

## **Financial Resource Capacity Development Strategies and Public Secondary School Growth in Kira Municipality, Wakiso District, Uganda**

Kabuye Rehmah<sup>1</sup> and Ssali Muhammadi Bisaso<sup>2</sup>

<sup>1</sup>Former Student, Masters of Educational Management and Administration  
Faculty of Education, Islamic University in Uganda

<sup>2</sup>Senior Lecturer, Department of Educational Management and Administration,  
Faculty of Education, Islamic University in Uganda

Correspondence concerning this article should be addressed to Kabuye Rehmah.  
Email: [rahmahkaddu@gmail.com](mailto:rahmahkaddu@gmail.com)

### **Abstract**

*The study examined the relationship between financial resource capacity development strategies and public secondary school growth in Kira Municipality, Wakiso District, Uganda. It adopted a cross-sectional survey design with a mixed methods largely quantitative approach with a qualitative supplement. The population of head teachers was 03 while that of classroom teachers was 144. The sample size had three head teachers and 130 teachers. Head teachers were selected via census inquiry while teachers were subjected to simple random sampling. The head teachers were subjected to an interview guide while teachers were given a questionnaire. Validity of the instrument was through validation by experts, leading to a CVI of .814, while reliability was via a pre-test and obtained reliability coefficient was .84. Data analysis was done first descriptively in terms of frequencies, percentages and tables; and then through Pearson Product Moment correlation; while qualitative information was reported verbatim in areas that matter. Findings indicate that the correlation between financial capacity development strategies and school growth is positive, significant and strong ( $r = .637, N = 115, p = 0.000 < 0.05$ ). It was concluded that schools have engaged a transformation drive and thus put in a lot of strategies to enable financial capacity development although not all schools have been effective. The future becomes bright when such efforts are engaged. The general recommendation is that financial capacity development should be at the forefront of all school undertakings by having a clearly dedicated budget since it was found to have a strong influence on school growth. Further research is proposed on a purely qualitative study to elicit deep-rooted views and perspectives.*

**Keywords:** capacity development, financial resource, public secondary schools, school growth, strategy

School growth is at the heart of every education system and country no matter the level or ownership status. The Ministry of Education through the Directorate of Inspection, Education Standards Agency and supervision associates has been making efforts to see that all schools have the required infrastructure and facilities to live up to expectations of quality assurance

systems and stakeholders. The Teacher Development Management Systems (1993) was launched with a focus on transforming the quality of teachers and infrastructure in the schools and they handled construction of offices and blocks in schools coupled with teachers' quarters.

School growth is still an issue to contend with. Hopkins and Leask (2006) consider performance indicators and school development in terms of; improved internal conditions, clear school plans and improved student outcomes, while Morris (2004) argues that the school improvement indicators include relationships that go on in the school. Reports indicate that schools are still operating below weight expected of each (Hopkins & Leask, 2006). Some schools even lack the basic of infrastructure and facilities and in many cases, authorities have been forced to either warn such schools or even close them. Unfortunately, this cuts across the private and public schools' divide. Indeed, schools also exhibit poor service delivery, organizational ineffectiveness, poor public relations as well as customer dissatisfactions. It can also be noted that school growth is not given the due attention it requires since even government aided schools are found in the same boat or even worse at times. Enrolment rates, human resources and financial resources provide information on the relative expenditures for education.

In Kira Municipality, the schools are reported to be in a deplorable infrastructural state and academic services offered are in some instances lacking credibility (Kira Municipal Council Education Report, 2019, 2021). This is coupled with the fact that even student enrolment records are down whilst equipment in the school is equally not up to the required standard. This has been so for quite a long time now even when the area was elevated to a Municipality status. This cuts across the primary and secondary school divide.

Financial resource capacity development thus becomes an urgent necessity in schools. It is a central theme upon which transformation and subsequent performance is premised. And since school growth is an aggregate indicator of performance, there is no gain saying that capacity development informs school growth. Hargreaves (2011) opines that capacity building "is an ongoing process, which encompasses intellectual, social and organizational capital for value addition in obtaining maximum output from factors of production" (p. 690). This positions capacity building in the realm of continuity on the part of organizations and institutions.

In Uganda, capacity development in schools is done in terms of institutional, financial resource and human resource capacity development. In a study conducted in Luwero district, Nalubega (2007) found that the local government leadership were extending capacity building programs to schools. All these are meant to give schools the right competitive edge in terms of executing their duties so as to realize organizational visions. In Kira Municipality, financial resource capacity development is engaged through fund-raising, revenue generation and audit practices as per the Municipality end of year report (2021).

