



Original Article

## Head Teachers' Team Leadership Practices' Influence on Financial Performance in Church of Uganda Founded Secondary Schools in Namirembe Diocese

Jasper M. Tumuhimbise<sup>1</sup>, Charles Muweesi<sup>1,2\*</sup>, Alfred Buluma<sup>1,3</sup>, Faith Mbabazi<sup>1</sup>, Mary Kagoire Ocheng<sup>1</sup>, Charles Eryenyu<sup>2</sup>, John M. Kitayimbwa<sup>1</sup> & Mercy Wanyana<sup>2</sup>

<sup>1</sup> Uganda Christian University, P. O. Box 4, Mukono, Uganda.

<sup>2</sup> Busitema University, P. O. Box 236, Tororo - Uganda.

<sup>3</sup> Makerere University, P. O. Box 7062, Kampala, Uganda.

\* Author for Correspondence Email: [cmuweesi@gmail.com](mailto:cmuweesi@gmail.com)

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**Keywords:**

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School.

The influence of Head Teachers' team leadership practices on financial performance is highly acknowledged. The paper aims to highlight the challenges of head teachers' team practices and advance insights on how they can be overcome to enhance financial performance. The methodology employed was a mixed-methods approach. Quantitative data was gathered through questionnaires assessing perceptions of the above metrics. Qualitative data was collected through documentary review of reports and interviews to explore the underlying mechanisms through which the variables above interrelate. The total number of respondents were 326 sampled from eight out of twenty-three schools. Quantitative analysis revealed that it has a coefficient of 0.52 and a p-value of 0.004 which indicates a strong correlation and statistically significant relationship between effective team leadership and financial health. This indicated that a team leader yielded better cash flow management, alignment with financial objectives, and overall sustainability. Qualitative insights supported the above crucial role that head teachers' have in engaging teams of CFSs in shaping financial decision-making processes. The study concludes by emphasizing the need to foster team cohesion, positive financial culture and ensuring the long-term sustainability of CFSs. Recommendations include strengthening leadership development programs that are not available currently in Church of Uganda. Further, to enhance team dynamics and aligning leadership practices with organizational goals to optimize financial performance in these settings.

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## INTRODUCTION

Leadership practices especially team building, within Ugandan education sector particularly in Church-founded schools (CFSs), has long been recognized for its profound impact on overall institutional performance. However, despite their pivotal role in financial management, CFSs encounter significant challenges in effectively implementing team leadership practices to optimize financial outcomes. Christian teams are originally known for responsible resource management, yet issues such as misappropriation, abuse of office, and inadequate expenditure controls have been documented in the Office of the Auditor General's reports (2018) on secondary schools, including CFSs. These schools, known for their exemplary Christian team leadership practices, face unique challenges in resource access, use, and allocation (Samson et al., 2018; Saxton, 2022; Nayihouba et al., 2023; Atieno et al., 2016).

The evolution of leadership in Uganda's Church-founded Secondary Schools (CFSs) reveals significant challenges rooted in historical changes and policy shifts. Initially, education advanced by the Church Missionary Society (CMS) and the Roman Catholic Mission (RCM) aimed to foster public service with Christian ethics. For approximately two decades, these institutions operated without a unified education policy, leading to the appointment of the Phelps-Stokes Commission in 1924. This Commission recommended centralized governance by the colonial government due to inadequate missionary support and lack of standardization. Consequently, the government took control of curricula and syllabus, while CMS retained limited administrative

powers, with the staffing still dominated by expatriates (Ocheng, 2004; Tiberondwa, 2001).

The early leadership practices in church-founded institutions involved a diverse array of key personnel, including medical staff, head teachers, college principals, and vocational instructors, many of whom were priests. These individuals were integral to missionary work. There was duo responsibility. Serving the duo role of educators and clergy (Bakibinga, 2021; Kyamanywa, 2022; Magumba, 2022; Busoga College Mwiri, 2023). The heavy involvement of missionary teams in leadership roles helped maintain a mission-focused educational approach. This also created challenges as it relied heavily on external support even in leadership.

Team leadership practices advocate for considering diverse team interests, but its application within CFSs is constrained by factors like limited financial literacy, conflicting motivational priorities, and unique team spirit practices of religious institutions. Leadership appointments, particularly in CFSs, have at times strained relations between the government and schools, influencing leadership expectations and practices as envisioned by the Church (Isabirye, 2019; Samson et al., 2018). Escalating unemployment levels have made it difficult for effective teams to be selected, further exacerbated by government-imposed employment controls on teachers, (Kiryowa, 2022; Narbel & Katrin, 2017).

Christiana et al. (2022), emphasize that head teachers ought to function as kingpins and integrative leaders, balancing academic, financial, and administrative responsibilities. This multifaceted role necessitates a transformative and

charismatic leadership approach. However, they highlight that, traditionally, head teachers in CFSs have not fully embraced this versatility, as the Christian culture within these institutions has persisted. Financially, CFSs have largely depended on missionary support, which hampers their ability to compete with private schools. This particularly, is in terms of practical team activities and sustainability. The paper aims to highlight these challenges and enhance team leadership, building on the insights of scholars to enhance financial performance.

The primary objective of this paper is to examine the influence of head teachers' team practices on the financial performance of CFSs in Namirembe Diocese. This investigation is guided by the research question on how head teacher's team practices influence financial performance in CFSs. Further, the study posits the hypothesis that there is a significant relationship between head teachers' team leadership practices and financial performance in these schools.

### Theoretical Review

This paper looks at Incremental Budget Theory. This assumes that the previous year's budget is a good starting point, serving as a baseline for votes and items for the coming periods and years. Specifically, for secondary school budgets and public budgets, incremental changes are easier to implement than a complete overhaul, done in Zero-Based Budgeting. The focus is not on how much profit is made but on whether professional goals were delivered and achieved. Literature indicates that this type of budgeting has no single person behind its development. Governments and institutions began applying it because of its simplicity in formulation, application, and interpretation (Beredugo, Azubike & Okon, 2019). It helps head teachers and other leaders to forecast their priorities. It posits that the current budget should serve as the starting point for developing the next budget period. Key tenets include the idea that budgeting should be an iterative process, with incremental changes made to the previous budget based on factors such as inflation, changes in demand, and cost adjustments (Beredugo, et al., 2019; Munge, Kiman & Ngugi, 2016). This approach assumes that past budget decisions were

generally sound and only minor modifications are necessary to accommodate changes in the operating environment. It simplifies the budgeting process, focusing on adjustments rather than wholesale revisions, and relies on historical data and trends to inform decision-making. However, critics argue that incremental budgeting may lead to inertia and prevent organizations from pursuing more innovative or cost-effective solutions (Beredugo, et al., 2019; Munge, et al., 2016).

