

FINANCING SOURCES AND EFFECTIVENESS OF CHURCH-FOUNDED SECONDARY SCHOOLS: IMPLICATIONS ON SCHOOL IMPROVEMENT IN UGANDA; A CASE OF KAMPALA ARCHDIOCESE

FONTES DE FINANCIAMENTO E EFICÁCIA DE ESCOLAS SECUNDÁRIAS DE IGREJA: IMPLICAÇÕES PARA A MELHORIA ESCOLAR EM UGANDA; UM CASO DE KAMPALA ARCHDIOCESE

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Abstract: The study aimed at examining the various financing sources to determine effectiveness of church-founded secondary schools in a bid to provide education services in the Catholic Archdiocese of Kampala, Uganda. Adopting a cross-sectional survey design that utilized both quantitative and qualitative approaches, the study involved a population of over 482 participants. The study used Simple random, stratified random and purposive sampling technics to select the various samples. These included; 122 administrators, 160 staff and 200 students from selected secondary schools. Data was collected using; a self-administered questionnaire, interview schedule, focus-group discussion and researcher observation checklist. The generated data was analysed using frequency counts, percentage scores and Pearson product moment correlation. The study findings revealed that regardless the type of income sources, purposeful financial resource allocation modalities coupled with diversification of alternative financing methods can improve resourcefulness of educational institutions. This ultimately impacts positively on effectiveness and quality of the schools. It was recommended that church founded secondary schools should not solely rely on the traditionally conventional financing methods, but be innovative enough by creating alternative forms of internal revenue generation as a safer financing mix. This endeavour will lead to financial emancipation, achievement of the set- goals, and eventually attainment of educational quality and effectiveness.

Keywords: School effectiveness. Financial resources. Church-founded secondary schools

Resumo: O estudo teve como objetivo examinar as várias fontes de financiamento para determinar a eficácia das escolas secundárias fundadas pela igreja em uma tentativa de fornecer serviços educacionais na arquidiocese católica de Kampala, Uganda. Adotando um desenho de pesquisa transversal que utilizou abordagens quantitativas e qualitativas, o estudo envolveu uma população de mais de 482 participantes. O estudo usou simples técnicas aleatórias de amostragem aleatória, estratificada para selecionar as várias amostras. Estes incluídos; 122 administradores, 160 funcionários e 200 alunos de escolas secundárias selecionadas. Os dados foram coletados usando um questionário auto-administrado, cronograma da entrevista, discussão do grupo de foco e lista de verificação de observação do

pesquisador. Os dados gerados foram analisados usando contagens de frequência, pontuações percentuais e correlação do momento do produto Pearson. As descobertas do estudo revelaram que, independentemente do tipo de fontes de renda, as modalidades de alocação de recursos financeiros propositais associadas à diversificação de métodos de financiamento alternativos podem melhorar a desenvoltura das instituições educacionais. Isso impacta positivamente na eficácia e qualidade das escolas. Foi recomendado que a Igreja fundou que as escolas secundárias não deveriam apenas depender dos métodos tradicionalmente convencionais de financiamento, mas ser inovadoras o suficiente, criando formas alternativas de geração de receita interna como um mix de financiamento mais seguro. Este empreendimento levará à emancipação financeira, realização dos objetivos e, eventualmente, obter a qualidade e a eficácia educacional.

Palavras-chave: Eficácia da escola. Recursos financeiros. Escolas secundárias fundadas pela igreja.

1. Introduction

Education overtly impacts on development as investment in it is associated with higher rate of return for individuals, increasing their net gain and general wealth (OECD (2011a). Its attainment is globally purported to reduce income inequality among people and societies (OECD, 2012). Improved access to education also attracts social benefits in health, nutrition, fertility and gender equity amongst trainees (Onarheim et al, 2016)

In the competitive world of work, effective provision of secondary education is central to development, for it gives the population an opportunity to acquire high level insights and competencies (Lewin & Caillods, 2001). Secondary education, in particular, is a level for learners between the ages of 11/12 and 18, forming ‘the amorphous zone that lies between basic education and higher education’ (UNESCO (2014). It is at this level that most learners identify their career goals, and start to specialize for future professions (Ojijo, 2012).

