

Original Research Article


Head Teachers' vision and influence on financial performance in Church of Uganda founded Secondary Schools

Received 12 August, 2024

Revised 20 September, 2024

Accepted 23 September, 2024

Published 27 September, 2024

Jasper M. Tumuhimbise¹,
Alfred Buluma^{1,3},
Charles Muweesi*^{1,2} ,
Faith Mbabazi¹
and
Mary Kagoire Ocheng¹

¹Faculty of Education, Uganda
Christian University, Uganda.

²Faculty of Science and
Education, Busitema University,
Uganda.

³School of Education, Makerere
University, Uganda.

*Corresponding Author: E-mail:
cmuweesi@gmail.com

Visionary leadership and financial performance of secondary schools are intertwined. Leaders with vision are increasingly recognized as crucial in organizational success. This is particularly so in Church of Uganda founded educational institutions in dioceses. The outcomes is financial performance that consequently plays a pivotal role in sustainability and quality of education delivery. The study employed a mixed-methods approach, combining qualitative interviews and quantitative surveys. A total of 336 respondents were used to gather data. Out of this, 311 questionnaires were received from respondents and 25 interviews from key informants. This was obtained from a sample of eight of twenty-three secondary schools within the study area of Namirembe diocese. The findings revealed through quantitative analysis that vision is statistically significant in relation to financial performance of schools. The coefficient correlation was found to be 0.69 with a p value of 0.03. This indicated a strong correlation and statistically significant relationship between the metrics. The subsequent indicators such as budget management, resource allocation efficiency, and overall financial performance are essential and are dependent on vision according to the study results. Visionary leaders were identified through their ability to articulate a compelling vision, inspire stakeholders, and strategically allocate resources to align with institutional goals. Recommendations include the need to foster professional development programs that enhance vision. Further, promotion of transparency in financial management practices, and a culture of innovation and strategic planning is essential.

Keywords: Leadership, vision, finance performance, Church of Uganda Founded secondary school

INTRODUCTION

The influence of visionary leadership practices on school performance is a widely acknowledged concern, particularly in the context of developing countries. Church is the foundation and a driver of social services, throughout the world. Head Teachers in Church-Founded Secondary Schools (CFSS) are expected to embody and uphold a clear vision. They ought to reflect the broader mission of their institutions (Baraka, 2022; Kouzes and Posner, 2007). This vision traditionally aligns with the Great Commission as

outlined by Jesus Christ, which calls for outreach and discipleship across nations (Province of the Church of Uganda, 2016). Initially, the educational vision in Uganda, as influenced by the CMS approach, saw the country as a fertile ground for imparting knowledge. Head Teachers, acting as vision bearers, utilized information from the original missionary scripts to guide their leadership. Over time, however, the focus of this vision reportedly shifted towards profit-driven motives (Iravo, 2019; Mpaata, 2019).

The role of Head Teachers in CFSs has historically involved a deep connection to the original mission of their institutions. Leaders were expected to have comprehensive knowledge about their tasks and the vision before taking on their roles (Gumus, 2019). This expectation was rooted in the idea that early Head Teachers were essentially missionaries themselves, and any leadership changes were aimed at maintaining the original agenda (Baraka, 2022; Bakibinga, 2021; Mwesigwa, 2022). Recently, there have been instances of conflict between government and church authorities regarding the vision of schools, particularly when government funding through capitation grants is involved (Mpaata, 2019).

In the face of evolving challenges, Head Teachers are encouraged to embrace innovation while remaining true to the vision of CFSs (Nkesiga, 2012). As schools have expanded and adapted to changing social, cultural, and political contexts, leaders have had to adjust their strategies without compromising the foundational vision (Mwesigwa, 2022). Originally designed to accommodate fewer students, many schools have had to increase their capacities. Head Teachers have been tasked with translating this vision into actionable ideas that align with gospel principles (Summers, 2006; Afoyorwoth, 2023). However, as leadership has evolved, some institutions have strayed from their holistic gospel focus due to competing interests and political influences (Mwesigwa, 2022; Isabirye, 2019).

Effective communication of the vision is crucial for secondary school leaders (Munroe, 2009). Visionary leadership provides a clear direction and mission for staff and students, and Head Teachers serve as the essential link for this communication, conveying decisions and policies from the Board of Governors (BoG) and stakeholders to staff and students (Kariman and Kunos, 2022; Baraka, 2022). Historical examples, such as Scotland's education reforms in 1795 and the 1942 riot at Kings College Budo due to poor communication, highlight the importance of effective leadership communication (Robertson, 2022; Summers, 2006). Additionally, the financial support for CFSs, initially driven by missionary goals, has evolved to include government programs like the School Facilities Grant (SFG) and Capitation Grant (CG), which require Head Teachers to integrate church and community support with government funding to sustain the vision (Bakibinga, 2021; Kiryowa et al., 2021).

The primary objective of this paper is to examine the influence of Head Teachers' vision on the financial performance of CFSs in Namirembe Diocese. This investigation is guided by the research question: How does a Head Teacher's vision impact financial performance in CFSs within Namirembe Diocese? The study posits the hypothesis that there is a significant relationship between Head Teachers' visionary leadership and financial performance of these schools.

Theoretical review

Stewardship theory posits that organizational leaders, acting as stewards, should prioritize the long-term

sustainability and success of their organizations over short-term gains. According to Davis et al. (1989), when leaders feel a sense of ownership and responsibility for the resources entrusted to them, they are motivated to act in ways that align with the interests of shareholders or owners. Wei et al. (2021) emphasize the importance of trust between principals (owners/shareholders) and agents (managers), asserting that this mutual trust fosters an environment conducive to cooperation, transparency, and accountability. Chrisman (2019) further suggests that leaders who embody stewardship principles demonstrate integrity, ethical decision-making, and a commitment to the organization's mission and values, thus promoting a culture of responsible governance and long-term health.

In the context of Church Founded Schools (CFSs), head teachers' visionary leadership aligns closely with stewardship theory. This approach emphasizes that intrinsic motivations and shared goals can drive pro-organizational behavior, contrasting with agency theory, which focuses on mitigating conflicts of interest through monitoring and incentives. Donaldson and Davis (1991) highlight the necessity of a climate of trust and mutual respect, which resonates with the assertions of Wei et al. (2021) and Schillemans and Bjurstrøm (2020) that stewardship theory encourages leaders to act in the best interests of all stakeholders, not solely driven by financial incentives or external oversight.

Schillemans (2013) posits that this perspective underscores the transformative potential of visionary leadership within Christian settings, where head teachers can inspire and align individuals' efforts towards a shared vision of organizational success while ensuring prudent and responsible management of resources for sustained growth and impact (Schillemans and Bjurstrøm, 2020; Chrisman, 2019). By embodying these stewardship principles, head teachers can significantly enhance the financial performance and overall effectiveness of CFSs, fostering a culture that prioritizes both spiritual and organizational health.