Research on capacity development and school growth is available (Blackie et al., 2010; Harris, 2001; Leku, 2013; Nalubega, 2007, Namusisi, 2019). Harris (2001) studied building capacity for school improvement and established that effective school improvement involves building the capacity for change and development; and that the local education authorities should play a big role as agents. This study proved that with effective capacity building comes efficient school improvement as those doing the work in the school will command the right skills and competences to do their work.

In Africa, research on capacity development is equally encountered as one searches the literature. Blackie et al. (2010) presented a paper on capacity development and investment in Agricultural Research and Development in Africa. While in Uganda, studies have also been conducted on capacity development in varying perspectives. Leku (2013) explored capacity development initiatives and their implications on employee performance in Moyo District local government; yet Namusisi (2019) studied capacity development and employee performance in insurance companies in Uganda: a case of UAP Insurance Kampala; whilst Singh et al. (2014) studied capacity building and community development: a community dialogue on equality in rural Uganda. The researchers indicate that capacity development has a place in development perspectives be it organizations or schools. However, the current researchers did not encounter research on financial resource capacity development and school growth in general and none in Kira Municipality while the available research in the context of Uganda is also largely inconclusive. This necessitated a study to examine the relationship between financial resource capacity development strategies and public secondary school growth to close the glaring research and literature gap in question to which the impending study shall commit.

### **Problem Statement**

The Basic Requirements and Minimum Standards by Ministry of Education and Sports (2009) indicate that schools with adequate enrolment, infrastructure and facilities enjoy effective competition and satisfaction of the education market to which schools subscribe. Unfortunately, many schools in Kira Municipality are still grappling with low and fluctuating enrolment, dilapidated infrastructure and equipment in a sorry state and low students' grades signifying low levels of school growth (Kira Municipal Council Education Report, 2019). If this instability in terms of school growth is not dealt with decisively, there are chances that schools will continue on a downward spiral of losing good customers and being undermined leading to potential collapse. In trying to solve the problem, schools have ushered in efforts at capacity development in terms of transforming financial resource capacity (through establishing finance and business committees) to give the schools a competitive edge in different units (TDMS, 2018). The Municipal Council using Sector Development grants and lobbying has so far managed to construct classroom blocks around the Municipality, supplied furniture to schools,

renovated some classrooms and looked into the sanitation matters in the schools where there has been a need (Kira Municipality Development Status: Challenges and Achievements, n.d.). Unfortunately, this has not translated into improved school growth. This remains quite a lacuna that must be filled as research in this angle is largely scanty and specifically for Kira Municipality, quite unavailable as the researchers encountered none. This formed the basis of this study, to examine the relationship between capacity development strategies and public secondary school growth in Kira Municipality, Wakiso District – Uganda.

### **Objective**

The objective of the study was to examine the relationship between financial resource capacity development strategies and public secondary school growth in Kira Municipality Wakiso District, Uganda

### **Hypothesis**

H<sub>01</sub>: There is no statistically significant relationship between financial resource capacity development strategies and public secondary school growth in Kira Municipality, Wakiso District, Uganda.

The study assumed that financial resource capacity development in terms of fund-raising, revenue generation and audit relate with school growth in terms of level of students' enrolment, quality of equipment, quality of students' grades and state of infrastructure.

### **Literature Review**

Cognizant of the fact that theory gives a strong base on which a study's conceptualization and methodological grounds can be premised and that to a very strong theoretical base, therefore, lies a strong conceptual and methodological underpinning, the study was underpinned by the Resource-Based View (RBV) theory developed by Wernerfelt (1984) in 1980s and 1990s and propounded by Barney (1991). The theory posits that resources that are valuable, rare, difficult to imitate, and non-substitutable best position a firm for long-term success. The theory among other assumptions underscores the need for firms to effectively plan and control resources that can enable them operate successfully and gain competitive advantage. These strategic resources can provide the foundation to develop firm capabilities that can lead to superior performance over time. The theory informs the study in a sense that due to scarcity of resources especially in public secondary schools, it is imperative to come up with strategies for developing the financial resource capacity of the schools in order to enable school growth.

