FINANCIAL RESOURCE MOBILIZATION AND SCHOOL PERFORMANCE IN GOVERNMENT AIDED SECONDARY SCHOOLS IN NAPAK DISTRICT OF UGANDA

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RS21/MUC/MED/008

A DISSERTATION SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL FULFILLMENT FOR THE REQUIREMENTS OF THE AWARD OF THE DEGREE OF MASTER OF EDUCATION, ADMINISTRATION AND PLANNING OF UGANDA CHRISTIAN UNIVERSITY

August,2025

UGANDA CHRISTIAN UNIVERSITY

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DECLARATION

I **Okalebo John Peter** hereby declare that this research dissertation is my original composition and has never been published anywhere or submitted to any other institution for the award of any kind.

Signature:..... **Date:**.....7/8/2025.....

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APROVAL

This research dissertation has been compiled under our supervision and is now ready for submission with our approval.

Signed..... Date: 7Th Aug 2025

DR. HANNAH GIDUDU LUNYOLO

DEDICATION

I dedicate this research work to my wife Achanit Christine and my children; Ivan, Collins, John Peter, Martha, Grace, Patrick for the support that they rendered to me during the course of this research study.

ACKNOWLEDGEMENT

I would like to extend my gratitude to the almighty God for the gift of life, wisdom and knowledge that has enabled me to reach this far in my research study, May his name be praised forever.

I would also extend my appreciation to my research supervisor **Dr. Hannah Gidudu Lunyolo** for the tireless support and guidance during the course of this research study, not forgetting other lecturers; **Dr. Nambale Moses**, **Dr. Okurut David**, and **Dr. Okurut Christine** who have worked so hard in imparting knowledge in me.

Lastly, I would like to thank my colleagues; Jonathan, Tom and Esther for the friendship shared and guidance in one way or the other. May God bless them all.

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ABSTRACT

The study investigated the influence of financial resource mobilization on the performance of government-aided secondary schools in Napak District. Objectives included examining the effects of fundraising activities, building partnerships, and school fees charges on school performance. A sample of 80 respondents (teachers, education officials, and school leaders) was selected using Krejcie and Morgan's (1970) sample size determination table and purposive and random sampling techniques. Data collection involved questionnaires and interviews, analyzed through SPSS using descriptive statistics and regression analysis. Findings showed that fundraising activities significantly influenced school performance, with an $R^2 = 0.482$ (48.2%) and $p < 0.05$. Building partnerships also had a significant effect, with $R^2 = 0.407$ (40.7%) and $p < 0.05$, while school fees charges had an $R^2 = 0.378$ (37.8%) and $p < 0.05$. Regression coefficients were positive for all factors. The study adopted Marzano's (1970) theory of school performance realism, emphasizing the need to address internal and external forces affecting performance. Recommendations included implementing structured, transparent fundraising strategies involving stakeholders and sustainable income-generating projects. Schools were advised to formalize partnerships through MoUs with NGOs and private actors to address resource gaps and improve education quality. Additionally, balancing school fees to sustain operations while ensuring affordability was emphasized, with suggestions for flexible payment plans and subsidies for underprivileged students. These measures aim to enhance performance while maintaining inclusivity and accessibility in education within Napak District.

KEY WORDS: Financial Accountability, School Systems, Government grants, Parental Contributions.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter provided comprehensive details on the study's background, problem statement, goals, research questions, scope, significance, conceptual framework, and operational definitions. An examination investigating the impact of financial resource mobilization on school performance was conducted in government-aided secondary schools in Napak District, located in the Karamoja Sub-region of north-eastern Uganda.

1.1 Background to the Study

The study's background composed of conceptual, historical, theoretical, and contextual perspectives, in that order.

1.1.1 Historical Perspective

One of the main issues that faced education worldwide was considered to be low school performance. According to Richard's 1930 research, the lack of financial resources in Britain and many other European nations, such as France and Germany, was the primary cause of low school achievement. In numerous countries, mobilizing financial resources was one of the fundamental elements of high-quality secondary education that schools and researchers assessed over time. Countries needed to address the financial resources required to sustain development and expansion trends in secondary education for this endeavor to be successful (UNESCO, 2016). However, it was challenging to evaluate the veracity of Richard's findings regarding the lack of education in the 1960s, 1980s, and 2000s.

In any case, scholars drastically changed their minimal indicators of school performance, such as the student-teacher ratio, discipline referrals, and attendance rates in recent years, since the 1930s. She made no attempt to compile systematic records of school performance for individual schools in Europe. However, her contributions to the organizational factors that influenced student achievement and the significance for the smooth operation of educational institutions made her work invaluable. While depicted in diverse manners by historical viewpoints, school

achievement and its frequently noteworthy correlation with the mobilization of financial resources were fundamental components of mainstream educational changes since the early 1900s (Onyango, 2017). It was a primary source of information about teacher retention and student enrollment rates.

Looking back, the apparent deficiency in the mobilization of financial resources in the frequently regimented classrooms of the late 1800s was the primary cause of the growing deficiency in school performance. Unfortunately, previous records and educational reports provided little information regarding issues with school performance and the location of schools. Initially, however, school performance was seen as an enticing alternative that was desperately required in educational reforms (Mande et al., 2017). According to Okiiria and Okiidi (2018), secondary schools that were financially supported and "enlightened" throughout history were supportive and caring institutions rather than miserly careers brandishing a hickory stick. The notion of school performance did not help the public embrace the idea that money played a significant role in improving secondary schools' performance.

School performance was validated at the national policy level in emerging nations like Nigeria, Kenya, and Zambia. It was true that the majority of the existing strategies for raising student achievement depended more on staff dedication and innovation than on the mobilization of financial resources. Numerous institutional issues and capacity limitations in schools resulted in substandard school achievement (Onyango, 2017). It was no surprise that improving school performance in Africa became the primary goal of development on the continent. The purpose of education was to raise student accomplishment levels, increase teacher retention rates, increase student enrollment, raise graduation rates, and provide viable school infrastructure. However, in light of the severe absence, performance was less influence. There was competition for the scarce financial resources with other sectors.

Research on education from pre-colonial times, through the colonial and neocolonial eras, and up to the current educational system demonstrated that there were notable variations in the capacity to raise student achievement, frequently in a non-uniform manner. Nevertheless, the lack of focus on school performance persisted for the past 200 years, and legislation did not support the mobilization of financial resources in schools.

However, according to Stones (2018), in the past, these discrepancies mirrored the belief of the education community that school achievement was not the most important consequence of public education, but rather one valued outcome among many that frequently suffered from neglect. In light of this, the researcher intended to investigate the effect of financial resources on school performance in secondary government-aided schools in the Napak district.

1.1.2 Theoretical Perspective

Theory of School Performance Realism

According to Marzano's theory, underperforming schools should have closed their doors to the public in order to prevent detriment, and many underperforming schools were the result of deliberate disregard for positive internal and external forces that interacted with school activities to promote better performance. From the 1970s' informal school days to the current formal education era, Marzano's (1970) theory of school performance realism gained popularity as a source of interpretation of school performance. According to Mwiyra and Okingole's (2016) theoretical summary, indicators of school performance included high graduation rates, student achievement levels, better teacher retention rates, and the presence of modern, functional school infrastructure and facilities.

The idea suggested that both internal and external pressures influenced school performance by turning schools into places where elites sought financial gain. Consequently, a significant performance gap in schools emerged, and stakeholders and school administrators continued to support this (Stones, 2018). Many secondary schools, especially those receiving government assistance, were able to adjust to and control changes in financial conditions and improved performance, despite the fact that some had to close their doors due to their inability to enroll and retain pupils. The idea overlooked the fact that ineffective did not always result in further restrictions on school achievement.

Even though school realism became less popular, parts of the performance realism corpus remained widely used in the Napak district and other places. For instance, claims of substandard school performance often stated that numerous schools reported low graduation rates, significant teacher turnover, and high student-teacher

ratios (Kakuru, 2017; Seatini, 2017). Many school administrators claimed that Egbai's (2019) goal was the same everywhere: to embezzle funds from student conferences. Furthermore, it was disputed that anything approaching the mobilization of financial resources could be used to improve school infrastructure, staffing, and structures. Mobilizing financial resources was necessary to improve school performance, but it was done more to serve the interests of school administrators than to improve school performance.

Regarding the theory's claim about poor school performance, two points could be made: first, the theory offered a fairly simplistic summary that fell short of fully capturing the complexities of school performance, including the controversy surrounding the theory's acceptance of and mismanagement. Second, even in its most basic version, the notion of school performance realism had definite validity. For example, it was true that most secondary schools in the Napak district had low school performance, even though the theory's explanation for why this performance was low. Poor school performance in the Napak district had been characterized for decades by dropping graduation rates, low student achievement levels, low teacher retention rates, high discipline referral rates, and low attendance rates.

According to Kakuru (2017) and Seatini (2017), acceptance of the school performance realism theory and its derivatives in secondary schools could have resulted in a number of issues. In the short term, it considered less the contribution of enhancing school performance, even though it could be argued that Marzano's views provided a number of policy bases for a variety of radical strategies. Insufficient data served as the foundation for the notion of school performance realism's generalization.
In individual secondary schools, it tended to obscure more than it revealed, despite having some suggestive value at the national and international levels. Marzano's generalization about secondary schools' poor performance had the potential to deny these institutions' continued existence or to denigrate them as unnecessary and only suitable for educating enlistees in the armed forces.
Despite its flaws, Marzano's (1970) theory aided the researcher in gathering detailed data and coming to a decision regarding whether or not the mobilization of financial resources was directly related to secondary school performance issues.

1.1.3 Conceptual Perspective

According to Livingstone (2020), school performance should have been interpreted with a certain amount of vagueness, especially in developing nations. This ambiguity appeared in a number of indices of school performance, including high student achievement levels, better teacher retention rates, student enrollment, graduation rates, and low discipline referral rates.

Financial resources, on the other hand, were the most transient assets and were typically kept as cash in current account balances. Among them were bonds, treasury bills, cash and equivalents, grants, loans, and overdrafts. Activities in secondary education were important because they had an influence on school achievement (Kakuru, 2017; Seatini, 2017). The current International Accounting Standards (2022) defined as "to undertake financial planning and budgeting, financial resource acquisition, influence use of funds, or making better organized financial utilization decisions." This definition appeared to be comparable.

However, government policy declarations did not tell us much about how financial resources were really mobilized to enhance school performance, especially when it came to student accomplishments, teacher retention, and discipline referrals. Many secondary schools' and processes were limited by guidelines or norms set by partners, and they were typically influenced by financial misappropriations and accountability lapses (Kaziba, 2015).

According to Kakuru (2017), financial resources, particularly cash, needed to be mobilized for transactional, precautionary, speculative, and financial reasons in order for schools to function well. The Napak District's government-aided secondary schools required financial resources to cover their different costs. The creation of a resource strategy, which could have involved tactics to raise cash and in-kind resources, was the first step in the process of improving school performance. The processes involved in carrying out secondary education included locating possible funding sources, aggressively requesting pledges to secure funding, allocating these funds, documenting the transactions, and any limitations on their use. The researcher concentrated on student enrollment, teacher retention rates, graduation rates, student achievement, discipline referrals, and student-teacher ratios in order to assess school success.

1.1.4 Contextual Perspective.

The researcher carried out the investigation in the Napak district of Karamoja sub region in northeastern Uganda. The region's secondary schools are experiencing an increasing lack of school performance, which has drawn the attention of stakeholders (including UNICEF, World Vision International, and the Korea Development Corporation). The USE policy's implementation in Karamoja did not produce the same broad benefits. The enrolment rates in Karamoja were somewhat more than 25% not long after UPE was implemented. Even after twenty years, the sub-region where 79.8% of all male retained the greatest proportion of Ugandans without formal education or with only an incomplete secondary education. And these groups comprise 64.8% of all males (Makaaru et al., 2022). In Kampala, 62% of three to five-year-olds were enrolled in secondary school in 2011, compared to just 6% in Karamoja (MoES, 2021). In Karamoja, just one in two children of school age (those between the ages of 12 and 20) attend secondary education, according to a 2021 study by MoES. The secondary Net Attendance Ratio in Karamoja was only 32%, while the national average stood at 81% (MoES, 2021).

Only 2% of pupils in the Napak district attend secondary education, according to UNICEF (2015) and MoES (2017) data, and a research on the state of secondary schools found that teacher turnover is at 72%. The Napak District's government-aided secondary school graduation rate stands at 25%, which may be attributed to the mobilization of financial resources. Even though a strong financial foundation was necessary for secondary school performance, the Napak district's secondary schools have not increased public funding, encouraged private sector contributions, or engaged the international community in better financial resource mobilization. This has led to inefficiencies and failures. The researcher's decision to investigate government-aided secondary schools in Napak District in order to determine the influence of financial resource mobilization on school performance was motivated by the under whelming performance of these institutions.

1.2 Problem Statement

Government-aided secondary schools in marginalized regions such as Napak District in the Karamoja sub-region consistently fell below national educational standards. In an ideal educational environment, schools were expected to achieve benchmarks such as a student pass rate exceeding 75%, enrolment of at least 80% of eligible school-age children, graduation rates above 85%, and teacher retention levels surpassing 90% annually (Makaaru et al., 2017). However, in stark contrast, schools in Karamoja exhibited severe performance shortfalls. Reports by UNICEF (2015) and the Ministry of Education and Sports (MoES, 2021) indicated enrolment rates below 50%, dropout rates as high as 60%, graduation rates under 40%, and teacher turnover exceeding 35%. These challenges contributed to persistent illiteracy, poor academic outcomes, and a widespread erosion of trust in formal education systems among local communities.

