



Original Research Article

Assessment of head teachers' stakeholder collaboration in church of Uganda founded secondary schools of Namirembe Diocese

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This paper presents an assessment of head teachers' stakeholder collaboration in church of Uganda founded secondary schools (CFSS) of Namirembe Diocese over the past five years (2019 to 2023). The purpose is to assess the effectiveness of stakeholder collaboration in schools, emphasizing their strength in school performance. This research employed a survey design utilizing a qualitative and quantitative descriptive approach. This was from eight out of twenty three CFSSs in the Diocese. This included schools categorized as Government Aided (GA), USE, and Private. Respondents were staff, management, teachers, alumni and students. Data was collected through self-administered questionnaires. The final sample consisted of 211. The study evaluates the extent to which Head Teachers in CFSSs have engaged with various stakeholders, on influencing performance of schools using a Likert Scale (1 is Strongly Disagree and 5 is Strongly agree). The stakeholders assessed include: Church related, Local and Central Governments, School Relations and Communities around from EE2 to EE17. Findings of this assessment reveal the that stakeholder collaboration is significant for all except local parishes and alumni. It is recommended that Head Teachers should design a more integrated and supportive approaches in engaging them within CFSSs. Further, for Head Teachers to put in place mechanisms for all stakeholders to be involved in decision making.

Keywords: Stakeholder collaboration, leadership practices, Church of Uganda Founded Secondary Schools, Foundation Body.

INTRODUCTION

Stakeholder leadership collaboration practices are crucial for effective management in organizations. This is more so in not-for profit oriented agencies like Church of Uganda Founded Secondary Schools (CFSS) in Namirembe Diocese. The need for stakeholder collaboration transcends the traditional management by focusing on aligning organizational goals with the diverse interests of all stakeholders. These stakeholders include students, parents, staff, government bodies, church authorities, and

community members. Active involvement of these groups in decision-making processes is essential for building trust, enhancing accountability, and ensuring transparency. In the context of CFSSs, engaging stakeholders plays a pivotal role in shaping both operational strategies and enhanced performance (Stocker et al., 2020). By prioritizing stakeholder engagement, leaders can secure vital support through government aided subsidies, church funding, and donations. The very reason why these institutions were

established was to maintain and continuously facilitate the vital relationship with Church. This engagement also facilitates better resource allocation and strategic investments that contribute to educational excellence and stakeholder satisfaction (Tahira and Haider, 2020).

Church schools emerged during the expansion of Western influence, particularly in the Ottoman Empire and later European-mandated regions. This was as a result of both private and religious organizations aiming to modernize the local populations (Keen, 2017; Mangalwadi et al., 2020). During this period, church schools were often funded by governments. This allowed them to grow with substantial support for missionary programs and infrastructure especially for the United Kingdom colonies (Keen, 2017; Kazimba-Mugalu, 2024). This model extended to sub-Saharan Africa, and particularly Uganda. Church Missionary Society (CMS) and the Roman Catholic Church (RCC) established educational systems with a focus on Christian values and leadership (Bbaale, 2023; Mangalwadi et al., 2020). Therefore Church became and remains a major stakeholder in education.

In Uganda, the CMS and Roman Catholic Missionaries arrived in the late 19th century, setting up schools to both evangelize and provide education based on Christian principles (Baccari, 2018; Muwagga et al., 2013). These institutions aimed for holistic development, integrating education with health and social services while emphasizing biblical-based learning (Baraka, 2022; Mangalwadi et al., 2020). Despite this focus, there were challenges in maintaining the denominational identity these schools. Churches and other non state stakeholders faced difficulties in sustaining their social service roles amidst rising costs and evolving governance structures (Baraka, 2022).

Today, the Church of Uganda (COU) remains a significant player in the education sector, operating a substantial number of schools (ISER, 2023). Moreover, stakeholder leadership emphasizes ethical and responsible leadership and management. Aligning activities with stakeholder expectations not only enhances organizational efficiency but also helps mitigate various risks. This promotes long-term sustainability. This approach ensures that resources are used effectively, supporting the mission of providing quality education and community service. In the context of the Church of Uganda, CFSs were established by dioceses to promote transformation education. This remains a key aspect of these schools (Samson and Allida, 2018; Saxton, 2022; Nayihouba and Wodon, 2023).

The Education Act (2008) broadly defines a “foundation body” without explicitly mentioning churches or religious affiliations. While the Act acknowledges the role of non-state stakeholders in initiating and directing educational institutions, it does not specifically recognize the unique contributions of religious organizations like the Church. Government-aided schools, which mostly include CFSs, receive statutory grants and are managed jointly by the founders and the government. Consequently, decisions such as the appointment of Head Teachers and financial

management often involve governmental discretion and adherence to public financial regulations, potentially sidelining the church's role in these processes. Crashes as a result are still reported especially with religious bodies (Kazimba-Mugalu, 2024; Bbaale, 2023; ISER, 2023).

In summary, assessment of stakeholder leadership practices represents a transformation approach to educational leadership and management. It highlights the importance of inclusive decision-making, transparency, and alignment with stakeholder interests. For CFSs, actively involving stakeholders is key to achieving sustainable growth, fostering positive relationships, and making meaningful contributions to societal welfare (Mudzingwa, 2021).

The purpose of this paper is to assess the effectiveness of stakeholder collaboration in schools, emphasizing the stakeholders' role in school governance. It aims to identify both strong and weak areas of collaboration, arguing for the Church's position as the primary collaborator. The analysis seeks to provide insights into these dynamics to offer recommendations for improving collaboration and enhancing school outcomes.

Stakeholder Theory (Created Value Model)

This emphasizes the importance of engaging with both internal and external parties affected by an organization's activities. For CFSs, this includes staff, students, government bodies, and the church itself. The theory highlights the need for inclusive decision-making and mutual benefit, which is crucial for aligning school activities with broader societal goals such as gospel propagation and community service (Freeman, 1984; Sekou et al., 2019). Effective leadership in this context involves balancing diverse stakeholder interests to ensure that the school's mission aligns with both internal operational goals and external expectations (Barth, 2015; Caldwell and Karri, 2005).

This theory also underscores the role of educational institutions like CFSs in societal development. By incorporating inputs from various stakeholders—such as resources from government and donors, community involvement, and regulatory guidance—CFSs can generate meaningful educational outcomes (Mudzingwa, 2021; Tahira and Haider, 2020). This collaborative approach supports the school's sustainability and enhances its responsiveness to stakeholder needs and expectations (Chrisman, 2019; Ayuso, 2014). Despite the challenges of balancing mission-driven goals with stakeholder interests, this approach is vital for fostering effective governance and resource management.

According to Narbel and Muff, (2017), the theory provides an emphasis on interests of shareholders. They assert that it was first advanced by Friedman who posits that a firm is to maximize its profits to reward its owners. He simply looks at profits in view of a period when Corporate Social Responsibility (CSR) was perceived as expenditure. This however proposes that firms return

share of their profits to church in this respect or society. This view was not necessarily focusing on strategic investments and profit from non-for profit agencies. Freeman (1984), improves this by going beyond profits to a shared sense of value to many stakeholders (Velandia et al., 2022).