Conceptual Framework

The conceptual framework as outlined by Heneveld (1994), serves as a systematic representation of key variables that researchers operationalize to achieve their objectives. Such an account especially in education, is supported by Ogula (2002), who posits that it illustrates the relationships between constructs either graphically or narratively, guiding methodological approaches. The study specifically focuses on the impact of Head Teachers' vision that encompass communicating it, goal setting, innovative approaches and inspiration. This influences financial performance, which is assessed through indicators like cash flow and financial ratios (Atieno and Kiganda, 2020; Ahmed, 2018). The summary is indicated in Figure 1 below:

Review of Materials and Methods

In this literature, the role of Head Teachers as visionaries in

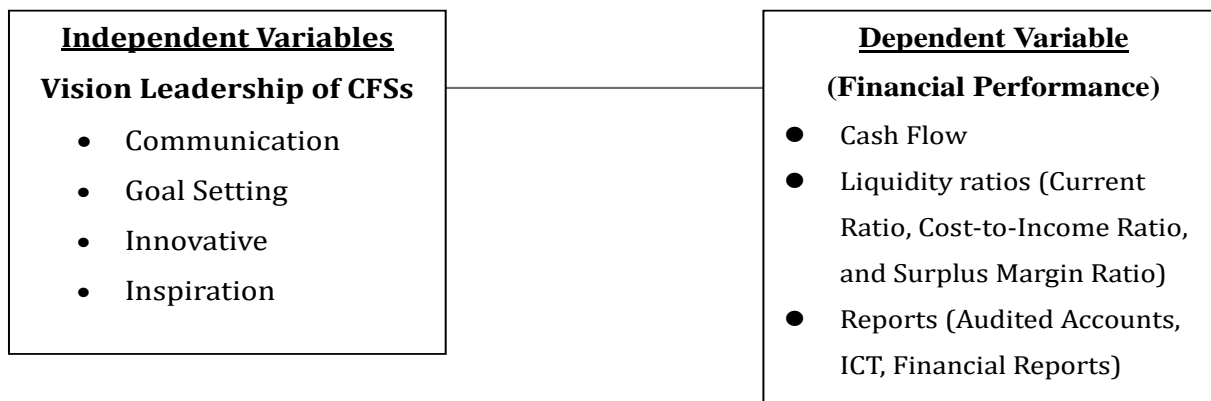


Figure 1: Visionary Leadership Practices and Financial Performance

Source: Visionary Leadership as adopted from Kouzes and Posner (2007); Iravo (2019); Kariman and Kunos, (2022); Financial Performance Indicators adopted from Atieno and Kiganda, (2020); Ahmed, (2018); Modified by the Researcher (2024).

Church of Uganda Founded Secondary Schools (CFSs) is emphasized, connecting their visions to the mission of evangelization and discipleship as outlined by Jesus Christ. Initially, these visions were aligned with the educational goals set by missionaries, focusing on educational advancement and community development. However, over time, there has been a shift where some leaders prioritize profitability over the original mission (Iravo, 2019; Mpaata, 2019). The selection and deployment of Head Teachers historically depended on their understanding and commitment to the missionary vision, ensuring continuity and adherence to the founding principles of the schools (Gumus, 2019; Baraka, 2022). Challenges such as government interventions and disagreements between church and state highlight ongoing tensions in maintaining the original visionary ethos (Mpaata, 2019; Kiryowa et al., 2021).

Effective leadership in these schools requires continuous communication and innovation to adapt to new challenges while remaining true to the school's vision (Nkesiga, 2012). Financial sustainability, initially supported by missionary funding, now involves partnerships with governments and communities through initiatives like School Facilities Grants and Capitation Grants (Bakibinga, 2021; Afoyorwoth, 2023). The overarching goal remains rooted in Christian principles of service and transformational education (Isabirye, 2019; Emery, 2022). Visionary leadership, which inspires and transforms both teachers and students, is essential for achieving educational goals and financial success in CFSs (Okumbe, 2015; Afoyorwoth, 2023). Maintaining a clear vision aligned with the founding mission is crucial amidst evolving educational landscapes and external pressures, ensuring these schools continue to fulfill their transformative role in society (Kouzes and Posner, 2007).

Visionary Leadership embraces the art of guiding others toward a shared vision and assuming accountability for decisions and actions within a given context (Munroe,

2009). In the context of CFSs, visionary leadership roles extend beyond Head Teachers and their deputies to encompass the governance responsibilities held by school boards and directors (Munroe, 2009; Baraka, 2022). Effective visionary leadership in these institutions differs from management because of its two fold role. Upwards to stakeholders and the Board of Governors, and downwards to teams of teaching and non teaching staff. The main aim is to establish a contemporary educational framework that adheres to legal standards, operates autonomously, and embraces democratic oversight, involving various internal and external stakeholders in the educational process. It inspires others to be leaders (Munroe, 2011).

The role of visionary leadership in advancing education has its roots in the mission-driven approach of early missionaries. This leadership was centered on evangelism, which aligns with Iravo's (2019) assertion that educational management involves the effective delivery of established policies. In this context, Head Teachers were tasked with dual roles of management and leadership. Schools lacking a clear vision at the leadership level often exhibit poor financial performance, underscoring the necessity of integrated leadership and management. Failing to recognize the interdependence of these roles can result in ineffective guidance for management (Kazimba-Mugalu, 2024; Chrisman, 2019).

Scholars frequently critique materialistic and profit-driven approaches in educational institutions affiliated with religious missions, arguing that such perspectives undermine the core mission of the church. Visionary leadership in education, deeply rooted in Christian principles, emphasizes service and holistic transformation rather than mere project-based interventions (Isabirye, 2019; Emery, 2022). The Christian teaching advocates for serving others, a principle that should permeate educational endeavors, aiming for long-term impact rather than short-term gains.

Historical accounts, such as those by Nkesiga (2012),

indicate that the CMS (Church Missionary Society) set educational visions and operated schools, with the colonial government providing additional funding. However, some scholars dispute the notion that this funding was purely for missionary purposes, suggesting that the vision was broader and influenced by various factors (Nkesiga, 2012). This broader vision was not unique to Uganda or Africa but was mirrored globally, as seen in Presbyterian contributions to education in Scotland and the role of early American universities in promoting piety and education. Similar transformative impacts were noted in the East African Revival (Robertson, 2022;).

Kouzes and Posner, (2007) affirm that transformational leadership emphasizes influencing and developing followers to meet certain moral and motivational standards. This has proven effective in educational settings. For example, in Indonesia, this type of leadership enhanced creativity and performance among staff (Benedicte, Kifleyesus and Wasike, 2022). Head Teachers recruited by CMS were instrumental in building teams and instilling a clear value system within schools, such as Gayaza High School, which was founded with a transformative vision for educating girls (Bakibinga, 2021; Vishal and Marshal, 2020). Despite changes in leadership, the core vision has remained influential.

The training and orientation of Head Teachers are crucial for maintaining effective visionary leadership. According to Church of Uganda Provincial Vision (2016), Head Teachers are expected to uphold visionary management practices that support financial objectives and ensure accountability. This is consistent with international practices where aspiring leaders receive managerial training before appointment (Kiryowa, 2022; Muwagga et al., 2013). Effective visionary leadership also involves engaging stakeholders for funding, managing financial processes, and ensuring accountability (Gitman and Zutter, 2019).