Based on existing literature, district education assessments, and 2024 academic trends, St. Andrews Secondary School exhibits a stable financial status and above-average student achievement, with an estimated UCE pass rate of over 78% in 2024. This performance is largely attributed to strong parental support, effective fee collection systems with a fee compliance rate of approximately 85%, and community-driven fundraising activities (Makaaru et al., 2017; MoES, 2021). In contrast, Kangole Girls Secondary School, despite facing financial constraints and a fee compliance rate of about 70%, achieved an impressive pass rate of approximately 82% in 2024. This was supported by focused donor investments, NGO-led academic enrichment programs, and a culture promoting girls' education (UNICEF, 2015; World Bank, 2019). On the other hand, Napak Seed Secondary School continues to struggle, with a fee payment compliance rate below 40% and an estimated UCE pass rate under 50% in 2024. Persistent poverty, low community engagement, and infrastructure deficits continue to undermine its academic progress (MoFPED, 2022; NPA, 2020). These contrasts clearly demonstrate how disparities in financial mobilization, donor presence, and community participation strongly influence educational outcomes in marginalized settings like Napak District.

Globally, adequate and sustained financial investment in schools is closely associated with enhanced learning outcomes, improved equity, and institutional efficiency. For instance, OECD (2018) data demonstrated that countries such as Finland and South Korea, which invest at least 5% of GDP in education, enjoy higher student achievement, lower dropout rates, and greater teacher satisfaction. Similarly, the World Bank (2019) observed that school-level financial autonomy and robust local resource mobilization significantly improved education service delivery, particularly in rural and under-resourced areas.

Sub-Saharan Africa continues to face chronic underfunding. According to UNESCO's Global Education Monitoring Report (2020), many countries in the region fail to meet the Dakar Framework's recommendation of allocating 20% of their national budgets to education. This leads to overcrowded classrooms, under-resourced facilities, and dismal student performance.

Uganda's education sector, for instance, receives only 11.2% of the national budget, far below UNESCO's benchmark (MoFPED, 2022). This underinvestment is especially detrimental to remote areas such as Karamoja. Although programs like Universal Secondary Education (USE), teacher recruitment, and provision of learning materials have been introduced, they have not translated into meaningful improvements. A key constraint is the lack of effective financial resource mobilization at the school level, compounded by limited community engagement in financing education (NPA, 2020).

Financial resource mobilization strategies such as fundraising, building partnerships, and school fees collection differs greatly between high-performing schools and struggling institutions. In well-resourced contexts, schools often organize fundraising activities like selling tickets for school marathons or hosting silent auctions events that mobilize local contributions while building community ownership. In Napak, however, such initiatives are rare or poorly coordinated, limiting supplementary income.

Similarly, building partnerships through structured approaches like communicating school plans, encouraging collaboration, and allowing stakeholder involvement can strengthen financial and operational support. Unfortunately, many schools in Napak lack strategic frameworks or skilled leadership to foster these partnerships, creating a gap between potential and practice.

Furthermore, while most government-aided schools rely on school fees charges including registration fees, meal charges, examination fees, and development fee the enforcement and collection of these fees in impoverished regions like Napak is erratic. Many families are unable or unwilling to pay, and schools are discouraged from strictly enforcing fees, thereby weakening financial stability.

In Napak District, empirical studies examining the effects of financial resource mobilization on educational performance remain limited. While some infrastructural and policy reforms have been introduced, they lack adequate operational funding, and stakeholder participation is minimal. Moreover, schools generally have limited autonomy in financial decision-making. While Okwalo (2019) focused on infrastructure and Mwiti (2015) examined teacher training, neither addressed how mobilizing financial resources through activities like fundraising, partnerships, and fee structures affects critical performance indicators like enrolment, retention, and graduation.

This reveals a critical research and policy gap. Although national and regional studies acknowledge financing issues in education, they seldom isolate school-level financial practices within marginalized socio-economic contexts. Thus, contrasting the practices in ideal settings with those observed in Napak underscores the urgent need for context-specific studies. This study, therefore, thought to bridge that gap by investigating the relationship between financial resource mobilization and school performance in government-aided secondary schools in Napak District.

1.3 Objectives of the Study

1.3.1 General Objective

To establish the influence of financial resource mobilization on school performance in government aided secondary schools in Napak District.

1.3.2 Specific Objectives

i. To investigate the influence of fundraising activities on school performance of government aided secondary schools in Napak District.
ii. To assess the influence of building partnerships on school performance of government aided secondary schools in Napak District.
iii. To examine the influence of school fees charges on school performance of government aided secondary schools in Napak District.

1.4 Research Questions

i. What is the influence of fundraising activities on school performance of government aided secondary schools in Napak district?
ii. How does building partnerships influence school performance of government does aided secondary schools in Napak district?
iii. What is the influence of school fees charges on school performance of government aided secondary schools in Napak district?

1.5 Scope of the study

The study was based on the following scopes:

1.5.1 Content scope

Establishing the influence of financial resource mobilization on school performance in government-aided schools in the Napak District was the aim of this study. Furthermore, it determined the influence of fundraising, partnerships and school fees on schools' performance in the Napak district. The researcher was able to collect enough relevant data in line to this content scope, which helped the study reach its goals.

1.5.2 Geographical Scope

A small number of government-aided secondary schools in the Napak district of the Karamoja sub region in northeastern Uganda served as the study's sites. Seven districts surrounded the district: Kotido to the north, Moroto to the north east, and Nabilatuk to the south east, Katakwi to the south west, Otuke to the west, and Abim to the north and west. The government-aided secondary schools in the Napak district were located between latitudes 1°53'N and 3°05'N and longitudes 33°38'E and 34°56'E, with an elevation of 1,356–1,524 meters above sea level (Napak District Development Plan, DDP 2020/2021–2024/2024).

1.5.3 Time scope

The study thought to look at the period between 2020 -2023. This time frame was chosen because it was during this time that school performance in Napak district worsened.

1.6 Justification for the study

Numerous studies had been carried out but had not assessed the mobilization of financial resources and school performance in government-aided secondary schools in the district created a research opportunity for government-aided schools in Napak District. For instance, rather than focusing on financial resource mobilization, Livingstone et al.'s study from 2022 evaluated resource mobilization and school performance in general. There had been no study on the relationship between financial resource mobilization and school performance in government-aided secondary schools in the Napak district, which led to a constraint in the body of literature. Other studies (Batte et al, 2021; Okedel, 2020) had focused on teacher effectiveness, student enrolment, and parental involvement. The researcher therefore looked for more information about the influence of financial resource mobilization on school performance in government-aided secondary schools in the Napak district of northeastern Uganda because the aforementioned studies did not particularly address the subject of the study.

1.7 Significance of the Study

The study findings had the following benefits;

I. The study benefited the government and education partners in designing appropriate policies and guidelines for addressing school performance.
II. It helped to enhance the financial resource mobilization capabilities of stakeholders to meet the needs of secondary school performance.
III. It acted as a sensitizing tool for school managers and directors on the need for financial resource mobilization.
IV. It also served as a source of information for future research.

1.8 Conceptual frame work

Conceptual framework illustrating the connection between school performance and the mobilization of financial resources.

Figure 1:1 conceptual frame work

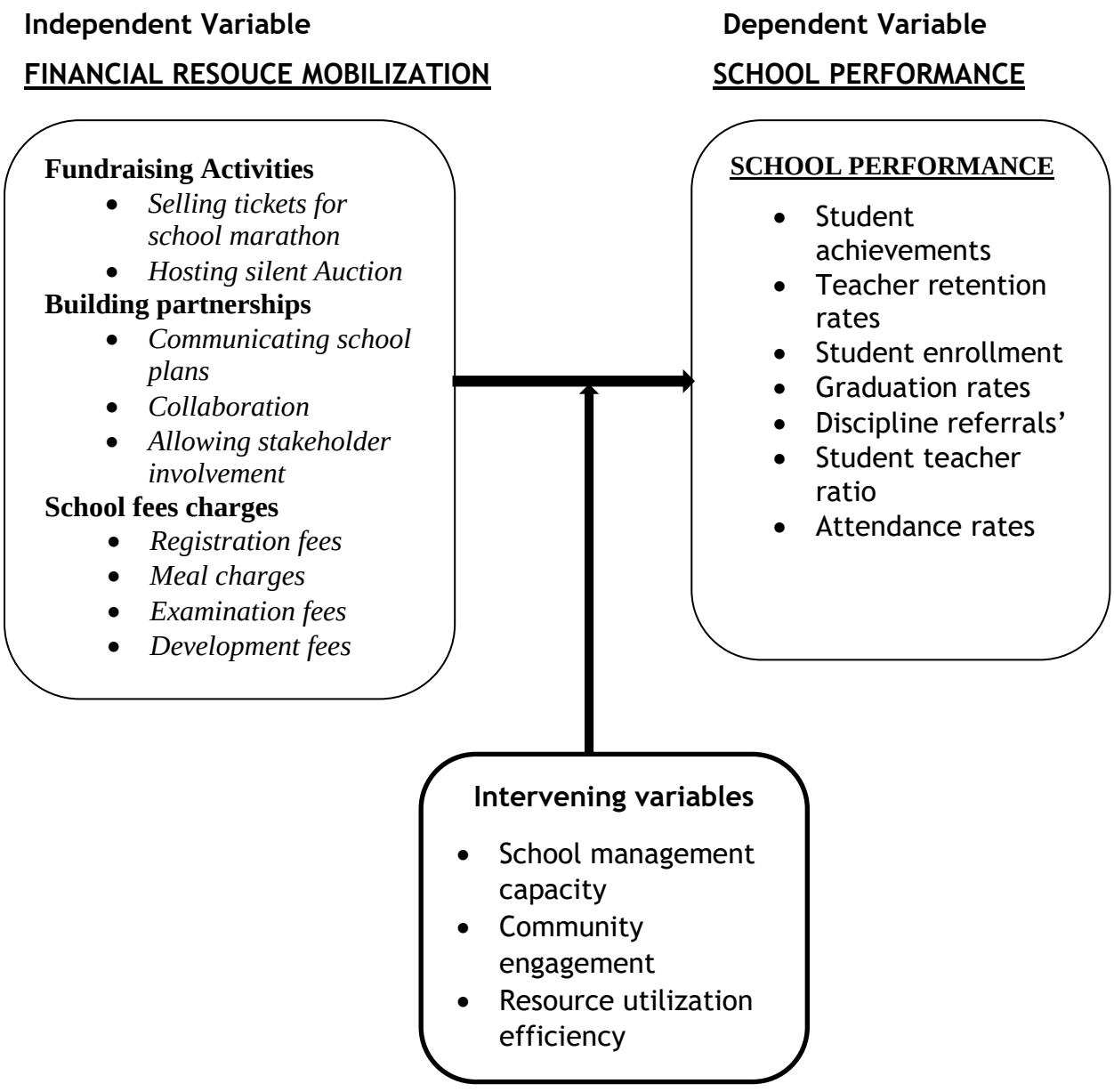

Figure 1.1 Influence of financial resource mobilization on school performance
Source: Adopted from Vroom Expectancy Frameworks (1964) and modified by the Researcher, 2024

The conceptual framework illustrates how financial resource mobilization influences school performance in government-aided secondary schools. It categorizes resource mobilization into three main strategies: fundraising activities (e.g., marathons, silent auctions), building partnerships (e.g., stakeholder involvement and communication), and school fees charges (e.g., registration, meals, exams, development fees). These financial strategies are expected to positively affect school performance indicators such as student achievement, enrolment, graduation and retention rates, discipline, attendance, and the student–teacher ratio. However, this relationship is mediated by three critical intervening variables: school management capacity, community engagement, and resource utilization efficiency. These variables determine how effectively mobilized resources are translated into improved educational outcomes, highlighting the importance of institutional and community support structures in achieving school performance goals.

1.9 Definitions of Operational Terms

i. **Mobilization of financial resources**: A concerted attempt to raise money through grants, government releases, taxes, and non-tax revenue, Implies understanding the various resources available for use in order to produce money (Ministry of Finance, Planning, and Economic Development, 2018).

ii. **School performance:** A level of set standards required to achieve learning targets and benefits (Mnadeet al, 2016)

iii. **Partnerships** in the context of education refer to collaborative relationships between schools and external stakeholders such as NGOs, religious organizations, government agencies, and the private sector, aimed at achieving mutual educational goals. These relationships are typically strategic and long-term, offering not just financial support but also technical expertise, infrastructure development, training, and governance assistance. Partnerships are built on mutual trust, shared planning, and continuous stakeholder involvement, enabling schools to tackle complex challenges that go beyond their internal capacity.

iv. **Fundraising** on the other hand, involves organized efforts by schools or their support communities to raise money or resources, usually for specific short- to medium-term needs. Fundraising activities may include selling tickets for

school marathons, hosting silent auctions, organizing charity walks, or soliciting donations from parents and alumni. Unlike partnerships, fundraising is primarily event-driven and school-initiated, relying heavily on creativity, local mobilization, and community goodwill to generate immediate financial input for targeted improvements such as infrastructure repairs or acquisition of learning materials.