Further, Narbel and Muff, (2017), quotes Porter and Kramer proposing to transform societal issues relevant to an organization like a school or health center that serve the society into business opportunities that can generate financial returns. This specifically is applicable to profit making CFSs yet their nature is still remains non-profit. They therefore advance a Creative Shared Value Model that has a challenge in this paper partly because of the mission nature of CFSs (Velandia et al. 2022, Ayuso, 2014). In summary, while this theory offers a valuable framework for understanding the interaction between CFSs and their diverse stakeholders, by prioritizing stakeholder engagement or otherwise, value creation cannot be simply over mere financial returns. CFSs can align their operations with educational and societal goals advocated by the church and government. This approach not only strengthens organizational resilience but also reinforces the school's role in community development and mission service of the Church, (Iravo, 2019; Narbel and Muff, 2017).

Review of Related studies

Churches worldwide significantly contribute to social, economic, and political development, with a notable focus on funding projects aimed at social and environmental improvements. This approach, as highlighted by Okeyo (2015), involved reinvesting surpluses into community and business enhancements rather than distributing profits to shareholders (Moyer, 2015). However, sustaining these church-funded projects presents challenges, particularly in sub-Saharan Africa, where high failure rates for good projects are common. Moreover, the mind set of many communities are to the fact that as long as the product is faith or religious driven, then it is a public good that should be free and accessible (Hezekiah et al., 2017; Stocker et al., 2020).

Historically, mission groups, particularly those associated with the Church Missionary Society (CMS), have played a central role in determining the leadership, curriculum, and management of CFSs in Uganda. The Educational Secretary-General, appointed by CMS, was instrumental in overseeing educational practices until the government fully nationalized the education system in 1964 (Samson and Allida, 2018; Saxton, 2022; Nayihouba and Wodon, 2023). Post-independence, the governance of these schools shifted to national control. The Church retaining limited authority, primarily in appointing denominational Head Teachers and key staff. This shift was a result of the Castle Commission's recommendations, which aimed to consolidate educational governance under the central government, reducing the Church's role in managing its own institutions (Kiryowa et al., 2021; ISER, 2023; Ocheng, 2004).

Under the Education Act (2008), Ugandan educational institutions are classified into various categories, including public, grant-aided, and private institutions. CFSs, which are predominantly non-profit, are classified as private but are not specifically labeled as "Church or Faith Founded," despite their significant presence in the educational sector (Kiryowa, 2022; Education Act, 2008). The Act allows for a joint management model where grant-aided schools receive statutory funding from the government and are governed in partnership with their foundation bodies. However, inadequate and delayed government funding has led to tensions between the foundation bodies and the Ministry of Education and Sports (MoE&S), particularly regarding the appointment of Head Teachers, which is often done without sufficient consultation with the Church (Kazimba-Mugalu, 2024; Muggagga Muwagga et al., 2013).

The current funding structure for CFSs reveals a shift from reliance on missionary budgets to a more diversified financial model. Approximately 46% of secondary school budgets are derived from tuition fees, 23% from government capitation grants, and a mere 1% from the foundation body. The rest of the funding comes from various sources, including donations, local fundraising, NGO grants, PTA contributions, and alumni support (Iravo, 2019; Kiryowa, 2022; Mugula et al., 2020). This reduction in financial support from religious bodies has contributed to a decline in denominational identity and governance, as control and funding increasingly come from non-religious sources.

The historical and current dynamics of stakeholder engagement in Church-founded schools reveal a complex interplay between mission-based leadership and government oversight. The transition from church-led to government-controlled education highlights significant shifts in governance and resource allocation. This reflects broader trends in public-private educational partnerships. The reduction in church funding and control underscores a critical issue: the erosion of denominational influence and the challenges of maintaining religious identity amidst diverse funding sources (Paul, 2020).

Presently, church-founded, government-aided, private, or USE partner secondary schools form 84.7% of all secondary schools in Uganda. ISER, (2023) reports that of these schools in Uganda (COU) owns more than 50%. The 50% is divided as 4578 that are Government Aided, and 519 that are totally in the hands of CoU. Regarding the total schools (4578), the CFSs out of that number are 504. However, funding of government-aided secondary schools is no longer adequate, highlighting the need for sustainable financial strategies (Senoga, 2018; Bakibinga, 2021; Thorpe, 2023). Initiative for Social and Economic Rights (ISER); 2023). Effective stakeholder management is crucial in balancing the interests of the Church, government, and the broader community. The shift to diversified funding sources also reflects a need for more robust financial strategies and stakeholder collaboration to ensure the sustainability and effectiveness of CFSs (Senoga, 2018).

In Nigeria, traditional church development strategies

have faced criticism for primarily emphasizing technical transfers to increase production among church members, rather than addressing broader sustainability concerns (Ayeni and Ibukun, 2013; Akanbi and Beyers, 2017; Freeman, 2015). Conversely, in East Africa—especially Kenya and Uganda—churches have historically played crucial roles in sectors such as education, health, and agriculture (Okeyo, 2015; Thorpe, 2023; Magassouba, 2019). Despite these contributions, the challenge of sustainability remains, necessitating further investigation into factors such as stakeholder engagement, resource mobilization, and leadership styles that influence project sustainability (Kazimba-Mugalu, 2024).

Although CFSs may be presented as not-for-profit entities, measuring financial performance has gained more popularity in the present day. Financial scarcity has led to increased tuition and fewer scholarships, especially from abroad (Kiryowa, 2022; Emery, 2022). It is crucial to note that, Velandia et al. (2022) and Emery (2022) amplified the need for inquiries regarding leadership in the financial domain. Uganda's social service delivery systems have hallmarks of church foundation. Specifically, up to 85% of schools in Uganda are religious and faith-founded, with more schools being church-founded than both public and private combined to date (Mangalwadi et al., 2020; Muwagga et al., 2013; Kiryowa, 2022). The debate about church school leadership practices and financial performance in denominational schools is relevant to inform policy within the church and the education sector in general. Moreover, the need for performance and the necessity of sustainability in CFSs have been emphasized (Velandia et al., 2022; Thorpe, 2023).

Research underscores the importance of stakeholder engagement in fostering sustainable innovation within organizations (Tahira and Haider, 2020; Magassouba, 2019). This highlights the need for a similar focus in church-founded projects, although there is a noticeable research gap regarding how church leaders manage stakeholder engagement and integrate these practices into project sustainability (Mawudor, 2016). A systems approach to leadership, as advocated by Kyamanywa (2022), emphasizes maintaining coherence between internal organizational environments and external influences. In Uganda, church-founded secondary schools operate as open systems that dynamically interact with their environments to adapt to changing conditions (Mwesigwa et al., 2020).

