachers and headteachers. Data analysis involved descriptive and inferential statistics to determine the relationships between school organizational structure and teachers' performance.

The findings revealed that School organisational structure exist in government aided secondary schools and are being implemented and both centralization and formalization positively relate teacher performance, particularly in areas such as work preparation schemes, assessment practices, and time management. However, centralization had little effect on lesson planning, indicating that teacher autonomy is more important in this area. The study also revealed that the level of teachers is low. identified challenges, such as unclear communication channels and overlapping roles, which hindered the level of teacher performance. The study concluded that while formalization is key in improving teachers' performance in structured tasks, a balance between centralized decision-making and teacher autonomy is necessary to enhance performance in creative tasks like lesson planning. Recommendations included increasing teacher involvement in decision-making, providing continuous professional development, and promoting a balance between School organisational structure and ensure flexibility in School governance. This research contributed to understanding how School organizational structures implemented in schools can be designed to foster better teacher performance, ultimately improving educational outcome.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Overview**

Globally, teachers play a pivotal role in schools, and their importance in the educational process of teaching and learning is undeniable. They are key in the attainment of the goals of the educational programs and targets; hence the weight of training manpower for the country's development lies in the hands of the teachers(Vidal et al., 2020). As a result, the Ministry of Education closely monitors their job effectiveness and must comply with the organizational structure to guarantee successful teaching and fulfill their responsibilities and duties accordingly.

Teachers' performance in secondary schools has become an issue, especially in Gulu City, with the evident deterioration in the teachers' performance in secondary schools even before it became a city in 2021, with 75% of the teachers not scheming and lesson planning, rising cases of absenteeism (17%), dodging of lessons 30%, strikes, alcoholism, sexual immorality, and lack of respect (Orace, 2021). Such decline in the quality of the teachers' performance in Gulu City is a result of the fact that very few secondary schools in Gulu City appraise their staff, low teacher supervision as evidenced by the few existing monitoring tools, and low motivation among the teachers(Kidega et al., 2024).

In an organization like a school, the issue of teachers' performance should be checked by the organization of the system embedded in its structural setup. With the organization of the secondary schools, there are rules and regulations to guide the action of the teachers, role distribution, and decision making, which should have marked a smooth flow of the school activities and an increasingly high performance of the teachers, yet the reverse is true. It is against this background that this study undertakes to probe into the school organizational structure and teachers' performance in secondary schools in Gulu City.

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

### **1.1 Background to the Study**

This sub-section presents historical, theoretical, conceptual, and contextual backgrounds.

### **1.1.1 Historical Background**

The historical background of teacher performance and school organization structure in educational development varies significantly across different continents, reflecting diverse socio-economic, political, and cultural influences.

The development of school organizational structure in Uganda has roots dating back to the late 17th century, when Christian missionaries established schools with the support of local communities, primarily to promote literacy and religious teachings. During the colonial period (1890s–1980s), the British introduced a centralized education system that limited access to a privileged few, but after independence in 1962, efforts were made to decentralize education through regional and district offices to improve management and teacher supervision. Despite these reforms, challenges related to organizational structure and educator effectiveness persisted, highlighting ongoing issues within the system.

Since the 1990s, Uganda has implemented major reforms, including free primary and secondary education programs (UPE in 1997 and USE in 2008), aimed at increasing access. However, problems such as teacher absenteeism, low motivation, and job dissatisfaction continued to hinder quality despite these initiatives. The government responded with measures such as performance appraisal systems, in-service training, and professional standards for teachers. While progress has been made, the historical challenges rooted in the colonial era remain, necessitating continued efforts to improve the overall quality of education in Uganda.

Teacher performance in Europe and North America in 1980s and 1990s marked a notable shift toward enhancing teacher quality through high-standard teacher education programs. Countries like the United Kingdom, the United States, and Australia emphasized the importance of outstanding teaching as a means of aligning organizational needs with individual performance. Schools in the UK, for instance, adopted private-sector HR practices to boost effectiveness, with a focus on measuring teacher competence. By 2007, policies required schools to establish explicit links between organizational structures and teacher performance, incorporating evidence such as classroom observations, staff training, and student work scrutiny (Richardson & Roosevelt, 2004; Page, 2015). These developments underscored a move towards accountability and performance measurement in Western education systems.

Turning to Africa, teacher performance has experienced fluctuations influenced by historical and socio-economic factors. During the colonial period, teacher performance was relatively high due to competitive salaries that motivated teachers (Cogneau, 2003). However, after independence, the departure of many white teachers and the underpayment of remaining staff, coupled with political upheavals such as the expulsion of Indian and Asian teachers under Idi Amin, led to a significant decline in teacher quality and quantity (Vidal et al., 2020; Bonee, 1972). Despite reforms and increased pay, performance issues persisted over decades, negatively affecting educational outcomes. Scholars attribute low performance to factors like inadequate motivation due to low salaries, part-time teaching commitments, and personal pursuits that distract from professional duties (Julius, 2024; Cordingley, 2021). Additionally, school management practices, such as teachers' marginalization in decision-making processes, further dampened motivation, leading to resignations and low morale (Asiimwe, 2023). However, targeted interventions like mentoring and supervision have shown promise in improving teacher performance, emphasizing the importance of guidance and supportive management (Mubiru, 2024).

In Uganda, there remains no consensus on defining and measuring teacher performance, complicating efforts to improve it. Performance is often assessed based on qualifications, pedagogical methods, or student achievement, but scholars argue that focusing solely on examination outcomes undervalues teachers' broader contributions to student development (Opakas et al., 2019; Pope, 2019). Teachers' routine practices, such as lesson planning, classroom management, and resourcefulness, are critical indicators of performance and directly influence student success (Devis, 2024; Mahgoub et al., 2014). Despite various initiatives by the government, including performance appraisal systems, in-service training, and professional standards, challenges like absenteeism, low motivation, and job dissatisfaction persist (MoES, 2018). These issues highlight the ongoing need for comprehensive strategies to enhance teacher effectiveness and, ultimately, educational quality across Uganda.

Gulu City, in northern Uganda, has a history marked by conflict and recovery that has significantly impacted its educational sector. During the LRA insurgency from the late 1980s to early 2000s, many schools were damaged or closed, and teachers fled due to safety concerns, leading to shortages and low performance. Since peace was restored, efforts to rebuild the education system such as recruitment, infrastructure, and teacher training have faced challenges like resource shortages and low motivation. Local factors, including community involvement and management practices, have influenced school operations and

teacher performance. Despite initiatives to improve performance and organizational structures, issues like absenteeism and limited engagement persist, shaping the current educational landscape in Gulu.

### **1.1.2 Theoretical Background**

Various theoretical models can be employed to comprehend this relationship between organizational structure and teacher performance since there is an extensive study in educational literature(Nyathi & Bhebe, 2020; Daka, 2021). This study was underpinned by the contingency theory of organizational design and the job characteristics model in explaining the relationship between school organizational structure and teacher performance in secondary schools in Uganda(Ocheni & Nwankwo, 2012).

Contingency theory, also known as Fiedler's Contingency Model, was developed in the 1960s by an Austrian psychologist, Professor Fred Fiedler(Fiedler, 1964). The theory of contingency regarding organizational design proposes that more than a universal approach to organizational structure is needed(Fiedler, 1964). An organization's structure should depend on the specific circumstances in which it operates. In the context of secondary schools in Uganda, the organizational structure should be customized to suit the country's cultural, economic, and political conditions as emphasized by Mpaata and Mpaata (2019). This theory implies that an organization's prosperity relies on its capacity to modify its structure to adapt to the evolving environment.

In contrast, the job characteristics model suggests how job structure can impact employee drive, contentment, and output. The framework highlights five key job features crucial in clarifying the correlation between job design and production: diversity of skills, task coherence, task importance, independence, and response. Workers feel more driven from within when these job features are present, resulting in enhanced job output (Parker et al., 2017).

The contingency theory of organizational structure provides a useful framework for understanding the relationship between school organizational structure and teachers' performance in secondary schools. The theory suggests that there is no single best way to structure an organization, but rather the optimal structure depends on various contextual factors. In the case of secondary schools, these factors may include the education system, curriculum requirements, available resources, student demographics, and the school's mission and goals. The contingency theory emphasizes the importance of aligning the organizational structure with these contextual factors to ensure the effectiveness of the organization.

The theory suggests that the school's structure such as the degree of centralization, formalization, and departmentalization, should be designed in a way that supports and enables teachers to perform their professional duties effectively.

In conclusion, the contingency theory of organizational design and the job characteristics model provide valuable frameworks for understanding the relationship between school organizational structure and teacher performance in secondary schools in Uganda. By adapting school organizational structures to Uganda's context and providing teachers with jobs with sufficient job characteristics, schools in Gulu City can improve teacher performance and enhance the quality of education.

### **1.1.3 Conceptual Background**

There are two key concepts in this study: School organizational structure and teacher performance. According to Business Dictionary (2018) as cited in Nene, S., & Pillay (2019), "an organization is a social unit of people that is structured and managed to meet a need or to pursue collective goals. This expands on Parker et al., (2017), definition of organizational structure as a framework for getting things done. It defines how tasks are to be allocated, who reports to whom, and the formal coordinating mechanisms and interaction patterns that will be followed facilitating decision-making, the proper reaction to the environment, and conflict resolution between the units.

Centralization refers to the concentration of decision-making authority, policies, and administrative control at the national or top levels of the education system (Schueler, 2025). In this model, decisions regarding curriculum, teacher recruitment, management, and resource allocation are made by central authorities, with limited input from local schools or communities.

The formalization of school structure refers to the process of establishing and implementing standardized, well-defined organizational systems, policies, and procedures within a school (Silaji et al., 2025). It involves creating clear hierarchies, roles, responsibilities, rules, and routines that govern the operation of the school to ensure consistency, efficiency, and accountability.

Perawironegoro (2018), further defines organizational structure as how job tasks are formally divided, grouped, and coordinated. In Robbins et al., (2014), "an organizational structure is a system that determines how job tasks are formally divided, grouped and coordinated within an organization", characterized by complexity, formalization, and centralization.

This study adopted Nene & Pillay (2019), definition of organizational structure and, in turn, use the definition of an organization as given by McNamera (2018), in conjunction with the organizational structure definition given by Robbins et al., (2014), as the basis for the definition of an organizational structure in terms of this study “a system that determines how tasks are formally structured and coordinated within a group that is intentionally organized to accomplish a common goal” (Nene and Pillay, 2019); McNamera, 2018).

Teachers’ job performance, according to Dinensio Kiyundo Zikanga et al., (2021), is the effectiveness with which teachers perform their activities that contribute to the school’s technical core either directly by implementing its technological process or indirectly by providing needed resources or services. Nyathi & Bhebhe (2020), further state that teacher performance is described as containing knowledge management, communication technology, information, empowerment, creativity and innovation, and organizational culture which all influence performance in a given organization.

Performance expresses the variety of dimensions of transactional competence such as input and output competence (Seely, 2019), particularly in schools, showing the extent of triumph of the set mission at the school that shapes a teacher’s job performance. Performance is the output generated by the functions or indicators of a profession within a particular time (Bueno & Ed, 2019), and the result or success rate of a person as a whole is influenced by the factors of reflectivity and efficiency, authority, discipline, and initiative, during a given period to carry out duties (Bueno & Ed, 2019). This study defines teachers’ performance as the way teachers perform their roles and tasks as spelled out in the terms and conditions of their work in terms of lesson preparation, teaching, preparing the teaching-learning aids, assessing learning as well as making decisions.

#### **1.1.4 Contextual Background**

Contextually, the study took place in Gulu City, with a specific focus on government-aided secondary schools. Secondary schools conform to a framework stipulated by the Ministry of Education and Sports. The Headteacher occupies the highest rank of the school hierarchy, followed by the deputy Headteacher, who supervises the different divisions. While the Directors of Studies are immediate below the Deputy Head Teachers, in addition, Heads of Departments are below the Director of Studies, followed by the Head of Subjects, Classroom Teachers, Prefects, and Classroom Monitors. All constituents of the educational institution are expected to abide by to facilitate the teaching, learning, and management of the school. by the structure to ensure the smooth operation of the school.

Teacher performance has declined in recent years, attributed to poor school organizational structure. The reasons for this concern are validated by the fact that secondary schools in Gulu City and Uganda at large are registering, in recent years, fast deterioration in achieving the goals and objectives in many schools which have record mass failure by students in examinations (Muhangi, 2019), an indication that teachers would be failing to do their daily duties of scheming, lesson planning, low attendance, poor assessment of students, managing time and supervising co-curricular activities.

The government prioritizes other activities in secondary schools which impact teachers' performance (Kidega et al., 2024), while the cultural beliefs and societal anticipation of education in the city affect career progression and assumption of a leadership position by the female staff (Shah & Shah, 2012). The socio-economic status of the communities in the areas where the secondary schools are located in Gulu City is characterized by many families still living in poverty (Abenawe, 2022), essential resources like textbooks, teaching aids, and computers are few in the secondary schools (Kidega et al., 2024). However, currently, the government has introduced a competency-based curriculum that encourages extensive research prompting many of the school administrators to acquire computers for the learners' use.

However, other factors that influence human behavior and, consequently teacher performance include psychological and environmental factors. For example, psychological factors such as an individual's personality, motivation, and cognitive abilities, can significantly impact their behavior and performance in the workplace, with teachers who have strong self-efficacy, resilience, and adaptability tending to perform better in the classroom (Hollett et al., 2021). While, environmental factors, such as the physical setting and infrastructure of the school can affect teacher performance, as schools located in well-equipped and resourced environments tend to have teachers who are more engaged and motivated, leading to better student outcomes (Godson & Ngussa, 2020).

Besides this, teachers complain of payment delays and the disappearance of their names from the pay rolls contributing to poor performance. This points to the need to determine the level of performance vis-à-vis the organization structure in secondary schools as a comprehensive performance assessment enables the academic staff to achieve higher outcomes in terms of grading and change within secondary schools (Alsarayrah & Alsarayrah, 2021).

## **1.2 Problem Statement**

In an ideal situation, teachers should perform well by making lesson plans, scheme of work, managing time and assessment of learner.

Teachers play a crucial role in shaping young minds, hence teacher performance is a pressing concern that demands attention, as it directly impacts the quality of education and the future of our society. (Kuloba,2010). All the schools in Uganda adhere to an organizational structure as stipulated by the Ministry of Education and Sports though some schools possess different positions depending on the size of the school and the school governing board (MoES, 2008). In such a structure, in government-aided schools, headteachers and deputies appear to be top school administrators and church-founded schools, church members are the top administrators responsible for running school programs (Mugagga Muwagga et al., 2013;Scanlon, 2023).

According to Paschal (2023),with such a well-laid structure by the government organ, teachers are expected to perform highly well by scheming and preparing for the lesson teaching, following professional ethics as they conduct themselves at school, properly managing time, and organizing and participating in co-curricular activities alongside other duties assigned to them. Secondary schools in Uganda present with different levels of teachers' performance.