1.10. Limitations of the Study

During the research investigation, the following were among the various limitations that were encountered:

The financial challenge was one of the biggest overwhelming limits especially in areas to do with data collection, printing of questionnaires.

Secondly, some respondents were rigid with information and resistant, unwilling to respond to the questionnaires since it tackles the most sensitive part of school operations.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

A literature review represents a thorough and organized evaluation of the academic research that has already been done on a given subject. It summaries earlier studies, finds trends, themes, and knowledge gaps in the present body of work, and places the research question or issue in the context of previously published works. It helps frame the theoretical underpinnings of a study and illustrates how the current research aligns with or deviates from the established understanding, making it a crucial component of academic and scientific work. A literature review highlights gaps in the existing research that the current study aims to address (Torraco, 2005).

Secondary schools had received billions of taxpayer dollars to enable them to provide the public with high-quality educational services, yet the end results were often fads, failures, and temporary successes. To support their programs and activities, schools had to raise money through fundraising influence, joint ventures, and school fee collections. Therefore, without the mobilization of financial resources, all school programs came to an end. Students, parents, teachers, and authorities were highly concerned about school performance, not only in our nation but in many others as well.

The conceptualization of school performance was where the intricacy began. The terms "school readiness," "student achievements," and "teacher retention" were occasionally used to refer to it, but in most cases, semantics was the only factor explaining the conceptual differences between them. The internal efficiency of secondary schools appeared to be favorably correlated with influence made to mobilize financial resources through a variety of income streams.

This chapter gave a summary of earlier studies in the area under investigation. As can be seen below, the review focused on both theoretical and empirical components and was conducted in compliance with the previously established research study objectives.

2.1 Theoretical Review

The notion of school performance realism served as the foundation for the study. According to Marzano's theory, underperforming schools should have closed their doors to the public to prevent further detriment, as many underperforming schools were the result of deliberate disregard for positive internal and external forces that interacted with school activities to promote better performance. From the informal school days of the 1970s to the current formal education system, Marzano's (1970) theory of school performance realism gained popularity as a source for interpreting school performance. High student enrolment, high graduation rates, high levels of student success, better teacher retention rates, and the presence of modern, functional school infrastructure and facilities were all considered indicators of school performance, according to Mwiyra and Okingole (2016), who defended the idea.

However, the thesis argued that both internal and external pressures had affected school performance by turning schools into places where elites sought to gain financial benefits. As a result, a significant performance gap emerged in schools, maintained by stakeholders and school administrators (Kakuru, 2017; Seatini, 2017). Many secondary schools, especially that receiving government assistance, were able to adapt to and manage fluctuations in financial resources and enhance their performance, although some had to close due to their inability to enroll and retain pupils. The idea overlooked the fact that influenceive financial resource mobilization did not always result in further restrictions on substandard school achievement.

Even if the concept of school realism had become less popular, parts of the performance realism corpus were still widely used in the Napak district and other places. For instance, in cases of low school performance, claims were frequently made that many schools lacked the funding necessary to support performance improvement priorities, such as providing lab and library facilities and equipment, hiring qualified teachers, and raising graduation and enrolment rates. Many managers claimed that Egbai's (2019) goal was the same everywhere: to embezzle funds from educational institutions. Furthermore, it was disputed that financial resource mobilization might be used to improve school infrastructure, staffing, and structures. While financial resources had to be mobilized to support school performance, this

mobilization was often done primarily to serve the interests of school administrators rather than to improve school performance.

Regarding the theory's claim on poor school achievement, Kakuru (2017) and Seatini (2017) pointed out several flaws: First, the theory offered a rather simplistic summary that fell short of accurately representing the intricacies involved in school performance, such as the controversy surrounding the mobilization of financial resources and mismanagement in schools. Second, even in its most basic version, the theory of school performance realism was manifestly true. For example, it was true that most secondary schools in the Napak district had low school performance, even though the theory's explanation for why this performance was low was dubious.

Low school performance in the Napak district had been characterized for decades by declining graduation rates, low student achievement levels, decreased teacher retention rates, and a lack of functional and suitable school infrastructure and amenities. According to the theory, a clear sign of poor student performance in the classroom was the diminishing number of teachers and pupils, as well as the absence of adequate and useful instructional aids. However, accepting the theory of school performance realism and its variations in secondary education, especially in the Napak district, could have resulted in a variety of issues. While it was true that Marzano's theories offered a range of policy foundations for radical approaches to mobilizing financial resources, in the short run, they downplayed the role that financial resource mobilization played in improving student performance.

The notion of school performance realism was based on insufficient data. While it might have held some significance on a global and national scale, in individual secondary schools, it tended to conceal more than it revealed. Marzano's generalization about secondary schools' poor performance had the potential to undermine these institutions' continued existence or to denigrate them as unnecessary and only suitable for educating enlistees in the armed forces. Furthermore, the theory made no mention of whether underperforming schools should undergo organizational or budgetary improvements. Although there had been a decline in student enrolment, teacher retention, and outdated school infrastructure in some secondary schools, Marzano and his comparators provided unclear and contradictory

information regarding whether financial resource mobilization could improve school performance.

Despite its flaws, Marzano's (1970) theory helped the researcher gather detailed data and make a decision regarding whether or not the mobilization of financial resources was directly related to secondary school performance issues

2.2 Empirical Review

2.2.1 Fundraising activities and school performance

According to Sule, A. A., & Ameh, S. O. (2017), financial resource mobilization programs for schools should have included fundraising activities, such as school marathons where tickets could be sold to raise money for school development, in addition to traditional sources of income like renting out school property. However, for many schools, this was not the case. While this approach might have been beneficial, Sule, A. A., & Ameh, S. O. (2017), did not present sufficient data to determine whether secondary schools received support for improving the coordination of all fundraising processes and activities, as well as for enhancing their ability to raise money to support school performance. Since their study focused on school development rather than performance, they placed a lot of emphasis on making sure that schools were required by law to raise money through fundraising activities. However, they did not investigate how this could improve student performance, which presented a research opportunity for government-aided schools in the Napak District.

Egbai (2019) used a qualitative technique and a case study design to conduct research on the fundraising influence and school achievement of elementary schools in Nairobi province that were founded by Catholics. Data was gathered by interviewing 110 participants, and the findings showed that fundraising initiatives, such as holding talent shows at the school and selling tickets to raise money, could significantly improve student performance. Although the results of Egbai's (2019) study were promising, he mostly focused on the performance of primary schools rather than secondary schools in Napak, as government-aided schools in the district aimed to do. Additionally, Egbai's (2019) study was secular as it concentrated on Catholic education, and applying its findings to non-secular secondary schools in the Napak District, in particular, and Uganda in general, might have seemed discriminatory.

Further, his study focused on fundraising activities and the performance of primary schools, not secondary schools in the Napak District, thus creating a gap for the current study to fill.

Veloo and Komuji (2019) used a mixed research approach to perform a longitudinal study on fundraising influence and school outcomes in Tanzanian urban schools; however, the study was not conducted in the Napak District of Uganda. Data was gathered from 250 respondents using unstructured questionnaires. The results showed that schools could raise the necessary funds to meet their needs by planning fundraising activities. Unfortunately, Veloo and Komuji's use of an unstructured questionnaire raised questions about the validity of their findings because it could occasionally produce responses that were challenging to evaluate quantitatively. Furthermore, their study focused on urban schools rather than secondary institutions. As a result, the present study assessed the impact of financial resource mobilisation on secondary school performance in the northeastern Ugandan district of Napak using structured questionnaires and interviews as data collection techniques.

There appeared to have been limited research done on the topic of fundraising activities in schools, according to Khalid's (2017) study on fundraising activities and financial performance in secondary schools in Kigali. The mobilisation of financial resources in secondary schools in the Napak District was not covered by Khalid (2017), despite his concentration on secondary education. His findings were instructive, though, and his work was really outstanding. Government-aided schools in the Napak District required filling the research gap left by his emphasis on secondary schools' fundraising power and financial performance rather than their academic accomplishments.

In a study on fundraising activities and teacher retention in Nigerian high schools, Marshall and Hoffman et al. (2019) found that organizing events such as school marathons, where tickets were sold to raise funds for the school, and baking cake days, where parents, students, and well-wishers came together to purchase cakes at prices greater than twice the retail value, were examples of fundraising activities that contributed to the welfare of teachers. The two researchers' observations and conclusions were insightful, but they did not clearly illustrate how fundraising influence, in conjunction with the mobilisation of financial resources, could improve

performance in secondary schools in the Napak region. Furthermore, their study focused on teacher retention and fundraising rather than school performance, opening up a research opportunity for government-aided schools in the Napak District.

David (2020) set out to determine the influence of fundraising influence on elementary school performance in Zimbabwe's Harare province. Thirty school heads and seventy teachers, who were chosen through chance sampling, were interviewed for data. The study's findings demonstrated how elementary schools could improve their financial situation by holding silent auctions, winter carnivals, and other fundraising events, thereby improving their performance. Although David's (2020) research focused on primary schools rather than secondary ones, and his findings indicated that fundraising activities played a significant role in primary school finances, he did not provide a clear picture of how these kinds of activities could be carried out and coordinated as part of school financial resource mobilization to bring about the desired results.

This gap highlighted a need for government-aided schools in the district to fill and indicated the need for more research to explore the relationship between higher secondary school performance in the Napak District of northeastern Uganda and financial resource mobilization.

2.2.2 Building partnerships and school performance

Ugandan Ministry of Planning, Development, and Finance, In a study on forming partnerships and retaining students, MoFPED (2020) discovered that stakeholder involvement, advocacy, and lobbying increased the amount of money that schools were able to mobilize, which in turn boosted student retention. The results of the MoFPED study revealed how forming partnerships improved student retention, but they did not address the performance of secondary schools in the Napak district, which has led to calls for government assistance for such institutions.

Bird and Zepeda (2019) investigated the establishment of partnerships and the performance of institutions in the Mombasa province of Kenya. The study was conducted utilizing a mixed method technique using a sample of 12 public universities in the Napak district. 172 participants were selected for the study using the cluster sampling technique. Thematic analysis was utilized for qualitative data, and

descriptive and inferential statistics were utilized for quantitative data. The establishment of partnerships as a means of mobilizing financial resources in universities has been found to have an influence on performance. In their research, Bird and Zepeda (2019) claimed that forming partnerships was associated with university features.

However, these researchers' results made no mention of the secondary schools' performance in the Napak district. Since they looked at other aspects, such research methods, classroom environments, and teaching strategies in universities rather than secondary schools, it is extremely improbable that their findings will be transferable. Thus, a research opportunity has been created for government-aided schools in Napak District, Uganda. The research examined the influence of forming partnerships as a means of mobilizing financial resources on the performance of secondary schools in the Karamoja subregion of Napak District.

Building relationships was found to be a significant factor in improving primary school performance by Cissy (2018). Walukhu and Mutithi (2016) looked into how primary school performance in Istanbul, Turkey, was affected by forming partnerships. The performance of primary schools was tested for a relationship between partnership building and multiple regression analysis; their study's conclusions demonstrated how forming alliances through lobbying, sharing lesson plans, and connecting with parents can improve primary schools' performance, especially when it comes to staffing, facilities, and infrastructure. Though their studies focused on primary schools rather than secondary schools, which is the basis for creating a research opportunity for government-aided schools in Napak District, Cissy's and Walukhu's and Murithi's findings were still good because they offered strong insight into how building partnerships influenced the performance of primary schools. What was missing from their findings, however, is any convincing evidence on how building partnerships influenced the performance of secondary.

A study on the connection between partnership development and school performance in Nigeria was carried out by Gerume and Kramer et al. (2017). The purposive sample of the study consisted of 74 qualified teachers and 40 school heads. The data was analyzed using a hybrid approach that combined qualitative and quantitative

approaches. Their study's conclusions showed that collaborations directly raised student achievement and, ironically, helped raise money for schools. Although Gerume and Kramer et al.'s study concentrated on secondary schools in the Napak area generally rather than on overall school performance, the current study fills the gap left by their great results.

2.2.3 School fees charges and school performance

Glickman et al. (2017) carried out an experimental study on the connection between school accomplishment and tuition in the Tanga area of Tanzania. There were 150 individuals in the study population, and the research used a descriptive survey approach. The data, which was collected through the use of questionnaires and interviewing procedures, was analyzed using analysis of variance (ANOVA). The findings showed that school fees were one of the primary ways that schools raised money to support their academic, extracurricular, and school development initiatives. They also noted that student school achievement and attendance at school are directly correlated with teacher dedication. Although Glickman's observations are sound, their study concentrated on how school fees affect academic achievement rather than the secondary school performance in the Napak District. This implies that there was a lack of clarity on the relationship between school fees, financial resource mobilization, and how these factors impact academic achievement. The current study attempts to address this gap.

Otto and Nasongo et al. (2018) investigated the relationship between instructor inoffensiveness and school fees in Harare, Zimbabwe. The study employed a cross-sectional research design. The data was analysed using regression and correlational analysis, and the results demonstrated that school fees enable schools to generate revenue for running costs. Generally speaking, it is assumed that the imposition of school fees as a way to raise money is complex and multilayered.

In actuality, this may be entirely true; however Otto and Nasingo et al. (2018) did not make it apparent how the payment of school fees affects secondary school performance in the Napak District. Additionally, there was a gap in the current study because Otto and Nasongo et al.'s (2018) study focused on teacher performance and school fees rather than secondary school performance.