Collaboration with stakeholders, including government bodies, NGOs, and local communities, is crucial for the sustainability of church-funded projects. This collaboration supports resource mobilization and enhances the project's responsiveness to community needs and external challenges (Republic of Kenya, 2010; Mwesigwa et al., 2020; Ayeni and Ibukun, 2013). Additionally, historical contributions such as land donations for school construction reflect the mutual support between churches and communities, promoting long-term sustainability and community ownership (Kyamanywa, 2022).

Overall, the study underscores the importance of re-evaluating stakeholder roles and governance structures to enhance the alignment of educational objectives with financial realities. Strengthening stakeholder engagement practices and clarifying roles and responsibilities could help address these challenges and support the continued contribution of Church to Uganda's educational landscape.

METHODOLOGY

This section highlights the research design, study area, study population, sample size, sample selection procedure, research instruments, ethical considerations, methods of data analysis and study limitations. The research engaged both quantitative descriptive approach that enabled a systematic review and analysis of the effectiveness of CFSs. The methodology encompasses the data collection instrument, data analysis techniques, and the tools utilized to conduct the analysis and present the findings of primary data was collected.

Research Design

The study adopted a survey design, involving the collection, coding, analysis, and evaluation of multiple variables across different locations simultaneously. This was through employing Mixed Methods of qualitative and quantitative descriptive approach. The structured questionnaire was given/employed at the same time. The questionnaire is attached as Appendix A. The design is relatively inexpensive and allowed collection of a great deal of information quite quickly. Data was obtained using self-report surveys. The data corrected from the questionnaire in Appendix A was coded, analysed and processed use of SPSS (Statistical Package for the Social Sciences) for inferential statistics and Python for descriptive statistics and graphical presentations.

Study Area

According to Kothari (2004), a study area relates to the specific place where the researcher gathers data related to an area of study. Namirembe Diocese having been the administrative and oldest station in Uganda for CMS, its location in the capital city is vital. This study area is considered because Namirembe is the first centre of CMS in Uganda (Kazimba-Mugalu, 2024; Magumba, 2022). It also became the political, social and cultural centre of Buganda through Mengo. It has the highest number of schools and boasts of the first CFSs to be established in the Province of the C.O.U. It is unique with 23 CFSs. It was chosen because it provides adequate experience and insights on all research variables. This offers awareness on the way leadership and performance happens in the whole of Uganda. The sampled schools were eight out of that and they include: 2 Private Schools, 2 GA Mixed Day and Boarding: 2 GA Single Boarding and Day Mixed and 2 USE schools. They are

Table 1. Selected CFSs in Namirembe Diocese

AREA	School	Status
Urban	A	GA- Day
Urban	B	GA- Boarding
Urban	C	GA and USE Day and Boarding
Rural	D	USE Day and Boarding
Peri- Urban	E	GA, Private and USE Day
Peri- Urban	F	GA, Private, & USE Day & Boarding
Peri- Urban	G	Private, and Day
Peri- Urban	H	Private, Day and Boarding

Source: Province of CoU Database (2023); Kiryowa 2022

Table 2. Determining accessible Population and Sample Size

Respondents	Sample Size (s)	Collection Method	Sampling technique
Top Management (HTs, Deputy Head Teachers; Director of Studies, Professional Support Staff)	16	SAQs	Census
Chaplains/Church Leaders in General	14	SAQ	Purposive sampling
Student & Alumni	104	SAQ	SRS
Teachers	87	SAQ	SRS
Total	n=211		

Source: Primary Data from Questionnaires

mentioned as pseudo as below:

The Table 1 above presents the selected CFSs in the Namirembe Diocese. The table categorizes schools based on their location (urban, rural, peri-urban) and the educational category they offer, including Government Aided (GA), Universal Secondary Education (USE), and Private status. This categorization provides an overview of the diverse educational provisions across different areas within the diocese. The table indicates whether the school is a mixed or single, day and boarding facilities. The data sources include the Province of CoU Database (2023) and Kiryowa (2022).

Sample, Sampling Techniques and Procedures

Schools were clustered in four broad categories Government Aided (GA), USE, Private and USE, and Private. The researcher employed purposive sampling to select eight schools of all categories out of 23. Two schools in each category were chosen. Simple Random Sampling was used to get respondents in categories that are; Top Management, Teachers, student and selected support staff. These respondents had equal chance of being selected. Krejcie and Morgan table of 1970 was used to determine sample size from those categories. This was done by defining the population, choosing sample size, listing the population, assigning numbers to the units, finding random numbers and selecting sample size.

Sample Size and Selection

A sample is a collection of some (a subset) elements of population. The sample size was determined using two

techniques: purposive and simple random sampling.

The data in Table 2 above outlines the anticipated sample size for this study, which comprised 211 respondents selected from the target population. The sample was divided among various groups, including top management, chaplains/church leaders, students and alumni, and teachers. Top management was included through a census method, while chaplains/church leaders were sampled purposely. Students, alumni, and teachers were selected using simple random sampling (SRS). This distribution of sampling techniques ensures a comprehensive representation of the different respondent groups.

Data collection Tools

The study employed self-administered questionnaires (SAQ) to collect primary data. This was supported by documentary review of reports and audited accounts. The SAQs were administered to the different categories of participants in the selected CFSs. A total number of 260 questionnaires were distributed. However, 211 questionnaires were received back. The dataset included responses to questions about stakeholder collaboration by the head teacher with various stakeholders over the last five years. Each respondent rated their level of agreement on a 5-point Likert scale: Strongly Disagree (SD, 1), Disagree (D, 2), Neutral/Not Sure (NS, 3), Agree (A, 4), and Strongly Agree (SA, 5).

Summary of Responses:

In addition to assessing stakeholder collaboration,

Table 3. Proportion of Respondents' Perceptions of Head Teachers' Collaboration with Stakeholders

Response	Count	Proportion
Yes	198	0.90
No	22	0.10

Source: Primary Data from Questionnaires

Table 4. Mean and Standard Deviation for Stakeholder Collaboration (EE2-EE17)

Question	Mean	Standard Deviation
EE2: Diocesan Offices	4.45	0.76
EE3: Parish	4.36	0.82
EE4: Church Members	4.60	0.66
EE5: Other Head Teachers (COIHEA)	4.53	0.73
EE6: Donors	4.55	0.72
EE7: District/Municipality/City/Town	4.42	0.79
EE8: Ministry of Education & Sports	4.36	0.82
EE9: Board of Governors/Directors	4.42	0.79
EE10: Parents	4.55	0.72
EE11: Alumni	4.51	0.76
EE12: Para Church Organizations	4.55	0.72
EE13: School Top Management	4.60	0.66
EE14: Teachers	4.60	0.66
EE15: Professional Staff (Nurses, Bursars)	4.51	0.76
EE16: Support Staff	4.36	0.82
EE17: Students	4.60	0.66

Source: Primary Data of Responses from Questionnaires

respondents were asked whether they believe Head Teachers' collaborate with stakeholders or not and the responses were recorded as a binary choice:

The data presented in Table 3 reveals that a significant majority of respondents, 90%, believe that head teachers are effectively collaborating with stakeholders. Only 10% of respondents reported a lack of such collaboration. This overwhelming positive response suggests a strong consensus among the surveyed individuals regarding the active involvement of head teachers in stakeholder engagement.