For a long time, the Church has founded schools with a core objective to educate students basing on the mission of evangelization (Baccari, 2018). Church-founded schools are up to today well-known to be ideal centres for formal and non-formal inculcation of knowledge, skills, values, attitudes and upright moral behaviors (Bouta et al., 2005). However, many church-founded secondary schools in Uganda are grossly affected by financing deficiencies that allegedly compromise their performance. This situation requires their founders – the Church to make conscious strategies towards rejuvenating their effectiveness and quality of their services.

Many secondary schools in Uganda are inadequately financed. They are marred by dilapidated infrastructure and ineffectual instruction. Besides being a national predicament, the plight is singular to church-founded schools, which pioneered and propagated education

in Uganda. Their defunct financing system and subsidiarity with government have purportedly led to funding inadequacies, compromising their potential to deliver quality services and outcomes. This phenomenon implicates the church-founded secondary schools as ineffective and resource-strained institutions. Quest for a sustainable financing mix by the Church as the Foundation Body has so far been in vain, hence the researcher's motivation for conducting the study.

I. Background to the study

2.1. The concept of an effective school:

School effectiveness and Educational quality are concepts used synonymously, to mean the degree in which an education system and its components or stakeholders achieve specific desired goals (Burušić et al., 2016). According to Hawes & Stephen (1990), they relate to attainment of set goals, appropriateness of an institution for human and environmental circumstances and its potential to strive for excellence. An effective school thus relates to a well-functioning and well-planned institution that will gear up expected outcomes of education through attainment of the set-goals. These include; social, political and economic emancipation, effective teaching and learning process, and a secure and caring environment to students, which contributes to academic performance (Gilbert & Magulod, 2017).

Earlier researches, for instance, by Edmonds (1979) point at institutional aspects of school leadership plus orderly and conducive learning environment to have an impact on students' performance. Various studies agree that effective schools are characterized by high performance and fewer behavioural problems (Gottfredson, 2001). Among schools, there are differences associated to the quality of schooling itself (Liu et al., 2015) cited in Granvik et al. (2018). The nature of a school is also capable of affecting students' performance, keeping other factors constant, for features of effective schools are regarded to be rather constant (Chapman et al., 2016); Preston et al., 2017).

Although schools may show varying levels of effectiveness depending upon the particular time period examined as well as financial backing, ensuring quality or effectiveness of particular schools demands that there are clearly observable educational outputs/products as well as achieved outcomes/goals (Marcia et al., 2013).

The 'Resource input' and 'Process' models are two of the seven models of education quality as summarized by Cameron & Whetten (1983) cited in Yin & Wai (1997) which aptly illustrate the performance of an education institution in providing education services. They indicate that we can tell an effective school by looking at its ability to achieve the scarce and quality resources, and/or when the quality of its internal functioning is smooth and healthy. The concomitant indicators in this case include; the quality/nature of; facilities and equipment, financial support, qualified staff, school leadership, classroom/school climate, learning activities and experiences/instruction (Yin & Wai, 1997). As effective leadership is considered key in a school's achievement of effectiveness and improvement of quality service delivery (Day et al., 2016; Leithwood et al., 2004; Preston et al., 2017), so are the other indicators.

Therefore, assessing the effectiveness of church-founded secondary schools against their financing situation inherently involves examining educational outputs, achievement and added value at school, classroom and individual student levels. Basing on some qualitative criteria, the educational effectiveness indicators of church-founded secondary schools in the study involved the following; (1) School leadership, (2) safe and orderly learning environment, and (3) nature of facilities, equipment and instructional materials.

For a long time, the Church's perspective of an 'effective school' was the distinctive religious dimension in terms of; the educational climate, the personal development of each student, the established relationship between culture and the Gospel, and the illumination of all knowledge with the light of faith (Baum, 1988). An effective school system, thus, will build on teaching and learning (knowledge and skills) to broaden competences and enhance future employment opportunities for those that go through it.