Farrant (2018) and Shitu (2019) examined the expenses related to school fees and student enrolment in secondary schools in Kigali using multi-stage cluster sampling. The results demonstrate that a prospective student's decision to enroll in a certain institution is significantly influenced by the cost of school fees. Farrant (2018) and Shitu (2019) make findings that seem plausible; however, they concentrate more on student enrolment and school fees than they do on the actual impact of these costs on secondary school performance in the Napak district. Furthermore, the multi-stage cluster selection method he used limits generalization and makes it difficult to achieve a sufficient level of demographic validity between the selected clusters and the target population. Therefore, the current study's goal is to use a simple and selective sample to assess how financial resource mobilization affects secondary school performance in Napak District, Ojangole (2019) examined a particular collection of traits that are commonly connected to school payments in order to investigate the relationship between school fees and student performance. The payment of school fees was one of the most important components of raising funds for higher education in Ethiopia. The data was examined using correlation and regression analysis.

The analysis demonstrates that while there are variations among schools in terms of tuition costs, these variations have a consistent and noteworthy influence on student achievement. Additionally, there are noteworthy correlations between the features of school-level fees and student achievement. Although Ojangole's (2019) study provides preliminary evidence for the causal association between student achievement and school fees, it did not focus on school performance. Even though he made some effort to classify student performance as "school level performance," the data that were provided were sparse and did not sufficiently disclose the secondary school variable's performance. Furthermore, his research was done in Ethiopian higher education institutions rather than in the Napak district, leaving a vacuum that the current study attempts to bridge.

An experimental study on Kampala City's private secondary schools' performance and tuition payments was carried out by Usuman et al. (2018). 98 people participated in the study, and the data was analyzed using ANOVA. According to the investigation's findings, schools were able to strengthen their financial position by having parents

pay registration fees, PTA dues, and computer expenses, among other school levies. Through fees, schools are able to fund the programs and facilities that are essential to teaching and learning. The actual impact of paying school fees as part of mobilizing financial resources for the entire school on secondary school performance was not present, despite the fact that these outcomes seem to be good, according to Usuman et al.

The survey only looked at private secondary schools, not public ones, which leaves a void that government-aided schools in the Napak District must fill.

Orenaiye (2018) and Musaazi (2020) conducted "a multilevel analysis" on the relationship between school fees and teacher commitment in Zambian schools based on the subjects' pre-test results. The findings demonstrated that charging school fees, such as examination, registration, and meal fees, is a component of mobilizing financial resources for the entire school and can improve teacher commitment. Their results appear promising, which is not surprising, but they didn't show how school fees affect students' school achievement in a favorable or negative way. Furthermore, the participants in their study were chosen based on how well they performed on the pretest; yet, extreme scores typically have the most instrument errors. These researchers either knew or deliberately disregarded the fact that statistical regressions are problematic in studies where individuals are chosen based on how well they performed on pretests. The current study will examine the influence of financial resource mobilization on secondary school performance in the Napak district using simple and selective sampling.

2.2.4 Summary of literature

While there had been a great deal of study on the relationship between financial resource mobilization and secondary school performance, relatively few studies have examined the effects of financial resource mobilization on secondary school performance. Additionally, a significant number of earlier studies were conducted in districts other than Napak, indicating that no research has previously been conducted on the impact of financial resource mobilization on secondary school performance in the Napak district. This creates a research opportunity for the current study and renders the existing literature superfluous.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter explained the techniques the researcher used to carry out the investigation, guaranteeing the creation of an objective study report. The study population, research design, sample size and selection, sampling procedures and techniques, data collection methods and techniques, instrument validity and reliability, data collection procedure, data analysis, and ethical issues were all covered.

3.1 Research Design

According to Etyang (2018), the research design served as a thorough guide for carrying out the investigation. This study used a descriptive research strategy, which focuses on collecting data in a methodical manner to characterize a population, circumstance, or phenomena. In particular, this method sought to answer the study problem's "what," "when," "where," and "how" issues rather than examining the "why." The manual gathering of data was the main focus of the investigation.

Finding traits, frequencies, trends, and categories pertinent to the study's goals was judged to be possible using descriptive research. The researcher was able to gather information about the actual situation on the ground and, if relevant, offer recommendations thanks to this design. Open-ended interview guides and closed-ended questionnaires were used to gather both qualitative and quantitative data. Without aiming to demonstrate cause-and-influence links, descriptive research entailed observing and collecting data on a particular issue (Maryam et al., 2018).

3.2 Area of study

A small number of government-aided secondary schools in the Napak district of the Karamoja sub region in northeastern Uganda served as the study's sites. Seven districts surrounded the district: Kotido to the north, Moroto to the north, east, and south, Nabilatuk to the southeast, Katakwi to the south, Otuke to the west, and Abim to the north and west. At an elevation of 1,356–1,524 meters above sea level, the government-aided secondary schools in the Napak district were situated between

latitudes 1°53'N and 3°05'N and longitudes 33°38'E and 34°56'E (Napak District Development Plan, DDP 2020/2021–2024/2024).

3.3 Study Population

The study population comprised of 100 respondents, which included 90 teachers, 1 DEO, 3 inspectors of school, 3 head teachers and 3 deputy head teachers. Since teachers are directly involved in the mobilization of financial resources and have expertise of how these resources affect school performance, teachers from government-aided schools in the Napak District were chosen. Since the DEO and school inspectors are in charge of raising funds for their institutions and carrying out suggestions for educational policies, they were also included in the study. Additionally, because they serve as the Napak District's accounting officers and supervisors of school operations, head teachers and deputy head teachers were chosen. The Napak district served as the source of the research population.

3.4 Sample size

The sample comprised 80 respondents, including 1 DEO, 72 teachers, 1 school inspector, 3 head teachers, and 3 deputy head teachers from the three government-aided secondary schools, in accordance with the procedures described by Krejcie and Morgan (1970) for calculating sample size from a population. There were 100 people in the entire population (N). The table 1:1, created from Krejcie and Morgan table in 1970 for sample size determination, was used to calculate the sample size. Simple random sampling was used to choose the sample size from each set of responders, as shown in Table 1:1 below.

Table 3.1 Summary of the Sample Size and Sampling Technique

Category	**Target population (N)**	**Sample size (n)**	**Sampling Technique**
Teachers	90	72	Simple random sampling
DEO	01	01	Purposive sampling
Inspectors of schools	03	01	Purposive sampling
Head teachers	03	03	Purposive sampling
Deputy head teachers	03	03	Purposive sampling
Total	**100**	**80**	

Source: Primary data, 2024

3.4 Sampling Techniques

3.4.1 Purposive sampling

In this investigation, a non-probability sampling technique called purposeful sampling was applied. The researcher was able to choose instances with the data needed to support the study's goals thanks to this sampling technique (Creswell, 2014). Therefore, because they were instructive and satisfied the necessary requirements, case from government-aided schools in the Napak District were specifically selected. One DEO, three school inspectors, three head teachers, and three deputy head teachers were chosen using a deliberate sample technique. The researcher was able to collect comprehensive data necessary for answering the research questions since these respondents were properly selected based on their jobs.

3.4.2 Simple Random sampling

Giving each participant an equal chance to be included in the study was the aim of the basic random sampling technique. A selection of participants is chosen at random from a population by the researcher using simple random sampling, a kind of probability sampling. After that, information was gathered from as many members of this random subgroup as possible (Mugende & Mugenda, 2016). A total of 72 teachers were chosen using this technique, 24 from each of the three government-aided secondary schools.

Numbers were selected at random after each accessible population member was given a number and placed in a container. The sample consisted of the subjects that matched the chosen numbers. With a statistically determinable margin of error, the researcher was able to obtain a representative sample for the study, facilitating generalizability to a larger population.

3.5 Data collection procedure

The Head of Department provided the researchers with an introductory letter, which was delivered to the relevant authorities in the study area in order to gather data. After that, the researcher wrote a report that was given to the department for additional evaluation.

3.6 Data collection instruments

The researcher gathered information from respondents in a few government-aided schools in the Napak district using both questionnaires and an interview guide.

3.6.1 Questionnaire Survey

A questionnaire survey was used as part of the research's data collection technique. The survey's closed-ended questions, a popular technique in social research, were answered by teachers. By using this method, the researcher was able to obtain participant replies in a timely and economical manner (Bordens & Abott, 2014). A self-administered questionnaire was used to gather data from 72 teachers. An introduction note was included with the questionnaire, and Section A included questions on the demographics of the respondents. Sections B, C, and D were devoted to study-related topics. The researcher was given a list of 72 teachers who were chosen by probability sampling in order to distribute the questionnaire.

According to Fisher (2004), a questionnaire was employed because it was inexpensive, simple to administer, and effective at collecting objective data. A 5-point Likert scale, with "strongly agree" (5), "agree" (4), "not sure" (3), "disagree" (2), and "strongly disagree" (1) as the extremes, was used to measure the closed-ended questions. The ability of questionnaires to enable respondents to submit straightforward, objective information in a readily navigable format served as justification for their use.

3.6.2 Interview guide

Additional data was collected through interviews using an interview guide. An interview guide is a research tool that facilitates face-to-face questioning of respondents on specific study topics (Saunders et al., 2019). This tool helped the researcher steer the interview process towards the study’s objectives and Napak districts of concern (Etyang, 2018).

The interview guide's open-ended questions were answered by district technical staff. The researcher was able to make sure that all pertinent questions were asked during the interviews by using the interview guide. The DEO, school inspectors, head teachers, and deputy head teachers were among the study participants whose

perspectives could not be adequately gathered by questionnaires alone because of their varying degrees of responsibility. In order to obtain comprehensive information from these people, an interview guide was utilized.

3.7 Data quality control tools

3.7.1 Validity

Validity is the capacity of an instrument to measure what it was designed to measure (Etyang, 2018). To ensure the validity of the instruments, supervisors and other subject-matter experts evaluated the questionnaire once it was created. They reviewed the language, clarity, comprehensiveness, and relevance of the items, as well as the overall length of the questionnaire. The researcher further brainstormed and revised the items in consultation with the experts and the research supervisor to enhance the instrument's validity.

To establish reliability of the data collection tools for both the quantitative and qualitative components of the study, a structured protocol was followed. For the quantitative tools, a pilot test was conducted using a small, representative sample of respondents. The internal consistency of the questionnaire was assessed using Cronbach's Alpha coefficient, where a value of 0.964 was obtained indicating acceptable reliability.

For the qualitative tools, such as interview guides were established through inter-rater agreement. Multiple researchers and field assistants reviewed and tested the instruments to ensure consistency in interpretation and application. In addition, a pretest involving mock interviews and observational simulations was carried out to ensure uniformity in data collection procedures.

The validity index was tested by use of the formula below.

$$CVI = \frac{\text{Number of questions declared valid}}{\text{Total Number}}$$

CVI= 27/29= 0.964

3.7.2 Reliability

According to Sekaran (2003), the degree to which a research instrument produced consistent results was a measure of its reliability. Consequently, an instrument's

reliability reflected how consistently and steadily it measured the concept, which helped determine the value of the measurement (Sekaran & Bougie, 2016). To ensure consistency in the results and to avoid respondent fatigue and the halo influence, the instrument was pre-tested on a small sample of respondents who did not participate in the main study. These respondents were selected from nearby districts, including Nabilatuk and Moroto. The collected data were then cleaned and entered into SPSS for extensive computations.

For the variables in this investigation, the Cronbach's Alpha coefficient was computed. An alpha of at least 0.5 demonstrated the trustworthiness of the research tools, claim Mugenda & Mugenda. But according to Amin (2005), the credibility of the study tool's reliability grew when Cronbach's Alpha continuously surpassed 0.5. These criteria were used to evaluate the instrument's reliability, taking into account factors like school performance and the mobilization of financial resources.

Table 3.2: Showing Reliability

Variable	**Cronbach's Alpha Coefficient**
Fundraising Activities	.820
Building partnerships	.811
School fees charges	.729
School performance	.683
Total	**2.993/4 = .748**

3.8. Data Processing and Analysis

3.8.1 Quantitative data analysis

Any information presented in numerical form, including statistics and percentages, was considered quantitative data. The quantitative information gathered from surveys was used to compute frequencies, counts, and percentages. The first step in getting this data ready was coding. In order to enter the responses into a database, the respondents' answers had to be assigned numbers (Sekaran & Bougie, 2016). Following coding, the answers were added to a database. The raw data was entered using the

SPSS Data Editor. To quantify the impact of financial resource mobilization on school performance, a range of methods were used to present the data, including simple frequency tables. This was due to the fact that data presentation necessitated a clear depiction of the results, which the previously discussed techniques sufficiently supplied.

3.8.2 Correlations and regression Analysis

Regression analysis and correlations, which offered the least amount of researcher influence and no chance for data manipulation, were the most widely accepted techniques for assessing and measuring the strength of the relationship between the mobilization of financial resources and school performance. These inferential statistics were easy to calculate and understand and helped with drawing conclusions. In order to facilitate data interpretation, descriptive statistical methods (frequencies and percentages) were used to analyze the field data gathered from surveys.

