

**SCHOOL MANAGEMENT PRACTICES AND TEACHERS' ATTITUDE TOWARDS
TEACHING IN SECONDARY SCHOOLS IN BUDAKA DISTRICT, UGANDA**

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Declaration

I, Wandera Robert, do hereby declare that this dissertation entitled “school management practices and teachers’ attitude towards teaching” is my own work and has never been submitted to any University or Institution of Higher Learning for any award.

Signed: 

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Approval

This research dissertation by Wandera Robert, titled “*school management practices and teachers’ attitude towards teaching*” was conducted under my supervision and is now approved for submission to the Faculty of Education of Uganda Christian University.

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Abstract

This study investigated School Management Practices and teachers' attitude towards teaching in selected secondary schools in Budaka district Uganda. The specific objectives of the study were; To examine how Supervision, Planning and Motivation affect teachers' attitude towards teaching in selected secondary schools in Budaka district. The study employed a descriptive research design with quantitative and qualitative approach. The study sample was drawn from a population of 101 participants who included District Education Office (DEO) 05, SMC chair persons 10, Head teachers and deputies 26, and teachers 60 of which the sample size was DEO 05, SMC Chair persons 10, Head teachers and deputies 24, and teachers 55 totalling to 94 respondents. The study applied questionnaires and key informant interview guide as instruments of data-collection. Quantitative research design considered an Empirical investigation of social phenomena via statistical graphs, tables, frequencies, percentages, overall means and some numerical data and theories pertaining to phenomenon. Qualitative approach was adopted because the study looked at the various aspects of teachers' attitude towards teaching. Data was obtained, analysed and a meaningful generalization made to the entire district in both quantitative and qualitative measures. The major findings from this study showed that School Management Practices which are broken down into; Supervision, Planning, and Motivation, have a significant effect on teachers' attitudes towards teaching. Supervision, Planning and Motivation were found to be significant. They showed that School management practices have a significant effect on teachers' attitudes towards teaching given supervision obtained a mean score of 38.05 agree; Planning obtained 30.60 mean score which was moderate response rate and motivation obtained 29.20 mean score. Nevertheless, the response on the teachers' attitude revealed that 40.53 agreed, 5.53 neutral while 53.61 disagreed implying that teachers have negative attitude towards teaching, in summary, school management practices contribute to teachers' attitudes towards teaching and the attitude of teachers is low as per the mean score obtained at 53.61.

CHAPTER ONE

INTRODUCTION

1.0. Introduction

Teachers are the most important part of any country's education system. Effective teaching and learning activity is impossible to take place if teachers themselves have undesired attitude towards teaching. This study therefore was to establish the relationship between School Management Practices and teachers' attitude towards teaching. This chapter contains the background of the study, problem statement, the general objectives, specific objectives, research questions, scope, and the conceptual frame work.

1.1. Background

1.1.1. Historical Background

In 1925, the British colonial government in Uganda declared its intention of participating fully in the educational work of the country. However, its intention was not to stop the Missionaries from teaching and looking after their schools which they had already set up and from building new ones. Mainly the work of the British colonial government in education was to direct the conducting of education in the country, to build and administer some schools, to make sure that its advice was being followed in the schools under the Missionaries and to give the Missionaries much of the required money to run the already built schools and to build new ones.

To carry out the above responsibilities, the Uganda Protectorate Government set up a Department of Education as one of the Departments within the

administration. At that time, instead of having Ministries in Uganda, the British colonial government was organised on the basis of Departments. Thus the Department of Education was created in 1925 to be one of the Departments which the British colonial government had already set up to ensure proper management through planning, supervision and find appropriate ways of Motivating the teachers to stimulate their attitude towards teaching.

The colonial government through the Department of Education laid down a new general structure of education and the years for each section. This structure was as follows: Sub grade schools had untrained teachers. They ran primary one and two. Generally it was the Missionary Education Secretaries who supervised these schools. They were usually being nursed to be promoted into the next category of schools. Elementary Schools or vernacular schools had primary one to primary four, and were found at the Parishes where several Missionaries lived. They were being nursed to be promoted to the next category of schools. And in this aspect they were handling the management of these schools with the help of protectorate supervision. Full primary schools had classes one to six and were under trained teachers. Junior Secondary Schools had three classes for students who had completed primary six. Senior Secondary Schools had three classes for students who had completed the Junior Secondary Section. Some of them also ran the three classes of the junior secondary section. By and large, the senior secondary schools were run and taught in by European missionary teachers and were also boarding.

The Department of Education also set out to organise the curriculum and the syllabi for all categories of schools. The above situation meant that there were three kinds of education systems in Uganda. Therefore, it was difficult to ascertain the standard of pupils from the schools of the above set of missionary groups and to equate their educational attainment. However, the Department of Education carried out a study and furnished the education department, when they realised it was in a good position, they advised the colonial government to supervise the schools all over the country. This was the origin of School Management Practices and the head teachers were trained and committees were set to ensure quality education and effective teaching and resource utilization was checked. All teachers and the other staffs were catered for and teachers had positive attitude towards teaching which resulted in good performance and creativity in school.

All teachers in schools within a Parish were under the responsibility of either the Father-in-charge or the Pastor-in-charge and other educational affairs. He was the link between the Parish education affairs and the Education Secretary of the Diocese. This latter one in turn liaised with the Education Secretary General in Kampala from whom he took orders (nzdl.org2022). Teachers were being treated differently from the civil servants with the same number of years of training and comparable qualifications. Usually the teachers were being paid lower salaries than their counterpart workers in the civil service. Deductions were being made from their salaries without satisfactory explanation being given and suspension from teaching for a period of six months or one year without pay were common.

Due to such, many Head teachers wanted to have a free hand from the Church authorities and from the control of the Boards of Governors and the School Management Committees, they tended to disregard them. Because of the desire to be independent of Church control, some newly appointed Head teachers were usually not too keen to work closely with the Church authorities in matters connected with school administration. The government also encouraged this attitude to lessen the religious influence in schools. That attitude gave the Church authorities the impression that they were no longer welcome in matters which concerned education in the schools which they had established. This is one reason why Churches began to encourage the opening up of Parents Schools which were in fact Church private schools but disguised behind the parents who belonged to each individual Church. These church authorities thus began to be less interested in involving themselves in the affairs of those old schools which the government had taken over from them.

1.1.2. Contextual Background

The Government of Uganda has a comprehensive and ambitious set of education policies that aim at ensuring basic education for all, and efforts have been made to reach learners to access quality education. Government through NDP II 2015/16-2020 initiated three key objectives for the education sector namely; (i) achieving equitable access to relevant and quality education and training, (ii) ensuring delivery of relevant and quality education and training, and (iii) enhancing the efficiency and effectiveness of Education and Sports service delivery at all levels. There have been agencies supporting the management practices such as Educations Standards Agency (ESA), DEO's office have been

equipped and all schools allocated with Administrators. School administrators are responsible for providing administrative support within a school to keep everything running as smoothly as possible. However, the current education standard in Budaka district shows poor performance and teachers quitting the education sector to other sectors like Boda-Boda (Motor cycle ride for Money per DM) cycling.

Education plays a very important role in any country both developed and developing. Byamugisha, (2005) stated that, investing in education can help to foster economic growth, enhance productivity, contribute to national and social development, and reduce social inequality. Teachers and school administrators play a prominent role in the development and implementation of the education curriculum of a nation. They are equally seen as resources, which is the most important input into the educational system that handles classroom instrumental activity and curriculum delivery, which is a critical determinant of educational quality (Orji, 2016). Though such has been noted, it is regrettable in Budaka because teachers' attitude seems to be negative towards teaching in secondary schools. Secondary school level is the gateway to University and other institutions therefore; teachers make a key contribution to students' joining University hence the attitude of teachers at this level significantly contributes to either the success or failure of the education system (Singh 2016).

Teaching being a dynamic activity requires a favourable attitude and certain specific capabilities from its practitioners. Teachers' expertise depends on the attitude he/she possesses in teaching. The positive attitude helps teachers to

develop a conducive learner friendly and well managed classroom, have content knowledge and ensure quality of instruction. Attitude is made up of three components emotional, behavioural and intellectual hence acts as a yardstick of the individual behaviour (Feldman, 1985). Factors that bear influence on the attitude of the teacher are the classroom management, content knowledge and quality of instruction.

Singh (2016) in his study cited Thurstone (1946, p. 39) stated that a teacher with a favourable attitude towards teaching would produce right acceptable results (Shaheen, 2014), while a teacher's negative attitude towards teaching, no matter the levels of content knowledge and professional training s/he has, may affect students' performance negatively contributing to the education system (Passos, 2009).

Micheal Hogg (2007) defined attitude as a negative or positive evaluation of an object which influences human behaviour towards that object. Attitude is an evaluation of a thing in terms of like and or dislike, favour or disfavour, positive or negative, pro or anti (Martine Fishbien 2017). Therefore, the attitude of a teacher may greatly be contributed to by the School managers with their Management Practices to teachers (Parmar, et. al. 2008).

Teachers' attitude towards teaching significantly is influenced by experience which is entailed in content knowledge. Teaching experience of the teacher contributes significantly in forming his or her attitude towards teaching (Suja, 2007). Nevertheless, Osunde & Izevbigie, (2006) argues that, inadequate

motivation and delay in payment of salaries have effects towards the teacher's attitude towards teaching. These factors when minimized can encourage teachers to be more conscious and responsible towards their duties. Though Osunde & Izevbigie, 2006 reported that, less have been done to improve the teachers' attitude towards teaching. It's this that prompted the researcher to study about School Management Practices and teachers' attitude towards teaching.

Positive attitude towards teaching helps in developing creative thinking in teachers (Celikoz & Cetin; 2004). The different learning environment, instructional materials and strategies adopted in initial teacher training program are also responsible for difference in attitude of student teachers towards teaching.

Devi (2005) argues that teachers' attitude towards teaching depends upon two prime factors; attitude towards teaching and job satisfaction. In the same vein Suja (2007) also stated that, attitude towards teaching through content knowledge, quality of instruction and classroom management are greatly influenced by school management practices. Mathai (1992) in his study emphasized that attitude towards and success in teaching are correlated to each other. However, these are a myth in Budaka district. There is low and negative attitude towards teaching which has prompted the researcher to conduct this study.

The effective management of secondary schools is integral to the quality of education and, subsequently, the overall development of a nation. School

management practices encompass a wide range of activities, including administrative decision-making, resource allocation, curriculum development, and teacher supervision. These practices play a crucial role in shaping the learning environment and influencing teachers' attitudes towards their profession. The relationship between school management practices and teachers' attitudes is complex and multifaceted, as the manner in which schools are managed can significantly impact educators' job satisfaction, motivation, and overall commitment to teaching.

Teachers' attitudes towards teaching in secondary schools are influenced by a myriad of factors, with school management practices being a pivotal one. When school administrators implement effective management strategies that prioritize professional development, provide necessary resources, and foster a collaborative and supportive working environment, it can lead to positive teacher attitudes. Conversely, poor management practices, such as lack of communication, inadequate support, and excessive bureaucratic burdens, can lead to teacher burnout, demotivation, and a decline in the quality of education. Understanding the dynamic interplay between school management practices and teachers' attitudes is essential for educational policymakers and school leaders to enhance the overall quality of education in secondary schools (Leithwood & Jantzi, 2006; Fullan, 2007; Ingersoll & Strong, 2011).

Moreover, the challenges and opportunities in secondary education are shaped by the broader educational landscape, which includes policy reforms, societal expectations, and evolving pedagogical approaches. Recent developments, such

as the integration of technology in the classroom and the emergence of competency-based education, have added new dimensions to the management of secondary schools and have the potential to influence teachers' attitudes towards teaching. Additionally, in the context of globalization, there is a growing recognition of the need for schools to prepare students for a rapidly changing world, placing increased pressure on school management practices to adapt and innovate (Hargreaves & Shirley, 2009; Darling-Hammond et al., 2017; UNESCO, 2015). Therefore, an exploration of school management practices and teachers' attitudes in secondary schools should consider these broader educational trends and their implications.

1.1.3. Theoretical Background

School management practices are entailed with the elements that are linked to Max Weber "bureaucracy" theory. Max Webber developed four essential characteristics of ideal bureaucracy: Rationality, Hierarchy of authority, Expertise, Rules-based decision making, Formalization in line with technical qualification, and Specialization.

In a bureaucratic organization, everyone is treated equal and the division of labour is clearly described or each employee. Bureaucracy is an organisational structure that is characterised by many rules, standardised processes, procedures and requirements, number of desks, careful division of labour and responsibility, clear hierarchies and professional, almost impersonal interactions between employees".

