

**FINANCING OF PRIVATE SECONDARY SCHOOLS AND ITS INFLUENCE
ON ACADEMIC PERFORMANCE IN MUKONO MUNICIPALITY,
UGANDA**

BY

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DECLARATION

I, **Ddumba Ponsiano**, declare that this dissertation is a result of my effort. It is original and has not been submitted in any university of any other institution for any award.



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Date: 28/12/2015

APPROVAL

This dissertation, titled “the impact of school finances on students’ academic performance in private secondary schools in Mukono Municipality”, has been written by Ddumba Ponsiano under our supervision as university supervisors and is hereby approved and ready for submission.

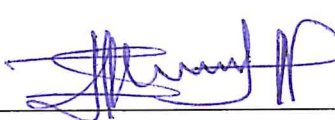
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DEDICATION

I dedicate this dissertation to parents, the Late Augustine Nyanzi and the Late Leontina Namatovu Nyanzi, to my wife Noeline Ddumba Nabalamba and my children .Nnanyanzi Maria, Asumptor Nantume and Maureen Nankabirwa.

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ACRONYMS

AFTHD	Africa Human Development Department
ANTRIEP	Asian Network of Training and Research Institutions in Educational Planning
CGCD	Career Guidance and Counseling Department
CVI	Content Validity Index
DOS	Director of Studies
ESIP	Education Strategic Investment Plan
HT	Head Teachers
IEPA	Institute for Educational Planning and Administration
IIEP	International Institute of Educational Planning
IT	Information technology
KYU	Kyambogo University
MDLG	Mukono District Local Government
MEPPM	Master of Education Policy, Planning and Management
MoES	Ministry of Education and Sports
SSA	Sub Sahara Africa
UACE	Uganda Advanced Certificate of Education
UCE	Uganda Certificate of Education
UNESCO	United Nations Educational, Scientific and Cultural Organization
UPE	Universal Primary Education

ABSTRACT

The purpose of the study was to examine the impact of school finances on students' academic performance in private secondary schools in Mukono Municipality. This was guided by the following objectives: to assess the consistency in the sources of school finances; to examine the utilisation of school finances, and to determine the relationship between school finances and students' academic performance in the same schools in the municipality.

The related literature was reviewed under themes compatible with the research objectives above. The study adopted a cross sectional research design based on quantitative and qualitative research approaches. The target population from which the study sample was selected totalled to 1,782 people. These included: school administrators i.e. head teachers and Directors of Studies; Teachers, and Senior 4 Students from 10 of the 47 private secondary schools found in Mukono Municipality. These population categories were used as sampling frames from which a sample population of 346 respondents were selected using purposive and stratified random sampling strategies. The questionnaire survey and interview methods were used for collection of data, which was presented, analyzed and interpreted quantitatively using methods involving descriptive and inferential statistics, and qualitatively through the interpretive analysis.

The main study findings include the following: only ½ of the private secondary in Mukono Municipality have consistent sources from which they raise school finances sufficient for student education needs. School finances are properly used to fund basic student education services such as; school infrastructure, learning aids and the teacher depending on individual schools. The finances are rightly used for infrastructural development and provision of learning aids in most (60%) of the schools compared to teacher facilitation which is only enough in 40% of the schools in the Municipality. The sufficiency of these resources depends on school financial discipline, whereby in schools where school finances are underutilised or misused, such learning resources are equally insufficient. School finances and student academic performance in private secondary schools in the Municipality are significantly related; students in schools that have enough and make the right use of the school financial resources comparably perform well in both arts and science subjects, and vice versa.

It was concluded that the more the sources of school finance are consistent and the finances are appropriately utilised to develop the school infrastructure, provide enough learning aids and sufficiently facilitate the teacher, the more such learning resources enhance student performance in both arts and science subjects.

The study therefore recommends that private secondary schools, besides their internal initiatives, should be assisted by government and other stakeholders to mobilise enough and make use of financial resources based on best practice in the interest of balanced and better student performance in arts and science subjects.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study examines the financing of private secondary schools and its influence on academic performance in Mukono Municipality. Chapter one covers the introduction of the study to explain the nature, relevance and justification of the study. The introduction includes; the background to the study, statement of the problem, purpose and objectives of the study, research questions, hypotheses, and the conceptual framework.

1.1 Background to the study

School financing is a process that involves mobilising, availing and spending of monetary resources by the school for students' education as the core of schoolwork. It therefore refers to management of budgetary resources raised and allocated for specific educational inputs necessary for students' education and achievement (Ludger, 2003). This achievement is usually detected through students' performance, which in secondary schools includes academic performance among others. Secondary schools are institutions of learning providing lower or higher secondary education or both (Cawley, 2011). These are either public or private schools worldwide. Private secondary schools are largely dependent on private sources (Verspoor, & Bregman, 2009).

Academic performance refers to the ability of the student to study and remember facts and to ably communicate his/her knowledge orally or on paper (Aremu, 2000). The indicators of academic performance include student participation in class, and achievement in formative and summative assessments. Formative assessment involves continuous tests while summative assessment includes end of grade final exams (NIU, 2006; Warsame, 2015). Unlike much of previous research that limits academic performance to summative assessment scores, the current study was focussed on student achievement right from class work and formative assessments as reflected in Qaiser et al (2012). Besides, student achievement in summative assessment alone, according to Qaiser et al (2012), does not actually show how students deal with their studies and how they cope with or accomplish various tasks given to them by their teachers.

Academic performance does not come from a vacuum; it is dependent on some predictors which include a diversity of inputs secondary schools can only support with school financing (Drajo, 2010). In this study, key of the school inputs that seemed to remain contentious in private secondary schools include school infrastructure, learning materials and the teacher. These are areas of significant school investment and clearly demonstrate the influence of school financing on student performance. According to Kanga (2007), the causal relationship between educational investment and student outcomes continues to attract the attention of many. Despite decades of intensive study, there was no general consensus regarding the effectiveness of monetary educational inputs for student education and outcomes in private secondary schools especially in the developing world. The most widely available evidence is often limited to public financing of education (Pol, 2011), yet private education started long time ago.

Hunt and Carper (2003) report that private secondary schools date back to the schools opened by Catholic missionaries in Florida and Louisiana in the sixteenth century, which predated the beginning of formal education in Massachusetts. Some of these schools were free and supported by a combination of financial sources, courtesy of missionary donors but others relied solely on clientele tuition. In Africa, formal private secondary schools education existed before the first government schools. In Sub Saharan African (SSA) the first formal schools also came in the sixteenth century from the North with Arab Caravans and from the Atlantic Coast with the Portuguese (Igor, 1999). Formal secondary education quantitatively developed under the influence of the European Missionaries only in the 18th Century mostly in cities and ports (Le Thanh, 1971).

In Uganda, Secondary Schools were introduced in 1902 (Ssekamwa, 1997). Secondary Education was at first mainly private, sponsored by Christian Missionaries and paid for by financially able Ugandans. It later became government oriented after independence (Nakyejwe, 2011). Secondary education began to rise in demand in the 1950s when primary education was no longer the standard for securing employment (Holsinger et al, 2002). This led to the growth of private secondary schools. The structure of Uganda's education system before independence, 1962 was; eight years of primary, followed by two years of junior secondary, and four years of senior secondary. After independence,

the system changed to seven years of primary education, six years secondary education and two to five years of tertiary education (Nsubuga, 2008).

This study was anchored on the ‘scientific management theory’ propounded by Frederick Taylor in 1911. The theory underpins the study as it advocates for logical investment and quality inputs in the production process. The theory stipulates that use of appropriate resources and materials, commensurate pay for work done, and staff development is essential for good organisational performance (Musaazi 1982). This theoretical perspective corroborates the assertion that the aim of private secondary education financing should not be just to supplement government effort but parents and other stakeholders should pay for quality education that guarantees better student achievement for a secure future (Nakyejwe, 2011). Thus, school finances are hoped, if judiciously committed, to enhance students’ academic performance as reflected in the ‘scientific management theory’ (Taylor, 1911). This is significant for private secondary schools if they are to be relevant.

In Uganda, private secondary schools provide the education timeline consistent with the approved education cycle. The secondary school cycle includes four years of lower secondary (Ordinary level) and two years of upper secondary education also known as Advanced Level (Nsaasa, 2009). The liberalization of the economy and introduction of Universal Primary Education in Uganda in 1997 have increasingly led to dramatic rise in private secondary schools in the country as government aided schools cannot take up the increasing number of primary school graduates (Nakyejwe, 2011).

Globally, the importance of secondary education has led governments to set standards so as to effectively prepare learners and promote performance for higher education and useful living within the society. The underlying principle here is that secondary schools should commit resources to benefit those they meant to serve (Ekundayo, 2010). This is possible with quality education which in Africa and most of the developing world, tends to be evaluated in terms of academic performance (Salve International, 2009). In Uganda, the quality of education is usually, linked with the curriculum, infrastructural facilities, learning materials and equipment, competency of teachers as well as teaching

methodologies all of which are dependent on school finances (Nannyonjo, 2007). For that reason, private secondary schools attract scepticism considering their private and commercial orientations and thus contextual focus for this study.

Private secondary schools in Uganda are financed from private sources such as owners' personal savings, revenues raised from students' tuition fees, borrowing from financial institutions and/or donations (Nannyonjo, 2007). Finances for such institutions are a critical school management issue because of the likely uncertainty of private financing yet something has to be spent to facilitate students' education and academic performance (van der Pol, 2011). According to Troy (2002), most successful schools put more emphasis on the efficient use of financial resources to meet all the capital and recurrent expenditures and enhance performance. This was the main concern of research on private secondary schools in Mukono Municipality.

The Municipality is found in Mukono District and it is a product of Mukono Town Council that was granted a municipal status in 2010. There are forty seven registered private secondary schools in Mukono Municipality (Mukono DLG, 2011). However, the efficacy of school finances never deeply understood because subject assessment scores widely used to measure students' academic performance are not enough to determine the quality of education and learners' achievement. In Uganda, the main student assessments are final national examinations and successful students after Ordinary level are awarded Uganda Certificates of Education (UCE) while after Advanced level they are awarded Uganda Advanced Certificates of Education (UACE), respectively (Nsubuga, 2008). These exams are obligatory for all qualifying and fully registered secondary schools in the country, Mukono Municipality inclusive.

One of the most important policy questions for the economics of education is whether increasing the level of school resources leads to improved student outcomes (Levacic, et al 2005). This is possible as long as the right education inputs are invested to guarantee quality of learning. According to Ekundayo (2010), education quality which is usually symbolized in academic performance is critical at all levels of education. In Uganda, parents, policy makers and government care about students' performance because good

academic results will provide good and ample life opportunities (Bell, 2011). Secondary education is an investment that promotes rapid economic, technological, scientific and social development in the country (Asikhia, 2010). That is why financing of private secondary schools, which are equally and demographically supporting partners, should be optimally made for the right education inputs and quality learning. It was from this background that this study sought to explore the influence of school financing on academic performance in private secondary schools in Mukono Municipality.

1.2 Statement of the problem

Private schools in Uganda are expected to raise, manage and allocate the necessary budgetary resources for enough education inputs that can enhance learners' academic performance. Such education inputs include education infrastructure, learning resources and teacher facilitation and incentives. These are inputs necessary for academic work and that can directly enable learning to take place. Since these are provided mainly by committing school finances, students' academic performance that entirely thrives on class learning correlates with school financing whose reliability is critical in the context of this study. However, previous research could not provide coherent evidence explaining the school financial reliability and its relationship with academic performance in private secondary schools in Uganda whose education spending remains scarcely known in the public domain. Thus, this study sought to examine the influence of school financing on students' academic performance in Mukono Municipality private secondary schools.

1.3 Purpose of the study

The purpose of the study was to examine the influence of financing private secondary schools on academic performance in Mukono Municipality.

1.4 Specific Objectives

1. To assess the sufficiency of school financing in private secondary schools in Mukono Municipality.
2. To examine the utilisation of school finances for students' education in private secondary schools in Mukono Municipality.
3. To determine the relationship between school financing and students' academic performance in private secondary schools in Mukono Municipality.

1.5 Research questions

1. How sufficient is school financing in private secondary schools in Mukono Municipality?
2. How effective is the utilisation of school finances for students' education in private secondary schools in Mukono Municipality?
3. What is the relationship between school financing and students' academic performance in private secondary schools in Mukono Municipality?

1.6 Scope of the study

In terms of geographical scope, the study was carried out in Mukono Municipality among private secondary schools. The Municipality is one of the urban areas found in Mukono District. The municipality as the main administrative and commercial center of the district, is located approximately 27 kilometres (17 miles), by road, east of Kampala, the capital of Uganda and the largest city in that country. Mukono District is bordered by Kayunga District to the north, Buikwe District to the east, the Republic of Tanzania to the south, Kalangala District to the southwest, Wakiso District and Kira Town to the west and Luweero District to the northwest. There are forty seven private secondary schools in the municipality all of which as part of the study target population and were fairly and sufficiently represented in the field survey by ten schools. Mukono Municipality was preferred for the study because it harbours a lot of private secondary schools of all dimensions and characteristically representative of the rest of Mukono District and the rest of the Country.

Concerning the time scope, study covers the years 2006-2013 as enough and most recent period that provides experiences necessary as the contextual evidence of the study. In addition to this, the study covers literature and other relevant information that extend as far back as the history of private education financing in the world, Africa, Uganda and Mukono District in particular. The time scope was ideal for the study because it presents interesting trends in the development of primary education that raised enrolment needs and financial demands of private secondary schools in Uganda; 2006 and beyond was the

period of increased secondary school enrolment following the increase in Universal Primary Education products (graduates) introduced in the country 10 years back.

The content scope of study includes the influence of school financing on students' academic performance with specific focus on the sufficiency and utilisation of such finances meant for students' learning aids and education. The content scope was defined due to the content research gap and the significance of schools finance as the underlying resource in academic performance and education at the school level and education sector at larger.

1.7 Significance of the study

Private secondary schools are part of promoters and implementers of the broad aims of secondary education in Uganda. In view of this, the study provide useful information for the Ministry of Education and Sports to formulate enabling policies that can enhance financial planning and budgeting in such schools and improve the quality of education and students' performance.

The findings can be useful to educationists, namely; school administrators, and teachers, as well as students and other stakeholders supposed to monitor the operations of schools mainly private secondary schools. School administrators would be able to appreciate the need for efficient allocation of financial resources for priority education resources, teachers and students may better value such inputs with which the quality of education and academic performance can be guaranteed. In addition, school financiers and clientele would ensure reliable financial support and cooperation for consistency in school activities aimed at enhancing student achievement.

The study provides the basis for further research for example on pertinent fiscal issues such as the challenges of financial management in such private secondary schools. Besides, the findings form a body of knowledge for reference in any future research.