Analysis of Central Tendency and Variability

From the dataset, the descriptive statistics provide a summary of the key variables in the dataset, including measures of central tendency (mean) and variability (standard deviation). This initial analysis helps in understanding the distribution and spread of this data in respect to stakeholder engagements. Calculating the mean and standard deviation for each question (EE1-EE17) revealed the following:

Interpretation:

The mean scores in the Table 4 above is well over 4.0, across the board. These figures reveal generally high levels of agreement regarding the extent of collaboration between

Head Teachers and various stakeholder groups over the past five years. The mean scores indicate the average level of collaboration reported by the Head Teachers with different stakeholders, on a scale likely ranging from 1 to 5, where higher values signify greater levels of collaboration. Church Members (EE4) and School Top Management (EE13) have the highest mean scores (4.60), suggesting that Head Teachers perceive these groups as having the strongest collaboration. This indicates that church members and school top management are highly engaged and integrated into the functioning and support of the schools. Secondly, Students (EE17) also have a high mean score of 4.60, reflecting a strong level of collaboration with students. This suggests that Head Teachers place significant emphasis on student involvement and interaction. Further, Donors (EE6) and Para Church Organizations (EE12) both have mean scores of 4.55, indicating a strong level of collaboration. Donors and para-church organizations are crucial in supporting schools through other resources. Other Head Teachers (COIHEA) (EE5) and Parents (EE10) have mean scores of 4.53 and 4.55, respectively, showing strong collaboration with peers and parents, highlighting their importance in the school environment. Moreover, the results show that Alumni (EE11) and Professional Staff (Nurses, Bursars) (EE15) have mean scores of 4.51, reflecting substantial but slightly less pronounced collaboration compared to other stakeholders. Secondly, on

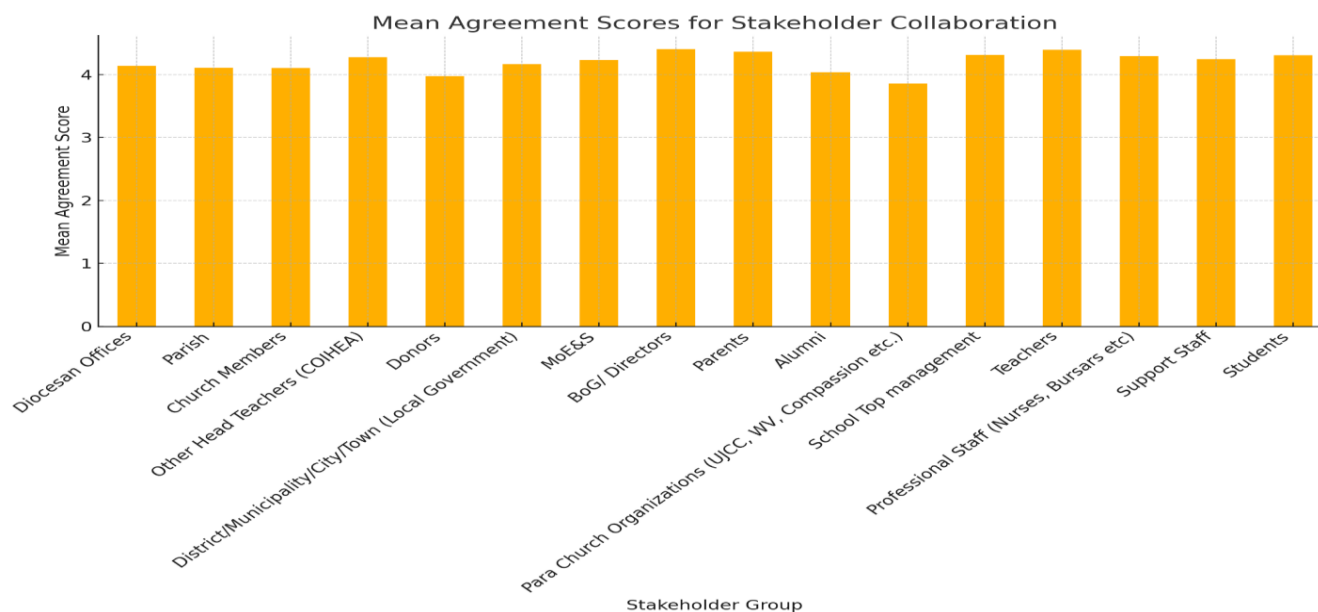


Figure 1: Mean Agreement Scores for Different Stakeholders

the lower end, Diocesan Offices (EE2), Parish (EE3), Local Governments (EE7), Ministry of Education & Sports (EE8), Board of Governors (EE9), and Support Staff (EE16) all have mean scores of 4.36. This suggests that while these stakeholders are still perceived as collaborative, their involvement is seen as slightly less robust compared to others.

Standard Deviations

The standard deviation values measure the variability or dispersion of the responses regarding the level of collaboration. A smaller standard deviation indicates that responses are more consistent, whereas a larger one suggests greater variability. Church Members (EE4), School Top Management (EE13), Teachers (EE14), and Students (EE17) all have the lowest standard deviations (0.66), indicating a high level of agreement among Head Teachers regarding the strong collaboration with these stakeholders. On the other hand, Diocesan Offices (EE2), Parish (EE3), Local Government (EE7), Ministry of Education & Sports (EE8), and Support Staff (EE16) all have the highest standard deviations (0.82). This suggests more variability in responses about collaboration with these stakeholders, indicating that Head Teachers may have differing perceptions of their involvement and effectiveness. Overall, the data indicates that Head Teachers in CFSs generally perceive a high level of collaboration with various stakeholders, with particularly strong engagement noted with church members, school top management, and students. Collaboration with donors, para-church organizations, and parents is also strong. However, there is greater variability in perceptions of collaboration with diocesan offices, the parish, and local government bodies,

suggesting that these relationships may be more variable or less uniformly positive across different schools. This interpretation underscores the importance of fostering strong and consistent collaboration.

Bar Graphs: Distribution of Responses for Stakeholder Collaboration Questions

The bar graphs presented here below illustrate the distribution of responses across the stakeholder collaboration questions (EE2 to EE17). These visualizations enable to identify trends and patterns in the perceptions of various stakeholders regarding the head teacher's collaboration efforts.

Figure 1 illustrates a bar chart with mean agreement scores for stakeholder collaboration with the head teacher over the past five years. It categorizes different stakeholder groups. The bar chart provides a visual representation of how various groups perceive the extent of collaboration with the head teacher, showing the average levels of agreement across different years. This figure allows for a comparative analysis of stakeholder perceptions and highlights any trends or changes.

The histograms above in Figure 2, illustrate the distribution of agreement scores for each stakeholder group, ranging from Diocesan Offices to Students. Each histogram captures the frequency of responses across the five levels of agreement (1 to 5), with the x-axis representing the agreement scores and the y-axis depicting the frequency of responses. Analyzing these histograms reveals the variability in how different stakeholder groups perceive the head teacher's collaboration. This analysis is instrumental in identifying which groups exhibit consistent opinions and which show more diverse perspectives.