### Review of Related Studies

The literature on team leadership practices and financial performance in Ugandan secondary schools, particularly CFSs, emphasizes several critical themes. According to Masaaba et al. (2021), the importance of teamwork in educational institutions ensures that effective head teachers must employ teamwork alongside equitable teacher remuneration to enhance overall school performance. This approach, they argue, facilitates complex task accomplishment and contributes to long-term organizational effectiveness. This is supported by Pushpanadham (2006) who underscores the role of head teachers in CFSs as inspirational leaders with a succession agenda. This particularly fosters partnerships with local stakeholders to ensure school sustainability and post-foundation support (Wild-Wood, 2021).

Various studies including by Kyla & Karen (2010) and Thorpe, (2023), highlight the detrimental effects of compromised team building among school stakeholders. This leads to organizational challenges and potential disruptions. Effective team leadership, therefore, involves aligning diverse interests towards common goals to mitigate internal conflicts and foster school unity (Tahira & Haider, 2020; Kazimba-Mugalu, 2024). Further, Kazimba-Mugalu (2024), advances the fact that within any Christian community, delegation and team practices are fundamental for proper and better performance. He cited Jesus as a major team player and a model of excellence regarding teams.

Furthermore, the literature emphasizes the multifaceted role of head teachers beyond mere administrative tasks. Shapiro & Gross (2013) and later Thorpe, (2023) emphasize that head teachers play a crucial role in creating an environment

conducive to student learning and overall school development. This has aspects of financial accountability and resource management. This holistic approach is vital for ensuring sustained educational quality amidst financial constraints and varying stakeholder expectations (Reynolds & Teddlie, 2000; Thorpe, 2023).

Church schools in Uganda were predominantly funded and sustained by missionary teams. The team leader made financial plans and performance metrics largely influenced by resources from abroad. Local contributions were minimal, primarily limited to land (Nkesiga, 2012; Mande, 2018). Despite this, the missionaries provided essential financial support, including scholarships and staff salaries. Government financial contributions were minimal until the 1970s, when a 'grant-aid system' was introduced to cover teachers' salaries and other recurrent expenses (Senoga, 2017; Mutebi, 2015; Kiryowa, 2022).

However, this system did not fully alleviate the financial burden on church schools. By 2020, government contributions covered only about 30% of the schools' financial needs, with the remainder sourced from parents, tuition fees, projects, and sales (Kiryowa, 2022; Mutebi, 2019). This reliance on diverse funding sources has created financial pressures on families and highlighted the challenge of maintaining financial stability without comprehensive support. Head teachers as team leaders are burdened with mobilization of resources to cater for internal and external costs related to running of the school.

Missionary education aimed at holistic development. CMS team influence has overtime waned. The responsibility for team leadership and financial management increasingly shifted to local stakeholders, primarily Church leaders and parents. This transition has posed significant challenges. The reduction in denominational financial contributions has led to increased tuition fees. This now account for 60% to 75% of school funding, placing a substantial financial burden on parents. Teams must be mobilized to march the financial gap and hence the head teachers role. (Duhaga High School, Budget Estimates 2019/2020 & 2021/2022; Kiryowa, 2022).

Furthermore, the measurement of team practices and financial performance in faith-based institutions remains problematic. Unlike profit-oriented organizations, church schools are not primarily focused on leadership and financial metrics. The focus rather is on educational outcomes such as student enrollment, discipline, and performance (Yahanpath, Pacheco, & Burns, 2018; Emery, 2022; Kariippanon et al., 2018). This focus can lead to neglect of critical team building aspects and then leadership of financial management within the CFSs. This brings further strain to teams and the institutions' sustainability.

Additionally, the literature highlights the importance of financial management skills or clear team leadership capacity among head teachers where there is no knowledge in the subject. Atieno et al. (2016) discuss the pivotal role of head teachers in managing school finances, emphasizing the need for robust financial planning, resource allocation, and accountability measures. Effective financial management is crucial for the efficient operation and sustainability of CFSs, particularly in the absence of substantial external support (Christiana et al., 2022). This implies that the relationship between management and finance teams ought to be well managed to support school processes.

Moreover, the training and professional development of head teachers emerge as critical factors in enhancing team competencies, including financial management skills. Many argue for ongoing training and development programs to equip head teachers with the necessary team skills to navigate the complexities of financial management in educational settings (National College for School Leadership, 2010). In conclusion, the literature reviewed underscores the integral role of team leadership practices in influencing the financial performance and overall effectiveness of especially CFSs. Effective team leadership entails not only fostering teamwork and stakeholder collaboration but also mastering financial management skills to ensure sustainable educational outcomes. Addressing these aspects is crucial for enhancing the capacity of head teachers to lead effectively amidst evolving educational challenges and financial constraints in Uganda (Kazimba-Mugalu, 2024).

Despite evident team leadership challenges, comprehensive research on team leadership practices and their impact on financial performance in Uganda remains scarce (Kazimba-Mugalu; 2024). Existing studies primarily focus on management effectiveness, thereby limiting insights into specific team practices that contribute to team performance. Therefore, this paper aims at throwing more light on how head teachers' team focus influence the financial performance of CFSs, seeking to fill this research gap and provide actionable insights (Okoth, 2021; Yun & Zhao, 2023; Benedicte et al., 2022; UNEB, 2021).