Government and non-governmental organizations such as UNICEF have provided training and support to teachers in partnership with the Ministry of Education and Sports, focusing on improved teaching practices, curriculum development, and school management (UNICEF, 2019); additionally, the Government of Uganda through the ministry of education and sports has invested in teacher training programs such as Secondary Education in Science, Engineering, Technology, and Mathematics (SESEMAT) as highlighted by Kyomuhendo, (2013). Despite efforts by the government and partners to improve the performance of teachers in secondary schools in Gulu City, the results have been disappointing. Therefore, the study investigated the relationship between school organizational structure implementation and teachers' performance in government-aided secondary schools in Gulu City.

## **1.3 Purpose of the Study**

The study's purpose was to investigate the relationship between school organizational structure implementation and teachers' performance in government-aided secondary schools in Gulu City.

#### **1.4 Objectives of the Study**

1. To establish school organizational structure implementation in government-aided secondary schools in Gulu City.
2. To examine the level of teachers' performance in government-aided secondary schools in Gulu City.
3. To determine the relationship between school organizational structure and teachers' performance in government-aided secondary schools in Gulu City.

#### **1.5 Research Questions**

1. How does school organizational structure implementation facilitate teachers' performance in government-aided secondary schools in Gulu City?
2. What is the level of teachers' performance in government-aided secondary schools in Gulu City?
3. What are the relationships between school organizational structure and teachers' performance in government-aided secondary schools in Gulu City?

#### **1.6 Scope of the Study**

The scope of the study was divided into three distinctive areas as follows.

##### **1.6.2 Content Scope**

The study intended to establish; the implementation of school organizational structure in government-aided secondary schools in Gulu City; establish the level of teachers' performance in government-aided secondary schools in Gulu City; determine the relationship between school organizational structure and teachers' performance in government-aided secondary schools in Gulu City.

##### **1.6.2 Geographical Scope**

The study was conducted in Northern Uganda, Gulu City is located approximately 330 kilometers (205 miles) north of Kampala, Uganda's Capital city. According to the Global Positioning System (GPS), the coordinates of Gulu City are 2.7667° N and 32.2833° E. Gulu City is bordered by Lamwo District to the north, Pader District and Omoro District to the east, Oyam District to the south, Nwoya District to the southwest, and Amuru District to the west. Gulu City was chosen because the city is blessed with several government-aided which will provide the study with the relevant information to satisfy the problem under investigation.

### **1.6.3 Time Scope**

The study was focused on the periods 2020 to 2024. The year 2020 was chosen because it marked the government's implementation of the revised lower secondary curriculum which came with some changes in the organizational structures that affected both government and private schools countrywide (MOES, 2020). In the same vein, 2024 was important for this study because it is the year when the Uganda National Examination Board will assess the first group of the lower curriculum, which is also meant to enhance teachers' performance in secondary schools.

### **1.7 Significance of Study**

The study was meant to contribute to the existing literature by adding new knowledge of school organizational structure and teacher performance, particularly in the context of secondary schools in Gulu City. The study was further intended to benefit stakeholders, including policymakers, educationists, human resource practitioners, academicians, and teachers to improve teacher performance.

The study was perceived to provide insights for managers to design flexible organizational structures that allow proper coordination of tasks through effective communication and reporting mechanisms, enabling teachers to perform their roles and duties efficiently. Additionally, the study will inform the Ministry of Education and Sports about reducing unsatisfactory teacher performance by establishing an organizational structure that suits a particular secondary school and ensuring constant supervision.

The reviewed literature and methodological strategies are envisaged to go a long way to unearth the best strategies to improve teachers' performance in Gulu City.

### **1.8 Conceptual Framework**

The conceptual framework of this study will guide the investigation of the relationships between the independent variables of school organizational structure attributes and the dependent variable of teachers' performance.

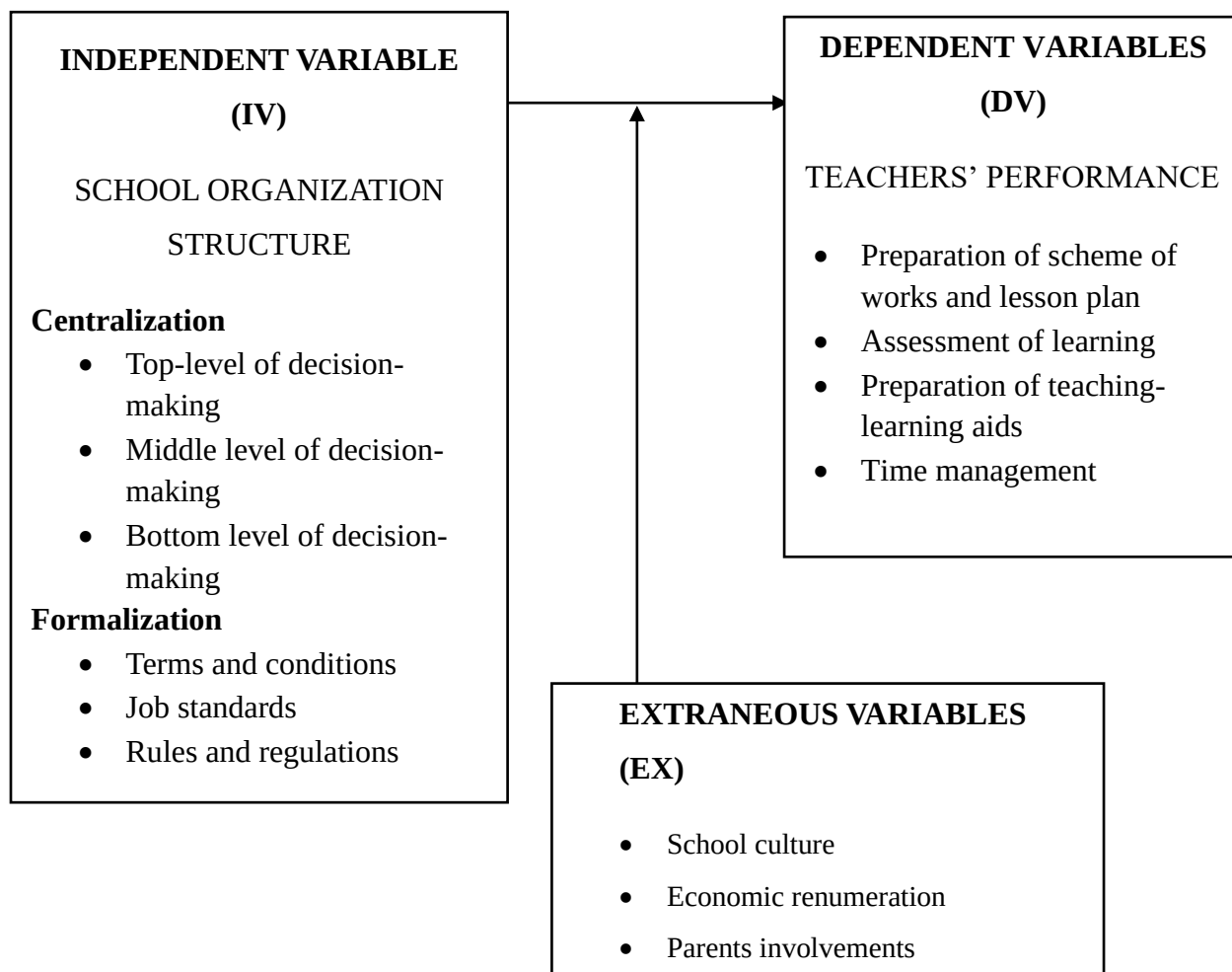


**Figure 1: Conceptual Framework**

Adopted and modified from (Ormond, 2012) and (Chen & McCray, 2012).

From the above framework, the variables related to organizational structure and teachers' performance in secondary schools, are complete and significant.

Centralization and decentralization determine the location of decision-making locus in an organization whether at the top level, middle level, or bottom level. This will influence teacher performance

Formalization on the other hand was conceptualized to determine how rules and procedures will direct the behaviors of its employees or standardization of jobs within an organization in the secondary schools in Gulu city there are documents like teachers' code of conduct, terms and conditions provided in the appointment letters of the staffs.

School culture and parents' involvement are the extraneous variables that was explained by the support provided by parents to motivate the teachers in the secondary schools and the conducive school environment which will enhance commitment and hard work by the teachers.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

The subject matter of school organization structure and teachers' performance in government-aided secondary schools has been studied by many scholars globally. In this research area, the literature is wide and the research conceptually covered the variables of organization structure with the constructs of centralization, formalization, and teachers' performance with the construct of lesson preparation, teaching assessment of learning, classroom decision-making and the moderating variable of parent's involvement and school culture.

This section has arranged in the following manner: actual literature on school organizational structure, teachers' performance, and then the relationship between organization structure and teachers' performance in secondary schools while identifying existing gaps. In this case, the literature was reviewed from textbooks, government reports, personal communications, institutional annual reports, press statements, the Internet, and participants' materials from workshops related to organizational structure and teachers' performance in secondary schools.

#### **2.1 The school organizational structure implementation in government-aided secondary schools**

Organizational structure affects job performance through an organization's adopted values and beliefs because these representations of culture influence organizational behavior. These elements of culture exercise a major influence on how actors perceive the environment and how organizational directors operate to achieve organizational goals. The organizational structure can manifest in different ways, from one organization to another and from country to country.

The organizational structure allows association and interaction among and between individuals having a common function or role, authority, and power (Kiprotich & Chumo, 2023). According to Mbabazi and Ochieng (2024), organizational structure is an approach to organizing and coordinating activities within an institution. This suggests that organizational structure helps in delegating individuals and distributing specific tasks with integrated and interrelated duties and responsibilities across the organization. This concept replicates the systematic nature and principle of organizational structure in education.

Organizational structures also provide professional growth and development opportunities (Khan & Shah, 2023). Well-distributed organizational structures facilitate collaboration, shared decision-making, and professional learning communities, which enhance teachers' performance based on knowledge and skills (Okello & Mugisha, 2022). Significantly, organizational structures in secondary schools' influence teachers' performance. However, scholars have only highlighted the importance of organizational structures in providing professional growth opportunities and facilitating decision-making and collaboration but have not explored deeper into the mechanisms and specific organizational structures, such as the flatter model, which allows decision-making from the grassroots level that has the most significant influence on teachers' performance.

According to Chen and Wang (2023), bureaucratic structures are well suited for mass production in a stable environment. They are based on the belief that organizations are rational entities whose design is scientific and where people are considered economic and social components. They are characterized by specific attributes such as hierarchy levels, where organizational vision emanates from the top and, through a long process of downward communication, reaches the employees (Ali & Turi, 2022). The information is consequently filtered so that the agents have only a partial vision of the organization. Other characteristics include a high degree of horizontal differentiation, specialized role responsibilities, high centralization, and relational complexity resulting from managers' need to coordinate organizational activities to develop their vision, planning, control, and continuous intervention in problem-solving and decision-making. However, there is a need to understand how rigid hierarchies, centralized decision-making, and specialized roles inherent in bureaucratic structures hinder secondary schools' ability in Gulu City to quickly adapt to evolving student needs, changing policies, and emerging technologies.

Furthermore, these organizational structures develop a considerable hierarchical control, where the managers are the key agents responsible for establishing organizational hierarchy and creating highly formalized rules, protocols, and procedures, which restrict information flows through functional and hierarchical boundaries (Verburg & Tummers, 2022). As a result, all job roles are organized according to their power and authority. Hence, all employees are expected to have a particular code of behavior. The precise definition of obligations and technical methods attached to each functional role subsequently reinforces performance either positively or negatively (Ali & Turi, 2022).

Organic and decentralized structures see organizations as more complex social entities, where individual and social forces compete and interact (Andersson & Kraus, 2023). Their main characteristics include flat structures, formed by top managers, strategic groups, and multidisciplinary teamwork, where vertical decision-making is replaced by horizontal collaboration; narrow horizontal differentiation, based on expertise and knowledge specialization rather than operative specialization (Mugisha & Luyinda, 2023). Departmental barriers disappear, and multidisciplinary teams are formed, integrating specialized knowledge in the design and delivery of complex tasks. These structures also feature low vertical differentiation as a consequence of worker participation in management and control, reduced formalization of behavior, effective information distribution, informal bidirectional communication, and decentralization of power. These result in proactive employee participation, organizational management, and an open, trust-based culture. However, empirical research is needed to examine the implementation and effectiveness of decentralized organizational structures in secondary school settings, rather than just theoretical discussions.

Additionally, organizational structures recognize changes in beliefs and actions because they place great importance on experience and knowledge (Nyathi & Bhebhe, 2023). These structures are ideal for carrying out unusual and complex activities that frequently change, as their specialization is based on knowledge, which is flexible and inclined to change. This is fundamental in an organizational environment characterized by high dynamism, hostility, and uncertainty where organizations must adapt through continuous learning and better performance. Organic structures also reduce individual cognitive work because they ease information demands and facilitate the assimilation of new patterns. In this way, these forms improve control in organizations (Liu & Tan, 2022). These arguments also facilitate organizational learning, continuity, and high performance among employees.

An organic structure is more conducive to learning than a mechanistic one. Organic structures facilitate cross-level communication and performance; consequently, relevant knowledge and expertise are widely distributed among member groups within organizations. A mechanistic structure, on the other hand, is less conducive to effective learning, especially in the contemporary environment, because it encourages differentiation between units and their disassociation into separate reporting on performance (Ali & Turi, 2022). My study in Gulu City intends to fill the gap by addressing how the adoption of organic and decentralized organizational structures enhances teachers' performance.

A hierarchy type of structure takes the form of what is used in the military as a way to show a chain of command. In this type of structure, people are treated as dispensable individuals whose role is to take command (Liu & Tan, 2022). Organizational communication naturally flows from the top to the bottom, which means innovation decays, commitment suffers, and collaboration is essentially non-existent (Ikpur&Amadi, 2024). There is also little focus on employees' experiences, such as teachers, in this type of structure. The hierarchy has infused virtually every organization around the globe regardless of size, location, or industry (Nyathi &Bhebhe, 2023). The greatest strength of hierarchy used to be that it maintained the status quo, which was desirable decades ago. The above scholars have provided a broad, generic critique of hierarchical structures, but have not investigated deeper into the specific challenges of applying such a top-down model within the unique context of secondary education in Uganda, leaving a gap.