Lunenburg F C, & Irby B J (2017) argues that, bureaucracy by Max Weber theory, was indispensable in large organizations in structurally performing all tasks by a great number of employees. In a bureaucratic organisation, selection and promotion only occur on the basis of technical qualifications and professionalism. Bureaucracy Theory and legal responsibility according to Max Weber theory contains three types of power in an organizations; *traditional power*, *charismatic power* and *legal power*. He refers in his bureaucratic theory to the last as a bureaucracy. All aspects of a democracy are organised on the basis of rules and laws, making the principle of established dominion.

Weber develops a typology of authority where rational legal authority is contrasted with previous forms. An organization would be classified as a bureaucratic only when the basis of authority is balanced, that is, explicitly designed to facilitate some organizational goal. Additional to that, the goals of the organization are pursued as values, rather than just a means to an end. This is in contrast to traditional authority, where the leader personally legitimates orders based on time honoured ways of doing. Although there may be stable and long term rational authority, traditional authority lacks an openly rational design and involves a personal orientation to the leader rather than duty to the organization. It's this nature of clarity in authority that links the relationship between the school management practices and the attitude of teachers towards teaching. Once a leader engages legal rational leadership authority in his management practices he will have to follow policies and approved plans which are elements of management practices and in the end the teachers' attitude will be positive and admired (FC Lunenburg · 2017 cited Weber, 1947).

According to Weber (1947), the ideal bureaucracy possesses the following characteristics: •*Division of Labour and Specialization*; Webber argues that, Divide all tasks into highly specialized jobs and give each jobholder the authority necessary to perform these duties. •*Rules and Regulations*; perform each task according to a consistent system of abstract rules. This practice helps ensure that task performance is uniform. •*Hierarchy of Authority*; Arrange all positions according to the principle of hierarchy. Each lower office is under the control of a higher one, and there is a clear chain of command from the top of the organization to the bottom. •*Impersonality in Interpersonal Relations*; Maintain an impersonal attitude toward subordinates. This social distance between administrators and staff members helps ensure that rational considerations are the basis for decision making, rather than favouritism or prejudices. •*Career Orientation*; Base employment on qualifications and give promotions based on job-related performance. As a corollary, protect employees from arbitrary dismissal, which should result in a high level of loyalty (Lunenburg & Ornstein, 2012).

1.1.4. Conceptual background.

Van Assen et al., 2009 argues that, School Management Practices usually refer to the working methods and innovations that managers use to improve the effectiveness of work systems with in a school. Common management practices include: Supervision, Planning and Motivation. Similar to that, management practices are defined as an entity of analytical instruments used to support the managers at work as something used in the implementation of the selected

management concept (Dessler, 2004; Sutherland & Canwell, 2004). School Management Practices therefore are more concerned with the institution, its goals, policies, supervision, motivation and execution of these policies to ensure quality teaching in schools by the teachers.

Ssali, (2006) argues that, School Managers are mandated to undertake critical responsibilities in the proper management of the schools. However, with the nature of the performance, and the attitude of teachers towards teaching, School Managers seem to have not effectively conducted their management practices as expected in secondary schools in Budaka district in terms of raising teachers' positive attitude in the teaching hence the poor and low attitude of teachers towards teaching in secondary schools in Budaka district.

Genuine care, willingness to share, sensitivity to students' needs, and motivation to provide meaningful learning represents the starting point of the nature of attitude towards teaching in secondary schools and is greatly affected by the nature of school management practices. When school Managers practice proper management practices, teachers exhibit genuine care, willingness to share, sensitivity to students' needs, and motivation to provide meaningful learning towards learners (Ohba, 2009). However, if that is on the contrally, then outcome is the teachers' negative attitude towards teaching and negative acts towards teaching and the learners in general (Waweru & Orodho, 2014).

1.2. Statement of the Problem

Ingersoll & Strong, (2011) opined that, in contemporary educational settings, the interplay between school management practices and teachers' attitudes towards teaching has become a critical area of focus. Effective school management is pivotal in shaping a conducive environment for teaching and learning. However, challenges such as inadequate leadership, lack of resources, and poor school climate can adversely affect teachers' motivation and performance. Darling-Hammond et al., (2017) highlighted that school heads employing participative and transformational leadership styles positively influenced teachers' job performance by fostering collaboration and providing necessary support that fosters teachers' attitude towards teaching. To have this in our schools, government has put in place the SMC, foundational leaders, finance committees, and above the professional leadership of teachers with their departmental leaders. However, it has been observed that there is higher teacher turnover rates, decreased job satisfaction, low genuine care, unwillingness to share, insensitivity to students' needs, and low motivation to provide meaningful learning (Budaka DLG report 2022). In the same perspective, recent reports have indicated that teachers' attitude towards teaching is influenced by multiple factors, including administrative support, professional development opportunities, school infrastructure, and socio-economic conditions. These dynamics underscore the necessity for school management to adopt strategies that enhance teacher motivation and create a supportive work environment. Therefore, investigating the effect of school management practices and teachers' attitudes towards teaching is essential. (Leithwood & Jantzi, 2006).

1.3. General objective of the study

To examine how School Management Practices, affect teachers' attitude towards teaching.

1.4. Specific objectives of the study

- i. To examine how supervision, affects teachers' attitude towards teaching in selected secondary schools in Budaka district.
- ii. To examine how planning affects teachers' attitude towards teaching in selected secondary schools in Budaka district.
- iii. To assess how motivation, affects teachers' attitude towards teaching in selected secondary schools in Budaka district.

1.5. Research questions

- i. How does supervision affect teachers' attitude towards teaching in selected secondary schools in Budaka district?
- ii. How does planning affect teachers' attitude towards teaching in selected secondary schools in Budaka district?
- iii. How does motivation affect teachers' attitude towards teaching in selected secondary schools in Budaka district?

1.6.0 Scope of the Study

The scope of the study was perceived in content scope, geographical scope and time scope.

1.6.1 Content scope

The study concentrated on examining how School Management Practices affect teachers' attitude towards teaching.

1.6.2. Time scope:

The study covered the period from 2019 -2023; a period during which there were a number of teachers quitting the profession and others showing irregular attendances, poor performances and low tolerance to school policies in the profession with low attitude towards teaching.

1.6.3 Geographical scope

The study was carried out in selected secondary schools in Budaka District in Eastern Uganda. Budaka district is along Mbale-Tirinyi highway bordered by Mbale in the eastern part, Butaleja in the Southern part, Butebo in the Northern and Kibuku in the Eastern. Budaka has more than 05 town councils and has more than 15 sub-counties. It's in Budaka district where teachers' attitude towards teaching seems to have declined and this has been observed through; lack of genuine care, unwillingness to share, insensitivity to students' needs, no motivation to provide meaningful learning in schools as many have become more of part timers than full time teachers reverting school time to Boda-Boda cycling and others to their personal business to earn extra income for their families. This has attracted the researcher to find out why such things are happening and yet there are School Managers in secondary schools in Budaka district. Hence conduct a study on School Management Practices and teachers' attitude towards teaching.

1.7. Significance of the study

The study is of great help to the policy-makers especially the planners at the Ministry of education on how School Management Practices affect teachers' attitude towards teaching.

The research findings are useful to investigators in the field of education and other related fields as it can be used as a point of reference for future research.

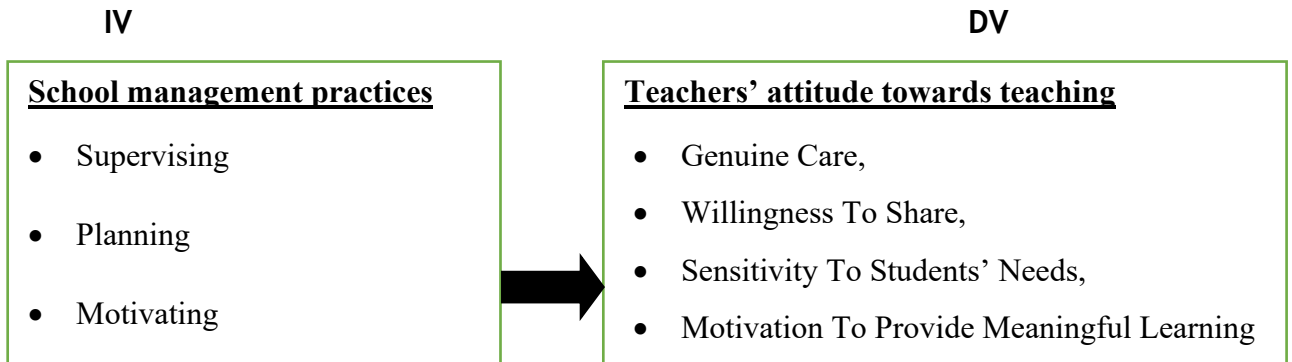
The research is of great importance to School Managers and other School Management bodies who carry on Planning, supervision and determine the motivation of their teachers for positive attitude towards teaching of which the end results are; genuine care, willingness to share, sensitivity to students' needs, and motivation to provide meaningful learning. However, if there is Poor planning, no effective supervision and poor motivation, then expect compromised and no: genuine care, willingness to share, sensitivity to students' needs, and motivation to provide meaningful learning hence a clear indicator of poor attitude towards teaching profession.

1.8. Justification of the study

Many scholars have carried out research on School Management Practices in relation to other determinants in secondary schools, leaving out the teachers' attitude towards teaching. Hence the need to study and examine School Management Practices and the teachers' attitude towards teaching. The current attitude of teachers towards teaching puts the education sector at stake. The teachers' low interest in showing genuine care, willingness to share, sensitivity to students' needs, and motivation to provide meaningful learning in most secondary schools in Budaka, has extremely been seen in the poor performance by both teachers and students in schools . (ESA -2021 report)

1.9. Conceptual Frame Work

Figure 1: Conceptual Framework: shows the relationship between the Independent Variable (school management practices) and Dependent Variable (teachers' attitude towards teaching).



Source: Adopted from: Leithwood & Jantzi (2006), Ingersoll & Strong, (2011), Darling-Hammond et al., 2017) and modified by researcher 2023.

From the conceptual frame work above, school management practices are the Independent Variable (IV) and focus was put on the three basic elements; Supervision, Planning and or Motivation. School Management Practices contribute to teachers' attitude towards teaching in secondary schools. Teachers' attitude towards teaching is the Dependent Variable (DV) with parameters such as: genuine care, willingness to share, sensitivity to students' needs, and motivation to provide meaningful learning.

No school system can succeed without proper planning, supervision and or Motivation to their teachers. Desired genuine care, willingness to share, sensitivity to students' needs, and motivation to provide meaningful learning can be a reflection of good planning, supervision and motivation to the job well done in the school by the managers as a school management practice. Therefore, when we use one against many variable checks, we realise that School

Management Practices contribute to either positive or negative teachers' attitude towards teaching in secondary schools in Budaka district Uganda.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This chapter presents literature review on theoretical framework and study objectives; examining how supervision affects teachers' attitude towards teaching in selected secondary schools in Budaka district; how planning affects teachers' attitude towards teaching in selected secondary schools in Budaka district; and motivation affects teachers' attitude towards teaching in selected secondary schools in Budaka district and the gap between variables.

2.1. Theoretical Review

This study adopted the Max Weber's theory of bureaucracy, which provides a useful framework for explaining the relationship between school management practices and teachers' attitudes towards teaching in selected secondary schools. At the end of the 19th century, Max Weber a German sociologist and author of *The Protestant Ethic and the Spirit of Capitalism* developed this theory in 1905, and was the first to use and describe the term bureaucracy. This is also known as the bureaucratic theory of management, bureaucratic management theory or the Max Weber theory. Weber's theory outlines the principles of an ideal bureaucratic organization, which includes: **a clear hierarchical structure, division of labour, formal rules and procedures, and impersonal relationships.** When applied to school management, this theory can shed light on how the organizational structure and practices of schools can influence teachers' attitudes towards teaching.

In the context of school management practices, the bureaucratic framework can be seen in the formal rules and procedures that govern administrative decisions, curriculum development, and resource allocation. When these rules are transparent, consistent, and fairly applied, they can contribute to a positive teacher attitude by creating a sense of fairness and predictability. Conversely, if bureaucratic procedures are excessively rigid, complex, or slow to adapt to changing needs, they can lead to frustration and job dissatisfaction among teachers. Furthermore, the hierarchical structure of schools, with administrators at the top and teachers further down, can impact teachers' attitudes based on the extent to which their voices are heard and their input is valued. Effective communication and a collaborative approach within this structure can enhance teachers' job satisfaction and motivation, aligning with Weber's principles of rationality and efficiency (Weber, 1947). Nevertheless, Murphy, (2002) contends that, Bureaucratic characteristics not only are being viewed as less than useful but also are considered to be harmful. Some of these built-in dysfunctions of bureaucracy include the following: 1. Division of labour and specialization a high degree of division of labour can reduce staff initiative. As jobs become narrower in scope and well defined by procedures, individuals sacrifice autonomy and independence. Although specialization can lead to increased productivity and efficiency, it can also create conflict between specialized units, to the disadvantage of the overall goals of the organization.

