Organizational Culture and Teaching and Learning in Secondary Schools in Kyegegwa District

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October, 2026

Declaration

I, Twikirize Rogers, declare that this dissertation entitled "Organizational culture, teaching and learning in secondary schools in Kyegegwa district" is my own original work and has not been submitted for an award of any University or for publication.

Signed 

Date 07/10/2026

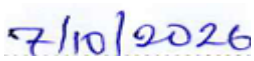
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Approval

This Dissertation entitled "Organizational culture and teaching and learning in secondary schools in Kyegegwa district" was developed under my supervision and is submitted to the Department of Education Management, Faculty of Education and Humanities, Gulu University for marking with my approval.

Sign 

Date 

Dr Hab'Imana John Baptist

(Supervisor)

Dedication

This study is dedicated to my Dear wife Akiiki Mesiku Stella Twikirize, son Ataliyesu Treasure, daughter Ndamyayesu Miracle and sister Kugonza Winfred Akiiki for their unwavering spiritual, moral and financial support during the entire period of my study. it would not have been possible without their king and generous heart.

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Abstract

This mixed-methods study investigated the relationship between organizational culture and teaching and learning in government secondary schools in Kyegegwadistrict, Uganda. The research employed a concurrent embedded design, collecting quantitative data through structured questionnaires from 37 school administrators and teachers and 258 students, and qualitative data through semi-structured interviews with key informants across three purposively selected government secondary schools. The study examined organizational culture dimensions namely, learning culture, risk aversion, and collaborative participation, alongside teaching and learning indicators such as learning-centered leadership, quality instruction, and personalized learning.Quantitative findings revealed significant positive correlations between organizational culture dimensions and teaching and learning outcomes across bothschool administrator and teacher (r = .68, p< .01 for collaborative participation), and student (r = .64, p< .01 for learning-centered leadership) samples. Multiple regression analysis identified organizational culture as the sole significant predictor of teaching and learning among teachers (β = .68, p = .001), explaining 48% of the variance, while demographic variables showed no significant effects. The overall correlation between organizational culture and teaching and learning was strong (r = .61, p< .001), representing a large effect size.Frequency analyses indicated that 93.8% of students and 94.6% of school administrators and teachers reported moderate to strong teaching and learning outcomes. However, a significant association emerged between teachers' academic disciplinary backgrounds and outcomes (χ^2 = 6.93, p = .031), with majority of science and technology teachers reporting strong outcomes (75.0%) compared to arts and humanities teachers (47.1%).Qualitative findings confirmed quantitative relationships while revealing contextual barriers including leadership instability, insufficient teacher recognition, limited resources, and weak governance structures. Key informants consistently described direct connections between supportive organizational cultures characterized by teamwork, stable leadership, and teacher empowerment with improved teaching and learning.The study concluded that organizational culture significantly predicts teaching and learning in government secondary schoolsin Kyegegwadistrict, with collaborative participation and learning-centered leadership emerging as critical success factors. Leadership instability and resource constraints were identified as primary barriers to optimal teaching and learning. The findings provide empirical validation of organizational culture theory in Sub-Saharan Africa and offer evidence-based recommendations for school leaders, district authorities, and policymakers focused on developing supportive organizational culture as a cost-effective strategy for improving teaching and learning.

Chapter one

Introduction

1.0 Overview

World over, teaching and learning in Secondary school has been found to be influenced by organizational culture (Gokcearslan, Karademir, & Korucu, 2017). Although the topic has been thoroughly investigated, it was found that teaching and learning has not yet reached its best, and in most settings, teaching and learning in secondary schools has become stagnant (Kemigisa, 2019). In the 21st century, organizational culture has emerged as a major determinant of teaching and learning outcomes (Gure, 2014). The role of organizational culture in facilitating successful teaching and learning practices has become a frequent topic among educational scholars (Garrick, 2019; Nandamuri & Rao, 2012).

This research studied the influence of organizational culture on teaching and learning processes in government secondary schools in Kyegegwa district, Uganda. The study has contributed to improving knowledge on how elements of organizational culture could be utilized to enhance the outcomes of teaching and learning in secondary schools.

1.1 Background of the study

1.1.1 Historical background

Secondary school teacher and learner assessment has traditionally been based on observable trends in teaching and learning over time. Organizational culture has become one of the key determinants of teaching and learning outcomes in educational research (Ko, Sammons, & Bakkum, 2016, Shulekina, Novikova, & Abayeva, 2021, and Pavlidou & Efstathiades, 2021).

Organizational culture refers to the set of values, beliefs, and practices that shape how people behave in an organization (Soyombo, 2023). These aspects of culture arise out of an institution's peculiar history and life, both of which are different in various school settings and social contexts.

The modern conceptualization of teaching and learning has moved beyond the narrow scope of traditional pedagogical functions, such as teaching aid, leadership, teaching practice reflection, and professional growth (Ko, Sammons, & Bakkum, 2016). Nevertheless, teaching and learning has not improved in most areas despite the expansion of 21stcentury secondary schools.

The growing pressure on teachers due to the growing requirements of accountability and standards-based reforms has resulted in many teachers being overwhelmed (Ko, Sammons, & Bakkum, 2016).

Globally, effort has been put on improving teaching and learning standards. However, the biggest obstacle is the quality of education. Teaching and learning has been particularly low in Sub-Saharan Africa where educational systems face several limitations (United Nations Educational, Scientific and Cultural Organisation [UNESCO], 2016). Major challenges include a lack of teaching resources, and shortage of teachers (UNESCO, 2016). Poverty-related factors have been found to be a threat, leading to high school dropout rates. School dropouts are often not equipped to be self-reliant (UNESCO, 2019). Stromquist, (2018) pointed out that both personal and professional requirements of teachers and accountability factors need to be addressed to maximize teaching and learning.

In Uganda, much effort has been directed to improving the quality of education by developing infrastructure, supplying the schools with scholastic materials, and expanding the system. Nevertheless, issues related to poor teaching and learning have not been adequately addressed. These directly reflect teachers' ineffectiveness and consequently, low student learning outcomes (Kemigisa, 2019).

Kyegegwa district is one such area with educational problems and is an appropriate location to explore the potential of organizational culture to address current problems in the quality of teaching and learning (Kemigisa, 2019).

1.1.2 Theoretical background,

This study was underpinned by constructivist theory by Whitehead (2017), who observed that knowledge is constructed from the study field. The theory emphasizes educators and learners to do reflection on their practice, to enable them improve accordingly. It informed the study as it encouraged continous improvement of practice. The theoretical constructs namely, 1. Learning culture, 2. Risk aversion, and 3. Collaborative participation (Preston, Goldring, Guthrie, Ramsey, & Huff, 2017, Nandamuri& Rao, 2012) allowed systematizing and analytically examining teaching and learning mechanisms. The study investigated the impact of organizational culture on teaching and learning in government secondary schools in Kyegegwa district.

1.1.3 Conceptual background

In this study teaching and learning was operationalized in terms of: 1. Learning-centered leadership, a) Teaching and professional behavior, b) Systemic performance accountability, c) Systemic use of data, d) Connections to external communities, 2. Rigorous and aligned curriculum, a) Quality instruction, and b) Personalized learning (Preston, Goldring, Guthrie, Ramsey, & Huff, 2017, Nandamuri & Rao, 2012).

Organizational culture was conceptualized as the practice of school administrators and teachers, in fostering teaching and learning. It covered 1. Learning culture, 2. Risk aversion, and 3. Collaborative participation.

1.1.4 Contextual Background

This study took place in government secondary schools in Kyegegwa district. This was because of poor teaching and learning in Kyegegwa district.Factors for the low achievement were among others: increased enrollment while learning space was limited, school drop-out, few teachers, and insufficient instructional materials provided to schools (Krantz, 2018). Academic performance in Kyegegwa district was also low. The main challenges of the district included: insufficient schools, school dropout, schools being in distant places, early marriages/pregnancies, corporal punishments, insufficient facilities (Kemigisa, 2019), high food costs, and inadequate trained school staff (Kemigisa, 2019). Nadeem, Rana, Lone, Maqbool, Naz, & Ali (2021), Arif, Zainudin, & Abdul (2019), Pavlidou&Efstathiades (2019), identified many factors affecting teacher performance as; workload, status of teachers, respect in society, teacher's morale, stress, political interference, discrimination, lack of cooperation and working relations with staff and headteacher. The focus of this study, however, was on school cultural based factors, such as; teachers' encouragement to students to consult and discuss academics, whether teachers were happy with and proud of the school, and whether teachers participated and worked together in school activities and the impact of teachers in terms of teaching and learning.

1.2 Problem Statement

The government of Uganda has streamlined the education service delivery through stipulating major duties of a secondary school, such as; occupation competence profile of a secondary school and competences expected of the teachers and administrators (Ministry of Education and Sports [Moes], 2016). This emphasizes the role of teachers in instructing and nurturing competent human resource for national development (Ministry of Education and Sports [Moes],

2018), & (National Teacher Policy [NTP], 2019). However, teaching and learning has continued to stagnate in Kyegegwa district, despite government effort to provide quality education for all. Some scholars have indicated early marriages/pregnancies, corporal punishments, and lack of personal scholastic materialsas the cause (Kemigisa, 2019). However, this study sought to investigate whether organizational culture dimensions; Learning culture, Risk aversion, and collaborative participation could explain the problem of stagnation of teaching and learning, and enhance learning outcomes of secondary schools in Kyegegwa district. Organizational culture was found to impact teaching and learning significantly (Gokcearslan, Karademir, & Korucu, 2017; Gure, 2014).

1.3 Purpose of the Study

The purpose of the study was to investigate the influence of organizational culture on teaching and learning in government secondary schools in Kyegegwa district.

1.4 Research Objectives

1. To investigate the impact of organizational culture on teaching and learning in government secondary schools in Kyegegwa district.
2. To establish the level of teaching and learning in government secondary schools in Kyegegwa district.
3. To determine the relationship between organizational culture and teaching and learning in government secondary schools in Kyegegwa district.

1.5 Research Question

What is the impact of organizational culture on teaching and learning in government secondary schools in Kyegegwa district?

1.6 Research Hypotheses

H_0, was the null hypothesis.

H_1, was the alternative hypothesis.

H_0: There is no relationship between organizational culture and teaching and learning.

H_1: There is a relationship between organizational culture and teaching and learning (McCombes, 2025).

1.7 Scope of the study

The study was conducted in Kyegegwa district. It investigated teaching and learning in government secondary schools. The period of study spanned from the year 2022-2025, when it was concluded. The study used a mixed method, consisting both quantitative and qualitative approaches. Justification for the scope was that government secondary schools in Kyegegwa have over the years stagnated in teaching and learning (Kemigisa, 2019). The period of study facilitated adequate time to collect relevant data. The methodology helped optimize generation of the required data to ensure validity and reliability of findings.

1.8 Significance of the Study

The study may contribute to understanding of organizational culture in relation to teaching and learning in schools in Kyegegwa district.