2.2. Financial resources:

Governments worldwide are challenged with how to expand education opportunities, improve quality and increase equity and access amidst global financial meltdowns characterized by inadequate financial resources (UNESCO, 2011). In the recent decade, International development assistance to education as a share of GDP has greatly fallen, where on average, Sub-Saharan governments spent only 1.3% (2005 - 2017) on secondary education UNESCO-UIS. (2018). In the same vein Philanthropic financing of education as a

source of secondary education funding also kept on reducing to only 5% of the total aid (Asma & Pauline, 2019).

Since quality education is key to social mobility and can reduce poverty and income inequality (Zipporah, 2018), governments are tasked to invest in quality education to generate skilled workers to enhance the supply of quality goods and services. Efforts have been made by many states to scale up education expenditure, to achieve Millennium Development Goals (MDGs), Education for All (EFA) by 2015 (Al-Samarrai, 2006), and most recently, the Sustainable Development Goals (SDGs). Sustainable Development Goal 4, for instance, advocates for all potential financing streams to be galvanized for global education development (Barrera et al., 2018).

In Uganda, education financing is experiencing a downward trend in education financing, whereby schools rely more on parents than government for school financing. Education financing data by UNESCO IIEP (2016) Uganda National education Accounts indicate that the government contributes 16% and 11% for lower upper secondary respectively, while Households contribute 63% and 78% for the same. International agencies contribution stands at 19% and 9%, while locally generated funds by schools were 2% for lower and 2% for upper secondary.

Given the increased social pressure to expand education quality at various levels, the United Nations Educational Scientific and Cultural Organization (UNESCO) prescribed minimum budgetary allocation for education for any developing country to be 26%, which the Uganda government, over the years, has not met (Miles & Zimmerman, 2001).

According to the NDP (2010/11 - 2014/15), the budget allocation to the Education and Sports Sector as a proportion of the total Government of Uganda expenditure, in the past decade, has progressively declined from the all-time high of 24% (FY 2001/02) to 17.3% (FY 2009/10). Resources have again persistently reduced from 14.7% to 11.08 % over the 5-year period 2012/13-2016/17 (MoES; 2017). This implied an overall low government priority on education.

Funding of denominational education since 1877 has been under the auspices of mother mission headquarters back in the home countries; England and France. Funding was channeled through grants to respective church headquarters in Uganda. In 1925, following the recommendation of the Phelps-Stokes Commission, the colonial administration involved

themselves in directing, laying down the policies on which education and (its) financing was to be executed in Uganda. The Churches, as owners, and the Director of Education (for the colonial government) as advisor and sponsor operated as true partners in education (Kiwunuka & Kasibante, 2001). However, funding from abroad had always been supplemented by charging of school fees.

Following the government takeover of Mission schools in 1963, funding of the denominational schools from mother headquarters in Europe was curtailed (Ssekamwa, 1997). The government funding of mission-based secondary educational institutions became tied with funding of general education. Government budget allocations for funding secondary education did not take into account the unique funding mechanisms associated with denomination-based secondary education. In the process, funding relationship between government and foreign sources (for funding church-founded secondary education) was strained. With time, lack of sufficient funds from government especially for capital projects, teaching materials and equipment gradually handicapped the local church-founded government-aided schools. This disagreement and displeasure gave impetus to the aggrieved churches to start establishing their privately-owned secondary schools (Ssekamwa, 1997).

In contrast with 60 years ago, funding of government-aided secondary schools is still not adequate when viewed against the background of the percentage of budgetary allocation to the education sector even when demand for knowledge and skills attainable at this level, has really driven up.

2.3. Church-founded secondary schools:

The term “secondary education”, according to Xiaoyan (2001), is loosely defined to include lower and upper formal secondary schooling (also known as post-primary school), as well as vocational training, and other regularly available education opportunities, such as non-formal equivalency programs. In Uganda, secondary schools are broadly classified as Private or Government aided schools/institutions basing on their founding and/ or current administrative initiative.