On the other hand (Yukl, G. A. (2010) stated that, an excessive adherence to bureaucratic rules and a lack of flexibility can hinder innovation and creative teaching approaches. This can negatively affect teacher attitudes, as they may

feel constrained by rigid regulations. Therefore, an effective application of Weber's bureaucratic theory to school management should strike a balance between maintaining necessary administrative orders and allowing for adaptability and creativity in the teaching process. Such a balance can contribute to a positive teaching environment, fostering favourable teacher attitudes towards their teaching and school management practices.

According to Weber (1947), the ideal bureaucracy possesses the following characteristics: •*Division of Labor and Specialization*; Webber argues that, Divide all tasks into highly specialized jobs and give each jobholder the authority necessary to perform these duties. •*Rules and Regulations*; perform each task according to a consistent system of abstract rules. This practice helps ensure that task performance is uniform. •*Hierarchy of Authority*; Arrange all positions according to the principle of hierarchy. Each lower office is under the control of a higher one, and there is a clear chain of command from the top of the organization to the bottom. •*Impersonality in Interpersonal Relations*; Maintain an impersonal attitude towards subordinates. This social distance between administrators and staff members helps ensure that rational considerations are the basis for decision making, rather than favouritism or prejudgments. •*Career Orientation*; Base employment on qualifications and give promotions based on job-related performance. As an upshot, protect employees from arbitrary dismissal, which should result in a high level of loyalty (Lunenburg & Ornstein, 2012).

2.2. School Management Practices

A teacher is a person who helps others to acquire knowledge, competences or values. Teacher is a designation for the office, position, and profession for someone who devotes himself in the field of education through patterned educational interaction, formal and systematic (Ngalim 2003). A school is an educational institution designed to provide learning spaces and learning environments for teaching to students (or “students”) under the direction of teachers. (Flávia Rita 2018). In addition to that, Merriam-Webster defined school as an organization that provides instruction: such as: an institution for the teaching of children: college, university.

Peter F. Drucker in his book, *The Practice of Management* defined Management as a multi-purpose organ that manages business and manages workers and work.” He states that, Management operates through five basic functions: planning, organizing, coordinating, commanding, and controlling. The quality school of management is a comprehensive concept for leading and operating an organization, aimed at continually improving performance by focusing on customers while addressing the needs of all stakeholders.

Van Assen et al., 2009 argues that, School Management Practices usually refer to the working methods and innovations that managers use to improve the effectiveness of work systems with in a school. Common management practices include: Supervision, Planning and Motivation. Similar to that, management practices are defined as an entity of analytical instruments used to support the

managers at work as something used in the implementation of the selected management concept (Dessler, 2004; Sutherland & Canwell, 2004).

School Management Practices therefore are more concerned with the institution, its goals, policies, supervision, motivation and execution of these policies to ensure quality teaching in schools by the teachers. However, School Management means running the school along the desired educational policies. It takes into account all aspects of the school (policies, material and human resources, programmes, activities, equipment etc.) (J Kolodziejczyk 2015). However, John Kotter (2001) states that, management consists of qualitatively different processes (a) planning and budgeting focused on the establishment of short term goals; (b) organizing and staffing by way of creating an organizational structure which latter is supervised to ensure attainment of organization goals and (c) is allocation of resources and problem solving by way of monitoring and Motivation to achieved results.

Everard and Ian Wilson (2004) argues that School Management is the process of running the school along the desired educational policies and integrates them into a fruitful whole. In the same shape, Hagman and Schwartz (2016) states that, Planning is select among alternatives, explores, routes before execution begins and identifies possible or probable outcomes or action before the executive and his organization is committed to any. Nevertheless, planning requires Resources to be used as effectively and systematically as possible. If Hagman and Schwartz (2016) published such and many school managers read his publication, why is the teachers' attitude towards teaching undesirable and yet school managers are in place?

Agih (2015) in their study quoted Sidho (2002) and stated that, Management in school entails working with and through teachers, non-teaching staff and pupils or students to get things done effectively. Therefore, it calls for staff involvement in the planning of school activities and their implantation if teachers are to develop positive attitude towards teaching. In school management, the primary aim is to improve teaching and learning, and all the activities of the school. The functions of management in schools are performed by the schools' heads (i.e. head teacher/principal) and they greatly contribute to the attitude of staff and students in the school.

2.3. Motivation

Armstrong (2010) defined Motivation as an incentive plan to reinforce the desirable behaviour of workers or employers and in return for their service to the organization. Motivation can be monetary in the form of salary or non-monetary in the form of awards for some special services to the company or simply giving an employee a work which he enjoys doing. The primary objective of organizations in giving Motivation is to attract, maintain and retain efficient, high performing and motivated employees. The scholar continues to state that, Motivation can be of two types: Intrinsic; they are incentives which satisfy an employee internally. Only money is not enough to motivate people and it is important to make people realize their contribution to the organization matters. Intrinsic incentives can be giving meaningful work to employees, giving autonomy to employees, allowing employees to take responsibility in areas of their expertise and provide developmental opportunities to employees. Extrinsic

rewards; these are mostly tangible incentives like pay, advancement, recognition, time off etc. Extrinsic Motivation the ones which are more sought after by employees as it can improve the motivation and job satisfaction in the short term and addresses immediate issues.

2.4. Attitude

Altmann, (2008) defined an attitude as a state of believing, valuing, or feeling something that predisposes an action or behaviour. He further states that, Attitude is the way in which a person views and evaluates something or someone, a predisposition or a tendency to respond positively or negatively toward a certain idea, object, person, or situation. In the same vein, R. Johnson Spring (2002) stated that attitude is a negative or positive evaluation of an object which influences human behaviour towards that object'. An attitude is a learned predisposition to respond in a favourable or unfavourable manner towards people, an object, an idea or a situation'. In this aspect therefore, if School Management do not hold its roles of Planning, supervision and or Motivation teachers in a school, then the end result may likely be irregular attendance, poor performance and intolerance to school policies.

The negative attitudes of teachers worsen their instructional performance, especially in schools leading to poor performance of learners as a result of poor curriculum implementation. Teachers' bad-mannered behaviour demotivates students, causes an unpleasant learning environment, and limits students' course choices. However, it results from the poor attitude they have within themselves which negatively affects the students learning (West, 1994). If

management is aware of such undesired resulting from negative attitude and they are the supervisors, planners and directly concern with motivation their staff, why is the attitude of teachers still a challenge to the ministry and could it be that the school management practices have fore gone their roles of supervision, planning and or Motivation of staff to inspire them to have positive attitude towards their profession? Negative attitudes in school by teachers' results in negative performance while positive attitudes put forth by teachers in the school may result into a positive performance. Teachers' attitudes can help or hurt student motivation, achievement and well-being. Studies found that negative teacher attitudes can impair academic achievement and increase students' psychological disorders and physical symptoms of stress (Johnson Spring 2002).

2.5.1 Genuine care

Anthony Owusu & Lydia Kyei (2016) stated that, educators need to demonstrate care in their classrooms and schools. The scholar emphasised that, teachers need to exhibit care by adapting their teaching to meet the needs of all students while building positive student-teacher relationships at all levels of education and in all learning environments. Though academic knowledge and skills are important, students need to feel respected, understood, appreciated, and cared for to promote learning (Noddings, 2002). Nevertheless, Noddings (2010) asserts that, Students, who perceive their teachers as caring, have a better sense of belonging in school and tend to show more progress when it comes to learning. Beland, (2014) opine that, in order to effect learning, educators need to display the humanistic side of teaching.

The paradigm of care is crucial at all levels of education, particularly during the middle education grades where our young learners are faced with uncontrollable challenges in the form of low academic achievement, and the lack of motivation and engagement (National Middle School Association-NMSA- 2010). The act of caring is essential for building healthy relationships with learners. Teachers must consider a pedagogical shift back to the basic moral virtues of care in order to ensure a lasting and positive change in education in our schools.

Lake Hass, & Matthews, (2014) asserts that caring builds trust and relationship between teacher and students in educational environment. Although the act of caring is considered the “softer side of teaching” teachers with low attitude towards teaching have little care for their students which hinders their performance in schools. Teaching includes both instructional and relational responsibilities. When students believe the adults at their school care about their learning, they feel they are part of their school and are more engaged and more likely to be academically successful (Baker & Narula, 2012).

2.5.2 Willingness to share

The willingness to share in teaching and learning processes is a crucial aspect of effective pedagogy, often explored within the context of constructivism and cooperative learning. Willingness to sharing ideas, experiences, and knowledge, especially in a collaborative setting, enhances understanding and learning. In the same perspective, willingness to sharing knowledge and experience in teaching and learning significantly enhances the educational process. It fosters

a collaborative environment, promotes deeper understanding, and can lead to more innovative teaching practices. Sharing also impacts the quality of education, reforms, and overall innovation within the field (Dyer Nobeok 2023 report).

Secondary education institutions are not only the cornerstone of knowledge dissemination but also important places for sharing knowledge and innovation (Malik, 2018). The sharing of knowledge is critical for promoting continuous progress in the education field and improving the quality of education (Mohammed et al. 2016). However, Fu et al. (2020) asserts that, achievement of effective learning depends on the willingness of individual teachers to share their knowledge. In the same perspective, willingness of individuals to share their knowledge and experience with others promotes the realization of a common goal (Ganguly et al., 2019).

Bolisani et al. (2018) asserts that, the willingness of share knowledge is influenced by the teachers' attitude, experience, and resources for the benefit of others. Thus, secondary education, teachers willing to share teaching methods, and educational resources with their colleagues/students improve the quality of education and promote the progress of disciplines (Saroyan et al., 2015). Sharing knowledge not only builds an educational environment of collaboration and mutual assistance but also cultivates students' innovative and critical thinking skills (Mulà et al., 2017). Therefore, willingness of teachers to share knowledge is crucial for the continuous improvement of secondary education (Bendermacher et al., 2017).

2.5.3 Sensitivity to students' needs

Sacramento State College (2023 report) indicated that, Sensitivity to student needs during the teaching-learning process involves understanding and addressing the diverse learning styles, emotional states, and individual circumstances of students. This sensitivity is crucial for creating an inclusive and supportive learning environment that fosters engagement, motivation, and academic success. Lowe. P ·(2015) asserts that, Sensitivity to students' needs significantly impacts the teaching-learning process by creating a more inclusive, supportive, and engaging environment. When teachers are aware of individual student needs, they foster better student engagement, improve learning outcomes, and ultimately lead to a more successful and positive educational Sensitivity. Sensitivity is represented by: age, emotional, temperamental, social, interpersonal, intellectual, cultural, intercultural, and aesthetic and sensitivity to nature. All types of sensitivity somehow affect the student's ability to perceive and assimilate information.

2.5.4 Motivation provides meaningful learning

Motivation serves as the driving force behind an individual's engagement, persistence, and overall success in the learning process (Chandrasekhar Bhoi-IJCRT 2024). As a multifaceted construct, motivation encompasses a spectrum of factors, including intrinsic and extrinsic elements, which significantly influence the acquisition of knowledge and skills. Motivation plays a crucial role in learning and can significantly impact an individual's willingness to engage in educational activities (Schunk & Zimmerman 2012). There are various types of

motivation, and they can be broadly categorized into intrinsic and extrinsic motivation.

Intrinsic Motivation refers to the drive that comes from within an individual. It involves pursuing an activity for its own sake, driven by personal interest, curiosity, or enjoyment. Extrinsic motivation involves engaging in an activity for external rewards or to avoid punishment. The motivation comes from outside factors rather than personal interest. Example: A student who studies hard to get good grades and praise from teachers or parents is driven by extrinsic motivation. (Abesekera & Dawson 2015).

Effective educators and learning environments often recognize the importance of tapping into various types of motivation to enhance the learning experience for individuals with diverse preferences and needs. Balancing intrinsic and extrinsic motivators, fostering a positive and supportive social environment, and providing opportunities for mastery (Rose 2011) and personal growth contribute to a more comprehensive approach to motivation in learning.

Seli, H. (2019) asserts that, effective teachers motivate students by creating a positive and supportive atmosphere in the classroom associated to motivation to learning. Chandrasekhar Bhoi-IJCRT 2024 cited Dorneyi 2000 who stated that, teachers' help students find relevance in the material, connect it to their lives, and understand the importance of learning which work as motivating factor. They adapt teaching methods, materials, and assessments to meet the individual needs of students with motivating atmosphere.