Teams in modern times mind about CFSs financial performance as a critical aspect of managing the schools. This means that it encompasses various elements that affects teams including profitability, expenses, cash flow, and credit management. It ensures that the institution has the necessary resources to achieve its goals effectively and serves as a measure of progress or lack thereof (Atieno & Kiganda, 2020; Ahmed, 2018). Effective teams lead to better financial performance management that involves maximizing the value of the firm's assets relative to its liabilities. This benefits stakeholders by ensuring the efficient use of resources (Gitman & Zutter, 2019). In the context of secondary schools, financial performance is particularly important as it directly impacts their ability to deliver quality education and run essential activities. Team leaders need to generate sufficient revenue to support their operations and meet their educational objectives. This includes managing income and expenditures wisely to ensure that educational services are funded adequately and effectively. That is why head teachers that are team players mind about budgetary priorities and CFSs' needs.

Several measures can be used to evaluate financial performance in educational institutions. Key metrics include the Cost-to-Income Ratio, which assesses operational efficiency by comparing operating costs to income. A lower ratio indicates better cost management and operational effectiveness. The Surplus Margin Ratio, or profit margin, measures the percentage of revenue remaining as profit after expenses are deducted. The higher margins indicate better profitability (Fatihudin, 2018; Atieno & Kiganda, 2020; Ahmed, 2018). These measures help

schools track their financial health and operational success. By analyzing these ratios, educational institutions especially CFSs, can gauge their financial stability. This in turn leads to effective use of resources. Team members can then make informed decisions to enhance their educational offerings and overall performance (Gitman & Zutter, 2019). In this paper Cost-to-Income Ratio and Surplus Margin for CFSs will be reviewed.

The Cost-to-Income Ratio is a key measure of operational efficiency in educational institutions, calculated by comparing a school's operating costs to its income. A lower ratio is often preferred as it indicates that the institution is managing its expenses effectively relative to its income. The ideal ratio can vary based on the school's specific budget and funding circumstances. A decrease in this ratio signifies improved efficiency, reflecting a school's successful efforts in reducing costs while maintaining or increasing income (Rajesh & Ramana, 2011). This ratio is computed using the formula:  $\text{Cost-to-Income Ratio} = \frac{\text{Total Operating Expenditure}}{\text{Total Operating Income}}$ . For schools, the standard return on assets typically falls between 0.025 and 0.15 (Atieno & Kiganda, 2020; Ahmed, 2018; Fatihudin, 2018).

The Surplus Margin Ratio, also known as the profit margin, evaluates a school's ability to meet its financial obligations, both short-term and long-term. This ratio measures the percentage of revenue that remains as profit after all expenses have been deducted. It is determined by dividing net profit by total revenue. A higher surplus margin is generally favorable as it indicates that the school is achieving greater profitability relative to its revenue. However, the target surplus margin can differ based on the institution's financial goals, budgetary constraints, and the level of investment necessary for maintaining or enhancing educational quality. A positive surplus margin suggests that the school is profitable and is a reassuring indicator for stakeholders (Fatihudin, 2018; Atieno & Kiganda, 2020; Ahmed, 2018).

When evaluating the financial performance of schools through these ratios, it's important to consider the standard benchmarks for each metric. For the Cost-to-Income Ratio, effective management

of operating expenses relative to income is crucial, with typical returns on school assets ranging from 0.025 to 0.15 (Atieno & Kiganda, 2020; Ahmed, 2018; Fatihudin, 2018). On the other hand, a Surplus Margin Ratio within the range of 0.4 to 0.5 is generally seen as a strong indicator of profitability (Atieno & Kiganda, 2020; Ahmed, 2018). These standards help assess whether a school is operating efficiently and generating sufficient profit.

The interpretation of these financial ratios provides valuable insights into the operational and financial health of educational institutions. A lower Cost-to-Income Ratio signifies efficient cost management, while a higher Surplus Margin Ratio indicates robust profitability. Both metrics, when assessed against their standard ranges, offer a comprehensive view of a school's financial performance and operational effectiveness. By analyzing these ratios, stakeholders can better understand the institution's financial stability and its capability to fulfill its educational and operational commitments (Rajesh & Ramana, 2011; Atieno & Kiganda, 2020; Ahmed, 2018).

In summary, the challenges of team leadership in Uganda's CFSs are deeply intertwined with historical, financial, and administrative issues. The transition from missionary-led to locally managed school teams has introduced significant hurdles. These include financial dependence, sustainability issues, and difficulties in performance measurement. Addressing these challenges requires a balanced approach that integrates effective leadership practices with sustainable financial strategies and clear educational policies (Kazimba-Mugalu, 2024, Fatihudin, 2018).

## METHODOLOGY

The methodology used was an Exploratory Sequential Design. 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 collected from the questionnaire in Appendix A was coded, analyzed and processed using SPSS (Statistical Package for the Social Sciences) for inferential statistics and Python for descriptive statistics and graphical presentations. The findings reveal varying levels of significant relationships between visionary and team leadership practices and financial performance in secondary schools.

## Sample Size and Selection

The sample size in this study was determined using three techniques: purposive sampling, simple random sampling, and use of Krejcie & Morgan table of 1970. This study focused on Namirembe Diocese, chosen for its significance as the oldest CMS administrative center in Uganda and its rich educational landscape (Kiryowa, 2022; Kazimba-Mugalu 2024). This, includes the fact that it has the highest number of schools in the Church of Uganda province. A purposive sampling method was employed to select eight (8) schools from a total of twenty-three (23), categorized into four groups: Private Government-Aided (GA), Universal Secondary Education (USE), Private, and mixed USE and Private schools. This selection ensured diversity and representation. The study population consisted of individuals knowledgeable about the Church Founded Secondary Schools (CFSs), including chaplains, head teachers, teachers, support staff, students, and alumni from areas around Kampala, Wakiso, and Kalangala. A total sample size of 326 participants was determined using the Krejcie and Morgan table, ensuring statistical significance for the research findings.

**Table 1: Determining Accessible Population and Sample Size**

Respondents	Population N	Sample S	Collection Method	Sampling technique
Top Management (Head Teachers, Deputy Head Teachers; Director of Studies, Professional Support Staff (Bursars))	30	26	SAQs	Census
	20	18	SAQs	Census
	10	7	IDI	Purposeful
			KII	Purposeful Sampling
Chaplains/Church Leaders in General	20	14	SAQ	Purposive sampling
Student & Alumni	230	144	SAQ	SRS
Teachers	190	127	SAQ	SRS (K&M)s
<b>Total</b>	<b>N=505</b>	<b>n=336</b>		

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

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

For Chaplains and Church Leaders, purposive sampling was used to select 14 individuals from a total of 20. The student and alumni group was sampled using simple random sampling, with 144 respondents selected from a population of 230. Similarly, for teachers, simple random sampling

(adapted from Krejcie & Morgan's methodology) was employed to obtain a sample of 127 from a population of 190. Overall, the total sample size for the study was 336, derived from a target population of 505 participants. This sampling strategy ensured a representative selection across different respondent categories, providing a comprehensive basis for the study's findings.