## **2.2 The level of teachers' performance in government-aided secondary schools**

Measuring teacher performance is an important task for educational institutions such as secondary schools (Rwothumio, Mugizi, &Otaka, 2023). With performance measurement, the principals and school managers will know the level of achievement of the task assigned to the teacher (Elingo, Nabukeera, Matovu, &Ssali, 2024). According to Rwothumio, Mugizi, andOtaka (2023), when teacher performance is high, the manager will increase the effectiveness of achieving goals that will be realized. However, when dealing with low performance, an evaluation is to find out the factors that led to low performance in secondary schools (Okia, 2022). Though the literature highlights the importance of performance and its potential impact on achieving organizational goals, it does not investigate key and specific indicators or methods suitable for assessing the performance of secondary school teachers; hence, there is a need for research that looks into the multifaceted nature of teacher performance in secondary education.

In Uganda, the Uganda Public Service Standing Orders provide guidelines for the effective performance of teachers according to which teachers are to a given level appraised by headteachers or school principals who, together with individual teachers, plan and agree on certain performance levels in a given timeframe. *[Note: I did not find a recent source verifying this exact policy text from 2022-2025; you may still need the original document or a government website for that.]* For example, these teachers' performance levels come alongside performance basics such as preparing teaching materials and schemes of work, preparing achievable lesson plans, ensuring student satisfaction with lessons, and giving prompt feedback to the learners and assessing the learning process (Rwothumio, Mugizi,

&Otaka, 2023). This greatly influences the level of teachers' performance in Uganda's secondary schools. However, the gap relates to understanding how teacher performance evaluation and management practices differ between private secondary schools and public secondary schools. Additionally, while the Uganda Public Service Standing Orders provide guidelines for teacher performance appraisal in public schools, there is limited research on the approaches, indicators, and support mechanisms used by private secondary schools in Gulu City.

Performance at a school level involves identifying the main actions in the strategy that are important for driving a particular school to the desired level of teachers' and school general performance (Rwothumio, Mugizi, &Otaka, 2023). Some school strategies are mainly concerned with the overall goals, and purpose of the school structure to achieve stakeholders' expectations. Findings based on research assert that setting performance levels is the starting point for achieving teachers' performance (Elingo et al., 2024). This is because the process involves drafting specific key performance indicators as measures of performance. However, the gap in the findings listed by Elingo et al. (2024) is the lack of empirical evidence on how the process of setting and aligning performance levels translates to actual improvements in teachers' performance and the overall effectiveness of secondary schools.

In a study conducted on performance management practices, information communication technology, and managed performance [*note: I did not locate a recent study matching exactly "ICT and managed performance in secondary schools in Uganda" in 2022-2025*]. Findings asserted that collaborative setting of performance standards is crucial in ensuring that the work allocated to workers is specifically done with set plans and corrective actions are taken in case of any deviations based on the standard, thus planning led to the improved level of staff performance. In addition, support supervision in terms of classroom observation, professional development, and teachers' evaluation has a statistically significant effect on teachers' performance in government-aided secondary schools within Kampala Central Division (Elingo et al., 2024). Performance involves the assessment and evaluation of progress and achievement given the prepared and agreed-upon action plans (Rwothumio, Mugizi, &Otaka, 2023). Therefore, however, the theoretical framework in their work lacks a comprehensive model of how specific organizational structures and performance interact to influence teachers' performance in secondary schools of Gulu City.

In most secondary schools in Uganda, teachers' performance varies, with some demonstrating exceptional dedication and skill, while others face challenges that impact their

effectiveness (Okia, 2022). For instance, there is evidence of teacher absenteeism, motivation issues, and inadequate support in several studies, which affect teaching and student learning. The performance of teachers in Ugandan secondary schools is a mixed bag, with room for improvement in areas like professional development and support systems to ensure consistent high-level performance (Elingo et al., 2024). The gap in the existing literature is the limited focus on understanding the socio-economic and cultural factors influencing teacher performance in secondary schools within Gulu City, Uganda.

Teachers' performance is highlighted as a variable that determines the quality of education and student results. Understanding the factors that influence teachers' performance is paramount for creating an environment that supports professional growth and enhances student achievement (Rwothumio, Mugizi, & Otaka, 2023). However, teachers' performance is affected by hierarchical practices which find roots within the organizational structure. For example, leaders who clearly outline expectations, support professional development and foster a positive school culture enhance teacher performance in secondary schools. This is in contrast with poor hierarchical practices, which negatively affect teachers' performance.

### **2.3 The Relationship between school organizational Structure implementation and Teachers' performance in government-aided secondary schools**

The relationship between organizational structure and performance is evident in recent studies. For example, Wako and Muweesi (2023) found that in Bishop Willigers Secondary School in Bugweri District, Eastern Uganda, a traditionally structured (hierarchical / top-down) organizational structure closely related to teacher performance. Organizational culture influences work performance and satisfaction via how structures support communication, norms, and expectations (Abdul Chalim, Hutaaruk, Hudiarini, & Syarofa, 2023). Empirical work such as Moses and Fredrick (2024) in Luwero District, Uganda, shows that adhocracy culture (a less bureaucratic structure) is associated with higher teacher effectiveness.

Studies also compare private vs public institutions: Chizyuka and Daka (2022) compared organizational structure in a private secondary school vs a public secondary school in Zambia and found that more flexible, well-defined organizational structures in private institutions often led to higher quality outcomes. Similarly, in Rivers State, Nigeria, Sampson Owazuaka and Dickson Joyce (2023) reported a moderate positive relationship between organizational structure and teacher effectiveness in public junior secondary schools.

However, the literature has gaps. For instance, while several studies (e.g., Wako & Muweesi, 2023; Moses & Fredrick, 2024) consider culture and structure, few explicitly investigate how

specific cultural dimensions (such as power-distance, individualism vs collectivism) moderate the relationship between organizational structure and teacher performance. Also, the unique cultural and educational setting of Gulu secondary schools is underrepresented.

In sum, authentic recent literature supports the claim that organizational structure (hierarchical vs more flexible) and organizational culture have significant relationships with teacher performance and satisfaction. Nevertheless, specific moderating factors, especially cultural ones, need further empirical study in contexts like Gulu City.

## **2.4 Gaps in Literature**

While existing studies link school organizational structure implementation to teachers' performance, gaps remain in understanding how specific models, such as decentralized structures, directly impact teacher effectiveness in secondary schools. Additionally, little research examines how cultural factors like power distance influence this relationship, particularly in the context of Gulu City, Uganda. There is also limited empirical evidence on the practical implementation of these structures and their effectiveness in government-aided secondary schools.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter provide the methods the researcher used in the process of data collection to answer the research problem. The research approach, research design, study population, sample size, sampling techniques, data collection methods and tools, data quality control, research procedure, data processing, data analysis, and ethical considerations are presented in this chapter.

#### **3.1 Research Approach**

The study used a mixed method in which the researcher combined both qualitative and quantitative approaches. This ensured the triangulation of the data collected through the data collection tools. The mixed method collected qualitative data on the organizational structures of secondary schools in Gulu City, and quantitative data on the level of teachers' performance in secondary schools. Thus, the approach helped to investigate the influence of organizational structure on teachers' performance in selected secondary schools in Gulu City.

A mixed-research approach conveyed general organizational or societal ideas, perceptions, and understanding of the available situation under the qualitative approach, and the quantitative approach further assisted in enlightening mathematical figures (Taherdoost, 2020). A quantitative research approach helped to determine the relationship between organizational structure and teachers' performance in secondary schools.

Consequently, a concurrent research approach was used. Fundamentally, qualitative research involves collecting non-numerical data such as observations, words, and meanings, whereas quantitative research involves collecting numerical data to quantify the relationship.

#### **3.2 Research Design**

This study used a cross-sectional design and a concurrent research design. A cross-sectional research design is a type of study that collects data from a population at a specific point in time (Creswell, 2009). Additionally, a concurrent research design involved collecting and analyzing qualitative and quantitative data simultaneously (Creswell, 2009).

This research design allowed the researcher to gather a comprehensive set of data to explore the research problem from multiple perspectives. Through the integration of research findings from both types of data, the researcher gained a broader understanding of the phenomenon under study. This approach also permitted the researcher to collect data about a particular

group of teachers at a specific moment, providing insights into their attitudes and performances.

The design helped measure the effect of the independent variables (Organizational Structure) on the dependent variables (Teachers' Performance). Data were obtained through questionnaires and interviews, generating reliable information on the study objectives.

### 3.3 Study Population

A study population refers to the specific group of individuals or elements that a researcher is interested in studying (Creswell, 2009). This group was chosen based on the research objectives.

Only government-aided schools were considered to achieve the objectives of the study. This was because the six government-aided schools were convenient in terms of their organizational structure and accessible. Therefore, all six schools; Gulu High School, Sacred Heart Secondary School, St. Joseph's College Layibi, Sir Samuel Baker School, Gulu Army Secondary School, and Gulu Senior Secondary School were used to draw the study population, which included head teachers, deputy head teachers, and teachers. The study drew its population exclusively from government-aided secondary schools in Gulu City. This focus was mainly due to the nature of school organizational structures as prescribed by the government of Uganda, as opposed to private schools, where organizational structures depend on the proprietors. Using the school register, the total population was determined to be 6 headteachers, 6 deputy headteachers, and 368 teachers, as shown in the table below:

**Table 3.3.1: Population of the Government-Aided Secondary Schools in Gulu City**

| Schools                     | Teachers   | Headteachers | Deputy headteachers |
|-----------------------------|------------|--------------|---------------------|
| Gulu Senior Secondary       | 76         | 1            | 1                   |
| Gulu Army Secondary         | 71         | 1            | 1                   |
| St. Joseph's College Layibi | 61         | 1            | 1                   |
| Sacred Heart                | 70         | 1            | 1                   |
| Gulu High                   | 48         | 1            | 1                   |
| Sir Samuel Baker            | 42         | 1            | 1                   |
| <b>Total</b>                | <b>368</b> | <b>6</b>     | <b>6</b>            |

(Source: Data taken from the Government Aided Schools Students' and Teachers' Register, 2024)

### 3.4 Sample Size Determination

The sample size for this study was determined from the population using Morgan and Krejcie's (1972) sample determination table (Morgan, 1970). However, the qualitative sample size was determined by saturation level as the data keeps repeating itself.

**Table 3.4.2: Sampling frame**

| Category of Respondents. | Population (N) | Sample size (n) | Sampling Technique.    |
|--------------------------|----------------|-----------------|------------------------|
| Teachers                 | 368            | 186             | Simple Random Sampling |
| Deputy Headteachers      | 6              | 6               | Purposive Sampling     |
| Headteachers             | 6              | 6               | Purposive Sampling     |
| Total                    | 370            | 192             |                        |

### 3.5 Sampling Techniques

The study used a purposive sampling technique to select all headteachers and deputy headteachers of the (six)6government-aided secondary schools mentioned above. Purposive sampling is a non-probability technique where a researcher selects specific individuals based on characteristics of interest in the study (Dolores & Tongco, 2007). In this method, the researcher used their verdict to choose participants who can provide the most relevant and purposeful information for the study. This method was used to gain an in-depth understanding of a particular phenomenon or when specific expertise and experience are needed.

Purposive sampling allowed researchers to intentionally select participants who can offer valuable insights and information to address research objectives efficiently (Dolores & Tongco, 2007). By ensuring representation from each stratum, stratified random sampling provides a more accurate and precise estimate of teachers' performance within the selected secondary schools.

### 3.6 Data Sources

The study relied on primary and secondary sources to advance this investigation of organizational structure on teachers' performance in secondary schools. For example, primary sources will include data collected from the research participants or respondents in the field. Then secondary sources are second-hand accounts or information that was collected from a review of published documents such as academic journal articles, reports, textbooks, and archives (Creswell, 2009). The researcher depended on primary and secondary sources to make this study successful with better and improved findings based on the already available literature.

### **3.7 Data Collection Methods and Instruments**

This study used a questionnaire survey and interviews to generate data on the influence of school organizational structure on teachers' performance in government-aided secondary schools in Gulu District.

#### **3.7.1 Questionnaire Survey**

A questionnaire survey is a data collection method that involves questions on a particular topic (Taherdoost, 2020). In the context of teachers' performance, a questionnaire survey was used to collect data on a teacher's performance over a given period. To conduct a questionnaire survey on teachers' performance, the researcher developed a set of questions designed to elicit information about specific levels of performance. The questionnaire was administered to a sample of respondents to check for relevancy.

A questionnaire is a research tool consisting of a set of questions used to collect data from targeted individuals (Mohajan, 2017). Questionnaires are useful in research because they help to collect standardized data, consistency, and comparability.

The questionnaire consisted of questions on a five-point Likert scale with five parts. This Likert scale was used to generate relevant opinions without being neutral to a specific topic under study. The questionnaire was scored as 1; strongly disagree (SD), 2; disagree (D), 3; not sure (NS), 4; agree (A), and 5; strongly agree (SA).

The first part of the questionnaire contained respondents' bio-data. In the second part, the questionnaire showed questions related to the school organizational structure in secondary schools in Gulu City, thirdly the questionnaire covered the level of teachers' performance in secondary schools, and lastly, the fourth part presented the relationship between organizational structure and teachers' performance in secondary schools in Gulu City.

#### **3.7.2 Interview**

An interview method is one of the methods that involves making inquiries by asking questions and receiving answers from the participants of the study (Creswell, 2009). Interviewing as a method takes diverse forms, including people, face-to-face interactions, and face-to-face group interviews. This method was chosen to provide in-depth information, clarifications, and explanations that help the researcher collect complete responses about the research problem. Therefore, the method used an interview guide to gather qualitative data for the first research objective (school organizational structures implementation in Gulu City) while relying on headteachers and deputy headteachers of the selected secondary schools in Gulu City.

### 3.8 Quality Control

Under this element, the validity and reliability of the instruments was given particular attention.

#### 3.8.1 Validity of the Instrument

Validity refers to the accuracy, soundness, or effectiveness with which an instrument measured what it was intended to measure (Creswell, 2009). To establish validity, the instrument was presented to three experts, which included the two supervisors of the study and another knowledgeable person considered to be senior in the department, to ensure relevance in terms of clarity, relevance, comprehensiveness of the content, length of the questionnaire, and language. The questionnaire was then pre-tested to check its ability to gather and collect relevant data to appropriately answer the suggested research objectives. Additionally, a review was conducted to determine its validity using the Content Validity Index (CVI) (Taherdoost, 2020).

The CVI for individual items was obtained by I-CVI (R) =  $n/N$ , where  $n$  represented the total number of items rated relevant, and  $N$  represented the total number of questions in the questionnaire. If the Validity Index was 0.70 (70%) or above, it indicated that the study tool was valid (Creswell, 2008).