1.8 Theoretical framework

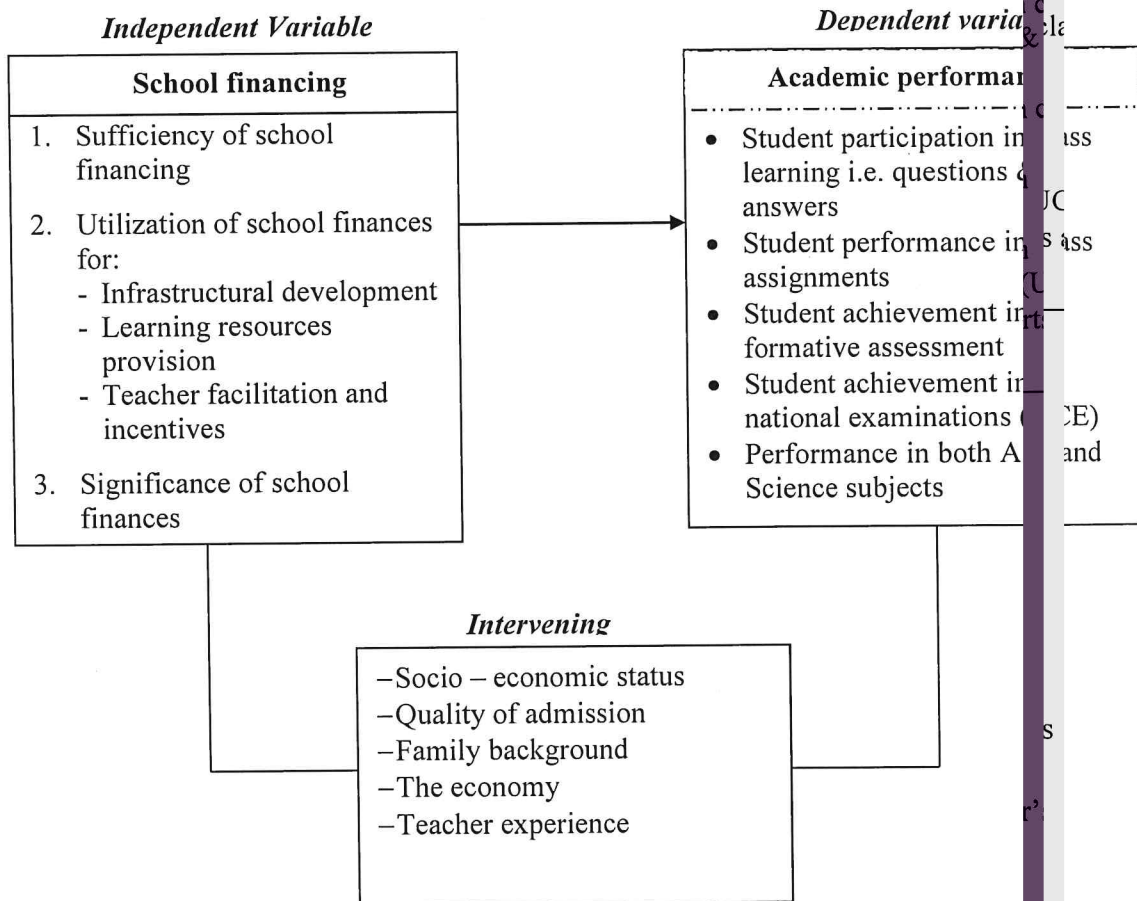
Taylor's scientific management theory provides a fitting theoretical orientation that was helpful in exploring the relationship between school finances and students' academic performance in the private schools of study in Mukono Municipality. The theory, a brain child of Frederick Taylor (1911), specifies that use of appropriate tools and materials, paying commensurate for work done, and training of staff are vital for good performance. Relative to education management, Okumbe (1999) observes that students need class rooms, libraries and laboratories as well as trained teachers who themselves require instruction aids such as textbooks, visual aids and equipment to enhance academic performance. This theory was since these education inputs cannot be availed unless they are financed and finances alone cannot cause academic performance without such inputs.

So, the need for education inputs and their potential catalysis to students' achievement have been reason for education financing world over from all angles including the private sector. In light of this theoretical perspective and reflecting the research objectives, this study adopted the availability- use- effect model of school finances relative to academic performance as illustrated in the conceptual framework below.

1.9 Conceptual frame work

The conceptual framework presents a diagrammatical illustration of the relationship between the research variables; the independent variable, the intervening variable and the dependent variable as illustrated in Figure 1.1.

Figure 1.1: Influence of private secondary school financing on students' academic performance



Source: Adapted and modified by Ddumba (2012) based on Frederick Taylor (1911) scientific management theory.

Explanatory notes

The main variable relationship depicted in the conceptual framework above is between school financing and academic performance. School financing is the independent variable and the academic performance is the dependent variable.

The independent variable was divided in the following elements that not only measure the efficacy of school financial management but also determine students' academic performance in any given school.

- Sufficiency of school financing. This involves the consistency and adequacy in the generation and/or provision of funding necessary for school activities.

comes from sources such as school shareholder savings, bank loan, and donations among others while generation sources include school fees and income generating activities.

- b) Utilization of school finances. Utilization involves budgeting, allocation and spending of school finances for education oriented and enhancing activities such as infrastructural development, learning resources provision, and teacher facilitation and incentives, respectively.
- c) Significance of school finances. This connotes the impotence of stable and well utilised school finances schools can use for effective teaching and learning and consequently better student academic performance.

Besides the independent variable factors, there are intervening variables which in the context of this study include socio – economic status, quality of admission, family background, the economy and teacher experience.

The dependent variable about academic performance was broken in several performance indicators that include student participation in the class learning, performance in class assignments, achievement in formative assessment, and performance in summative assessment i.e. national examinations (UCE) for both arts and science subjects.

1.10 Definition of key terms

School financing. This includes cash inflows the school expects to collect or receive for its budgetary expenditure on educational inputs meant for student leading. This tantamount to student education achievement determined through academic performance.

Academic performance. This is a measure of student achievement in the learning process. It is an outcome of all academic tasks of a learner either be determined as good or poor. In this study academic performance is not just limited to exam performance, especially in national examinations, as commonly conceptualised in previous school performance research and surveys; in this case it covers the internal school academic activities and experiences, starting right from class work. It is the ultimate objective of any learning process in academia.

Sources of finances. These are ways school finances are raised. They are usually diverse and the most common dimension is parents' student fees contributions especially for private schools including the secondary schools of this study. Another significant source is school owners' investment capital or personal savings used by the school whenever there is need. Others include bank loans, donations and fundraisings.

Utilisation. This is simply the use of school finances for the development of school physical infrastructure such as buildings and the provision or facilitation of other educational resources including learning aids and academic staff. This is usually aimed at promoting student academic performance.

Educational resources. These include the physical infrastructure, learning aids i.e. materials and tools and as well as human resource; in this case teachers.

Physical infrastructure. For this study, physical infrastructure includes school buildings that provide spaces for student academic work such as classrooms, library, science and computer laboratory spaces and other spaces for any other academic activities depending on the school curricula.

Learning aids. These are learning materials and tools such as library reading materials, computer systems and science specimens and apparatus as well as other school workshop facilities used for student academic work.

Teacher facilitation. In this study, teacher facilitation includes any benefits and support financially or otherwise beyond remuneration all of which are aimed at motivation and improving the competence of the teacher for effective student learning and academic performance.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Chapter two covers literature reviewed in relation to the impact of school finances on students' academic performance. The literature review described the concepts of school finances and academic performance as the main variables of study and specifically analysed the related literature under themes mirrored in the research objectives. Themes include; the sources of school finances; utilisation of school finances and the implications for students' academic performance. A conclusion was also given.

2.1 The Concepts of school financing and academic performance

According to Ankomah et al (2005), school financing is categorized into capital and recurrent expenditure. It indeed involves budgetary resources required for specific educational inputs essential for students' education and academic performance (Ludger, 2003). Academic performance refers to how students deal with their studies and how they cope with or accomplish various tasks given to them by their teachers (Qaiser et al, 2012). According to Odubaker (2004), academic performance is related to the quality and quantity of knowledge, skills, techniques, positive attitude, behaviour and philosophy that students acquire. The ability to achieve is evaluated by marks and grades obtained in a test or examination, at the end of a topic, term, year or education cycle. However, this is not enough measure for performance because child education and achievement are expected to occur and can be demonstrated by the learners abilities even when a test is not done. Therefore, there was a student performance detection gap for the current research to fill.

2.2 Sufficiency of school financing

In general, governments are the main funders of education systems in every country in the world, but they are not the only source (Pol, 2011). Financing of education derives from partnerships that are regulated to varying degrees. These partnerships are often complex and related to the particular history of each country. Government funding is also complemented by inputs from external partners, users and beneficiaries of school systems

(students and their families), private entities such as non-governmental organizations (NGOs), associations, religious institutions, communities and private companies. All these alternative sources are in this study categorized as private sector. Private financing can complement government funding in public education institutions but private funders also finance private schools including secondary schools that are created and managed by private operators (Mingat, et al, 2010).

From the financial point of view, the characteristics and efficiency of nongovernmental funders are scarcely known, since the most widely used education expenditure indicators are often limited to public financing of education. Therefore, it is currently impossible to provide a complete description of private expenditure on education in SSA countries (van der Pol, 2011). This was the case for Uganda and Mukono Municipality before the current review that provides a specific focus. Otherwise, the financial implications on the performance of secondary school education more so of private schools remained a question of concern.

Expanding access equitably and improving quality and relevance at the same time are the 'twin challenges' faced by secondary education systems throughout the developing world (World Bank, 2005). Responding to these challenges has called for broad reforms everywhere, but perhaps more in SSA than in any other region. Among the policy reforms has been liberalization of education with which private sector supported and managed secondary schools have dramatically increased. As such, increasing the efficiency of resource utilization thus adds a third challenge; one that determines the extent to which progress to the other two is possible (van der Pol, 2011).

This is convincingly demonstrated in recent work by Lewin (2008) and Mingat (2004) who show that in much of SSA the current level of per student cost prevents any significant expansion of secondary education, unless countries and the populace are ready to accept significant deteriorations in the teaching and learning environment and as a consequence in student learning achievement. In this case changes in the way school

systems currently deliver secondary education and mobilize and allocate resources are essential (Lewin, 2008; Mingat 2004). These include:

- reorganizing the way the junior and senior secondary education is provided;
- increasing the efficiency of resource deployment in secondary education, resulting in reductions in the cost per student, and
- diversifying sources of funding.

This showed that all was not okay for secondary education investment in SSA. If public schools that are supported by governments can be faced with financial discrepancies then the financial discipline and outcomes of the more vulnerable 'private' secondary schools needed urgent attention.

In Uganda, there has been remarkable rise in private schools especially after the liberalization of the economy. This has also been motivated by Ugandans seeking to position themselves and their children to benefit from the economic expansion and employment growth. Besides, there has been great impact of Uganda's adoption of Universal Primary Education (UPE) on enrolment levels; there has been growth of over 20 percent in the number of government-aided secondary schools in Uganda over the last 10 years and a 15% increase in the number of registered private secondary schools the same period due to a big number of primary school leavers who have to pay school fees after the 7 years of free primary education. The private sector has played and continues to play in the expansion of secondary education amidst this increase in demand in Uganda (Nakyejwe, 2011).

Some private secondary schools have grown tremendously while others have grown slowly, split or closed like Mukono Progressive, Mukono High School, Greenville High School among others- this could be attributed to strategic entrepreneurial behaviour of the schools. These remain a challenge for the government and stakeholders to act up on. Government has attempted to regulate secondary education in terms of quality in the private sector, which now accounts for over 57 percent of secondary schools (UBoS, 2011). The Education Act 2008 requires that all private schools shall be classified according to a criteria selected by the Ministry of Education and Sports which has helped

in the regulation of these schools (Acts Supplement, 2008). This however does not guarantee their financial efficiency as regards students' performance. Thus, their financial implication deserved specific scrutiny. Without more substantive empirical evidence, it was difficult to know whether the private secondary schools are providing a genuine service considering their financial requirements.

Troy (2002) reported that most successful schools in Mukono District put more emphasis on financing all the capital and recurrent expenditures to enhance students' performance. Nonetheless, the fate of the seemingly less successful and not impressive private secondary in the district and Uganda in general remains unclear. It is true there has been the emergence of many private secondary schools in the country as result of economic liberalization and these have indeed helped to accommodate the products of Universal Primary Education that cannot be contained in the existing government aided schools (Ward et al, 2006), but the quality of education and students' academic performance matter! Unlike previous research that have ambiguously correlated finance with quality and academic performance, the current study provided better model for understanding the impact of school finances on academic performance in such private schools.

According to the working group on Strategic Planning of Secondary Education Development (1999), other indicators of performance apart from national examinations are; infrastructure, the quantitative and qualitative level of scholastic materials, and the professional and social competence level of teachers. These are expected to be duly financed for that purpose.

2.3 Utilisation for school finances

In this theme the review particularly covered the use of school finances for infrastructural development, provision of learning aids and facilitation of teachers all as in puts necessary for students' education and performance in school systems such as the private secondary schools in Mukono Municipality.

2.3.1 Infrastructural development funding

Finances are needed for school capital development such as physical infrastructural constructions and utilities necessary for learning activities (Owoeye and Yara, 2011). Infrastructural facilities refer to school space, classroom, library and laboratory structures, toilets, and other school buildings (Ankomah et al, 2005). Besides these, school infrastructure also includes utilities such as water and power supply, communications, standards of construction the physical structures, and conditions of all facilities. In addition, chalk boards, other kinds of instructional boards and furniture can be integrated as part of the school infrastructure in a school system (Rizvi, et al, 2011). Aganze (1998) identified infrastructure in Ugandan schools to include all such facilities and services. The education Standards Agency list for school infrastructure includes similar infrastructural requirements (Muguluma 2004).

These are inputs that provide teachers and students optimum environment for learning (Muguluma, 2004). Despite the role of infrastructure, many schools in Uganda and Adjumani in particular do not measure up to these infrastructural requirements (Drajo, 2010). In the Monitor (January 26, 2006) Bitamazire indicated that the lack of sufficient infrastructure in schools required interventions from stakeholders citing the construction of 54 laboratories countrywide by African Development Bank (ADB) to improve performance. In Adjumani district, the Chief Administrative Officer (CAO) in 2005 closed seven secondary schools because they lacked minimum infrastructural standards. Previous literature about educational infrastructure shows the relevance of infrastructural development funding but it is generalized and thus could not provide specific lessons for Mukono Municipality private secondary schools which are expected to spend for effective students' academic performance. Hence, there was need for this study.

2.3.2 Use of school finances for student learning aids

School finances are also required and expected to be spent for student learning aids commonly referred to as materials and equipment as part of the priority educational inputs that directly aid instruction and student's learning (Dahar & Fayyaz, 2011). Thus school finances are essential for learning resources that have traditionally been

meant to promote teacher competence for effective students' education and academic performance.

2.4 School finances and academic performance

School finances as budgetary resources are required for specific educational inputs essential for students' performance (Ludger, 2003). Schools need sufficient money to construct new buildings, buy textbooks, buy science equipment, pay teachers' salaries, and maintain other educational services. Higwira (1993) affirmed that availability of funds enables an organisational manager to create a suitable climate and tone conducive for producing positive and desirable results. Aganze (1998) advanced that academic performance is influenced by funds, which are used for providing good infrastructure, good instructional materials and attracting good teachers. Besides this perceived need for such educational resources, it was the aim of the current study to explore the consistency in the financial inflows of the education institutions of study that are privately owned and perceivably less reliable as regards financial stability. The existing research never exhausted this possible uncertainty.