3.8.3 Qualitative data analysis

The qualitative data gathered from the open-ended questions in the interview guides was categorized into themes and presented narratively. Qualitative data gathered was expressed in words. Using coding and categorization, this data was first reduced in size for analysis. Selecting, deciphering, and classifying data was the process of data reduction. According to Sekaran and Bougie (2016), coding was the analytical process used to reduce the qualitative data that was collected. The goal of coding was to assist the researcher in drawing relevant inferences from the data. Codes were labels applied to textual units. These were grouped and then categorized. Categorization was the process of classifying coding units. Codes and classifications could be created using both deductive and inductive methods. After the condensed data had been presented in an organized and comprehensible way, the last phase in the qualitative data analysis process was to make conclusions

3.9 Ethical considerations

The researcher examined the following ethical issues when conducting the study.

3.9.1 Informed consent and voluntary participation

Informed consent, which the researcher acquired from the respondents instead of merely forcing them to participate in the study, served as the foundation for ethical research (Denzin & Lincoln, 2016). The nature of the study, its goal, the intended use of the data, and any possible repercussions were explained to the participants (Fleming, 2018). Additionally, the researcher informed the respondents about the process of data collecting and the reasoning for the study.

3.9.2 Confidentiality

Walford (2018) defined confidentiality as "information that was private and was not to be divulged to others." Whatever had been discussed in confidence had to remain secret. The respondent was given a guarantee by the researcher that their information would not be disclosed to a third party without their permission. Numbers or pseudonyms were used to anonymise and maintain the confidentiality of the respondent's identity and responses.

3.9.3 Anonymity

According to Wiles (2013), the use of pseudonyms to safeguard study participants' confidentiality is a primary way of anonymity, or more precisely, pseudonymity. One form of secrecy that entailed hiding the identities of research participants was anonymization (Saunders, Kitzinger, & Kitzinger, 2015). All participants were guaranteed anonymity by the researcher, suggesting that their identities were unknown and unimportant to the study. The authenticity of the respondents' claims was ensured by keeping their identities secret (Taylor, 2015).

3.9.4 Plagiarism

The researcher made sure that every piece of writing was unique and devoid of any outcomes, expressions, or texts that had been altered or borrowed. Additionally, the researcher ensured that the words and publications of all authors were appropriately credited (Mugenda & Mugenda, 2016). To make sure there was 19% or less plagiarism in the written pieces, they were run using plagiarism detection software.

Both qualitative and quantitative techniques were used to analyse the data. Using statistical software like SPSS, quantitative data was examined for patterns and

associations using both descriptive (mean, median, and standard deviation) and inferential (correlation and regression analysis) statistics. The researcher used thematic analysis to examine the qualitative data, finding themes, patterns, and insights in the participant responses.

3.9.5 Methodological constrains

Numerous methodological limitations may have affected the study's conclusions. One drawback of using questionnaires as the main method of data collecting was that some respondents might have given answers that were socially acceptable or misunderstood, which would have compromised the data's credibility. Although interviews were used to augment the questionnaires, the depth of qualitative insights was limited by the small number of participants in this approach. Furthermore, even though purposive sampling was successful in identifying important stakeholders, it also carried the risk of selection bias, which could have impacted how broadly the findings could be applied. The scope of the study was further limited by issues including time constraints for data collecting and difficulty reaching respondents in remote locations. These flaws in the techniques and equipment used might have caused data inconsistencies, which could have affected how solid and thorough the study's conclusions were. Notwithstanding these drawbacks, attempts were taken to lessen their effects by utilizing standardized sampling techniques to guarantee the validity and reliability of the results, as well as triangulation through questionnaires and interviews.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF RESULTS

4.0 Introduction

The analysis, presentation, and interpretation of the study's main findings were discussed in this chapter. The data analysis aligned with the study's specific goals, which included examining the impact of fundraising efforts on school performance of government-aided secondary schools' in Napak district, evaluating the impact of forming partnerships on school performance of government-aided secondary schools' in Napak district, and examining the impact of school fees on school performance of government-aided secondary schools' in Napak district. Patterns were examined using descriptive and inferential analysis, which were then interpreted and conclusions were made.

4.1 Response rate

Table 4.1 Response rate

Number of questionnaires distributed	Number of questionnaires fully filled and returned	Response rate
80	80	100.0%

Source: field data (2024)

The responders were given 80 questionnaires and all the 80 questioners were filled and returned which meant that 100.0% was the return rate. The self-administered nature of the questionnaires may account for this response rate. Response rates were regarded as metrics for evaluating the caliber of field data. It served as a common indicator of how well the respondents were inspired to take part in the research.

4.2 Respondents Demographic Characteristics

The demographic details of the respondents, including their gender, age range, educational attainment, and employment history, were included in this part. The tables below show the data that was gathered, displayed, and examined for these variables.

4.2.1 Gender of Respondents

The table below displayed the data gathered on the respondents' gender, which was examined in the study in terms of male and female respondents.

Table 4.2 Response rate for Gender

		Frequency	Percent	Valid Percent
	Male	42	52.5	52.5
	Female	38	47.5	47.5
	Total	80	100.0	100.0

Source: field data (2024)

42 (52.5%) of the respondents were men, and 38 (47.5%) were women, according to the table's data. The results clearly revealed that Napak District employs more men because the bulk of responders were men. Compared to their female counterparts, men are regarded as a more obedient set of people.

4.2.2 Education level of respondents

The study also took into account the respondents' educational background, examining their diploma, bachelor's degree, and master's degree. The table below displays the results that were obtained

Table 4.3 Response rate for Education

		Frequency	Percent	Valid Percent
	Diploma	63	78.75	78.75
	Bachelor’s Degree	10	12.5	12.5
	Master’s Degree	7	8.75	8.75
	Total	80	100.0	100.0

Source: field data (2024)

63(78.75%) held diplomas, according to the results in the above table. 7(8.75%) had a master's degree, while 10(12.5%) had a bachelor's degree. According to the data, the majority of respondents had a diploma **an**d above, suggesting that they were competent in answering the questions about school performance and financial

resource mobilization since they were thought to be sufficiently informed to comprehend the research study.

4.2.3 Period spent at school

The study took into account the respondents' time spent working with government secondary schools in the Napak District. The table below shows the results of the fieldwork.

Table 4.4 Period spent at school

		Frequency	Percent	Valid Percent
	2-4 years	23	28.7	28.75
	5-6 years	13	16.3	16.25
	6 years above	44	55.0	55.0
	Total	80	100.0	100.0

Source: field data (2024)

According to the results in the above table, 23 respondents (28.7%) had been employed for one to four years, 13 respondents (16.3%) had been working for five to six years, and 44 respondents (55.0%) had been employed for six years or more. According to the results, the majority of respondents had worked for six years, which is sufficient time to become familiar with the activities and school performance of government-aided secondary schools in the Napak District.

4.3 Descriptive statistics on School Performance

Table 4.5: School Performance

STATEMENTS	SD F (%)	D F (%)	NS F (%)	A F (%)	SA F (%)	M	SD
In this school there is an increase in student achievements	12(15.0)	3(3.7)	5(6.3)	41(51.3)	19(23.7)	3.72	1.173
In this school, teacher retention rates are high	7(8.7)	5(6.2)	20(25.0)	39(48.8)	9(11.3)	3.78	1.040
In this school, there is an increase in student enrollment	19(23.8)	18(22.5)	24(30.0)	14(17.5)	5 (6.2)	2.68	1.180
In this school, there is high level of graduation rates	19(23.8)	18(22.5)	14(17.5)	24(30.0)	5 (6.2)	2.71	1.183
In this school, there is low discipline referral	13(16.3)	22(27.5)	14(17.5)	21(26.2)	10(12.5)	3.13	1.244
In this school, attendance rates are high	10(12.5)	21(26.2)	8(10.0)	27(33.8)	14(17.5)	3.34	1.241
Overall mean						3.23	

Source; field data (2024)

Legend

Key: SD- strongly Disagree, D- Disagree, NS- Not Sure, A- Agree, SA- Strongly Agree, M – Mean, SD- Standard Deviation, %- Percentage, f – Frequency.

0-1 strongly disagree = very low

1.1-2 disagree = low

2.1–3 neutral = moderate

3.1-4 agree = high

4.1-5 strongly agree = very high

To assess whether student achievements had increased, respondents indicated that 12 (15.0%) strongly disagreed, 3 (3.7%) disagreed, 5 (6.3%) were unsure, 41 (51.3%) agreed, and 19 (23.7%) strongly agreed. The mean score was 3.72, reflecting an overall strong level of agreement, while the standard deviation of 1.173 revealed

considerable variation in perceptions. These findings suggest that improvements in student achievements contributed positively to school performance (Armstrong, 2009; Smith & Ade, 2018).

> In a follow-up interview, *one lead teacher noted, "Over the past year our form four pass rate has risen noticeably, which many colleagues attribute to targeted remedial sessions*."

Regarding teacher retention rates, 7 (8.7%) strongly disagreed, 5 (6.2%) disagreed, 20 (25.0%) were unsure, 39 (48.8%) agreed, and 9 (11.3%) strongly agreed. The mean value of 3.78 indicated substantial agreement, and the standard deviation of 1.040 pointed to a broad range of experiences among staff. This underscores that higher teacher retention rates have a positive influence on institutional stability and student outcomes (Armstrong, 2009; Johnson, 2016).

In examining student enrollment trends, 19 (23.8%) strongly disagreed, 18 (22.5%) disagreed, 24 (30.0%) were unsure, 14 (17.5%) agreed, and 5 (6.2%) strongly agreed. The average mean score of 2.68 signified limited overall agreement, and the standard deviation of 1.180 highlighted significant variability in perceptions. These results imply that increases in student enrollment play a role in improving school performance, though to a lesser extent than other factors (Brown, 2018; UNESCO, 2020).

Regarding graduation rates, 19 (23.8%) strongly disagreed, 18 (22.5%) disagreed, 14 (17.5%) were unsure, 24 (30.0%) agreed, and 5 (6.2%) strongly agreed. The mean score of 2.71 demonstrated moderate agreements, while a standard deviation of 1.183 indicated diverse experiences across the sample. This suggests that higher graduation rates contribute positively to overall school performance (Davis, 2017).

Concerning discipline referrals, 13 (16.3%) strongly disagreed, 22 (27.5%) disagreed, 14 (17.5%) were unsure, 21 (26.2%) agreed, and 10 (12.5%) strongly agreed. The mean of 3.13 indicated moderate agreement, with a standard deviation of 1.244 reflecting varied viewpoints. These findings suggest that lower rates of disciplinary incidents support a more positive learning environment and thus bolster school performance (Lee, 2020).

When asked about attendance rates, 10 (12.5%) strongly disagreed, 21 (26.2%) disagreed, 8 (10.0%) were unsure, 27 (33.8%) agreed, and 14 (17.5%) strongly agreed. The mean score of 3.34 pointed to significant agreement, while a standard deviation of 1.241 denoted notable variability in perceptions.

> *An interview with the inspector confirmed that recent community outreach and the introduction of attendance incentives have helped reduce absenteeism, thereby enhancing school performance (Miller, 2019).*

Descriptive statistics on Fundraising activities and School Performance

Table 4.6: Fundraising activities

STATEMENTS	SD F (%)	D F (%)	NS F (%)	A F (%)	SA F (%)	M	SD
In this school, marathon tickets are sold to raise funds	7(8.7)	12 (12.0)	11(13.7)	33(41.2)	17(21.2)	3.61	1.118
In this school, we host silent auction as a way of raising financial resources	13(16.3)	7(8.7)	10(12.5)	28(35.0)	22(27.5)	3.59	1.272
In this school, we organize silent shows to raise funds	8(10.0)	20(25.0)	18(22.5)	20(25.0)	14(17.5)	3.32	1.180
In this school, we organize school concerts where attendees buy tickets to raise funds for the school	7(8.7)	11(13.7)	20(25.0)	20(25.0)	22(27.5)	3.59	1.156
In this school, we hosts amateur film festival where attendees donate money to cast votes for their best film.	11(13.7)	5(6.2)	11(13.7)	32(40.0)	21(26.2)	3.67	1.190
In this school, we organize school galas to raise funds for the school.	9 (11.2)	10(12.5)	14(17.5)	23(28.8)	24(30.0)	3.63	1.212
Overall mean						3.56	

Source; field data (2024)
Legend

Key: SD- strongly Disagree, D- Disagree, NS- Not Sure, A- Agree, SA- Strongly Agree, M – Mean, SD- Standard Deviation, %- Percentage, f – Frequency.
0-1 strongly disagree = very low
1.1-2 disagree = low
2.1–3 neutral = moderate
3.1-4 agree = high
4.1-5 strongly agree = very high

To determine whether marathon tickets were sold in the school as a fundraising strategy, the findings indicated that 7 respondents (8.7%) strongly disagreed, 12 (12.0%) disagreed, 11 (13.7%) were undecided, 33 (41.2%) agreed, and 17 (21.2%) strongly agreed that the school sold marathon tickets to raise funds. With a mean of 3.61 and a standard deviation of 1.118, there was clear overall support for this strategy in strengthening the school's finances and vital in sustaining school performance in government –aided secondary schools in Napak District. (Armstrong, 2009).

> *In an interview conducted, one teacher commented that "marathon ticket sales increased student engagement, drew community interest, and helped bolster fee collections and in turn improve school performance."*

Regarding hosting silent auctions, 13 (16.3%) strongly disagreed, 7 (8.7%) disagreed, 10 (12.5%) were neutral, 28 (35.0%) agreed, and 22 (27.5%) strongly agreed. The average score of 3.59 (SD = 1.272) reflected broad endorsement of auctions as a valuable fundraising tool (Brown, 2018).