The concept of financial resources is attracting the attention of many an institution or organization. Transformation has always relied on substantial and effective investment. In the same vein, universities are introducing aspects of 'entrepreneurship' into their degree programs. This may require strong ties to appropriate business enterprises, may call for role models, and universities may have to conduct case studies and bring on board some key attachment

opportunities which can greatly enhance financial capacity which will translate into efficient performance. Financial capacity development is a complex undertaking as it includes the ability to generate and administer funds, while on the other hand including the instruments and mechanisms that structure the relationship between the organization and the funder (Canadian Council on Social Development, 2003). The concept of resources is arguably the most central aspect of financial capacity, because it can affect so much of what an organization is able to undertake and achieve (De Vita, 2001). The current study sought to examine the relationship between financial resource capacity development and the growth of public secondary schools in Kira Municipality Wakiso District.

In a field-based study conducted by Kempe (2009), it was established that ensuring requisite financial resources is an initiative to be implemented to the fullest potential. The researcher found out that when donors are actually assisting certain countries, they ought to make sure that they align their financing operations and contributions with the capacity goals and strategies in those very countries. Educational institutions being key organizations, financial resource capacity development is the gateway to efficient development and transformation of operations. While Kempe was more focused on national financial capacity and thus brought on board donors, the current study set out to investigate the situation in the education field by focusing on the relationship between financial resource capacity development strategies and public secondary school growth.

UNDESA (2019) reports that it is important to think of financing implementation as well as capacities needed to address financing gaps. This is possible through resource mobilization and strengthening of public finance processes. The other critical aspects to financial capacity development are proper costing, budgeting, public finance reforms and debt management. This calls for encouraging public-private partnerships (PPP), tapping the opportunities of philanthropy, harnessing corporate social responsibility, renewed social enterprise and improving greater remittance flows through reduction of the costs of operations. Nevertheless, UNDESA's view is too wide and the current study made it specific to the concept of financial capacity development and its influence on school growth. Meanwhile, the UN (2019) also commends the relevance of strengthening of public finance transparency, combating of illicit financial flows, strengthening asset recovery measures and the enforcement of whistle-blower policy to fight against corruption. Such initiatives can aid development of an institution's financial prowess as well as the overall growth of the institution. The view of United Nations is basically theoretical and the current study sought to conduct a field-based study to bring out a practical view of the influence of financial resource capacity development strategies on public secondary school growth in the context of Kira Municipality in Wakiso district.

In another study done by Gropella (2006) in Latin American and East Asian secondary schools, it was established that quality and quantity of education attained by a child is closely associated with the economic status around the child. The author notes that the financial resource is the most critical of all economic resources. Since academic performance is an indicator of school growth, the study informs the current one appropriately with the difference coming in terms of the contextual setting which brings on board circumstances in resource constrained contexts like the case of Kira Municipality in Wakiso district in Uganda.

De Vita et al. (2001) also believes that despite traditional efforts of building financial capacity through expanding an organization's resource base, today that may not guarantee getting over the financial challenges faced by organizations. Accordingly, it goes to the mode of utilization of the resources as well as prioritization initiatives. This calls for upgrading of the skills of employees, changing procedures of resource usage, improving technological application and involvement of every stakeholder in the process of financial resource planning, implementation, review and evaluation. This also being a theoretical view, the current study attempted a field-based investigation to bring out empirical evidence relating to the education field. Yet, according to the National Endowment for the Arts (2011), there are seven characteristics of financially healthy organizations. These are: internal source of cash or ready access to cash in times of shortfall; management holding itself responsible for the financial position in the organization; sufficient income for stable programming; engaging in income-based rather than budget-based spending; in case of a deficit, there should be accumulated surpluses sufficient to cover the current year's deficit; retaining a healthy cash fund balance; and establishing or planning to establish an operating reserve to finance growth and cash shortfalls. Financial capacity issues can affect relationships with funders and institutions as well as mechanisms that enable or hinder the organization in carrying out its work (Canadian Council on Social Development, 2003). To this end, the Wallace Foundation (2011) insists that there is need for a board of directors, treasurer, finance committee and chief finance officer for financial capacity development to be realized. The current study was more inclined to examining the relationship between financial capacity development strategies and secondary growth.

Claussen (2012) added that financial review, reporting, audit, analysis, statements and budgeting as well as fiscal policies, procedures and manuals coupled with accounting systems are key to proper financial capacity development in schools. The author believes that when the required financial processes are efficiently handled, there is likely growth of the financial capacity and financial performance of an organization. The researchers were of the view that financial capacity development relates directly to secondary school growth and sought to conduct a field-based investigation in Kira Municipality in Wakiso district.