All learning and performance are possible in the presence of educational resources for which school finances have to be committed prudently. Inadequate finances need to be properly managed for effective performance (Drajo, 2010). Higwira (1993) revealed that inadequate finances can be well managed and optimized with transparency and a clear system for making right decisions on priorities, use of appropriate methods of distribution, responsible ordering, the keeping of stock records and the justification of expenditure. This brings about accountability that enhances good performance. In light of this, anyone can be skeptical of the effectiveness of the finances of private secondary schools that largely depend on private funding, which according to Pol, (2011), can be unreliable. Alas, the existing research showed less about the need for efficiency in the management of school finances regardless of their adequacy and so, the need for more scrutiny especially in a local context like Mukono Municipality.

interpreted as instructional materials and equipment. Learning materials and equipment are print and non-print, laboratory and information technology (IT) items that are designed for teachers' and students' use in the teaching learning process. Learning materials include items such as kits, textbooks, magazines, newspapers, pictures, recordings, slides, transparencies, videos, video discs, workbooks, and electronic media including but not limited to music, movies, radio, software, CD-ROMs, and online services. While learning equipment includes: laboratory apparatus and IT hardware such as computer systems (Dahar & Fayyaz, 2011).

According to Ward et al (2006), secondary schools in Uganda consider textbooks essential for performance but only few schools have satisfactory levels, many have none. Sources of subject information to students are from blackboard or dictated notes, teachers' past students' notes, pamphlets amongst others for instruction. Libraries too are short of relevant books, there is a general undeveloped reading skills and capacity to research and access information. Literature suggests that some secondary schools in Uganda could have allocated less funding for these vital inputs. Nsubuga (2003) affirms that textbooks account for less than 2% of total expenditure for most secondary schools. Government contributes less than one third of it. Because this, the situation in private schools was perceived to a matter of greater concern given the uncertainty in their sources of funding. Besides, this literature provides a general perspective mainly about the public schools; the challenges of using school finances for such resources in private secondary schools in Uganda were scarcely known.

2.3.3 Teacher financial facilitation

It is not the provision of learning resources alone rather teachers' commitment to professionalism; schemes of work, lesson planning, creative mind and interest in students' learning and performance, as well as commitment to students' learning objective that will propel teachers to make proper use of teaching aids (Drajo, 2010). However, this is not possible in the absence of enough teacher motivation which normally revolves around financial facilitation. Ajuago (2002) reveals that a research done between 1979 and 1981 reported 68 types of different teaching aids supplied by the

government of Nigeria were never utilized. Thus, school finances are ideal for facilitation and motivation of the academic staff. This facilitation covers salaries, benefits such as health, insurance, transport, accommodation among others and other incentives such as performance rewards, allowances etc (Kingdon and Teal, 2007). Teachers are part of educational personnel.

Educational personnel include administrators, teachers, and support staff (Musaazi 2006). These according to Troy (2002), are an important resource for school success but must have commitment which is usually dependent on the level of financial facilitation. This commitment is demonstrated by their competency and performance. Ankomah et al (2005) advanced that teacher competence is dependent on pupil- teacher ratio, academic qualification, pedagogical training, content knowledge, ability, and experience. Kinungu (1989) reported that teacher performance is demonstrated by lesson preparation, proficiency in subject instruction, maintaining order in classroom, encouraging learners' participation in the lesson, punctuality, discipline, participation in extra-curriculum activities, integrity, and participation in community affairs. This analysis counts but there was need to show that teacher competency and performance indicators are underlined by the consistency in financial facilitation as the catalyst for the suitability of teachers' working conditions.

When teachers are faced with transport and housing problems, they do not get to school on time, others hold second jobs, and others are sometimes absent from school (Colby & Witt, 2000). Similarly, Mulkeen et al (2005) and Nsubuga (2003) add that this reduces teaching hours, which are low in Sub Saharan Africa by international standards. Thus, time management can be compromised despite being a significant ingredient in the teaching learning process as long as the school finances are not enough to facilitate the teacher's conditions. Besides, Nsubuga (2003) notes that if teachers are not regularly appraised their performance will not be guaranteed. Nonetheless, this appraisal was also dependent on the availability and use of the school finances! It was therefore imperative to explore if finances of private secondary schools are used for the right purpose that is

School finances have an impact on students' performance considering the role of educational resources which theory should be adequately provided and facilitated by the very finances expected for effective student education. Studies done by McGuffey (1982), Earthman and Lemasters (1996, 1998) cited in Schneider (2002:2) reported a correlation between school infrastructure and test scores. According to Schneider (2002) studies in Latin America established a positive relationship between infrastructure indicators including buildings, furniture, access to electricity or water and academic performance - they provide for teachers and students a good environment for learning. However, buildings have to be accompanied by other practices for performance to be good, they have to be maintained to provide conducive environment for teaching and learning.

Learning resources play a very important role in the teaching-learning process. They enhance the memory level of the students. Today, education has spread wide and the entirely oral teaching cannot be the key to successful pedagogy; therefore, the teacher has to use and facilitate learners' use of material to make the teaching-learning process interesting (Nicholls, 2000; Raw, 2003). According to Muhiire (2002), availability of scholastic materials like textbooks and space determine performance. According to the World Bank Staff working paper (1988), without some basic revitalizing of inputs particularly textbooks and instructional materials almost no learning can be expected to occur. Ajuago (2002) reported that availability of textbooks and other instructional materials have a positive correlation on students' performance because they facilitate understanding of abstract concepts, help in class control among others. Nsubuga (2003) asserted that the shortage of textbooks and other learning resources is a major factor contributing to the poor quality of education in some secondary schools in Uganda.

Besides, availability of learning resources also important is their use by both the teacher and students. The use of learning material and equipment can enhance the learning achievement. Effective use of these materials facilitates learning, can attract and hold students' attention, increase retention and enhance understanding of the abstract concepts thus, improving performance (Ajuago 2002). The previous literature could not also

clearly position learning resources to specifically show the implications of school finances on students' academic performance. It was thus suspected, the availability and use of such resources in institutions like private secondary schools in Mukono Municipality are insufficient owing to the inconsistencies in the school financial inflows.

Also relevant to significance of school finances on students' academic performance is the extent such finances are available and used for teacher facilitation and competency in the teaching learning process. Troy (2002) reported that teachers are the most important resource that contributes to the success of their schools because of the commitment they exercise. In support of this, Mulkeen, Chapman, Dejaeghere and Bryner (2005) reported that in the USA teacher quality is one of the most important variables in determining student performance. This is because buildings, books, or any other input are not enough unless people are committed to students' success (Troy, 2002). Nonetheless teacher commitment is dependent on the working conditions which are underlied by school financing; Teachers working conditions enhance or compromise their performance and consequently students' performance (Drajo, 2010). Thus, school finances are significant because teacher inconsistency undermined students' successful education and performance, a possibility this study sought to confirm in a very local context in Mukono Municipality Private secondary school. This likelihood was generalised in previous research.

In Uganda and Zambia, the World Bank (2004) reported teacher absenteeism rate at 26% and 17% respectively. This undermines teacher and students' performance because real academic work largely depends on what happens in the classroom (De Grauwe and Naidoo 2004). Mulkeens et al (2005) also observes that there is positive correlation between teacher's knowledge of the subject and learners' performance in the classroom. Teachers who may have little knowledge of the subject content to be taught practice remote teaching whereby they write notes on the board or use a class prefect to readout of a textbook while absent. This impedes good teaching. All these can be attributed to the reliability in school funding. Thus Funding will have an impact on performance as much as it is committed to teacher facilitation (Drajo, 2010). Nonetheless, this insight was not

well explained in the existing literature, thus there was need for a more explicit study more so on private secondary schools.

In the current study, the impact of school finances on student academic performance was ascertained by assessing the reliability and sufficiency of fiscal inflows certainly needed for the above educational resources necessary for students' education and performance. This analysis was never exhausted in existing literature and research which only explain the sources of finances for private institutions including secondary schools and only scarcely comment on perceived inconsistencies in the use of such finances.

2.4 Conclusion

Most of the previous literature about educational facilities didn't clearly provide critically specific analysis of how school inputs as parameters, can explain the impact of school finances on academic performance. Yet such inputs are financed by school resources for effective learning that would translate into students' achievement and performance. The literature didn't clearly show how school finances can particularly translate into specific academic work and performance which in most previous studies had been only understood as students' test scores. Yet performance begins with learning since the learner is expected to achieve from learning right away. This study therefore sought to explore the extent to which school finances are committed for some of the key education inputs; infrastructure, learning resources and the teacher to enhance learning and students' academic performance in private secondary schools in Uganda taking Mukono Municipality as a the case study.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter covers the following: research design, study population, sample size and sample technique, research methods, instruments, validity and reliability of research instruments, procedure for data collection study and data analysis.

3.1 Study Design

The study design was a cross-sectional survey design. This entailed the use of both quantitative and qualitative approaches for data collection and analysis with the view of triangulation. A cross-sectional survey design facilitated the collection of information from a cross section of respondents at once without need to follow up the respondents for further information just as it observed in Amin (2005). Thus, data collection was done over a short period.

3.2 Study Population

There are 48 private secondary schools in Mukono Municipality (see List in Appendix V). For purposes of controlling extraneous variables, 10 private secondary schools were randomly selected from the list. All these are schools sitting O' level UCE national examinations. Most of the private secondary schools in the Municipality are A' Level schools but this study only investigated the ordinary level in which sciences; mathematics, physics, chemistry and biology are compulsory. This was hoped to enable a comprehensive analysis of the implications of school finances on student academic performance in both science and arts subjects. Specifically, the target population from which the study sample was selected included: students, teachers, and administrators such as director of studies (DOS) and head teachers (HT). Table 3.1 below provides details of these target population categories in the ten schools earmarked for the study.

Table 3.1: Details of the School Population Categories of Study

Name of School	Sch. Administrators (HT and DoS)	Teachers	Form 4 Student
1. Hilton High School	2	70	180
2. Mt St Henry's Mukono	2	58	184
3. Nile High School	2	34	74
4. Our Lady of Africa S.S. Mukono (OLAM)	2	34	200
5. Seeta High School-Seeta	2	61	200
6. Excel High school Mukono	2	22	72
7. St Francis Bogia	2	30	54
8. St Johns S.S. Mukono	2	38	122
9. St Stephen' Secondary School Mukono	2	42	130
10. Talents College Mukono	2	36	121

Source: School records of the selected private secondary schools of study Mukono Municipality, 2012

3.3 Sample size and sampling technique

3.3.1 Sample size

A sample of 346 respondents was determined for the study using the following Sloven's formula specified in Amin (2005) and as worked out in Appendix I.

$$n = \frac{N}{1 + N \alpha^2}$$

Where **n** stands for the total *sample size*

N stands for the *total population*

$$\alpha = 0.05$$

The formula was used to determine the calculated sample population (n) from subgroups with over 10 subjects i.e. teachers and students subgroups in each of the private secondary schools of study. These calculable subgroups totalled 1762 of the study population (1782). The calculated sample size from this total of the calculable was 326.

As recommended by Krejcie and Morgan (1970), that all the population subgroups below 10 subjects i.e. Head teachers and Directors were out rightly included in the overall study

sample. Altogether, these school administrators added up to 20 subjects. So, besides the calculated sample of 326, the overall sample size of study was 346 as indicated in Table 3.2 below.

Table 3.2: Determining the sample size

Selected Private secondary Schools	Target population			Total population	Sample size			Total Sample
	Admin	Trs	Stds		Admin	Trs	Stds	
1. Hilton High	2	70	180	252	2	13	33	48
2. Mt St Henry's	2	58	184	244	2	11	34	47
3. Nile High	2	34	74	110	2	6	14	22
4. OLAM	2	34	200	236	2	6	37	45
5. Seeta High	2	61	200	263	2	11	37	50
6. Excel High	2	22	72	96	2	4	13	19
7. St Francis	2	30	54	86	2	6	10	18
8. St Johns	2	38	122	162	2	7	23	32
9. St Stephen'	2	42	130	174	2	8	24	34
10. Talents College	2	36	121	159	2	7	22	31
Total	20	435	1337	1782	20	79	247	346
<i>Staff in 10+ Categories</i>		435	1337	1762				

Source: Extract of Table 3.1 above, School records 2013

The sample size of 346 brought together the sample of students, teachers and administrators; head teachers and director of studies from the 10 schools selected for the study. This specifically included 20 head teachers, 79 teachers and 247 students.

3.3.2 Sampling technique

In this study, senior four classes in the ten schools preferred for the study were used for selection of the sample population and data collection because most of the students and teachers had lived in their respective schools long enough to objectively explain issues of academic work and performance. The sample population of 346 that included students, teachers, director of studies (DoS) and head teachers (HT) was selected using the stratified random sampling and purposive sampling.

Using stratified random sampling respondents were selected in such a way that the homogenous subgroups (categories) of the population were more or less reproduced in the sample. With this method, the population was divided into groups matching each of

the population categories above basing on criterion of homogeneity. Then specific numbers of subjects or respondents specified in Table 3.2 were randomly selected from each population subgroup for each of the the 10 schools, just as recommended in Mugenda and Mugenda (2007). In this study, the main purpose of using stratified random sampling was to achieve the desired sample representation of the target population. This technique guaranteed high degree of representativeness. Using the method the following respondents were selected; 79 teachers and 247 students who represented the rest in each of the respective study schools. Stratified random sampling was also adopted because it is very economical and offers accurate results (Sotirios, 1988). Teachers and students were asked to fill questionnaires as general respondents.

Besides, purposive sampling was used to select 10 Directors of Studies and 10 Head Teachers as key informants to the study. Specifically, the director of studies and head teacher were out rightly selected from each of the 10 schools of study. These were asked to fill the interview guides with which more details about the variables of study could be given.

3.4 Data Collection Methods

The questionnaire and interview methods were used to collect the relevant data.

3.4.1 Questionnaire survey

The questionnaire survey was the major method used for data collection. The questionnaire (Appendix II) was used as the instrument for data collection from some of the sample population categorised as general respondents. The questionnaire was used because of its suitability in reaching respondents in a large sample and to enable respondents give information free of influence. At least 326 questionnaire drafts altogether were prepared and administered. The questionnaire contained both closed and open questions. Close-ended questions were used to collect quantifiable data relevant for precise and effective correlation of research variables. While open-ended questions were used to enable respondents add more in-depth relevant information and experiences.

3.4.2 Interview

Interviews were administered with the 20 key respondents using the interview guide. These respondents included head teachers and directors of studies. The interview guide was semi structured, composed of mainly open and some closed questions (Appendix III). Open ended questions were intended to enable informants confirm their views and provide detailed data on certain research variables. Interviews were used to obtain data that could not be effectively got through the questionnaire. Generally, interviews were administered to consolidate the study findings.