#### 3.8.2 Reliability

Reliability refers to the extent to which an instrument produced consistent results when the same group of individuals was repeatedly measured under the same conditions. To ensure reliability, the questions formulated for respondents were pre-tested in one of the government-aided schools selected from the Gulu District to determine the reliability coefficient and establish the reliability of the instruments. Cronbach's Alpha Coefficient Test, as given in the formula below, was used to establish the reliability of the study.

$$\alpha = \frac{N * \bar{c}}{\bar{v} + (N - 1) * \bar{c}}$$

**Figure 2 Cronbach's** Where;

**Alpha Coefficient Test**

**Formula**

items

$\bar{c}$  = mean covariance between items

$\bar{v}$  = mean item variance

$N$  = number of

#### Reliability Statistics

Cronbach's Alpha: .858

Cronbach's Alpha Based on Standardized Items: .878

Number of Items: 33

According to the analysis, Cronbach's Alpha value was .858, which indicates a high level of internal consistency. This value is well above the acceptable threshold of .50, confirming that the instrument used in this study was reliable.

### **3.9 Administrative Procedure**

The research instrument was pretested to ensure reliability and validity. Before data collection, an introductory letter from the Faculty of Education and Humanities was obtained and presented to the district authorities and the specific participants for ethical clearance.

The questionnaire was administered to six (6) selected secondary schools in Gulu City. As it was self-reporting, the respondents read the questions and selected their answers without interference.

Responding to the questionnaire took at least 30 minutes for the respondents to understand its demands fully. After the questions were answered, the researcher retrieved the questionnaires for further procedures, such as analysis and presentation.

### **3.10 Data Analysis**

In this study, two broad techniques for analyzing research data were used, namely, descriptive data analysis techniques and inferential techniques (Taherdoost, 2020) using SPSS 20. The descriptive data analysis technique involved using measures of central tendency such as mean, median, and mode. The researcher employed this technique in the analysis. The qualitative data collected were sorted, categorized, and manually analyzed.

Thematic analysis was used to identify and analyze patterns or themes within a dataset (Taherdoost, 2020), was also applied. Data analysis commonly employed gained insights into complex phenomena and understood participants' underlying meanings and experiences.

In line with the research objective, thematic data analysis was used to explore and interpret the relationship between organizational structures and the level of teachers' performance in secondary schools in Gulu City. By systematically coding and categorizing the data collected from questionnaires and interviews, the researcher identified recurring themes and patterns related to school organizational structures and teachers' performance in government-aided secondary schools.

For inferential statistics, Pearson correlation and ordinal regression were employed to analyze the data further. Pearson correlation was used to measure the strength and direction of the relationship between variables, while ordinal regression was applied to determine the influence of organizational structures on teachers' performance. These statistical techniques

allowed the researcher to make informed conclusions about the nature and strength of the relationships between the variables under study.

### **3.11 Ethical Considerations**

Informed consent was obtained from research participants by having them sign informed consent forms. The confidentiality of the respondents was guaranteed by referring to cluster data rather than individual data. Furthermore, respondents were identified by numbers rather than by their names. Additionally, consent was obtained from respondents through the signed informed consent forms, allowing them to participate in the study.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

#### **4.0 Introduction**

This chapter presents the study's findings, organized according to the research objectives, and analyzed using descriptive and inferential statistics. These objectives were not just academic exercises but crucial for understanding the perceptions on school organizational structure and its impact on teacher performance. The data collected from participants and the respondents in government-aided secondary schools in Gulu City focused on three key objectives: Establishing school organizational structure implementation, Examining the level of teachers' performance, and determining the relationship between the school organizational structure Implementation and teachers' performance.

The chapter begins with a comprehensive analysis of the respondents' characteristics. This is followed by a meticulous examination of the first objective, which assesses the implementation of the school's organizational structure. Descriptive statistics such as means and standard deviations are used to evaluate centralization and formalization, providing a detailed understanding of how these aspects of the organizational structure are perceived in the schools. This analysis provides deep insights into decision-making processes, communication channels, and the clarity of institutional policies.

The second section of the chapter explores the level of teachers' performance across various key areas, including preparation, assessment, and time management. The final section addresses the relationship between the school's organizational structure and teachers' performance, using correlation and regression analysis to explore how organizational factors influence teacher effectiveness. The chapter presents data in tables, with interpretation of the results under each objective.

#### **4.1 Characteristics of Respondents**

Table 4.3 provided a summary of the characteristics of the respondents, focusing on categories such as gender, years of experience, level of education, and employment position. The data is based on a sample of 186 respondents, with percentages calculated to represent the distribution across each category. This information offers insights into the workforce composition, including the balance between male and female teachers, the range of professional experience, educational qualifications, and employment statuses. Understanding these characteristics is essential for analyzing the potential impact of factors on various educational outcomes and workplace dynamics.

**Table 4.1.1: Characteristics of Respondents**

| <b>Item</b>                 | <b>frequency (N)</b> | <b>Percentage</b> |
|-----------------------------|----------------------|-------------------|
| <b>Gender</b>               |                      |                   |
| Male                        | 127                  | 68.3%             |
| Female                      | 59                   | 31.7%             |
| <b>Total</b>                | <b>186</b>           | <b>100%</b>       |
| <b>Years of Experiences</b> |                      |                   |
| 0-4                         | 59                   | 31.7%             |
| 5-9                         | 58                   | 31.2%             |
| 10-14                       | 28                   | 15.1%             |
| 14 & above                  | 41                   | 22.0%             |
| <b>Total</b>                | <b>186</b>           | <b>100%</b>       |
| <b>Level of Education</b>   |                      |                   |
| Diploma                     | 32                   | 17.2%             |
| Degree                      | 127                  | 68.3%             |
| Master                      | 23                   | 12.3%             |
| Others                      | 4                    | 2.2%              |
| <b>Total</b>                | <b>186</b>           | <b>100%</b>       |
| <b>Employment Position</b>  |                      |                   |
| Permanent                   | 116                  | 62.3%             |
| Part-time                   | 15                   | 8.1%              |
| Temporary                   | 51                   | 29.6%             |
| <b>Total</b>                | <b>186</b>           | <b>100%</b>       |

Source: Primary Data

The respondents in this study included 186 Teachers, 6 Headteachers, 6 Deputy headteachers. The descriptive analysis of teacher demographics (N=186) reveals a significant gender imbalance, with 68.3% of the respondents being male and 31.7% female. Regarding teaching experience, the largest group of teachers (31.7%) have between 0-4 years of experience, closely followed by those with 5-9 years of experience at 31.2%. A smaller percentage (15.1%) of teachers have 10-14 years of experience, while 22% have been teaching for 14 years or more, indicating a relatively balanced distribution across experience levels.

Regarding education levels, most teachers (68.3%) hold a Bachelor degree, 17.2% possess a diploma, and 12.4% have attained a master's degree. Only 2.2% of the teachers fall into the "other" qualifications category. Regarding employment status, 62.4% of the teachers are permanently employed, while 8.1% work part-time, and 29.6% are employed temporarily. This analysis highlights a workforce with a solid educational background but varying levels of experience and employment security, which may influence their views and performance in their roles.

#### **4.2 Establishing School Organizational Structure implementation**

The first objective sought to establish the implementation of the school organizational structure in government-aided secondary schools in Gulu City. Specifically, the analysis focused on centralization and formalization. Centralization referred to the extent to which

decision-making authority is concentrated at a single point, usually at the top of the hierarchy. At the same time, formalization relates to the degree of standardization and documentation of procedures within the school.

Data collected from teachers were analyzed to determine how these aspects of the organizational structure was perceived and implemented in their schools. Descriptive statistics, including means and standard deviations, summarize the agreement level with statements about decision-making, communication, resource allocation, and the clarity of policies and procedures. This analysis provided insights into the organizational environment of government-aided secondary schools in Gulu City and its potential impact on school governance and operations.

#### **4.2.1 School Organizational Structure Implementation**

Table 4.4 presented descriptive statistics on the implementation of the school organizational structure, focusing on two key dimensions: centralization and formalization. Centralization refers to the extent of decision-making authority concentrated within the school administration. At the same time, formalization relates to the degree to which school rules, procedures, policies, and responsibilities are standardized and documented. The data, derived from a sample of 186 respondents, captures teachers' perceptions on various aspects of school governance, including decision-making processes, communication flows, resource allocation, and adherence to institutional guidelines.

The mean values provide an average response from teachers on each item, indicating overall agreement or disagreement with specific organizational practices. The standard deviation reflects the variation in teachers' responses, highlighting the degree of consensus or divergence in opinions across the school. Together, these statistics offer valuable insights into the nature of school management, illustrating the balance between administrative control and procedural formalization in the educational environment.

**Table 3.2.1.1: School Organizational Structure Implementation**

| Item                                                                                                                                     | N   | Mean | Std.<br>Deviation | Min | Max |
|------------------------------------------------------------------------------------------------------------------------------------------|-----|------|-------------------|-----|-----|
| <b>Centralization</b>                                                                                                                    |     |      |                   |     |     |
| Significant decisions regarding school policies and procedures are made solely by the school administration without input from teachers. | 186 | 3.17 | 1.296             | 1   | 5   |
| Teachers have little autonomy in determining their classroom allocation.                                                                 | 186 | 3.46 | 1.270             | 1   | 5   |
| The school's organizational structure is hierarchical, with clear lines of authority from the Headteacher to the teachers.               | 186 | 4.14 | .871              | 1   | 5   |
| Teachers must obtain approval from the administration before making any significant changes to their classroom activities.               | 186 | 3.89 | 1.067             | 1   | 5   |
| Communication within the school is primarily top-down, with the administration issuing directives and instructions to the teachers.      | 186 | 4.04 | 1.015             | 1   | 5   |
| The Headteacher determines the school's decision-making processes.                                                                       | 186 | 3.95 | 1.072             | 1   | 5   |
| Teachers have little influence over the allocation of resources, such as funding, materials, and professional development opportunities  | 186 | 3.87 | 1.107             | 1   | 5   |
| The school limits the ability of teachers to collaborate and share best practices with their colleagues.                                 | 186 | 3.17 | 1.429             | 1   | 5   |
| Average                                                                                                                                  | 186 | 3.71 | 1.141             | 1   | 5   |
| <b>Formalization</b>                                                                                                                     |     |      |                   |     |     |
| The rules and procedures for carrying out tasks in my school are clearly defined and documented.                                         | 186 | 4.04 | .963              | 1   | 5   |
| There is a clear channel of communication and authority within my school.                                                                | 186 | 4.12 | .905              | 1   | 5   |
| My school has a well-defined hierarchy of positions and responsibilities.                                                                | 186 | 4.15 | .933              | 1   | 5   |
| The decision-making process in my school is standardized.                                                                                | 186 | 3.91 | 1.041             | 1   | 5   |
| The policies and guidelines in my school are consistently applied across all departments and personnel.                                  | 186 | 3.98 | 1.002             | 1   | 5   |
| Employees in my school are required to follow specific guidelines and regulations.                                                       | 186 | 4.19 | .802              | 1   | 5   |
| My school is characterized by a high degree of job specialization.                                                                       | 186 | 4.03 | 1.008             | 1   | 5   |
| Average                                                                                                                                  | 186 | 4.06 | 0.951             | 1   | 5   |

Source: Primary Data

The table4.4 presents data on the implementation of the school organizational structure, focusing on centralization and formalization. Descriptive statistics, including the mean and standard deviation, provide insights into the teachers' perceptions of key aspects of the organizational structure.

Regarding centralization, the highest mean ( $M=4.14$ ,  $SD=.871$ ) was observed for the item stating that the school's organizational structure is hierarchical, indicating strong agreement among teachers that there is a clear line of authority from the Headteacher to the teachers. Similarly, communication within the school, being primarily top-down, received a high mean score ( $M=4.04$ ,  $SD=1.015$ ), suggesting that most directives come from the administration. Teachers also agreed that the Headteacher dominates the decision-making process ( $M=3.95$ ,  $SD=1.072$ ) and that teachers have little influence over resource allocation ( $M=3.87$ ,  $SD=1.107$ ). However, there was less agreement on whether teachers have little autonomy in determining their classroom allocation ( $M=3.46$ ,  $SD=1.270$ ) and whether major decisions are made without teacher input ( $M=3.17$ ,  $SD=1.296$ ).

For formalization, the responses show strong agreement that the rules and procedures in the school are clearly defined and documented ( $M=4.04$ ,  $SD=.963$ ) and that there is a clear communication channel ( $M=4.12$ ,  $SD=.905$ ). Teachers also perceived a high degree of job specialization ( $M=4.03$ ,  $SD=1.008$ ) and agreed that guidelines are consistently applied across departments ( $M=3.98$ ,  $SD=1.002$ ). Moreover, the decision-making process was seen as standardized ( $M=3.91$ ,  $SD=1.041$ ), and employees were required to follow specific regulations ( $M=4.19$ ,  $SD=.802$ ), reflecting a highly formalized work environment.

These findings suggest that while the school's organizational structure is characterized by a high level of formalization and a clear hierarchy, teachers have limited autonomy in decision-making processes, indicating a strong centralization of authority.

#### **4.2.2 Key Informant interview on School Organizational Structure implementation in Government-Aided Secondary Schools in Gulu City**

This section presented the findings from interviews conducted with key informants coded as SCHM001 to SCHM008. It examines how the school organizational structures in Gulu City's government-aided secondary schools are implemented. The focus is on how roles are defined, how communication is managed, and how the structure influences daily operations.

SCHM001 described the school's leadership structure as hierarchical but noted significant challenges with communication: *"The structure includes face-to-face meetings and direct communication between teachers and management. However, communication seems ineffective as some channels may be used inconsistently."* The interviewee also expressed concerns about the limited influence of teachers in decision-making processes, stating, *"There is a tendency to undermine classroom teachers, suggesting that the hierarchical structure may not empower teachers or allow them sufficient influence within the school."*

This findings points to the disconnection between leadership and teachers, where communication gaps and exclusion from decision-making undermine teacher involvement.

SCHM002 highlighted ambiguity in roles and responsibilities: *“There seems to be ambiguity in roles and responsibilities, as confirmed through appointment letters and unclear communication within the organization.”* The interviewee also emphasized the top-down nature of decision-making: *“Decisions are often made top-down with little input from those lower in the hierarchy, such as teachers.”* This illustrates the centralized decision-making process, which limits the ability of teachers to contribute to organizational changes, potentially leading to delays in implementing policies and lower teacher morale.

SCHM003 described a well-defined organizational structure with clear communication channels: *“The organizational structure involves several layers of management, and communication is carried out through meetings, memos, and face-to-face discussions, ensuring effective management and decision-making processes.”* However, the interviewee noted that overlapping roles caused challenges for some teachers: *“Some teachers may have more than one role, which can cause strain and affect their performance.”* This suggests that while the structure and communication channels are well-established, allocating multiple roles to individual teachers can lead to role strain and diminished performance.

SCHM004 emphasized the collaborative nature of their school’s organizational structure: *“The school facilitates collaboration through regular meetings between departments and staff.”* However, the interviewee noted that the multiple responsibilities assigned to teachers posed challenges: *“Challenges arise when roles are unclear, or teachers are overwhelmed by multiple responsibilities, affecting their performance.”* The emphasis on collaboration indicates that the school values teamwork, but overloading teachers with responsibilities impacts their ability to perform effectively.