Motivation entails Teachers building positive relationships with students, creating a sense of trust and rapport. Motivation chronologically builds teacher-student relationship, enhances communication and contributes to a positive learning environment which accommodates diverse learning styles and abilities among students. However, Reeve (2018) established that, motivation creates clear expectations and maintains a positive attitude for effective teaching and learning. Nevertheless, motivation leads to implementing fair and consistent discipline, fostering a space where students feel safe and respected.

Sun (2016) asserts that, motivated students are more likely to invest time and effort into their studies, resulting in a better understanding in class. This deeper comprehension often translates into improved grades on assignments and exams. The scholar continues to state that, motivation positively impact performance on standardized tests. Students who are motivated tend to approach test preparation with focus and dedication, leading to better outcomes in assessments that are designed to measure academic proficiency. Di Serio et al. (2013) contend that, High motivation contributes to a positive academic attitude, strong work ethic, and an eagerness to learn. These factors collectively contribute to a student's overall academic success, encompassing various aspects such as class participation, completion of assignments, and the ability to apply knowledge.

Empirical literature review

2.5.5 Supervision and teachers' attitude towards teaching

Agih (2015) argues that, Supervision is a process common to all professions and occupations; it is an interaction between at least two persons for the

improvement of an activity. It is a formative, supportive and developmental process designed to improve and process guiding, encouraging, directing and motivating workers so as to improve their output. However, the way Supervisors handle this process, greatly affects the attitude implementers will have towards the attendance, performance and tolerance in their profession. The scholar continues to state that, Supervision is an administrative process through which the leader ensures that his subordinates are all contributing towards effective learning process in school setting. Hammock and Owing in Nwaogu (2010) stated that supervision attempts to look into the organization and its programmes, the grouping of human resource, method of evaluating, reporting and determining progress, the content of the curriculum in case of schools, the teaching methods, the philosophy and practicing of discipline, the time schedule, place and procedure of staff meetings, procedures used in parents' conference, the study and use of the community resources which all aim at desired output and admirable attitude towards a given profession and in this case teaching.

Implementation of supervision in teaching is mandatory so as to guide teacher's teaching in the classroom, as well as to enhance teachers' motivation through constructive feedback hence create a working environment that will create a given attitude. If the supervision is supportive, expect a positive teacher attitude towards teaching and the reverse is true (Vijayaamalar & Suhaida, 2013). It is undeniable that the type of supervisory conducted in a school determines the attitude teachers have towards their profession. It's on this background that NASW (2013) argues that, activities of supervision are captured by three primary domains that may overlap: administrative, educational, and

supportive. In that manner the process can help the school to evaluate the competence of teachers in terms of skills, knowledge and attitude of teachers towards teaching (Glickman, C.D.; Gordon, S.P. & Ross-Gordon, J. (2004).

Jaiyeoba (2016) categorized supervision under two types: Internal supervision & External supervision which provides guidance and enhances the quality of work for both the supervisor and the supervisee and, ultimately the end result is attitude. However, NASW (2013) argues that, activities of supervision are captured by three primary domains that may overlap: administrative, educational, and supportive. Administrative supervision is synonymous with management and oriented toward school policy or demands and focuses on a teachers' level of functioning on the job and work assignment which greatly affects the teachers' attitude. Educational supervision focuses on professional concerns and relates to specific cases. It helps supervisees better understand social work attitude, become more self-aware, and refine their knowledge and skills. Educational supervision focuses on staff development and the training needs of a worker to a particular caseload. And Supportive supervision decreases job stress that interferes with work performance and provides the supervisee with nurturing conditions that complement their success and encourage self-effectiveness. On that note therefore, if managers are versed with such information why is the teachers' attitude towards teaching diminishing day by day?

Pathy (2014) in Turkish Online Journal of Distance Education quoted Feldman (1985) that, attitude is a state of readiness shaped through the experience and

influences the response of individual towards the stimuli. It is precursor of the behaviour and varies from favourable to unfavourable through neutral. Attitude is made up of three components affective, behavioural and cognitive hence acts as a yardstick of the individual behaviour towards their profession and the assigned task.

Ayandoja et al., (2017) stated that, Supervision objects to support teachers to become autonomous in their profession. However, this is not applicable for all teachers as their developmental level; personal and professional skills may vary. The approach should be adapted based on the teacher's needs of which many are financial needs and status (Baffour-Awuah, 2011). In similar perspective, the scholar categorizes teachers into four types: First, teachers who are dependent on their supervisor and want to be directed on what they should do to solve a problem; second, teachers who prefer to collaborate with their supervisor in overcoming a problem; third, teachers who take their supervisors as theoretical resources to solve a problem; finally, teachers who prefer to enhance their teaching on their own through their experiences. This shows that individual teacher's needs are different and their needs greatly determine their attitude towards the profession. These differences occur as teachers' experiences vary which entails different levels of professional development needed in directing them (Glickman et al., 2001).

Studies show that supervision cannot be separated from teachers' and teaching achievement in teaching which is reflected in learners' performance in schools (Aldaihani, 2017; Ayandoja et al., 2017). Supervision facilitates professional

growth and determines teachers' attitude towards teaching, the notion of supervision can be detrimental if school managers do not take it with concern hence affecting the three elements of attitude; irregular attendance, poor performance and or intolerance of school policies by the teachers. This reveals that teachers' attitude toward supervision is an important aspect that needs to be considered with a serious concerned. A proper supervisory approach is fundamental to changing teachers' perception which can influence their attitudes towards teaching.

Ayandoja et al., (2017) show that, Supervision objects to support teachers to become autonomous in their profession. And in similar manner, Beach & Reinhartz (1989) stated that, teachers are aware of the role of supervision in their professional development, However, Aldaihani (2017) argues that, teachers cannot teach well when they are being observed by their supervisors. They feel nervous as they are being watched by someone on their teaching performance hence claim that teachers likely related supervision as fault-finding process. They also mentioned that teachers usually become anxious and have bitter feelings toward the process of supervision which develops an un desirable attitude towards their profession, their view on observation as the platform for supervisors to find mistakes on them causes the teachers to be negative toward supervision (Tshabalala, 2013).

2.7 Planning and teachers' attitude towards teaching.

Mitchell (2002) defined Planning as a process to develop a strategy to achieve desired objectives, to solve problems, and to facilitate action. The role of the

planner is hence to identify a desirable future and to prepare a course of action to achieve a specific goal (Mitchell 2002).

Planning equally provides an optimal means of actualizing for long term objective of school as well as policy. It also provides direction, sense of purpose and staff embedded in planning own the resolutions and ensure effective execution hence creating desirable attitude towards the profession which in turn, helps in developing creative thinking (Celikoz & Cetin; 2004). Planning is meant for management to their subordinates for implementation due to some information being classified and hence juniors should have no access to it. The exposure of classified information results in different work environment and strategies in implementing certain policies may fail (Suja 2007). The scholar continues to argue that, attitude towards teaching is as a result of interest in profession and teaching experience of the teacher not involvement in planning.

Osunde & Izevbigie, (2006) argues that, inadequate financial remuneration and delay in payment of salaries are the causes of teachers' low attitude towards teaching. Therefore, management have to plan in advance to ensure timely pay in order not to reduce the moral of teachers which may result in poor attitude towards teaching. These negative factors when minimized can encourage teachers to be more conscious and responsible towards their duties. However, Barros & Ela (2008) argued that, School status and image, school infrastructure, safety working conditions in the school, social and professional status all contributes to teachers' attitude towards teaching. He recommended that, once the above are considered, then teachers will have positive attitude towards

teaching. If scholars like Barros & Ela (2008) have put such in black and white for managers to consider, why is the teachers' attitude towards teaching low?

Boyitie Onoriode. I (2021) in his study the “effect of planning teaching and learning” cited Ojo (2011) and argued that, planning facilitates the provision of required information that has favourable impact on the attitude of teachers in teaching. The implication is that through planning, meaningful information is extracted from all stake holders and this calls for staff and other stake holders' involvement for effective planning to be conducted in a school. Obu (2012) criticised Ojo (2011)'s recommendation and posited that effective planning has a tremendous effect on knowledge acquisition and seeking the relevant sources of information, and utilization of such information. Therefore, stake holders' involvement without utilization of their information and knowledge creates a poor attitude in teachers towards their profession Peretomode (2012) is of the views that effective planning helps the teacher to determine the aspects of the curriculum that are relevant to his teaching and learning activities thus, it helps to directs the meaningful and relevant sources of information utilized to build up the programmes of activities and positions the teacher in the centre of the learner and the policy maker hence feeling as part of the planning unit and attitude towards the profession is desired.

Gnanaguru & Kumar (2007) argued that, Planning compels educational administrators to visualize the overall programme of their institution. It enables members of staff to have a better understanding of their tasks, execution of tasks or responsibilities and be better prepared for the future events and early

allocation of responsible persons. Through planning the educational system is in a better position to respond positively to the needs and aspirations of both the students, the teachers, society and the nation at large for growth and development. In similar perspective, Semerci & Semerci, (2004) concur with Gnanaguru & Kumar (2007) and states that, Planning enhance teaching and learning among schools' students and the teacher, such that planning directs the speeds and methods of teaching and determine the extent at which meaningful learning would be achieve. Similarly, Ojokor (2012) suggested that the benefits/effects of planning on teaching is mostly revealed round the teacher centres not learners' centres. Therefore, planning guides the teacher and prompts him or her have a given attitude towards teaching.

Obodio (2011) stated that teachers' attitude is observed in schools, when effective planning of the school programmes is implemented by schools' administration and teachers together, this means that planning is the most required instrument that facilitate, promote and enhance teachers' attitude towards teaching in schools. However, Edafe (2012) suggested that the problems facing with educational planning is lack of required and valid information on the part of the experts and that some of the variables, that are originally inherent in the plans but outside the plans makes the objectives looks abstract in the process of implementation by the teachers. Furthermore, the problems of these variables that are not inherent in the plans, makes the teacher find it difficult to initial and achieve the objective in the in the school hence developing poor attitude towards teaching. This implies that, for teachers to have positive

attitude towards teaching, the School Management Practices should stick to the work plan drafted for the period.

Gnanaguru & Kumar (2007) argued that, problems influencing against planning in schools includes the formulation of unclear objectives, political, cultural, economic, religion, inaccurate planning facilitates inaccurate statistical and demographic data, and the end results it contributes to teachers' attitude towards teaching. Lewis (1995) viewed educational planning as "a process that involves the formulation of educational policies and laying strategic approaches to achieve certain objectives. However, when interfered by external forces then it creates poor attitude to teachers in teaching. Hence the attitudes and actions employed by teachers as a result of unclear objectives, political, cultural, economic status of teachers and schools, religion, inaccurate planning ultimately make a difference on the lives of their students. This is viewed in the attitudes and actions include teachers' exhibit such as; teachers' irregularity, poor quality teaching, low creativity among others.

2.8 Motivation and teachers' attitude towards teaching.

Armstrong (2010) define Motivation as an incentive plan to reinforce the desirable behaviour of workers or employers and in return for their service to the organization. Motivation can be monetary in the form of salary or non-monetary in the form of awards for some special services to the company or simply giving an employee a work which he enjoys doing. The primary objective of organizations in giving Motivation is to attract, maintain and retain efficient, high performing and motivated employees. The scholar continues to state that,

Motivation can be of two types: Intrinsic; they are incentives which satisfy an employee internally. Only money is not enough to motivate people and it is important to make people realize their contribution to the organization matters. Intrinsic incentives can be giving meaningful work to employees, giving autonomy to employees, allowing employees to take responsibility in areas of their expertise and provide developmental opportunities to employees. Extrinsic rewards; these are mostly tangible incentives like pay, advancement, recognition, time off etc. Extrinsic Motivation the ones which are more sought after by employees as it can improve the motivation and job satisfaction in the short term and addresses immediate issues.

Abdirisak (2019) stated that, Motivation is closely related to motivation theories and employee attitude. Attitude is a very significant aspect manager should practice which is likely to make people more satisfied and therefore, more productive with positive attitude towards their job and the entire profession. In the same manner, Wilson, (2003) argues that, Motivation include systems, programs and practices that influence the actions and behaviours of people at work. The purpose of Motivation should be to provide a systematic way to deliver positive Consequences desired behaviours.

Bowey & Thorpe (2000) states that, teachers are the most important part of the whole education system. Effective teaching and learning activity is impossible to take place if teachers themselves do not have positive attitude towards teaching. This therefore, calls for School Management Practices to set up a Motivation system that inspires teachers to do their job with positive attitude.