3.5 Validity and reliability

3.5.1 Validity of research instruments

To ascertain the validity of the questionnaire (Appendix II) and interview guides (Appendix II), a pilot study was carried out as recommended by Cronbach (1971). This was done by administering the two instruments onto the pilot group. This group was selected from three purposively identified private secondary schools (at ordinary level) in Nakifuma Town Council also found in Mukono District. The group included 15 students, 9 subject teachers, 3 Head teachers and 3 Directors of Studies. The questionnaires were filled by Students and Subject Teachers while the interview guides were completed by the Head Teachers and Directors of Studies of the three schools respectively, just as planned for the main field survey. The population units used in the pilot study were not included in the final sample. This validity survey was used to determine both face and content validity of the questionnaire and interview guides.

Face validity refers to a process of seeking the opinion of the respondents to determine the suitability of the research instrument from the outlook. It is used for ascertaining the face value accuracy of the research instruments. Face validity validates the instrument as an appropriate way to find out what is being measured (Polkinghorne, 1988). Content validity focuses upon the extent to which the content of an instrument corresponds to the content of the data it is designed to collect. The instruments were administered by the researcher onto the pilot population after which a discussion was made to determine the suitability, clarity and relevance of the instruments for the final study. Ambiguous and inadequate items were revised in order to elicit the required information and to improve

the quality of the instruments. To further enhance instrument validity, two experts in school financing and administration were asked to appraise the instruments. Their appraisal helped the researcher to improve on the content consistency of the instruments.

3.5.2 Reliability of research study

Reliability refers to the consistency of the research instrument in measuring whatever it is intended to measure. It is the degree to which an instrument measures the same way each time it is used for data collection in the same condition with the same subjects. A measure is considered reliable if a person's score on the same test given twice is similar (Golafshani, 2003). The reliability of the research instruments was established using the Cronbach Alpha Coefficient test of the Scientific Package for Social Scientists (SPSS). Specifically, this test also covered responses to the research items in the questionnaires and interview guides filled in the pilot survey. The test considered item after item as systematically arranged in the study themes in relation to research questions. All the research item scores or responses of the two research instruments were particularly subjected to the Cronbach's Alpha Coefficient (CAC) analysis. The CAC is an appropriate package for determining instrument reliability, which is necessary for quality research findings. 0.950 was computed from the CAC analysis. With this as the r statistic, both the questionnaire and interview guide were very reliable because according to Reynaldo (1999), a research instrument is reliable within the range of 0.7- 1.0.

3.6 Data collection procedure

After the approval of the proposed study, the researcher obtained an introduction letter from the department of post graduate studies, which was used to seek permission from head teachers in order to administer questionnaires and interviews in their schools. Questionnaires were then distributed among the general respondents; teachers and students in each of the ten private secondary schools selected for the study. After that the researcher embarked on the interviews with the Director of Studies and Head Teacher in each of the schools. This, besides leave- back interview exercise, also involved face to face interviews because some of these school managers did not have enough time by virtue of their positions. After the interviews, filled questionnaires collected from

teachers and students. Then the questionnaire and interview raw data was set for processing and analysis.

3.7 Data analysis

After collecting the questionnaires and administering interviews, data was coded and then entered into the computer for analysis. The Statistical Package for Social Scientists (SPSS) programme was used. The statistics produced included frequency counts and percentages as well as Pearson's correlation coefficients. These were used for interpreting variable interrelationships manifested in the study findings, and above all generate information that addresses the research questions. In addition, data including responses to open-ended questions of the questionnaires and interview schedules were qualitatively analyzed. In such a case, the collected primary data was descriptively analysed using the interpretive technique. This was meant for effective organisation and correlation of relevant data variables into meaningful information. Qualitative analysis was used to produce information that supplements the descriptive statistical findings generated from questionnaires.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter covers the presentation, analysis and interpretation of findings (data) about the impact of school finances on students' academic performance in private secondary schools in Mukono Municipality, Uganda. The findings specifically address the research objectives from which the research questions were drawn as indicated in chapter one. The research questions were used to guide the research process. In that case, the questions cover variables from which themes of the main findings were derived. The themes (Ts) include: theme One (T1) about consistency in the sources of school finances; theme Two (T2) on the utilisation of school finances, as well as theme Three (T3) about the relationship between school finances and academic performance. The themes are the main dimensions of the content scope used as parameters for assessing the subject of study but are preceded by the equally essential Background information (Bi) of the participants in the field survey. The Bi and themes T1 and T2 include descriptive statistics while T3 covers both descriptive and inferential statistics. In the first two themes, the statistics are supplemented by qualitative interview responses.

For clear and precise identification in data presentation, teachers and students are jointly specified as 'questionnaire respondents' while school administrators cited in chapter three are identified as 'interview respondents'. Where necessary, respondents are separately specified in their actual category identities; as students, teachers and administrators, respectively.

4.1 Background information

This section covers information about the respondents' profile, their experience and school ownership and management status. The information includes revelations of all respondents; teachers, students and key informants. Some of the background variables are jointly presented in single sub sections.

4.1.1 Gender of respondents

In this sub section, the findings specify the gender of all the respondents including students, teachers and school administrators as presented in Table 4.1.

Table 4.1: Gender distribution of respondents

Item	Response	Students (st)		Teachers (tr)		Administrators (ad)		$\sum f_{st, tr, ad}$	%
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%		
Gender	Male	124	50.2	49	62.0	11	55.0	60	60.6
	Female	123	49.8	30	38.0	9	45.0	39	39.4
	Total	247	100.0	79	100.0	20	100.0	99	100.0

Source: Field survey, 2015

Legend

f = Frequency; % = Percent; $\sum f_{st, tr, ad}$ = Total response frequency for all respondents,

The statistics in the table above show that 60.6% of the respondents were male and 39.4% were female. Specifically, of the respondent categories almost half of the students and school administrators were female. All in all the respondents sufficiently represented all gender of the study population and thus, the study captured gender balanced experiences and perceptions regarding school finances and academic performance in the private secondary schools of study in Mukono Municipality.

4.1.2 Age of students of survey

Unlike teachers and administrators considered adults, students' age was probed to ascertain whether they were mature enough to give sound analysis of the effect of school finances on academic performance in the respective schools. The relevant findings are presented in Table 4.2.

Table 4.2: Age distribution of students of survey

Item	Response	<i>f</i>	%
Students' age	10-14	12	4.9
	15-19	222	89.9
	20-24	13	5.3
	25+	0	0.0
	Total	247	100.0

Source: Field survey, 2015

The findings in this table specify that 4.9% of the students involved in the study were 12 years old, 89.9% were 15-19 years and 5.3% were 20-24 years of age. The majority 96.7% of the students were older but the rest 4.9% were also mature enough to make

independent analysis about the school finances and academic performance in the respective schools.

4.1.3 Respondents' experience as parents and guardians

The findings in this sub section include responses of teachers and administrators under survey to the questions of whether they are secondary school parents or guardians. The findings are presented in Table 4.3.

Table 4.3: Responses on whether teachers and school administrators have experience as parents or guardians

Item	Response	Teachers (tr)		Administrators (ad)		$\sum f_{tr, ad}$	%
		<i>f</i>	%	<i>f</i>	%		
Are you a secondary school Parent?	Yes	25	31.6	11	55.0	36	36.4
	No	54	68.4	9	45.0	63	63.6
	Total	79	100.0	20	100.0	99	100.0
Are you a secondary school Guardian?	Yes	51	48.1	18	90	69	69.7
	No	28	51.9	2	10	30	30.3
	Total	79	100.0	20	100	99	100.0

Source: Field survey, 2015

The table above presents responses of only teachers and administrators because the questions were meant for only adults and are too mature for secondary school students in the Ugandan context. The table shows that 36.4% of the relevant respondents were secondary school parents and 63.6% were not at the time of the field survey for this study. Regarding school guardianship, 69.7% of the same respondents were secondary school guardians and 30.3% were not. The findings imply that teachers and school administrators of survey were either parents or guardians or both to secondary school students. They were not just secondary school education employees but also clientele and thus capable of providing binding information on the variables of study.

4.1.4 Students' scholarship and PLE division scores

The findings in this section include students' responses about their sources of school fees and division scores in Primary Leaving Exams. The findings are presented in Table 4.4.

Table 4.4: Students' source of school fees and division scores at PLE

Item	Response	<i>f</i>	%
Who pays your school fees?	Parent	196	79.4
	Guardian	43	17.4
	School bursary	8	3.2
	USE	-	-
	Total	247	100.0
What is your Division scored in Primary Leaving Exams?	Division 1	122	49.4
	Division 2	118	47.8
	Division 3	7	2.8
	Division 4	-	-
	Total	247	100.0

Source: Field survey, 2015

The narrative of the data in the table above is twofold; about student fees sources and PLE division scores. Regarding student scholarship, the table shows that 79.4% of the students revealed that parent pay their fees, 17.4% are sponsored by guardians and only 3.2% are school bursary beneficiaries. Almost all the students of survey pay school fees and thus they reliably provided information about the consistency in school payment as one the sources of school finances. About their PLE division scores, the table shows that 49.4% of the students scored Division 1, 47.8% scored Division 2, and 2.8% scored Division 3. None score Division 4. All the students investigated are potentially good performers implying that any learning inconsistency could be equally attributed to external factors such as school finances. Besides, they are intelligent enough to read between the lines vis-à-vis school finances and student performance.

4.1.5 School experience of respondents

The findings in this section specify the years of service of Teachers and administrators their in their schools of work as presented in Table 4.5.

Table 4.5: Respondents' period of service in the schools of study

Item	Response	Teachers (tr)		Administrators (ad)		$\sum f_{tr, ad}$	%
		<i>f</i>	%	<i>f</i>	%		
What is your period of service in this school (in years)?	0-1	16	20.2	0	0.0	16	16.2
	2-3	37	46.8	2	10.0	39	39.4
	4-5	10	12.7	8	40.0	18	18.2
	6+	16	20.3	10	50.0	26	26.3
	Total	79	100.0	20	100.0	99	100.0

Source: Field survey, 2015

The findings in this table show that 16.2% of the working respondents had served in the respective schools for 0-1 years, 39.4% had served for 2-3 years, 18.2% had served for 4-5 years and 26.3% had above 6 years of experience in the current school under survey. All these respondents were familiar enough with their schools' experiences about school finances and academic performance.

4.1.6 Students' more preferred subjects

The findings herein show the subject combinations more preferred by the students of survey as presented in Table 4.6.

Table 4.6: Subjects more preferred to students

Item	Response	<i>f</i>	%
What are your more preferred Arts subjects?	Arts subjects	106	42.9
	Science Subjects	141	57.1
	Total	247	100.0

Source: Field survey, 2015

The findings in the table above shows that 42.9% of the students investigated like arts subjects more while the rest 57.1% prefer science subjects. Both arts subjects and science subjects are equally preferred enough for students to provide realistic comments on any challenges in subject performance.

4.1.7 Ownership and type of respondents' Schools of operation

In this subsection the findings include respondents' revelations of the ownership and type of their respective schools. The findings are presented in Table 4.7.

Table 4.7: Ownership and type of Schools of survey

Item	Response	Students		Teachers		Admin		$\Sigma f_{st, tr, ad}$	%
		<i>f</i>	(st) %	<i>f</i>	(tr) %	<i>f</i>	(ad) %		
Who are owners of your School	Individuals	209	84.6	50	63.3	14	70.0	273	78.9
	Shareholders	26	10.6	5	6.3	1	6.0	32	9.1
	Corporate Company	-	-	-	-	-	-	-	-
	Religious group	12	4.8	24	30.4	5	24.0	41	12.1
	Cultural group	-	-	-	-	-	-	-	-
	Total		247	100.0	79	100.0	20	100.0	346
Type of your school	Mixed Boarding	109	44.1	33	29.1	8	41.8	150	43.5
	Mixed day & boarding	138	55.9	46	70.9	12	58.2	196	56.5
	Mixed Day	-	-	-	-	-	-	-	-
	Single sex, Day	-	-	-	-	-	-	-	-
	Total		247	100.0	79	100.0	20	100.0	346

Source: Field survey, 2015

About the first item, the statistics in this table show that 78.9% of the respondents revealed that their respective schools are owned by individuals, 9.1% noted that theirs are owned by shareholders and the rest 12.1% indicated that their schools are owned by religious groups. Majority of the schools of study are for-profit and just a few are not-for-profit. However, all of them depend on privately generated school finances thus making respondents more critical and suitable for questions about financial sources, use and implications on academic performance.

On the second item, the table shows that 43.5% of the respondents specified that their schools are mixed boarding secondary schools, 56.5% others indicated that theirs are mixed day and boarding schools. All the schools of study had the potential for complex operations therefore being susceptible to financial efficiency challenges which respondents as stakeholders could potentially comment about.

The response distribution on the first item in the table shows that majority 87.3% of the respondents agreed that their respective schools depend on student fees payment is as the main source of school finances. Only 11.8% others disagreed with this. In that case, for most of the private secondary schools of study student fees payment is the main source of their finances.

On second item, the table shows that 32.7% of the respondents indicated that all students in their respective schools pay fees, according to the majority 58.4% most of the students pay, 4.8% others noted a few students in the schools pay fees while the rest 4.1% could not tell. In most of the secondary schools of study, some students don't pay tuition fees much as the schools are private.

4.2.2 Other supplementary sources of finances

This section includes teacher and school administrators' revelations about other sources of school finances that supplement school fees. This also involves their perceptions on the most common of these supplementary financial sources as summarised in Table 4.10.

Table 4.10: Response distribution about supplementary sources of school finances

Response	Supplementary sources of school finances				Most common of the supplementary sources				
	Item	Teachers (tr)/ 79	Admin (ad) /20	$\Sigma f_{tr, ad}$ /99	%	Teachers (tr)/ 79	Admin (ad) /20	$\Sigma f_{tr, ad}$ /99	%
Owners personal savings		54	14	68	68.4	46	12	58	58.6
Bank loan		41	16	57	57.6	48	18	66	66.7
USE remittances		-	-	-	-	-	-	-	-
School project		11	6	17	17.2	-	-	-	-
Donations		24	5	29	29.3	24		29	29.3
Community fundraising		-	-	-	-	-	-	-	-
Religious contributions		15	4	19	19.0	-	-	-	-

Source: Field survey, 2015

In this table the response distribution on supplementary school finances shows several sources used among the schools of study besides student school fees payment. Of the research respondents, 68.4% identified school owners' personal savings, 57% cited bank loans, 17.2% indicated school projects and 29.3% referred to donations as the their

supplementary financial sources respectively. It can be noted that most of the schools of study depend on owners' savings and bank loans as additional school finances.

On the item of the most common supplementary finances, the response distribution shows that 58.6% of the respondents pointed out personal savings and 66.7% indentified bank loans. As such, bank loans are consistently sought among the private secondary schools of study for additional school financing.

4.2.3 School fees payable sufficient and promptly paid by parents

In this section the findings include respondent's perceptions on the sufficiency of the school fees payable and whether parents pay such school dues promptly. The findings are presented in Table 4.11.