Figures 2: Histograms showing distribution of scores for each stakeholder

The bar chart in Figure 3 above, illustrates the mean agreement scores for stakeholder collaboration, with accompanying error bars representing the standard deviation for each stakeholder group. This visualization is essential for assessing both the central tendency and the variability in stakeholder perceptions. Key elements of Table 1 and the above graphs present the mean and standard deviation for stakeholder collaboration as reported by Head Teachers in CFSs across various stakeholders, denoted by EE2 to EE17. They include:

Mean Agreement Scores: The height of each bar reflects the average score assigned by respondents regarding the head teacher’s collaboration with each stakeholder group. Higher bars correspond to stronger average agreement. Further, **Error Bars (Standard Deviation):** The error bars indicate the degree of variability in the responses. A larger error bar suggests a wider range of opinions within the group, while a smaller error bar indicates more consistency in the responses.

Correlation Analysis

This was done using the Heatmap graph. The correlation assesses the strength and direction of the association between Head Teachers’ collaboration practices for each of the Stakeholder under review.

The Heatmap in Figure 4 above provides a visual representation of the correlation matrix for agreement scores across different stakeholder groups regarding collaboration with the head teacher. This visualization is crucial for understanding the relationships between the perceptions of various stakeholder groups.

Key Features of the Visualization

Correlation Coefficients: Each cell within the Heatmap reflects the correlation coefficient between two stakeholder groups, ranging from -1 to 1. In this regard, 1 indicates a perfect positive correlation, where a high score from one

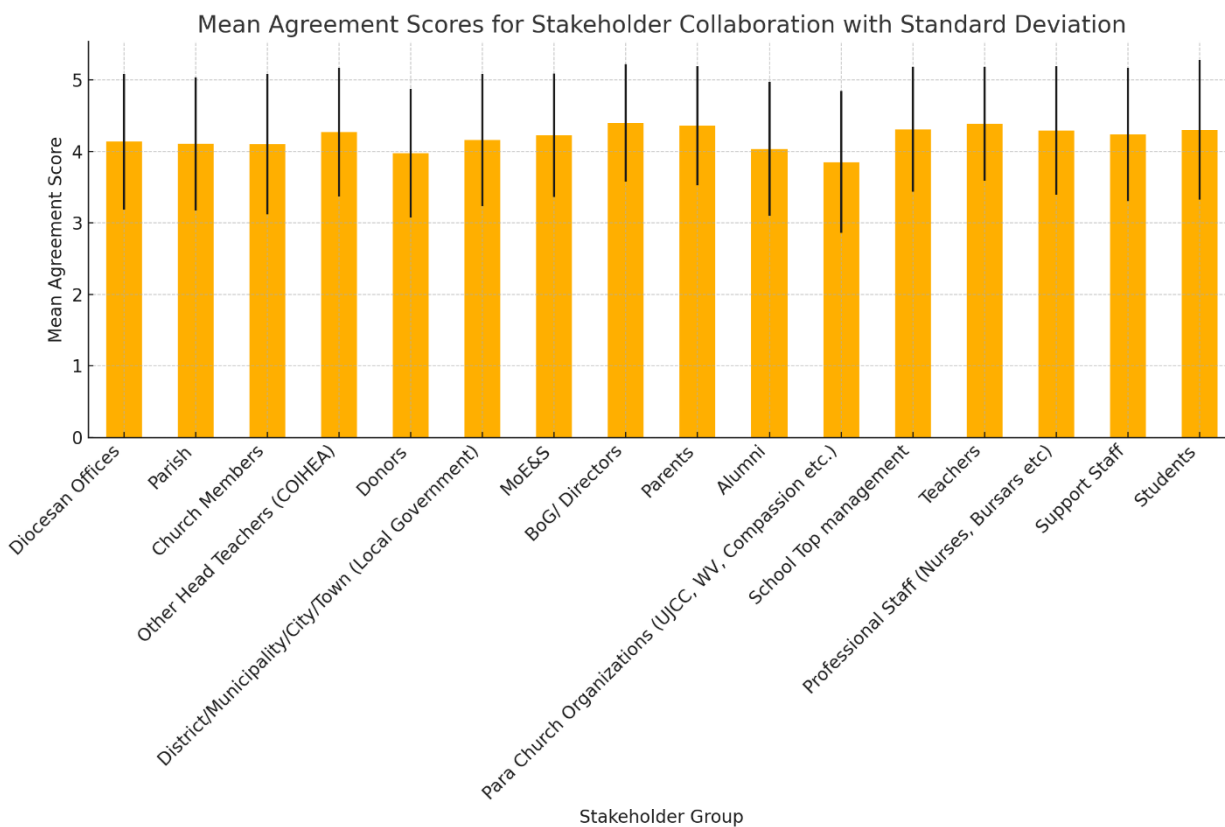


Figure 3. Mean & Standard Deviation Scores For Each Stakeholder Group.

group aligns with a high score from the other group. -1 indicates a perfect negative correlation, where a high score from one group corresponds with a low score from the other group and 0 indicates no correlation, meaning the scores from the two groups are not related. These are further translated into Color Scale where Dark Red, represents a strong positive correlation, suggesting similar perceptions between the groups; Dark Blue, represents a strong negative correlation, indicating opposing perceptions between the groups. Finally, White, represents no correlation, suggesting no significant relationship between the scores of the two groups.

Interpretation:

There is evidence of a very Strong Positive Correlations. For example, a strong positive correlation is observed between "Teachers" and "School Top Management," indicating that respondents who rated collaboration with teachers highly also rated collaboration with school top management highly. This suggests aligned perceptions between these two groups. The Heatmap showing the correlation between stakeholder collaboration scores and perceived influence on performance indicates which stakeholder collaborations are viewed as most impactful on outcomes. High correlations suggest that stakeholders who view collaboration positively are also likely to perceive it as influential on performance. This helps identify key

stakeholders whose perceptions align with impact assessments.

The above is further illustrated as follows below: The Heatmap in Figure 5 above, illustrates the correlation between stakeholder collaboration scores and the perceived influence on performance. This visualization is key to understanding how collaboration with different stakeholder groups correlates with the perception of its impact on outcomes.

Statistical Tests Analysis

The primary objective of this analysis is to determine whether there is a significant difference in the perceived collaboration scores between stakeholders who believe in the positive influence of collaboration on performance and those who do not. This was assessed across various stakeholder groups using independent t-tests. An independent t-test was performed for each stakeholder group to compare the mean collaboration scores between the two groups:

Group 1: Stakeholders who have a positive influence of collaboration on performance.

Group 2: Stakeholders who do not have a positive influence of collaboration on performance.