The managers of Kyegegwa district may use the study findings to strengthen teaching and learning.

The study may also be a benchmark for responsible government agencies such as Ministry of Education and Sports in enhancing effective teaching and learning in secondary schools in Kyegegwa district.

Future researchers may use the findings for further investigation of organizational culture and teaching and learning in secondary schools.

1.9 Conceptual Framework

Organizational culture was studied in the concept of three dimentions:1. Learning culture, 2. Risk aversion, and 3. Collaborative participation. 1. Learning culture, included inquiry and dialogue, collaboration and team learning, and leadership strategy for learning; 2. Risk aversion, covered teachers' attitude towards the school, and teachers' response to school goals and values; and 3. Collaborative participation, considered staff involvement and cooperation in school activities, and how school administration balances needs of employees and of the school. The organizational culture dimensions and indicators identified were investigated in relation to teaching and learning.

Teaching and learning was studied under two dimensions: 1. Learning-centered leadership and 2. Rigorous and aligned curriculum as the major ones since they cut across the other six, indicated under them. Preston, Goldring, Guthrie, Ramsey, & Huff (2017), the author of the

framework asserts that the first two cut across the other six and studied them independently as eight dimensions. However, the researcher, clustered the last six, making them part of indicators of the first two which anchor them according to Preston, Goldring, Guthrie, Ramsey, & Huff (2017). Learning-centered leadership focused on; a) teaching and professional behavior, which focused on teachers' attitude to students' performance and whether teachers cooperate and work together in school activities. b) Systemic performance accountability covered ascertaining academic standards and quality of assessments administered) Systemic use of data focused on investigating whether students were helped to make right career choices based on policy. d) Connections to external communities was investigated considering frequency of engagement of P.T.A., and B.O.G. in discussing students' progress, and parents being involved in supporting learning. 2.Rigorous and aligned curriculum;a) Quality instruction which was measured by investigating if learners were exposed to hands-on learning such as field trips, experiments and others, given long-term projects for real-world problem solving, and whether teachers evaluated and gave learners timely feedback to help them improve. b) Personalized learning was measured by investigating whether there was trust, respect, empathy and communication between teachers and learners; whether teachers monitored and assessed individual learner academic progress and helped them improve; and whether students interacted positively and supported one another's learning.The teaching and learning dimensions and indicators studied were investigated in terms of how they were being effected. The extent to which they were being implemented was also ascertained. The findings of the study revealed, the relationship between the variables.

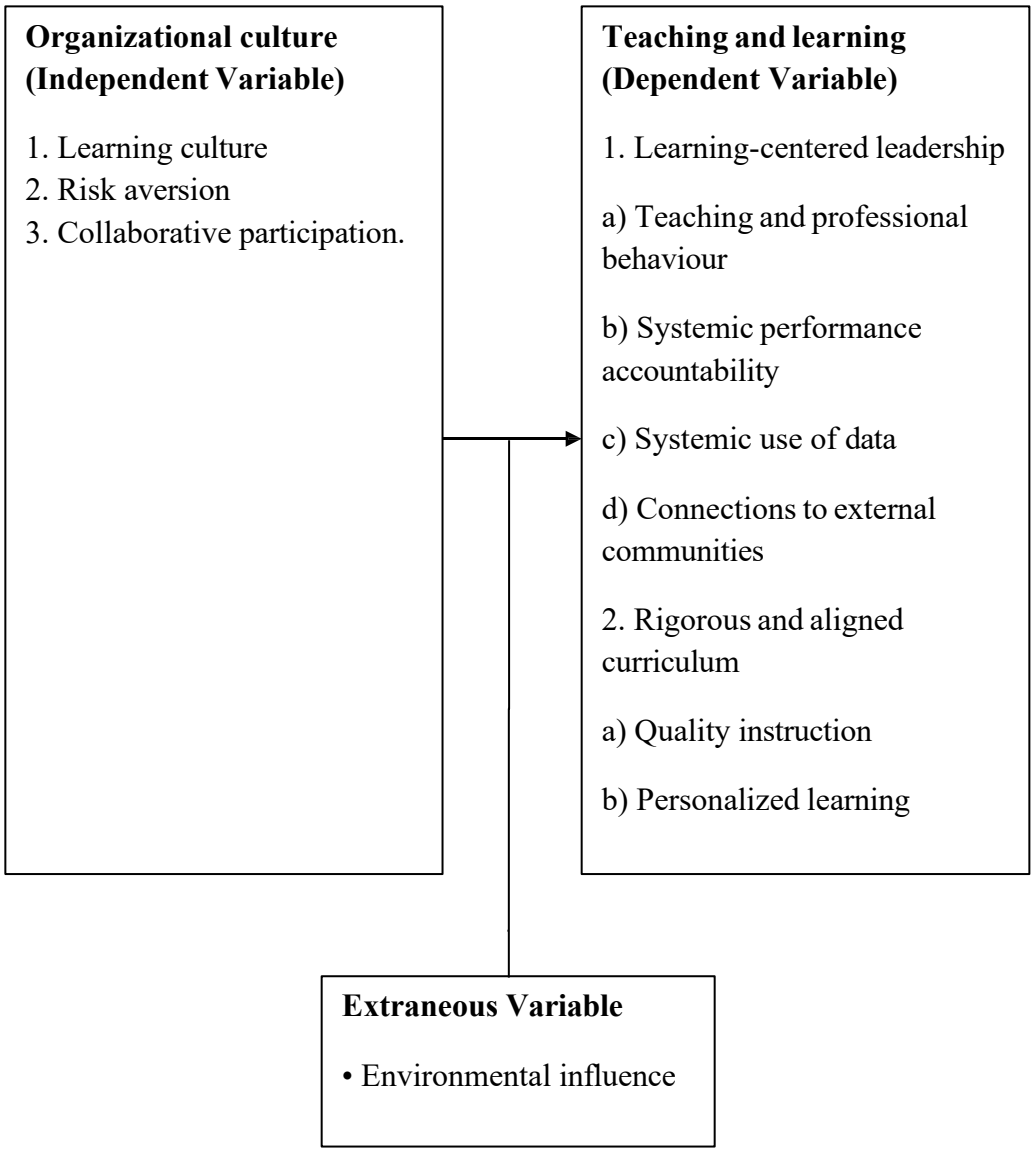


Figure 1.1: Conceptual framework

Chapter two

Literature review

2.0 Introduction

This chapter presents a review of literature pertaining to organizational culture and teaching and learning in secondary schools. It is divided into three themes: Organizational culture; Teaching and learning; and Relationship between organizational culture and teaching and learning.

2.1 Organizational culture

Fitriana, Fitria, & Fitriani (2021) studied organizational culture in relation to teachers' performance in SMA Negeri 2 OganKomering Ulu. They observed that the teachers were performing well generally, as they coordinated with one another, were innovative, and encouraged students to accomplish their academic tasks, save for some few, who were not committed to their work. This indicated a strong school organizational culture in SMA Negeri 2 OganKomering Ulu, as majority of the teachers performed well. A contextual gap was identified as the study took place in a different place from the current one.

Arif, Zainudin, & Abdul (2019) found most private and public high schools in Medan had weak organizational culture in relation to performance, as the school principals put in less effort than expected of them in fostering performance of their teachers and learners.There was a content gap noticed, as the scholars studied both private and public high schools. The current study was done in government secondary schools only.

Gure (2014) studied organizational culture against employees' performance in private secondary schools in Mogadishu Somalia and noticed a weak organizational culture, as communication and decision-making gap was identified, which lowered morale of employees towards work. There was a contextual gap, as the study was carried out in a different country from Uganda where the current study was undertaken.

Nandamuri& Rao (2012) analyzed secondary school organizational culture in Krishna and established that about half of public secondary schools had positive culture of teachers helping learners in academics, regardless of the efforts of administration. This indicated a weakness of culture, as half of the public secondary schools studied had a positive one. The study had a gap

in time scope. The current study revealed other trends in the variables highlighted in chapter four and chapter five.

Wake (2016) examined indicators of an organization's culture in relation to supporting safety and noted a need for employees to feel comfortable reporting safety issues with their supervisors. There was a conceptual gap noted. There was need to establish whether teachers were free to share their concerns with administrators.

2.2 Teaching and learning

Schmidt, Bratland, & Bongaardt (2022) observed that inclusion of physical learning activities was crucial in classroom pedagogy. This implied that teachers should be innovative and also have a positive attitude to teaching and learning.

Wolf, Rivera, Ortega, Helm, & Baumer (2018), and Norad (2015) observed the need for keen attention to classroom processes, assessments and professionalism. That implied teachers' accommodativeness and readiness to adapt to learners facilitated achievement of qualityinstruction andlearning. The current study ascertained that teachers in Kyegegwa are responding in that regard and the extent of their response was also determined.

Ko, Sammons, & Bakkum (2016) consider teacher effectiveness in terms of focus on student outcomes and the teacher behaviors and classroom processes that promote better student outcomes. This suggested that when teachers are found to be effective, it is much more likely that learning will as well be effective.

Dambudzo (2015) observed the success of pedagogy as being dependent on teacher's application of appropriate teaching design. That implied practical application of knowledge and skills by learners, guided by the teacher. That required a holistic approach to teaching and learning, which guided the current study.

Fitria (2018) identified trust as a factor that affects teacher performance. When a school head trusts a teacher, such a teacher tends to perform better than when trust is little. Trust enhances integrity, competence, consistency, loyalty, and openness. That implied trust facilitated improved teaching and learning.

Emengin, Omenyi, & Nwankwo (2020) opined teachers' job performance as covering learning processes; lesson preparation, delivery, assessment and evaluation, and management of learners' behavior. This implied the teacher's role is both at class and school level.

Gure (2014) considered performance as productivity, innovativeness, and commitment of employees to achieve the objective and goal of the organization. Hence, teachers are expected to apply all their skills, innovation, and expertise to ensure effective teaching and learning.

LaForce, Noble, King, Century, Blackwell, Holt, Ibrahim, & Loo (2016) noted instruction to include customized learning, problem-solving learning, and rigorous learning. Thisrefered to a holistic form of teaching and learning, such as the competence-based curriculum, which encourages student-centered approach. The current study investigated the extent to which teachers attended to learner's academic needs.

2.3 Relationship between organizational culture and teaching and learning

Gure (2014) found organizational culture having ability to improve productivity and also motivate employees to work harder. This meant schools needed to develop and sustain culture supportive of teaching and learning.

Arifin (2014) established organizational culture as affecting job satisfaction positively, though the effect was insignificant, as it could not improve job satisfaction. That meant the contribution of organizational culture to job satisfaction would be significant only when aggregated with other factors.

Arif, Zainudin, & Abdul (2019), and Shulekina, Novikova, & Abayeva (2021) encouraged a culture of harmony with external environment for meaningful productivity and a sense of belonging to be realized among education stakeholders. That implied a culture that is accommodative to employees, would encourage them to be committed to the organization's tasks.