Table 4.11: Response distribution on whether the school fees payable is sufficient and promptly cleared by parents

Item	Response	Frequency			$\Sigma f_{st, tr, ad}$	%
		Student (st)	Teachers (tr)	Admin (ad)		
The school fees payable sufficient for student education needs	SA	137	11	3	151	43.6
	A	78	42	11	131	37.8
	D	25	21	5	51	14.8
	SD	7	5	1	13	3.8
	Total	247	79	20	346	100
Parents prompt in paying student school fees	SA	89	4	2	95	27.4
	A	81	31	8	120	34.6
	D	54	42	10	106	30.6
	SD	23	2	1	26	7.4
	Total	247	79	20	346	100

Source: Field survey, 2015

The response distribution on the first item in the table shows that 43.6% of the respondents strongly agreed and 37.8% others agreed that the school fees payable is sufficient for student education needs. However, 14.8% of the respondents disagreed and the rest of 3.8% strongly disagreed. The majority of the respondents believed that the school fees payable in their schools is enough but there were many others who felt it is not. Thus, the school fees charged in many private secondary schools of study is potentially enough and not sufficient in a few others.

of $\frac{1}{3}$ of the respondents is significant. While supplementary finances are adequate in less than $\frac{2}{3}$, it is the contrary in more than $\frac{1}{3}$ of the private secondary schools of study.

About item on the consistency of supplementary finances the table indicates that 12.7% of the respondents strongly agreed and 54.4% others agreed that some sources of such additional school money are reliably available. The rest 26.6 % disagreed and 6.3% strongly disagreed with that. In some schools (less than $\frac{1}{8}$) sources of supplementary finances are reliable but not adequate. In some others ($\frac{1}{3}$) such sources are neither adequate nor reliably available. It is only in $\frac{1}{4}$ of the private secondary schools of study that the additional school finances are adequate and consistently available.

4.2.5 School finances potentially enough for student education needs

The section presents binding perceptions of teachers and school administrators on whether the school finances raised in the respective secondary schools are sufficient for student educations needs. The statistical perspectives are summarised in Table 2.13.

Table 4.13: Response distribution on whether the available school finances are potentially sufficient for student education needs in the private secondary schools of study

Item	Response	Frequency		$\sum f_{tr, ad}$	%
		Teachers (tr)	Admin (ad)		
The school finances are potentially sufficient for student education needs	SA	8	4	12	12.1
	A	32	8	40	40.4
	D	29	7	36	36.4
	SD	10	1	11	11.1
	Total	79	20	99	100.0

Source: Field survey, 2015

The results in the table show that 12.1% of the respondents strongly agreed and 40.1% others agreed that school finances are potentially sufficient for student education needs. On the contrary, 36.4% disagreed and the rest 11.1% strongly disagreed. Only somewhat more than $\frac{1}{2}$ of the respondents were felt contented but many others, almost $\frac{1}{2}$ were not with the sufficiency of the student fees and supplementary finances in their respective schools. This means, only $\frac{1}{2}$ of the private secondary of study have sources from which they raise school finances sufficient for the student education needs. With this realisation, research question one was addressed.

Regarding the second item in the table, the response distribution shows that only 27.4% of the respondents strongly agreed and 34.6% agreed that parents are prompt in paying student school fees. On the other hand 30.6% of the respondents disagreed and the rest 7.4% strongly disagreed with that implying that parents are not such prompt in their respective schools. Most of the parents promptly pay school fees in less than $\frac{2}{3}$ and a few are prompt in more than $\frac{1}{3}$ of the private secondary schools of study. Accordingly, student school fees would be sufficient for student education needs in most of the schools of study if it is promptly paid.

4.2.4 Supplementary sources of school finances sufficient and reliable

The findings herein cover responses of teachers and school administrators on whether the supplementary sources of school finances are sufficient and whether any of them can be reliably available in case of need. The findings are presented in Table 4.12.

Table 4.12: Response distribution on whether the supplementary sources of school finances sufficient and reliable

Item	Response	Frequency		$\sum f_{tr, ad}$	%
		Teachers (tr)	Admin (ad)		
Supplementary s of school finances sufficient for student education needs	SA	6	2	8	7.6
	A	39	10	49	49.4
	D	19	5	24	24.1
	SD	5	1	6	6.3
	Can't tell	10	2	12	12.1
	Total	79	20	99	100.0
Any of the sources of supplementary finance can be reliably available in case of need	SA	10	3	13	12.7
	A	43	11	54	54.4
	D	21	5	26	26.6
	SD	5	1	6	6.3
	Total	79	20	99	100.0

Source: Field survey, 2015

In the table above the response distribution on the sufficiency of supplementary school finances shows 7.6% of the respondents strongly agreed and 49.4% agreed that such finances are sufficient. In contrast, 24.1% disagreed and 6.3% strongly disagreed. The rest 12.1% could not tell. More than $\frac{1}{2}$ could have been have satisfied but the discontent

4.3 Utilisation of school finances

The findings in this theme describe the utilisation of school finances in private secondary schools in Mukono Municipality. The findings address research objective two and the related question also specified in chapter one. The research objective provided the basis for the explicit variables of the research items along which the related findings were realized. The items are specified under sections on school finance utilisation in the questionnaires and interview schedule (Appendices 1, & 2). The explicit variables reflected in the research items include:

- a) the physical infrastructure sufficiently funded by the school;
- b) use of school finances available for physical infrastructure development;
- c) adequacy of physical infrastructural facilities vis-à-vis teachers' work;
- d) the learning aids sufficiently funded by the school;
- e) use of school finances available for provision of learning aids;
- f) adequacy of learning aids vis-à-vis the teaching learning process;
- g) the teacher facilitation practices sufficiently funded by the school;
- h) use of the school finances available for teacher facilitation practices;
- i) adequacy of teacher facilitation practices vis-à-vis teaching competence, and
- j) school finances rightly used for the necessary learning resources.

The explicit variable statements above form following sections of data presentation, analysis and interpretation.

4.3.1 The physical infrastructure sufficiently funded by the school

This section entails findings about respondents' perceptions on the physical infrastructure sufficiently funded by the school, respectively. The statistical findings are summarised in Table 4.14.

4.3.3 The learning aids sufficiently funded by the school

This section entails findings about respondents' perceptions on the learning aids sufficiently funded by the school, respectively. The statistical findings are summarised in Table 4.16.

Table 4.16: Response distribution on the learning aids sufficiently funded by the school

Item	Student (st) /247	Teachers (tr) /79	Admin (ad) /20	Σf st, tr, ad /346	%
School Library Books	167	53	14	234	67.6
Other Library reference materials	99	32	8	139	40.1
School Laboratory apparatus	79	25	6	111	32.0
School Laboratory specimen	48	15	4	67	19.4
Computer workshop	32	10	3	45	13.0
Computer system maintenance	39	12	3	55	15.8
None of These	12	4	-	16	4.6

Source: Field survey, 2015

The results in the table show that 67.6% of the respondents pointed out school library books, 40.1% cited other reading materials, 32% indentified school laboratory apparatus, 19.4% indicated school laboratory specimen, 13% showed computer workshop services and 15.8% computer system maintenance as the learning aids sufficiently on which school finances have been sufficiently used. The rest 4.6% of the respondents revealed that none of these aids are adequately funded in their respective school. Of the learning aids identified above, the school library books are the sufficiently funded in most ($\frac{3}{5}$) of the private secondary schools of study. Other library reading materials are sufficiently funded in only $\frac{2}{5}$ of the schools. The school laboratory apparatus are sufficiently funded in only $\frac{1}{3}$ of the schools. The school laboratory specimen are adequately funded in just $\frac{1}{5}$ of the schools while for computer workshop services funding enough in less than two of the private secondary schools.

4.3.4 Use of school finances available and adequacy of the learning aids

In this section the findings include respondents' perceptions about whether the school finances available have been rightly used for the provision of the necessary learning aids

and whether the available learning aids are adequate for the teaching learning process. Details of the findings are presented in Table 4.17.

Table 4.17: Response distribution on the use of school finances available and adequacy of the learning aids

Item	Response	Frequency			$\sum f_{st, tr, ad}$	%
		Student (st)	Teachers (tr)	Admin (ad)		
The school finances available appropriately used for the provision of the necessary learning aids	SA	48	10	6	64	18.5
	A	101	51	8	160	46.2
	D	65	12	4	81	23.4
	SD	33	6	2	41	11.8
	Total	247	79	20	346	100.0
The available learning aids are adequate for teaching learning process	SA	16	8	6	30	8.7
	A	133	46	9	188	54.3
	D	84	13	3	100	29.0
	SD	14	12	2	28	8.1
	Total	247	79	20	346	100

Source: Field survey, 2015

The response distribution on the first item in the table shows that 18.5% of the respondents strongly agreed and 46.2% others agreed that the school finances available appropriately used for the provision of the necessary learning aids. However, the rest 23.4% disagreed and 11.8% strongly disagreed with that. The revelations imply that the school finances are rightly used for the learning aids in $\frac{3}{5}$ than in $\frac{2}{5}$ of the private secondary schools of study. Most of these schools rightly use their finances for this purpose but the number other schools short of this financial discipline is equally significant.

About the second item in the table the response distribution shows that 8.7% of the respondents strongly agreed and 54.3% others disagreed that the available learning aids are adequate for the teaching learning process. Conversely, the rest 29% disagreed and 8.1% strongly disagreed with that. The findings above imply that learning aids are sufficient in some schools (over $\frac{3}{5}$) and insufficient in others (about $\frac{2}{5}$) of the private

secondary schools of study. This means, among these schools the right use school finances contribute to the sufficiency of learning aids necessary for student education.

4.3.5 The teacher facilitation practices in which school finances are sufficiently used

The findings in this section are about the perceptions of teachers and school administrators on teacher facilitation practices sufficiently funded by the school, respectively. The statistical detail findings are summarised in Table 4.18.

Table 4.18: Response distribution on the teacher facilitation practices sufficiently funded by the school

Prompt	Teachers (tr) /79	Admin (ad) /20	Σf tr, ad/ 99	%
Teacher remuneration	51	12	63	63.6
Other employment benefits	28	7	35	35.4
On job training	15	4	19	19.0
Refresher training (workshop/seminars)	13	3	16	16.5
Education visits	11	3	14	13.9
Further education bursary	-	-	-	-
None of These	-	-	-	-

Source: Field survey

The response distribution on teacher facilitation in the table shows that 63.6% of the respondents indentified teacher remuneration, 35.4% pointed out employee benefits, and 19% cited on job training, 16.5% specified refresher training (workshop / seminars) and 13.9% indicated education visits as the teacher facilitation practices sufficiently funded by their respective schools among the private secondary schools of study. Of the practices identified, teacher remuneration is the most school funded but this is in just $\frac{3}{5}$ of the schools of study. Employee benefits are sufficiently funded in less than $\frac{2}{5}$ of the schools. On job training is adequately funded in $\frac{1}{5}$ of these schools while refresher training and education visits are financed sufficiently in 2 or less of the schools.

4.3.6 Use of school finances available and sufficiency of the teacher facilitation practices

The findings herein include perceptions of teachers and school administrators on whether the school finances available have been rightly used for the necessary teacher facilitation

practices and whether the teacher facilitation practices adopted are sufficient for teacher competence. Details of the quantitative findings are presented in Table 4.19.

Table 4.19: Perceptions on the use of school finances available and sufficiency of teacher facilitation practices

Item	Response	Frequency		$\sum f_{tr, ad}$	%
		Teachers (tr)	Admin (ad)		
The school finances available rightly used for the necessary teacher facilitation	SA	6	2	8	8.1
	A	30	7	37	37.4
	D	37	9	46	46.5
	SD	6	2	8	8.1
	Total	79	20	99	100.0
The teacher facilitation practices adopted are sufficient for teacher competence	SA	3	1	4	3.8
	A	24	6	30	30.4
	D	44	11	55	55.7
	SD	8	2	10	10.1
	Total	79	20	99	100.0

Source: Field survey

From the table above, the response distribution on the right use of school finances shows that 8.1% of the respondents strongly agreed and 37.4% agreed that the finances are rightly used for necessary teacher facilitation. However, 46.5% others disagreed and the rest 8.1% strongly disagreed with that.

The revelations imply that school finances are rightly used on teacher facilitation in less than $\frac{1}{2}$ compared to the rest of the private secondary schools of study.

In regard to the sufficiency of teacher facilitation, the response distribution the table shows that 3.8% of the respondents strongly agreed and 30.4% others agreed that the facilitation practices are adequate for teacher competence. The majority 55.7% however disagreed and the rest 10.1% strongly disagreed. Similar revelations were by students when asked about whether their teachers are reliable and effective in their teaching work. Of the 247 students involved in the study, 11 strongly agreed, 90 agreed but 114 disagreed and 25 others strongly agreed. As such, teacher facilitation is sufficient in less than $\frac{2}{5}$ of the private secondary schools of study. According to the results in this section, teacher facilitation is sufficient for teacher competence in schools where teacher

facilitation practices are sufficiently and rightly funded from the school finances and vice versa.

4.3.7 Use of school finances and provision of the necessary learning resources

This section presents binding respondents' perceptions about whether the school finances raised in the respective secondary schools are rightly used for provision of the necessary teaching learning resources. The statistical details of the findings are presented in Table 4.20.

Table 4.20: Response distribution on whether school finances are rightly used for the teaching learning resources altogether

Item	Response	Frequency			$\Sigma f_{st, tr, ad}$	%
		Student (st)	Teacher (tr)	Admin (ad)		
The school finances available rightly used for provision of the necessary teaching learning resources	SA	33	11	6	50	14.3
	A	90	29	8	127	36.6
	D	76	24	4	104	30.1
	SD	48	15	2	65	18.9
	Total	247	79	20	346	100.0

Source: Field survey

The response distribution in the table specifies that 14.3% of the respondents strongly agreed and 36.6% others agreed that their school finances are rightly used for the teaching learning resources. On the other hand the rest 30.1% disagreed and 18.9% strongly disagreed with that. The findings integrate perceptions on all the teaching learning resources specified above. In light of this binding result and earlier interpretations, school finances are utilised appropriately in only ½ of the private secondary schools of study, considering respondents' perceptions on the availability of the learning resources. In schools where school finances are underutilised or misused such resources as school infrastructure, learning aids and teacher facilitation are equally insufficient. With this realisation, research two was addressed.

4.4 School financing and academic performance

This theme presents both descriptive and inferential findings on the relationship between school finances and students' academic performance in private secondary schools in Mukono Municipality. The findings address research objective three and the related question both specified in chapter one. The research objective was the basis for the explicit research items through which the required findings were made. The items are specified under section directly drawn from the objective as reflected in the questionnaires and interview schedule. The relevant explicit variable items include:

- a) School funded physical infrastructure and student academic performance in arts and science subjects
- b) School financed learning aids and student academic performance arts and science subjects
- c) School finances based teacher facilitation and student academic performance in arts and science subjects

These item variable statements form subsequent sections of data presentation, analysis and interpretation. In the presentations for each of the sections on statistical inferences, r stands for the 'Pearson's Correlation coefficient' while p is the 'probability value (P value)'.

4.4.1 School funded physical infrastructure and student academic performance in arts and science subjects

In this section, the findings cover perceptions of respondents on whether school funded physical infrastructure enhances student performance in arts and science subjects. The findings for each the subject combinations are summarised in Table 4.21.