The Constitution of the republic of Uganda (1995) allows individuals, religious bodies and other nongovernmental organizations to found and operate schools so long as they can comply with the general educational policy of the country and maintain national

standards (National Education Accounts report 2016). The government oversees quality education to all individuals for national development in line with the National Development Plan (NDP II), which emphasizes efficient and effective delivery of education and sports, among other issues.

Out of the 4.3 million children of secondary school age (11 – 17years) in Uganda, only 24%; a total of 1.6 million students (S.1 – S.6) are enrolled in school (UBOS, 2017). These secondary schools are managed by either government (646,000 learners or 41%) or independently/privately managed (874,000 learners or 59%) by individual owners, community, organisations or religious denominations (Barrera et al., 2016). Some of the private schools are partly financed by the government, such as those in the Public Private Partnership (PPP) arrangement with government in the implementation of the Universal Secondary Education (USE). These comprise 470,000 or 28% of the total secondary enrolment (Barrera et al., 2016). Regardless the classification, their products (graduates) are always absorbed by the same labour market within and outside Uganda or proceed to either Private or Government Universities, on completion (MoES, 2013).

Church-founded schools are formal and non-formal centres for inculcation of knowledge, skills, values, attitudes and behaviors through educational institutions or schools founded and administered by denomination-based organizations or religious nongovernmental organizations. The institutions are peculiar providers of denomination-based education, which has explicit characteristics that include: (1) affiliation with a religious body, (2) a mission statement with explicit reference to religious values, (3) financial support from religious sources, and/or (4) a governance structure where selection of board members of staff is based on religious affiliation and where decision-making is based on religious values of churches, temples and mosques (Bouta et al., 2005).

The quality issues in secondary education in Uganda today are more complicated and diverse. As posited by Chimombo (2010) cited in Asma & Paul (2019), community secondary schools are inadequately financed by government, and hence fail to ensure minimum quality of secondary education. Firstly, they are mostly attended by disadvantaged children from poor households who cannot afford high tuition. So, many children (54%) in such schools in Uganda even fail to complete their lower secondary cycle. Since most of the church-founded

schools in Kampala archdiocese fall under this category of school; they ought to devise ways to improve this situation of their educational quality.

3. METHODOLOGY

A cross sectional survey design was adopted, by use of which the researcher used subjects of different age-groups at the same time (Enon, 1998). It was preferable due to the heterogeneity of the respondents in the target population, which included; school administrators, staff and students of 40 church-founded secondary schools in the catholic Archdiocese of Kampala, Uganda. These are directly affected by financial resource aspects in any education institution. The design describes relationships that exist between study variables and the degree to which two or more quantitative variables are related, as it enhances accuracy in measurement by quantification, replication and control over observer effects (Fraenkel & Wallen, 1996). It also provides information collected at the same time from various categories of subjects, and yet it is amendable to rapid statistical analysis. Survey results were generalised to a large population within known limits or error.

The study sample was determined using non-statistical estimations; a method where the sample size is determined by looking at factors such as numbers, availability and willingness to participate in the study, without necessarily applying approved mathematical formulae, as recommended by Krejcie and Morgan (1970). Data was collected using a self-administered questionnaire, interview schedule and focus-group discussion, hand in hand with documentary review and researcher observation. Collected data was then analysed using frequency counts, percentage scores and Pearson product moment correlation. The study used structured, semi-structured or unstructured interviews to allow school staff to freely generate useful information about the study, and for the researcher to be able to uncover previously unforeseen information. Quantitative data was analysed using frequency counts, percentage scores and Pearson product moment correlation, while qualitative data – through analysis of interview transcripts and field-notes. The latter helped to validate the quantitative findings of the study regarding educational quality and improvement of church-founded secondary schools.