For silent shows as a fundraising event, 8 (10.0%) strongly disagreed, 20 (25.0%) disagreed, 18 (22.5%) were undecided, 20 (25.0%) agreed, and 14 (17.5%) strongly agreed. The mean response of 3.32 (SD = 1.180) indicated moderate approval, suggesting that while less commonly used, silent shows still contributed positively to the school's resource mobilization.

Regarding ticketed school concerts, 7 (8.7%) strongly disagreed, 11 (13.7%) disagreed, 20 (25.0%) were undecided, 20 (25.0%) agreed, and 22 (27.5%) strongly agreed. With a mean of 3.59 (SD = 1.156), this approach was seen as an effective way to engage parents and students in fundraising efforts.

On the question of amateur film festivals—where guests paid to vote for their favorite entries—11 (13.7%) strongly disagreed, 5 (6.2%) disagreed, 11 (13.7%) were neutral, 32 (40.0%) agreed, and 21 (26.2%) strongly agreed. The mean of 3.67 (SD = 1.190) underscored strong confidence in film festivals' ability to generate donations and community involvement.

For school galas, 9 (11.2%) strongly disagreed, 10 (12.5%) disagreed, 14 (17.5%) were undecided, 23 (28.8%) agreed, and 24 (30.0%) strongly agreed. The overall mean of 3.63 (SD = 1.212) demonstrated high approval of galas as a fundraising vehicle.

> One respondent noted that galas "*united parents in discussions about fees and spurred contributions that substantially improved our budget and led to school performance*.

Descriptive statistics on Building partnerships and School Performance

Table 4:7 Building partnerships

STATEMENTS	SD F (%)	D F (%)	NS F (%)	A F (%)	SA F (%)	M	SD
In this school, we undertake lobbying as part of financial resources mobilization	7(8.7)	19(23.8)	16(20.0)	18(22.5)	20(25.0)	2.82	1.266
In this school, we communicate plans to well-wishers to attract financial resources	5(6.2)	8(10.0)	17(21.3)	20(25.0)	30(37.5)	3.44	1.282
In this school, we allow stakeholder involvement as avenues for attracting financial resources	4(5.0)	20(25.0)	16(20.0)	25(31.3)	15(18.78)	3.53	1.210
In this school, we established affiliations with other organizations to attract funding	13(16.3)	6(7.5)	14(17.5)	30(37.5)	17(21.2)	2.79	1.351
In this school, we collaborate with development partners to get financial support	10(12.5)	8(10.0)	11(13.7)	35(43.8)	16(20.0)	3.06	1.427
In this school, we develop and share our vision with well-wishers to attract funding.	15(18.7)	5(6.3)	5(6.3)	38(47.5)	17(21.2)	2.79	1.351
OVERALL MEAN						3.07	

Source; field data (2024)
Legend

Key: SD- strongly Disagree, D- Disagree, NS- Not Sure, A- Agree, SA- Strongly Agree, M – Mean, SD- Standard Deviation, %- Percentage, f – Frequency.

0-1 strongly disagree = very low
1.1-2 disagree = low
2.1–3 neutral = moderate
3.1-4 agree = high
4.1-5 strongly agree = very high

On finding out whether lobbying was undertaken as part of financial resource mobilization, 7 (8.7%) strongly disagreed, 19 (23.8%) disagreed, 16 (20.0%) were uncertain, 18 (22.5%) agreed, and 20 (25.0%) strongly agreed. The mean value was 2.82, signifying moderate agreement, while the standard deviation of 1.266 reflected a wide variance in views. These findings suggested that lobbying had helped build partnerships and enhance school performance (Armstrong, 2009).

On finding out whether plans were communicated to well-wishers to attract financial resources, 5 (6.2%) strongly disagreed, 8 (10.0%) disagreed, 17 (21.3%) were uncertain, 20 (25.0%) agreed, and 30 (37.5%) strongly agreed. The mean value was 3.44, signifying a high level of agreement, while the standard deviation of 1.282 reflected a wide variance in views. These findings suggested that lobbying had helped build partnerships and enhance school performance (Armstrong, 2009).

On finding out whether stakeholder involvement was allowed as an avenue for attracting financial resources, 4 (5.0%) strongly disagreed, 20 (25.0%) disagreed, 16 (20.0%) were uncertain, 25 (31.3%) agreed, and 15 (18.8%) strongly agreed. The mean value was 3.53, signifying a high level of agreement, while the standard deviation of 1.210 reflected a wide variance in views. These findings suggested that stakeholders involvement had helped enhance school performance (Armstrong, 2009).

On finding out whether the school established affiliations with other organizations to attract funding, 13 (16.3%) strongly disagreed, 6 (7.5%) disagreed, 14 (17.5%) were uncertain, 30 (37.5%) agreed, and 17 (21.2%) strongly agreed. The mean value was 2.79, signifying moderate agreement, while the standard deviation of 1.351 reflected a wide variance in views. These findings suggested that establishing affiliations had helped build partnerships and enhance school performance (Armstrong, 2009).

On finding out whether the school collaborated with development partners to get financial support, 10 (12.5%) strongly disagreed, 8 (10.0%) disagreed, 11 (13.7%) were uncertain, 35 (43.8%) agreed, and 16 (20.0%) strongly agreed. The mean value was

3.06, signifying moderate agreement, while the standard deviation of 1.427 reflected a wide variance in views. These findings suggested that collaborations had helped build partnerships and enhance school performance (Armstrong, 2009).

On finding out whether the school developed and shared its vision with well-wishers to attract funding, 15 (18.7%) strongly disagreed, 5 (6.3%) disagreed, 5 (6.3%) were uncertain, 38 (47.5%) agreed, and 17 (21.2%) strongly agreed. The mean value was 2.79, signifying moderate agreement, while the standard deviation of 1.351 reflected a wide variance in views. These findings suggested that developing a shared vision had helped build partnerships and enhance school performance (Armstrong, 2009).

Descriptive statistics on School fees charges and School Performance

Table 4:8 School fees charges and School Performance

STATEMENTS	SD F (%)	D F (%)	NS F (%)	A F (%)	SA F (%)	M	SD
In this school, there are charges for development fees used for school development activities.	9(11.2)	18(22.5)	10(12.5)	24(30.0)	19(23.7)	2.82	1.266
In this school, students pay PTA/BOG charges to fund wage bills	1(1.2)	14(17.5)	8(10.0)	48(60.0)	9 (11.2)	3.44	1.282
In this school, there are charges for examination fees to cover costs of examinations.	2(2.5)	19(23.7)	11(13.8)	38(47.5)	10(12.5)	3.53	1.210
In this school, students pay meals charges to enable school implement school feeding programme	3(3.7)	13(16.2)	28(35.0)	27(33.7)	9(11.2)	2.79	1.351
In this school, computer fees are charged to enable the school acquire computing and assorted ict tools.	3(3.7)	23(28.7)	16(20.0)	30(37.5)	8(10.0)	3.06	1.427
In this school, registration fees are paid by student to facilitate registration process.	1(1.2)	14(17.5)	18(22.5)	38(47.5)	9 (11.2)	3.44	1.282
Overall mean						3.18	

Source; field data (2024)

Legend

Key: SD- strongly Disagree, D- Disagree, NS- Not Sure, A- Agree, SA- Strongly Agree, M – Mean, SD- Standard Deviation, %- Percentage, f – Frequency.

0-1 strongly disagree = very low

1.1-2 disagree = low

2.1–3 neutral = moderate

3.1-4 agree = high

4.1-5 strongly agree = very high

On finding out whether development fees were charged in the school to support development activities, 9 (11.2%) strongly disagreed, 18 (22.5%) disagreed, 10 (12.5%) were uncertain, 24 (30.0%) agreed, and 19 (23.7%) strongly agreed. The mean value was 2.82, signifying moderate agreement, while the standard deviation of 1.266 reflected a wide variance in views. These findings suggested that charging development fees contributed to supporting development activities and enhanced school performance. Development fees were deemed crucial for maintaining school operations and enhancing performance in government aided secondary schools in Napak District.

> *One respondent noted , "fees such as PTA, Boarding fees, and feeding fees collected from learners were instrumental in the day-to-day management of school activities, thereby improving the learning process,"*

Regarding whether students pay PTA/BOG charges to fund wage bills, 1 (1.2%) strongly disagreed, 14 (17.5%) disagreed, 8 (10.0%) were uncertain, 48 (60.0%) agreed, and 9 (11.2%) strongly agreed. The mean value was 3.44, signifying a high level of agreement, while the standard deviation of 1.282 reflected a wide variance in views. These findings suggested that PTA/BOG charges helped fund wage bills and sustaining school performance. Such fees were highlighted as essential for maintaining school performance in government aided secondary schools in Napak District

On finding out whether there were charges for examination fees to cover examination costs, 2 (2.5%) strongly disagreed, 19 (23.7%) disagreed, 11 (13.8%) were uncertain, 38 (47.5%) agreed, and 10 (12.5%) strongly agreed. The mean value was 3.53, signifying a high level of agreement, while the standard deviation of 1.210 reflected a wide variance in views. These findings suggested that examination fees were crucial in managing examinations related expenses, thus supporting school performance.

> *A respondent emphasized, "Collecting such fees was necessary since schools often lacked funding for those activities. These charges support exam preparation, marking, and printing."*

On finding out whether students pay meals charges to implement the school feeding programme, 3 (3.7%) strongly disagreed, 13 (16.2%) disagreed, 28 (35.0%) were

uncertain, 27 (33.7%) agreed, and 9 (11.2%) strongly agreed. The mean value was 2.79, signifying moderate agreement, while the standard deviation of 1.351 reflected a wide variance in views. These findings suggested that charging for meals was an important mechanism for implementing school feeding programs, which directly supported learning outcomes and overall school performance in government aided secondary schools in Napak District.

On finding out whether computer fees are charged to acquire computing and ICT tools, 3 (3.7%) strongly disagreed, 23 (28.7%) disagreed, 16 (20.0%) were uncertain, 30 (37.5%) agreed, and 8 (10.0%) strongly agreed. The mean value was 3.06, signifying moderate agreement, while the standard deviation of 1.427 reflected a wide variance in views. These findings suggested that computer fees was important in implementation of computer studies, and enhance school performance in government aided secondary schools in Napak District.

On finding out whether registration fees are paid by students to facilitate the registration process, 1 (1.2%) strongly disagreed, 14 (17.5%) disagreed, 18 (22.5%) were uncertain, 38 (47.5%) agreed, and 9 (11.2%) strongly agreed. The mean value was 3.44, signifying a high level of agreement, while the standard deviation of 1.282 reflected a wide variance in views. These findings suggested that registration fees was crucial in the in supporting the registration process and enhanced the performance of government aided secondary schools in Napak District.

4.4 Linear Regression Statistics

4.4.1 The influence of Fundraising activities on School Performance

A linear regression model was conducted in an attempt to determine the impact of fundraising efforts on school performance, and the findings are shown in the table below.

Table 4:9 Linear Regression Statistics

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.695[a]	.482	.477	.65893
a. Predictors: (Constant), Fundraising activities				

Source: field data (2024)

R Square = 0.482 (0.482 * 100 = 48.2%), the coefficient of determination from the regression model summary analysis in the above table, showed that fundraising efforts had a positive effect on school performance in the Napak District. With a R square of 0.482, the study's findings showed that the independent variables—fundraising activities—accounted for 48.2% of the variation in school performance. This demonstrated that the model's forecast was accurate. It was found that 48.2% of school performance could be explained by fundraising activities, with other factors accounting for the remaining 51.8%.

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	63.172	3	63.172	189.516	.000[b]
	Residual	11.152	71	.157		
	Total	74.324	74			
a. Dependent Variable: school performance						
b. Predictors: (Constant), Fundraising activities						

The ANOVA table summarized the results of a regression analysis that examined the effect of fundraising activities on school performance. The model showed a total sum of squares of 74.324, representing the overall variance in school performance. Of this total, 63.172 were explained by the regression model (Regression SS), while the remaining 11.152 was due to residual error. The degrees of freedom (Df) were 3 for the regression and 71 for the residuals, totaling 74. The mean square for the regression was 63.172, and for the residuals, it was 0.157. The F-statistic of 189.516 indicated a highly significant model, with a p-value of .000, suggesting that the predictors (likely multiple fundraising activities) explained a significant proportion of the variance in school performance. This confirmed that fundraising activities were strong predictors of school performance in the model.

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.798	.260		3.064	.003
	Fundraising activities	.675	.071	.695	9.558	.000
a. Dependent Variable: School Performance						

The sig value of 0.000, which was less than 0.05, indicates that fundraising actions were significant, according to correlation coefficients. There was a positive beta coefficient of 0.695. It may be inferred from this result that fundraising efforts played a substantial role in forecasting the school performance in the Napak District. This demonstrated that school performance could be accurately predicted by fundraising activities. Therefore, it can be said that fundraising efforts significantly and favorably impacted school performance in the Napak District.

4.4.2 The influence of Building partnerships on School Performance

A linear regression model was used to determine the impact of building partnerships on school performance in an attempt to meet the second goal. The results are shown in the tables below.