Armstrong (2010) argues that, Motivation are the powerful modes for encouraging employees for good performance and sometimes undesired Motivation leads to poor performance as teachers shall always have negative attitude towards their profession. Armstrong (2010) continues to argue that, pay and financial status of teachers, recognition, promotion and quality of working environment, and the influence of the group with whom employees are being identified is related to attitude relevant to teachers will develop towards teaching.

Tahira, Mumtaz & Mujahid (2017 in his study recommended for Motivation system to be regularized and argued that Extrinsic and intrinsic motivation should be used wisely, on the right time and in the right manner in order to stimulate desired teachers' attitudes towards teaching. In the same vain, Ramkrishna (2002) opined that recognition can lead an outstanding performance and generate positive perception and attitude towards work and can be helpful to gain workers loyalty towards in an organization. He further claims that, most successful organization focuses on recognition as the most powerful motivator. He further urges that lack of recognition can lead to a major failure in an organization.

Bowey & Thorpe (2000) recommends that, Effective Motivation requires planned system of Motivation and wise distribution to employees and in this aspect the teachers in schools. School Management Practices must be able to know the results and gains of Motivation hence the purpose of every Motivation and incentive must be clear. Nevertheless, Adediwura, and Tayo (2007) argued that,

Motivation should be given promptly and in timely manners. And where possible Employees must be given the chance to openly celebrate their Motivation and most importantly worth and value must be attached with rewards.

Ofoegbu (2004) conducted study and concluded that students' poor academic performance is the result of poor teacher attitude which leads teachers to poor teaching and lessons delivery. He argued that once the Teachers' attitude towards teaching turns poor some tend to plan quitting they hence, attached with negative, poor teaching habits, aimless teaching tasks and this is actually the result of teachers' lack of rewards. However, Oredein (2000) says that, poor working conditions, resource in availability, poor financial status of teachers, weak infrastructure and learning materials also lead to demonization and as a result, teachers develop poor attitude and some quit while others pretend to be teaching but they bother less.

Motivation should not only be for high performance workers but also for entire team in order to attract other employees who are not duly recognized and rewarded. This means that Motivation is directly connected to employees' inspiration implying that even those who are not individually rewarded contribute to team performance and so Motivation team inspires them and leaves them with positive attitude towards their job. In this respect, when the Motivation are upgraded, the employees' motivation will also be improved. Certainly, to Motivation employees is an effective way of encouraging him or her, as Motivation causes pleasure for the employees and it directly contributes to employees' attitude towards the job.

Purkayastha & Chaudhari, (2011) recommended that, Employers get more of the behaviour they reward, not what they assume they will automatically get from employees, so the current teacher turnover is a result of what school manager reward. Kotelnikov, (2010) argues that, the only way employees will fulfil the employers dream is to share in their personal dreams with organization dreams. However, Mondy and Noe, (2002) argues that, in order for an organization to meet its obligations to its employees, the top management must develop a relationship between the organization and employees that will fulfil the continually changing needs of both parties. At a minimum the organization expects employees to perform reliably the tasks assigned to them and at the standards set for them, and to follow the rules that have been established to govern the workplace and in turn the employees expect good working environment, better financial status and measurable policies that favour them to improve in their career. And some of these policies should aim at improving proficiency in the profession.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the study design, area of study, population of the study, sampling procedures, data collection methods and instruments, quality control measures, data processing and management, data analysis procedures, ethical considerations and limitation of the study.

3.1. Research Design

The study adopted descriptive research design. Descriptive research design is a powerful tool used by scientists and researchers to gather information about a particular group or phenomenon. This type of research provides a detailed and accurate picture of the characteristics and behaviours of a particular population. By observing and collecting data on a given topic, descriptive research helped the researcher to gain a deeper understanding of a specific topic under study and provided valuable insights that can inform future studies.

Both quantitative and qualitative approach was used in this design and an Empirical investigation of social phenomena via numerical data and narratives were captured. All this enabled the researcher to describe the contribution of School Management Practices to teachers' Attitude towards teaching.

3.2 Area of Study

The study was carried out in Budaka District, located in Eastern Uganda along the Mbale Kampala highway west of Mbale. Budaka district borders Mbale District

in the East, Butaleja District in the south, Butebo District in the North and Kibuku District in the west. Budaka District is made up of 19 Sub-counties and three officially gazetted Town Councils (Budaka, Iki-Iki and Kamonkoli Town Councils).

3.3 Population of Study

The population of study included 101 respondents and they included people under the schools' management in Budaka District; the population under study includes DEO's Office 05, SMC C/persons 10, Head Teachers & Deputies 26, Teachers 60 who totaled to 101 respondents. Majority of the population under study were Bagwere amongst other tribes from the neighboring districts and some are already settled migrants in the district and these are Basoga, Bagisu, Banyoli and other tribes. However, they make a small fraction of the population under study in Budaka district. The common languages spoken with the population under study is Lugwere as a native language followed by Lusoga and other language while English is the official language used. More to that is that the economic activities carried out by the majority of the population was farming and though they do some trade at a small scale to earn a living.

3.4 Sampling Procedures

Ogula, (2005) argued that, Sampling is a process or technique of choosing a sub-group from a population to participate in the study; it is the process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they were selected. In this manner therefore, sampling procedures will include the probability and non-probability sampling procedures and the size of the sample selected as well as the

techniques used to select that sample. The population under study was 101 and the sample size was narrowed to 94 respondents (Morgan 2006) which included; DEO's Office 05, SMC C/persons 10, Head Teachers & Deputies 24, Teachers 55. The selected category are the key individuals in the schools' management and they have contribution to teachers' attitude. Teachers in the said category are selected due the fact that they are the core intent for the study since they show undesired moral in the profession in Budaka District. The researcher randomly selected the schools.

3.4.1 Sample Size

The sample size was determined using Krejcie and Morgan 1970.

Table 3.1: Sample Size according to Krejcie and Morgan 1970 sample size

Category	Populatio n	Sample Size	Sampling techniques	Method
DEO's Office	05	05	Purposive	Survey
SMC C/persons	10	10	Purposive	Interview
Head Teachers & Deputies	26	24	Purposive	Survey
Teachers	60	55	Random	Survey
Total	101	94		

Source: Primary data (2022)

3.4 Sampling Techniques

Sampling techniques are the 'methods' used to select the respondents. A number of techniques was used, both probability and non-probability. According to Creswell (2012), purposeful sampling means that to learn or understand the essential phenomenon, a researcher select individuals and sites intentionally.

The SMC, Officers in DEO's office were selected purposively while the Head Teachers and Teachers were randomly selected. Purposive sampling has a meaningful way of investigating and attaining specific data from key technical respondents, in this case, Officers in DEO's office (Amini, 2005). It was obvious reason that each school has one head teacher and deputy as well as one SMC chairperson and these were crucial categories for the study since they form the management of the schools. On the other hand, Simple Random sampling involved selecting respondents by chance so as to give the respondents equal chances to be selected. A simple random sample takes a small, random portion of the entire population to represent the entire data set, where each member has an equal probability of being chosen. Researchers can create a simple random sample using various methods and it's one of the simplest systematic sampling methods used to gain a random sample (Creswell 2012).

3.5 Data Collection Methods and Instruments

This section presents the methods and the corresponding instruments that were employed to collect data as per the guidelines of Uganda Christian University.

3.5.1 Methods

There are various methods of data collection which aim to acquire quality evidence that then translates to rich data analysis and allows the researcher to build a convincing and credible answer to questions that have been posed but these methods must consider few perspectives like the outcome and result obtained since these ways of gathering information can facilitate each other and hence increase the validity and dependability of the data. In this

study, I used both primary and secondary data. Primary methods used included Questionnaire and interview. While secondary data included documentation.

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3.5.1.1 Interview

Wasley (2005) states that, an interview is a discussion between an interviewer and an individual meant to gather information on a specific set of topics. An interview involves the oral questioning technique and discussion between the researcher and the respondent. This research used semi-structured interviews, which were verbally administered in addition to questionnaires in which a list of predetermined questions are asked with no variation but with some scope for follow-up questions to responses that warrant further elaboration, implying that there is an interview guide designed to elicit data. Interviews will give the

researcher an opportunity to revisit some of the issues that had been overlooked in other methods and yet they were deemed vital for the study.

3.5.1.2 Survey

Survey research is the collection of information from a sample of individuals through their responses to questions (Check & Schutt, 2012, p. 160). Survey allows for a variety of methods to recruit participants, collect data, and utilize various methods of instrumentation. Survey method can use quantitative research strategies (e.g., using questionnaires with numerically rated items), qualitative research strategies (e.g., using open-ended questions), or both strategies i.e., mixed/cross methods (Singleton & Straits, 2009).

3.5.2 Instruments

The study employed interview guide and questionnaire as instruments of data-collection.

3.5.2.1 Interview Guide

This consisted of a list of questions which the researcher and the research assistants followed in inter-facing the respondents. The interview guide had brief questions designed to prompt information from the key respondents so as to supplement the data collected using questionnaires. This helped to get detailed information which would have remained hidden. All the SMCs were interviewed face-to-face and the researcher personally recorded the provided responses.

3.5.2.2 Questionnaire

A questionnaire is advantageous because it is free from bias of the interviewer since answers are in the respondent's own words and large samples can be used and thus the results can be more valid and Reliable (Kothari 2005). In order to know the contribution of School Management Practices to teachers' attitude towards teaching, the researcher will use a questionnaire. The researcher distributed self-administered questions for selected respondents to answer in writing at their own convenience and to substantiate their opinions. Naturally, this instrument was applied only to respondents who can read and write. The questionnaire consisted of close-ended questions.

3.6 Data Quality Control

This section is about the validity and reliability of the data collected, but which in turn depends on the validity and the reliability of the instruments of data-collection (Sekaran, 2003).

3.6.1 Validity

Validity is often defined as the extent to which an instrument measures what it asserts to measure (Blumberg et al., 2005). Similarly, Robson (2011) states that, Validity of a research instrument assesses the extent to which the instrument measures what it is designed to measure. In short, it is the degree to which the results are truthful and accurate. The validity of the interview guide and that of the questionnaire was handled in a similar manner given that they both consisted of questions - whose correctness had to be ascertained.

Validity of research instruments were accessed using Content Validity Index (CVI). The research instrument was designed and the supervisor was asked to

rate the items as Very Relevant (VR), Relevant (R), Some What Relevant (SWR) and Not Relevant (NR). Therefore, the CVI was calculated as; Number of items rated as VR and R/Total number of respondent issued with questionnaires

$$\text{i.e. CVI} = \frac{\text{VR+R}}{\text{Total}}$$

Of the 42 items in the instrument, 11 were rated very relevant (VR) while 24 were rated relevant (R) giving a total of 35 items. When 35 was divided by 42, the calculated CVI was found to be 0.83 and basing on the George and Mallery Scale (2003) this was interpreted as good validity. Further validity was investigated using sampling validity. This was to ensure that design of the instrument contained all possible items that should be used in measuring the concepts under study. This too was found to be good.

3.6.2 Reliability

Reliability helps to evaluate the stability of measures administered at different times to the same individuals and the equivalence of sets of items from the same test [Kimberlin & Winterstein, 2008]. The better the reliability is, the more accurate the results; this increases the chance of making correct decision in research. Reliability is necessary, but not a sufficient condition for the validity of research. To ensure reliability, the two instruments (questionnaire and interview) were piloted. The results of the pilot study are presented in the table below.

Table 3.2: Reliability Statistics

Pearson coefficient	Pearson's coefficient based on Standardized Items	N of Items
.793	.788	42

Given that the Pearson coefficient was 0.793 and basing on the George and Mallery Scale (2003) as illustrated below; the reliability of the instrument was acceptable.

3.7 Data Management and Processing

Data recorded during interviews was transcribed at the end of each field day in order to have all the data in a standard format. The transcriptions were compared with the original source in order to keep transcription errors to a minimum. The databases were created and edited and data files created, then the data was organized and summarized. The processing was done using Excel and narratives description of findings. For the survey data, a data summary sheet was created whereby a series of columns were created, one for numbering the respondents, one for each question asked, and one for each demographic item. But in order for this to be possible, the elements were first coded by assigning them representative numerals. Data was frequently stored on the hard disc, storage disc, printed out as hard copy, with a back-up copy on another disk.

Legend

Strongly Disagree	1.00-1.80	Very Low
Disagree	1.81-2.60	Low
Neutral	2.61-3.40	Moderate
Agree	3.41-4.20	High
Strongly Agree	4.21-5.00	Very High

3.8 Data Analysis

Kothari (2005) states that, data analysis is the computation of certain measures along with searching for patterns of relationships that exist among data groups. Analysis was done during and after the data collection phase until the presentations of the findings were done. Regarding the data for this study, there was both quantitative and qualitative analysis independently.