#### Data Collection Tools

The study employed questionnaires to collect primary data, interview guide and in-depth interview schedule as tools in the collection of data that were used to meet both mixed methods research approach. These tools were used to have a deeper understanding of the research problem. This was supported by documentary review.

#### Demographic Distribution of Respondents

The table below is a summary of demographics characteristics and responses:

**Table 2: Demographic Distribution of Respondents**

Code	Demographic	Description/Range	Respondents	Percentage
A3	Age	"18-25 years"	157	47%
		"26-35 years"	71	21%
		"36-45 years"	51	15%
		"46-55 years"	33	10%
		"Above 55 years"	24	7%
A4	Sex	Female	155	54%
		Male	181	46%

Code	Demographic	Description/Range	Respondents	Percentage
A5	Occupation	Top Management (HT, DHT, DOS, Directors)	26	8%
		Church Leader (Chaplain & Laity)	16	5%
		Teachers	127	38%
		Students	131	39%
		Professional Support Staff	36	11%
A6	Education	“Ordinary Level”	101	30%
		“Advanced Level”	44	13%
		Post-Secondary Certificate or diploma	25	7%
		“University Degree”	169	50%
Total			<b>336</b>	<b>100%</b>

**Source:** Field Respondents’ Questionnaires & Interview Guides.

Table 2 provides a detailed summary of the demographic characteristics and responses of the study participants. The table categorizes respondents based on age, sex, occupation, and education, presenting both the number of respondents and the percentage each category represents. In terms of age distribution, the majority of respondents were between 18-25 years old, totaling 157 individuals (47%). Those aged 26-35 years comprised 21% of the sample, while 15% were between 36-45 years, 10% were between 46-55 years, and 7% were over 55 years. Regarding sex, 54% of respondents were female (155 individuals), and 46% were male (181 individuals). The occupation distribution shows that 8% were in top management roles such as Head Teachers and Directors, 5% were Church Leaders (Chaplain & Laity), 38% were teachers, 39% were students, and 11% were professional support staff.

For educational background, half of the respondents held a university degree (50%), 30% had an Ordinary Level education, 13% had an Advanced Level qualification, and 7% possessed a post-

secondary certificate or diploma. Overall, the table summarizes a diverse respondent pool, which provides a comprehensive representation of the various demographics relevant to the study. The total number of respondents was 336, accounting for 100% of the sample. This demographic breakdown ensures a broad and inclusive perspective on the study’s findings.

### PRESENTATION AND ANALYSIS OF FINDINGS

The findings below provide a comprehensive examination of the fore mentioned practice in eight schools in the diocese.

#### Descriptive Analysis of Team Leadership Practices and Financial Performance

From the table, the highest score confirms that team leadership affects financial performance. The data offers insights into the perceptions and impact of the Head Teacher's team leadership practices on various aspects of school performance, particularly related to finances.

**Table 3: Team Leadership Practices and Financial Performance**

Category	SD 1	D 2	NS 3	A 4	SA 5	Total N	Mean (μ)
D2 The Head Teacher's team leadership practices are good	7 2%	16 5%	21 7%	96 31%	169 55%	309	4.31
D3 There are examples of financial decisions that were directly influenced by the Head Teacher's team leadership practices	8 3%	16 5%	35 11%	122 39%	129 42%	310	4.12
D6 The Head Teacher's leadership style encourages team involvement in financial decisions	12 4%	16 5%	38 12%	124 40%	119 39%	309	4.04



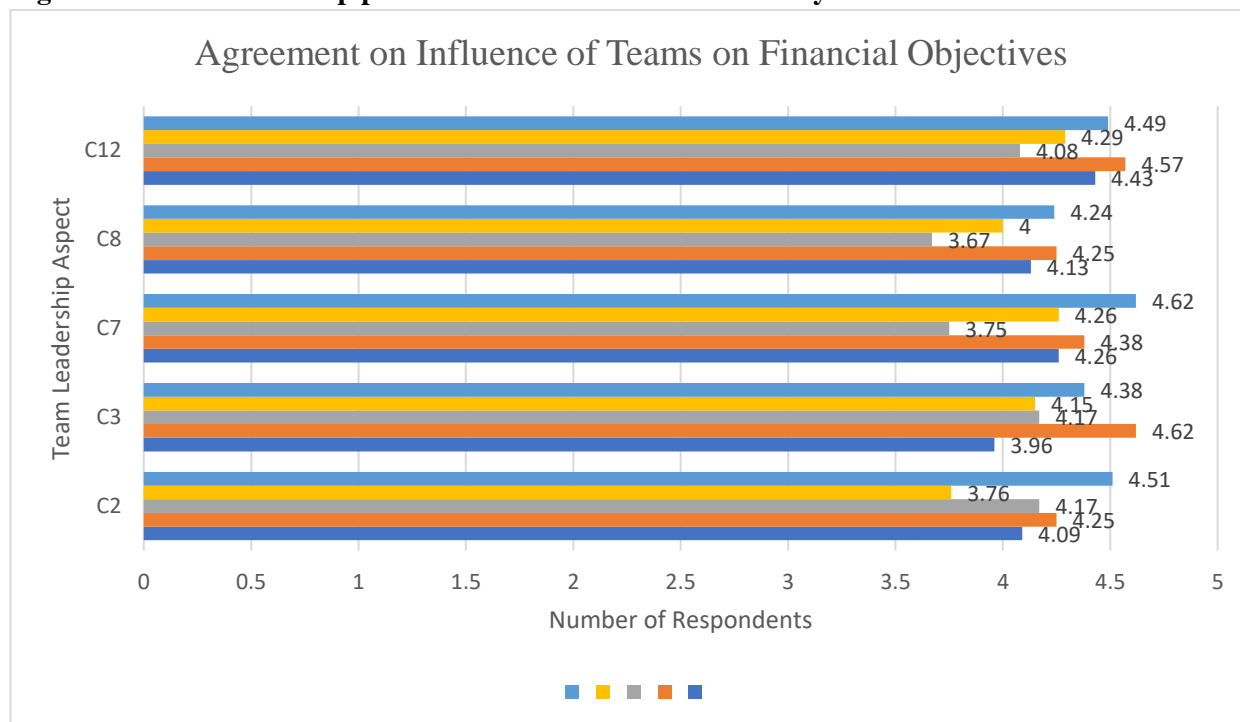
	Category	SD 1	D 2	NS 3	A 4	SA 5	Total N	Mean ( $\mu$ )
<b>D11</b>	The Head Teacher's team leadership practices influence the school's financial strategy or policy	6 2%	13 4%	45 15%	136 45%	105 34%	305	4.05
<b>D12</b>	The Head Teachers' team leadership practices are in line with the mission of the Church	11 4%	12 4%	53 17%	134 43%	99 32%	309	3.96