Table 4.21: Response distribution on whether school physical infrastructure enhances student performance in arts and science subjects

School funded physical infrastructure enhances student performance in:	Response	Frequency			$\sum f_{st, tr, ad}$	%
		Student (st)	Teachers (tr)	Admin (ad)		
<i>Arts subjects.</i>	SA	8	3	1	12	3.5
	A	125	40	10	175	50.6
	D	92	29	7	128	37.0
	SD	22	7	2	31	9.0
	Total	247	79	20	346	100.0
<i>Science subjects.</i>	SA	6	2	1	9	2.6
	A	101	32	8	141	40.9
	D	117	37	9	164	47.4
	SD	23	7	2	32	9.3
	Total	247	79	20	346	100.0

Source: Field survey

Regarding the first subject item in the table the response distribution shows that 3.5% of the strongly agreed and 50.6% others agreed that the school funded physical infrastructure enhances student performance in arts subjects. On the contrary the rest 37% disagreed and 9% strongly disagreed with that. These revelations connote that school infrastructural financing enhances student performance in arts subjects in $\frac{1}{2}$ of the schools than in the rest of the private secondary schools of study.

For sciences, the response distribution in indicates that 2.6% of the respondents strongly agreed and 40.9% agreed that school funded physical infrastructure enhances student performance in science subjects. The majority 47.4% disagreed and the rest 9.3% disagreed with this. This implies that school funded infrastructure enhances student performance in science subjects only in $\frac{2}{5}$ of the private secondary schools of study. Comparably the school infrastructural funding in some of these secondary schools promotes student performance in arts education than in sciences.

Inferences on the relationships between school finances, physical infrastructure and student academic performance

This section presents inferences drawn from the statistical analysis of the relationships between school finances, physical infrastructure and student academic performance in

arts and science subjects. This was based on data from the private secondary schools of survey and the Pearson's correlations analysis was adopted for that purpose as illustrated in Table 4.22.

Table 4.22: Pearson's correlations between school finances, physical infrastructure and student academic performance

Item		The school physical infrastructure enhances student performance in Arts Subjects	The school physical infrastructure enhances student performance in Sciences
School finances potentially enough for student education needs	Pearson Correlation	.447**	.454**
	Sig. (2-tailed)	.000	.000
	N	99	99
School finances available rightly used for physical infrastructure development	Pearson Correlation	.636**	.638**
	Sig. (2-tailed)	.000	.000
	N	99	99
The physical infrastructure adequate for student academic' work	Pearson Correlation	.881**	.772**
	Sig. (2-tailed)	.000	.000
	N	99	99

Source: SPSS Bivariate Pearson's correlations (Field survey, 2015)

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

The statistics in the second row of the table suggest that there are potentially moderate associations between school finance availability and student performance in arts subjects (at $r = 0.447^{**}$) and science subjects ($r = 0.454^{**}$) respectively. For both subject combinations the associations with school finances are very significant at $p < 0.001$. It can be inferred that, when adequate, school finances can potentially improve the school infrastructure required to enhance student performance in both arts and science subjects and vice versa.

In the third row, the statistics $r = 0.636^{**}$ & 0.638^{**} signify that there are positive and strong relationships between the use of school finances for physical infrastructure development and student performance in arts and science subjects, respectively. At $p < 0.001$, these relationships for both subject combinations are different from zero and thus very significant. This infers that better student performance in arts and science subjects

can be associated with the right use of school finances for school infrastructure development. The reverse is true.

In the fourth row, the statistics suggest the sufficiency of physical infrastructure is very strongly associated with student performance in arts subjects at $r = 0.881^{**}$ and science subjects at $r = 0.772^{**}$. The associations for the two subject combinations are different from zero and very significant at $p < 0.001$. It can be inferred that adequate school infrastructure enables students to perform better in arts and science subjects and vice versa. Therefore, the more private secondary schools in Mukono Municipality improve on their financial sources and make the right use of school finances to develop the school infrastructure the more it will enhance student academic performance.

4.4.2 School funded learning aids and student academic performance arts and science subjects

The findings in this section include respondents' perceptions about whether school learning aids enhance student performance in arts and science subjects. For each the subject combinations the findings are presented in Table 4.23.

Table 4.23: Response distribution on the effect of school learning aids on student performance in arts and science subjects.

School financed <i>learning aids</i> enhance student performance in:	Response	Frequency			$\sum f_{st, tr, ad}$	%
		Student (st)	Teachers (tr)	Admin (ad)		
<i>Arts subjects.</i>	SA	14	4	2	20	5.8
	A	130	42	10	182	52.6
	D	87	28	7	122	35.3
	SD	16	5	1	22	6.4
	Total	247	79	20	346	100.0
<i>Science subjects.</i>	SA	12	2	2	16	4.6
	A	127	38	8	173	50.0
	D	90	32	8	130	37.6
	SD	18	7	2	27	7.8
	Total	247	79	20	346	100.0

Source: Field survey

In this table the response distribution on arts subjects shows that 5.8% of the respondents strongly agreed and 52.6% agreed that school financed learning aids enhance to student

performance in the subjects. However, 35.3% of the respondents disagreed and the rest 6.4% strongly disagreed with that. School finances are used to provide learning aids and bolster student performance in student subjects in about $\frac{3}{5}$ of the schools of study. The rest $\frac{2}{5}$ of these schools are short of that.

On the sciences, the table shows that 4.6% of the respondents strongly agreed and 50% other agreed that school financed *learning aids* enhance student performance in science subjects. The rest 37.6% disagreed and 7.6% strongly disagreed with the notion. As such school learning aids shore-up student science education in less than $\frac{3}{5}$ of the schools of study and the reserve is true in the rest of the schools. Just like for arts subjects, school finances contribute to student performance in sciences in schools where they are sufficiently and rightly used for the provision of learning aids and vice versa.

Inferences on relationships between school finances, learning aids and student academic performance

The inferences in this section derive from the statistical analysis of the relationships between school finances, learning aids and student academic performance in arts and science subjects. This was based on data collected from the private secondary schools of survey and analysed using the Pearson's correlations test presented in Table 4.24.

Table 4.24: Pearson correlations between school finances, learning aids and student academic performance

Item		School learning aids enhance student academic performance in Arts Subjects	School learning aids enhance student academic performance in Sciences
School finances potentially enough for student education needs	Pearson Correlation	.411**	.417**
	Sig. (2-tailed)	.000	.000
	N	99	99
School finances available rightly used for provision of learning aids	Pearson Correlation	.762**	.705**
	Sig. (2-tailed)	.000	.000
	N	99	99
The learning aids provided adequate for the teaching learning process	Pearson Correlation	.799**	.700**
	Sig. (2-tailed)	.000	.000
	N	99	99

Source: SPSS Bivariate Pearson's correlations (Field survey, 2015)

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

The statistics in the second row of this table imply that student performance in arts subjects ($r = 0.411^{**}$) and science subjects ($r = 0.417^{**}$) is positively and moderately associated with the potential of school finances to facilitate the provision of the required student learning aids. The association for both subject combinations is very significant at $p < 0.001$. This infers that a private secondary school with enough finance resources available has greater capacity to provide learning aids which to enhance student performance in the two subject curricula.

In the third row the statistics suggest that the utilisation of school finances on learning aids is positively and highly related with student performance in arts subjects at $r = 0.762^{**}$ and science subjects at $r = 0.700^{**}$. This relationship is very significant at $p < 0.001$ for both subject combinations. It can be deduced that the better school finances available are utilised the more the right learning aids are provided to propel student performance in the two course dimensions.

The presentation in the fourth row signifies that the provision of enough learning aids is positively and highly associated with student performance in arts subjects at $r = 0.799^{**}$ and science subjects at $r = 0.700^{**}$. These associations are very significant at $p < 0.001$. The inference is that students will perform better where the learning aids available are sufficient. It can be deduced that the private secondary school has sufficient school finance and the better it utilises the provision of enough learning aids the more students perform well in the two course combinations.

4.4.3 School teacher facilitation and its effect on student academic performance in arts and science subjects

The findings herein entail perceptions of teachers and school administrators on whether school teacher facilitation enhances student performance in arts and science subjects. The respective findings for each the subject combinations are presented in Table 4.25.

Table 4.25: Response distribution on whether school teacher facilitation enhances student performance in arts and science subjects

School <i>teacher facilitation</i> enhances to student performance in:	Response	Frequency		$\sum f_{tr, ad}$	%
		Teachers (tr)	Admin (ad)		
<i>Arts subjects.</i>	SA	4	2	6	6.1
	A	25	9	34	34.3
	D	43	8	51	51.5
	SD	7	1	8	8.1
	Total	79	20	99	100.0
<i>Science subjects.</i>	SA	3	2	5	5.1
	A	24	8	32	32.3
	D	44	9	53	53.5
	SD	8	1	9	9.1
	Total	79	20	99	100.0

Source: Field survey, 2015

According to the table, the response distribution on the arts shows that 6.1% of the respondents strongly agreed and 34.3% agreed that school teacher facilitation enhances to student performance in arts subjects. Conversely, the majority 51.5% of the respondents disagreed and the rest 8.1% strongly disagreed with that. Students also gave parallel responses when asked if their teachers are competent enough for effective student academic performance in arts subjects; of the 247 participant students only 12 strongly agreed and 87 agreed but the majority 99 disagreed and 49 strongly disagreed. This implies that teachers are facilitated enough to enhance student academic performance in arts subjects in only $\frac{2}{5}$ of the private secondary schools study compared to the rest $\frac{3}{5}$ of the schools.

As regards, sciences, the response distribution shows that 5.1% of the respondents strongly agreed and 32.3% others agreed that school teacher facilitation enhances to student performance in science subjects. On the contrary, 53.5% disagreed and the rest 9.1% strongly disagreed with that. Similarly, of the participant students, only 10 strongly agreed, 83 agreed, the majority 114 disagreed and 40 strongly disagreed when asked if their teachers are competent enough for effective student academic performance in science subjects. The revelations show that less than $\frac{2}{5}$ of the private secondary schools of study

use their finances sufficiently on teacher facilitation for teacher competence and thus to enhance student performance in science subjects. This is not the case in most (over $\frac{3}{5}$) of the schools. Student performance in both arts and science subjects is affected more or less equally by teacher facilitation among these schools of survey. The more school finances are used for teacher facilitation the more students perform better in the subject combinations

Inferences on relationships between school finances, teacher facilitation and student academic performance

The statistics in this section cover the relationships between school finances, teacher facilitation and student academic performance in arts and science subjects. The statistics reflect findings from the private secondary schools of survey and analysed using the Pearson's correlations test presented in Table 4.26.

Table 4.26: Pearson Correlations between school finances, teacher facilitation and student academic performance

Item		School learning aids enhance student academic performance in Arts Subjects	School learning aids enhance student academic performance in Sciences
School finances potentially enough for student education needs	Pearson Correlation	.509**	.477**
	Sig. (2-tailed)	.000	.000
	N	99	99
School finances available rightly used for teacher facilitation	Pearson Correlation	.848**	.809**
	Sig. (2-tailed)	.000	.000
	N	99	99
Teacher facilitation reliable enough for teacher competence	Pearson Correlation	.890**	.870**
	Sig. (2-tailed)	.000	.000
	N	99	99

Source: SPSS Bivariate Pearson's correlations (Field survey, 2015)

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

The statistics in the second row of the table imply that there is a positive and moderate relationship between the sufficiency of school finances and the potential to provide teacher facilitation enough to enhance student performance in arts subjects ($r = 0.509^{**}$) and science subjects ($r = 0.477^{**}$). The relationship for both the study subjects is very

significant at $p < 0.001$. This can be surmised that the adequacy of school finances potentially promotes the school capacity to fund teacher facilitation that induces student performance in arts and science subjects.

In the third row, the statistic $r = 0.848^{**}$ signify that student performance in arts subjects is positively and very strongly related to the utilisation of school finances on teacher facilitation and so is performance in science subjects at $r = 0.809^{**}$. The relationships are very significant at $p < 0.001$. This means that the right school utilisation of institutional finances on teacher facilitation induces student performance in the subject combinations of education and vice versa.

The statistics in the fourth row of the table mean student performance in arts subjects at $r = 0.890^{**}$ and science subjects at $r = 0.870^{**}$ is positively and very strongly associated with teacher facilitation that boost competence. For both the subjects dimensions of student education the relationship is very significant at $p < 0.001$. This connotes that teacher facilitation practices that motivate and build teacher competence enhance student performance in the two subject combinations and the reverse is true. Thus, private secondary school in Mukono Municipality with sufficient financial sources and that use school finances rightly for teacher facilitation perform better in arts and science subjects than similar schools with less funding and financial discipline.

Basing on the descriptive findings and the inferential statistics analysed and interpreted above, research question three was addressed. The school finances and student academic performance in private secondary schools in the Municipality are significantly related; the more the sources of school finance are consistent and the finances are appropriately utilised to develop the school infrastructure, provide learning aids and facilitate the teacher the more such learning resources enhance student performance in both arts and science subjects.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter covers the discussion of findings, conclusions and recommendations of the study. Each of these sections is consistent with the research objectives.

5.1 Discussion of findings

In this section, the discussion covers findings on the consistency in the sources of school finances, utilisation of school finances and the relationship between school finances and students' academic performance.

5.1.1 Sufficiency of school financing

The study findings about school dependence on student fees payment imply that it is the main source of school finances for most of the private secondary schools in Mukono Municipality. Among the other sources of finance the study shows that most of the schools depend on owners' savings and bank loans as the most common supplementary finances. Other sources of additional finances accessible but limited to a few of the schools include donations, school project and religious contributions. The findings negate van der Pol's (2011) generalisation that, governments are the main funders of education systems in every country in the world. This assertion is only relevant for government schools in Uganda's context, according to Kimuli (2013). The above sources of school financing identified in this study are consistent with those indicated by Mingat, et al (2010) but that difference is that they never specified the dominant and/ or most common financial sources.

On the sufficiency of student school fees, the study shows it is potentially enough in most of the schools though there was contrasting perception of respondents from several schools. As regards punctuality in school fees payment, it was realised, most of the parents promptly pay school fees in less than $\frac{2}{3}$ and a few are prompt in more than $\frac{1}{3}$ of the private secondary schools of study. This meant that student school fees would be sufficient for student education needs in most of the schools in the municipality if it is promptly paid. The findings are largely consistent with the World Bank (2005) concerns.

According to the Bank, increase in private sector supported schools was motivated by the education liberalisation policy not the entrepreneurial capacity to mobilise school finance. The current study is consistent with this concern because majority of the schools compared a few others of study are faced with financial sufficiency and reliability constraints for both student school fees and other supplementary school finance.

About the adequacy of supplementary school finances the study realised that while such finances are adequate in less than $\frac{2}{3}$, it is the contrary in more than $\frac{1}{3}$ of the private secondary schools in the municipality. In terms of their reliability the findings signify that sources of such additional finance are reliable but not adequate in less than $\frac{1}{8}$ of the schools. In some others ($\frac{1}{3}$) such sources are neither adequate nor reliably available. It is only in $\frac{1}{4}$ of the private secondary schools in the municipality that additional school finances are adequate and consistently available. The study generally realised that, only $\frac{1}{2}$ of the private secondary of study have enough sources from which they raise school finances sufficient for the student education needs. The sufficiency and efficiency levels in school financing reflected above addresses the content gap in previous research (van der Pol, 2011) on private secondary school financing. van der Pol (2011) had pointed out that financial adequacy and efficiency characteristics of private schools were scarcely known, since the most widely used indicators were often limited to public financing of education.