Statistical Test: The independent t-test was used to compare the means of the two groups for each

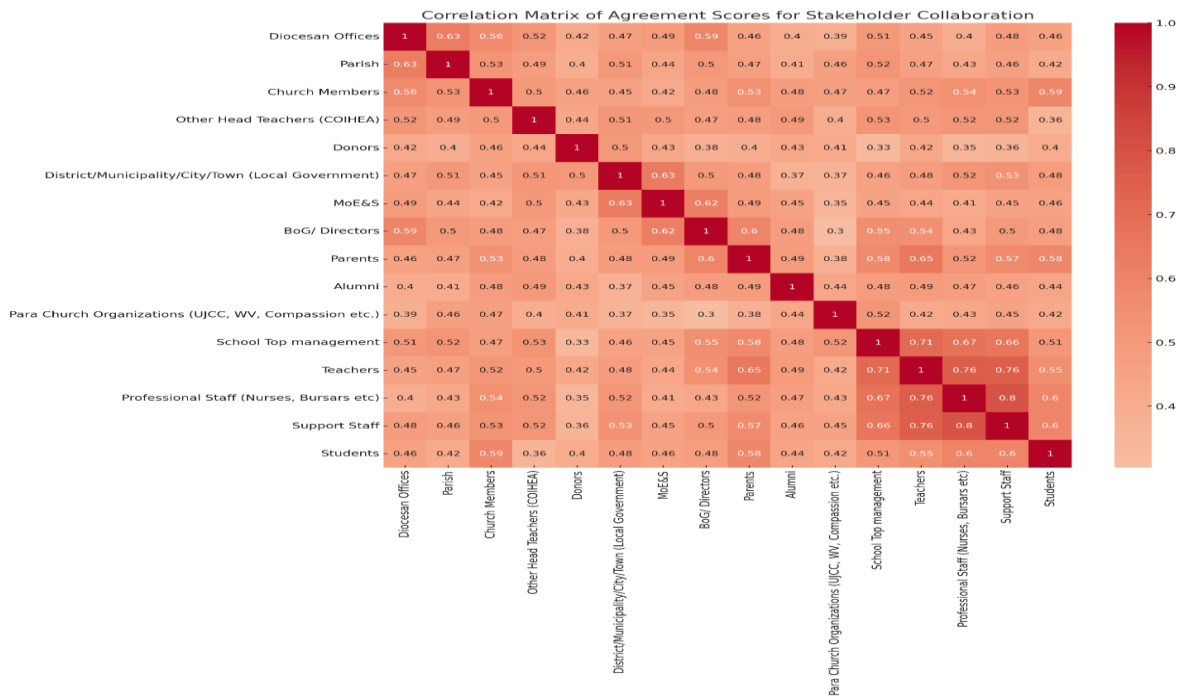


Figure 4: Heatmap Showing Correlation Between Different Stakeholder Groups.

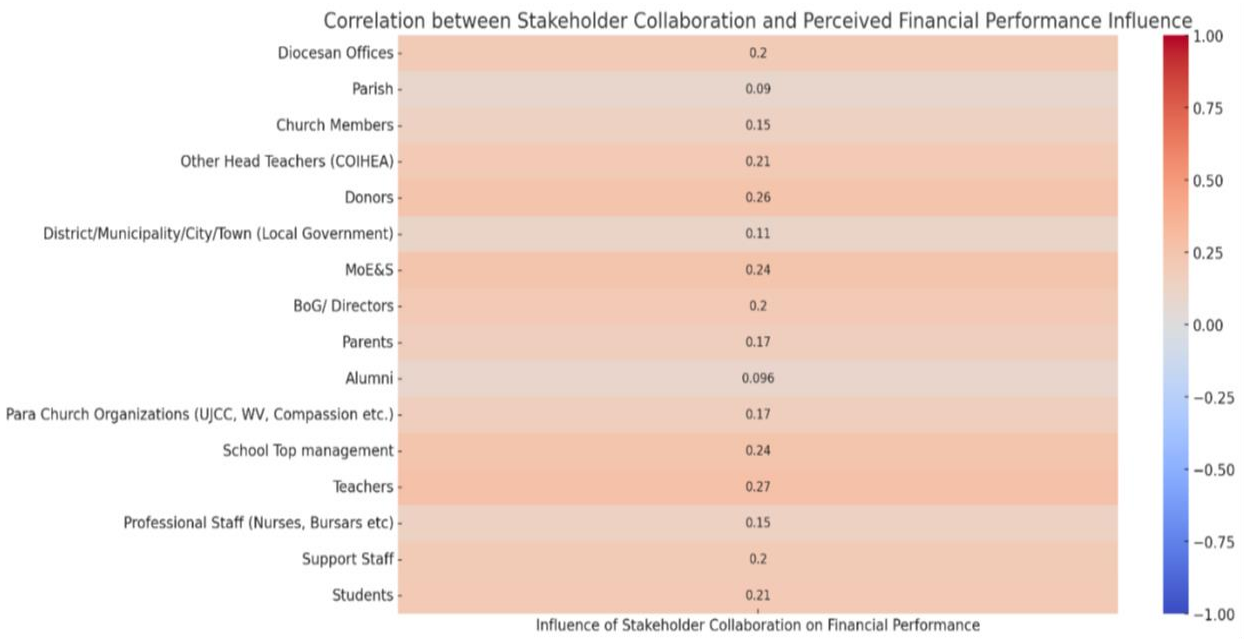


Figure 5: Correlation between stakeholder collaboration scores and the perceived influence on performance

stakeholder. The results include:

- **t_stat:** The t-statistic, which measures the size of the difference relative to the variation in the sample data.
- **p_value:** The p-value, which indicates whether the observed difference is statistically significant.

From the above dataset in Table 5, stakeholders with Significant Differences (p-value < 0.05) are quite a number.

These stakeholders were assessed and they showed statistically significant differences in scores between the head teacher and actors internally and externally: Diocesan Offices, Church Members, Other Head Teachers (COIHEA); Donors, District/Municipality/City/Town (Local Government); BoG/ Directors, Parents; School Top management; Support Staff and Students and Professional

Table 5. Results of Independent T-Tests Comparing Collaboration Scores Between Stakeholder Groups and Influence on Performance

Stakeholder Group	t_stat	p_value	Significance (p < 0.05)
Diocesan Offices	2.589	0.0260	Yes
Parish	1.703	0.1159	No
Church Members	2.758	0.0202	Yes
Other Head Teachers (COIHEA)	3.035	0.0132	Yes
Donors	5.199	0.0003	Yes
District/Municipality/City/Town (Local Gov.)	3.288	0.0056	Yes
MoE&S	6.894	0.00001	Yes
BoG/ Directors	2.272	0.0455	Yes but Close
Parents	2.531	0.0284	Yes
Alumni	1.556	0.1481	No
Para Church Organizations	7.429	0.0000002	Yes
School Top Management	3.638	0.0041	Yes
Teachers	6.218	0.00005	Yes
Professional Staff (Nurses, Bursars, etc.)	3.134	0.0089	Yes
Support Staff	3.451	0.0054	Yes
Students	3.205	0.0086	Yes

Source: Primary Data of Responses from Questionnaires

Staff (Nurses, Bursars etc). These showed even stronger statistical significance: Teachers, Para Church Organizations (UJCC, WV, Compassion etc.) and MoE&S. Those which were Non-Significantly Different included: Parish and Alumni.