Meanwhile, in a field study conducted by Onami (2010) on financial resources and academic performance of students in secondary schools within Lari division, Kiambu district, Kenya, it was established that low level of financial resource capacity affects the quality of school structures which ultimately translates into school performance in terms of academic grades of learners. Financial resource constraint is an impending factor to the progress of schools especially manifested in the performance of learners. This was worthy testing in the case of Kira Municipality in Wakiso district, Uganda.

## **Method**

### **Design and Sampling**

The study adopted a cross-sectional survey design to execute its process as it collected information from a cross-section of the school population in the shape of head teachers and teachers in public secondary schools in Kira Municipality Wakiso District with a mixed-methods approach in which both quantitative and qualitative paradigms were housed. As per statistics obtained from the Municipal education officer, the population of public secondary schools in the Municipality is 3 (three). Thus, the total population of head teachers was 03 while that of classroom teachers in the said schools was 144 making an overall population of 147 respondents. The researchers considered all the three (3) head teachers via census inquiry while for teachers, the sample was determined by simple random sampling per school using the table developed by Krejcie and Morgan (1970). The overall sample size for the study therefore, was 130 respondents with three (3) head teachers and 127 teachers.

### **Data Collection and Analysis**

A self-designed closed-ended 4-point Likert scale questionnaire was used to collect data from the classroom teachers in the selected schools while an interview guide was utilized in collecting data from head teachers. Validity of the research instruments was via independent expert judgment where 3 experts were consulted and a CVI of .814 was obtained. The instrument was pilot tested on a representative sample of around 11 teachers in Bweyogerere Standard SS which has close characteristics with public secondary schools in Kira Municipality but otherwise not included in the study. Accordingly, a reliability coefficient of .84 was obtained. Meanwhile, the quality of the interview guide was obtained via discussion of question items thereof with an expert as well as pilot-interviewing one head teacher to assess consistency of results. Quantitative data were descriptively analysed through frequencies, percentages and descriptive tables while a Pearson Product Moment correlation analysis was run to obtain the relationship between financial resource capacity development strategies and school growth. Qualitative data from the interviews were transcribed upon which content analysis was adopted leading to narrative reporting of key responses. Originality, informed consent, confidentiality, anonymity and respect of rights were adhered to as ethical issues.

## Results

In this section, demographic data is presented followed by descriptive and inferential results on public secondary school growth and financial resource capacity development strategies.

### Respondents' Demographic Characteristics

In this study, key demographic characteristics were investigated to inform the findings as presented in Table 1. The frequencies are premised on the 115 questionnaires returned and fully completed by respondents.

Table 1

*Demographic Characteristics of Respondents*

Characteristic	Description	Frequency	Percentage
Gender	Male	67	58%
	Female	48	42%
Academic Qualification	Diploma	16	14%
	Bachelor's Degree	89	77%
	Master's Degree	10	9%
Duration of Service	5 years and below	08	7%
	6-10 years	19	16%
	11-15 years	33	28%
	16 years and above	55	49%

*Source: Primary Data (2022)*

As per Table 1, males who responded to the study were 58% while the females were 42%. This means that both genders were represented in the study while the majority were male. Cislak et al. (2018) argue for adequate inclusion of both genders to avoid discrimination and this is true since gender roles, gender identity, gender relations, and institutionalized gender, influence the way in which strategies work, for whom, under what circumstances and why. It was necessary to include both genders in order for the study to be gender sensitive. In terms of educational qualification, the respondents with diploma were 14%, those with bachelor's degree were 77% and those with a Master's degree were 9%. This means that most of the respondents were holders of bachelor's degree and all educational levels were represented in the study. The level of respondents' education determines their input into a study and subsequent quality of data (Amin, 2005). The researchers believe that the data collected was reflective of the various educational levels among the respondents.

Regarding duration of service, it was established that respondents with 5 years and below were 7%, those between 6-10 years were 16%, those between 11-15 years were 28% and those with 16 years and above were 49%. This means that most of the respondents were of the highest duration of service and fit enough to respond to the study. This is close to what Ellis and Morrison (1998) contend that a respondent's duration in a given area guarantees their level of understandability of the circumstances in that area. Since all levels of duration of service were included in the study, there is all evidence to believe that the findings could easily be trusted.



### Descriptive Statistics on Status of School Growth

Descriptive statistics give summarized information and insights before further analysis (Hinton & McMurray, 2017). It is important to note that during the interpretation, the ‘strongly disagree’ and ‘disagree responses’ were condensed to refer to disagree while the ‘agree’ and ‘strongly agree’ responses were also compressed to reflect agree.