5.1.2 Utilisation of school finances

While van der Pol, (2011) could hardly provide a complete description of private expenditure on education in Sub Sahara African countries (SSA), the findings of the current study clearly show the characteristics of private secondary school expenditure in Mukono Municipality, a part of Uganda and SSA. The characteristics are well depicted in the utilisation of school finances in essential student educational inputs including physical infrastructure, scholastic materials and the teacher. On the physical infrastructure, the study identifies school funded infrastructural spaces in the study secondary schools, in descending order of financial commitments as; classrooms, school library, Student dormitories, school laboratory, school computer laboratory and then staff

quarters. This finding matches the description in Ankomah et al (2011) which refers to school infrastructural facilities as a function to school space, classroom, library and laboratory structures, toilets, and other school buildings.

Regarding the use of school finances on infrastructural development, the findings indicate that $\frac{3}{5}$ of the schools rightly use their financial resources for this purpose compared to the rest $\frac{2}{5}$ among the private secondary schools of study. Similarly, on the adequacy of infrastructure, study shows that infrastructural facilities are adequate less than $\frac{3}{5}$ and inadequate in more than $\frac{2}{5}$ of the schools. Thus, infrastructural facilities are sufficient in schools with the right spending culture and not enough in those in which the school finances are not rightly utilized. The finding on the use of school finance on infrastructure development is consistent on one hand and contrasts on the other with Owoeye and Yara (2011) who observed that finances are needed for school capital development such as physical infrastructural constructions and utilities necessary for learning activities.

About the learning aids funded from school finances, the study reveals that the school library books are the most sufficiently funded among secondary schools in Mukono Municipality. These, in order financial commitment, are followed by other library reading materials, school laboratory apparatus and specimen, and then computer workshop services. The learning aids on which school finances are sufficiently utilized in most of the schools are the library books. Findings on the learning aids investigated compare well with the explanation by Dahar & Fayyaz (2011), who identified all aids above as resources designed for teachers' and students' use in the teaching learning process.

The findings about the use of school finances on school learning aids show most ($\frac{3}{5}$) of the secondary schools of study rightly use their finances while $\frac{2}{5}$ of these schools are short of this financial discipline. In a similar analogy the study indicates that learning aids are sufficient in over $\frac{3}{5}$ and insufficient in rest (about $\frac{2}{5}$) of the schools of study. This means, among these schools the right use school finances contribute to the sufficiency of learning aids necessary for student education. This also validates earlier national findings

by Ward et al (2006), who show that secondary schools in Uganda consider textbooks essential for performance but only few schools have satisfactory levels and many have none because the sources of subject information to students are from the blackboard or dictated notes, teachers' past students' notes, pamphlets amongst others for instruction. Just like the current study, their study also suggests that some such secondary schools in could have allocated less funding for these vital inputs. Nonetheless, Ward et al only covered textbooks and not all the learning aids investigated in the current study as specified above. The findings above corroborates Dahar & Fayyaz's (2011) deduction that school finances are required and expected to be spent for student learning aids as part of the priority educational inputs that directly aid instruction and student's learning.

The findings on teacher facilitation practices in which school finances are used show that teacher remuneration is the most sufficiently school funded followed by employee benefits, then on job training, refresher training and education visits among secondary schools in Mukono Municipality. This finding is consistent with Kingdon and Teal, (2007) who assert that school finances are ideal for facilitation and motivation of the academic staff. They identify this facilitation covers salaries, benefits such as health, insurance, transport, accommodation among others and other incentives such as performance rewards, allowances etc.

The findings on the use of school finances and sufficiency of the teacher facilitation show that among the private secondary schools of study such teacher facilitation is enough for teacher competence in only $\frac{2}{5}$ of the schools where teacher facilitation practices are sufficiently and rightly funded from the school coffers and vice versa. This is in agreement with most of previous research (Colby & Witt, 2000; Mulkeen et al., 2005; Nsubuga, 2003), which shows a significant bearing of teacher competence on financial incentives and facilitation.

About the effect of school financial use on the provision of the learning resources investigated, the study connotes that among private secondary schools in Mukono Municipality such resources as school infrastructure, learning aids and teacher facilitation

are equally insufficient where school finances are underutilised or misused. This undermines the significance attached to such resources by the working group on Strategic Planning of Secondary Education Development (1999). The group asserts that the basic indicators of quality school based education are; infrastructure, the quantitative and qualitative level of scholastic materials, and the professional and social competence level of teachers.

4.4 School financing and academic performance

As regards the effect of school infrastructural financing the study findings connote that the school funded infrastructure of these secondary schools promotes student performance more in arts education than in sciences though for both subjects there are significant infrastructure discrepancies in some of the secondary schools of study. The related inferences on the relationships between school finances, physical infrastructure and student academic performance indicate that the more private secondary schools in Mukono Municipality improve on their financial sources and make the right use of school finances on school infrastructure the more they will enhance student academic performance. The findings above corroborate Ludger's (2003) admission that school finances as budgetary resources are required for specific infrastructural inputs essential for students' performance.

The findings on the effect of school funded learning aids show that in schools (about $\frac{3}{5}$) where school finances are sufficiently and rightly used for such purpose the aids shore-up student arts and science education thus enhancing student performance in the two subject combinations. The allied inferences on relationships between school finances, learning aids and student academic performance specify that the more a private secondary school in Mukono Municipality has sufficient school finance and the better it utilises it for the provision of enough learning aids the more students perform well in arts and sciences. According to findings, performance in private secondary that have less finance and others that are less efficacious in school finance utilisation validates Higwira's (1993) realisation that schools need sufficient money to buy textbooks, buy science equipment, and other educational aids for effective student education and good performance.

The study, relation to the effect of school teacher facilitation, shows that among these schools of survey student performance in both arts and science subjects equally depends on the level teachers are facilitated and competent. Thus, schools that commit finances more and wisely of the school finances in teacher facilitation practices enhance teacher competence which in turn propel student performance in the two subject combinations. The relevant inferences on relationships between school finances, teacher facilitation and student academic performance signify that private secondary school in Mukono Municipality with sufficient financial sources and that use school finances rightly for teacher facilitation perform better in arts and science subjects than similar schools with less funding and short of such financial discipline. Although previous research (De Grauwe and Naidoo 2004; Mulkeens et al., 2005) is contextually different from the current study, it provided the content example for findings above because it shows that teacher contribution to student academic performance is significantly dependent on teacher financial facilitation.

It was deduced that school finances and student academic performance in private secondary schools in the Municipality are significantly related; the more the sources of school finance are consistent and the finances are appropriately utilised to develop the school infrastructure, provide enough learning aids and sufficiently facilitate the teacher the more such learning resources enhance student performance in both arts and science subjects. Generally, the study findings chime in with Agan (1998) who advanced that academic performance is influenced by funds, which are used for providing good infrastructure, good instructional materials and attracting good teachers.

5.2 Conclusions

The impact of school finances on student academic performance is fundamental and real in private secondary school in Mukono Municipality. This is exhibited by the service equality and academic performance differentials apparently attributed to the consistency in the sources and utilisation of the school finances among similar and selected schools of field survey. The sources of finances are consistent in half of the private secondary of stud. This is perceived in student fees payment and other supplementary sources of

school finances. Fees payment is the main source and the most common supplementary sources include school owners' personal savings, bank loans and donations. Only schools with source consistency have the capacity to raise school finances sufficient for the student academic needs.

On the utilization of the available school finances only half of the schools of survey spend appropriately on the school learning resources including school infrastructure, learning aids and teacher facilitation. In schools where school finances are underutilised or misused such resources are equally insufficient for student education needs. Evidence also shows that there are schools with consistent sources of finances but are culpable of financial misuse and vice versa. Thus, aptness in the utilisation of school finances was determined on the basis of the available finance not its adequacy. In that case, private secondary schools with consistent sources and make the right use of finances provide better service quality regarding school infrastructure, learning aids and teacher facilitation necessary for better student academic performance.

This is well avowed in the descriptive findings and inferences specifically about the relationship between school finances and student academic performance. If reliably enough and properly utilised school finances enable the school to develop the school infrastructure, provide learning aids and facilitate the teacher the more such learning resources enhance student performance in both arts and science subjects. Hence, school finances significantly impacts on student academic performance not only in private secondary schools in the Mukono Municipality but also in any other secondary school in the Municipality and elsewhere.

5.3 Recommendations

The study recommendations are specifically based on the research findings and consistent with each of the research objectives.

5.3.1 Recommendations on the consistency in the sources of school finances

Prompt payment of school fees. The school authorities should place and enforce workable the mechanisms of induce parents to pay student school fees on time. As

partners in student education at school parent should in response endeavour to comply with school fees clearance demands. The school authorities and parents should constantly cooperate for this purpose in order make fees money available to meet student education needs.

Reliability of supplementary sources of school finances. The school authorities and other stakeholders should ensure that other sources of school finances are consistently available for supplementary purposes in the event school fees are not enough. School owners should avail personal savings, financial institutions can expedite loan requests and government should consistently provide financial assistance when approached by seeking private secondary schools to readily address student education needs.

Sufficiency of school finances. Private secondary school should adopt strategies that promote financial sustainability besides that above recommendations. School authorities can improve or rely on school advertisement and promotion activities such as media adverts and corporate social responsibility respective to attract more clientele in the community so as to increase the school fees base. The school can also diverse the sustainable sources of supplementary finances through setting up school income generation projects consistent with the school context.

5.3.2 Recommendations on the utilisation of school finances.

Right use of school finances for physical infrastructure development. Government through the school inspectorate should encourage private secondary schools to meet the standard school infrastructural requirements so as to motivate schools to rightly commit school finances on physical infrastructure consistent with student education needs.

Appropriate use of school finances on learning aids. Government should also induce private secondary schools to provide at least the requirements of the school learning requirements stipulated the school standards and quality guidelines. This can be done through transparent and stringent school inspection with which schools can be enthused to spend finances rightly for right and enough learning aids consistent with student education needs.

Sufficient use of the school finances for teacher facilitation. Government and other stakeholders should encourage private secondary schools to spend appropriately on teachers' occupational needs such as compensation and competence development. Government should speed up the minimum wage legislation and can alongside other partners like UNESCO provide teacher management workshops and seminars to school owners and managers so as they should prioritise teacher facilitation in school spending.

Professional utilisation of school finances. The School motivation to spend rightly on the learning resources will translate into the desired results if there is proper financial administration and controls such as school finance budgeting, banking and auditing. Schools should not spend outside the budget even if it concerns any of the basic learning resources including infrastructure, learning aids and teacher facilitation. Schools should budget the available finances for realistic spending, they should bank any finances received to guaranteed financial security and to avoid spontaneous spending and they school conduct financial audits for purpose of financial accountability and transparency.

5.3.3 Recommendation the relationship between school finances and student academic performance

Balancing school financial capacity and utilisation. Private secondary schools should endeavour to put to use school finances for right purposes as much as they mobilise enough funding. This is because adequate finances alone cannot guarantee better student academic performance without due and right commitment of the same finances in basic and requisite learning resources.

Total utilisation of the learning resources. School management and teachers should encourage and guide students to fully utilise the school infrastructure, learning aids and teachers facilitated to promote student education and performance. Without putting them to use, such resources cannot warrant phenomenal student performance in either of the arts and science subjects.

5.4 Areas for further research

Research can be made in the future to fill the information gaps left by this study. Thus, the study recommends the following future research.

- **Temporal research needs.** Similar research can be done in the long run in order to address temporal information gaps.
- **Public and other cycles of education institutions.** Similar research on school finances and academic performance should cover public secondary schools or any primary schools in Mukono Municipality or elsewhere.
- **Performance of managers and teachers.** Research should be done on the effect of school finances on the performance of managers and teachers other than students
- **Student characteristics.** Student background should be researched to establish their moderating effect of the relationship between school finances and student academic performance
- **School business sustainability.** Research should be done on the impact of school finances on school business sustainability.
- **The effect of student academic performance.** Research should be conducted on the effect of student performance on school development.

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APPENDIX I
DETERMINING THE SAMPLE SIZE

The Sloven's formula was used to determine the sample size:

$$n = \frac{N}{1+N \alpha^2}$$

Where **n** stands for the calculated *sample size*

N stands for the *total population*

$$\alpha = 0.05$$

- The formula was applied only to the study population subgroups with over 10 people i.e. teachers and students subgroups totalling to 1762 subjects.
- Subgroups of less than 10 subjects i.e. Head teachers and Director of studies were entirely integrated in overall sample as recommended in Krejcie and Morgan (1970).
- Thus, of the 1782 study population, 20 subjects were not calculable and only 1762 were computed to decided the calculated sample as shown below.

$$\begin{aligned} n &= \frac{N}{1+N \alpha^2} \\ &= \frac{1762}{1+(1762 \times 0.05^2)} \\ &= \frac{1762}{5.405} \\ &= 325.99 \\ &= \mathbf{326} \end{aligned}$$

After calculating the overall sample size of 326, the sample size for each of the population categories (10+ people) was determined using the sample fraction.

$$\begin{aligned} \text{The Sample fraction (f)} &= \frac{n}{N} \\ f &= \frac{n}{N} = \frac{326}{1762} = 0.185 \end{aligned}$$

The Sample fraction (f) of 0.185 was multiplied by the number of respondents in each population category to get the sample size for individual categories.

Note that all the administrators in categories of 0-10 people were out rightly included in the overall study sample. So, besides the calculated sample of 326, the overall sample size of study was 346 as indicated in Table 3.2 below.

Table AI: Determining the sample size

Selected Private secondary Schools	Target population			Total population	Sample size			Total Sample
	Admin	Trs	Stds		Admin	Trs	Stds	
1. Hilton High	2	70	180	252	2	13	33	48
2. Mt St Henry's	2	58	184	244	2	11	34	47
3. Nile High	2	34	74	110	2	6	14	22
4. OLAM	2	34	200	236	2	6	37	45
5. Seeta High	2	61	200	263	2	11	37	50
6. Excel High	2	22	72	96	2	4	13	19
7. St Francis	2	30	54	86	2	6	10	18
8. St Johns	2	38	122	162	2	7	23	32
9. St Stephen'	2	42	130	174	2	8	24	34
10. Talents College	2	36	121	159	2	7	22	31
Total	20	435	1337	1782	20	79	247	346
<i>Staff in 10+ Categories</i>		435	1337	1762				

Source: Extract of Table 3.1 above, School records 2013

APPENDIX II
QUESTIONNAIRE

Teacher Questionnaire

Dear Sir/Madam, you are requested to fill this questionnaire of the study about the impact of school finances on students' academic performance in Mukono Municipality. This study is my partial fulfilment of the requirements for the award of a master degree in Education Policy, Planning and Management (MEPPM) of Kyambogo University. The information you give will be used exclusively for academic purposes and shall be held confidential. Please help and give the right information that applies to your experiences in your school. You should tick in the brackets and where possible, fill in the blank spaces provided for any question.