**Source:** Field Respondents' Questionnaires & Interview Guides

From Table 3. above, the majority of respondents strongly agree (SA) or agree (A) that the Head Teacher's team leadership practices have a positive influence in three areas as shown above. These areas are leadership on financial decisions, budget allocations, and financial sustainability. This is evidenced by high percentages in the SA and A, categories across these statements. They are all above average of 36% in each category with a strong mean of more than 4.0. A significant portion of respondents agree that there are examples of financial decisions directly influenced by the Head Teacher's team leadership practices, indicating active involvement and impact on financial matters within the school. Regarding team leadership and alignment to financial decisions, respondents gave a general agreement. A notable proportion (17%) of respondents are neutral (NS) regarding the alignment of team leadership practices with financial objectives and strategy. This suggests some variability in perceptions among respondents. There is agreement that the Head Teacher's team leadership practices are well-utilized during challenges and emergencies like COVID-19. Though it is relatively low, with neutral of 69 (22%) respondents and 117 (38%) agreeing while 99 (32%) strongly agreed indicating the perceived effectiveness of these practices in navigating difficult circumstances. The mean and standard deviation are slightly low of 3.92 and 0.93 respectively.

Similarly, it was established that respondents generally agree that the Head Teacher's team leadership practices enhance financial performance. The scores 46 (15%) for neutral, 127 (41%) for those that agree and 114 (37%) for those that strongly agree indicates that strong position. This is out of 307 total respondents in that category. The mean score was 4.07 indicating a positive correlation between effective leadership and financial outcomes. There is a generally positive perception that the Head Teacher's team leadership practices are in line with the mission of the Church. Out of 309 respondents 11 (4%) strongly disagreed; 12 (4%) disagreed; and 53 (17%) were neutral. The rest totaling to 134 (43%) agreed while 99 (32%) strongly agreed. The mean score was 3.96 and the standard deviation of 0.87. This is a notable suggestion that there is some variability in alignment perceptions among respondents. Overall, the paper results suggest that the Head Teacher's team leadership practices play a significant role in shaping financial decisions, budget allocations, and financial sustainability within the school. While there is generally positive agreement regarding their impact, some variability in perceptions exists, particularly regarding alignment with financial objectives and the mission of the Church. These findings illustrate the perceived impact of Head Teachers' team spirit on various aspects of financial performance and decision-making within Church of Uganda Founded Secondary Schools.

**Figure 1: Team Leadership practices and Financial sustainability**



The bar chart in Figure 1 above, illustrates the agreement levels with the statement "Team Leadership Practices Have a Positive Effect on Financial Sustainability" among the survey respondents. The visualization shows a significant number of respondents strongly agree (SA), with a substantial number also agreeing (A), indicating a widespread belief in the beneficial influence of Head Teacher's team leadership practices on the financial sustainability of Church of Uganda Founded Secondary Schools. This graphical representation supports the descriptive analysis findings, emphasizing the perceived importance of collaborative and effective leadership practices in promoting financial health and stability within the educational institutions. These findings highlight the critical role of Head Teacher's in financial management and sustainability. The strong

consensus on their positive impact across various aspects, from budgeting to strategy, underscores the importance of effective leadership in school financial performance.

**Team Leadership Practices by School**

This table below represents mean scores for school's vision in respect to different aspects related to alignment with various objectives. The row corresponds to a specific aspect related to the school's vision and the columns represent schools in their order A, B, C, D, E, F, G, H. Understanding how different schools in Namirembe integrate and leverage team leadership practices to enhance financial performance offers valuable insights into their strategic management, resource allocation, and fiscal decision-making processes.

**Table 4: Team Leadership Practices by School**

No.	School	A	B	C	D	E	F	G	H	Mean
<b>D2</b>	Team and financial health	4.48	4.62	4.83	4.06	4.73	4.2	4.86	4.15	4.49
<b>D3</b>	Examples by team practices	4.26	4.25	4.33	3.85	4.54	4.05	4.59	3.8	4.21
<b>D6</b>	Team Involvement	3.96	4.31	4.25	3.97	4.62	3.57	4.67	3.93	4.16
<b>D10</b>	Team and strategy/ policy	4.04	4.38	4.08	3.91	4.43	3.73	4.39	3.73	4.09
<b>D12</b>	Team and Church	3.95	4.5	4	4.26	4.65	4.02	4.63	3.92	4.24
	<b>Mean</b>	4.14	4.41	4.30	4.01	4.59	3.91	4.63	3.91	4.24

Source: Field Respondents' Questionnaires & Interview Guides.

From Table 4 above, these mean scores represent the ratings given by respondents from those schools for each aspect. To analyze the weighted mean for these variables per school, the overall trends are examined and identification of any notable differences among the schools is below:

Regarding team leadership practices and financial health, it was found out that Schools C, E, G, and H have the highest weighted means, indicating strong agreement that team practices positively influence financial health in different schools except in government-aided private (A and B) that are not as strong. When asked whether there are examples of these team practice that can be cited, respondents stated that in Schools E, G, and B examples can be seen. That they have relatively high weighted means, suggesting strong agreement that there are visible signs of financial decisions directly influenced by team practices across all types. Regarding the mean team practices and budgetary decisions, Schools B, E, and G showed higher weighted means. This is an indication of a stronger agreement that team practices influence budget decisions. Similarly, on these practices and sustainability, Schools B, E, and G exhibited higher weighted means, compared to others. This suggests strong agreement that team leadership practices positively affect financial sustainability in all types of schools in Namirembe Diocese.