The findings suggest that implementing school organizational structures in Gulu City’s government-aided secondary schools is generally hierarchical, but practical challenges exist. SCHM001 and SCHM002 both mentioned communication breakdowns and lack of teacher involvement in decision-making, while SCHM003 and SCHM004 highlighted the issues of overlapping roles and excessive responsibilities. SCHM003 noted how these elements promote effective management, communication, and clear role assignment, which are crucial for a well-functioning structure. However, role ambiguity and top-down decision-making, as reported by SCHM001 and SCHM002, continue to hinder the full potential of these structures.

### **4.3 Examining the Level of Teachers' Performance**

The second objective assessed the level of teachers' performance in government-aided secondary schools in Gulu City. Teachers' performance was evaluated across several key areas, including the preparation of schemes of work, instructional delivery assessment practices, time management, and lesson planning. By analyzing these performance dimensions, the study aimed to provide insights into how effectively teachers fulfilled their instructional responsibilities and contributed to the overall educational outcomes.

Descriptive statistics, including mean scores and standard deviations, summarized the data, offering a clear understanding of the general performance levels among teachers. Visual representations such as bar charts and tables further illustrate the distribution of responses, helping to identify areas where teachers excel or may require improvement. The findings in this section formed the basis for further exploration of factors influencing teacher performance, particularly in relation to the school organizational structure, discussed in later sections.

#### **4.3.1 Level of Teachers' Performance in Key Areas**

The table 4.5 below presents descriptive statistics on teachers' performance across four key areas: preparation of Schemes of Work, Assessment, Time Management, and Preparation of Lesson Plans. The data, based on responses from 186 teachers, provides insights into their self-reported practices related to classroom preparation, content delivery, assessment strategies, and time management.

The mean values indicate the average level of agreement with each statement, highlighting the extent to which teachers engage in specific performance-related activities. The standard deviation reflects the variation in responses, revealing the degree of consistency or variability in teachers' practices. This analysis shows how well teachers meet their professional responsibilities in planning, assessing, and managing classroom activities, contributing to overall educational outcomes.

**Table 4.4: Descriptive statistics on the Level of Teachers' Performance in Key Areas**

| Item                                                                                                      | N   | Mean | Std.<br>Deviation | Min | Max |
|-----------------------------------------------------------------------------------------------------------|-----|------|-------------------|-----|-----|
| <b>Preparation of Schemes of Work</b>                                                                     |     |      |                   |     |     |
| I always prepare schemes of work termly.                                                                  | 186 | 4.55 | .728              | 1   | 5   |
| I always teach the subject content and ensure the completion of the syllabus on time.                     | 186 | 4.46 | .658              | 1   | 5   |
| I always make topical notes and allow students to do more research.                                       | 186 | 4.40 | .652              | 1   | 5   |
| I decide on what forms of assessment to administer to the learners.                                       | 186 | 4.12 | 1.014             | 1   | 5   |
| Average                                                                                                   | 186 | 4.38 | 0.763             | 1   | 5   |
| <b>Assessment</b>                                                                                         |     |      |                   |     |     |
| I evaluate learners by administering assignments.                                                         | 186 | 4.33 | .732              | 1   | 5   |
| I give group work for the learners to research and make presentations.                                    | 186 | 4.31 | .733              | 1   | 5   |
| I give an examination at the end of every term.                                                           | 186 | 4.31 | .947              | 1   | 5   |
| I always keep records of my marks for further references                                                  | 186 | 4.59 | .574              | 1   | 5   |
| Average                                                                                                   | 186 | 4.39 | 0.747             | 1   | 5   |
| <b>Time Management</b>                                                                                    |     |      |                   |     |     |
| I enter class timely for the start of the lessons and ensure adequate coverage of the content             | 186 | 4.47 | .706              | 1   | 5   |
| I correct the views of students immediately and ensure no waste of time in answering irrelevant concerns. | 186 | 4.27 | .766              | 1   | 5   |
| I adhere to all school programs                                                                           | 186 | 4.29 | .931              | 1   | 5   |
| Average                                                                                                   | 186 | 4.34 | 0.801             | 1   | 5   |
| <b>Preparation of Lesson Plans</b>                                                                        |     |      |                   |     |     |
| I make lesson plans for all my lessons.                                                                   | 186 | 3.18 | 1.429             | 1   | 5   |
| I have good classroom control since my activities are planned.                                            | 186 | 3.84 | 1.231             | 1   | 5   |
| I engage learners according to the activities in the lesson plan.                                         | 186 | 3.95 | 1.140             | 1   | 5   |
| I always ensure that all the students attend lessons                                                      | 186 | 4.12 | .868              | 1   | 5   |
| I prepare teaching learning aids ahead of the lessons.                                                    | 186 | 4.31 | .665              | 1   | 5   |
| I always teach objectively and ensure the completion of the syllabus on time.                             | 186 | 4.37 | .702              | 1   | 5   |
| I use teaching-learning aids during most of my lessons.                                                   | 186 | 4.26 | .736              | 1   | 5   |
| Average                                                                                                   | 186 | 4.0  | 0.967             | 1   | 5   |

Source: Primary Data

The data on teachers' performance highlights their proficiency in key areas such as preparation of schemes of work, assessment, time management, and lesson plan preparation. In terms of preparing schemes of work, teachers show strong performance, with a high mean score of 4.55, indicating that the majority consistently prepare their schemes of work on a

termly basis. This consistency is further reflected in their ability to complete the syllabus in time, with a mean score of 4.46. Teachers also make topical notes and encourage students to engage in independent research, scoring 4.40 on this aspect. This suggests a solid approach to ensuring content delivery and promoting student engagement with the material.

Regarding assessment, teachers exhibit a strong commitment to evaluating learners, as seen in the mean score of 4.33 for administering assignments and 4.31 for organizing group work that fosters student collaboration and presentations. They also consistently give end-of-term examinations, with a mean of 4.31. The highest performance in this area is in keeping records of marks for future reference, which scored 4.59, showing teachers' emphasis on thorough documentation and continuous evaluation of students' progress.

Regarding time management, teachers demonstrate high levels of punctuality and effectiveness in content coverage, with a mean score of 4.47 for timely class attendance and ensuring adequate content coverage. They also efficiently manage class time by addressing student concerns promptly, as reflected by a mean score of 4.27. Furthermore, adherence to school programs scored 4.29, indicating that teachers are disciplined and align their activities with school schedules.

On the other hand, the data suggests some variability in lesson plan preparation. With a mean score of 3.18, this area shows room for improvement, as some teachers may not consistently prepare detailed lesson plans. However, teachers report good classroom control (mean = 3.84) and engaging students in planned activities (mean = 3.95), suggesting that while lesson plan preparation may be inconsistent, many teachers still manage to conduct lessons effectively. Moreover, teachers generally prepare teaching aids ahead of time (mean = 4.31) and frequently use them during lessons (mean = 4.26), which enhances the learning experience.

In summary, teachers performed well in most areas, especially in preparing schemes of work, managing time, and assessing students. However, there is a noticeable gap in the consistent preparation of lesson plans, which could be improved to further enhance classroom management and instructional effectiveness.

#### **4.3.2 Key Informant Interview on the Level of Teachers' Performance in Government-Aided Secondary Schools in Gulu City**

Interviews were conducted with key informants coded as SCHM001 to SCHM008. The key informants' perspectives on teachers' performance in their schools, considering the impact of internal and external factors on their ability to teach effectively are presented. The

discussion also highlights the challenges teachers face in fulfilling their responsibilities and the ways in which school structures support or hinder their performance.

According to SCHM001, teacher performance is significantly impacted by the level of support from the administration: *“Support is provided to teachers both in the form of guidance counseling and sometimes financial support. This aids their performance in various ways.”* The interviewee also noted the importance of teacher engagement in decision-making processes: *“If teachers are engaged in these meetings and can voice their concerns or challenges, their performance will be positively impacted.”* This highlights the need for strong administrative support and teacher involvement in school management to foster better performance.

SCHM002 highlighted the impact of financial challenges on teacher performance: *“Financial challenges, such as late payments, sometimes hinder their ability to perform their duties fully.”* The interviewee also mentioned difficulties in managing mixed-ability classrooms: *“The mixed ability levels of students in classes further complicate teachers’ efforts to manage the classroom effectively.”* These insights underscore the external factors, such as financial instability and classroom diversity, negatively affecting teachers’ capacity to perform effectively.

SCHM003 described the expectations placed on teachers: *“Teachers are expected to maintain lesson schemes plans and engage with students in and out of the classroom.”* Despite the administration’s efforts to support teachers, the interviewee mentioned ongoing challenges: *“Workload, resource shortages, and student discipline issues sometimes affect teacher performance.”* This finding highlights the heavy workloads and resource constraints that limit teachers' ability to focus on their primary instructional duties.

SCHM004 discussed the role of regular performance evaluations: *“Teachers' performance is managed through regular collaborative mechanisms that help improve efficiency across departments.”* However, the interviewee acknowledged that multiple responsibilities sometimes negatively impact performance: *“Challenges arise when roles are unclear, or teachers are overwhelmed by multiple responsibilities, affecting their performance.”* This suggests that while performance management systems are in place, the additional burden of extra roles hampers teachers’ ability to meet performance standards.

Several factors, including administrative support, financial stability, and manageable workloads, influence teacher performance in government-aided secondary schools. SCHM001 highlighted the positive effect of administrative guidance and involvement in

decision-making on performance, while SCHM002 emphasized the negative impact of financial instability and classroom diversity. SCHM003 and SCHM004 both pointed to the heavy workloads and additional responsibilities that detract from teachers' ability to focus on their primary teaching duties. This aligns with previous research that stresses the importance of resource allocation and teacher support systems in enhancing performance (Hargreaves, 2003).

#### **4.4 Relationship Between School Organizational Structure and Teachers' Performance**

This section examines the relationship between the school organizational structure, specifically its dimensions of centralization and formalization, and teachers' performance in government-aided secondary schools in Gulu City. Understanding this relationship is critical as it sheds light on how administrative control, communication processes, and procedural guidelines impact teachers' ability to carry out their duties effectively.

To achieve this, both correlation analysis and regression analysis are employed. The correlation analysis explores the strength and direction of associations between organizational structure and teachers' performance. Meanwhile, the regression analysis investigates how the school's organizational framework predicts variations in teacher performance. The findings from these analyses provide insights into whether and how the design of the school's organizational structure enhances or constrains teachers' effectiveness in their roles.

##### **4.4.1 Correlation Between School Organizational Structure and Teachers' Performance**

The Correlation analysis explored the relationship between school organizational structure, specifically centralization and formalization, and teachers' performance in key tasks, including the preparation of schemes of work, assessment, time management, and lesson plans. The findings provide valuable insights into how different organizational structures impact teachers' effectiveness in these areas.

**Table 4.5: Correlation Between School Organizational Structure and Teachers' Performance**

| Variable              | Preparation of Schemes of Work | Assessment       | Time Management  | Preparation of Lesson Plans |
|-----------------------|--------------------------------|------------------|------------------|-----------------------------|
| <b>Centralization</b> | .323**<br>(.000)               | .239**<br>(.001) | .273**<br>(.000) | .077<br>(.295)              |
| <b>Formalization</b>  | .377**<br>(.000)               | .346**<br>(.000) | .346**<br>(.000) | .186*<br>(.011)             |

**Note:**  $p < .01$  is denoted by \*\*;  $p < .05$  is denoted by \*.

The results show that centralization has a moderate positive correlation with teachers' performance in the preparation of schemes of work ( $r = .323$ ,  $p < .01$ ), assessment ( $r = .239$ ,  $p < .01$ ), and time management ( $r = .273$ ,  $p < .01$ ). This suggests that in schools with more centralized decision-making processes, teachers tend to perform better in tasks that require organization, time management, and adherence to procedures. Centralized structures may provide teachers with clear guidelines and expectations, improving their ability to organize and manage their work. However, there is no significant relationship between centralization and the preparation of lesson plans ( $r = .077$ ,  $p > .05$ ), indicating that lesson planning may be influenced by other factors, such as teacher autonomy or creativity, which are not necessarily tied to a centralized structure.

In contrast, formalization, the extent to which roles, rules, and procedures are clearly defined, shows strong positive correlations with teacher performance in the preparation of schemes of work ( $r = .377$ ,  $p < .01$ ), assessment ( $r = .346$ ,  $p < .01$ ), and time management ( $r = .346$ ,  $p < .01$ ). These findings suggest that schools with formalized structures, where teachers are provided with clear processes and guidelines, enable teachers to excel in tasks that require planning, organization, and time efficiency. The weak but significant positive correlation between formalization and lesson planning ( $r = .186$ ,  $p < .05$ ) indicates that formalization still plays a role in improving lesson plan preparation. However, the influence is less pronounced compared to other tasks.

The interpretation of these results indicates that both centralization and formalization have important roles in influencing teachers' performance. However, formalization has a stronger and more consistent impact across various performance dimensions. Centralization is particularly beneficial for tasks such as organizing schemes of work, conducting assessments, and managing time, where structure and clear directives are essential. However, the lack of a

significant relationship between centralization and lesson planning suggests that this task may require more flexibility and teacher autonomy than a centralized structure can provide.

On the other hand, formalization is strongly associated with better performance across all tasks, including lesson planning. Schools with formalized roles, rules, and procedures tend to create more effective environments where teachers can perform. This is particularly evident in preparing schemes of work, assessments, and time management, where formalization allows teachers to follow structured guidelines and processes. The weaker correlation between formalization and lesson planning may suggest that while teachers benefit from formalized structures, lesson planning also requires a degree of creativity and individual initiative that is less influenced by rigid formalization.

In conclusion, the findings highlight that formalization within school structures is critical in enhancing teachers' overall performance, particularly in tasks that require organization and adherence to rules. While beneficial in some areas, centralization may be less effective in tasks such as lesson planning, where teacher autonomy and flexibility are more important. Schools seeking to improve teacher performance should consider balancing formalized procedures with flexibility in areas where creativity and autonomy are required. These findings are consistent with existing research on organizational structure and its influence on employee performance, underscoring the importance of clear guidelines and structured environments in promoting effective teacher performance.

#### **4.4.2 Ordinal Regression Analysis**

This analysis focuses on the impact of organizational structures (centralization and formalization), gender, years of service, and educational level. Understanding these determinants is vital for enhancing institutional performance and shaping effective policies within the education sector. Ordinal logistic regression was used to examine how these variables, particularly structural factors, influence teachers' assessment ratings, which were measured on an ordinal scale. The results offer insights that can guide school administrators and policymakers in structuring their institutions to improve teacher performance and satisfaction.

#### **Preparation of Lesson Plans**

An ordinal regression analysis was conducted to assess the impact of centralization structure, formalization structure, gender, years of service, and education level on the preparation of lesson plans by teachers in government-aided secondary schools. The model used a logit link function.