Pavlidou, & Efstathiades (2021) noted that workers' attitude is influenced by organizational culture, and in turn the attitude developed influences outcomes of the organization. That makes it necessary for the organizational leadership to promote a positive culture, in anticipation for desired outcomes.

Carter, Leonard, Onwuegbuzie, Rose, & Sabates (2021), observed cultural values as influencing teaching and learning in a holistic way. This meant whatever influences a learner in the learning environment is a result of the cultural set up. Hence, a strong culture optimizes teaching and learning.

Emengini, Omenyi, & Nwankwo (2020), found teachers generally performing their work well and having a positive attitude due to the school culture being good and recommended improvement in the culture, so that the teachers who did not like the culture would also be encouraged to work harder. This suggested a weak relationship between organizational culture and teaching and learning was noticed, because they noted that it was not significant due to some teachers not appreciating their school culture.

Fitria (2018) found a significant direct positive relationship between organizational culture and teacher performance in Palembang.That meant when schools develop a positive culture, both teachers and learners are motivated to improve and maintain better results.

Contextual gap was identified as the studies reviewed were undertaken in other countries. The current study was done in Kyegegwa, Uganda. The study by Kemigisa (2019) was done in Kyegegwa, focusing on causes of school drop out in order to regulate it, but this study focused on organizational culture, aiming at optimizing teaching and learning.

Chapter three

Methodology

3.0 Introduction

This chapter outlines the methodological framework employed to investigate the relationship between organizational culture and teaching and learning in secondary schools. The chapter presents the research design, population and sampling procedures, data collection methods and instruments, validity and reliability measures, data analysis techniques, and ethical considerations that guided the study.

3.1 Research orientation

This study adopted a mixed-methods research design, combining both quantitative and qualitative approaches (Creswell, 2014). The concurrent embedded design was specifically employed, where both data types were collected simultaneously but analyzed separately before integration during interpretation (Ghina, 2023).

The rationale for adopting a mixed-methods approach stems from the recognition that complex educational phenomena require multiple perspectives for comprehensive understanding. As noted by Preston, Goldring, Guthrie, Ramsey, & Huff (2017), organizational culture influences are multifaceted and require both numerical measurement and contextual exploration. This design enabled the researcher to: (a) quantify relationships between organizational culture dimensions and teaching and learning outcomes, (b) explore contextual factors and participant perspectives through qualitative inquiry, (c) triangulate findings to enhance research credibility and validity, and (d) address potential limitations inherent in single-method approaches.

3.2 Population and sample

The study was conducted in three purposively selected secondary schools in Kyegegwa district, Uganda. The target population comprized various stakeholders directly involved in the teaching and learning process. The total population included 324 students of senior three class and 37 teachers and administrators across the three schools. Justification for choosing senior three students was their ability to respond without fear. Heads of department included head of science; humanities; sports; and career guidance.

Table 3.1: *Study population and sample distribution*

Category	School A	School B	School C	Total Population (*N*)	Sample Size (*n*)
Students	89	134	101	324	258
Head Teachers	1	1	1	3	3
Deputy Head Teachers	1	1	1	3	3
Directors of Studies	1	1	1	3	3
Heads of Department	4	4	4	12	12
Teachers	6	8	8	22	22
Total Participants	**102**	**149**	**116**	**367**	**301**

3.3 Sample size determination

The student sample size of 258 was determined using the Krejcie and Morgan (1970) formula for finite populations, calculated to ensure adequate statistical power for correlation and regression analyses. The formula used was:

$n = \chi^2 NP(1-P) / d^2(N-1) + \chi^2 P(1-P)$

Where n = required sample size, χ^2 = chi-square value (3.841 at 95% confidence level), N = population size, P = population proportion (0.5), and d = desired precision (0.05).

Census sampling (n = 37) was employed for teaching and administrative staff due to their limited numbers and specialized roles in organizational culture development. This approach ensured comprehensive representation of all hierarchical levels within the school organizations.

3.4 Sampling technique

Purposive sampling was used on school administrators and documents; minutes for End of Term one, Beginning of Term two staff meetings, duty report books, Board of Governors minutes, PTA Executive minutes, support supervision records, Continuous Professsional Development records, Schemes of work and project reports which were analyzed (Radhakrishnan, 2014). The technique helped optimize generation of factual data. Random

sampling was used to select student and teacher participants (Berman, 2025). This offered equal opportunities to potential participants selected for study, hence minimized bias in the findings.

3.5 Data collection and tools

Observation checklist wasused to collect data on individual participant's behavior namely; classroom activities, students' and teachers' behaviors.

Questionnaire was administered to school administrators, teachers, and students.

Interview guide was used to generate constructs from school administrators, teachers, and students who mentioned unique informationed and those whose behavior differed from others.

Quantitative data was collected using questionnaire and observation checklist.

Questionnaire was administered to participants according to their categories. School administrators and teachers responded at different times due to variation in their schedule of duties. Students responded as a group. This helped the researcher to mobilize the respondents easily.

Collecting quantitative and qualitative types of data made the study optimize the benefits of both research methods.

3.6 Validity and reliability

Quantitative Data Validity and Reliability;

Content Validity. A panel of five experienced secondary school teachers evaluated the research instruments for content validity. The Content Validity Ratio (CVR) was calculated for each item using the formula CVR = (n_e - N/2) / (N/2), where n_e represents the number of panelists rating an item as essential/relevant and N represents the total number of panelists. Effendy (2025) & Nikolopoulou (2023).

Table 3.2: *Content validity assessment results*

Item Category	Panellists (*N*)	Essential (n_e)	Rating	Very Good	Good	CVR
Items 1-4, 6-10, 15, 17, 19, 22	5	5		5	0	1.0
Items 5, 14, 16, 21, 23	5	5		4	1	0.6
Items 13, 20	5	5		3	2	0.2
Items 11, 12, 18	5	5		2	3	-0.2

The overall Content Validity Index (CVI) was calculated as the mean of all CVR values, resulting in CVI = 0.70. This exceeded the minimum threshold of 0.70 for acceptable content validity (Effendy, 2025). Items with low CVR scores (Items 11, 12, 18) were revised for clarity while maintaining their conceptual relevance.

Internal Consistency Reliability. Post-collection reliability analysis was conducted using Cronbach's alpha coefficient through SPSS software version 27.0, with confirmatory factor analysis employed to validate instrument constructs and ensure adequate internal consistency.

Qualitative Data Credibility;

Qualitative data credibility was ensured through: (a) data saturation achieved, (b) methodological triangulation using interviews, observations, and documents, (c) member checking.

3.7 Administration procedures

Institutional approvals were sought from Gulu university authorities before commencement of the study (Fleming & Zegwaard, 2018).

The tools were pilot-tested on ten participants, twice at an interval of two weeks and responses were very closely related. That ensured relevance and appropriateness. It helped minimize potential errors in the research. Both qualitative and quantitative data were collected simultaneously but separately, to ensure balanced attention to both data types (Dawadi, Shrestha, & Giri, 2021).

3.8 Data analysis

Quantitative Data Analysis;

Quantitative data were analyzed using SPSS version 27. Descriptive statistics including means, standard deviations, and frequency distributions were calculated for all variables. Pearson product-moment correlation coefficients were computed to determine relationships between organizational culture and teaching and learning. Multiple linear regression analysis was conducted to establish predictive relationships and determine explained variance. Statistical significance was set at $\alpha = .05$ for hypothesis testing.

Table 3.3: *Statistical Interpretation Framework*

Mean Range	**Descriptor**	**Interpretation Level**
4.50-5.00	Very Strong	Very High
3.50-4.49	Strong	High
2.50-3.49	Moderate	Average
1.50-2.49	Weak	Low
1.00-1.49	Very Weak	Very Low

Qualitative data analysis;

Qualitative data was analyzed by transcribing data, coding systematically, developing themes, reviewing themes against data, articulating meanings and relationships, and writing report of findings (Clarke & Braun, 2013).

Mixed-Methods Integration;

Integration occurred during the interpretation phase through convergence assessment to identify alignment between quantitative and qualitative findings. Divergence exploration was done to examine discrepancies for deeper insights. Qualitative data was used to supplement quantitative analysis.

3.9 Ethical consideration

Voluntary participation was considered, to respect freedom for research respondents to freely decide to participate or decline, without being threatened by the investigator (Bhandhari, 2023).

Informed consent (Bhandhari, 2023). The participants were informed about the purpose of the research and all the information they wished to know about the study and process was provided. That enabled them to take part in the study, aware of all that was in it in totality.

Anonymity was also ensured (Bhandhari, 2023). The researcher did so by separating personal information from the data and replaced it with random numbers.

Confidentiality was also observed in the process of data collection (Bhandhari, 2023).

Freedom from harm. Psychological, social and legal forms of harm were restricted by ensuring confidentiality (Bhandhari, 2023).

Chapter four

Presentation of results

4.1 Introduction

This chapter presents the findings of the study examining the relationship between organizational culture and teaching and learning in government secondary schools in Kyegegwa district. The analysis is focused on research objectives: (1) investigating the impact of organizational culture on teaching and learning, (2) establishing the level of teaching and learning, and (3) determining the relationship between organizational culture and teaching and learning.The chapter employed a mixed-methods approach, presenting quantitative findings through descriptive statistics, correlation analyses, and regression modelling, followed by qualitative insights from key informant interviews. Data was collected from 37 school administrators and teachers and 258 students in government secondary schools in the district, providing comprehensive perspectives on the research phenomena.

4.2 Demographic profile of participants

4.2.1 Teacher characteristics

The study involved 37 school administrators and teachers from government secondary schools in Kyegegwa district. The demographic characteristics enabled contextualization while interpreting the findings.

The sample was predominantly male, with 28 participants (75.7%) being male and 9 (24.3%) being female. This gender imbalance reflects the broader pattern of male dominance in secondary school teaching positions in rural Ugandan contexts.

The majority of teachers held bachelor's degrees (n = 28, 75.7%), indicating a relatively well-qualified teaching force. Seven teachers (18.9%) held diplomas, while only one participant each had a master's degree (2.7%) and post graduate diploma (2.7%). This distribution suggests that most teachers meet the minimum qualification requirements for secondary school teaching.

Participants were fairly distributed across disciplinary areas, with 20 teachers (54.1%) having backgrounds in science or technology and 17 (45.9%) in arts or humanities. This balance provides valuable comparative insights across different subject areas.

Employment duration at current schools varied considerably. The largest group had served for 2 years (n = 13, 35.1%), followed by those with more than 5 years of service (n = 8, 21.6%). This distribution suggests a mix of experienced and relatively new teachers, with implications for organizational culture development and stability.

Approximately half of the participants (n = 18, 48.6%) were classified as base-level operatives, with 13 (35.1%) serving as middle-level managers. This hierarchical distribution provides perspectives from different levels of school administration and leadership.