Quantitative Data

To ensure completeness, uniformity and accuracy, data was edited. This was aimed at avoiding omitting of very important data required for the study. This facilitated in the interpretation and establishing of the value attached to numerical variables. The researcher organized the collected data according to the themes of the study, edited, coded and classified. Data was sorted and arranged according to the number of times that similar response had occurred (frequencies) and percentages calculated, which formed the basis for correlation analysis that was used to establish the essential variables. Data was summarized in tables, charts and graphs.

Qualitative Data

Qualitative data was analysed using content and thematic analysis as systematic and well-structured methods. Qualitative content analysis is a process designed to condense raw data into categories or themes based on valid inference and interpretation (Hsieh and Shannon 2005). Specifically, the analysis was concurrent flow of activity of data reduction, display, generation of meaning and drawing conclusions right from the start and throughout the process of conducting the research as outlined in the procedure below:

The researcher took time to read through the responses from the interviews. Data reduction involved developing codes to help catalogue key concepts while preserving the context in which these concepts occurred.

During the reading of the interview notes, the researcher identified words and phrases which were prominent to develop open codes, that is to say, the

researcher read through the data several times and developed tentative labels for chunks of data that summarized the key emerging issues.

The researcher looked for concepts and categories in the data that formed the basic units in the data analysis. These were later merged to larger codes called categories codes. They were constructed by identifying relationships among the open codes. It was then easy to appreciate the emerging themes from the data at this stage.

During coding, the researcher used concepts and categories while re-reading the texts to confirm that the concepts and categories accurately represent interview responses and to explore how the concepts and categories are related.

The codes were then merged to a small group of major codes to form themes. Sub-themes will be generated, all relating to the topic and themes under study. In that way, all themes were developed basing on the concepts of the research objectives.

Thematic analysis was applied. Thematic analysis is a pattern-recognition within the data, with emerging themes becoming the categories for analysis (Fereday and Muir-Cochrane, 2006) and providing insights about the opinions and perceptions of the respondents.

The process involved a careful, more focused re-reading and review of the data. Thus, the emerging themes/patterns were identified. Then, as the analysis proceeds, these patterns were developed into a number of thematic categories of description.

Lastly, some explanations were added including information from key informants such as the DEO and Head teachers among others. All the responses raised by the respondents during the interviews in response to the questions asked were

noted down, key explanations were cited and summarized in narratives, tables and figures by way of presentation.

3.9 Ethical Considerations

Firstly, permission was obtained from Uganda Christian University, an introduction letter was given to the researcher, addressed to the Budaka District LG, requesting the district administration and authorities to allow and assist the researcher to conduct the study in the district. Respondents participated in the study voluntarily by explaining to them the purpose of the study. Further, explanations about the expected outcomes and benefits of the study was made clear to the respondents in order to ensure that their consent is an informed one, and for them to know that the study was conducted purely for academic purposes. Furthermore, the respondents were assured that whatever they said was to be kept with utmost confidentiality. Respondents' identity was not revealed at all thus taking care of anonymity. Nevertheless, during the interviews the respondents were asked for permission to record what they said. The research assistants were not exploited but rather handled with care, given lunch and also remunerated. Finally, the researcher made sure that was strict on following the principles of intellectual honesty by acknowledging all the ideas of other authors and referencing them.

3.10 Limitations of the Study

Some people may not be open to give enough information as it may be required. However, the researcher paid preliminary visits to create rapport with them. Openness and honesty was exhibited and explain the aim and the purpose of the

study. The researcher assured respondents with confidentiality and anonymity of any sensitive data collection as called for by the subject.

CHAPTER FOUR

PRESENTATION AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter concentrates on reporting, analysing, and discussion data findings collected for this study. It is divided into four parts; part one presents the response return rate from respondents; part two presents information on the demographic characteristics of the respondents followed by their interpretation; part three covers the information on the specific objectives variables followed by their interpretation; part four presents the interpretation, analysis and discussion of findings in line with the specific objectives of the study. The data was analysed using manual excel sheet to determine, percentages, percentage means, mean, and presented in tables and graphs.

4.1 Response Rate

94 respondents were issued with questionnaires and key respondents were interviewed, all issued questionnaires were retrieved and key respondents were interviewed accounting for a 100% response rate. Interviews covered 13.4% of the respondents and questionnaires covered 86.6% of the respondents. A response rate above 50% is appropriate to make conclusions. This means that the responses were representative enough to have the findings analysed and conclusions drawn.

4.2 Demographic Characteristics

Under this section, the research looked at the gender, age, religion, education, marital status, and work experience of the respondents at their permanent jobs.

Nevertheless, the interviewed group was extensively requested to let the researcher know how supervision, affects teachers' attitudes towards teaching, examine how planning affects teachers' attitudes towards teaching, and assess how motivation, affects teachers' attitudes towards teaching in selected secondary schools in Budaka district. The findings of the demographic characteristics of the respondents under study are detailed below.

4.2.1 Gender of Respondents

The gender of the respondents is summarized in the table below:

Table 4.3: Respondents' Sex Distribution

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	72	77%	77	77
Female	22	22.7	22.7	100.0
Total	94	100.0	100.0	

Source: Primary data (2024)

The findings in the above table showed that 77% of the respondents were male while 22.7% were female. This means that the highest number of respondents (77%) were male. This is a reflection that, the majority of the respondents who participated in this study were male.

4.2.2 Age of Respondents

The age of the respondents is summarized in the table below:

Age of respondents					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-32	48	49.5	49.5	49.5
	33-39	10	10.3	10.3	60.0
	40-50	22	22.7	22.7	82.7
	50-Above	14	14.4	14.4	100.0

	Total	94	100.0	100.0	
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Source: Primary Data (2024)

Findings in the above table showed that 49.5% of the respondents were in the age range of 25-32Years, 10.3% were in the age range of 33-39 Yrs, 22.7% were in the age range of 40-50Yrs and 14.4% were in the age range of 50-Above. This means that all respondents engaged in this study were 100% mature enough to measure the effect of School Management Practices on teachers' attitudes towards teaching.

4.2.3 Education Level of Respondents.

The level of education of the respondents is summarized in the figure below:

Education Level of respondents					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	31	32.0	32.0	32.0
	Degree	53	57.7	57.7	89.7
	PGD/Master	10	10.3	10.3	100.0
	Total	94	100.0	100.0	

Source: Primary data (2024)

The findings in the table above showed that 32.0% of the respondents were diploma holders, and 57.7% of the respondents had attained a university education at degree level. 10.3% attained PGD/Masters. This means that the majority of the respondents (57.7%) attained a University degree while 10.3% had PGD/Masters a total of 68.0% were highly qualified respondents with knowledge and articulation skills to respond professionally towards the study tool.

4.2.4 Working Experience of Respondents

The work experience of the respondents was as below:

Work Experience of Respondents					
		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	1 Yr	4	4.1	4.1	4.1
	2-4 Yrs	23	23.7	23.7	27.8
	5-7 Yrs	20	20.6	20.6	48.5
	7-Above Yrs	48	51.5	51.5	100.0
	Total	94	100.0	100.0	

Findings showed that 4.1% of the respondents had work experience of 1 year, 23.7% had experience of 2-4 Years, 20.6% had 5-7Years and 51.5% had work experience of 7- Above Years. This means that out of the 97 respondents in the survey, 50 (51.5%) of the respondents had work experience of 7 years in the field of education profession. This implies that the targeted respondents had all the necessary experience to execute teaching most effectively but the attitude towards teaching is contended with. This implies that the information that was collected is reliable and fit to conclude school management practices and teachers' attitudes toward teaching.

4.3

Respondents' views on Teachers' attitude towards teaching in relation to the DV variables (Genuine care, willingness to share, Sensitivity to students' needs and how Motivation provides meaningful learning). Choose SA - Strongly Agree (5), A - Agree (4), NS - Not sure (3), D - Disagree (2), SD - Strongly Disagree (1) to show their opinion

4.4 Teachers' attitudes towards teaching.

Genuine care, willingness to share, Sensitivity to students' needs and Motivation provides meaningful learning		SA		A		NS		D		SD	
		n	%	N	%	n	%	N	%	n	%
1	In my school Teachers exhibit care that adapts the learners' needs.	1	1	1	1	3	3	45	48	4	47
2	In my school students are respected as a sign of genuine care.	3	3	0	0	6	6	49	52	3	38
3	In my school teachers build students sense of belonging by caring for them.	5	5	24	26	0	0	4	4	6	65
4	In my school teachers practice caring to build healthy relationships with learners.	2	2	7	7	0	0	38	40	4	50
5	In my school Willingness to sharing ideas, enhances learning.	45	48	37	39	10	11	2	2	0	0
6	In my school there is sharing of knowledge/innovation.	32	34	15	16	04	04	19	20	2	26
7	In my school willingness to share knowledge is influenced by the teachers' attitude.	40	43	3	3	0	0	51	54	0	0
8	Sensitivity to student needs requires talking up various learning styles.	40	43	01	01	01	01	07	07	4	48
9	In my school, Sensitivity to students' needs improves the teaching-learning process.	33	35	47	50	10	11	4	4	0	0
10	All types of sensitivity affect student's ability to perceive information.	12	13	36	38	14	15	23	24	9	10
11	In my school Motivation serves as the driving force behind teachers' engagement.	9	10	32	35	6	6	12	13	3	37
12	In my school educators tap into various types of motivation.	9	10	29	30	6	6	17	18	3	35
13	In my school teachers motivate students during the teaching learning process.	8	9	26	27	8	9	21	22	3	33
Overall percentage mean		40.53				5.53		53.61			

Source: Primary Data (2024)

Respondents were asked about the attitude of teachers towards teaching in secondary schools in Budaka district, they gave their views; thirteen items were set to determine the attitude of teachers towards teaching and the mean for various items in the check ranged in 40.53 agreed, 5.53 neutral while 53.61 disagreed implying that teachers have negative attitude towards teaching and above all, items for motivation showed that there is low motivation results revealed negative response with all responses showing at average rates.

Nevertheless, from the respondents' point of view as per item check, it was evident that in my school motivation serves as the driving force behind teachers' engagement 50% agreed, 06% neutral, and 45% disagreed. This meant that motivation serves as the driving force behind teachers' engagement but it's not in schools.

In the second item 53% agreed, 06% were neutral and 40% disagreed that in my school educators tap into various types of motivation. Majority 53% disagreed implying that educators do not tap into various types of motivation.

The third item revealed 55% agree, 36% disagreed and 09% were neutral that teachers motivate students during the teaching learning process. Majority 55% disagreed implying that teachers do not motivate students during the teaching learning process.

Under item one of the genuine care, 02% agreed, 03were neutral while 95% disagreed that Teachers exhibit care that adapts the learners' needs in their schools. Majority of the respondents agreed implying that there is genuine care shown by teachers to their students in secondary schools in Budaka district.

Under item two of the genuine care, the researcher asked respondents whether in schools students are respected as a sign of genuine care. 03% agreed, 06% were neutral while 90% disagreed implying that students are not respected hence there is no sign of genuine care in secondary schools.

Under item three of genuine care section, 31% agreed and 69% disagreed that in schools teachers do not build students sense of belonging by caring for them. This meant that in secondary schools teachers do not build students sense of belonging by caring for them.

The last item under genuine care was on whether in schools, teachers practice caring to build healthy relationships with learners. 90% disagreed and 10% agreed. Majority were (90%) disagreed implying that, in secondary school teachers do not practice caring to build healthy relationships with learners.

Under the section of willingness to share, in item five respondents were asked whether Willingness to sharing ideas, enhances learning. 87% agreed, 11% were neutral and 02 disagreed. Majority (88%) agreed implying that, its true Willingness to sharing ideas, enhances learning.

Under item six of the same section, the researcher asked whether in schools there is sharing of knowledge/innovation. Findings revealed 50% agreed, 04% neutral and 46% disagreed. This means that there is sharing of knowledge/innovation in selected schools in Budaka district.

Under item seven, respondents were asked whether in secondary schools willingness to share knowledge is influenced by the teachers' attitude. 54% disagreed, 04% were neutral and 50% disagreed. This clearly revealed that, the willingness to share knowledge is not influenced by the teachers' attitude.

Under item eight under sensitivity section, the researcher asked respondents whether, Sensitivity to student needs requires taking up various learning styles. 55% disagreed, 01% were neutral and 44% agreed. A significant number (55%) disagreed implying that, Sensitivity to students' needs does not require taking up various learning styles.