Table 4.10: The influence of building partnership on school performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.638[a]	.407	.401	.70557
a. Predictors: (Constant), Building partnerships				

Source: field data (2024)

The model summary table's results show that the building of partnerships has a favorable impact on school performance in the Napak District, with a coefficient of determination of R Square = 0.407 (0.407*100 = 40.7%). The study findings demonstrated that the building partnerships contributed to 40.7% of the variation in School Performance, as explained by the R square of.407, indicating that the model was a good predictor of the percentage of variation in the dependent variable (School Performance) as explained by the independent variables (Building Partnerships). It shows that while other factors accounted for 59.3 percent of school performance, building partnerships accounted for 0.407, or 40.7 percent.

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	63.512	5	63.512	317.56	.000[b]
	Residual	11.214	69	.169		
	Total	74.726	74			
a. Dependent Variable: school performance						
b. Predictors: (Constant), building partnership						

The ANOVA table above assesses the impact of building partnerships on school performance using regression analysis. The total variance in school performance is represented by the Total Sum of Squares (74.726), of which 63.512 is explained by the regression model (Regression SS), while 11.214 remains unexplained (Residual SS). With 5 degrees of freedom for the regression and 69 for the residuals, the model has a total of 74 degrees of freedom. The mean square for the regression is 63.512, and for the residuals, it's 0.169. The resulting F-value of 317.56 indicates a very strong model fit, and the significance value (p = .000) confirms that the predictor variable (building partnerships) has a statistically significant influence on school performance. This suggests that building partnerships plays a crucial role in enhancing school outcomes.

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.459	.225		6.495	.000
	Building partnerships	.559	.068	.638	8.194	.000
a. Dependent Variable: School Performance						

Building partnerships was significant, according to correlation coefficients, as indicated by the sig value of 0.000, which was less than 0.05. The beta coefficient was positive, at 0.638. Building partnerships was a strong predictor of school performance in the Napak District, according to this report. This demonstrated that forming alliances was a reliable indicator of school performance. Therefore, it can be

said that forming partnerships significantly and favorably affected school performance in the Napak District.

4.4.3 The influence of School fees charges on School Performance

A linear regression model was conducted in an attempt to determine the impact of school fees on school performance, and the findings are shown in the tables below.

Table 4.11 The influence of School fees charges on School Performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.615[a]	.378	.371	.72259
a. Predictors: (Constant), School fees charges				

Source: field data (2024)

The model summary table's results show a coefficient of determination of R Square = 0.378 (0.378*100 = 37.8%), which suggests that school fees have a somewhat favorable impact on school performance in the Napak District. The study findings demonstrated that the school fees charges contributed to 37.8% of the variation in School Performance, as explained by an R square of.378. This indicates that the model was a good predictor of the percentage of variation in the dependent variable (School Performance) as explained by the independent variables (School fees charges). It demonstrates that school fees account for 0.378, or 37.8%, of school performance, with other factors accounting for 62.2 percent.

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	60.720	4	60.720	242.88	.000[b]
	Residual	14.223	70	.191		
	Total	74.943	74			
a. Dependent Variable: school performance						
b. Predictors: (Constant), School fees charges						

The ANOVA table presented the regression analysis that evaluated the influence of school fees charges on school performance. The Total Sum of Squares (74.943)

captured the overall variance in school performance. Of this, 60.720 were explained by the regression model, indicating that the predictor variable (school fees charges) accounted for a substantial portion of the variance. The remaining 14.223 was unexplained and attributed to residual error. The regression model had 4 degrees of freedom, and the residuals had 70, summing to a total of 74. The mean square for regression was 60.720, and for residuals, it was 0.191. The F-value of 242.88 signified an excellent model fit, and the significance level (p = .000) confirmed that school fees charges had a statistically significant and strong predictive impact on school performance.

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.401	.245		5.717	.000
	School fees charges	.596	.077	.615	7.711	.000
a. Dependent Variable: School Performance						

However, as the sig value was 0.000, which was less than 0.05, correlation coefficients show that school fees were significant. There was a positive beta coefficient of 0.615. This research suggests that school fees have a considerable impact on forecasting school performance in the Napak District. This demonstrated that school fees were a reliable indicator of school performance. Therefore, it can be said that the Napak District's school performance was positively and significantly impacted by the school fees.

4.4.4 Multiple Linear regression statistics

In an attempt to determine the influence of fundraising, building partnerships, and school fees charges on school performance in government-aided schools in the Napak District, a multiple regression was used and the results are shown in the table that follow.

Table 4.12: The influence of fundraising activities, Building partnerships, and School fees charges on School Performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.775[a]	.601	.589	.58455
a. Predictors: (Constant), Building partnerships, Fundraising activities and school fees charges.				

Source: field data (2024)

R Square value = 0.601 (0.601*100 = 60.1%) was found in the above table, which answers the study's main goal. According to the study, Building partnerships, Fundraising activities and school fees charges have a significant positive impact on school performance in the Napak District. The results showed that School Performance contributed to 60.1% of the variation as explained by the R square of 0.601 when comparing the percentage of variation in the dependent variable (School Performance) as explained by the independent variables (building partnerships, fundraising activities, and school fee charges). This indicates that the model was a good predictor. It further indicated that, in government-aided schools in the Napak District, 39.9 percent of the school performance was explained by other factors not included in this study, while 0.601, or 60.1%, was contributed by the study's objectives.

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.385	.244		1.576	.118
	Fundraising activities	.301	.094	.695	3.209	.002
	Building partnerships	.278	.074	.638	3.764	.000
	School fees charges	.289	.079	.615	3.685	.000
a. Dependent Variable: School Performance						

The study employed regression coefficients to ascertain the degree and direction of the independent variable's influence on the dependent variable using ß (Beta values).

With a beta value of 0.695 at the 0.002 level of significance, the study in the above table shows that fundraising efforts were the biggest factor influencing school performance in the Napak District. This suggests that school performance was positively and significantly impacted by fundraising efforts.

Building partnerships was the second factor influencing school performance in the Napak District, according to the analysis in the above table, with a beta value of 0.638 at the 0.000 level of significance. This indicates that forming partnerships significantly and favorably affects school performance. With a beta value of 0.615 at the 0.000 level of significance, the analysis in the preceding table also shows that school fees were the least significant factor influencing school performance. This suggests that school costs significantly and favorably affect school performance.

Correlation matrix table

Correlations				
		Fundraising activities	Building partnerships	School fees charges
Fundraising activities	Pearson Correlation	1	.436	.694
	Sig. (2-tailed)		.006	.084
	N	80	80	80
Building partnerships	Pearson Correlation	.456	1	.694**
	Sig. (2-tailed)	.003		.000
	N	80	80	80
School fees charges	Pearson Correlation	.448	.694**	1
	Sig. (2-tailed)	.004	.000	
	N	80	80	80
**. Correlation is significant at the 0.01 level (2-tailed).				

The correlation table above analyzes the relationships among fundraising activities, building partnerships, and school fees charges based on data from 80 participants. There is a moderate positive correlation between fundraising activities and building partnerships ($r = .456$, $p = .003$), indicating a statistically significant relationship where increased efforts in fundraising are associated with stronger partnership development. The correlation between fundraising activities and school fees charges is also moderate ($r = .448$) and statistically significant ($p = .004$), suggesting that

schools engaging more in fundraising activities may also implement school fee structures more actively. The strongest and most significant correlation is between building partnerships and school fees charges ($r = .694$, $p = .000$), implying a strong link where schools with effective external partnerships are more likely to manage school fees effectively. All correlations are positive and statistically significant at the 0.01 level, indicating meaningful associations among the three financial and administrative strategies in school management.

CHAPTER FIVE
DISCUSSION OF FINDINGS

5.0 Introduction

In this chapter, the study findings have been discussed directed by the study objectives. Through a study of relevant literature, a comparison and contrast with other earlier research, the impact of financial resource mobilization on the school performance of government-aided secondary schools in the Napak District was discussed.

5.1. Discussion of Findings

5.1.1 Influence of Fundraising activities on School Performance

Particularly as educational institutions faced financial difficulties, fundraising efforts were essential in closing budgetary gaps and enhancing school performance. Through scholarships, extracurricular activities, and updated instructional materials, schools with active fundraising efforts were able to get resources that improved student results. For instance, during the 2022–2023 academic years, independent schools in the UK raised approximately £269 million, allowing them to increase their bursary programs and provide more assistance to students from lower-income families. Higher academic achievement and more student engagement were linked to this financial assistance. Ameh, S. O., and Sule, A. A. (2017).

Strong interaction with stakeholders, such as parents, alumni, and community people, was frequently linked to successful fundraising initiatives in the United States. Higher returns were obtained by schools that used a variety of fundraising techniques, including direct solicitations, internet campaigns, and annual events. Although research showed that less than 25% of board development committees actively participated in fundraising activities, which hindered the effectiveness of fundraising programs, strong board involvement further strengthened these efforts. Lumbly, J., and Anderson, L. (2017).

Fundraising trends were impacted by economic difficulties, and donations to certain colleges decreased. Nonetheless, organizations that made investments in engagement tactics and modified their methods to foster a giving culture kept seeing success. In order to maintain support for crucial educational initiatives that affected school

performance and student well-being, fundraising experts underlined the significance of adaptable tactics that could endure economic downturns.

5.1.2. Influence of Building partnerships on School Performance

Building partnerships was crucial for school success, impacting academic achievement, student well-being, and resource availability. Research showed that schools collaborating with community organizations, businesses, and families often experienced enhanced school performance due to increased support and diversified learning resources. According to findings from the Harvard Graduate School of Education, schools that established partnerships with local stakeholders were able to offer more comprehensive educational programs, access mental health resources, and provide extracurricular activities, all of which contributed to improved student engagement and academic performance. (David, E, 2020).

Partnerships also allowed schools to address social and emotional learning needs, particularly in underserved areas, where collaborations with community health and social services provided essential support structures that were often lacking. This holistic support directly impacted academic outcomes by creating an environment where students felt safe, supported, and motivated to learn. A 2023 study highlighted that well-defined partnership goals, rooted in mutual benefit, were essential for sustaining such collaborations and optimizing their impact on student outcomes.

Literature on school-community partnerships emphasized the importance of aligning these collaborations with school goals to ensure a lasting positive effect on student success. For instance, Christina Astin's Partnerships Work Book (2023) underscored that successful partnerships were those strategically embedded into school development plans rather than added as supplementary initiatives. Schools that regularly assessed and adjusted their partnerships based on outcomes, rather than mere participation rates, were better positioned to foster long-term academic and social gains.

Family involvement in school partnerships had also been linked to academic improvements and higher attendance rates, as families who felt connected to the school community were more likely to actively support their child's education. These findings collectively underscored the growing consensus in educational literature that

strategic partnerships were not only beneficial but necessary for fostering school performance and supporting student development in a comprehensive, inclusive manner.

5.1.3. Influence of School fees charges on School Performance

Numerous studies have looked at how school fees affect academic performance, particularly when the cost of education rose due to economic pressures and worldwide inflation. Studies found that higher tuition helped private and international schools maintain smaller class sizes, recruit more qualified instructors, and make greater facility investments, all of which were associated with improved academic performance and more extracurricular activities for children. The UK saw a 5% increase in private school fees in 2023 as a result of operational costs like energy and staffing being necessary to maintain the high standards that fee-paying families wanted. According to Glickman et al. (2017), one of the primary sources of funding for schools, extracurricular, and school development programs, was the school fees charge. This extra revenue enabled these schools to offer better resources and specialized programs that significantly improved student performance when compared to institutions with more constrained budgets.

Recent adjustments to Kenya's government's subsidy programs highlighted the impact of school fees on accessibility and academic achievement. Parents' concerns about affordability and equity were heightened when the Kenyan government terminated a subsidy program that had previously covered public school boarding costs. The return to pre-subsidy fees made it harder for some families to pay for their children's education, which might have restricted access for kids with lower incomes and widened the gap between urban and rural students' academic performance.

Furthermore, the competitive nature of private education frequently forced institutions to constantly improve their programs in order to defend exorbitant costs, which generally improved school performance. Rising tuition, however, also ran the risk of excluding some families, decreasing diversity in private schools, and increasing the educational disparity between publicly supported and high-priced institutions. High tuition supported school performance, according to research on the subject, but fair access to this kind of education was still a major issue.

5.2 Summary of findings

5.2.1 Influence of Fundraising activities on School Performance

A coefficient of determination = 0.482 (0.482*100 = 48.2%) was found through analysis, indicating that fundraising activities have a significant positive impact on school performance in the Napak District. As a result, the coefficient of determination (R Square) shows that fundraising efforts have improved school performance. The researcher determined that the independent variables (fundraising activities) contributed to 48.2% of the variation in the school performance, as explained by the R square of.482, indicating that the model was a good predictor of the percentage of variation in the dependent variable (school performance) as explained by the independent variables. It shows that although other characteristics that are not related to fundraising activities account for 51.8 percent of school performance, fundraising activities account for 0.482, or 48.2 percent in government aided schools in Napak District.

Regression analysis also shows that fundraising efforts had a p value (p=0.000), which is less than 0.05. There was a positive beta coefficient of 0.692. This result suggests that school performance was greatly impacted by fundraising initiatives. This demonstrated that fundraising efforts were a reliable indicator of school performance. Additionally, it can be concluded that fundraising efforts significantly and favorably impacted school performance in the Napak District. Thus, the first research question "what is the influence of fundraising activities on School Performance in Napak District?" was addressed by the study.