4.2.2 Student participation

The student sample comprised 258 participants, providing robust data for comparative analysis with teacher responses. The large student sample enhances the reliability of findings regarding teaching and learning outcomes from the primary beneficiary perspective.

Table 4.1: Demographic characteristics of teacher participants (N = 37)

Variable	**Category**	**n**	**%**
Gender	Male	28	75.7
	Female	9	24.3
Highest qualification	Master's degree	1	2.7
	Bachelor's degree	28	75.7
	Diploma	7	18.9
	Post graduate diploma	1	2.7
Academic background	Arts/Humanities	17	45.9
	Science/Technology	20	54.1
Employment duration	1 year	5	13.5
	2 years	13	35.1
	4 years	7	18.9
	5 years	4	10.8
	More than 5 years	8	21.6
Organizational level	Top-level manager	1	2.7
	Middle-level manager	13	35.1
	Base-level manager	5	13.5

	Base-level operative	18	48.6

Source: Primary data

4.3 Impact of organizational culture on teaching and learning

4.3.1 Descriptive analysis of organizational culture dimensions

The study examined multiple dimensions of organizational culture and their perceived impact on teaching and learning. Both school administrators, teachers, and students provided ratings on organizational culture variables, revealing important patterns and perspectives.

School administrators and teachers rated Learning culture most highly (M = 4.20, SD = 0.80), indicating strong agreement that their schools foster environment conducive to continuous learning and professional development. Risk aversion (M = 3.72, SD = 0.66) and Collaborative participation (M = 3.69, SD = 0.65) received similar moderate ratings, suggesting moderate satisfaction with overall institutional values and practices.

Students provided notably higher ratings compared to school administrators and teachers.

Risk aversion (M = 4.21, SD = 0.71), Collaborative participation (M = 4.21, SD = 0.82) and Learning culture (M = 4.09, SD = 0.62), suggesting students perceive strong institutional pride and collaborative learning environment. However, there was need for improvement.

The consistently higher student ratings reflect different expectations, experiences, or perspectives on organizational culture compared to teachers who have more profound institutional knowledge and higher standards for organizational effectiveness.

Table 4.2: Descriptive statistics for organizational culture dimensions

Variable	Group	Minimum	Maximum	Mean	SD
Learning culture	Teachers	2.50	5.00	4.20	0.80
	Students	2.00	5.00	4.09	0.62
Risk aversion	Teachers	3.00	5.00	3.72	0.66
	Students	2.00	5.00	4.21	0.71
Collaborative participation	Teachers	2.50	5.00	3.69	0.65
	Students	1.00	5.00	4.21	0.82

Source: Primary data

Note: •Higher scores indicate greater endorsement of each construct (1 = Strongly Disagree, 5 = Strongly Agree). •Teachers include school administrators in the table 4.2

4.3.2 Correlation analysis: Organizational culture and teaching and learning

Correlation analyses examined the strength and direction of relationships between organizational culture and teaching and learning for both participant groups.

All organizational culture demonstrated significant positive correlations with teaching and learning. School administrators and teachers' responses on Collaborative participation showed the strongest relationship ($r = .68$, $p < .01$), followed by Learning culture ($r = .65$, $p < .01$), Risk aversion ($r = .55$, $p < .01$) and Teaching and Learning ($r = .61$, $p < .01$). These strong correlations suggest that teachers who perceive positive organizational culture are more likely to report improved teaching and learning.

Student responses revealed significant positive correlations across all measured dimensions. Risk Aversion showed the strongest correlation ($r = .49$, $p < .01$), followed by Learning Culture ($r = .48$, $p < .01$), and Collaborative Participation ($r = .39$, $p < .01$). Teaching and Learning was ($r = .61$, $p < .01$) The prominence of leadership in student correlations suggests that effective school leadership is particularly important from the student perspective.

Table 4.3: Correlations between organizational culture dimensions and teaching and learning outcomes

Variable	Teachers (N = 37)	Students (N = 258)
Learning Culture	.65**	.48**
Risk Aversion	.55**	.49**
Collaborative Participation	.68**	.39**
Teaching and Learning outcomes	.61**	.61**

Source: Primary Data

Note: *p < .01 (two-tailed). Values are Pearson correlation coefficients.

4.3.3 Predictive modeling of teaching and learning outcomes;

A multiple regression analysis examined the predictive capacity of organizational culture alongside demographic variables in explaining teaching and learning outcomes among teachers.

The overall regression model was statistically significant, $F(4, 20) = 4.67$, $p = .008$, with $R^2 = .48$. This indicates that the predictor variables collectively explained 48% of the variance in teaching and learning outcomes, representing a moderate to strong effect size. The adjusted R^2 of .38 accounts for the relatively small sample size and provides a more conservative estimate of explanatory power.

Organizational culture emerged as the sole significant predictor ($\beta = .68$, $t = 4.01$, $p = .001$), indicating that a one-unit increase in organizational culture score was associated with a 0.68 standard deviation increase in teaching and learning outcomes. This finding underscores the critical importance of organizational culture in determining educational effectiveness.

Gender ($\beta = -.06$, $p = .756$), Highest academic qualification ($\beta = .10$, $p = .562$), and Duration of employment ($\beta = -.11$, $p = .528$) did not significantly predict teaching and learning outcomes. This suggests that organizational factors may be more influential than individual demographic characteristics in determining educational outcomes.

Table 4.4: Multiple regression analysis predicting teaching and learning outcomes (N = 25)

Predictor	B	SE B	β	t	P	95% CI
Constant	1.55	0.99	---	1.58	.130	[-0.50, 3.61]
Organizational culture	0.63	0.16	.68	4.01	.001	[0.30, 0.96]
Gender	-0.09	0.28	-.06	-0.32	.756	[-0.67, 0.49]
Academic qualification	0.09	0.16	.10	0.59	.562	[-0.23, 0.42]
Employment duration	-0.04	0.06	-.11	-0.64	.528	[-0.17, 0.09]

Source: Primary data *Note: R^2 = .48 (Adjusted R^2 = .38). CI = Confidence Interval*

4.4 Level of Teaching and learning

4.4.1 Descriptive analysis of teaching and learning variables

The results in Table 4.5 present the descriptive statistics of teaching and learning variables as perceived by school administrators, teachers, and students. Teachers rated Systemic performance accountability the highest (M = 4.25, SD = 0.55), reflecting strong compliance with institutional standards and performance monitoring systems. They also reported high ratings for Connections to external communities (M = 3.99, SD = 0.59), implying they ackowledged the positive role of the parents, PTA, and BOG in supportingteaching and learning. Teaching and professional behavior (M = 3.91, SD = 0.76), showing confidence in professional conduct and collaborative networks. Personalized learning (M = 3.88, SD = 0.70), indicated teachers supported individual learners' academic needs. Quality instruction (M = 3.52, SD = 0.78), meant teachers' teaching strategies were fairly good, but needed improvement. The lowest rating was given to Systemic use of data (M = 3.35, SD = 0.67), suggesting a need to strengthen the integration of data-driven decision-making in school processes. Overall, school administrators and teachers expressed fairly positive self-perceptions of their teaching and learning practices.

From the students' perspective, Teaching and professional behavior was rated the highest (M = 4.00, SD = 0.85), implying that learners recognized and valued professional conduct, fairness, and teacher commitment in their daily interactions. This was followed closely by Personalized learning (M = 3.94, SD = 0.76) and Systemic performance accountability (M = 3.94, SD = 0.70), which indicate that students appreciated teachers' ability to personalize learning experiences while still upholding institutional rules. Slightly lower scores were observed for

Quality instruction (M = 3.66, SD = 0.92) and Systemic use of data (M = 3.76, SD = 0.71), although the ratings still leaned toward positive perceptions. Connections to external communities was rated (M = 3.88, SD = 0.57), meaning students were aware of the support given by the parents, PTA, and BOG in fostering teaching and learning.

A comparison of responses between teachers and students shows areas of convergence and divergence. Both groups gave relatively high scores for Teaching and professional behavior (M = 3.91, SD = 0.76, M = 4.00, SD = 0.85), and Personalized learning (M = 3.88, SD = 0.70, M = 3.94, SD = 0.76).That shows consistency in perceptions regarding teacher professionalism and the building of supportive learning relationships. However, teachers rated Systemic performance accountability much higher (M = 4.25, 0.55) than students did (M = 3.94, 0.70), possibly reflecting teachers' stronger awareness of institutional expectations. Students' ratings of Systemic use of data (M = 3.76, SD = 0.71) exceeded teachers' views (M = 3.35, 0.67), suggesting that students may perceive a greater role of data-informed practices in classroom experiences than teachers recognize. Connections to external communities (M = 3.99, SD = 0.59) among school administrators and teachers, and (M = 3.88, SD = 0.57) for students shows consistence in rate thatparents, PTA, and BOG were actively playing their supportive role. Quality instruction (M = 3.52, SD = 0.78), received moderate to strong rating (M = 3.66, SD = 0.92) by both school administrators and teachers, and students, indicating that they were confident of the teaching strategies used in teaching and learning, but there was need for improvement.

The table shows a generally positive view of teaching and learning, with high ratings for professionalism, accountability, and personalized learning. However, lower scores in quality instruction and use of data highlight areas needing improvement, providing guidance for strengthening overall effectiveness.

Table 4.5: Descriptive statistics for teaching and learning variables

Variable	**School administrators and teachers (N = 37)**	**Students (N = 258)**
	M (SD)	M (SD)
Teaching and Professional behavior	3.91 (0.76)	4.00 (0.85)
Systemic performance accountability	4.25 (0.55)	3.94 (0.70)
Connections to external communities	3.99 (0.59)	3.88 (0.57)
Systemic use of data	3.35 (0.67)	3.76 (0.71)
Quality instruction	3.52 (0.78)	3.66 (0.92)
Personalized learning	3.88 (0.70)	3.94 (0.76)

Source: Primary Data *Note: M = Mean, SD = Standard Deviation. Scale: 1 = Very Poor, 5 = Excellent*

4.4.2 Distribution of teaching and learning levels

Frequency analysis categorized teaching and learning outcomes into three levels: weak, moderate, and strong, providing insights into the distribution of educational effectiveness.

Among 258 students, the majority reported either moderate (n = 112, 43.4%) or strong (n = 130, 50.4%) teaching and learning outcomes. Only 16 students (6.2%) reported weak outcomes, suggesting that most students perceive their educational experiences positively.

Teachers demonstrated even more positive self-assessments, with 23 (62.2%) reporting strong outcomes and 12 (32.4%) reporting moderate outcomes. Only 2 teachers (5.4%) reported weak outcomes, indicating high levels of professional confidence and perceived effectiveness.

The generally positive distributions from both perspectives suggest that government secondary schools in Kyegegwa District are achieving reasonable levels of educational effectiveness, though opportunities for improvement remain.