Under item nine of the same section, the researcher asked respondents whether, in secondary schools, Sensitivity to students' needs improves the teaching-learning process. 83% agreed, 11% were neutral and 04% disagreed. Majority (83%) agreed implying that Sensitivity to students' needs impacts the teaching-learning process.

Under item ten, it was revealed that 51% agree, 34% disagree and 15% neutral. This meant that all types of sensitivity affect student's ability to perceive information.

4.5 Supervision and teachers' attitude towards teaching

Supervision		SA		A		NS		D		SD	
		n	%	n	%	n	%	n	%	n	%
1	In my School management conducts guided supervision.	22	23	62	66	6	6	3	3	1	1
2	In my School management carries out evaluation of staff during their supervision process.	15	16	60	63	13	13	6	6	0	0

3	In my School management gives feedback to their staff after supervision.	26	27	43	45	16	17	9	9	0	0
4	In my School there is internal supervision conducted by school management.	35	37	50	53	6	6	3	3	0	0
5	In my School there is external supervision conducted by external supervisors.	16	17	34	36	32	34	9	9	3	3
6	In my School managers groom their staff into independent professional managers	13	14	46	49	24	25	9	10	2	2
7	In my School Teachers are aware of the role of supervision in their professional development.	31	33	51	54	7	7	5	5	0	0
	Overall Percentage mean	38.05				15.28		4.07			

The tool under the section above in the table, 7 items were set to determine supervision against teachers' attitudes towards teaching and the researcher realized the following findings:

When respondents were asked whether in their Schools management conducts guided supervision, 89% agreed, 4% disagreed and 6% were neutral that management conducts guided supervision in schools in Budaka district. Majority of the respondents (89%) agreed that management conducts guided supervision in schools. This was complying with the findings from the interview guide where respondents agreed when asked; *"How often is internal supervision conducted in a term in a school"* the response was that school management do daily supervision as supported by the quarterly supervision by the external supervision conducted in a term in a school and in this way the external inspections is done by inspectors of schools in Budaka district schools.

Under item two, the findings revealed that 79% agreed, 13% were neutral and 6% disagreed that School management carries out evaluation of staff during their supervision process. Majority of the respondents (79%) agreed implying that School management carries out evaluation of staff during their supervision process. This was in agreement with the results obtained from the interviewed respondents who agreed that *“School head teachers make performance reports to external supervisors”*.

Under item three of the tool, the response was 72% agree, 16%neutral and 9% disagreed that School management gives feedback to their staff after supervision. Majority of the respondents (72%) agreed that and the School management gives feedback to their staff after supervision. This was also revealed in the interview guide results where the respondents agreed that the *“School head teachers review external reports for better results with their staff”*. This implied that there is always feed-back from the external supervisors.

Under item four, the findings showed 90% agree, 6% neutral and 3% disagree that there is internal supervision conducted by the school management. Majority (90%) agreed implying that there is internal supervision conducted by school management in schools. This was corresponding with the interview guide question *“How often is internal supervision conducted in a term in a school”* where results showed that there is internal supervision.

Findings under item five showed 53% agreed, 34% were neutral and 12% disagreed that in schools there is external supervision conducted by external

supervisors. A slightly above average number (53%) agreed that in schools there is external supervision conducted by external supervisors. This implied that external supervision is conducted by external supervisors in secondary schools in the Budaka district.

The findings under item six showed 63% agreed, 25% were neutral and 12% disagreed that School managers groom their staff into independent professional managers. A relevant number of (63%) agreed that School managers groom their staff into independent professional managers. This implies that School managers in secondary schools groom their staff into independent professional managers.

Findings under Item seven showed 87% agreed, 7% were neutral and 5% disagreed that Teachers are aware of the role of supervision in their professional development. Majority (87%) of the respondents agreed that Teachers are aware of the role of supervision in their professional development. This means that it's a common exercise and Teachers are aware of the role of supervision in their professional development.

4.6 Planning and teachers' attitude towards teaching

Planning		SA		A		NS		D		SD	
		N	%	N	%	n	%	n	%	n	%
1	In my School managers involve their staff in planning.	15	16	35	37	18	19	17	18	9	9
2	In my School Teachers are interested in collaborative planning.	13	13	50	53	22	23	9	10	0	0
3	In my School Teachers' salaries are paid on time.	14	15	25	27	16	17	31	32	8	8
4	In my School management caters for staff remunerations.	6	6	47	50	20	21	15	16	6	6

5	In my School managers utilize information extracted from other stake holders during planning process.	1 1	1 1	3 9	4 3	3 2	3 3	11	1 1	1 1	1 1
6	In my School Planning leads to meaningful teaching.	2 3	2 4	6 0	6 4	8 8	8	3	3	0	0
7	In my School Stakeholders influence school management during school planning process.	1 7	1 8	4 9	5 2	2 2	2 3	4	4	2	2
		30.60				20.50		8.50			

Source: Primary Data (2024)

The table above contained 7 items set to determine the effect of planning on teachers' attitudes towards teaching and the researcher realized the following findings:

Under the first item in the tool the findings showed that 53% agreed, 27% disagreed while 19% were neutral that school managers involve their staff in planning. A number slightly above average (53%) showed agreed implying that school managers involve their staff in planning. This was similar to the interview guide results to key respondents that showed that *“School head teachers draft plans for a given period for their schools. Majority of the key respondents positively agreed with the interview item check. Implying that School head teachers draft plans for a given period for their schools.*

Findings under item two showed that 66% agreed, 23% were neutral and 10% disagreed that Teachers were interested in collaborative planning. A significant number (66%) agreed this means that Teachers are very interested in collaborative planning in their schools. This was supported by the interview guide results that positively agreed that *School head teachers follow their*

extracted plans during execution. This implies that School head teachers follow their extracted plans during execution.

Findings under Item three showed 42% agreed, 40% disagreed and 17% were neutral that Teachers' salaries were paid *on time*. The agreed and disagreed responses were both below average and this could not be based on to draw conclusions on whether Teachers' salaries were paid on time. However, this could be as a result of no knowledge about the stability and schedule of salary payment to teachers. This was centrally to the interview guide question that stated that; *“My school runs a budget drafted by its managers”*. *The respondents showed that schools run drafted budgets however, there is limited budget funding hence crippling the budget implementation process that affect the salaries of staffs in schools in Budaka district.*

Under item four the findings showed 56% agreed 22% disagreed and 21% were neutral that School management caters to staff remunerations. A number slightly above average (56%) agreed. This means that School management caters to staff remunerations in secondary schools in Budaka district. This was also in relation to the interview guide item that stated that; *“My school operates under set desired educational policies”*. *Findings were positive and this implies that all stipulated policies on remunerations for staff are met and implemented in the sampled schools in Budaka district.*

In item five the findings showed 54% agreed, 33% neutral and 12% disagreed that School managers utilize information extracted from other stakeholders during the planning process. A slightly above average number (54%) agreed. This means that School managers utilize information extracted from other stakeholders

during the planning process. Findings under item six showed 88% agreed, 08% neutral and 03% disagreed that Planning leads to meaningful teaching. Majority (88%) of the respondents agreed. This means planning leads to meaningful teaching in schools.

Under item seven under this objective the findings showed 70% agreed, 23% neutral and 06% disagreed that School Stakeholders influence school management during the school planning process. Majority (70%) agreed and this means that School Stakeholders influence school management during the school planning process.

4.7 Motivation and teachers' attitude towards teaching

Motivation		SA		A		NS		D		SD	
		n	%	N	%	n	%	n	%	n	%
1	In my School management motivates their teachers for their good performance.	28	30	42	45	8	8	11	11	5	5
2	In my School there is a motivation system in place for teachers for their good performance.	24	26	47	50	12	13	9	09	2	2
3	In my School there are special rewards/incentives for specific outstanding performance by teachers.	19	20	33	35	22	23	15	16	5	5
4	In my School Teachers' misconduct is a result of poor attitude towards the teaching profession.	15	16	19	20	30	32	16	17	14	14
5	In my School Teachers integrate personal objectives into school objectives for general achievements.	4	4	44	46	27	29	14	15	5	5

Overall Percentage mean	29.20	21.00	9.90
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The table above contained 5 items set to determine the effect of Motivation on teachers' attitudes toward teaching and the researcher realized the following findings: The findings under item one showed 75% agreed, 16% disagreed and 8 were neutral that School management motivates their teachers for their good performance. The Majority (75%) of the respondents agreed. This means that, School management motivates their teachers for their good performance. In the same perspective the interviewed respondents agreed that *“School head teachers fully motivate their staff”*. This implied that indeed School management motivates their teachers for their good performance

Findings under item two showed 76% agreed, 13% were neutral and 11% disagreed that there is a motivation system in place for teachers for their good performance. Majority (76%) of the respondents agreed and this means that there is a motivation system in place for teachers for their good performance. The interview guide showed that the *School head teachers fully utilize school resources. This means that there is a motivation system in place for teachers for their good performance.*

Findings under Item three showed 55% agreed, 23% were neutral and 21% disagreed that there are special rewards/incentives for specific outstanding performance by teachers in selected secondary schools in Budaka. An average number (55%) of respondents agreed this means that there are special rewards/incentives for specific outstanding performance by teachers in selected secondary schools in Budaka district. The respondents showed that the result of

the interview on whether *“School head teachers fully motivate their staff”* were *positive*.

Under Item four the findings showed 36% agreed, 32% were neutral while 31% disagreed that teachers’ misconduct is a result of poor attitude towards the teaching profession. All the responses were below average and they couldn’t be based on to draw conclusions on whether teachers’ misconduct is a result of poor attitude towards the teaching profession or not. It should be noted that respondents were not knowledgeable enough on whether Teachers’ misconduct is a result of poor attitudes towards the teaching profession. The interview guide results indicated that the *“School head teachers show positive attitude towards teaching”*.

Findings Under item five showed 50% agreed, 29% were neutral and 20% disagreed that Teachers integrate personal objectives into school objectives for general achievements. The findings showed an average number (50%) of the respondents agreed this means that Teachers integrate personal objectives into school objectives for general achievements.

CHAPTER FIVE

DISCUSSION OF RESULTS

5.0 Introduction

This chapter contains the discussion of results contained in chapter four. The results obtained in Chapter Four were compiled from the tool answered during data collection by the researcher from the targeted respondents in selected secondary schools in Budaka district on the topic “school management practices and teachers’ attitudes towards teaching”. Additional information was obtained from other books, journals, and articles related to the topic under study.

5.1 Discussion of findings on how school management practices affect Teachers’ attitudes toward teaching.

The findings showed a moderate response of teachers’ attitude towards teaching in secondary schools in Budaka district. This was exhibited by 29.00 agreed, 9.94 were neutral while 5.82 disagreed. According to the legend scale this shows a moderate response (**2.61-3.40 Moderate**) **this means that** teachers attitude towards teaching is neither positive nor negative but just moderate. This implies that teachers’ attitudes towards teaching are moderately affected by school management practices in secondary schools in Budaka district. Agih (2015) quoted Sidho (2002) and stated that, Management in school entails working with and through teachers, non-teaching staff and pupils or students to get things done effectively. Therefore, it calls for staff involvement in the planning of school activities and their implantation if teachers are to develop positive attitude towards teaching. The scholar further confirms that, the primary aim of school management practice, is to improve teaching and learning, and all the

activities of the school. Therefore, school management practices affect Teachers' attitudes towards teaching in secondary schools in Budaka district.

5.2 Discussion of findings on how supervision affects teachers' attitude towards teaching

The survey results showed that supervision has a significant effect on the teachers' attitude towards teaching in secondary schools in Budaka. The overall mean showed 38.05 agreed, 15.28 neutral and 4.07 disagreed. According to the legend scale 38.05 is a high response rate implying that supervision (38.05 High) affects teachers' attitudes towards teaching. This was in line with Vijayaamalar & Suhaida, (2013) who stated that it is undeniable that the type of supervision conducted in a school determines the attitude teachers have towards teaching. Nevertheless, Ayandoja et al., (2017) stated that, Supervision objects to support teachers to become autonomous in their profession.

5.3 Discussion of findings on how Planning affects teachers' attitude towards teaching

The findings under this objective showed overall mean score of 30.60 agree, 20.50 neutral and 8.50 disagree. According to the legend scale 30.60 is a moderate and this meant that planning has a moderate effect and hence the effect is average and so it has neither low nor high effect. However, planning is a significant predictor of teachers' attitudes towards teaching in selected secondary schools in the Budaka district. This was in line with Celikoz & Cetin (2004) who contends that Planning provides an optimal means of actualization for long term objective of school as well as policy. It also provides direction, sense of purpose. He farther asserts that, staff embedded in planning own the

resolutions and ensure effective execution hence creating desirable attitude towards the profession which in turn, helps in developing creative thinking. In the same perspective, Boyitie Onoriode. I (2021) in his study the “effect of planning teaching and learning” reported that, planning facilitates the provision of required information that has favourable impact on the attitude of teachers in teaching. This was in agreement with Peretomode (2012) stated that, effective planning helps the teacher to determine the aspects of the curriculum that are relevant to his teaching and learning activities.