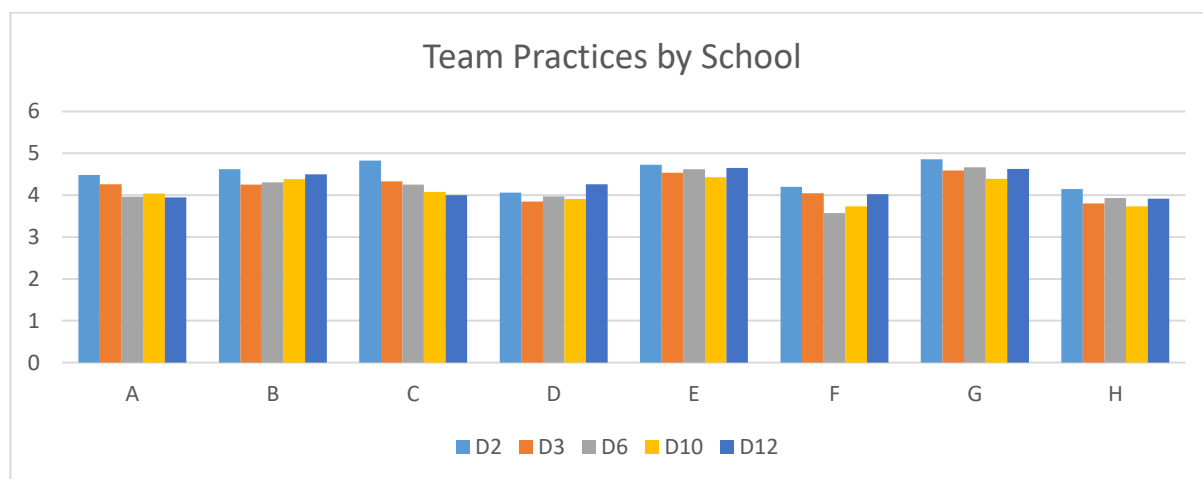
As to whether decisions made there is team involvement, it was established that only two Schools E and G have the highest weighted means, indicating strong agreement that team involvement in financial decisions is encouraged in fewer

schools. The one which is private and affiliated still scored the least. Team practices and pandemics presented a challenge. During COVID 19, Schools C, E, and G showed higher weighted means, compared to others. This suggests a stronger agreement that team practices are well-utilized during challenges like COVID-19 except for Government Aided Private (A & B) schools and private and affiliated H.

In last five areas of performance, strategy, decisions, church mission and team leadership tailored to financial objectives, it was established that in these areas, Schools B, E, and G exhibit higher weighted means. This indicated strong agreement that team practices positively impacted school performance, strategy and influenced financial objectives similarly. Overall, Schools B, E, and G consistently demonstrate higher weighted means across multiple variables, indicating strong agreement or alignment with various aspects of team leadership practices and their impact on financial management, performance, and alignment with organizational objectives and values. Meanwhile, Schools C and H also show strong agreement on certain variables, suggesting effectiveness in those specific areas. Schools A, D, and F generally exhibit lower weighted means across most variables, indicating potential areas for improvement or further focus in terms of team leadership practices and their impact on financial aspects and organizational alignment

**Composite Mean for Team Practices by School**

The figure below presents the composite mean by school as indicated in the tables above:



Qualitative analysis of research responses indicate agreement with the quantitative analysis. In terms of team, oneness and integrity influencing financial performance emphasis from respondents were on unity and coherence within the CFSs and the comments were thus: A teacher in School G stated thus: *“Poor leaders/management lead to service degradation and in CFSs, they lead well.* Another Teacher in School B stated that: *“Head Teacher's enforce high accountability standards in good CFSs”.* An Administrator from a Private School with Grants from Government (B) averred that team spirit *“Indicates a recognition of the impact of management on service quality, highlighting the importance of effective leadership.”*

This implies a high level of responsibility attributed to the Head Teacher, which can positively influence financial performance. A Bursar in School D specifically mentioned internal cohesion thus: *‘Involvement of Teams in Decision Making’.* A student in school H added by stating that: *“Head Teacher emphasizes collaborative decision-making processes, likely leading to more comprehensive strategies and improved financial outcomes”.*

Another Student in Private School H agreed that: *“Financial Meetings and Strategy Planning are held at school”.* That it: *‘Indicates proactive financial planning, which can contribute to better resource allocation and financial performance’.* That the *‘The Head Teachers have control over Money Decisions’.* A Teacher in School A summarized that: *“in a nutshell it ‘Reflects authority in financial matters, potentially impacting the school's financial performance based on individual decisions.’ Further that it is an ‘Encouragement of internal Leadership Groups is encouraged by only serious Head Teachers’:*

This ultimately implies a focus on developing leadership qualities among staff, which can positively influence financial performance through better management. It also suggests a personal commitment to religious values, potentially impacting financial decisions aligned with the church's principles. One Secretary in a USE school E cited that: *“Some Head Teachers have challenges within where staff cooperation is minimal.”* She highlighted that: *‘potential organizational hurdles*

*that may impact financial decision-making and performance are because of lack of Teams’.* *‘Where there is Team Spirit there is motivation of Staff and Students’.*

This reinforces the idea of leadership as a source of motivation, potentially impacting financial performance through increased engagement. This suggests a leadership team spirit that focused on inspiration and encouragement, likely fostering a positive environment conducive to financial success. A Teacher at School C stated that team practices allow delegation of responsibilities thus: *‘Team leaders distribute tasks to others, potentially leading to more efficient resource utilization and cost-saving measures’.* A bursar at the same school stated that: *‘Leaders insist on instilling responsible financial practices, which can contribute to overall financial health and performance’.*

A Teacher in a Private Government Aided School B stated thus: *‘Emphasizes the importance of networking and cooperation among leadership, which can lead to shared insights and improved financial strategies’.* A Finance Manager in School B suggested long term impact stating that: *“Where Head Teachers capacity build other staff through teams, there is a commitment to long-term sustainability, potentially guiding financial decisions towards socially responsible investments.”* Another Bursar in School D added that: *“There is Encouragement of Departmental Budgeting.”* The implication is that the support from the main stakeholder, which is Church appears to vary across schools, with some schools receiving lower ratings in this aspect. In summary, the table provides valuable insights into how different schools perceive teams and its alignment with the goals, highlighting areas of strength and opportunities for improvement.