Visionary leadership, as characterized by Prilleltensky 2000; Prilleltensky and Prilleltensky, 2021), motivates individuals to perform effectively and align with organizational goals. This leadership style fosters improved performance and financial outcomes by inspiring teachers and enhancing student learning. Mbiti (2021) emphasizes that effective visionary leadership enhances educational approaches and accountability, directly impacting financial performance. Okumbe (2015) further asserts that effective visionary leadership is essential for achieving organizational objectives, suggesting that tailored approaches to leadership can positively influence financial performance in CFSs (Thorpe, 2023; Okumbe, 2015).

Vision is the ability to think about or plan the future with imagination or wisdom, allowing leaders to be farsighted and capable of predicting the future (Kouzes and Posner, 2007; Munroe, 2011; Church of Uganda Education Policy, 2010). The leadership objectives for denominational schools under scrutiny include reducing dependence on government funding to achieve greater autonomy. This fosters shared governance models that encourage active participation from stakeholders such as the church, teachers, students, parents, and professional educational

bodies. Kazimba-Mugalu, (2024), posits that visionary leaders in these settings not only steer schools towards educational excellence but also play a crucial role in financial performance by aligning strategic initiatives with long-term sustainability goals. Visionary leaders engage others in decision-making processes. This fosters a culture of transparency and collaboration, leaders can enhance financial stewardship and optimize resource allocation, thereby promoting institutional growth and resilience in a dynamic educational landscape (Thorpe, 2023; (Benedicte et al., 2022).

Financial Performance

Vision has a direct influence on strategies for better financial performance. Financial Performance, is the business function concerned with profitability, expenses, cash, and credit, ensuring the organization has the means to carry out its objectives as satisfactorily as possible (Atieno and Kiganda, 2020; Ahmed, 2018). Visionary leaders involve ensuring maximizing the value of the firm's assets over liabilities for stakeholders (Gitman and Zutter, 2019). In CFSs, the service of education can generate sufficient revenue to run activities and meet educational objectives.

To ensure proper financial performance, visionary leaders in schools' employ bursars as Financial Managers (FMs). These professionals report directly to the Head Teacher regarding financial matters. This function is considered 'staff' rather than 'line,' meaning financial performance is not the main focus of a visionary leader (Vishal and Marshal, 2020; Bbaale, 2023; Emery, 2022). Financial performance is measured by healthy cash flow and manageable budgets. Atieno and Kiganda, (2020), posits that budgets are measured by metrics including the Current Ratio, Cost-to-Income Ratio, and Surplus Margin Ratio, which generally remain consistent over time. A healthy cash flow ratio greater than one indicates good financial health, as it shows cash flow sufficient to meet short-term financial obligations (Iskamto et al., 2021; Munge et al., 2016).

Cash Flow

Iskamto et al., 2021 posits that a healthy cash flow is a simply when revenue in short-term cash flows is more than expenditure in the same period. If the inflows are not able to or sufficient to meet short-term financial obligations, then the cash flow is unhealthy. It is concerned with cash receipts, payments and the balance at the end of an accounting period. A healthy cash flow means that the balance at the end is high enough to meet short term obligations (Desmiwerita, 2019; UNEB, 2022; Munge et al., 2016).

METHODOLOGY

The methodology used was an Exploratory Sequential Design. This was through employing Mixed Methods of

Table 1 . Determining accessible Population and Sample Size

Respondents	Population N	Sample S	Collection Method	Sampling technique
Top Management (Head Teachers, Deputy Head Teachers; Director of Studies, Professional Support Staff (Bursars)	30	26	SAQs	Census
Chaplains/Church Leaders in General	20	14	SAQs	Census
Student & Alumni	230	144	IDI	Purposeful
Teachers	190	127	KII	Purposeful
Total	N=505	n=336	SAQ	Purposive sampling
			SAQ	SRS
			SAQ	SRS (K&M)s

Source: Adapted from Krejcie and Morgan,(1970) & Modified by Researcher,(2024)

qualitative and quantitative descriptive approach. The structured questionnaire was given/employed at the same time. The questionnaire is attached as Appendix A. The design is relatively inexpensive and allowed collection of a great deal of information quite quickly. Data was obtained using self-report surveys. The data corrected from the questionnaire in Appendix A was coded, analysed and processed use of SPSS (Statistical Package for the Social Sciences) for inferential statistics and Python for descriptive statistics and graphical presentations. The findings reveal varying levels of significant relationships between visionary and team leadership practices and financial performance in secondary schools.

Sample Size and Selection

The sample size in this study was determined using three techniques: purposive sampling, simple random sampling, and use of Krejcie and Morgan table of 1970.

Table 1 presents the methodology used to determine the sample size for this study. The table details the population sizes and sample sizes for various respondent groups, alongside the sampling techniques employed. For top management, which includes Head Teachers, Deputy Head Teachers, Directors of Studies, and Professional Support Staff (Bursars), the sample was derived using a combination of census and purposive sampling methods, with different data collection methods such as Structured Administrative Questionnaires (SAQs), In-Depth Interviews (IDIs), and Key Informant Interviews (KIIs) applied. Specifically, 26 individuals were sampled from a population of 30 using SAQs, 18 out of 20 were selected for IDIs, and 7 out of 10 for KIIs.

For Chaplains and Church Leaders, purposive sampling was used to select 14 individuals from a total of 20. The student and alumni group was sampled using simple random sampling, with 144 respondents selected from a population of 230. Similarly, for teachers, simple random sampling (adapted from Krejcie and Morgan's methodology) was employed to obtain a sample of 127 from a population of 190. Overall, the total sample size for the study was 336, derived from a target population of 505 participants. This sampling strategy ensured a

representative selection across different respondent categories, providing a comprehensive basis for the study's findings.

Data collection Tools

The study employed questionnaires to collect primary data. The questionnaire is attached as Appendix A. Further, interview guide and in-depth interview schedule were used in the collection of data that were used to meet mixed methods research approach (appendix B). These tools were used to have a deeper understanding of the research problem. This was supported by documentary review. For financial data audited accounts, financial and annual reports were retrieved and analyzed.

Demographic Distribution of Respondents

The table below is a summary of demographics characteristics and responses. Table 2 provides a detailed summary of the demographic characteristics and responses of the study participants. The table categorizes respondents based on age, sex, occupation, and education, presenting both the number of respondents and the percentage each category represents.

In terms of age distribution, the majority of respondents were between 18-25 years old, totaling 157 individuals (47%). Those aged 26-35 years comprised 21% of the sample, while 15% were between 36-45 years, 10% were between 46-55 years, and 7% were over 55 years. Regarding sex, 54% of respondents were female (155 individuals), and 46% were male (181 individuals). The occupation distribution shows that 8% were in top management roles such as Head Teachers and Directors, 5% were Church Leaders (Chaplain and Laity), 38% were teachers, 39% were students, and 11% were professional support staff.

