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## **The Impact of Financial Management Practices on Academic Performance in Day Schools of Kicukiro District in Rwanda**

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### **Abstract**

*This study aimed at investigating the influence of financial management practices on secondary school academic performance in day schools of Kicukiro District in Rwanda. These practices may affect students' achievements in one way or another. As school funds is well used to avail enough teaching aids, to train teachers in different domains, to hire qualified teachers if in need and many more. All these activities yield in improved students' outcomes. The general objective was to examine the influence of financial management practices on secondary school academic performance in day schools of Kicukiro District in Rwanda. Specific objectives of the study were the following: to investigate financial management practices in selected schools in Kicukiro District, to determine the level of secondary school academic performance in selected schools in Kicukiro District, and to establish the relationship between financial management practices and secondary school academic performance in Kicukiro district. The research design was a descriptive co-relation. Structured questionnaires and interview were used to collect data. Statistical techniques such as mean, and Spearman correlation were used for data analysis. The findings indicate a positive relationship between financial management practices and secondary schools' academic performance in Rwanda. The study also identified poor academic performance in National examination of S3 students in day schools. Again, there are other students' related factors which can positively or negatively affect students' achievements. Courses related to financial managements should be integrated in schools for pre-service teachers but also the in-service training need more attention for school to be effectively managed.*

**Key words:** *Financial management; School performance; Academic performance*

### **1. Introduction**

School financial management is a global critical issue and may affect the school academic performance in one way or another (World Bank, 2019). Management of school funds include controlling school finances, organizing school finances, leading school finances and budgeting which is a part and parcel of existence of the school (Motsamai, Lynette & Corene, 2011). Using money effectively is critical to improving education. Motsamai et al. (2011) say that school resources levels should enable students to meet performance objectives. From this point, different functions of financial management must be carefully done for satisfactory academic performance. They added that effective and efficient management of school finances is imperative towards quality education.

Schools that carefully manage their financial resources have better academic performance. It is in the best interest of the schools and its students that its school leader has a clear understanding of his or her role in the management of finances and the implementation of financial policy (Elizaveta, 2018). UNESCO (2010) pointed out that there is mismanagement of school funds in Rwanda. If school finances are poorly managed, it causes the lack of necessary materials in schools (Kuria, 2012; Mercy et al., 2014). This situation is also stressed by the fact that most head teachers are highly educated and are graduate teachers but with limited financial management skills (Baraka, 2010; Tlale, 2011 & Mercy et al., 2014).



According to Walter (2019), there is poor quality of supervising education system when financial recording which is a vital financial management practice is missing. Poor records management leads to difficulties in administering, developing, and supervising education systems. Poor learning may result from inappropriate allocation of school funds. In addition to this, the use of education funding by schools for activities unrelated to learning results in poor learning (Jessica & Peter, 2017). The problem of financial management is greater in less developed countries, but it is also seen in other countries.

In California, Motsamai et al. (2011) said that school resources levels should enable students to meet performance objectives. In Kenya, continuous students' poor academic performance in National Examinations, especially in schools with poorly managed finances leading to outcry from stakeholders (Matula et al., 2018). All in all, schools have finances which allow them to fulfil their duties well. However, having resources is not enough but a significant issue is to ensure that available resources are used efficiently and effectively in matters related to teaching and learning. In view of this, World Bank (2019) revealed that lack of financial management skills is the clear source of mismanagement of school funds as well as failure of the school to achieve its mission.

Schools that carefully manage their financial resources have better academic performance. According to Motsamai et al. (2011), it is obligatory for principals to ensure accountability and prudence in the utilization of school funds. In this sense, the head teachers must know, understand, and make records of income and expenses and be able to explain the phenomena to the different stakeholders. Every school leader must understand the ins - and outs of his/her school (Elizaveta, 2018). The school principals ensure that school financial management is being done in good manner to stimulate better student's academic performance. Head teachers must properly manage the school funds to provide all necessary teaching materials and good food. Without funds some head teachers cannot afford to feed students (Motsamai et al., 2011). How can students perform well without eating?

A proficient head teacher should use school funds in such way that he/she maintains teachers for long period in the school. According to Tera (2016), experience is positively and significantly associated with teacher effectiveness. This indicates that when school finances are effectively managed, teachers will feel proud of working in the schools for long period which will yield better results. The handling of all these financial functions requires knowledge, skills in financial management and experience. The more experienced principals are, the better they are in financial management (Baraka 2010).