Table 4.6: Distribution of teaching and learning outcome levels

Group	Level	N	%
Students (N = 258)	Weak	16	6.2
	Moderate	112	43.4
	Strong	130	50.4
Teachers (N = 37)	Weak	2	5.4
	Moderate	12	32.4
	Strong	23	62.2

Source: Primary Data

4.4.3 Demographic associations with teaching and learning outcomes

Chi-square analyzed examined relationships between demographic variables and teaching and learning outcome levels for both students and teachers.

No significant association was found between student gender and teaching and learning outcomes, $\chi^2(2, N = 258) = 1.45$, $p = .485$. Male students reported weak (4.8%), moderate (41.6%), and strong (53.6%) outcomes, while female students reported weak (7.5%), moderate (45.1%), and strong (47.4%) outcomes. This gender neutrality suggests equitable educational experiences across male and female students.

Among teachers, gender was not significantly associated with teaching and learning outcomes, $\chi^2(2, N = 37) = 1.26$, $p = .534$. Academic qualifications, $\chi^2(6, N = 37) = 3.37$, $p = .762$, and employment duration, $\chi^2(8, N = 25) = 3.40$, $p = .907$, also showed no significant associations.

However, academic disciplinary background demonstrated a significant association, $\chi^2(2, N = 37) = 6.93$, $p = .031$. Teachers with science and technology backgrounds reported more of strong outcomes (75.0%) compared to those in arts and humanities (47.1%). This finding reflected differences in resource availability, teaching methodologies, or outcome measurement approaches across disciplinary areas.

Table 4.7: Demographic associations with teaching and learning outcomes

Group	Variable & Category	Weak (%)	Moderate (%)	Strong (%)	χ^2 (p)
Students	Gender				
	Male (n = 125)	4.8	41.6	53.6	$\chi^2(2) = 1.45$
	Female (n = 133)	7.5	45.1	47.4	(p = .485)
Teachers	Gender				
	Male (n = 28)	7.1	28.6	64.3	$\chi^2(2) = 1.26$
	Female (n = 9)	0.0	44.4	55.6	(p = .534)
	Academic Background				
	Arts/Humanities (n = 17)	0.0	52.9	47.1	$\chi^2(2) = 6.93$*
	Science/Technology (n = 20)	10.0	15.0	75.0	(p = .031)

Source: Primary data

Note: *p < .05. Percentages calculated within each category.*

4.5 Relationship between organizational culture and teaching and learning

4.5.1 Primary correlation analysis

A focused correlation analysis examined the direct relationship between overall organizational culture and teaching and learning outcomes among teachers. The analysis revealed a significant positive correlation, r (37) = .61, p < .001, indicating a strong association between organizational culture and educational effectiveness.

This correlation coefficient represents a large effect size, suggesting that organizational culture explains approximately 37% of the variance in teaching and learning. The strength of this relationship underscores the fundamental importance of organizational culture in determining educational success.

Table 4.8: Correlation between organizational culture and teaching and learning

Variable	1	2
1. Organizational culture	---	.61**
2. Teaching and learning	.61**	---

Source: Primary DataNote: **p < .01 (two-tailed). N = 37*

4.5.2 Analysis of predictors of teaching and learning outcomes among teachers and students

Multiple regression analyses were conducted to examine the influence of organizational culture and demographic factors on teaching and learning outcomes among teachers and students in government secondary schools in Kyegegwa District.

For teachers (N = 37), the regression model was statistically significant, F (5, 31) = 4.11, p = .006, with an R^2 = .399, indicating that the predictors explained 39.9% of the variance in teaching and learning outcomes. Among the variables, organizational culture was the only significant predictor (β = .590, t = 4.12, p< .001). At the same time, gender, academic disciplinary background, duration of work employment at the school, and length of service in the current position were not statistically significant predictors.

For students (N = 258), the regression model was also significant, F(2, 255) = 73.69, p< .001, with an R^2 = .366, showing that the predictors explained 36.6% of the variance in teaching and learning outcomes. Consistent with teacher results, organizational culture was a strong positive predictor (β = .605, t = 12.14, p< .001), while gender was not statistically significant (β = –.019, t = –.37, p = .711).

Hypothesis Testing

- H_0, There is no relationship between organizational culture and teaching and learning in government secondary schools in Kyegegwa district.
- H_1, There is a relationship between organizational culture and teaching and learning in government secondary schools in Kyegegwa district.

Across all school administrators, teachers, and students, organizational culture significantly predicted teaching and learning outcomes (p< .001). Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

Table 4.9: Multiple regression analysis predicting teaching and learning outcomes for school administrators and teachers (N = 37)

Predictor	B	SE B	β	t	P	95% CI for B
Constant	1.402	0.738	—	1.899	.067	–0.104, 2.907
Organizational culture	0.569	0.138	.590	4.121	.000	0.288, 0.851
Gender	0.150	0.209	.111	0.718	.478	–0.276, 0.576
Academic disciplinary background	0.097	0.179	.084	0.544	.590	–0.267, 0.461
Duration of work employment at the school	–0.022	0.064	–.052	–0.343	.734	–0.152, 0.108
Length of service in current position	0.058	0.056	.150	1.032	.310	–0.057, 0.172

Source: Primary data

Note. $R = .631$, $R^2 = .399$, Adjusted $R^2 = .302$, $F(5, 31) = 4.11$, $p = .006$.

Table 4.10: Multiple Regression Analysis Predicting Teaching and Learning Outcomes for Students (N = 258)

Predictor	B	SE B	B	t	p	95% CI for B
Constant	1.179	0.242	—	4.882	.000	0.704, 1.655
Organizational culture	0.655	0.054	.605	12.138	.000	0.549, 0.762
Gender	–0.021	0.057	–.019	–0.371	.711	–0.134, 0.091

Source: Primary Data

Note. $R = .605$, $R^2 = .366$, Adjusted $R^2 = .361$, $F(2, 255) = 73.69$, $p < .001$.

4.6 Qualitative insights from key informant interviews

4.6.1 Impact of organizational culture on teaching and learning

Key informant interviews provided rich qualitative insights that complemented and contextualized the quantitative findings. Teachers and administrators offered nuanced perspectives on how organizational culture influences daily educational practices.

Informants identified several positive aspects of organizational culture that support teaching and learning. Collaborative practices, teamwork, and shared educational values were frequently mentioned as enabling factors. Teachers appreciated opportunities for professional interaction and mutual support in addressing educational challenges.

However, significant cultural barriers emerged from the interviews. Weak leadership structures were consistently cited as a major concern, with frequent leadership changes disrupting educational continuity. As one teacher explained: *"The headteacher keeps changing, and every time leadership changes, it disrupts the flow of teaching and learning."*

Limited staff recognition and involvement in decision-making processes were additional concerns. Teachers expressed frustration with top-down management approaches that excluded their professional input: *"We are not valued as stakeholders. If the administration could listen to us and involve us in decision-making, the culture would improve."*

The inactive role of governance structures, particularly Boards of Governors (BOG) and Parent-Teacher Associations (PTA), was highlighted as undermining institutional support: *"BOG and PTA only meet occasionally, yet they should be at the center of supporting school programs."* (Primary source)

4.6.2 Assessment of teaching and learning levels

Informants characterized the overall level of teaching and learning as moderate but constrained by systemic challenges. While acknowledging teacher dedication and effort, they identified significant barriers to educational effectiveness.

Inadequate educational resources emerged as a primary limitation. Teachers reported insufficient textbooks, laboratory equipment, and instructional materials that hindered effective teaching: *"We do our best in class, but without enough textbooks and laboratory equipment, the learners cannot practice what we teach."*

The need for ICT integration was emphasized, though infrastructure limitations posed significant barriers: *"Students need digital learning, but internet connectivity is still a challenge in our schools."*

Teachers identified gaps in student guidance and support services that affected learning motivation: *"Career guidance sessions are rare. If learners were supported more in their career choices, they would be motivated to work harder."* (Primary source)

4.6.3 Relationship between organizational culture and teaching and learning

Informants consistently described a direct relationship between organizational culture and teaching and learning outcomes. Supportive school cultural environments characterized by

teamwork, stable leadership, and teacher empowerment were associated with improved educational performance.

When organizational culture was supportive, teachers reported higher motivation and better student engagement: *"When leadership is supportive, we feel motivated to teach, and learners respond positively. But when we are not facilitated, even simple things like extra lessons become hard."*

Conversely, poor communication, delayed resource provision, and weak leadership directly undermined both teacher motivation and student performance. Teachers emphasized the interconnected nature of organizational culture and educational outcomes: *"A culture of cooperation and teamwork creates a good learning environment. Without that, teaching becomes a struggle."* (Primary source)

4.7 Chapter Summary

This chapter has presented comprehensive findings on the relationship between organizational culture and teaching and learning outcomes in government secondary schools in Kyegegwa district. The analysis reveals several key findings:

Quantitative analyses consistently demonstrated significant positive correlations between organizational culture dimensions and teaching and learning outcomes across teacher and student perspectives. The strongest relationships were observed for collaborative participation among teachers and learning-centered leadership among students.

Regression analysis identified organizational culture as the sole significant predictor of teaching and learning outcomes among teachers, explaining 48% of the variance, while demographic factors showed no significant effects.

Both school administrators and teachers, and students reported predominantly moderate to strong teaching and learning outcomes, with school administrators and teachers showing more positive self-assessments than student evaluations.

Science and technology teachers were significantly reported more of strong outcomes compared to their arts and humanities colleagues, suggesting subject-specific factors in educational effectiveness.

Key informant interviews confirmed quantitative findings while providing contextual insights into specific organizational culture barriers and enablers, particularly emphasizing the importance of stable leadership and teacher empowerment.

These findings provide strong evidence for the critical role of organizational culture in determining educational effectiveness and offer important implications for policy and practice in secondary education management.

Chapter five

Discussion, conclusion, and recommendations

5.1 Introduction

This chapter synthesized research findings within the context of existing literature and theoretical framework. The discussion was organized based on three main research objectives: (a) Investigating the impact of organizational culture on teaching and learning. (b) Establishing the level of teaching and learning in government secondary schools. (c) Determining the relationship between organizational culture and teaching and learning in government secondary schools in Kyegegwa district, Uganda. The chapter presents conclusions from both quantitative and qualitative analyses, offers evidence-based recommendations for stakeholders, highlights study limitations, and suggests directions for future research.

5.2 Discussion of findings

5.2.1 Impact of organizational culture on teaching and learning

The findings revealed significant positive correlations between organizational culture dimensions and teaching and learning outcomes across all school administrator, teacher, and student samples. Among teachers (N = 37), collaborative participation demonstrated the strongest correlation (r = .68, p< .01), followed by learning culture (r = .65, p< .01). These results align with Fitriana, Fitria, & Fitriani (2021) findings on organizational culture, which emphasize that shared values, collaborative practices, and learning-oriented environment are fundamental predictors of organizational effectiveness.