5.4 Discussion of findings on how Motivation affects teachers’ attitude towards teaching.

The findings showed an overall mean score of **29.20 agree, 21.00 neutral and 9.90 disagree**. According to the legend scale, 29.20 mean score is moderate and this implied that motivation has a significant effect towards teachers’ attitudes towards teaching. Therefore, Motivation is a significant predictor of teachers’ attitudes towards teaching in selected secondary schools in Budaka district. This is in line with Armstrong (2010) who expressed that, motivation reinforces a desirable behaviour of employers and in return for their service to the organization. Similarly, Armstrong (2010) avows that, Motivation is the powerful mode for encouraging employees for good performance and sometimes undesired Motivation leads to poor performance as teachers shall always have negative attitude towards their profession. Armstrong (2010) continues to argue that, pay and financial status of teachers, recognition, promotion and quality of working environment, and the influence of the group with whom employees are being identified is related to attitude.

CHAPTER SIX

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

6.0 Introduction

This chapter includes an analysis of the data gathered, along with a summary, conclusion, and recommendations. Here, only the study's conclusions and suggestions based on those conclusions are involved.

6.1 Summary and Conclusion

The major findings from this study showed that School Management Practices which are broken down into; Supervision, Planning, and Motivation, have a significant effect on teachers' attitudes towards teaching.

Supervision, Planning and Motivation were found to be significant. They showed that School management practices have a significant effect on teachers' attitudes towards teaching given supervision obtained a mean score of 38.05 agree; Planning obtained 30.60 mean score which was moderate response rate and motivation obtained **29.20 mean score**. In summary, school management practices contribute to teachers' attitudes towards teaching.

6.2.1 Discussion of findings on how supervision affects teachers' attitudes towards teaching

The study revealed that supervision significantly affects teachers' attitudes towards teaching (38.05 overall mean). This was opined that implementation of supervision in teaching is mandatory so as to guide teacher's teaching in the classroom, as well as to enhance teachers' motivation through constructive feedback hence create a working environment that will create a given attitude.

If the supervision is supportive, expect a positive teacher attitude towards teaching and the reverse is true (Vijayaamalar & Suhaida, 2013).

6.2.2 Discussion of findings on how Planning affects teachers' attitude towards teaching

Overall mean score of 30.60 agree showed that planning significantly contributes to teachers' attitude towards teaching. According to the legend scale 30.60 is a moderate and a positive predictor. This meant that planning affects the teachers' attitude.

According to Celikoz & Cetin (2004), planning offers the best way to actualize long-term policy and educational goals. It also offers guidance and a feeling of purpose. He goes on to say that employees who are involved in planning own the solutions and guarantee their successful implementation, fostering a positive attitude towards their work that fosters the growth of creative thinking. From a similar angle, Boyitie Onoriode I (2021) found that in his research on the "effect of planning teaching and learning," preparation makes it easier to provide the necessary information, which positively affects teachers' attitudes during instruction. This was in line with Peretomode's (2012) assertion that efficient planning assists the teacher in identifying the curriculum's elements that are pertinent to his instruction.

6.2.3 Discussion of findings on how Motivation affects teachers' attitude towards teaching.

The overall mean score of **29.20 revealed that**, motivation has a significant effect towards teachers' attitudes towards teaching. Implying that Motivation is a significant predictor of teachers' attitudes towards teaching in selected

secondary schools in Budaka district. According to Armstrong (2010), motivation is a strategy for providing incentives to employees or employers in exchange for their valuable contributions to the company. According to Armstrong (2010), motivation is a potent tool for promoting both desired and good performance in workers. Teachers who lack motivation will perform poorly because they will continually view their work negatively. He goes on to say that, a teacher's attitude towards teaching will be influenced by several factors, including their income and status as a teacher, their recognition, advancement, and working conditions, as well as the impact of the group they belong to. According to the same viewpoint, Ramkrishna (2002) stated that praise can result in exceptional work and foster a favourable opinion and attitude towards it.

6.3 Recommendations

Based on the research findings, the researcher hopes to make the following recommendations;

School management should make supervision a supportive exercise to improve the effectiveness and efficiency of Teachers, identifying it as a process of flaws and not seeing it as a way to discover errors.

Schools should have incentives in place that drive them to execute their duties efficiently and productively. Incentives like pay rises based on performance, recognition based on unique performance, favourable working conditions, and promotions should be a strategy to improve teachers' attitudes toward teaching.

All school heads and administrators should involve other stakeholders in school planning as this shall help by staff owning the entire decisions and executing with authority and willingness. Employees who are involved in planning own the

solutions and guarantee their successful implementation, fostering a positive attitude towards their work that fosters the growth of creative thinking.

Budaka district local government should source and allocate more funds to schools to ensure supportive supervision is conducted in schools as there is need for feedback and training for knowledge acquisition by the staff in a school rather than flaws identification and blaming.

6.4 Suggestions for further research

Further, research should be conducted in areas such as;

- Teachers' transfer and their attitude towards teaching.
- School Supervision and Teachers' Performance.
- School management committee role and teachers attitude towards teaching.

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APPENDIX I: INFORMED CONSENT

Dear Respondent,

I am *Wandera Robert*, a student of Uganda Christian University pursuing a Master of Educational management and planning of Uganda Christian University. You have been purposely identified and selected to participate in this study that will lead to an award of master degree in Educational management and planning of Uganda Christian University. The study topic is “*School Management Practices and teachers’ attitude towards teaching*”. The purpose of the study is to understand the effect of *School Management Practices and teachers’ attitude towards teaching* in terms of lesson supervision, planning and Motivation in selected secondary schools. The information provided shall be used to inform the planning and policy makers to address the growing problem of undesired teachers’ attitude towards teaching in selected schools in Budaka District.

Your participation is voluntary and the information that will be provided, shall be treated with uttermost confidentiality and used only for the purposes for which this study has been commissioned. Whatever information that will be provided will be anonymized and no person outside the study team will ever know that you were part of this study.

Thank you for your consent!

APPENDIXII: QUESTIONNAIRE FOR KEY RESPONDENTS

SECTION A:

Gender of the respondent. Ma fem

Age of respondents: 25-32 33-39 40-50 50-Above

Education: certificate Diploma Degree PGD/Masters

Work experience: 1 yrs. Yrs.

Above

SECTION B.1

Objective One:The following statements are designed to examine how supervision contributes to teachers’ attitude towards the teaching profession in selected secondary schools in Budaka district Uganda. In the subsequent sections use the scale provided to tick your opinion. 5=Strongly Agree (SA), 4=Agree (A), 3= Not sure (NS), 2=Disagree (D), 1=Strongly Disagree (SD).

To examine how supervision contributes to teachers’ attitude towards teaching in selected secondary schools in Budaka district Uganda.						
Choose SA - Strongly Agree (5), A - Agree (4), NS - Not sure (3), D - Disagree (2), SD - Strongly Disagree (1) to show your position.						
Supervision		SA	A	NS	D	SD
		5	4	3	2	1
1	In my School management conducts guided supervision.					
2	In my School management carries out evaluation of staff during their supervision process.					
3	In my School management gives feedback to their staff after supervision.					

4	In my School there is internal supervision conducted by school management.					
5	In my School there is external supervision conducted by external supervisors.					
6	In my School managers groom their staff into independent professional managers					
7	In my School Teachers are aware of the role of supervision in their professional development.					

SECTION B.2:

Objective Two: The following statements are designed to examine how planning contributes to teachers' attitude towards teaching in selected secondary schools in Budaka district Uganda. In the subsequent sections use the scale provided to tick your opinion. 5=Strongly Agree (SA), 4=Agree (A), 3= Not sure (NS), 2=Disagree (D), 1=Strongly Disagree (SD).

<p>To examine how planning contributes to teachers' attitude towards teaching in selected secondary schools in Budaka district Uganda. Choose SA - Strongly Agree (5), A - Agree (4), NS - Not sure (3), D - Disagree (2), SD - Strongly Disagree (1) to show your position.</p>						
Planning		SA	A	NS	D	SD
		5	4	3	2	1
1	In my School managers involve their staff in planning.					
2	In my School Teachers are interested in collaborative planning.					
3	In my School Teachers' salaries are paid on time.					

4	In my School management cater for staff remunerations.					
5	In my School managers utilize information extracted from other stake holders during planning process.					
6	In my School Planning leads to meaningful teaching.					
7	In my School Stakeholders influence school management during school planning process.					

SECTION B.3

The following statements are designed to examine how planning contributes to teachers' attitude towards teaching in selected secondary schools in Budaka district Uganda. In the subsequent sections use the scale provided to tick your opinion. 5=Strongly Agree (SA), 4=Agree (A), 3= Not sure (NS), 2=Disagree (D), 1=Strongly Disagree (SD).

<p>To examine how rewarding contributes to teachers' attitude towards teaching in selected secondary schools in Budaka district Uganda. Choose SA - Strongly Agree (5), A - Agree (4), NS - Not sure (3), D - Disagree (2), SD - Strongly Disagree (1) to show your position.</p>						
		Motivation				
		SA	A	NS	D	SD
		5	4	3	2	1
1	In my School management motivates their teachers for their good performance.					
2	In my School there is a motivation system in place for teachers for their good performance.					
3	In my School there are special rewards/incentives for specific outstanding performance by teachers.					
4	In my School Teachers' misconduct is a result of poor attitude towards the teaching profession.					

5	In my School Teachers integrate personal objectives into school objectives for general achievements.					
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Respondents' views on Teachers' attitude towards teaching. Choose SA - Strongly Agree (5), A - Agree (4), NS - Not sure (3), D - Disagree (2), SD - Strongly Disagree (1) to show your position.

		SA		A		NS		D		SD	
		n	%	N	%	n	%	N	%	n	%
Genuine care											
1	In my school Teachers exhibit care that adapts the learners' needs.	45	48	44	47	3	3	1	1	1	1
2	In my school students are respected as a sign of genuine care.	49	52	36	38	6	6	3	3	0	0
3	Students, who perceive their teachers as caring, have a better sense of belonging in schools	24	26	61	65	5	5	4	4	0	0
4	The act of caring is essential for building healthy relationships with learners.	38	40	47	50	2	2	7	7	0	0
Willingness to share											
1	In my school Willingness to sharing ideas, enhances learning.	45	48	37	39	10	11	2	2	0	0
2	In my school there is sharing of knowledge/innovation.	32	34	43	46	14	15	4	4	1	1
3	In my school willingness to share knowledge is influenced by the teachers' attitude.	40	43	51	54	0	0	3	3	0	0
Sensitivity to students' needs											
1	Sensitivity to student needs requires addressing the diverse learning styles.	42	45	45	48	5	5	1	1	1	1

2	In my school, Sensitivity to students' needs impacts the teaching-learning process.	33	35	47	50	10	11	4	4	0	0
3	All types of sensitivity affect student's ability to perceive information.	12	13	36	38	14	15	23	24	9	10
Motivation provides meaningful learning											
1	In my school Motivation serves as the driving force behind teachers' engagement.	12	13	32	35	35	37	9	10	6	6
2	In my school Effective educators tapping into various types of motivation.	17	18	29	30	33	35	9	10	6	6
3	In my school teachers motivate students.	8	9	26	27	31	33	21	22	8	9
Overall percentage mean		29.00				9.94		5.82			

THANK YOU FOR YOUR TIME

APPENDIX III:

INTERVIEW GUIDE FOR KEY STAKE HOLDERS

SECTION A:

Gender of the respondent. Ma Fem

Age of respondents: 25-32 33-39 40-50 50-Above

Education: Certificate Diploma Degree PGD/Masters

Work experience: 1 rs. Yrs.
Above

SECTION: B

1. School head teachers draft plans for a given period for their schools.
2. School head teachers follow their extracted plans during execution.
3. My school operates under set desired educational policies.
4. My school runs a budget drafted by its managers.
5. School head teachers fully motivate their staff.
6. School head teachers fully utilize school resources.
7. How often is internal supervision conducted in a term in a school?
8. How often is external supervision conducted in a term in a school?
9. School head teachers make performance reports to external supervisors
10. School head teachers review external reports for better results with their staff.
11. School head teachers motivate their teachers for outstanding performance in schools.
12. School head teachers show positive attitude towards .teaching

Thanks for your positive response