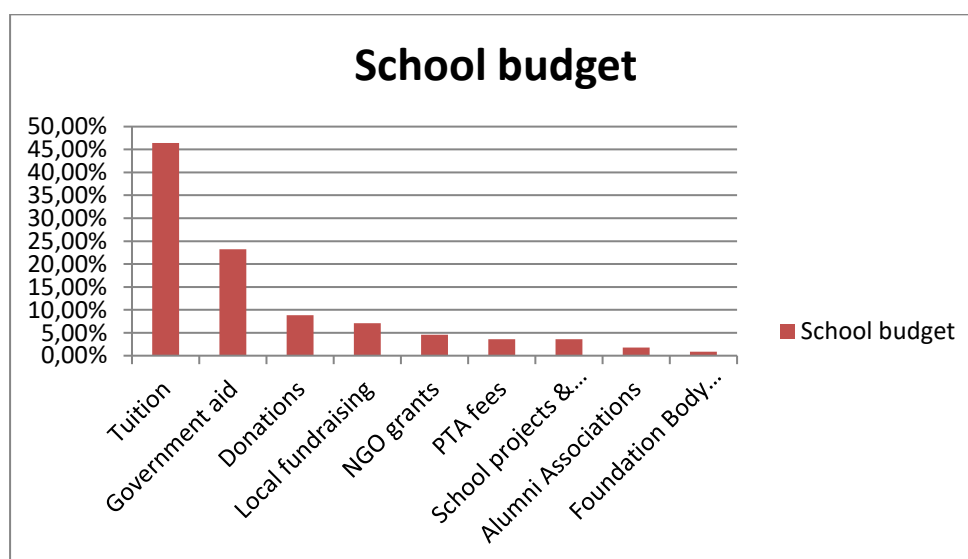
Respondents of the study:

The respondents of the study were 112 school administrators, 160 staff members comprising both teaching and non-teaching staff while the students were 200 in number; drawn from both the lower and upper secondary school sections. For ethical considerations, names of the respondents and their schools were not enumerated to ensure confidentiality.

4. RESULTS AND DISCUSSIONS:

Figure 1.1: Financing sources of church-founded secondary schools

Sources of financing for church-founded schools



Source: Administrators' Questionnaire

Figure 1.1 illustrates that the church-founded secondary schools in the Archdiocese of Kampala are predominantly financed by two sources; tuition payment (46.4%) and government aid (23.2%), which are the traditional forms of funding for schools in Uganda. This suggests that the most significant sources of financing for these schools are tuition payment and government grants. The finding concurs with Barrera-Osorio et al. (2016), who posits that the largest financing contribution to lower secondary in Uganda comes from households (63%). The finding also ranks contribution from government and NGO's as 2nd and 5th respectively, differing from Barrera-Osorio et al. (2016) who revealed that lower secondary school funding from International donors in Uganda was second in significance (19%), followed by the government aid at 16 percent. Private church-founded secondary schools, on the other hand, rely entirely on tuition fees from parents. This implies that they are free from dependence on government for funding, which apparently accounts for their

better test scores. The analysis indicates that students in private non-USE schools perform better than those in USE schools.

Funding from the government was in terms of staff salaries, capital development or capitation grants for Universal Secondary Education (USE) and/or Universal Post 'O' Level Education and Training (UPOLET) programs for government-aided church-founded schools. A documentary review of the school financial position indicated as situation similar to the highlights by Barrera-Osorio et al. (2016) that staff salaries made the largest proportion of school spending by government (63%), followed by infrastructural development, maintenance and instructional material. The per-student capitation grant to government aided schools was UGx 41,000 for USE and UGx 80,000 for UPOLET.

The school fees structures at the schools depicted divergent amounts of fees payable by different schools depending on level of development, enrolment, government involvement, among other factors. In elite government aided non-USE Schools, the tuition ranged between UGx 700,000 – 900,000, while private counterparts charge the same range of fees per student/ per academic term. While other Non-USE private schools charge UGx 200,000 – 400,000, the government USE and Public Private Partnership (PPP) schools charge UGx 128,000 – 164,000 per student; almost UGx 50,000 lower than the fees in the Non USE schools. This finding was confirmed by one of the teachers who remarked; *“the little fees paid by students in USE or UPOLET programs here is meant to facilitate a few school requirements such as uniform, learning materials, library and science laboratory equipment to supplement the insufficient capitation grants from the government.”*