For educational background, half of the respondents held a university degree (50%), 30% had an Ordinary Level education, 13% had an Advanced Level qualification, and 7% possessed a post-secondary certificate or diploma. Overall, the table summarizes a diverse respondent pool, which provides a comprehensive representation of the

Table 2. Demographic Distribution of Respondents

Code	Demographic	Description/Range	Respondents	Percentage
A3	Age	"18-25 years"	157	47%
		"26-35 years"	71	21%
		"36-45 years"	51	15%
		"46-55 years"	33	10%
		"Above 55 years"	24	7%
A4	Sex	Female	155	54%
		Male	181	46%
A5	Occupation	Top Management (HT, DHT, DOS, Directors)	26	8%
		Church Leader (Chaplain & Laity)	16	5%
		Teachers	127	38%
		Students	131	39%
		Professional Support Staff	36	11%
A6	Education	"Ordinary Level"	101	30%
		"Advanced Level"	44	13%
		Post-Secondary Certificate or diploma	25	7%
		"University Degree"	169	50%
Total			336	100%

Source: Field Respondents' Questionnaires & Interview Guides.

Table 3. Responses on Visionary Leadership and Financial Performance

No.	Category	SD 1	D 2	NS 3	A 4	SA 5	Total N	Mean (μ)
B2	The Head Teacher has a Vision for the school	8 3%	10 3%	23 7%	79 25%	191 61%	311	4.40
B3	The Head Teacher's Vision is communicated to the staff and stakeholders	9 3%	8 3%	39 13%	114 38%	134 44%	304	4.17
B5	The Head Teacher's Vision has led to changes in the school's financial strategy or policy	8 3%	12 4%	36 12%	110 36%	143 46%	309	4.19
B7	The Head Teacher's vision has a positive effect on the school's financial sustainability	6 2%	11 4%	45 14%	135 43%	114 37%	311	4.09
B13	The Head Teachers' vision is in line with the mission of the Church	8 3%	14 5%	45 15%	83 27%	158 51%	308	4.20

Source: Field Respondents' Questionnaires & Interview Guides.

various demographics relevant to the study. The total number of respondents was 336, accounting for 100% of the sample. This demographic breakdown ensures a broad and inclusive perspective on the study's findings.

Analysis and Discussion of Results

The objective of this study was to examine the influence of Head Teachers' visionary practices on financial performance of Church of Uganda Founded Secondary Schools in Namirembe Diocese. The findings below provide a comprehensive examination of the impact of visionary leadership on the financial performance of eight schools in the diocese. Through a detailed analysis of responses on visionary leadership practices and financial data, this study sheds light on the pivotal role or otherwise that visionary Head Teachers play in steering their schools toward financial stability and growth. The insights garnered from

this research underscore the significance of the Head Teacher articulating a clear vision, setting long-term strategic goals, creativity and innovation, and inspiring and motivation as a Christian leader in influencing financial practices and outcomes.

Analysis of Vision and Financial Performance

This represents descriptive analysis of the responses related to four aspects in the conceptual framework that describe visionary leadership. This involved summarizing the level of agreement or disagreement with each statement, which provided insights into how the Head Teacher's visionary leadership is perceived by respondents.

From the Table 3 above, Category Description: Each row represents a specific aspect of visionary leadership (e.g., having a vision for the school, communicating the vision, its impact on financial strategy, alignment with the

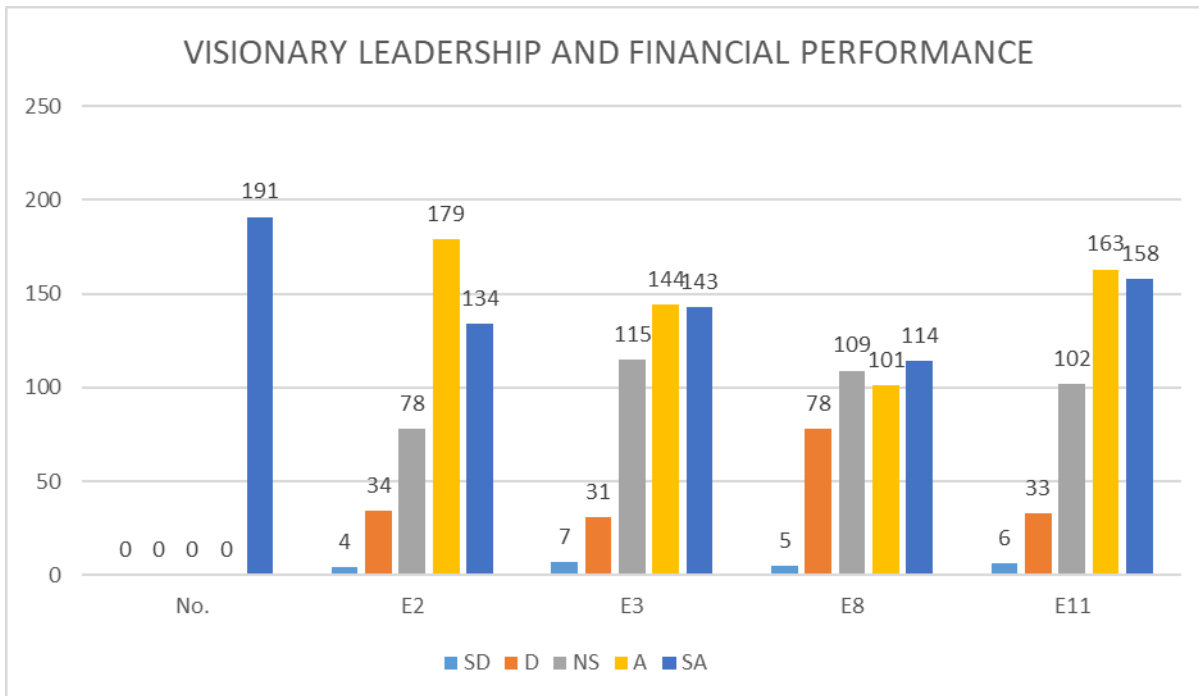


Figure 2: Graphic Presentation of Head Teacher’s Vision for the School.

church’s mission, etc.). Response options are categorized into five levels of agreement: Strongly Disagree (SD), Disagree (D), Neither Agree nor Disagree (NS), Agree (A), and Strongly Agree (SA). Further, frequency responses for each level of agreement is provided for each category. The total count and mean score for each category are provided. The mean score indicates the average level of agreement across all responses, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

The overall perception shows that the mean scores suggest a generally positive perception of the head teacher’s vision across all categories, as indicated by mean scores ranging from 4.09 to 4.40. Regarding specifically whether that vision is articulated and communicated in Category B3, it was established that while the Head Teacher’s vision is generally communicated to staff and stakeholders, there seems to be some room for improvement, as evidenced by the lower mean score compared to other categories.

Graph of Influence of Visionary Leadership Practices on Financial Performance

To visually present the descriptive analysis findings the table above; the graph below indicates through a bar charts, the level of agreement with each statement regarding the Head Teacher’s visionary approach that leads to financial performance. The graph gives the impression thus:

The bar chart Figure 2 above, illustrates the level of agreement among respondents with the statement. It is evident that a significant majority of respondents strongly agree with the statements except in two areas as indicated

above. Indicating a widespread recognition of the Head Teacher’s vision within the school stakeholders. This positive acknowledgment of the Head Teacher’s vision suggests its potential impact on guiding the school’s direction, including financial management and performance. By exploring these different dimensions of the Head Teacher’s vision through descriptive analysis, and graphical presentations, we gain a multifaceted understanding of its role in shaping the financial performance of Church of Uganda Founded Secondary Schools in Namirembe Diocese. This holistic approach provides valuable insights for school leaders aiming to enhance financial outcomes through strategic visioning and planning.