Table 2  
*Responses on School Growth (N = 115)*

ITEM	SD		D		A		SA	
	f	%	f	%	f	%	f	%
The school has adequate enrolment of students	21	18.3	20	17.4	40	34.8	34	29.5
The equipment in the school is appropriate	25	21.7	33	28.7	37	32.2	20	17.4
The infrastructure of the school is in good shape	40	34.8	42	36.5	21	18.3	12	10.4
The school has a collaborative culture between administration, staff and students	9	7.8	22	19.2	46	40.0	38	33.0
The school has a good relationship with the community	11	9.6	17	14.8	52	45.2	35	30.4
The school produces top grades in final examinations	34	29.6	41	35.6	27	23.5	13	11.3
The school produces good numbers of students at advanced level	20	17.4	23	20.0	43	37.4	29	25.2

*Source: Primary Data (2022)*

As reflected in Table 2, the respondents were asked whether the school has adequate enrolment of students and those who strongly disagreed were 18.3%, those who disagreed were 17.4%, those in agreement were 34.8% and those who strongly agreed were 29.5%. This implies that at over 64.5% most of the respondents were in agreement and this may also indicate that schools have adequate enrolment of students though this cannot be said of all the schools considered in the study. The researchers can thus state that school growth in relation to enrolment is relatively good as reflected in the percentage of agreement.

On whether the equipment in the school is appropriate; 21.7% of the respondents strongly disagreed, 28.7% disagreed with the view, 32.2% were in agreement and 17.4% were in strong agreement with the statement. This means that the equipment in schools is quite a dichotomy as the percentage was shared. The researchers believe that the equipment in schools is a matter of diversity and opinion. School growth in terms of equipment thus remains unrealistic under the circumstances since the issue of equipment is a serious one.

As per the item on whether the infrastructure of the school is in good shape; those who strongly disagreed were 34.8%, those who disagreed were

36.5%, those who agreed were 18.3% and those who strongly agreed were 10.4%. The implication is that infrastructure in the schools is a matter of concern since beyond 70.0% were in disagreement over the issue. The researchers thus believe that school growth is not adequate since infrastructure is indeed one of its key indicators especially in our school settings. This is premised on the fact that infrastructure is the most observable aspect of school growth as opposed to other internal issues.

When asked whether the school has a collaborative culture between administration, staff and students; 7.8% were in strong disagreement, 19.2% were in disagreement, 40.0% agreed and 33.0% strongly agreed to the item. The finding indicates that the schools have endeavoured to instil a collaborative culture among the stakeholders as represented by the over 73.0%. This percentage is good enough to understand that school growth is a possibility in the schools studied as collaborative culture between administration, staff and students is a major indicators of school growth to contend with.

The respondents were asked whether the school has a good relationship with the community and those who strongly disagreed were 9.6%, those who disagreed were 14.8%, those who agreed were 45.2% and those who strongly agreed were 30.4%. This finding indicates that schools studied had a good relationship with the community around. This is reflected in the 75.6% response rate elicited. Since relationship with the community is a major indicator of school growth, it can be argued that schools have posted indicators of growth.

Asked whether the school produces top grades in final examinations; 29.6% strongly disagreed, 35.6% disagreed, 23.5% agreed and 11.3% strongly agreed. The finding indicates that the grades produced by the schools were largely not impressive. This is reflected in the high levels of disagreement or strong disagreement by the respondents to the item. The implication is that school growth is quite a challenge since grades are a major indicator of school growth and indeed the most critical of all indicators.

On whether the school produces good numbers of students at advanced level; those found to be in strong disagreement were 17.4%, those in disagreement are 20.0%, those who agreed were 37.4% and those who strongly agreed were 25.2%. With a slightly higher response in agreement and strong agreement, there is an indication that schools are trying to produce good numbers of students. However, there are some situations where respondents reported disagreement over the same item meaning inefficiency much as the percentage is low. Since student output is critical to growth, it can thus be stated that schools are on the right path to development.

Qualitative information from interviews indicates that head teachers interviewed were asked to rate their school's growth. To this, two (2) head teachers answered in terms of percentages as 60% and 75% in school B and C respectively. In terms of detailed observation, it was only the head teacher of school A who had a more detailed analysis of the rate of school growth. The head teacher school A stated that: *"The rate of my school's growth is average. I*

*will not think it is high level but I think we are moving at an average pace*". This means that school heads were aware of the limitations here and there as they never submitted higher percentages but remained modest in their assessment. In most cases, individuals present information that makes them look excellent but, in this case, the head teachers were realistic and conceded the fact that school growth is still a challenge.