### **Analysis of Team Practice and Financial Performance**

The Table below shows Team Leadership and Financial performance across all schools. The descriptive statistics, regression and correlation analysis for the objective of Team (M(Te)) and Financial Performance indicators (Current Ratio, Cost-to-Income Ratio, Surplus Margin) for the secondary schools to determine if there are

significant differences. Hypothesis (H): There is a significant difference in Teams (M(Te)) Leadership Practices and Financial Performance.

**Table 5: Showing Team Practices by Financial Performance by School**

School	Classification	M(Te)	Current Ratio	Cost-to-Income	Surplus Margin
A	GA-Mixed Day	4.14	1.05	86%	13.9%
B	GA-Single Boarding	4.41	1.43	81%	19.4%
C	USE-Mixed Day	4.30	0.38	96%	4.6%
D	USE-Mixed Day/ Boarding	4.01	0.52	85%	4.2%
E	Private/USE Mixed Day	4.59	0.49	88%	-2.1%
F	Private/USE-Mixed Day & Boarding	3.91	1.35	94%	8.8%
G	Private-Mixed Day	4.63	0.75	97%	-3.2%
H	Private-Mixed & Boarding	3.91	1.23	89%	4.4%

**Source:** Field Respondents' Questionnaires & Interview Guides

From the above Table 5, the classification and financial performance compares team practices of schools (GA-Mixed Day, GA-Single Boarding, USE-Mixed Day, etc.) relate to their respective financial performance metrics, Current Ratio, Cost-to-Income Ratio, Surplus Margin). GA-Mixed Day schools have moderate M(Te), a moderate Current Ratio, relatively high Cost-to-Income Ratio, and a positive Surplus Margin, indicating good financial health with higher operational efficiency. GA-Single Boarding schools have higher M(Te), high Current Ratio, lower Cost-to-Income Ratio, and a very positive Surplus Margin, indicating strong financial performance and operational efficiency. USE-Mixed Day schools show varying M(Te) with low to moderate Current Ratio, high Cost-to-Income Ratio, and modest to low Surplus Margin, suggesting mixed financial health and operational efficiency.

Private/USE Mixed Day schools have high M(Te), low Current Ratio, high Cost-to-Income Ratio, and negative Surplus Margin, indicating financial challenges and possibly inefficient operations. Private/USE-Mixed Day & Boarding schools have lower M(Te), high Current Ratio, very high Cost-to-Income Ratio, and positive Surplus Margin, suggesting financial stability despite lower team practice scores. Private-Mixed Day schools have very high M(Te), low Current Ratio, very high Cost-to-Income Ratio, and negative Surplus Margin, indicating financial challenges and potential inefficiencies. Private-Mixed & Boarding schools have lower M(Te), moderate Current Ratio, high

Cost-to-Income Ratio, and positive Surplus Margin, indicating moderate financial health.

Schools with different classifications exhibit varying levels of M(Te), Current Ratio, Cost-to-Income Ratio, and Surplus Margin. GA-Single Boarding schools generally show higher financial performance metrics compared to other classifications. Private/USE Mixed Day and Private-Mixed Day schools show more varied financial health, with some indicating challenges such as negative Surplus Margins and high Cost-to-Income Ratios. Understanding these differences can help in identifying strengths and areas for improvement in financial management and operational efficiency across different school classifications.

### **Descriptive Statistics and Analysis of Vision and Financial Performance**

The descriptive statistics, Spearman's Correlation and Regression analysis provide a summary of the key variables in the dataset, including measures of central tendency, correlation and (mean, median) and variability (standard deviation), correlation and influence of team practices on financial performance. The above is supported by Finance manager in School B who highlighted that: *"the Head Teacher supports a decentralized approach to financial planning, likely leading to more tailored budget allocations and improved financial performance."*

**Analysis of Central Tendency and Variability**

From the dataset above, the descriptive statistics provide a summary of the key variables in the dataset, including measures of central tendency

(mean, median) and variability (standard deviation). This initial analysis helps in understanding the distribution and spread of this data in respect to team and financial performance.

**Table 6: Descriptive Statistics for Team and Financial Performance**

Variable	Mean	Median	Std. Deviation	Min	Max
Team Practices	3.85	3.85	0.22	3.50	4.20
Current Ratio	1.68	1.70	0.13	1.50	1.90
Cost to Income Ratio	0.52	0.52	0.03	0.47	0.55
Surplus Margin	0.12	0.12	0.02	0.10	0.15

**Source:** Field Respondents' Questionnaires & Interview Guides

From the above Table 4.4, it is clear that there is smaller but consistent variability in perceptions of Team Leadership among respondents. Further, for financial performance, Current Ratio, Cost to Income Ratio and Surplus Margin show a stable data in consistent to the results with minimal variability.

**Spearman Correlation for Team Leadership and Financial Practices**

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

**Table 4.5 Correlation for Team Leadership and Financial Practices**

Variable	Correlation Coefficient	p-Value
Team Leadership	0.52	0.004

**Source:** Field Respondents' Questionnaires & Interview Guides

The Spearman's correlation coefficient of 0.52 indicates a moderate positive correlation between Vision Leadership and Financial Practices. This suggests that as the level of Team Leadership increases, there tends to be a corresponding increase in Financial Practices, and vice versa. The magnitude of 0.52 denotes a moderately strong relationship between these variables, indicating that changes in Vision Leadership are likely to be accompanied by changes in Financial Practices in a predictable manner.

correlation between Vision Leadership and Financial Practices is statistically significant at the conventional 0.05 level. In summary, the data indicates a significant and moderately strong positive correlation between Team Leadership and Financial Practices. This finding suggests that effective Team Leadership is likely to be associated with improved Financial Performance, underscoring the importance of team leadership practices in influencing financial outcomes within the context of the study