5.2.2 Influence of Building partnerships on School Performance

A coefficient of determination of (R Square) = 0.407 (0.407*100 = 40.7%) was found through analysis, indicating that building partnerships has a significant beneficial impact on school performance in the Napak District. As a result, the coefficient of determination (R Square) shows that forming partnerships has improved school performance. The researcher determined that the independent variables (building partnerships) contributed to 40.7% of the variation in the dependent variable (school performance), as explained by the R square of.407, indicating that the model is a good predictor on the percentage of variation in the dependent variable. It reveals

that building partnerships explains 0.407 or 40.7 percent of the School Performance while 59.3 percent is explained by other factors beyond building partnerships in government aided secondary schools in Napak District.

The analysis also shows that the sig value (p=0.000) for building partnerships was less than 0.05. The beta coefficient is positive at 0.638. This result suggests that school performance was greatly impacted by fundraising initiatives. This demonstrated that forming alliances was a reliable indicator of school performance. Additionally, it can be concluded that forming partnerships significantly and favorably impacted school performance in the Napak District. Thus, the second research question—"what is the influence of Building partnerships on School Performance in Napak District?" was addressed by the study.

5.2.3 Influence of School fees charges on School Performance

The results of the analysis showed a coefficient of determination = 0.378 (.378*100 = 37.8%), indicating that school fees had a significant beneficial impact on school performance in the Napak District. Because of the school costs, the coefficient of determination (R Square) shows good school performance. The researcher determined that the independent variables (school fees charges) contributed to 37.8% of the variation in the dependent variable (school performance), as explained by the R square of.378. This indicates that the model is a good predictor based on the percentage of variation in the dependent variable that can be explained by the independent variables. It shows that school fees account for 0.378, or 37.8%, of school performance, with other factors accounting for 62.2 percent.

Regression analysis also shows that school fees had a p value (p=0.000), which is less than 0.05. The beta coefficient is positive at 0.615. It can be inferred from this result that school fees had a major impact on student performance. This demonstrated that school fees are a reliable indicator of school performance. Additionally, it can be concluded that school fees significantly and favorably impacted school performance in the Napak District. Thus, the third research question—"what is the influence of school fees charges on school performance in Napak District?" was addressed by the study.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

This chapter presented conclusions and recommendations of the study based on the study objectives.

6.1 Conclusions

Fundraising activities and School Performance

The performance of government-aided secondary schools was significantly impacted by fundraising efforts. Schools that participated in varied and long-lasting fundraising campaigns were better able to finance extracurricular activities, upgrade facilities, and supply educational resources all of which boosted school performance. However, the degree of community involvement, school leadership, and the larger socioeconomic milieu frequently influenced how effective these programs were.

Building partnerships and School Performance

The performance of secondary schools receiving government assistance was greatly improved by forming partnerships. Additional resources like teaching aids, funding, teacher training, and infrastructure development were made available through partnerships with non-governmental organizations, private businesses, and local government organizations. Better learning environments were made possible by these partnerships, and this improved school performance.

School fees charges and School Performance

The impact of school fees on secondary government-aided schools' performance was complex. Higher fees gave schools the resources they needed, but they also made it harder for pupils from low-income households to get an education. Unaffordable tuition increased the likelihood of high dropout rates, absenteeism, and low student morale, all of which had a detrimental impact on overall school performance.

6.2 Recommendations

Fundraising activities and School Performance

It is recommended that schools in Napak District adopt structured and transparent fundraising strategies that involve all stakeholders, including parents, the local community, NGOs, and government bodies. Schools should focus on sustainable initiatives like income-generating projects to supplement their financial needs and minimize dependence on inconsistent sources of funds.

Building partnerships and School Performance

Schools frequently pursued collaborations with groups that had comparable educational objectives. Resource limitations were addressed and educational quality was raised through collaborations with NGO s and commercial sector players. In order to formalize these collaborations, schools also created Memoranda of Understanding (MoUs), which made sure that expectations and roles were well-defined for both parties' benefit.

School fees charges and School Performance

Introduce a Sliding-Scale Fee Structure Aligned to Household Income

Implementing a tiered fee system where contributions are set as a percentage of household income rather than a flat rate can improve both equity and revenue predictability. Families with limited means would pay reduced fees or nothing, while those able to pay contribute more. This approach has been shown to increase enrolment and reduce dropouts in low-income contexts (UNESCO, 2020), as it removes financial barriers for the poorest households while maintaining overall operational funding for the school.

Establish Targeted Waivers and Scholarship Funds for Vulnerable Students Creating earmarked waivers or scholarships for orphans, girls from extremely poor backgrounds, and students with disabilities ensures that the most marginalized are not excluded. Evidence from UNICEF’s work in rural Uganda demonstrates that such targeted support can boost attendance by up to 15% among the most at-risk groups

(UNICEF, 2015). Schools should partner with local NGOs and BOG/PTA committees to identify beneficiaries and to oversee transparent disbursement of these funds.

Enhance Transparency and Community Oversight of Fee Collection and Utilization Publishing a quarterly "School Fees Bulletin" that details collections and expenditures and holding termly community meetings to review these reports builds trust and accountability. The World Bank (2019) found that in settings where parents can see exactly how their fees are used, compliance rises by 20–30% and instances of mismanagement decline significantly. Involving the PTA, BOG, and student representatives in auditing processes further strengthens confidence and ensures funds are directed toward agreed priorities (e.g., infrastructure, teaching materials).

6.3 Recommendations for further research

- Management of School Finances and Students Academic performance in Secondary Schools in Napak District.
- An assessment of locally mobilized financial resources and academic performance in government aided secondary schools in Napak District.
- The impact of Government Capitation Grant on the performance of Government Aided Secondary Schools in Napak District.

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APPENDICES

APPENDIX I: CONSENT LETTER

Dear respondent,

I am **OKALEBOJOHN PETER** a student of Uganda Christian University pursuing Master's Degree of educational administration and planning (MEDAP) and currently undertaking research on a topic '***Financial Resources Mobilization and Performance of government Aided secondary schools in Napak district'***. You are kindly requested to participate in this research and your selection to this influence has been based on random basis. Please feel free as you respond to the study questions because the information you are to give will only be used for school purposes, confidential and finally held anonymous before any publication.

BIODATA

Use a tick where applicable

1. Sex: Male ☐ Female ☐

2. Level of Education

Diploma ☐ Bachelor's ☐ Degree ☐ Masters ☐ ☐

Other (please specify) ☐

3. Period spent at this school

Less than 1 Year ☐

2-4 Years ☐

5-6 Years ☐

Above 6 Years ☐

APPENDIX II: QUESTIONAIRE FOR TEACHERS

LIKER SCALESCALE

Please tick an appropriate response

SD- strongly Disagree, D- Disagree, NS- Not Sure, A- Agree, SA- Strongly Agree,

SECTION B:Fundraising activities		SD	D	NS	A	SA
1.	In this school, marathon tickets are sold to raise funds					
2.	In this school, we hosts silent auction as a way of raising financial resources					
3.	In this school, We organize silent shows to raise funds					
4.	In this school, we organize school concerts where attendees buy tickets to raise funds for the school					
5.	In this school, we hosts amateur film festival where attendees donates money to cast votes for their best film.					
6.	In this school, we organize school galas to raise funds for the school.					
SECTION C: Building partnerships						
8.	In this school, we undertake lobbying as part of financial resources mobilization					
9.	In this school, we communicate plans to well-wishers to attract financial resources					
10.	In this school, we allow stakeholder involvement as avenues for attracting financial resources					
11.	In this school, we established affiliations with other organizations attract funding					
12.	In this school, we collaborate with development partners to get financial support					
13.	In this school, we develop and share our vision with well-wishers to attract funding.					
SECTION D:School fees charges						
16.	In this school, there are charges for development fees					

	used for school development activities.					
17.	In this school, students pay PTA/BOGs charges to fund wage bills					
18.	In this school, there are charges for examination fees to cover costs of examinations.					
19.	In this school, students pay meals charges to enable schools implement school feeding programme					
20.	In this school, charges computer fees to enable the school acquire computing and assorted ICT tools.					
21.	In this school, registration fees are paid by student to facilitate registration process.					
SCHOOL PERFORMANCE						
22.	In this school there is an increase student in achievements					
23.	In this school, teacher retention rates is high					
24.	In this school, there is an increase in student enrollment in my school					
25.	In this school, there is high level of graduation rates					
26	In this school, there is low discipline referral in my school					
27	In this school, Attendance rates in my school are high					
28	In this school, student-teacher ratio is low					

THANK YOU FOR YOUR TIME

APPENDICES III: INTERVIEW GUIDE FOR SCHOOL ADMINISTRATORS AND DISTRICT TECHNICAL STAFF

SECTION A: Fundraising activities and performance of government aided secondary Schools

1. What are some of the fundraising activities that influence performance of government aided secondary schools?
2. What is the significance of fundraising activities on performance of government aided secondary schools?
3. In which ways has schools benefited from undertaking fundraising activities as part of

SECTION B: Building partnerships and performance of government aided secondary Schools

1. Explain the rationale for building partnerships in government aided secondary Mobilization schools
2. As part of financial resources, how can building partnerships influence performance of government aided secondary schools?
3. What challenges does government aided secondary schools face while mobilizing financial resources through building partnerships?

SECTION C: School fees charges and performance of government aided secondary Schools

1. What are different school fees charges that influence performance of government aided secondary schools?
2. How does performance of government aided secondary schools been affected by school fees charges?
3. Explain the challenges encountered by government aided secondary schools in mobilizing financial resources through school fees charges.

Thank you very much for your contribution

APPENDIX IV: DATA COLLECTION LETTERS

UGANDA CHRISTIAN
UNIVERSITY
A Centre of Excellence in the Heart of Africa
MBALE UNIVERSITY COLLEGE

Office of the Academic Registrar

To .....

.....

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss. OKALEBO JOHN PETER
Of Registration Number; RS211MUC/MED/008 pursuing a Masters' Degree/Postgraduate Diploma / Bachelor's Degree ..A MASTERS.....

He/ she is required to carry out an academic research on the topic
FINANCIAL RESOURCE MOBILIZATION AND SCHOOL PERFORMANCE OF GOVERNMENT AIDED SECONDARY SCHOOLS IN NAPAK DISTRICTS OF UGANDA.
and thereafter produce a well bound hard cover research report (**MAROON**) in color for undergraduate and three (**BLACK**) copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,

19 FEB 2024

Mr. Akampurira Timothy

Academic Registrar

UGANDA CHRISTIAN
UNIVERSITY
A Centre of Excellence in the Heart of Africa
MBALE UNIVERSITY COLLEGE

Office of the Academic Registrar

To HEAD TEACHER
KANGOLE GIRLS' S.S.

KANGOLE GIRLS' SEC. SCH.
P. O. BOX 55, MOROTO (U)
DEPUTY HEADTEACHER
Email: kangole...@gmail.com

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss. OKALEBO JOHN PETER
Of Registration Number; RS211MUC/MEA/008 pursuing a Masters' Degree/Postgraduate Diploma / Bachelor's Degree A MASTERS

He/ she is required to carry out an academic research on the topic
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Thank you.

Yours faithfully,

19 FEB 2024

Mr. Akampurira Timothy

Academic Registrar

UGANDA CHRISTIAN
UNIVERSITY
A Centre of Excellence in the Heart of Africa
MBALE UNIVERSITY COLLEGE

Office of the Academic Registrar

To ...HEAD TEACHER
NAPAK SEED SEC SCHOOL

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss. OKALEBO JOHN PETER
Of Registration Number; BS21/MUC/MED/008 ...pursuing a Masters' Degree/Postgraduate Diploma / Bachelor's Degree ...A MASTERS...

He/ she is required to carry out an academic research on the topic
FINANCIAL RESOURCE MOBILIZATION AND SCHOOL PERFORMANCE OF GOVERNMENT AIDED SECONDARY SCHOOLS IN NAPAK DISTRICT OF UGANDA.
and thereafter produce a well bound hard cover research report (MAROON) in color for undergraduate and three (BLACK) copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,

19 FEB 2024

Mr. Akampurira Timothy

Academic Registrar

NAPAK SEED SECONDARY SCHOOL
27 JUN 2024
P.O.BOX 149, NAPAK

The questionnaires were ably handled

UGANDA CHRISTIAN
UNIVERSITY
A Centre of Excellence in the Heart of Africa
MBALE UNIVERSITY COLLEGE

Office of the Academic Registrar

To HEADTEACHER
ST. ANDREWS SS LOTOME

HEADTEACHER
ST ANDREW'S SEC SCH -LOTOME.
12 JUN 2024
SIGN:.....
P.O. BOX 44, MOROTO.

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs. /Miss. OKALEBO JOHN PETER
Of Registration Number; RS21/MUC/MED/008 pursuing a Masters' Degree/Postgraduate Diploma / Bachelor's Degree A MASTERS

He/ she is required to carry out an academic research on the topic
FINANCIAL RESOURCE MOBILIZATION AND SCHOOL PERFORMANCE OF GOVERNMENT AIDED SECONDARY SCHOOLS IN NAPAK DISTRICT OF UGANDA.
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Yours faithfully,

19 FEB 2024

Mr. Akampurira Timothy

Academic Registrar