When asked about the key indicators of school growth, the interviewees presented the following as the key ones: academic grades of the school, enrolment of students, staffing records and facilities in the school. From the interview conducted with Head teacher School A, the following statement came out:

*"The key indicators of growth according to me, one, I look at the performance of my school as an indicator of growth. Secondly, I would look at the population of my school. Then, the third one, I would look at my staff, the teaching staff in my institution. First of all, I would look at the numbers of teachers at departmental level and their qualifications and what the eventual output from each department is as a result of the teachers' teaching"*.

Meanwhile, the Head teacher school B made a statement as follows:

*There are very many key indicators but the major one mainly; the school growth can be shown by the number of students, when the number of enrolments is high, that shows that there is growth at school. Secondly, even there is performance, when the school performs well, it also indicates the growth of a school, the attitude of the teachers; the way they perform their duties also shows the growth. It indicates the growth of the school when the teachers have a positive attitude towards the school indicates the school growth. ... The attitude of the community towards the school is good. This means that the school is growing, there is growth. There is a good attitude towards the community. That shows that as a school we are growing, there is growth of the school. ... Even the following of the rules and regulations when the students are disciplined, that shows that there is growth of the school and also if the students have a good attitude towards the school.*

The Head teacher School C also weighed in on the issue as follows:

*School enrolment is one of the key indicators. Then the quality of staff recruited. If they are highly qualified and sieved not licensed teachers and so on, the quality of the staff is qualified, then we can conclude that there is growth because a grown institution is the one which can sustain its staff. It's that they will be providing them with a good package of salary, there is going to be salary enhancement. ... We can also talk of the nature of infrastructures, when the infrastructure is well constructed, they're well maintained, they are inclusive in nature, they*

*can accommodate all classes of learners from different categories. Then we can conclude that at least it is a key infrastructure are a key indicator of growth”.*

There is a clear indicator that schools have tried to do a lot to improve on school growth. The findings from the quantitative and qualitative instruments seemed to rhyme although in some cases the interview-based information was quite different. The head teachers seemed to indicate how the schools were on top in terms of activities of school growth yet the teachers had indicated disagreement on the items presented in the questionnaire. The researchers however, believe that the head teachers in some cases wished to present their schools as doing well since they are the managers of the schools studied.

### **Financial Resource Capacity Development Strategies**

To work this out effectively; frequencies, percentages, Pearson correlation and content analyses were explored. It was however, very critical to start with the descriptive findings to set the apparatus for understanding the status of financial resource capacity development strategies. This is reflected in Table 3 as follows.

Table 3

*Responses on Financial Capacity Development Strategies (N = 115)*

ITEM	SD		D		A		SA	
	f	%	f	%	f	%	f	%
There is financial audit in the school	5	4.3	12	10.4	51	44.3	47	41.0
The school has income generating activities	43	37.4	31	27.0	24	20.9	17	14.7
The school makes financial re-engineering	38	33.0	41	35.7	15	13.0	21	18.3
The school conducts fund-raising activities	15	13.0	23	20.0	57	49.6	20	17.4
The school follows a well-drawn budget	3	2.6	13	11.3	67	58.3	32	27.8

*Source: Primary Data (2022)*

Looking at Table 3, in determining whether there is financial audit in the schools, it was realised that; 4.3% strongly disagreed, 10.4% disagreed, 44.3% agreed and 41% strongly agreed. The high percentage of responses in agreement with the item is a strong indicator that financial audit is actually conducted in the schools studied. Auditing the financial records of an institution improves on its financial capacity since the financial position will be known while the expenses and income can also be streamlined. The percentage of disagreement was a bit negligible although the researchers posit that such a percentage may point to lack of audit in some cases.

The researchers also set out to understand whether the schools have income generating activities and it was deduced that 37.4% strongly disagreed,

27.0% disagreed, 20.9% agreed and 14.7% strongly agreed. The findings indicate that schools are still weak in starting up income generating activities since the percentages of responses were more inclined to disagree and strongly agree. Relating to income generation, the current study is thus still far from the recommendations of UNDESA Report (2019) where resource mobilization was identified as key to financial resource capacity development. If schools do not come up with proper income generating activities and stand to depend on fees collections, they are not likely to improve on their financial capacity which may hamper school growth too.