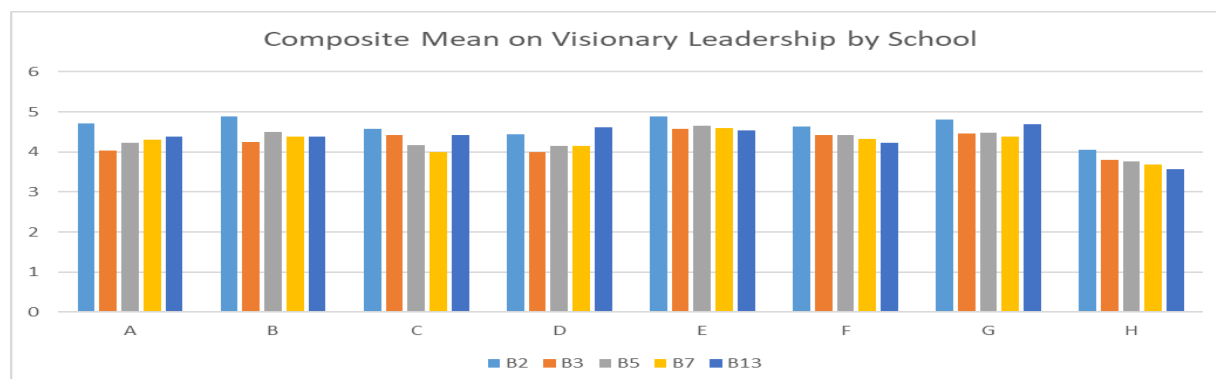
Qualitative comments that were obtained through interviews and open-ended questionnaires, complemented the above quantitative findings by providing deeper insights into the reasons behind respondents’ perceptions and any potential areas for improvement. Regarding Articulating a Clear Vision: A student respondent from School E stated that: ‘Resource Mobilization and Expenditure Approvals are guided by the vision’. A teacher from School A added that: ‘Vision Directs Development and influences student enrolment’. And that ‘our Head Teacher is focused so she is aligned with Church and Stakeholders for vision approval. Regarding Setting Strategic Goals, a Teacher from a GA Boarding School B stated that: ‘the Head Teachers’ Emphasis on Accountability in budgeting and procurement. And that ‘Strategic Budgeting based on the head teacher’s vision’.

A Secretary in School H confirmed vision that: ‘Visionary Leadership aims for Financial Independence and

Table 4. Vision Leadership Practice and Financial Performance by Schools

No.	School	A	B	C	D	E	F	G	H	Mean
B2	Vision for the school	4.70	4.88	4.58	4.44	4.89	4.64	4.80	4.05	4.24
B3	Vision Communicated	4.04	4.25	4.42	4.00	4.57	4.42	4.45	3.80	4.29
B5	Vision Strategy/Policy	4.22	4.50	4.17	4.15	4.65	4.42	4.47	3.76	4.23
B7	Vision and Long Term	4.30	4.38	4.00	4.15	4.59	4.33	4.39	3.68	4.35
B13	Vision and Church	4.39	4.38	4.42	4.62	4.54	4.22	4.69	3.56	4.24
	<i>Mean</i>	<i>4.33</i>	<i>4.48</i>	<i>4.32</i>	<i>4.27</i>	<i>4.65</i>	<i>4.41</i>	<i>4.56</i>	<i>3.77</i>	4.35

Source: Field Respondents' Questionnaires & Interview Guides.

**Figure 3:** Composite Mean on Visionary Leadership Practices by School

Sustainability and our Head Teacher has done it. In the aspect of Creativity and Innovation, a Student Leader in School B observed that: *'The Head Teacher has spearheaded Infrastructure Development to attract students. Further that: Strategic Partnerships with church organizations has improved opportunities for financial support.* And that the Head Teachers' *'Immediate Response to Financial Needs demonstrates proactive management.* In respect to the fact that the Leadership Inspiring and Mission Support, a Teacher in School E agreed that; *'Parental Attraction through Vision promoting excellence'; and that 'Staff Motivation and Involvement for efficient management.* Further a Support Staff in School A revealed that: *'Community Engagement and Support translates into financial contributions.'*

Overall, the data suggests that the Head Teacher's vision is generally well-received and perceived as aligned with financial objectives and sustainability, although there are variations in the perception of its communication, implementation, and impact, especially concerning specific examples and support from external stakeholders like the Church. These themes encapsulate how visionary leadership influences financial performance in Church-founded Schools through clear vision articulation, strategic goal-setting, creativity and innovation, and inspiring mission support.

Vision Leadership Practice by Schools

The table below represents mean scores for Head Teacher's vision in respect to different aspects related to alignment

with various objectives. The row corresponds to a specific aspect related to the school's vision and the columns represent schools in their order A, B, C, D, E, F, G, H. These mean scores represent the ratings given by respondents from those schools for each aspect. The higher the scores the indication is the stronger agreement or satisfaction with the aspect being assessed. Lower ratings suggest disagreement or dissatisfaction. This then identifies potential areas of strength and areas needing improvement.

Table 4 above indicates that Schools A and B that are government aided are consistently higher in most aspects compared to other schools. This is an indication that respondents are in general terms satisfied with the way the Head Teachers' vision aligns with financial goals. In addition, School E rates relatively high in most aspects, though not as consistently high as A. On the other hand, private schools without any government aid that were sampled, G and H consistently have average scores rather low especially during COVID 19, suggesting potential areas for improvement in the alignment of the school's vision with educational goals.

Mean on Visionary Leadership Practices by School

The figure below presents the composite mean for aspects of visionary leadership:

Figure 3 above, shows the Head Teachers' vision for the school, respondents gave the mean scores ranging from 4.05 to 4.89, with School E having the highest score and School H having the lowest. In regard to that, the overall, there's a strong perception of vision for the school across

all categories. Similarly, that regarding whether the vision is communicated the respondents gave a weighted mean scores range from 3.80 to 4.57, with School E again having the highest score and School H having the lowest. Communication of vision appears to be perceived positively, though there's some variation across schools. Therefore, other than E and H, variations are scattered across the school type with the highest as B and G (4.31 & 4.37) and the lowest as H (3.65).

The analysis indicates varying perceptions among respondents regarding the alignment of school vision with financial performance objectives. While mean scores range from 3.71 to 4.44 across different schools, with School B showing the highest alignment and School H the lowest, there's a general positive perception of vision's influence on financial objectives across all school types. Similarly, respondents perceive the alignment of vision with finance strategy and policy positively (mean scores ranging from 3.76 to 4.65), indicating a favourable view of vision's impact on strategic financial decisions, with School E exhibiting the highest alignment and School H the lowest. However, when it comes to the influence of vision on budgeting and resource allocation, mean scores range slightly lower (from 3.61 to 4.50), suggesting some variability in perceptions across schools. While School B shows the highest score, School H exhibits the lowest alignment. Despite this, respondents generally perceive vision as positively affecting financial decisions (scores ranging from 3.46 to 4.39), with private schools showing a notable disparity, indicating that vision's influence on financial decisions varies across school types.