Statistical Tests

T-tests comparing mean collaboration scores between those who believe in the positive influence of collaboration on performance and those who do not reveal significant differences for most stakeholder groups. Notably, stakeholders such as "Diocesan Offices," "Church Members," "Other Head Teachers (COIHEA)," "Donors," "District/Municipality/City/Town (Local Government)," "BoG/Directors," "Parents," "School Top Management," "Support Staff," "Students," and "Professional Staff" showed statistically significant differences (p-value < 0.05).

This suggests that these groups perceive collaboration differently based on their belief in its impact on performance. The strongest significance was observed among "Teachers," "Para Church Organizations," and "MoE&S," indicating these groups have a particularly pronounced view on the influence of collaboration. Conversely, "Parish" and "Alumni" did not show significant differences, suggesting less variation in their perceptions related to influence.

Diocesan Offices (p = 0.0260): The p-value is less than 0.05, indicating that the effect is statistically significant. This suggests that collaboration with diocesan offices has a meaningful impact in your study context. Parish (p = 0.1159): The p-value is greater than 0.05, indicating that the effect is not statistically significant. Collaboration with the parish does not show a significant impact based on this analysis. Church Members (p = 0.0202): The p-value is less than 0.05, making it statistically significant. This indicates

that collaboration with church members is significant.

Other Head Teachers (COIHEA) (p = 0.0132): The p-value is less than 0.05, indicating statistical significance. This suggests a notable impact from collaboration with other head teachers. Donors (p = 0.0003): The p-value is much less than 0.05, showing a very strong statistical significance. Donor collaboration has a highly significant impact. District/Municipality/City/Town (Local Gov.) (p = 0.0056): The p-value is less than 0.05, indicating statistical significance. Collaboration with local government bodies has a significant impact. Ministry of Education & Sports (MoE&S) (p = 0.00001): The p-value is very low, indicating a highly significant effect. This shows that collaboration with the Ministry of Education & Sports is extremely resourceful. Para Church Organizations (p = 0.0000002): The p-value is extremely low, indicating a very strong statistical significance. Collaboration with para-church organizations is highly influential.

Board of Governors/Directors (BoG/Directors) (p = 0.0455): The p-value is just under 0.05, making it statistically significant. This suggests that collaboration with the board of governors/directors has a significant impact but it is very close. Parents (p = 0.0284): The p-value is less than 0.05, indicating statistical significance. Collaboration with parents is notably significant. Alumni (p = 0.1481): The p-value is greater than 0.05, so the effect is not statistically significant. Collaboration with alumni does not show a significant impact in this study.

School Top Management (p = 0.0041): The p-value is less than 0.05, indicating statistical significance. Collaboration with school top management is significantly strong. Teachers (p = 0.00005): The p-value is very low, showing a highly significant effect. Collaboration with teachers has a very strong impact. Professional Staff (Nurses, Bursars, etc.) (p=0.0089): The p-value is less than 0.05, indicating statistical significance. Collaboration with professional staff

is significant. Support Staff ($p = 0.0054$): The p-value is less than 0.05, indicating statistical significance. Collaboration with support staff is significant. Students ($p = 0.0086$): The p-value is less than 0.05, indicating statistical significance. Collaboration with students is also significantly.

Summary

In summary, most stakeholder groups (Diocesan Offices, Church Members, Other Head Teachers, Donors, Local Government, MoE&S, BoG/Directors, Parents, Para-Church Organizations, School Top Management, Teachers, Professional Staff, Support Staff, and Students) show statistically significant effects in terms of collaboration. This is indicated by their p-values being less than 0.05. Only Parish, Alumni, and to a lesser extent, Alumni do not exhibit statistically significant effects based on this analysis. The varying levels of statistical significance highlight which stakeholder groups have a stronger impact on the studied outcomes. Groups with very low p-values (Donors, MoE&S, Para-Church Organizations, Teachers) show exceptionally strong effects, emphasizing their critical role in the context of your research.

Qualitative Analysis

This indicates strong support for the above statistics. Respondents emphasized that stakeholder collaboration enhances accountability and decision making. A Head Teacher from School D noted that "they recognize stakeholders as crucial partners whose accountability impacts decision-making and financial performance," and observed that "stakeholder engagement with the church and parents helps in reduction of Tuition Fees." This suggests that effective collaboration can lead to cost-saving measures, potentially improving CFSs performance.

A Teacher from Private School H, affiliated with the Church, added that "collaboration with stakeholders facilitates better financial planning processes, leading to improved financial outcomes." Similarly, a Teacher from School A highlighted that "CFSs Head Teachers emphasize the significance of stakeholders in school operations, suggesting their influence on financial decisions and performance." Another Teacher from School B agreed, stating, "Head Teachers acknowledge the value of incorporating stakeholder viewpoints into planning processes, potentially leading to more comprehensive strategies."

A student from School B observed that "stakeholder collaboration influences resource allocation, particularly in developmental projects, like most dormitories have been built by Alumni hence impacting performance." Many respondents also noted that financial support from CFSs stakeholders significantly boosts the schools. A Bursar from USE School D remarked, "Most CFSs indicate stakeholders' contributions towards revenues and thus financial performance, suggesting their role in funding school

initiatives," and added that "during difficult times like COVID-19, collaborators were key in running the school."

Overall, these findings emphasize the importance of understanding stakeholder perceptions and their impact on both collaboration effectiveness and financial performance. By addressing the diverse views and focusing on stakeholder groups with significant differences, CFSs can better align their collaboration practices with stakeholder expectations and enhance overall institutional performance.

DISCUSSION AND INTERPRETATION

Stakeholder assessment in CFSs reveals a consensus that effective leadership stakeholder collaboration is critical for enhancing performance and operational success. Stocker et al. (2020) and Mudzingwa (2021) define stakeholders as entities with a vested interest in the organization. In this regard, Church is uniquely positioned as both an owner and a strategic partner. Further, many studies confirm that leveraging diverse stakeholder perspectives and resources can improve performance. This aligns with the above analysis and with Tahira and Haider (2020) who highlight that there is evidence of direct impact of stakeholders in CFSs. The research further aligns with Desmiwerita (2019). Tang (2023), noting that during crises like the COVID-19 pandemic, collaboration with stakeholders became crucial for maintaining school operations. The alignment of stakeholder practices with the Church's mission reinforces organizational cohesion and strengthens the school's identity within the community. Paul (2020) and Iravo (2019) emphasize that such leadership fosters effective partnerships, particularly during challenging times, which is corroborated by the study's findings on the importance of stakeholder contributions.