**Table 4.6: Ordinal Regression Parameter Estimates for Preparation of Lesson Plans**

| Predictor                      | Estimate (B) | SE    | Wald  | p    | 95% CI          |
|--------------------------------|--------------|-------|-------|------|-----------------|
| Centralization Structure       | -0.003       | 0.196 | 0.00  | .986 | [-0.388, 0.381] |
| Formalization Structure        | 0.337        | 0.196 | 2.96  | .085 | [-0.047, 0.722] |
| Gender (Male vs. Female)       | -0.544       | 0.284 | 3.67  | .055 | [-1.101, 0.013] |
| Years of Service (0-4 years)   | -0.155       | 0.373 | 0.17  | .677 | [-0.886, 0.576] |
| Years of Service (5-9 years)   | -0.712       | 0.364 | 3.82  | .051 | [-1.426, 0.002] |
| Years of Service (10-14 years) | -0.466       | 0.436 | 1.14  | .285 | [-1.320, 0.389] |
| Education Level (Diploma)      | 3.226        | 0.980 | 10.83 | .001 | [1.305, 5.147]  |
| Education Level (Degree)       | 2.989        | 0.932 | 10.28 | .001 | [1.162, 4.817]  |
| Education Level (Masters)      | 2.977        | 0.996 | 8.93  | .003 | [1.024, 4.929]  |

Source: Primary Data *Estimate (B) (regression coefficient) SE (Standard Error) p (p-value) 95% CI (Confidence Interval) Wald (Wald statistic)*

The overall model was significant, indicating that the predictors together had a statistically significant effect on the outcome,  $\chi^2(9) = 18.73$ ,  $p = .028$ .

The model demonstrated a good fit to the data, as indicated by the Pearson  $\chi^2(2943) = 2946.34$ ,  $p = .479$ , and Deviance  $\chi^2(2943) = 968.13$ ,  $p = 1.000$ . These results suggest that the model adequately explains the observed data.

The Pseudo R-Square values indicate the proportion of variance explained by the model:

- **Cox and Snell**  $R^2 = .096$
- **Nagelkerke**  $R^2 = .096$
- **McFadden**  $R^2 = .019$

While these values are relatively low, they indicate that the model explains approximately 9.6% of the variance in the outcome.

The parameter estimates for the model are presented in Table 1. **Formalization structure** was a marginally significant predictor,  $B = 0.337$ ,  $SE = 0.196$ ,  $Wald = 2.96$ ,  $p = .085$ , suggesting a positive relationship between formalization and the likelihood of teachers preparing lesson plans. However, **centralization structure** was not a significant predictor,  $B = -0.003$ ,  $SE = 0.196$ ,  $Wald = 0.00$ ,  $p = .986$ .

**Gender** was also marginally significant, with males less likely to report higher preparation of lesson plans than females,  $B = -0.544$ ,  $SE = 0.284$ ,  $Wald = 3.67$ ,  $p = .055$ .

The **years of service** variable showed no consistent impact on lesson plan preparation. However, the second category (5–9 years) approached significance,  $B = -0.712$ ,  $SE = 0.364$ ,  $Wald = 3.82$ ,  $p = .051$ .

**Education level** had a significant positive impact on lesson plan preparation, with higher education levels (Diploma, Degree, and Master's) being associated with a greater likelihood of preparing lesson plans,  $p < .01$  for all categories.

The assumption of proportional odds was violated,  $\chi^2(153) = 236.44$ ,  $p < .001$ , indicating that the relationship between the predictors and the dependent variable is not consistent across all thresholds of the ordinal outcome. This suggests that some predictors may have different effects across levels of lesson plan preparation.

### Time management

Ordinal regression was conducted to evaluate the effects of centralization structure, formalization structure, gender, years of service, and education level on time management among teachers in government-aided secondary schools in Gulu City. Time management was the dependent variable measured on an ordinal scale, and the model employed a logit link function.

**Table 4.7: Ordinal Regression Parameter Estimates for Time management**

| Predictor                      | Estimate (B) | SE    | Wald  | p      | 95% CI           |
|--------------------------------|--------------|-------|-------|--------|------------------|
| Formalization Structure        | 0.721        | 0.205 | 12.31 | < .001 | [0.318, 1.124]   |
| Centralization Structure       | 0.387        | 0.203 | 3.64  | .056   | [-0.010, 0.784]  |
| Gender (Male vs. Female)       | -0.584       | 0.293 | 3.96  | .046   | [-1.159, -0.009] |
| Years of Service (0-4 years)   | 0.109        | 0.383 | 0.08  | .775   | [-0.641, 0.860]  |
| Years of Service (5-9 years)   | 0.080        | 0.372 | 0.05  | .831   | [-0.650, 0.809]  |
| Years of Service (10-14 years) | 0.128        | 0.448 | 0.08  | .775   | [-0.751, 1.007]  |
| Education Level (Diploma)      | 0.587        | 0.966 | 0.37  | .544   | [-1.306, 2.479]  |
| Education Level (Degree)       | 0.478        | 0.917 | 0.27  | .602   | [-1.320, 2.276]  |
| Education Level (Masters)      | 0.574        | 0.988 | 0.34  | .561   | [-1.362, 2.511]  |

Source: Primary Data

*Estimate (B) (regression coefficient) SE (Standard Error) p (p-value) 95% CI (Confidence Interval) Wald (Wald statistic)*

The model significantly predicted the outcome variable compared to the null model,  $\chi^2(9) = 25.09$ ,  $p = .003$ , indicating that the overall predictors were statistically significant contributors to the model. The goodness-of-fit statistics, Pearson  $\chi^2(1631) = 1511.15$ ,  $p = .984$ , and deviance  $\chi^2(1631) = 618.52$ ,  $p = 1.000$ , show that the model fits the data well, with no significant discrepancies between the observed and predicted values.

The Pseudo R-square values indicate that the predictors explain a modest proportion of the variance in time management scores, with Nagelkerke  $R^2 = .130$ , Cox & Snell  $R^2 = .126$ , and McFadden  $R^2 = .038$ . These suggest that the model explains approximately 13% of teachers' time management variance.

The parameter estimates for the ordinal regression are presented in Table 1. Formalization structure had a statistically significant positive effect on time management,  $B = 0.721$ ,  $SE = 0.205$ ,  $Wald = 12.31$ ,  $p < .001$ , indicating that a unit increase in formalization is associated with a 0.721 increase in the log odds of higher time management scores. Centralization structure approached significance,  $B = 0.387$ ,  $SE = 0.203$ ,  $Wald = 3.64$ ,  $p = .056$ , suggesting that more centralized structures may positively influence time management but at a marginally significant level.

Gender was also a significant predictor, with males being less likely to report higher time management scores than females ( $B = -0.584$ ,  $SE = 0.293$ ,  $Wald = 3.96$ ,  $p = .046$ ). The years of service and education level variables were not statistically significant predictors of time management ( $p > .05$  for all categories), indicating no significant effect of these variables on the outcome.

The test of parallel lines, which checks the assumption that the relationship between the independent and dependent variables is the same across different thresholds of the ordinal outcome, was significant,  $\chi^2(81) = 146.26$ ,  $p < .001$ . This suggests that the proportional odds assumption was violated, indicating that the effects of some predictors may differ across time management categories.

### **Preparation of Schemes of Work**

Ordinal logistic regression was conducted to determine the effect of centralization, formalization, gender, years of service, and education level on teachers' perceptions of the preparation of schemes of work (PSW). The model was statistically significant,  $\chi^2(9) = 39.77$ ,  $p < .001$ , indicating that the model performed better than the intercept-only model. The Cox and Snell  $R^2$  was 0.193, Nagelkerke  $R^2$  was 0.197, and McFadden  $R^2$  was 0.056, indicating that the model explained approximately 19.7% of the variance in teachers' perceptions.

## Thresholds (PSW)

The thresholds define the points at which the ordinal response categories differ. Teachers' ratings of the preparation of schemes of work at  $PSW = 4.50$  ( $b = 3.48$ ,  $SE = 1.52$ ,  $Wald = 5.20$ ,  $p = .023$ ) and  $PSW = 4.75$  ( $b = 4.26$ ,  $SE = 1.53$ ,  $Wald = 7.76$ ,  $p = .005$ ) were significantly higher than the lowest threshold.

## Predictor Variables

**Centralization Structure:** There was a significant positive relationship between centralization and PSW ( $b = 0.74$ ,  $SE = 0.21$ ,  $Wald = 12.74$ ,  $p < .001$ ), suggesting that schools with more centralized structures had higher ratings for the preparation of schemes of work.

**Formalization Structure:** Formalization was also positively related to PSW ( $b = 0.79$ ,  $SE = 0.21$ ,  $Wald = 14.47$ ,  $p < .001$ ), indicating that formalized structures were associated with more favorable perceptions of scheme preparation.

**Gender:** Gender did not have a significant effect on PSW. Male teachers ( $b = -0.17$ ,  $SE = 0.29$ ,  $Wald = 0.33$ ,  $p = .566$ ) did not differ significantly from female teachers in their perceptions.

## Years of Service

Teachers with 0-4 years of service showed a marginally non-significant trend towards lower PSW ( $b = -0.68$ ,  $SE = 0.39$ ,  $Wald = 3.09$ ,  $p = .079$ ) compared to those with more than 14 years.

Teachers with 5-9 years ( $b = -0.30$ ,  $SE = 0.37$ ,  $Wald = 0.67$ ,  $p = .414$ ) and 10-14 years ( $b = -0.31$ ,  $SE = 0.45$ ,  $Wald = 0.47$ ,  $p = .495$ ) showed no significant differences compared to teachers with more than 14 years.

## Education Level

Teachers with diplomas ( $b = -2.45$ ,  $SE = 1.23$ ,  $Wald = 3.96$ ,  $p = .047$ ) rated PSW significantly lower than those with other education levels.

Similarly, teachers with bachelor's degrees ( $b = -2.63$ ,  $SE = 1.20$ ,  $Wald = 4.82$ ,  $p = .028$ ) and master's degrees ( $b = -3.21$ ,  $SE = 1.26$ ,  $Wald = 6.44$ ,  $p = .011$ ) also reported significantly lower ratings for PSW compared to those with other qualifications.

## Goodness-of-Fit

The Pearson  $\chi^2$  (1193.19,  $df = 1303$ ,  $p = .986$ ) and Deviance  $\chi^2$  (653.62,  $df = 1303$ ,  $p = 1.000$ ) indicate that the model fits the data well. Additionally, the test of parallel lines showed no violation of the proportional odds assumption,  $\chi^2(63) = 73.30$ ,  $p = .176$ .

## Assessment Practices

**Table 4.8: Ordinal Regression Parameter Estimates for Assessment Practices**

| Predictor                 | Estimate (B) | SE    | Wald   | p    | 95% CI          |
|---------------------------|--------------|-------|--------|------|-----------------|
| Centralization Structure  | 0.362        | 0.202 | 3.222  | .073 | [-0.033, 0.758] |
| Formalization Structure   | 0.739        | 0.206 | 12.849 | .000 | [0.335, 1.143]  |
| Gender (Male)             | 0.115        | 0.289 | 0.159  | .690 | [-0.451, 0.681] |
| Years of Service (0-4)    | -0.298       | 0.382 | 0.610  | .435 | [-1.047, 0.450] |
| Years of Service (5-9)    | -0.253       | 0.371 | 0.463  | .496 | [-0.980, 0.475] |
| Years of Service (10-14)  | -0.259       | 0.446 | 0.337  | .562 | [-1.132, 0.615] |
| Education Level (Diploma) | 0.431        | 0.964 | 0.200  | .654 | [-1.458, 2.321] |
| Education Level (Degree)  | 0.281        | 0.916 | 0.094  | .759 | [-1.514, 2.076] |
| Education Level (Master)  | 0.674        | 0.986 | 0.467  | .494 | [-1.258, 2.606] |

Source: Primary Data

*Estimate (B) (regression coefficient) SE (Standard Error) p (p-value) 95% CI (Confidence Interval) Wald (Wald statistic)*

An ordinal regression model was employed to analyze how centralization structure, formalization structure, gender, years of service, and education level influence teachers' assessment practices in government-aided secondary schools. The overall model was statistically significant,  $\chi^2(9) = 19.30$ ,  $p = .023$ , indicating that the predictors, when considered together, significantly affect teachers' assessment practices. Thus, these variables collectively explain variations in how assessments are conducted.

The model's goodness-of-fit was tested using Pearson and Deviance statistics:

**Pearson  $\chi^2(1631) = 1493.57$ ,  $p = .993$**

**Deviance  $\chi^2(1631) = 662.20$ ,  $p = 1.000$**

The non-significant p-values suggest that the model fits the data well. There is no significant difference between the observed and expected frequencies, indicating that the model explains the data adequately.

### **Pseudo R-Square**

The pseudo-R-square values were:

**Cox and Snell  $R^2 = .099$**

**Nagelkerke  $R^2 = .101$**

**McFadden  $R^2 = .028$**

These values indicate that the model explains around 10.1% of the variation in teachers' assessment practices. Although the model is significant, the relatively low values imply that other factors not included in this model may also play a substantial role in determining assessment practices.

### **Parameter Estimates**

Table 1 presents the estimated effects of each predictor on teachers' assessment practices:

Centralization Structure: This predictor showed a marginal effect,  $B = 0.362$ ,  $SE = 0.202$ ,  $p = .073$ , suggesting that more centralized school structures might slightly increase the likelihood of teachers engaging in proper assessment practices.

Formalization Structure: This variable was a significant positive predictor,  $B = 0.739$ ,  $SE = 0.206$ ,  $p < .001$ . This suggests that a more formalized school structure significantly increases the likelihood of teachers conducting assessments. Schools with clear rules and formal procedures are more likely to have teachers who engage in proper assessment practices.

Gender: The effect of gender on assessment practices was not significant,  $B = 0.115$ ,  $SE = 0.289$ ,  $p = .690$ , indicating no meaningful difference in assessment practices between male and female teachers.

Years of Service: No significant effect was found for years of service on teachers' assessment practices, with none of the service categories (0–4 years, 5–9 years, 10–14 years) showing statistically significant results.

Education Level: Education level did not significantly influence teachers' assessment practices:

**Diploma:**  $B = 0.431$ ,  $SE = 0.964$ ,  $p = .654$

**Degree:**  $B = 0.281$ ,  $SE = 0.916$ ,  $p = .759$

**Master's:**  $B = 0.674$ ,  $SE = 0.986$ ,  $p = .494$

This suggests that the level of education, whether diploma, degree, or master's, does not significantly impact how teachers engage in assessment practices.