The prominence of collaborative participation varied from Gure (2014)'s results specifically where he noted teamwork, employee involvement, and consensus-building lacking. This finding has demonstrated that collaborative school cultures significantly predict student achievement gains over time.

Student responses (N = 258) identified learning-centered leadership as the strongest predictor of teaching and learning outcomes (r = .64, p< .01). This finding agrees with Wake (2016)'s transformational leadership study finding, that employees need to freely share their concerns with their supervisors at work. That demonstrates that school leadership indirectly affects student achievement through its influence on organizational culture and teacher motivation.

The differential emphasis between teachers (collaboration) and students (leadership) suggests that stakeholders perceive organizational effectiveness through distinct but complementary lenses.

Qualitative findings from key informant interviews confirmed these quantitative relationships while revealing contextual barriers. Leadership instability emerged as a critical impediment, with participants noting that frequent leadership changes disrupt educational continuity.This finding poses a risk of less commitment of school leadership in supervisory work.That is corroborated by the finding byNandamuri& Rao (2012), and Arif, Zainudin, & Abdul (2019) research papers,which noted weak organizational culture in relation to performance, as the school principals put in less effort than expected of them in fostering performance of their teachers and learners.

5.2.2 Level of Teaching and Learning

Frequency analyses revealed predominantly positive teaching and learning outcomes, with 93.8% of students and 94.6% of teachers reporting moderate to strong outcomes. These findings suggest reasonable educational effectiveness despite resource constraints commonly associated with government secondary schools in sub-Saharan Africa (UNESCO, 2016).

A notable discrepancy emerged between teacher and student ratings, with teachers providing consistently lower ratings for organizational culture dimensions while students demonstrated greater optimism. This pattern reflected differential standards and expectations, demonstrating systematic differences between teacher and student perceptions of educational effectiveness.

The chi-square analysis revealed a significant association between academic disciplinary background and teaching and learning outcomes among teachers, $\chi^2(2, N = 37) = 6.93, p = .031$. Science and technology teachers reported strong outcomes (75.0%) compared to arts and humanities teachers (47.1%). This disparity reflected differential resource allocation, assessment methodologies, or student engagement patterns across disciplinary areas, warranting policy attention to ensure educational equity.

Qualitative interviews contextualized these quantitative findings by identifying systemic constraints including inadequate educational resources, limited ICT infrastructure, and insufficient student support systems. These barriers align with broader research on educational quality challenges in developing countries (UNESCO, 2016), and (UNESCO, 2019) and suggest that while outcomes are generally positive, significant improvement potential remains.

5.2.3 Relationship between organizational culture and teaching and learning

Correlation analysis revealed a strong positive relationship between organizational culture and teaching and learning outcomes ($r = .61$, $p < .001$, $r^2 = .37$). This large effect size demonstrates that organizational culture explains 37% of the variance in educational outcomes among government secondary schools.

Multiple regression analysis identified organizational culture as the only significant predictor of teaching and learning outcomes ($\beta = .68$, $t = 4.01$, $p = .001$), with the model explaining 48% of variance, $F(4, 20) = 4.67$, $p = .008$. Demographic variables (gender, academic qualifications, employment duration) were nonsignificant, indicating organizational factors supersede individual characteristics in determining educational effectiveness.

Results support the constructivist theory by Whitehead, (2017), which facilitate interpretation of phenomena in the areas of employee behavior and decision-making in organizations. The correlation coefficient ($r = .61$) suggested organizational culture plays a particularly significant role in resource-constrained environments. It demonstrated that school organizational factors influence student outcomes.

Key informant interviews validated quantitative findings. Participants described direct links between supportive organizational culture and enhanced teaching and learning outcomes through effective leadership, collaborative teamwork, and professional recognition. Teachers reported that supportive culture, with stable leadership and collaborative decision-making increased motivation, improving classroom practices and student engagement.

School organization cultural barriers included leadership instability, which disrupted continuity and reduced long-term educational investment, and inadequate recognition with exclusion from decision-making, which weakened organizational culture and performance relationships.

Qualitative data revealed mechanisms linking organizational culture to educational effectiveness. Positive culture fostered information sharing, collaborative problem-solving, and collective responsibility for student outcomes. Weak culture exhibited individualistic approaches, limited communication, and reduced accountability. These findings highlight teacher motivation and behavior as mediators translating organizational culture into teaching and learning outcomes (Gure, 2014).

Organizational culture as the primary predictor (48% variance explained) while demographic factors showed no effects suggests school improvement should prioritize cultural development over individual teacher characteristics. This challenge conventional approaches focusing on teacher qualifications, indicating organizational systemic cultural interventions may be more effective. Cultural interventions offer cost-effective improvement strategies for resource-constrained educational systems, emphasizing organizational system processes over material resources.

5.3 Conclusions

Based on the comprehensive analysis of quantitative and qualitative data, the following conclusions were drawn:

Organizational culture significantly predicts teaching and learning outcomes. The strong correlation ($r = .61$) and regression findings demonstrate that organizational culture is a primary determinant of educational effectiveness in government secondary schools.

Collaborative participation and learning culture are critical success factors. These dimensions showed the strongest relationships with teacher-reported outcomes, indicating their fundamental importance for educational effectiveness.

Learning-centered leadership is essential from the student perspective. Students particularly value effective institutional leadership, suggesting its crucial role in creating positive learning environments.

Organizational culture had a significant impact on teaching and learning. It is important to buid a positive culture, which can promote effective teaching and learning in government secondary schools in Kyegegwa district.

Teaching and learning outcomes are generally positive, but improvement opportunities exist. Most participants reported moderate to strong outcomes, although systemic barriers limit full potential realization.

Leadership instability significantly undermines organizational effectiveness. Frequent leadership changes disrupt cultural continuity and teaching and learning processes.

Academic disciplinary disparities require policy attention. The significantly better outcomes reported by science teachers compared to humanities teachers suggest inequitable resource distribution or support systems.

Organizational factors supercede individual demographics in predicting outcomes. The regression analysis revealed that institutional culture is more influential than personal characteristics in determining teaching and learning effectiveness.

Resource constraints and inadequate infrastructure limit teaching and learning effectiveness. Despite positive cultural elements, systemic barriers prevent optimal educational outcomes.

The level of teaching and learning is moderate in government secondary schools in Kyegegwa district. There is need to strengthen all the dimensions investigated in this study, and all the constructs which have been identified as capable of improving teaching and learning.

The relationship between organizational culture, teaching and learning is significantly strong, in government secondary schools in Kyegegwa district. If school administrators, teachers, students, Board of Governers, and P.T.A. develop and uphold positive school culture, teaching and learning can improve significantly. This can solve the problem of stagnation of teaching and learning.

The findings have offered signficantly valuable insights into possible solution to stagnation of teaching and learning. This is by reflecting on the practice of educators and students, emphasized by the constructivist theory (Whitehead, 2017).

5.4 Recommendations

5.4.1 For School leadership

Develop comprehensive organizational culture strategic plans that include vision articulation, shared value development, and systematic culture assessment processes.

Establish formal collaborative structures including professional learning communities, peer observation programs, and shared decision-making mechanisms to enhance collaborative participation.

Implement succession planning processes to ensure leadership continuity and minimize school cultural disruption during transitions.

Create systematic teacher recognition and empowerment programs to address motivation and professional satisfaction concerns.

Ensure organizational culture of their schools impact on teaching and learning positively. It is important to buid a positive culture, which can promote effective teaching and learning in government secondary schools in Kyegegwa district.

Strive to improve the level of teaching and learning from moderate to strong, in government secondary schools in Kyegegwa district. There is need to strengthen all the dimensions investigated in this study, and all the constructs which have been identified as capable of improving teaching and learning.

The relationship between organizational culture, teaching and learning is significantly strong, in government secondary schools in Kyegegwa district. School administrators, teachers, students, Board of Governers, and P.T.A. should develop and uphold positive school culture, for teaching and learning to improve significantly. This can solve the problem of stagnation of teaching and learning.

5.4.2 For district education authorities

Develop standardized organizational culture assessment instruments for regular school evaluation and improvement planning.

Implement comprehensive fundamental preparation and ongoing professional development programs focused on cultural leadership competencies.

Strengthen governance structures by providing training for Boards of Governors and Parent-Teacher Associations on their roles in supporting school culture.

5.4.3 For ministry of education and sports

Establish national policy frameworks recognizing organizational culture as a key educational quality indicator and including cultural measures in national assessment systems.

Reform teacher education curricula to include organizational culture and collaborative practice competencies in pre-service and in-service training programs.

Develop comprehensive infrastructure improvement plans addressing ICT connectivity and educational resource provision in rural schools.

Create a national school leadership development institute to provide systematic preparation and ongoing support for educational leaders.

Address resource allocation disparities across academic disciplinary areas through equity audits and targeted resource provision.

5.4.4 Study limitations

The Researcher acknowledges limitations that affect the interpretation and generalizability of the findings:

Sample size constraints. The teacher sample ($N = 37$) limits statistical power and generalizability to broader populations.

Geographic specificity. The focus on Kyegegwa District limits generalizability to other districts or countries.

5.5 Suggestion for further research

Conduct longitudinal studies examining the causal mechanisms and sustainability of organizational culture interventions on educational outcomes.

Implement comparative research across different educational contexts (urban/rural, public/private) to validate findings and identify contextual factors.

Develop and test specific organizational culture interventions through experimental designs to establish evidence-based improvement strategies.

Explore mediating mechanisms through which organizational culture influences teaching and learning processes using path analysis or structural equation modeling.

5.6 Implications for theory and practice

5.6.1 Theoretical Implications

The findings provide empirical validation of the constructivist theory (Whitehead, 2017), on organizational culture in secondary school teaching and learning context. The strong organizational culture and teaching and learning relationship observed supports the universality of the theory, while highlighting contextual factors that influence its application.

5.6.2 Practical Implications

The research demonstrates that organizational culture development represents a cost-effective strategy for improvement of teaching and learning that is within the control of school leaders and policymakers. Unlike resource-intensive interventions, organizational culture development focuses on leveraging existing human capital through improved organizational processes and relationships.

5.7 Contribution to knowledge

This study contributes to the existing knowledge base through:

Empirical evidence in Sub-Saharan African contexts, addressing a significant gap in organizational culture research, in educational systems of developing countries.

Multi-stakeholder perspectives providing comprehensive understanding of how different groups experience and evaluate organizational culture.

Mixed-methods integration offering robust evidence through triangulation of quantitative and qualitative findings.

Policy-relevant insights identifying specific, actionable strategies for educational improvement based on empirical evidence.

Theoretical validation confirming the applicability of organizational culture theory in resource-constrained educational environments.

5.8 Conclusion

This research provides compelling evidence that organizational culture significantly influences teaching and learning outcomes in government secondary schools. The findings demonstrate that despite resource constraints and systemic challenges, schools with strong, positive cultures can achieve meaningful educational success. The study underscores that educational improvement extends beyond increased funding to encompass the development of collaborative, learning-oriented cultures that value and empower both teachers and students.