The suggested comments provided for certain items (questions) are represented by Symbols as shown below.

Suggested comments & Symbols

Strongly Agree: SA, Agree: A, Disagree: D, Strongly Disagree: SD

BACKGROUND VARIABLES

1. Gender: Male () Female ()
2. Are you a secondary school Parent?
 Yes () No ()
3. Are you a secondary school Guardian
 Yes () No ()
4. What is your period of service in this school (in years)?
 0-1 () 2-3 () 4-5 () 6+ ()
5. Who are the owners of your School?
 Individual () Individual Shareholders ()
 Corporate Company () Religious group ()
 Cultural group ()
 If other please specify.....
6. Type of your school:
 Mixed Boarding () Single sex Boarding ()
 Mixed Day () Single sex Day ()
 Mixed day and boarding () Single sex day and boarding ()
7. Are the director(s) involved in the school Administration?
 Yes () No ()

8. Who enjoys more administrative influence in your school?

The Board of Directors () The Management Committee ()

The Head teacher ()

SECTION 1: SUFFICIENCY OF SCHOOL FINANCING

1) a) Your school depends on student fees payment as the main source of school finances?

Yes ()

No ()

b) If yes do all the students pay school fees?

All students () Most of the students () A few Students ()

2) a) Which of the following is another source of finances for your school

USE Remittances ()

Owner Personal Savings ()

School Project ()

Bilateral Donations ()

Religious Contributions ()

Community Fundraising ()

Bank Loan ()

If others please specify

.....
.....

b) Which of the above alternatives is the most commonly used as supplementary source of school finances besides parents' school fees payments?

USE remittances ()

Owners personal savings ()

School project ()

Donations ()

Bank loan ()

Community fundraising ()

If any other please specify

.....
.....

3) a) The school fees payable by parents are sufficient for student education needs.

SA ()

A ()

D ()

SD ()

b) Parents are prompt in paying student school fees.

SA ()

A ()

D ()

SD ()

4) a) The supplementary of school finances are sufficient for student education needs.

SA () A () D () SD ()

b) Is any of the sources of supplementary finance reliably available in case there is need?

SA () A () D () SD ()

5) The school finances are potentially sufficient for student education needs

SA () A () D () SD ()

SECTION 2: UTILISATION OF SCHOOL FINANCES

6) a) Which of the following physical infrastructure has been sufficiently funded by the school?

Classrooms	()	School Library Space	()
School Laboratory Space	()	School Computer Space	()
Staff Quarters	()	Student Dormitories	()
None of These	()		

If there are others please specify

.....
.....

b) The school finances available are rightly used for development of the necessary physical infrastructure.

SA () A () D () SD ()

c) The physical infrastructural facilities in 6 (a) above are adequate for teachers' work.

SA () A () D () SD ()

7) a) Which of the following learning aids have been sufficiently funded the school?

School Library Books	()	Other Library reference materials	()
School Laboratory apparatus	()	School Laboratory specimen	()
Computer workshop hard and software	()	Computer system maintenance	()
None of These	()		

If there are others please specify

.....
.....

b) The school finances available are rightly used for the provision of the necessary learning aids

SA () A () D () SD ()

c) The learning aids in 7 (a) are adequate for the teaching learning process.

SA () A () D () SD ()

8) a) Which of the following teacher facilitation practices have been funded by the school?

- | | | | |
|--|-----|---------------------------|-----|
| Teacher remuneration | () | Other employment benefits | () |
| On job training | () | Further education bursary | () |
| Refresher training (workshop/seminars) | () | Education visits | () |
| None of These | () | | |

If there are others please specify

.....
.....

b) The school finances available are rightly used for the necessary teacher facilitation practices.

SA () A () D () SD ()

c) The teacher facilitation practices in 8 (a) are adequate for your teaching competence.

SA () A () D () SD ()

9) The school finances are rightly used for the learning resources necessary for student education needs

SA () A () D () SD ()

SECTION 3: SCHOOL FINANCING AND ACADEMIC PERFORMANCE

10) The school funded physical infrastructure enhances student performance in:

a) Arts Subjects?

SA () A () D () SD ()

b) Science?

SA () A () D () SD ()

11) The school learning aids enhances student performance in:

a) Arts Subjects?

SA () A () D () SD ()

b) Science?

SA ()

A ()

D ()

SD ()

12) School teacher facilitation enhances student performance in:

a) Arts Subjects?

SA ()

A ()

D ()

SD ()

b) Science?

SA ()

A ()

D ()

SD ()

END

Students questionnaire

Dear Student, you are requested to fill this questionnaire of the study about the impact of school finances on students' academic performance in Mukono Municipality. This study is my partial fulfilment of the requirements for the award of a master degree in Education Policy, Planning and Management (MEPPM) of Kyambogo University. The information you give will be used exclusively for academic purposes and shall be held confidential. Please help and give the right information that applies to your experiences in your school. You should tick in the brackets and where possible, fill in the blank spaces provided for any question.

The suggested comments provided for certain items (questions) are represented by Symbols as shown below.

Suggested comments & Symbols

Strongly Agree: SA, Agree: A, Disagree: D, Strongly Disagree: SD

BACKGROUND VARIABLES

1. Gender: Male () Female ()
2. Age: 10-14 () 15-19 () 20+ ()
3. Who pays your school fees?
 Parent () Guardian () School Bursary () USE ()

If others please specify

.....
.....

4. What is your Division scored in Primary Leaving Exams?
 Div 1 () Div 2 () Div 3 () DIV 4 ()
5. What are your more preferred subjects?
 Arts subjects () Science Subjects ()
6. Who are owners of your School?
 Individual () Individual Shareholders ()
 Corporate Company () Religious group ()
 Cultural group ()

If other please specify

.....
.....
7. Type of your school:

Mixed Boarding () Single sex Boarding ()

Mixed Day () Single sex Day ()

Mixed day and boarding () Single sex day and boarding ()

8. Are the director(s) involved in the school Administration?

Yes () No ()

9. Who enjoys more administrative influence in your school?

The Board of Directors () The Management Committee ()

The Head teacher ()

SECTION 1: CONSISTENCY IN THE SOURCES OF SCHOOL FINANCES

1. a) Does your school depend on tuition fees payment as the main source of school finances?

Yes () No ()

b) If yes do all the students pay school fees?

All students () Most of the students () A few Students ()

2. a) Is the school fees payable by parents sufficient for student education needs?

SA () A () D () SD ()

a) Are parents prompt in paying student school fees?

SA () A () D () SD ()

SECTION 2: UTILISATION OF SCHOOL FINANCES

3. a) Which of the following physical infrastructure are sufficiently funded by the school?

Classrooms () School Library Space ()

School Laboratory Space () School Computer Space ()

Staff Quarters () Student Dormitories ()

None of These ()

If there are others please specify

.....
.....

b) Do you think the school has spent appropriately on the development of the necessary physical infrastructure in 3 (a) above?

SA () A () D () SD ()

c) Are the physical infrastructural facilities in 5 (a) above adequate for student academic work?

SA () A () D () SD ()

4. a) Which of the following learning aids are sufficient funded by the school?

- | | | | |
|-------------------------------------|-----|-----------------------------------|-----|
| School Library Books | () | Other Library reference materials | () |
| School Laboratory apparatus | () | School Laboratory specimen | () |
| Computer workshop hard and software | () | Computer system maintenance | () |
| None of These | () | | |

If there are others please specify

.....
.....

b) Has the school spent appropriately on the provision of learning aids of those in 4 (a) above?

SA () A () D () SD ()

c) Are the learning aids in 4 (a) available in school adequate for your academic work?

SA () A () D () SD ()

5. a) Do you agree that your teachers are competent enough in their teaching work?

.....
.....

6. The school finances are rightly used for the learning resources necessary for student education needs

SA () A () D () SD ()

SECTION 3: SCHOOL FINANCES AND ACADEMIC PERFORMANCE

7. Have the school physical infrastructural facilities used for the teaching and learning process contributed enough to student performance in:

a) Arts Subjects?

SA () A () D () SD ()

b) Science?

SA ()

A ()

D ()

SD ()

8. Have the school learning aids used for the teaching and learning process contributed enough to student performance in:

a) Arts Subjects?

SA ()

A ()

D ()

SD ()

b) Science?

SA ()

A ()

D ()

SD ()

9. Do you agree that teachers reliable enough for effective student academic performance in:

a) Arts Subjects?

.....
.....

b) Science?

.....
.....

END

APPENDIX III
INTERVIEW GUIDE

(Filled by Key Respondents)

Dear Sir/Madam, you are requested to complete this interview guide of the study about the impact school finances on students' academic performance in Mukono Municipality. This study is my partial fulfilment of the requirements for the award of a master degree in Education Policy, Planning and Management (MEPPM) of Kyambogo University. The information you give will be used exclusively for academic purposes and shall be held confidential. Please help and give the right information that applies to your experiences in your school. You should tick in the brackets and where possible, fill in the blank spaces provided for any question.

Background Variables

1. Gender: Male () Female ()
2. Are you a secondary school Parent?
 Yes () No ()
3. Are you a secondary school Guardian
 Yes () No ()
4. What is your period of service in this school (in years)?
 0-1 () 2-3 () 4-5 () 6+ ()
5. Who are owners of your School?
 Individual () Individual Shareholders ()
 Corporate Company () Religious group ()
 Cultural group ()

If other please specify

.....
.....

6. Type of your school:
 Mixed Boarding () Single sex Boarding ()
 Mixed Day () Single sex Day ()
 Mixed day and boarding () Single sex day and boarding ()
7. Are the director(s) involved in the school Administration?
 Yes () No ()
8. Who enjoys more administrative influence in your school?
 The Board of Directors () The Management Committee ()
 The Headteacher ()

School Financing

10. a) Does your school depend on student fees payment as the main source of school finances?

Yes ()

No ()

c) If there are students who do not pay school fees please show why

.....
.....

11. a) Is there any other any other source of finances for your school?

Yes ()

No ()

If yes please specify

.....
.....

b) What is the most commonly used source for supplementary school finances besides parents' school fees payments?

.....
.....

12. a) Is the school fees payable by parents sufficient for student education needs?

Strongly Agree ()

Agree ()

Disagree ()

Strongly Disagree ()

If you disagree please show how?

.....
.....

c) Are parents prompt in paying student school fees?

Strongly Agree ()

Agree ()

Disagree ()

Strongly Disagree ()

If you disagree please show how?

.....
.....

13. a) Are the supplementary sources of school finances sufficient for student education needs?

Strongly Agree ()

Agree ()

Disagree ()

Strongly Disagree ()

If you disagree please show how?

.....
.....

b) Is any of the sources of supplementary finance reliably available in case there is need?

Strongly Agree () Agree () Disagree () Strongly Disagree ()

If you disagree please show how?

.....
.....

14. The school finances are potentially sufficient for student education needs

Strongly Agree () Agree () Disagree () Strongly Disagree ()

Utilisation of School Finances

15. a) On which physical infrastructure are sufficiently spent for student academic work?

.....
.....

b) Have the school finances available been rightly used for development of the physical infrastructure?

Strongly Agree () Agree () Disagree () Strongly Disagree ()

If you disagree please specify

.....
.....

c) Is the physical infrastructure adequate for the teaching learning process?

Strongly Agree () Agree () Disagree () Strongly Disagree ()

If you disagree please show why

.....
.....

16. a) On which learning materials and tools have the school finances been sufficiently spent for student academic work?

.....
.....

b) Have the school finances available been rightly used for the provision of the necessary learning aids?

Strongly Agree () Agree () Disagree () Strongly Disagree ()

If you disagree please show why

.....
.....

d) Are learning aids identified in 6 (a) for adequately used in the teaching learning process?

Strongly Agree () Agree () Disagree () Strongly Disagree ()

If you disagree please show why

.....
.....

17. a) On which teacher facilitation practices have the school finances been sufficiently used for student academic work?

.....
.....

b) Have the school finances available been rightly used for the necessary teacher facilitation practices?

Strongly Agree () Agree () Disagree () Strongly Disagree ()

If you disagree please show why

.....
.....

c) Are the teacher facilitation practices in 7 (a) reliably used for effective teaching and learning?

Strongly Agree () Agree () Disagree () Strongly Disagree ()

If you disagree please show why

.....
.....

School Financing and Academic Performance

18. Does the school funded physical infrastructure enhance student academic performance in:

a) Arts subjects

Strongly Agree () Agree () Disagree () Strongly Disagree ()

b) Sciences

Strongly Agree () Agree () Disagree () Strongly Disagree ()

19. a) Do the school funded learning aids enhance student academic performance?

a) Arts subjects

Strongly Agree () Agree () Disagree () Strongly Disagree ()

b) Sciences

Strongly Agree () Agree () Disagree () Strongly Disagree ()

20. Does the school teacher facilitation enhance student academic performance?

a) Arts subjects

Strongly Agree () Agree () Disagree () Strongly Disagree ()

b) Sciences

Strongly Agree () Agree () Disagree () Strongly Disagree ()

END

APPENDIX IV
RELIABILITY TEST RESULTS OF RESEARCH INSTRUMENTS

Scale: All Variables

Case Processing Summary

		N	%
Cases	Valid	99	100.0
	Excluded ^a	0	.0
	Total	99	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.950	13

APPENDIX V

LIST OF PRIVATE SECONDARY SCHOOLS IN MUKONO MUNICIPALITY

- 1 Bodan High School.
- 2 Central Standard High School
- 3 Central View High School
- 4 Dynamic Secondary School
- 5 East College School Bumuli Seeta
- 6 Excel High school Mukono
- 7 Fairland High School.
- 8 Faith High School
- 9 Green acres High school
- 10 Greenville High School.
- 11 Hilton High School
- 12 Kasule Memorial High School
- 13 Light College Mukono
- 14 Mpoma Girls
- 15 Mpoma Royal College
- 16 Mpoma Secondary School.
- 17 Mt St Henry's Mukono
- 18 Mukono Comprehensive S.S.
- 19 Mukono Hill side College
- 20 Mukono kings'
- 21 Mukono Parents High School
- 22 Mukono Standard Academy
- 23 Mukono Town Academy
- 24 Namilyango S.S.
- 25 Nile High School
- 26 Nimilyango High School Grama
- 27 Our Lady of Africa S.S. Mukono
- 28 Our Lady of Africa Namilyango Senior Secondary School.
- 29 Paul MukasA S.S.
- 30 Rhomu Care College
- 31 Romasa College
- 32 Romasa Girls College
- 33 Royal College Misindye
- 34 Science Foundation College
- 35 Seeta High School-Seeta
- 36 Seeta Hill College
- 37 Seroma High School
- 38 St Francis Bogia
- 39 St Johns S.S. Mukono
- 40 St Lawrence Secondary School. Sonde
- 41 St Stephen' Secondary School Mukono
- 42 St. Michael Secondary School
- 43 St. Peters Mixed Secondary School
- 44 Talents College Mukono
- 45 Tri-star High school
- 46 Uganda Martyrs Sonde
- 47 Yefe High School
- 48 Zion High School