A few schools had some of their financing coming from donations/gifts from Friends and Well-wishers of the schools. The schools leadership through the Head teachers acted as school representatives, linking their schools to potential funding partnerships in terms of organisations, and government. The kind of donations received were mostly a kind of tied aid for specific purposes, as one teacher testified; *“The World bank selected our school for an international grant to develop the computer lab to serve as an I.T hub and Resources Centre connecting other schools in the area.”*

Several other donations financing could be allocated to priority programs for school improvement at the discretion of the school leadership, and for which accountability would be given to indicate utilisation. Such donations included those from benevolent alumni of

the schools. Other local financing arrangements such as through pledges, charity walks and dinners were also part of the drive. Parents-teachers' Associations (PTA) was also key in financing the school according to specific needs, identified by the school administration, and discussed in parents meeting.

School-based projects geared towards financing school needs were minimal within the catholic-founded schools in the area. Those available, such as canteens, school gardens, lock-up shops, recreational facilities, etc. were not developed to full potential. Some projects were tendered to different individuals whereby the schools partially benefited from their proceeds as shareholders. Findings from a students' focus group affirmed thus; *"Our canteen is managed by the staff and at the end of each year, the generated profits from it are shared amongst themselves, while the land is hired out to some community members, who use it for agricultural production such as growing of cash crops and pig-rearing."*

More qualitative findings on source of financing for church-founded secondary schools revealed that students especially those from privately funded secondary schools are the major sources of school funds. Most of the study participants in the study attested that students contribute over 90% of these school funds in terms of tuition fees.

Interview findings by one teacher also revealed, *"Students are the main source of funds for our school; most of the school budget funds are expected to come from students' fees payments"*. This meant that students are the centre of funds in the church-founded secondary schools.

Another staff member said; *"The amount of funds collected in this school depends on the number of students enrolled in the school. Without a reasonable number of students registering, school funds here drop down marginally"*.

A few other participants identified other sources of funds in the church-owned secondary schools. One of these identified government and donor agencies especially friends of the school as having much to contribute as funds of the school. *"In my school though students contribute funds in form of tuition, the school also receives subventions in form of government subsidies to my school. These funds, in addition to grants and donations from church friends within Uganda and western world, have contributed significant amount of money to put up development projects in the school"*.

Another participant said; *"the school has development projects. These projects are internally managed by the school and have contributed huge sums of money for the maintenance and development*

of the school. Such projects included; animal farms, among others.” some schools have agricultural farms, have put up other business and compete favourably without side communities in business.

One teaching staff respondent added, “A government policy guideline states that schools should purchase stocks in bulk and take advantage of prices under economies of scale. With many business enterprises willingly give higher discounts on bulky purchases, secondary school is bound to benefit financially from cash discounts offered whenever they buy goods in large quantities from one source”.

II. Conclusion or recommendations or final considerations

In the current study about financial resources of church-founded secondary schools, it was confirmed that government-dependent secondary schools were receiving more than 50% of their core funding from government. At least 70% of their teaching staff are also paid by the government through the ministry of Education and Sports. Private secondary schools, on the other hand received less than 50% or none of their core funding from government, just as UNESCO (2011) classifies.

The source of financing common to both types of schools was tuition fees, paid by households of the individual students. The amount of tuition had no bearing on the classification of the schools. However, poorly resourced church-founded schools were also charging lower tuition than their seemingly elite counterparts. Most of these were rural-based schools, which admitted largely financially disadvantaged children without much scrutiny.

Despite the high enrolment in some of these schools, their general performance was compromised in various ways; basically given the fact that the administrators could not readily purchase the desired resources for teaching and learning, besides other needs. This agrees with Gilbert & Magulod (2017), who observed that promoting a favourable and caring environment for students will contribute to their academic performance.

School effective studies have put more emphasis on key factors that are central to this study; effective schools leadership (Day & Sammons, 2016), Safe and orderly environment that care for the learning needs and development of the student (Lezotte, 1991), nature of facilities and equipment (Yin & Wai, 1997) and more financial support (Cheng, 1996).

These are the key indicator highlighting attainment of school improvement, defining an effective church-founded secondary school in Kampala archdiocese.