The analysis also explores perceptions of visionary leadership affecting financial performance and sustainability, with mean scores ranging from 3.68 to 4.59 across schools. Despite some variability, there's a general positive perception of vision's impact on sustainability. However, during the COVID-19 pandemic, perceptions of visionary practices' impact varied significantly, with School G scoring the highest and School H the lowest, highlighting the challenges faced by schools in maintaining visionary practices during crises. Overall, while perceptions of vision's alignment with the mission of the Church vary, with School G showing the highest alignment and School H the lowest, the data indicate a generally positive perception of vision's role in improving financial performance across different school types, albeit with some variability in specific areas and during challenging times like the COVID-19 pandemic'.

The above is confirmed by qualitative responses that are categorized as below. A staff in School E stated that: *"Proper Head Teacher's vision emphasizes accountability, which is reflected in ensuring proper planning to avoid financial loss. S/he also spearheads budgeting processes, ensuring financial decisions are not final without approval from the church and stakeholders."* A Student in School A stated that: *"The Head Teacher's vision for CFSs aligns with Church Values and Mission; and the biggest influence we see is by the church and its values. That most often decisions influence the school's performance, either leading to prosperity or downfall."*

Investments in infrastructure, such as building construction and renovation, attract more students and revenue. This in turn leads to increased enrolment and financial performance.'

This was confirmed by a Teacher in School F who commented that visionary leadership has a continuous improvement and adaptation plan thus: *"The vision adapts to income adjustments and influences budget allocations, revenue sources and expenditure streams. And in our CFS there is continuous improvement in infrastructure and facilities that supports financial performance. That even the Head Teacher promptly responds to, facilitating ongoing development"*. This analysis underscores the pivotal role that a Head Teacher's vision plays in shaping financial management and sustainability practices within CFSs. Overall, the analysis reflects a comprehensive approach to financial management and planning, emphasizing accountability, alignment with church values, infrastructure development, collaboration, and continuous improvement to enhance financial performance in the educational institution. This in turn suggests that effective leadership, through a clear and shared vision, can positively influence financial outcomes, or at least the perception thereof, which is critical for the strategic planning and overall success of schools.

Influence of Vision Practices on Financial Performance by School

This section analyses the relationship between Vision Practices (M(Vi)) and Financial Performance indicators (Current Ratio, Cost-to-Income Ratio, and Surplus Margin), through ANOVA and correlation tests using the provided data. ANOVA (Analysis of Variance) determines if there are significant differences in the means of the Vision Practices indicators across different levels Financial Performance.

Hypothesis (H1): There is significant difference in means of Vision Practices and Financial Performance.

From the Table 5 below, School A (GA-Mixed Day) shows a moderate Current Ratio (1.05) and Cost-to-Income Ratio (86%). The surplus margin is positive (13.9%), indicating efficient financial management influenced by strong vision practices (4.33). Further, School B (GA-Single Boarding) exhibits a high Current Ratio (1.43) and a lower Cost-to-Income Ratio (81%), with a substantial surplus margin (19.4%). This suggests effective vision practices with a composite average of 4.48, contributing to robust financial performance. School C (USE-Mixed Day) has a very low Current Ratio of 0.38 and a high Cost-to-Income Ratio, (96%) and a with a small surplus margin (19.4%) indicating potential financial challenges despite a good vision score (4.32). Similar to C, School D (USE-Mixed Day/Boarding) shows low liquidity of 0.52 and a moderate Cost-to-Income Ratio of 85%, with a modest surplus margin of 4.2%.

Further, School E (Private/USE, Mixed Day) posted a high vision score (4.65), but it faces liquidity challenges and operates at a deficit, suggesting vision practices may not fully translate into financial performance improvements.

Table 5. Influence of Vision by Financial Performance by School

Name	Classification	M(Vi)	Current Ratio	Cost-to-Income	Surplus Margin
A	GA-Mixed Day	4.33	1.05	86%	13.9%
B	GA-Single Boarding	4.48	1.43	81%	19.4%
C	USE-Mixed Day	4.32	0.38	96%	4.6%
D	USE-Mixed Day/ Boarding	4.27	0.52	85%	4.2%
E	Private/USE, Mixed Day	4.65	0.49	88%	-2.1%
F	Private/USE-Mixed Day & Boarding	4.41	1.35	94%	8.8%
G	Private-Mixed Day	4.56	0.75	97%	-3.2%
H	Private-Mixed & Boarding	3.77	1.23	89%	4.4%

Source: Field Respondents' Questionnaires & Interview Guides.

Table 6. Descriptive Statistics for Vision and Financial Performance

Variable	Mean	Median	Std. Deviation	Min	Max
Vision Leadership	4.35	4.25	0.28	4.00	4.80
Current Ratio	1.68	1.70	0.13	1.50	1.90
Cost to Income Ratio	0.52	0.52	0.03	0.47	0.55
Surplus Margin	0.12	0.12	0.02	0.10	0.15

Source: Field Respondents' Questionnaires & Interview Guides.

Current Ratio was 0.49; Cost-to-Income Ratio of 88% and Surplus Margin was -2.1%. for School F (Private/USE-Mixed Day & Boarding), there was a strong Current Ratio (1.35) and a high Cost-to-Income Ratio (94%), with a positive surplus margin (8.8%), indicating effective financial management possibly influenced by strong vision practices (4.41). Regarding private schools, School G (Private-Mixed Day) with a very strong vision of 4.56, has low liquidity and operates at a deficit (-3.2%), indicating challenges in translating vision practices into financial stability. Current Ratio is 0.75 and Cost-to-Income Ratio is at 97%. Another private affiliated school H (Private-Mixed & Boarding) has a less vision value of 3.77 posting a Current Ratio of 1.23, Cost-to-Income Ratio of 89%; and a Surplus Margin of 4.4%. This shows moderate financial ratios with a positive surplus margin, suggesting a balanced approach influenced by vision practices.

The analysis suggests that while head teachers' vision practices (MVi) play a role in shaping financial performance, the impact varies across schools. Schools with stronger vision practices generally exhibit better financial performance metrics such as higher Current Ratios, lower Cost-to-Income Ratios, and positive Surplus Margins. However, some schools still face challenges despite having good vision scores, indicating that other factors beyond vision practices also influence financial outcomes.

Descriptive Statistics and Analysis of Vision and Financial Performance

The descriptive statistics, Spearman's Correlation and Regression analysis provide a summary of the key variables in the dataset, including measures of central tendency, correlation and (mean, median) and variability (standard deviation), correlation and influence of visionary practices

on financial performance. From the dataset above, the descriptive statistics provide a summary of the key variables in the dataset, including measures of central tendency (mean, median) and variability (standard deviation). This initial analysis helps in understanding the distribution and spread of this data in respect to vision and financial performance.

From the above Table 6, it is clear that there is moderate variability in perceptions of Vision Leadership among respondents. Further, for financial performance, Current Ratio as a financial health metric shows consistent values with minor variability. Secondly, Cost to Income Ratio as a financial metric is quite stable across the data set and Surplus Margin shows consistent results with minimal variability. These interpretations provide a comprehensive understanding of the dataset's key variables, offering insights into both the central tendencies and the variability of the measurements. They serve as a foundation for further analyses and discussions below, potentially linking these variables to broader theoretical frameworks or practical implications.