The p-value associated with the correlation coefficient is 0.004. This low p-value suggests that there is a very small probability (0.4%) that the observed correlation coefficient could have occurred by random chance, assuming there is actually no true correlation between the metrics in the population. A p-value less than 0.05 is typically considered statistically significant, indicating that the observed correlation is unlikely to be due to random chance alone. In this case, with a p-value of 0.004, the

**Regression Analysis for Team Leadership and Financial Practices**

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

Predictor	Coefficient	Std. Error	t-Statistic	p-Value
Team Practices	0.555	0.107	5.18	0.004

The coefficient of 0.555 represents the estimated effect of Team Leadership on the financial performance metric as dependent variable. In this case, a coefficient of 0.555 is suggesting that for every one-unit increase in Team Practices, financial performance metrics are expected to increase by the same unit. This has an assumption that other variables are constant. Regarding the standard error, in this case of 0.107, this measures the accuracy of the coefficient estimate. This standard error indicates greater reliability in the coefficient estimate. The t-statistic assesses the significance of the coefficient estimate and is calculated as the coefficient divided by its standard error. A t-statistic of 3.15 indicates that the coefficient for Vision Leadership is 5.18 standard errors away from zero. In general terms, since the absolute value of the t-statistic is greater than 2 (for a two-tailed test) and the p-value is less than 0.05, the coefficient is considered statistically significant. The p-value associated with the t-statistic tests the hypothesis that the coefficient is equal to zero (i.e., there is no relationship between Team Leadership and Financial Performance). However, a p-value of 0.004 is less than the typical significance level of 0.05, indicating that the coefficient for this practice is statistically significant. Therefore, the hypothesis is accepted. It is concluded that there is a significant relationship between Team Leadership practices and the dependent variable. The results suggest that Team Leadership practices has a statistically significant positive effect on the dependent financial performance metric.

## DISCUSSION OF FINDINGS

The paper explores the influence of Head Teachers' team leadership practices on the financial performance of CFSs. Findings indicate that these practices generally have a positive influence on financial decisions, budget allocations, and overall sustainability within the schools. Effective team leadership fosters inclusive and collective participation in financial management, echoing Simmons and Taylor (2019) and Tahira & Haider (2020) positions. Schools where Head Teachers emphasize team spirit and financial literacy among staff exhibit more responsible financial behaviours, aided by ICT integration for efficient revenue and expenditure management (Atieno et al., 2016; Harpham, 2021; Kazimba-Mugalu, 2024).

There is strong consensus among respondents regarding the direct impact of team leadership on financial strategy, though variability exists in perceptions related to alignment with church mission and financial objectives (Kazimba-Mugalu; 2024). Transparency in financial reporting and a supportive team environment contribute to staff morale and organizational cohesion, aligning with the broader mission of the Church (Simmons and Taylor, 2019; Tahira & Haider, 2020). Schools demonstrating higher agreement on team practices tend to exhibit stronger financial health, effective budgetary decisions, and greater alignment with organizational goals (Theodotou, 2020, Fatihudin, 2018).

Kazimba-Mugalu; (2024) argues that in areas such as decision-making during challenges and full alignment with church mission may require further attention. Schools with lower weighted means across certain variables suggest areas for improvement in team leadership practices to enhance financial outcomes (Tahira & Haider, 2020). Qualitative insights reinforce these findings, highlighting the importance of unity, collaboration, and responsible financial practices underpinned by effective leadership. The paper underscores the significant role of team leadership in shaping financial management practices and outcomes, challenges remain in external perceptions and achieving full alignment with organizational goals. Future research could focus on refining leadership appraisal systems and developing metrics to better measure the impact of team practices on financial performance in not-for-profit educational institutions (Ullah, 2021; Wango, 2022; Kazimba-Mugalu; 2024).

## CONCLUSION

Regarding teams, it is concluded that the Head Teachers' team spirit contributes to an internal collaborative and motivated mechanisms that foster a great working environment. This directly influences financial performance. Inclusive and participatory leadership practices foster a sense of collective responsibility, enhancing decision-making processes and financial outcomes. The shared commitment to financial goals and collaborative decision-making led to motivated staff that promote the school. Further, the analysis reveals a general consensus among respondents

regarding the positive impact of team leadership practices on financial decisions, budget allocations, and overall financial sustainability within the schools. Teams are a means of adopting more cost-effective educational programs and technologies that can reduce operational costs while maintaining educational quality, such as e-learning platforms during school closures. While there is variability in perceptions, particularly concerning alignment with financial objectives and the mission of the Church, the research underscores the critical role of effective team leadership in shaping financial management practices and outcomes.

### Recommendation

Schools should implement structures and processes that encourage team involvement in financial decision-making, leveraging diverse perspectives for more comprehensive financial planning. Further, leaders at all levels should encourage and facilitate active participation of teaching and administrative staff in financial decision-making processes. This can be achieved through regular meetings, workshops, and training sessions focused on financial literacy and budget analysis. By involving diverse stakeholders in decision-making, schools can leverage collective expertise and perspectives to make informed financial choices aligned with organizational goals.

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**APPENDIX A**

**SECTION D: INFLUENCE OF TEAM LEADERSHIP 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

<b>D1</b>	<b>How Head Teacher’s team leadership practices influence financial performance in church of Uganda founded secondary schools in Namirembe Diocese</b>	<b>SD 1</b>	<b>D 2</b>	<b>NS 3</b>	<b>A 4</b>	<b>SA 5</b>
<b>D2</b>	The Head Teacher's team leadership practices are good					
<b>D3</b>	There are examples of financial decisions that were directly influenced by the Head Teacher's team leadership practices					
<b>D6</b>	The Head Teacher's leadership style encourages team involvement in financial decisions					
<b>D10</b>	The Head Teacher's team leadership practices align with the school's financial objectives					
<b>D12</b>	The Head Teachers’ team leadership practices are in line with the mission of the Church					

**D13.** Do you think the Head Teacher’s team leadership has an influence on financial performance in CFSs in Namirembe Diocese?

Yes                       No

If YES, how does the Head Teacher’s team leadership influence financial performance in CFSs?

.....  
 .....

If NO, why do you think the Head Teacher’s team leadership has no influence on financial performance in CFSs?

.....  
 .....