In identifying whether the schools make financial re-engineering, it was realised that 33.0% strongly disagreed, 35.7% disagreed, 13% agreed and 18.3% strongly agreed. This paints the picture that financial re-engineering is not done in the schools. The idea of financial re-engineering is in line with the view of the UN (2019) which also commends strengthening of public finance transparency, combating of illicit financial flows, strengthening asset recovery measures and the enforcement of whistle-blower policy to fight against corruption. Given that schools have not mastered the art of financial re-engineering, there are chances they will continue spending the wrong way and lose big amounts of money. The end result is failure to set in motion any realistic school growth levels.

The researchers set out to investigate whether schools conduct fund-raising activities and it was realised that 13.0% strongly disagreed, 20.0% disagreed, 49.6% agreed and 17.4% strongly agreed. Since a considerable number of respondents were of the view that fund-raising activities are organized by schools, it can be taken as a practice in force in schools. The elements of disagreement realized are a making of some schools not making fund-raising. Kempe (2009) was more focused on national financial capacity and thus brought on board donors. This is consistent with conducting fund-raising activities and thus the author's view is corroborated by the findings of the current study. With scarcity of resources in our schools today, fundraising becomes the way to go if schools are to have stability any level of financial stability.

In understanding whether the schools follow well-drawn budgets, it was realised that 2.6% strongly disagreed, 11.3% disagreed, 58.3% agreed and 27.8% strongly agreed. Given the high level of agreement among respondents, it is safe to say that schools have well-drawn budgets. In line with budgeting, the findings are consistent with the view that financial capacity development is a complex undertaking as it includes the ability to generate and administer funds (Canadian Council on Social Development, 2003). Despite it being a complex undertaking, when schools start with having well drawn and appropriate budgets, then chances of financial resource capacity development improving are not only guaranteed but institutionalized. This may help the school to focus on key priority areas.

From interviews conducted with head teachers, the researchers elicited information relating to ways in which financial resource capacity development is realized. The key aspects reported by the interviewees were as follows: Budgeting, renting out the football field, seeking help of alumni and fundraising drives. The Head teacher School A opined as follows:

*We have the alumni, sometimes we do fund us, then we have...sometimes we use our own resources to generate money for example a school has a field that we can hire out to the public, a taxi and then we also have well-wishers and then we have the aid from government.*

When contacted to comment on how the financial resource capacity is developed in their school or at least the indicators of the same, the Head teacher School B offered the following:

*We have a school bursar; he is well versed with the financial issues. ... we normally get auditors; the internal auditor from the district, we also have external auditors from the ministry. So, they come and we sit with the bursar so that we can carry out the financial audit ... so that we can regulate the financial situation in the school. We have the income generating activities and being a government school, our major funder is the government. ... most of the teachers are paid by the government. Very few who are paid by the board of governors and the income from the school fees. We have some fees we collect from the parents, ... little money for the welfare. We use the little money to finance some activities and teachers who are not on the payroll”.*

In the case of School C, the head teacher raised the following regarding the indicators of financial resource capacity development in his school:

*Financial management starts from administrators of the school, that is the staff because they're the ones who know what they want to run the school. So, we have Heads of Department, when we are designing a school budget, it starts from there”.*

The consistency between findings obtained on the questionnaire and those from the interview guide indicate that schools are organized and key stakeholders are abreast with what is going on in there. Nevertheless, there were some aspects of consistency based on negativity where both teachers and head teachers gave similar opinions but showing that such aspects are none prevalent in their schools like income generating activities and financial re-engineering. This kind of cohesion and unity of opinion in understanding school issues is critical to sustainability and transformation of systems.

### **Correlation Analysis**

In order to test the magnitude of relationship between financial resource capacity development strategies and school growth, the researchers first transformed all the elements of financial resource capacity development

strategies and school growth before being analysed using Pearson Product Moment correlation as presented in Table 4.

Table 4

*Correlation between Financial Capacity Development Strategies and School Growth (N = 115)*

		Correlations	
		Financial Resource Capacity Development Strategies	School Growth
Financial Resource Capacity Development Strategies	Pearson Correlation	1	.637**
	Sig. (2-tailed)		.000
	N	115	115
School Growth	Pearson Correlation	.637**	1
	Sig. (2-tailed)	.000	
	N	115	115

\*\* . Correlation is significant at the 0.05 level (2-tailed).