The thresholds in the model represent the cut-off points that distinguish between different levels of the dependent variable (assessment practices). Significant thresholds indicate transitions between different levels of assessment:

**[ASS = 4.00]:**  $B = 3.942$ ,  $SE = 1.327$ ,  $p = .003$

**[ASS = 4.25]:**  $B = 4.414$ ,  $SE = 1.334$ ,  $p = .001$

**[ASS = 4.50]:**  $B = 5.175$ ,  $SE = 1.347$ ,  $p < .001$

**[ASS = 4.75]:**  $B = 5.893$ ,  $SE = 1.359$ ,  $p < .001$

These significant thresholds suggest that higher assessment levels are more likely than lower ones. In simpler terms, teachers are more likely to engage in thorough assessment practices as the cut-off points increase.

The test of parallel lines assesses whether the relationship between each predictor and the outcome variable is consistent across all levels of the dependent variable. The results,  $\chi^2(81) = 92.08$ ,  $p = .188$ , suggest that the assumption of parallel lines holds, meaning that the effect of the predictors is consistent across the different levels of assessment.

#### **4.4.3 Key Informant Interview on the Relationship Between School Organizational Structure implementation and Teachers' Performance**

This section presents the findings from interviews conducted with key informants coded as SCHM001 to SCHM008. This section investigates the direct and indirect effects of school organizational structure on teachers' performance, focusing on communication, decision-making processes, role clarity, and workload distribution. The findings from key informants offer insight into how different organizational approaches impact teachers' ability to deliver quality education and fulfill their professional responsibilities.

SCHM001 noted that effective communication and teacher involvement in decision-making positively impacted performance: *“Effective communication from management helps teachers perform better by allowing them to understand expectations and correct any issues.”* The interviewee also stressed the value of teacher participation in decision-making:

*“Their performance improves when teachers are involved in organizational decision-making.”*

This highlights the direct correlation between participatory decision-making, clear communication, and improved teacher performance.

SCHM002 discussed the negative impact of centralized decision-making: *“The top-down decision-making process affects teachers' ability to perform effectively.”* However, the interviewee noted that performance improves when collaboration among departments exists: *“Collaboration among departments is essential for improved teacher performance.”*

This finding suggests that while top-down structures hinder performance, opportunities for departmental collaboration can mitigate these challenges and improve outcomes.

According to SCHM003, the relationship between clear role definitions and teacher performance is evident: *“When the roles and responsibilities are well-defined, teachers perform better. However, role overlap or excessive responsibilities can reduce effectiveness.”* This supports the notion that role clarity is essential for optimal teacher performance, as ambiguity or excessive responsibility leads to decreased productivity.

SCHM004 described how clear decision-making structures positively affect teacher performance: *“The school's organizational structure directly impacts teacher performance by providing clear decision-making processes and allowing for collaboration.”* However, when roles are unclear or teachers are overwhelmed, performance declines: *“Challenges arise when roles are unclear, or teachers are overwhelmed by multiple responsibilities, affecting their performance.”* The finding underscores the need for role clarity and collaborative decision-making to enhance teacher performance.

The interviews reveal a strong link between school organizational structure and teacher performance. Clear communication, participatory decision-making, and role clarity are all associated with higher teacher performance, as noted by SCHM001, SCHM003, and SCHM004. On the other hand, top-down decision-making and overlapping roles, as highlighted by SCHM002 and SCHM003, lead to decreased teacher productivity. These findings align with the literature, which suggests that schools with inclusive leadership structures and clear role assignments experience better teacher engagement and performance (Bolman & Deal, 2008).

#### **4.5. Summary of the Findings**

The first objective was to establish the implementation of school organizational structure in government-aided secondary schools in Gulu City.

The findings revealed that there is implementation of school organisation structure in government-aided secondary schools in Gulu City, as manifested by the rules, policies and procedures, decision making point. The organizational structure in these schools is notably centralized and formalized, with significant decision-making authority concentrated within the administration. Teachers report limited autonomy, as major decisions concerning policies and procedures are primarily made by school leaders. The structure is hierarchical, with communication flowing mainly in a top-down manner. Formalization is evident in the well-defined rules and procedures that shape school operations, contributing to consistency and clarity but also potentially restricting flexibility and creativity in teaching. Teachers often feel constrained in their roles, particularly in decision-making, and opportunities for collaboration.

The second objective was to examine the level of teachers' performance in government-aided secondary schools in Gulu City.

In terms of the level of teachers' performance, the findings revealed that teachers demonstrate strong outcomes in essential areas like syllabus preparation, assessment practices, and time management. The majority of teachers consistently prepare schemes of work, complete the syllabus on time, and maintain thorough records of student assessments, highlighting their commitment to meeting academic requirements. However, lesson planning practices vary, with only about half of the teachers consistently preparing lesson plans for each session. Many teachers actively use teaching aids during instruction. Overall, teachers exhibit disciplined adherence to school schedules and efficient management of time.

Third objective was to determine the relationship between school organizational structure and teachers' performance in government-aided secondary schools in Gulu City.

The finding also revealed that there is relationship between school organizational structure and teacher performance indicated by centralization and formalization having differing effects on specific aspects of performance. The concentration of decision-making authority, shows a moderate positive association with tasks requiring organization and time management, suggesting that structured guidance may enhance these areas. Formalization, characterized by established rules and procedures, showed a strong positive influence across various

performance dimensions, particularly in planning, assessment, and time management. However, while formalized procedures improve consistency, excessive centralization and formalization may inhibit flexibility, particularly in areas like lesson planning, where greater autonomy may be beneficial. Interviews with key informants reinforce these findings, indicating that clear communication, defined roles, and opportunities for inclusive decision-making positively impact teacher performance. Conversely, excessive control and unclear roles tend to hinder productivity. These insights underscore the importance of balancing structured governance with teacher autonomy.

## **CHAPTER FIVE:**

### **DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS**

#### **5.0 Introduction**

This study aimed to explore the relationship between school organizational structure and teachers' performance in government-aided secondary schools in Gulu City. The study focused on three main objectives: (1) establishing the implementation of the school organizational structure, (2) examining the level of teachers' performance, and (3) determining the relationship between school organizational structure and teachers' performance.

The findings indicate that high levels of centralization and formalization characterize schools in Gulu City. School administrators make most decisions with minimal input from teachers, and there are clear rules and regulations governing operations. Teachers perform well in most areas, particularly in preparing schemes of work, time management, and assessment practices, but need more consistency in lesson planning.

The study further revealed that centralization and formalization positively influence teachers' performance, particularly in areas requiring clear guidelines, such as schemes of work preparation, assessment, and time management. However, centralization showed no significant relationship with lesson planning, suggesting that teacher autonomy is more crucial in this area.

#### **5.1 Discussion**

This section discusses the findings from Chapter Four by relating them to previous literature. Each of the research objectives is addressed, and relevant studies that either support or contradict the findings are considered.

##### **5.1.1 Establishing School Organizational Structure implementation**

The study revealed that government-aided secondary schools in Gulu City exhibit high levels of centralization and formalization in their organizational structures. Centralization, as identified in Chapter Four, is characterized by decision-making being concentrated at the top levels of administration, with minimal input from teachers. This centralized decision-making structure, while providing clear lines of authority and responsibility, limits teacher autonomy and involvement in significant school decisions.

Formalization, on the other hand, was implemented effectively, with teachers agreeing that school policies and procedures were well-defined and consistently applied. Teachers were

clear on their roles and responsibilities, as evidenced by the high mean scores for items related to job specialization, documentation of rules, and clear communication channels.

Bush (2016) argues that centralized structures in schools ensure consistency in decision-making and create clear channels of communication. This is consistent with the finding that centralized decision-making in Gulu City schools provides clear directives, enabling teachers to follow well-defined guidelines for critical tasks like preparing schemes of work and managing time effectively.

Owens (2015) supports the positive role of formalization in school structures, emphasizing that clear procedures and defined roles contribute to organizational efficiency. This aligns with the study's finding that formalization allows teachers to perform well in structured tasks, as it provides consistency and clarity in expectations.

Ingersoll and Collins (2019) criticize excessive centralization, suggesting that it can stifle innovation and reduce teacher autonomy. While this study found that centralization positively influenced some tasks, the lack of teacher input may hinder creativity and engagement, especially in tasks like lesson planning. This aligns with Ingersoll's argument that centralized structures may limit teachers' professional autonomy, affecting their capacity to innovate in their instructional practices.

The interviews with key informants also revealed communication challenges within the centralized structure. Some teachers expressed concerns about needing to be adequately involved in decision-making processes, which suggests that a more participative approach may be required to enhance engagement and morale. This aligns with Hargreaves (2003), who emphasizes that empowering teachers in decision-making processes leads to higher levels of teacher satisfaction and school effectiveness.

### **5.1.2 Examining the Level of Teachers' Performance**

The findings in Chapter Four indicate that teachers perform well in areas that are highly structured, such as schemes of work preparation, assessment practices, and time management. Teachers reported consistently preparing schemes of work termly, giving assessments, and adhering to school schedules. However, the preparation of lesson plans showed lower performance, with many teachers needing to prepare detailed plans for each lesson consistently.

The high levels of teacher performance in structured tasks can be attributed to the formalized structures in place, which provide clear guidelines on how these tasks should be carried out. Teachers benefit from having standardized procedures that help them meet school

requirements effectively. The variability in lesson planning suggests that this area requires more support, perhaps through professional development or greater autonomy in planning lessons.

Kline (2017) emphasizes that formalized environments in schools lead to better teacher performance in tasks that require adherence to guidelines, such as schemes of work and assessment. This is consistent with the study's finding that teachers in Gulu City perform well in tasks that are highly formalized.

Danielson (2018) also supports the notion that teacher performance improves when there is clarity in expectations, particularly in areas like time management and assessment practices, which were identified as high-performing areas in the current study.

Aguinis (2019) argues that while formalization can enhance performance in structured tasks, it can also lead to reduced creativity in areas like lesson planning. The study found that lesson planning was the weakest area of teacher performance, which may indicate that excessive formalization limits teachers' ability to design creative and flexible lesson plans. Aguinis suggests that providing teachers with greater autonomy in such areas could improve performance.

Moreover, Kozlowski and Bell (2018) assert that teaching tasks requiring creativity and individual initiative, such as lesson planning, are less influenced by rigid formalization. This suggests that schools need to strike a balance between providing structured guidelines and allowing teachers the freedom to adapt lessons to their students' needs.

### **5.1.3 Determining the Relationship Between School Organizational Structure Implementation and Teachers' Performance**

The correlation and regression analyses in Chapter Four revealed that both centralization and formalization have a positive influence on teachers' performance. Still, formalization has a stronger and more consistent effect across different performance areas. Centralization was positively associated with tasks such as schemes of work preparation, assessment, and time management but showed no significant relationship with lesson planning. On the other hand, formalization was positively correlated with all areas of teacher performance, including lesson planning.

The positive impact of formalization on performance can be attributed to the clarity and consistency it provides, allowing teachers to follow well-established procedures. Centralization, while beneficial for specific tasks, may be less effective for tasks that require greater autonomy and creativity, such as lesson planning.

Yukl (2018) supports the idea that formalized structures promote better performance in tasks that require organization and adherence to specific guidelines. This is consistent with the current study's findings that formalization enhances teacher performance in structured tasks like assessment and schemes of work preparation.

Bolman and Deal (2008) also highlight the importance of clear roles and procedures in improving organizational performance, which aligns with the study's finding that formalization significantly improves teacher performance.

Morgeson (2017) argues that while formalization can improve performance in structured tasks, it may hinder flexibility and creativity in tasks that require innovation, such as lesson planning. This is reflected in the study's finding that lesson planning showed no significant relationship with centralization, indicating that autonomy is essential for this task. Ingersoll (2019) similarly suggests that schools with rigid formalized structures may experience lower levels of teacher creativity and engagement, particularly in tasks that benefit from flexibility.

## **5.2 Summary of Discussion**

The findings from this study highlight the benefits of formalization in improving teacher performance in structured tasks, as well as the limitations of centralization in areas requiring creativity and autonomy, such as lesson planning. The study underscores the importance of balancing structure with flexibility to optimize teacher performance. The literature broadly supports these findings, although some studies emphasize the need for greater teacher autonomy to enhance creativity and engagement in teaching tasks. Schools should consider allowing more teacher input in decision-making and promoting independence in functions that require individualized approaches.

## **5.3 Conclusions**

Based on the findings, the following conclusions were drawn:

**School Organizational Structure:** Government-aided secondary schools in Gulu City are characterized by high levels of centralization and formalization. While centralization offers clear decision-making hierarchies, it limits teacher involvement in crucial decisions. On the other hand, formalization enhances performance by providing standardized guidelines and procedures, though it may limit flexibility in areas requiring creativity.

**Teachers' Performance:** Teachers perform well in tasks that are structured, such as preparing schemes of work, assessment, and time management. However, lesson planning requires improvement, suggesting that teachers may benefit from more autonomy and support in this area.

**Impact of Organizational Structure on Performance:** Both centralization and formalization positively impact teacher performance, with formalization having a more substantial effect across most areas. Schools should maintain a balance between structure and flexibility, particularly in tasks requiring teacher creativity.

**Other Factors Influencing Performance:** Education level plays a significant role in enhancing teacher performance, while years of service do not have a significant impact. This suggests that continuous professional development is essential to maintain high-performance levels.

## **5.4 Recommendations**

**Increase Teacher Involvement in Decision-Making** where Schools should reduce excessive centralization by involving teachers more in decision-making processes. This can increase teacher morale and improve performance in areas such as lesson planning, where autonomy is crucial.

Schools should provide ongoing professional development opportunities, particularly focusing on improving lesson planning and instructional strategies. This can help teachers remain engaged and innovative, regardless of their years of experience.

While formalized rules and procedures are important for tasks requiring standardization, schools should allow flexibility in areas such as lesson planning and student engagement. This balance will enable teachers to adhere to school policies while exercising creativity in instructional methods.

The study revealed that overlapping roles and excessive responsibilities affect teacher performance. Schools should ensure clear role assignments and manageable workloads to allow teachers to focus on their primary duties.

Schools should promote collaboration among teachers through regular meetings and sharing of best practices. This can improve resource allocation, lesson planning, and overall teaching effectiveness.