Mwesigwa et al. (2020) supports the view that stakeholder engagement leads to increased support and stability. This avers with respondents noting that engaged stakeholders are more likely to provide backing when consulted. Mawudor (2016) and Stocker et al. (2020) also affirm that collaboration enhances fundraising efforts. The paper highlights that although all eight assessed schools engage with stakeholders, the effectiveness varies, with all schools showing above-average collaboration. Arora (2021) and Hezekiah et al. (2017) assert that stakeholder relationships positively influence school enrollment and revenue. This implies that though some schools experience less visibility efforts to collaborate are seen across the body except for local parishes and alumni. BoG/Directors are also on the margin regarding the significant collaborative results. The research suggests that high levels of stakeholder engagement contribute to public-private partnerships and additional revenue streams, thereby supporting performance and sustainability (Kazimba-Mugalu, 2024, Magassouba, 2019).

Overall, the findings underscore that Head Teachers, collaborative practices are crucial for improving

performance. Effective leadership being a key factor in fostering health and sustainability in CFSs. The high mean scores and low standard deviations across most stakeholder groups indicate a generally positive perception of collaboration with the head teacher. Visualizations reveal that while most stakeholders have consistent views, some groups exhibit more variability. The correlation analysis underscores that stakeholder perceptions of collaboration are closely linked to their views on performance, suggesting that collaboration is viewed as a key driver in regard to leadership in CFSs. The t-test results further highlight that perceptions of collaboration vary significantly based on beliefs about its impact on performance. Groups with significant differences tend to have strong, aligned views on how collaboration influences CFSs' outcomes, indicating that their opinions on the effectiveness of collaboration are intertwined with its perceived benefits. This insight can guide targeted efforts to enhance collaboration strategies and address areas where perceptions diverge.

Conclusion

The analysis reveals that belief in the positive influence of stakeholder collaboration on performance significantly impacts perceived collaboration scores in most stakeholder groups. However, for Parish and Alumni groups, this belief does not result in statistically significant differences in collaboration scores. These findings provide valuable insights into how perceptions of collaboration vary based on the stakeholders' belief in its benefits. To optimize stakeholder collaboration within CFSs, it is essential to strengthen engagement channels and enhance the involvement of key internal and external stakeholders. This should be through regular, structured meetings and feedback mechanisms. These can be implemented to ensure continuous but open communication, gather valuable input, and identify areas for improvement. Training programs for stakeholders will build capacity and improve management and leadership practices. Furthermore, it is concluded that there is no significant involvement of the Church, particularly at the parish level, and alumni in decision-making processes. This is critical and can be achieved by incorporating their perspectives into committees and boards, and by ensuring transparency through open sharing of decisions and performance reports. Engaging these groups in strategic planning will align decisions with the broader mission of the Church and educational goals.

Recommendations

Based on the assessment of stakeholders in CFSs, here are some recommendations for enhancing stakeholder collaboration practices:

First, it is crucial to strengthen stakeholder engagement channels. This can be achieved by scheduling regular meetings with key stakeholders, including church leaders, school administrators, parents, and community members.

Such meetings ensure open lines of communication, provide timely updates on and operational matters, and allow stakeholders to voice their concerns and suggestions. Additionally, implementing structured feedback systems—such as surveys, suggestion boxes, and focus groups—will help gather opinions, identify areas for improvement, and assess the effectiveness of current practices. To further build capacity, CFSs should develop and offer training programs for stakeholders, particularly focusing on management, leadership, and effective collaboration.

Next, is to enhance Church (especially at Parish Level) and Alumni involvement in decision-making processes. This involves creating opportunities for church and alumni representatives to actively participate in decision-making, such as serving on committees or boards where they can provide input and oversight. Transparency is key; decisions and performance reports should be openly shared with the Church and Alumni associations to foster a sense of ownership and accountability. Engaging church leaders in strategic planning sessions will help ensure that decisions align with the Church's broader mission and educational goals. They should target specifically parishes around and Alumni to be part of a strong collaborative framework.

By implementing these recommendations, CFSs can enhance stakeholder collaboration, improve performance, and strengthen their overall effectiveness and reputation within their communities.

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APPENDIX A: QUESTIONNAIRE FOR RESPONDENTS

FACULTY OF EDUCATION – SCHOOL OF POST GRADUATE STUDIES, UGANDA CHRISTIAN UNIVERSITY (UCU).

Dear respondent; I am *Tumuhimbise Jasper Mpiriirwe* a *PhD student in Education Administration and Management of Uganda Christian University*. This questionnaire is designed to collect information/data on “**Assessment of Head Teachers’ Stakeholder Collaboration in Church of Uganda Founded Secondary Schools of Namirembe Diocese**”. The views obtained were strictly for academic purposes and it were treated with utmost confidentiality. I kindly request you to spare some time fill this questionnaire!

SECTION A: BASIC INFORMATION

A1. What’s your name? (optional):

A2. School(s) assessed.....

A3. Your age range in years (**Please tick**)

“18-25 years”	<input type="checkbox"/>
“26-35 years”	<input type="checkbox"/>
“36-45 years”	<input type="checkbox"/>
“46-55 years”	<input type="checkbox"/>
“Above 55 years”	<input type="checkbox"/>

A4. What is your sex? (**Please tick**)

Male

Female

A5. What is your current occupation?

Top Management (DHT, DOS, Directors)	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Church Leader (Chaplain & Laity)	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Student	<input type="checkbox"/>
Professional Support Staff	<input type="checkbox"/>
Alumni CFSs	<input type="checkbox"/>

Others (specify).....

A6. Tell us the highest formal level of education you have ever attained? (**Please tick**)

“Never been to school”	<input type="checkbox"/>
“Primary Education”	<input type="checkbox"/>
“Ordinary Level”	<input type="checkbox"/>
“Advanced Level”	<input type="checkbox"/>
“Post-secondary education (i.e. Technical, UCC)”	<input type="checkbox"/>
“University education”	<input type="checkbox"/>

Influence of stakeholder collaboration on financial performance

Indicate the extent to which you agree and disagree with the statements on the items in each of the section by ticking (√) the appropriate number listed in the tables.

Strongly Disagree (SD)	Disagree (D)	Not Sure (NS)	Agree (A)	Strongly Agree (SA)
1	2	3	4	5

EE1	To what extent do you agree or disagree with collaboration by the Head Teacher with the following stakeholder in the last 5 years?	SD 1	D 2	NS 3	A 4	SA 5
EE2	Diocesan Offices					
EE3	Parish					
EE4	Church Members					
EE5	Other Head Teachers (COIHEA)					
EE6	Donors					
EE7	District/Municipality/City/Town (Local Government)					
EE8	MoE&S					
EE9	BoG/ Directors					
EE10	Parents					
EE11	Alumni					
EE12	Para Church Organizations (UJCC, WV, Compassion etc.)					
EE13	School Top management					
EE14	Teachers					
EE15	Professional Staff (Nurses, Bursars etc)					
EE16	Support Staff					
EE17	Students					

E13 Do you think the Head Teacher's stakeholder collaboration has an influence on performance in CFSs in Namirembe Diocese? Yes No.

Give reasons for your answer.....

Thank you so much. God bless you!