Spearman Correlation for Vision Leadership and Financial Practices

The Spearman correlation assesses the strength and direction of the association between visionary leadership practices and financial performance metrics.

Table 7 below indicates the correlation coefficient (r) as 0.69 indicates a strong positive relationship between Vision Leadership practices and the financial performance metrics studied. This suggests that higher scores in Vision Leadership practices are associated with higher scores in the financial performance metrics, based on the Spearman correlation. Further, the p-Value of 0.03 is less than the

Table 7. Spearman's Correlation Coefficient

Variable	Correlation Coefficient	p-Value
Vision Leadership	0.69	0.03

Source: Field Respondents' Questionnaires & Interview Guides.

Table 8. Regression Analysis for Vision Leadership and Financial Practices

Predictor	Coefficient	Std. Error	t-Statistic	p-Value
Vision Leadership	0.354	0.112	3.15	0.025

Source: Field Respondents' Questionnaires & Interview Guides

commonly used significance level of 0.05. This indicates that the observed correlation between Vision Leadership and financial performance metrics is statistically significant. Based on these results there is a strong positive relationship between Vision Leadership practices and financial performance metrics, and this is statistically significant, suggesting that Vision Leadership practices play a crucial role in influencing financial performance outcomes in the context of your research. These findings support theories suggesting that effective Visionary Leadership can positively impact financial performance. Secondary Schools may benefit from focusing on enhancing Vision Leadership practices as a strategy to improve financial performance metrics.

Regression Analysis for Vision Leadership and Financial Practices

The regression analysis determines the impact of visionary leadership practices on financial performance. This analysis involves understanding the coefficients, standard errors, t-statistics, and p-values associated with the predictor variable (Vision Leadership). It is broken down below as a component and interpreted after.

From the above Table 8, the coefficient of 0.354 represents the estimated effect of Vision Leadership on the financial performance metric as dependent variable. In this case, a coefficient of 0.354 suggests that for every one-unit increase in Vision Leadership, financial performance metrics are expected to increase by 0.354 units, holding other variables constant. Regarding the standard error, it measures the accuracy of the coefficient estimate. A smaller standard error indicates greater reliability in the coefficient estimate. This implies that a standard error of 0.112 suggests that the coefficient estimate of 0.354 is relatively precise. The t-statistic assesses the significance of the coefficient estimate. It is calculated as the coefficient divided by its standard error. A t-statistic of 3.15 indicates that the coefficient for Vision Leadership is 3.15 standard errors away from zero. In general terms, since the absolute value of the t-statistic is greater than 2 (for a two-tailed test) and the p-value is less than 0.05, the coefficient is considered statistically significant. The p-value associated

with the t-statistic tests the hypothesis that the coefficient is equal to zero (i.e., there is a relationship between Vision Leadership and the dependent variable). However, a p-value of 0.025 is less than the typical significance level of 0.05, indicating that the coefficient for Vision Leadership is statistically significant. Therefore, we accept the hypothesis and conclude that there is a significant relationship between Vision Leadership and the dependent variable.

DISCUSSION OF FINDINGS

The findings of this research paper highlight the significant influence of Head Teachers' visionary leadership on the financial performance of Church Founded Schools (CFSs) in Namirembe Diocese. Through a combination of quantitative and qualitative data, the study reveals a generally positive perception of Head Teachers' visions, with mean scores ranging from 4.09 to 4.40, indicating widespread acceptance and recognition. Quantitative analysis further supports this, revealing a coefficient correlation of 0.69 and a p-value of 0.03, indicating a strong and statistically significant relationship between effective team leadership and financial health. This aligns with the qualitative insights, and research by Thorpe, (2023) where emphasis is on the importance of clear vision articulation, strategic goal-setting, and innovative practices as critical factors influencing financial outcomes.

Head Teachers with clear and inspiring visions are shown to attract more revenue, prioritize effectively, and enhance financial performance, aligning with the views of Tomusange et al. (2021) and Ruloff and Petko (2022). The research underscores the importance of communicating the Head Teacher's vision, which is perceived to align well with financial objectives and guide strategic decision-making. Notably, the integration of ICT in school operations during challenges such as the COVID-19 pandemic exemplifies how visionary leadership can adapt to changing circumstances and enhance revenue collection (Oleksiyenko et al., 2022; Mbiti, 2021; Afoyorwoth, 2023;). However, the study also identifies areas for improvement, as approximately 20% of respondents expressed disagreement regarding certain aspects of the vision's influence on financial strategies.

The alignment between the Head Teacher's vision and the Church's mission received high approval ratings, reinforcing the critical role of visionary leadership in shaping financial outcomes. Respondents in agreement with Kouzes and Posner, (2007), highlighted themes such as accountability, collaboration, and continuous improvement as essential for enhancing financial performance. The analysis of budgeting practices indicates that many schools engage in additional revenue-generating projects, reflecting the foresight of visionary leaders in navigating financial uncertainties (Ahmed, 2018; Iskamto et al., 2021).

Overall, the findings emphasize the necessity of effective leadership, clear vision articulation, and strategic planning in enhancing financial performance in CFSs. Addressing identified areas for improvement could further strengthen financial management practices, contributing to the overall success of these schools. The research also indicates disparities in satisfaction levels between government-aided and private schools, suggesting variations in resource allocation and management practices.

Conclusion

The results reveal a statistically significant positive relationship, indicating that an increase in visionary leadership corresponds to an approximate 0.354 unit rise in financial performance indicators. This suggests that clear and inspiring visions articulated by head teachers significantly enhance financial outcomes, supporting the hypothesis that visionary leadership practices are crucial in educational settings. Qualitative insights further underscore the importance of visionary leadership in guiding financial planning and decision-making, with respondents noting that well-defined visions help attract revenue and prioritize resources effectively. While feedback on vision articulation was largely positive, about 20% of respondents identified areas for strengthening visionary leadership, including accountability, infrastructure development, and collaborative efforts to optimize financial performance.

Recommendations

Head Teachers should prioritize clear and effective communication channels for their vision, further, they should enhance their visionary practices to all school stakeholders, ensuring alignment with financial goals. Regular monitoring and evaluation of financial plans against the Head Teacher's vision and school objectives is crucial. This should be supported by feedback mechanisms for adaptive refinement. Further a school of leadership should be established to enhance visionary leadership in CFSs.

Conflict of Interests

The authors declare that there is no conflict of interests regarding the publication of the paper.