The study evidently examines that financial resources and funding mix of church-founded secondary schools are related to effective school leadership in many ways. The leadership plans and draws budgets, and implements them through proper financial resource allocations. The principal also enforces the vision and mission, sets goals and oversees their attainment. Teaching and learning supervision, teacher welfare and motivation, schools rules adherence student – teacher relationships, are all leadership roles that are geared towards school quality and improvement. They are all facilitated by a healthy financial backup, since a well-planned school, as Gilbert & Magulod (2017) state, will gear up expected outcomes of education to effect good social, political and economic conditions for schools performance.

The safe and orderly school environment also relates with sublime financial resources in the school. This refers to a business-like and purposeful atmosphere catering to the learner's needs. It relates to many aspects such as the student-teacher ratio, availability of power, safe water and suitable food, school security, leisure and recreational activities, ample time to learn coupled with cooperation and respect. As Carmel, M., et al. (2018) posit, better students outcomes are tied to equitable school financing systems, which generate positive effects. The authors conclude that low financing will always affect access to core academic services, which reduce learners' outcomes, let alone school effectiveness.

Adequate facilities, equipment and learning materials are also fundamentals of an effective school since they facilitate acquisition of essential knowledge and skills, as started by the effective school model (Lezotte, 1991). According to Zipporah (2018), in poorly resourced schools the difficulties range from lack of basic school infrastructure to poor quality instruction, which highly compromise quality educational performance. In the study, many schools were marred by dilapidated infrastructure such as classroom buildings, offices, library, laboratories, toilets, including the equipment therein such as textbooks, furniture etc. Some schools never had recreational facilities. These suggested a disproportionate growth in resources which does not build proper experience amongst learners. In such schools, the school enrollment was found to be proportionate to the level of development of the particular schools. The quality and nature of the school facilities as well as availability of equipment and instructional materials also determined the amount of tuition payable.

The Education liberalization policy in Uganda has had reasonable impact on the physical infrastructure of many schools, with an underlying notion of competition among various schools. This has enabled some schools to stand out in terms of favorable learning environment, as well as school leadership and teachers' working conditions. The findings revealed that the financial sources for many church-founded secondary schools are not adequate to sustain school needs and to foster the required effectiveness and quality of services. This concurred with Haynes (2008) who emphasized that today a financial crisis is facing secondary education in Africa.

RECOMMENDATIONS

It is widely believed that effectiveness and quality are twin concepts explaining performance of an education institution (Cheng, 1995). So the following can be recommended; church-founded schools ought to rejuvenate their financing sources for uplifting, maintenance and improvement of their effectiveness and general performance. Private and public schools should come up with adequate funding strategies that can galvanize the resources at hand to create resourcefulness of the institutions.

The Church as foundation Body should devise special strategies to make the church-founded secondary schools self-reliant, to restore their former glory such as when they were still receiving funding from the missionary home countries and other benefactors from their networks. Schools should not entirely rely on government and tuition fee payment sources but should adopt widening of their financial base by creating internal revenue generating units.

This study emphasizes that planning of the financial resources and prioritization of allocation is key for equitable improvement of all school departments. This is basically the work of instructional leadership of the schools, who ensure strategic decision-making, distribution of financial resources and resource-mobilisation from all potential sources for the schools. So, the leadership aspect is at the centre of effecting educational quality.

The findings implied that a combination of increasing enrollments and high unit costs yield future secondary level expenditures that are not sustainable, whereby school planners for church-founded institutions ought to proactively salvage the situation. In conclusion, the sources of funds in church-founded schools entirely base on parents' tuition

and government aid as the traditional sources of funding education in Uganda - a system that does not adequately meet school financial needs.

The management of these schools should not majorly emphasize on making policies on financial funding sources of these schools as these do not directly impact on school effectiveness, but should base on assertive implementation of strategies to achieve goals.

Finally, the Uganda government, through the inspectorate organ of the ministry of education and sports, should periodically crosscheck compliance of church-founded schools and regulation to minimum requirements as this will help to instill effectiveness of the schools at large.

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