By implementing these recommendations, government-aided secondary schools in Gulu City can create an organizational environment that supports both structure and flexibility,

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## Appendices

### Appendix 1: Krejcie and Morgan Table

Table 3: Krejcie and Morgan Table for Determining Sample Size

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

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

Source: Krejcie & Morgan, 1970

## Appendix 2: Research Plan

| S/No. | Activity                                 | 2024          |  |  |           |         |          |          |     |
|-------|------------------------------------------|---------------|--|--|-----------|---------|----------|----------|-----|
|       |                                          | JANUARY- JUNE |  |  | JUNE- JUL | JUN AUG | AUG- SEP | SEP- NOV | DEC |
| 1     | Concept writing and Proposal development |               |  |  |           |         |          |          |     |
| 2     | Research clearance                       |               |  |  |           |         |          |          |     |
| 4     | Data collection                          |               |  |  |           |         |          |          |     |
| 5     | Dissertation writing                     |               |  |  |           |         |          |          |     |
| 6     | Academic engagement with the supervisors |               |  |  |           |         |          |          |     |

### Appendix 3: Research budget

| STAGE                                   | ACTIVITIES                                                                       | QUANTITY                                                       | ESTIMATED COST (LUMP SUM) |
|-----------------------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------|---------------------------|
| Field-scouting and general preparations | Pre-visits to field sites, translation services, etc.                            | 1 month                                                        | 500,000/=                 |
| Research clearance                      | Fees for research clearance                                                      | 1                                                              | 100,000/=                 |
| Fieldwork                               | Books and pens                                                                   | 3 Books & 3 pens                                               | 20000/=                   |
|                                         | Transport to reach schools etc.                                                  | 2 months                                                       | 800,000/=                 |
| Data analysis                           | Transcription Services, Data Analysis, etc.                                      | 3 months                                                       | 1,000,000/=               |
| Computer related activities             | Purchase of an External Hard disk                                                | 1 hard disk                                                    | 300,000/=                 |
| General expenses                        | Secretarial Services (printing, photocopying, scanning, etc.), internet, airtime | 12 months                                                      | 1,000,000/=               |
|                                         | Community engagement and research dissemination                                  | Throughout and after the successful completion of the research | 1,500,000/=               |
| <b>Sub-total</b>                        |                                                                                  |                                                                | <b>5,220,000/=</b>        |

#### Appendix 4: Questionnaire for Teachers

I am Lanyero Jacqueline, a student of Gulu University, pursuing a Master of Education in Education Management (MEM). I am conducting a study entitled “*School Organisational Structure and Teachers’ Performance in Government-aided Secondary Schools in Gulu City.*” You are being requested to participate in the research study. You have been selected to provide opinions and insights about the above research topic. I kindly request you to provide me with relevant understandings and views based on your perception.

This information will be treated with utmost confidentiality and only used for academic purposes. Results will help supplement existing knowledge on School Organisational Structure and Teachers’ Performance in government-aided Secondary Schools in Gulu City.

Kindly I request you to respond to the statements in this questionnaire.

##### Section A:

Background Information (Please tick)

Gender of the respondent

|                          |                          |
|--------------------------|--------------------------|
| Male                     | Female                   |
| <input type="checkbox"/> | <input type="checkbox"/> |

How long have you worked in the school (years)?

|                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| 0-4 (Yrs)                | 5-9 (Yrs)                | 10-14 (Yrs)              | 14 and above (Yrs)       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Education Level

|                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| Diploma                  | Degree                   | Master Degree            | Others                   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Specify Employment status: Tick

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| Permanent                | Part-Time                | Temporary                |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## Section B:

For the following questions, please tick the column of your choice to show whether you 1. Strongly Disagree (SD), 2. Disagree (D), 3. Not Sure (NS), 4. Agree (A), or 5. Strongly Agree (SA) with the statements provided

### School Organisational Structure Implementation

|                                                                                                                                              | SD | D | NS | A | SA |
|----------------------------------------------------------------------------------------------------------------------------------------------|----|---|----|---|----|
| <b>A. Centralization</b>                                                                                                                     | 1  | 2 | 3  | 4 | 5  |
| Major decisions regarding school policies and procedures are made solely by the school administration without input from teachers.           |    |   |    |   |    |
| Teachers have little autonomy in determining their classroom allocation.                                                                     |    |   |    |   |    |
| The school's organizational structure is hierarchical, with clear lines of authority from the Headteacher to the teachers.                   |    |   |    |   |    |
| Teachers are required to obtain approval from the administration before making any significant changes to their classroom activities.        |    |   |    |   |    |
| Communication within the school is primarily top-down, with the administration issuing directives and instructions to the teachers.          |    |   |    |   |    |
| The school's decision-making processes are determined, with the Headteacher.                                                                 |    |   |    |   |    |
| Teachers have little influence over the school resources allocation, such as funding, materials, and professional development opportunities. |    |   |    |   |    |
| The school limits the ability of teachers to collaborate and share best practices with their colleagues.                                     |    |   |    |   |    |
| <b>B. Formalization</b>                                                                                                                      | SD | D | NS | A | SA |
|                                                                                                                                              | 1  | 2 | 3  | 4 | 5  |
| The rules and procedures for carrying out tasks in my school are clearly defined and documented.                                             |    |   |    |   |    |
| There is a clear channel of communication and authority within my school.                                                                    |    |   |    |   |    |
| My school has a well-defined hierarchy of positions and responsibilities.                                                                    |    |   |    |   |    |
| The decision-making process in my school is standardized.                                                                                    |    |   |    |   |    |
| The policies and guidelines in my school are consistently applied across all departments and personnel.                                      |    |   |    |   |    |
| Employees in my school are required to follow specific guidelines and regulations.                                                           |    |   |    |   |    |
| My school is characterized by a high degree of job specialization.                                                                           |    |   |    |   |    |

### 2. The level of teachers' performance

|                                                                                   | SD | D | NS | A | SA |
|-----------------------------------------------------------------------------------|----|---|----|---|----|
| <b>A. Preparation of Schemes of Work</b>                                          | 1  | 2 | 3  | 4 | 5  |
| I always prepare schemes of work termly.                                          |    |   |    |   |    |
| I always teach the subject content and ensure completion of the syllabus in time. |    |   |    |   |    |
| I always make topical notes and allow students to do more research.               |    |   |    |   |    |
| I decide on what forms of assessment to administer to the learners.               |    |   |    |   |    |

|                                                                                                             | SD | D | NS | A | SA |
|-------------------------------------------------------------------------------------------------------------|----|---|----|---|----|
|                                                                                                             | 1  | 2 | 3  | 4 | 5  |
| <b>B. Assessment</b>                                                                                        |    |   |    |   |    |
| I evaluate learners through administering assignments.                                                      |    |   |    |   |    |
| I give group work for the learners to research and make presentations.                                      |    |   |    |   |    |
| I give examination at the end of every term.                                                                |    |   |    |   |    |
| I always keep records of my marks for further references                                                    |    |   |    |   |    |
| <b>C. Time management</b>                                                                                   | SD | D | NS | A | SA |
|                                                                                                             | 1  | 2 | 3  | 4 | 5  |
| I enter class timely for the start of the lessons and ensure adequate coverage of the content               |    |   |    |   |    |
| I correct the views of students immediately and ensure no wastage of time in answering irrelevant concerns. |    |   |    |   |    |
| I adhere to all school programs.                                                                            |    |   |    |   |    |
| <b>D. Preparation of lesson plans</b>                                                                       | SD | D | NS | A | SA |
|                                                                                                             | 1  | 2 | 3  | 4 | 5  |
| I make lesson plans for all my lessons.                                                                     |    |   |    |   |    |
| I have good classroom control since my activities are planned.                                              |    |   |    |   |    |
| I engage learners according to the activities in the lesson plan.                                           |    |   |    |   |    |
| I always ensure that all the students attend lessons                                                        |    |   |    |   |    |
| I prepare teaching learning aid ahead of the lessons.                                                       |    |   |    |   |    |
| I always teach objectively and ensure completion of the syllabus in time.                                   |    |   |    |   |    |
| I use teaching learning aid during most of my lessons.                                                      |    |   |    |   |    |

### 3.The relationship between school organisational structure and teachers' performance

|                                                                                                                                          | SD | D | NS | A | SA |
|------------------------------------------------------------------------------------------------------------------------------------------|----|---|----|---|----|
|                                                                                                                                          | 1  | 2 | 3  | 4 | 5  |
| My school supports and facilitates the effective delivery of lessons by teachers.                                                        |    |   |    |   |    |
| The division of roles and responsibilities among teachers in my school allows for efficient task completion and collaboration.           |    |   |    |   |    |
| The decision-making processes in my school's organizational structure empower teachers to contribute to improving teaching and learning. |    |   |    |   |    |
| My school emphasizes preparation of schemes of work timely.                                                                              |    |   |    |   |    |
| Teachers prepare lesson plans and lesson notes in preparation for lesson delivery.                                                       |    |   |    |   |    |
| My school allows teachers to make teaching-learning aids for lesson conduction.                                                          |    |   |    |   |    |
| Teacher's lessons are monitored using lesson-monitoring tools.                                                                           |    |   |    |   |    |
| My school organisation structure enables me to coordinate and share information effectively.                                             |    |   |    |   |    |
| The performance evaluation system in my school provides meaningful feedback to help teachers improve their practice.                     |    |   |    |   |    |
| The professional development opportunities offered through my school enhance teachers' skills and knowledge.                             |    |   |    |   |    |
| My school fosters a positive and collaborative work environment for teachers.                                                            |    |   |    |   |    |

**“Thank you for your participation**

## **Appendix 5: Interview Guide for the Headteachers and Deputy Headteachers**

Dear respondent,

I am Lanyero Jacqueline, student of Gulu University, pursuing a Master of Education in Education Management (**MED**). I am conducting a study entitled **“School Organisational Structure and Teachers’ Performance in Government-aided Secondary Schools in Gulu City.”** You are being requested to participate in the research study. You have been selected to provide opinions and insights about the above research topic. I kindly request you provide me with relevant understandings and views based on your perception.

This information will be treated with utmost confidentiality and only used for academic purposes. Results will help supplement existing knowledge on School Organisational Structure and Teachers’ Performance in government-aided Secondary Schools in Gulu City.

Kindly I request you to respond to the questions in this guide.

### **Section A: Background Information**

**1. What is your current position in this school?**

- Head Teacher
- Deputy Head Teacher
- Senior Teacher
- Classroom Teacher
- Other (Specify)

**2. How many years have you worked in this school?**

3.

### **Section B: School Organizational Structure Implementation (Objective 1)**

1. Can you describe the general organizational structure of your school?
2. How clear are the roles and responsibilities assigned to teachers within this structure?
3. How is decision-making carried out in your school?
4. What communication channels are in place to facilitate interaction between school management and teaching staff?
5. How would you describe the level of support that teachers receive from the school administration?
6. In your opinion, what are the main strengths and weaknesses of the current organizational structure?

### **Section C: Teachers' Performance (Objective 2)**

1. How would you describe the overall performance of teachers in your school?
2. What performance metrics or evaluation systems are used to assess teachers in your school?
3. How does the school leadership support teachers in improving their performance?
4. What challenges do teachers in your school face in achieving high performance?
5. Do you feel that teachers are motivated and satisfied with their jobs? What factors contribute to this?
6. In your experience, how do teachers respond to the demands of the school's organizational structure?

### **Section D: Relationship Between School Organizational Structure implementation and Teachers' Performance (Objective 3)**

1. How do you think the school's organizational structure affects teachers' ability to perform their duties?
2. Do you see a link between the level of support from school leadership and teachers' performance?
3. In what ways does the organizational structure either promote or hinder collaboration among teachers?
4. Do teachers in your school have opportunities to contribute to organizational decisions that affect their work? How does this impact their performance?
5. In your opinion, what changes in the organizational structure could help improve teacher performance?

### **Section E: Recommendations**

1. What suggestions would you make to improve the current organizational structure to enhance teachers' performance?
2. Are there specific areas where you think the school's leadership can provide more support to teachers?
3. Is there anything else you would like to add regarding the relationship between school organizational structure and teachers' performance?

### **Conclusion**

Thank you for your time and valuable insights. Your responses will contribute significantly to understanding how school organizational structures impact teachers' performance in government-aided secondary schools in Gulu City. If you have any questions or additional comments, please feel free to share.

## **Appendix 6: Informed Consent Form**

**Study Title:** School Organisational Structure Implementation and Teachers' Performance in Secondary Schools in Gulu City.

**Researcher:** Lanyero Jacqueline

**Institutions:** Department of Educational Management, Gulu University.

### **Introduction:**

This form explains the study in which you have been asked to participate. After all your questions have been answered, you decide to participate voluntarily. If you do, you will be asked to sign this form and receive a copy.

### **Summary and purpose of the study:**

The study is interesting, as the title already says. **“School Organisational Structure Implementation and Teachers' Performance in Government-aided Secondary Schools in Gulu City.”**. The overarching goal is to better investigate School Organisational Structure and Teachers' Performance in Government-aided Secondary Schools in Gulu City.

### **Sponsors of the research project:**

The project is funded by an individual master scholarship held by the researcher, privately sponsored by **Lanyero Jacqueline under Gulu University**.

### **Procedures:**

Your participation in this study will take the form of *(to be indicated by the researcher)*:

- a) Questionnaire
- b) an individual interview

### **Who will participate in the study?**

You have been selected to participate in this study because you fulfill the requirements for participation in this study. For example, you live in the designated study area and are a resident of Gulu City. Your participation will take place in the context of questionnaire and an individual interview session which will last for approximately 30 minutes.

### **Risks/discomforts:**

There are no foreseeable risks of harm or discomfort that will arise from your participation in this study. In the case of an interview or questionnaire, your only discomfort will be the inconvenience in terms of time spent.

**Benefits:**

Potential benefits of participation in the study include the opportunity to participate in discussion formats organized by the researcher in collaboration with participating institutions that aim to engage constructively, critically, and self-reflexively with topics related to the research. For instance, the question of organizational structures regarding teachers' performance.

**Confidentiality:**

Your identity will be protected as the researcher will use codes to identify participants. He will be the only one with access to your private information and soft as well as hard copies of the collected data will be protected and stored safely under lock and key. Confidential information will only be accessed by the principal investigator.

**Alternatives:**

Be aware that participation in the study is voluntary, and that you will not lose any benefit if you choose not to participate.

**Cost:**

There will not be any cost incurred as a result of participation in this study.

**Questions:**

If you have any questions related to the study as a research participant, you can contact the principal investigator, Lanyero Jacqueline, at Tel phone number 0772571334.

**Statement of voluntariness:**

Participation in the research study is voluntary and you may join on your own free will. You have a right to withdraw from the study at any time without penalty. If you have any issues with your rights and participation in the study, please contact the Chairperson, Gulu University Research Ethics Committee, Dr. Gerald Obai (Tel. 0772305621; email: lekobai@yahoo.com / lekobai@gmail.com) or the Uganda National Council for Science and Technology (plot 6 Kimera Road, Ntinda, Kampala, Tel. 0414705500).

**Statement of consent:**

Lanyero Jacqueline has described to me what is going to be done, the risks, the benefits involved, and my rights as a participant in this study. I understand that my decision to participate will not affect me in any negative way. In the use of this information, my identity

will be concealed. I am aware that I may withdraw at any time. I understand that by signing this form, I do not waive any of my legal rights but merely indicate that I have been informed about the research study in which I am voluntarily agreeing to participate. A copy of this form will be provided to me.

Name of participant (P): ..... Signature P: .....

Date: .....

Name of interviewer (I): ..... Signature I: .....

Date: .....