REFERENCES

- Afeyorwoth CA (2023). Impact of COVID-19 pandemic on education in Uganda. *Global History Dialogues*. Retrieved February 27, 2024, from <https://globalhistorydialogues.org>
- Ahmed M (2018). Financial position analysis of secondary school: A case study on an English medium school in Dhaka.
- Atieno OM, Kiganda E (2020). Internal control systems and financial accountability in national public secondary schools in Kenya. *European Journal of Economic and Financial Research*, 4(3).
- Bakibinga DJ (2021). *The autobiography of Professor David Bakibinga*. Kampala: Professional Books Publishers.
- Baraka BB (2022). Leadership styles and church performance: A survey of Protestant churches in Ongata Rongai. *J. Human Resource & Leadership*, 102.
- Bbaale B (2023). Blending transformational leadership with Christian leadership in the Christian schools run by the Ugandan Diocese of Namirembe. *Makerere*, 1-9.
- Benedicte, BB, K. Andemariam, & Susan Wasike, (2022). Leadership Styles and Church Performance; A Survey of Protestant Churches in Ongata Rongai
- Chrisman JJ (2019). Stewardship theory: Realism, relevance, and family firm governance. *Entrepreneurship Theory and Pract.*, 43(6):1051-1066. <https://doi.org/10.1177/1042258717751454>
- Davis JH, Schoorman FD, Donaldson . (1997). Toward a stewardship theory of management. *Acad Manag. Rev.*, 22(1):20-47. <https://doi.org/10.5465/amr.1997.9707180258>
- Desmiwerita ES (2019). Analysis of cash flow reports in assessing financial performance at the Pesisir Selatan District Health Office. *DJIMS*, 10.
- Emery D (2022). 5 key indicators of school performance. *Educational Posts - Flippen Group*, 34-60.
- Gitman LJ, Zutter CJ (2019). *Principles of managerial finance* (14th ed.). Pearson Education.
- Gumus E (2019). Investigation of mentorship processes and programs for professional development of school principals in the USA: The case of Georgia. *Int. J. Educ. Leadership and Manag.*, 7(1):2-41. <https://doi.org/10.17583/ijelm.2019.3718>
- Heneveld W (1994). Planning and monitoring the quality of primary education in Sub-Saharan Africa (Technical note No. 14). Washington, DC: World Bank.
- Iravo AM (2019). A study on preparation of school principals and implications of their administrative performance in Vihiga District (M.Ed. thesis). Nairobi.
- Isabirye J (2019). Nurturing identity, agency, and joy-filled passion through revitalizing indigenous music education practices: Learning in and from a cultural revival project in Busoga, Uganda.
- Iskamto D, Srimulatsih M, Ansori PB, Ghazali PL, Foziah NHM, Arifin J, Bon AT (2021). Analysis of relationship between leadership and employee performance at manufacturing companies in Indonesia. Singapore: IEOM Society International, 8, 3262-3269.

- Kariman S, Kunos I (2022). Improving international students' communication skills and integration at the University of Miskolc by the combination of leadership and technology acceptance model. *Oradea J. Bus. Econ.*, 86-96.
- Kazimba-Mugalu S (2024). Authority that turns followers into leaders. *Inspired Leaders International: Kampala, Uganda*.
- Kiryowa M, Muwagga AM, Wafula WS (2021). Alternative financing mechanisms of church-founded secondary schools in Uganda. *Euro. J. Educ. Stud.*, 427-441.
- Kiryowa M. (2022). Financing of church-founded secondary schools in Uganda and its implications for their school effectiveness: A case of Kampala Archdiocese, Mukono and Namirembe Dioceses (Doctoral dissertation, Makerere University).
- Kouzes JM, Posner BZ (2007). The five practices of exemplary leadership. In *The Jossey-Bass reader on educational leadership* (pp. 63-74).
- Mbiti DM (2021). *Foundations for school administration*. Nairobi: Oxford Press.
- Mpaata KA (2019). The leadership role of secondary school head teachers in delivering integrative quality education in Uganda.
- Munge MN, Kiman M, Ngugi DG (2016). Factors influencing financial management in public secondary schools in Nakuru County, Kenya. *Int. J. Econ. Commerce Manag.*, 4(9):91-106.
- Munroe M (2009). *Becoming a leader*. New Kensington, USA: Whitaker House.
- Muwagga AM, Genza GM, Ssemulya R (2013). School leadership and denominational identity: The case of Roman Catholic-founded schools in Uganda. *American J. Educ. Res.*, 327-333.
- Mwesigwa R, Tusiime I, Ssekiziyivu B (2020). Leadership styles, job satisfaction, and organizational commitment among academic staff in public universities. *J. Manag. Develop.*, 39(2):253-268.
- Nkesiga HL (2012). *The hand of God: All Saints' Cathedral Centennial memoir (1912-2012)*. Kampala: All Saints Cathedral, Kampala.
- Ogula PA (2002). *Monitoring and evaluation of educational projects and programmes*. Nairobi: New Kemit Publishers.
- Okumbe JA (2015). *Educational management theory and practice*. Nairobi: University Press.
- Oleksiyenko A, Mendoza P, Esteban F, Riaño C, Dwivedi OP, Kabir AH, Shchepetylnykova I (2023). Global crisis management and higher education: Agency and coupling in the context of wicked COVID-19 problems. *Quarterly Higher Education*, 356-374.
- Prilleltensky I, Prilleltensky O (2021). *How people matter: Why it affects health, happiness, love, work, and society*. Cambridge University Press.
- Prilleltensky, I. (2000). *Value-based leadership in organizations: Balancing values, interests, and power among citizens, workers and leaders*. *Ethics & Behavior*, 10(2):139-158.
https://doi.org/10.1207/S15327019EB1002_6
- Province of the Church of Uganda. (2010). *Education policy*. Centenary Publishing House: Kampala.
- Province of the Church of Uganda. (2016). *Vision 2025*. Kampala: Centenary Publishing House.
- Robertson C (2022). *Why Education, Electricity and Fertility are Key to Escaping Poverty*. London: Paglave Macmillian.
- Ruloff M, Petko D (2022). School principals' educational goals and leadership styles for digital transformation: Results from case studies in upper secondary schools. *Int. J. Leadersh. Educ.*, 1-19.
<https://doi.org/10.1080/13603124.2022.2040658>
- Schillemans T (2013). The public accountability review: A meta-analysis of public accountability research in six academic disciplines. *Utrecht University School of Governance*.
- Schillemans T, Bjurstrøm KH (2020). Trust and verification: Balancing agency and stewardship theory in the governance of agencies. *Int. Public Manag. J.*
- Summers C (2006). Subterranean evil and tumultuous riot in Buganda: Authority and alienation at King College Budo. *The Journal of African History*, 94-126.
- Thorpe EY (2023). *Leadership in mission: A Protestant pastor's implementation of an afterschool program* (Doctoral dissertation, Fordham University).
- Tomusange R, Muweesi C, Kyagaba A (2021). Effective financial resources management for school improvement and development in Uganda. *Afr. J. Educ. Manag., Teach. Entrepren. Stud.*, 2(1):1-18.
- UNEB (2021). *Effects of COVID-19 pandemic on teaching and learning at primary and secondary school levels in Uganda*. Kampala: Uganda National Examinations Board.
- Vishal M, Marshal D (2020). *The third education revolution*. Fresco, CA: Sought After Media for Kingdom Education Hub.
- Wei S, Sial MS, Comite U, Thu PA, Badulescu D, Popp J (2021). An examination to explain the mechanism of employees' environment-specific behavior through CSR and work engagement from the perspective of stewardship theory. *International Journal of Environmental Research and Public Health*, 18(17):93-70.
<https://doi.org/10.3390/ijerph18179370>