Findings in Table 4 are that the correlation between financial capacity development strategies and school growth is positive, significant and strong ( $r = .637$ ,  $N = 115$ ,  $p = 0.000 < 0.05$ ). The relationship is strong since the  $r$  value is above .6 which is the yardstick as per Cohen (1988). Accordingly, the null hypothesis set that, there is no statistically significant relationship between financial resource capacity development strategies and school growth is rejected and the alternative hypothesis is accepted in the process. The strong relationship is adjudged to be linked to the fact that matters relating to finance are always there to be seen and felt by everyone given the practical attachment they have to the day-to-day operations of the schools. Without the financial resource capacity in the school system, all processes stall while trust and respect of the key stakeholders will be lost when they get to realise that the school lacks the required financial muscle to survive.

When asked about the perceived relationship between financial resource capacity development and school growth, the Head teacher School A argued that there is a very strong relationship between financial resource capacity development and school growth by stating that: “*Without financial muscle you have no school since almost all activities and programs of the school require finances. That is why some schools are always struggling because they lack the money to carry out their roles*”.

Equally, the Head teacher School B argued thus:

*Yes, it relates a lot because it depends on finance to move the school plan, the computers, to renovate the school. So, if the finances are well managed, we can be able to renovate our school, even to set up some things which are not there; labs and so on so that we can capture for*

*the smooth running of the school. So it is that finance if we manage it well, it helps to work on those areas. So, it has a very well influence because even motivating the teachers, it depends on the financial capacity of the school.*

Meanwhile, the head teacher school C did not offer a clear take on this relationship between financial resource capacity development and school growth.

### **Discussion**

The findings on school performance are in line with Emery (2004) who presents the 5 key indicators of school performance as discipline referrals, student achievement, attendance rates and teacher satisfaction graduation rates. Even the schools studied were trying their level best to realize the indicators. Since Hopkins and Leask (2006) consider performance indicators and school development in terms of; improved internal conditions, clear school plans and improved student outcomes, this study also unearthed the issue of student outcomes though found that the grades were not so impressive. In another analysis, Moris (2004) argues that school improvement indicators include relationships in terms of teachers; students and parents at local, national, regional and global level; curriculum improvements; vision, mission and goals; learning environment; instructional practice; and professional learning. In this study, the relationship between the schools and community was investigated and found to be good.

On the relationship between financial resource capacity development and school growth, there is clear evidence of similarity of opinion between the perceived responses of teachers on the questionnaire guide and those from interviews with head teachers regarding the relationship between financial resource capacity development strategies and school growth. The positive relationship is consistent with the view that financial resource capacity development can affect so much of what an organization is able to undertake and achieve as propounded by De Vita et al. (2001). The same finding ties in well with the United Nations (2019) which also contends that financial prowess directly influences the overall growth of the institution.

### **Conclusion**

As per the findings, the correlation between financial resource capacity development strategies and school growth showed a positive, significant and strong relationship ( $r = .637$ ,  $N = 115$ ,  $p = 0.000 < 0.05$ ). The researchers thus conclude that nothing moves without the financial structure being compatible which means that there is always a direct and strong link. Precisely put, schools cannot grow as expected without having well thought through financial resource capacity development strategies since school growth cannot exist within a financial resource capacity vacuum. Accordingly, schools that have mastered the art of financial resource capacity development enjoy a competitive edge over others and have always streamlined operations leading to efficiency and



effectiveness. Meanwhile, without a well-developed financial resource capacity, even minor operational challenges turn out to be daunting on the school system. Financial resource capacity can turn bad schools into excellent ones while limited financial resource capacity can turn good school dreams into nightmares within an instant.

### **Recommendations**

The findings were indicative of some few issues not being well executed by the schools. Accordingly, the researchers make the following recommendations as implications for action with a view to transforming the process: first, each school should think of setting up an income generating activity to aid the financial cause of staff. This will help to avoid over depending on fees which are also dependent on conditions of parents in the school. These activities should benefit everyone involved in the school system and the administration should also consider training of individuals in ways of reducing indirect costs in the schools to avoid wastage of resources and save some resources for emergencies. This process of financial re-engineering should be embraced by all in the school system if it is to bear the much-needed fruit.

A study of this nature cannot exhaust all requirements of research and even if it did so, cannot be 100% spot-on in everything. This study, too, due to geographical, time, financial and natural factors cannot claim to be effective and efficient and as a result, the following areas are being recommended for further research to fill the missing gaps: A purely qualitative study can be conducted in order to draw on more details relating to capacity development and school growth and also, a comparative study featuring public and private secondary schools in order to create learning points based on successful ones.

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