For educational stakeholders, this research offers both evidence-based optimism and clear direction for improvement efforts. The identification of organizational culture as a primary determinant of educational effectiveness provides a focus for intervention that is both practical and cost-effective. The specific recommendations derived from empirical findings offer

actionable strategies for enhancing educational quality through systematic attention to organizational culture development.

As Uganda and other developing countries pursue educational improvement aligned with Sustainable Development Goal 4, the insights from this study suggest that investing in organizational culture development represents a strategic approach to achieving quality education for all. Educational excellence requires sustained commitment to creating organizational culture that can support, inspire, and empower all members of the school community.

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Appendices

Appendix A 1: Questionnaire for school administrators, and teachers

Rogers Twikirize,

Department of Education Management,

Faculty of Education and Humanities,

Gulu University,

P. O. Box 166, Gulu.

Dear Respondent,

My name is Rogers Twikirize, a student of Masters' of Education in Education Management at Gulu University. I am conducting academic study research entitled **Organizational culture and teaching and learning in government secondary schools in Kyegegwa district.** The study ultimately seeks to investigate the extent to which teaching and learning is being done, given the prevailing organizational management, with intention of maximizing efficiency and learner achievement. The Head teacher, Director of Studies, Heads of Department of Science and Arts, and teachers are particularly targeted to participate in this study.

As an administrator, or a teacher at the school, you have been identified as an individual who may have valuable contribution towards this study. I am therefore requesting for your participation in this study by voluntarily providing information that will enable this study fulfil its purpose. The information you are providing will strictly be confidential and only used for this study. Your identity is not required. Please do not write your name or any personal particulars anywhere on this questionnaire other than those asked for.

I thank you in anticipation of your valuable contribution to this study.

Instruction:

-You are requested to respond to all items under each section.

-Follow instructions that may be provided under each section.

For Researcher's Use Only.
Serial Number……
Respondent category:……

Date of Issue……

1. Respondent's characteristics:

-Put a tick ( ) in an appropriate box

i) Respondent's Gender: Male ☐ Female ☐

ii) Respondent's highest academic qualification:

PhD	Masters Degree	Bachelors Degree	Other (Specify) ……

iii) Academic disciplinary background:

Arts/Humanities	Science/Technology

iv) Duration of work employment at this school:

Less than 1 year	1 year	2 years	3 years	4 years	5 years	More than 5 years

v) Current Job Title at this School:……..

vi) Level of current position in the school (tick as appropriate):

Top-level manager	Middle-level manager	Base-level manager	Base-level operative

vii) Length of service in the current position (Tick appropriate box):

Less than 1 year	1 year	2 years	3 years	4 years	5years	More than 5 years

2. Analysis of Strength/Impact of the School/Organizational management practice in relation to teaching and learning processes

The following Table contains a list of Competencies that may be required in management of schools in relation to teaching and learning. You are requested to rate the strength of the management and practice of teaching and learning in this school, by ticking in the

appropriate box rated **5 (very strong), 4 (strong), 3 (moderate), 2 (weak), and 1 (very weak)** to indicate the degree to which such competency needs to be maintained or improved in order to optimize learner achievement. In case there are other competencies required, that are not listed in the table below, please indicate them in the spaces provided at the end.

Area of focus	**Rating of strength of competencies in this school**				
	5 (Very strong)	**4 (Strong)**	**3 (Moderate)**	**2 (Weak)**	**1 (Very weak)**
Competencies					
Organizational culture:					
1. Learning culture					
Do teachers encourage students to consult and discuss academics?					
Does school leadership prioritize teaching and learning?					
What needs improvement?					
2. Risk aversion					
Are teachers happy with and proud of the school?					
Do teachers follow and implement school's set goals and values?					
What should be improved?					
3. Collaborative participation					
Does staff participate and work together in school activities?					
Does school administration consider employees' needs as important as those of the school?					
What could be changed for better?					
Teaching and learning:					
1. Learning-centered leadership					
Are school leaders always interested in progress of teaching-learning process?					
Do school leaders also give attention to other issues concerning learners?					
What should school leaders improve on?					
a) Teaching and professional behavior					
Teachers' attitude:					
Do all teachers work hard for better performance of students?					
Do all teachers cooperate and work together in school activities?					

What should be improved on?					
b) Systemic performance accountability					
Academic Standards. Are students taught all their subject competencies they are required to learn?					
Curriculum. Does the school follow guidelines for teaching e.g. required subjects, elective and general educational goals?					
Assessment. Do teachers administer standardized assessments to students?					
What should be changed?					
c) Systemic use of data					
Do teachers help students make right career choices based on policy?					
What should be improved?					
d) Connections to external communities					
Links to: **Parents;**					
Are P.T.A. meetings held regularly to discuss students' progress, strength and areas for improvement?					
Are Parent/Class days arranged to engage parents to support learning?					
Are B.O.G. and P.T.A. active and do they have regular meetings to support school programs?					
What should be improved?					
2. Rigorous and aligned curriculum					
Content students cover;					
Are the topics covered up to date according to the syllabus specification?					
Are diverse needs of learners e.g. students with disabilities and gifted learners given unique attention when teaching?					
Are Teachers given opportunities and resources to train, understand and implement the curriculum?					
What should be improved?					

a) Quality instruction					
Teaching strategies					
Are learners exposed to hands-on activities?					
Are students given long-term projects to investigate and solve real-world problems?					
Is timely feedback given to learners to help them improve?					
What should be improved?					
b) Personalized learning connections					
Strength of connections between teachers and their students;					
Is there trust, respect, empathy, and communication between teachers and learners?					
Do teachers monitor and assess individual student academic progress and help them improve?					
Do students interact positively with their peers e.g do they support one another's learning?					
What should be improved?					

Thank you for participating.

End

Appendix A 2: Questionnaire for secondary school students

Rogers Twikirize,

Department of Education Management,

Faculty of Education and Humanities,

Gulu University,

P. O. Box 166, Gulu.

Dear Respondent,

My name is Rogers Twikirize, a student of Masters' of Education in Education Management at Gulu University. I am conducting academic study research entitled **Organizational culture and teaching and learning in government secondary schools in Kyegegwa district.** The study ultimately seeks to investigate the extent to which teaching and learning is being done, given the prevailing organizational management, with intention of maximizing efficiency and learner achievement. Secondary school students are particularly targeted to participate in this study.

As a student at the school, you have been identified as an individual who may have valuable contribution towards this study. I am therefore requesting for your participation in this study by voluntarily providing information that will enable this study fulfil its purpose. The information you are providing will strictly be confidential and only used for this study. Your identity is not required. Please do not write your name or any personal particulars anywhere on this questionnaire other than those asked for.

I thank you in anticipation of your valuable contribution to this study.

Instruction:

-You are requested to respond to all items under each section.

-Follow instructions that may be provided under each section.

For Researcher's Use Only.
Serial Number……
Respondent category:……

Date of Issue……

1. Respondent's characteristics:

-Put a tick in an appropriate box

i) Respondent's Gender: Male ☐ Female ☐

ii) Respondent's academic level:

O' Level	A' Level	Other (Specify) ……

iii) Class……

iv) Academic disciplinary background(for A' Level only):

Arts/Humanities	Science/Technology

v) Duration of study at this school:

Less than 1 year	1 year	2 years	3 years	4 years	5 years	More than 5 years

vi) Current leadership title at this School (if any):……..

vii) Length of service in the current position (Tick appropriate box):

Less than 1 year	1 year	More than 1 year

1. Analysis of Strength/Impact of the School/Organizational management practice in relation to teaching and learning processes

The following Table contains a list of Competencies that may be required in management of schools in relation to teaching and learning. You are requested to rate the strength of the management and practice of teaching-learning process in this school, by ticking in the appropriate box rated **5 (very strong), 4 (strong), 3 (moderate), 2 (weak), and 1 (very weak)** to indicate the degree to which such competency needs to be maintained or improved

in order to optimize learner achievement. In case there are other competencies required, that are not listed in the table below, please indicate them in the spaces provided at the end.

Area of focus	**Rating of strength of competencies in this school**				
Competencies	**5 (Very strong)**	**4 (Strong)**	**3 (Moderate)**	**2 (Weak)**	**1 (Very weak)**
Organisational culture:					
1. Learning culture					
Do students consult and discuss for academic success?					
Do students work together to achieve team learning?					
Does school leadership in its plans put much attention to learning and learners?					
What needs improvement?					
2. Risk aversion					
Are students happy with and proud of the school?					
Do students appreciate and follow the school's values and rules?					
What should be improved?					
3. Collaborative participation					
Are students involved, and do they work together in school activities?					
What could the school administration change for the better?					
Teaching and learning:					
1. Learning-centred leadership					
Do school leaders always have an interest in the teaching and learning process?					
Do school leaders also give attention to other issues concerning learners?					
What should school leaders improve on?					
Teachers' attitude:					
a)Teaching and professional behavior					
Do all teachers work hard for the better performance of students?					
Do all teachers cooperate and work together in school activities?					
What should be improved on?					

b) Systemic performance accountability					
Are students taught all their subject competencies (knowledge areas) they are required to learn?					
Are standardized assessments (tests or exams) given to students?					
What should be changed for better?					
c) Systemic use of data					
Are students helped to make the right career choices based on policy/regulations?					
d) Connections to external communities					
Links to: Parents;					
Are P.T.A. and B.O.G. meetings held regularly to discuss students' progress?					
Are Parent/Class days arranged to engage parents to support learning?					
What should be improved?					
2. Rigorous and aligned curriculum					
Content students cover;					
Are the topics covered up to date according to the syllabus?					
Are students with disabilities and gifted learners given special attention when learning?					
What should be improved?					
a) Quality instruction					
Teaching strategies;					
Are learners exposed to hands-on activities such as field study, experiments etc?					
Are students given long-term projects to investigate and solve real-world problems?					
Do teachers give timely evaluation (feedback or comment) to learners to help them improve?					
Whatshould be improved?					
b) Personalised learning connections					
Strength of connections between teachers and their students;					

Is there trust, respect, kindness, and communication between teachers and learners?					
Do teachers monitor and assess individual student academic progress and help them improve?					
What should be made better?					
Connections that make learners have a sense of belonging;					
Do students interact positively (with kindness) and support one another's learning?					
What should be changed for better?					

Thank you for participating.

End

Appendix B: Observation Checklist – Organizational culture and teaching and learning in government secondary schools

Rogers Twikirize,

Department of Education Management,

Faculty of Education and Humanities,

Gulu University,

P. O. Box 166, Gulu.

This tool is to be used by the investigator in the field.

Observation will be done on teachers, students and documents.

Score rates: **5(Very Strong), 4(Strong), 3(Moderate),2(Weak)**, and **1(Very weak)**

	Indicators	**Focus area(s)**	**Observation**	**Score (up to 5)**
Organizational culture				
1.Learning culture	Class/Students' Minutes	Students' academic concerns		
	Learners' interaction in academic engagement	Learners' support for one another		
	Staff academic meeting minutes	Staff academic concerns		
2. Risk aversion	Beginning of Term staff minutes	Administrative remarks and staff strategies		
	End of Term staff minutes	Administrative remarks and staff concerns		
3. Collaborative participation	Involvement of staff in school activities eg assemblies, and other duties	Staff participation		
	Duty Report book/record	Concerns raised		
	Departmental Reports	Concerns raised		
	School budget (both P.T.A. and Capitation)	Main areas of interest (target)		
Teaching and learning				

1. Learning-Centered leadership	Support supervision record	Comments of supervisor/inspecto r		
	Involvement of school leadership in other school managerial areas	Areas other than academics		
a) Teaching and professional behavior	Teachers' attitude/response towards school events/programs	Teachers' participation		
	Appraisal forms (endorsed)	Duly endorsed		
b) Systemic performance accountability:	Time table	Activities/lessons and time allocated		
	Lesson monitoring forms (filled)	Comments made		
	Curriculum menueg number of subjects taught and mode of teaching	Relevance and compliance to policy		
Assessment	Standard of exam/A.O.I.	past papers administered		
	Summary of U.C.E./U.A.C.E. exams results	Analysis made		
Preparation for Higher Education	Curriculum Coverage	Syllabus		
	Career guidance Records	Frequency		
Skills development	Club Files	Active or not		
	Lesson observation-Mode of curriculum delivery	Supervisors' comment		
c) Systemic use of data; Decision making based on data	Curriculum implementation according to policy (CBC for O' level, KBC for A' level-S.6)	Compliance		
	School Improvement plan (SIP)	Target areas		
d) Connections to external communities; Supplementary learning opportunities from other partnersegNGO	Reports for Continuous Professional Development (CPD) eg Workshops and other forms of mentorship	Comments made		

, Local Government etc				
Parents' involvement	PTAProjects and minutes	Evident and concerns		
2. Rigorous and aligned curriculum; Pedagogical preparation	Current Schemes of Work, Lesson Plans, Syllabi	Endorsed and extent of coverage		
Lesson Observation	Communication and progress of lesson objectives during teaching-learning process	Classroom process		
Assessment	Relevance of formative assessment eg quizzes, discussions and summative assessmentActivity of Integration, End of Term exams	Quality set assessments		
a) Quality instruction; Student involvement	Participation and interest of learners	Classroom process		
Project-based learning	Project reports/scores	Evidence		
Feedback given to learners	Nature of feedback used to aid teaching-learning process	Supportive or otherwise		
b) Personalized learning connections; Trust, respect, empathy, and communication between teachers and learners	Learners physically consulting	Academic engagement		
Share of learning	Inquiry/discussion/debat e on academics between learners	Records or physical engagement		

End

Appendix C: Interview Guide for school administrators, teachers and students

Rogers Twikirize,

Department of Education Management,

Faculty of Education and Humanities,

Gulu University, P. O. Box 166, Gulu.

Dear Respondent,

My name is Rogers Twikirize, a student of Masters' in Education Management at Gulu University. I am conducting academic study research entitled **Organizational culture and teaching and learning in government secondary schools in Kyegegwadistrict.** The study ultimately seeks to investigate the extent to which teaching and learning is being done, given the prevailing organizational management, with intention of optimizing efficiency and learner achievement. Talking with you will help me understand that better and be in position to contribute to improvement of the situation. Therefore, I do appreciate you taking time to talk with me.

In this interview, attention will be put to your experience with Teaching and learning in relation to Organizational management practice.

There are no right or wrong answers. That implies you are free to tell me if there is anything that needs to be improved.

This interview is voluntary. You can opt out at any time for whichever reason.

All information you give me will be anonymous, so that if I share part of it with my colleagues, they will not know who said so.

I may at times take photos, or record audio in the course of the interview. That will strictly be kept confidential. It will only help me focus on what you share with me without having to take my notes while we are talking. I guarantee you that I will delete the recording when I finish taking notes.

I therefore, request you kindly to allow me interview you basing on the principles stated.1. Interviewee's characteristics:

a) Administrator or teacher only

i) Interviewee's Gender: Male ☐ Female ☐

ii) Interviewee's highest academic qualifications:

PhD	Masters Degree	Bachelors Degree	Other (Specify) …….

iii) Academic disciplinary background:

Art/Humanities	Science/Technology

iv) Duration of employment at this school:

Less than 1 year	1 year	2 years	3 years	4 years	5 years	More than 5 years

v) Current Job Title at this school:…….

vi) Level of current position in the school:

Top-level manager	Middle-level manager	Base-level manager	Base-level operative

vii) Length of service in the current position:

Less than 1 year	1 year	2 years	3 years	4 years	5 years	More than 5 years

b) Student only

i) Respondent's Gender: Male ☐ Female ☐

ii) Respondent's academic level:

O' Level	A' Level	Other (Specify) ……

iii) Class…….

iv) Academic disciplinary background (for A' Level only)

Arts/Humanities	Science/Technology

v) Duration of study at this school

Less than 1 year	1 year	2 years	3 years	4 years	5 years	More than 5 years

vi) Current leadership title at this school (if any)……
……
……

vii) Length of service in the current position (Tick appropriate box):

Less than 1 year	1 year	2 years	3 years	4 years	5 years	More than 5 years

2. Analysis of Strength/Impact of the school Organizational management practice in relation to teaching and learning processes

Kindly respond to all the following questions with supporting evidence/reason.

Organizational culture:

1. Learning culture

1a) Are learners encouraged by teachers to consult and discuss academics?

b) To what extent?

2a) Do learners support one another for team learning?

b) How is it done?

3a) Does the school leadership put learning and learners at the center of its plans?

b) Why do you say/believe so?

2. Risk aversion

1a) Are teachers happy with and proud of the school?

b) Why do you say so?

2a) Do teachers follow and implement school's set targets and rules?

b) Give examples of the targets and rules.

c) To what extent?

3. Collaborative participation

1a) Do staff get involved and work together in school activities?

b) Give examples of involvement in school work and activities.

c) Why is it like that?

2a) Does school administration consider employees' needs as important as those of the school?

b) How is that done?

Teaching and learning:

1. Learning-centered leadership

1a) Are school leaders always interested in teaching and learning process?

b) To what extent are they interested?

c) What shows?

2a) Do school leaders also give attention to other issues concerning learners?

b) Give examples of those issues.

c) To what extent do they give attention to those issues?

a) Teaching and professional behavior:

Teachers' attitude

1(a) Do all teachers in your school work hard for better performance of students?

b) Why do you say so?

2a) To what extent do teachers in your school cooperate and work together through school activities?

b) Mention some examples of those activities.

b) Systemic performance accountability:

Academic standards

1a) Are students taught all the subject competencies (knowledge areas) they are required to learn?

b) Why do you say so?

Curriculum

1a) Does the school offer learners the required subjects?

b) Does the school offer learners' elective subjects?

c) Does the school comply with the general educational goals?

d) Why do you say so?

e) Mention some examples.

Assessment

1a) Are standardized assessments (tests or exams) administered to learners to measure their learning outcomes?

b) Why do you say so?

c) Systemic use of data:

Decision making based on data

1. Do teachers help students make right career choices based on policy/regulations?

d) Connections to external community:

Links to parents

1. Are P.T.A. meetings held regularly to discuss students' progress, strength and areas for improvement?

2a) Are parent/class days arranged to engage parents to support learning?

b) How often is that done?

3a) Are school Board of Governors and P.T.A. active?

b) Do they hold regular meetings to support school programs?

2. Rigorous and aligned curriculum: Content students cover;

Topic(s) covered

1a) Are the topics covered UpToDate according to the syllabus specification?

b) Why is it so?

Diverse needs of learners

1. Do teachers give special attention to students with disabilities and gifted learners?

a) Quality instruction;

Teaching strategies

1. Are learners given clear instructions on what is expected of them in doing tasks?

2. Are students given long-term projects to investigate and solve real-world problems?

3. Is timely feedback given to learners to help them improve?

Assignments used to teach

1. Are students exposed tohands-on activities like field trips, experiments etc.?

b) Personalized learning connections;

Strength of connections between teachers and their students

1a) Is there trust, respect, empathy, and communication between teachers and learners?

b) To what extent is it so?

c) Why do you say so?

2a) Do teachers monitor and assess individual student academic progress and help them improve?

b) To what extent is that done?

c) Why do you say so?

d) Do teachers help individual students improve academically?

1. Do students interact positively (with kindness) and support one another's learning?

b) How do they do it?

Thank you for participating in this interview.

End

Appendix D: Consent form for administrators, teachers, and students

Rogers Twikirize,

Department of Education Management,

Faculty of Education and Humanities,

Gulu University,

P. O. Box 166, Gulu.

Dear Respondent,

My name is Rogers Twikirize, a student of Masters' of Education in Education Management at Gulu University. I am conducting academic study research entitled **Organizational culture and teaching and learning in government secondary schools in Kyegegwa district.** The study ultimately seeks to investigate the extent to which teaching and learning is being done, given the prevailing organizational management, with intention of maximizing efficiency and learner achievement. The Head teacher, Director of Studies, Heads of Department of Science and Arts, teachers, and students are particularly targeted to participate in this study.

As an administrator, a teacher, or a student at the school, you have been identified as an individual who may have valuable contribution towards this study. I am therefore requesting for your participation in this study by voluntarily providing information that will enable this study fulfil its purpose. The information you are providing will strictly be confidential and only used for this study.

I thank you in anticipation of your valuable contribution to this study.

Instruction:

-You are requested to indicate your identity in the space provided below.

For participant's identity

Category: Head teacher/ Director of studies/ Head of Department-Schience/ Head of Department-Arts/ Teacher / Student

Name:……

Signature:……

Date:……

For Guardian/Head teacher (in case the participant is below 18 years of age)

Name:……..

Signature:……..

Date:…….

For Researcher's Use Only.

Serial Number……

Respondent category:……

Date of Issue…….

Signature:……..

TWIKIRIZE ROGERS

Researcher

0781405723 / 0702346688

Appendix e: Budget for academic research data collection to be done by Twikirize rogers, from May, 2025 to September, 2025

Research title: *Organizational culture and teaching and learning in secondary schools in Kyegegwa district*

Objectives of the budget:

1. To optimize mobilization of funds.

2. To use the funds efficiently.

SN	ITEM	QUANTITY	UNIT COST	AMOUNT
1	Laptop	01	1,000,000=	1,000,000=
2	Iternet data			100,000=
3	Air time			200,000=
4	Stationary			100000=
5	Transport			2,000,000=
6	Feeding			2,000,000=
7	Accommodation			1,500,000=

Prepared by

……..

Twikirize Rogers

Reg. no. 21/U/2971/MED/PS

0781405723, 0782204998, 0702346688

Appendix F: Map of Study Area