The financial practices in schools include auditing. In education, auditing determines whether the correct procedures are followed or whether illegal activities occurred then there are remedies to correct the errors if found. Following procurement process promotes prudent utilization of resources (Mutula et al.2018). Furthermore, collaboration of all school stakeholders in managing school finances is key success to leading school finances. Niemann (1997) shows that communication is the basis for establishing relationship and for providing motivation. Good communication will ensure that each staff member who is involved in school finances will be informed about the authorization for various expenditures, is knowledgeable about the financial procedures for expending money and to whom the result of expenditure should be reported. In opposite, when education partners are not fully involved in school activities including finance, the expected output and outcomes will not be good. This may result in students' violence and parents' demonstrations and interdiction of some public secondary schools (Baraka, 2010).

In school's financial management, accounting cannot be left behind. Mehrdad and Saeed (2015) said that the main objective of accounting is to record financial transactions systematically in the books of accounts and to find out the profit-loss and financial position of a business. Accounting is used to present decidable information to different management levels to be used in decision making, planning, control, and facilitation functions. It serves as well as mean of effective communication (Mehrdad & Saeed, 2015). Moreover, in school financial management, budgeting is linked with academic performance. A budget plan is made for a given period, usually one year. A well formulated school budget should consist of an education plan, an expenditure plan and revenue plan (Heather, Jon & Peter, 2004). Normally, a budget should be available before the commencement of academic year. It is the responsibility of the principal of the institution to ensure that the annual budget is prepared in time (Kuria, 2012).

School academic performance reflects achievement of students. School money should be used to avail all materials needed for learning. In fact, teaching and learning is the core business of any school. In this perspective, Annick (2010)



suggested six key dimensions which reflect a good atmosphere of teaching and learning. They include safe and protective environment, environment which is academically effective, health promoting environment, community engaged environment, gender sensitive and rights based and inclusive environment. School finances must be managed in such way to avail all six dimensions which favour teaching and learning (Elizaveta, 2018). Effective and efficient management of school finances is imperative towards quality education (Motsamai et al., 2011; Andrew, 2016). In their research, Baker (2012) and Andrew (2016) revealed that there is a direct positive relationship between increasing financial resources and students' outcomes.

Different policies in Rwanda highlight that education is the only way to socio-economic development of the country as stated in Rwanda Vision 2020 (Ministry of Finance and Economic Planning, 2000), in EDPRS I & II, ESSP 2018 (Ministry of Finance and Economic Planning (2013), and IPAR (2012). However, the World Bank (2019) revealed the poor quality of learning due to expansion of education systems. The percentage of S<sub>3</sub> learners achieving at least minimum proficiency in English and numeracy are 73.9% and 80.6 % respectively in academic year 2017 (MINEDUC, 2018). Though, there is no data about other subjects, the government put effort in education to acquaint his citizens with necessary social and employability skills to fit the labour market (MINEDUC, 2013). In Rwanda, Social Transformation Pillar that include education received 27% of the annual total budget for 2018-2019 (Ministry of Finance and Economic Planning, 2018). Some amount of money is directly transferred to school accounts and are managed by Headteachers supported by School General Assemblies (SGAs), former Parent Teacher Associations (PTAs). Therefore, schools have the responsibility to use effectively received money to ensuring access, retention and quality of teaching and learning (ESSP, 2018). The reality in Rwanda is that once they are recruited as headteachers, most of the time, they are expected to have experience in teaching not in management and leadership. In addition, they are not trained before exercising new roles. Equally, they are not inducted to be familiar with their positions. In this regard, headteachers find themselves in new responsibilities like leadership and resources management for which they were prepared.

Therefore, the present paper aimed to find out the relationship between financial management practices and secondary school learners' academic performance. Specifically, its objectives are (i) to investigate the financial management practices in secondary day schools in Kicukiro District, (ii) to determine the level of secondary school academic performance in day schools of Kicukiro District, and (iii) to establish the relationship between financial management practices and secondary school academic performance in day schools of Kicukiro District. These objectives have been achieved by answering three research questions which are the following:

- 1) To what extent are financial management practices implemented in day schools of Kicukiro District?
- 2) What is the level of secondary school academic performance in day school of Kicukiro District?
- 3) Is there any significant relationship between financial management practices and school academic performance in day school of Kicukiro District?

## **2. Research Methods**

A descriptive correlation research design was employed in this study. The research used both qualitative and quantitative methods because researchers' intention was to understand the phenomenon under investigation (Creswell & Clark, 2011; Creswell, 2012).

The study population included head teachers at secondary schools, accountants, deputy head teachers in charge of studies, School Executive Committee (former School General Assembly Committees (SGACs) members, students who represent others in each school and one teacher representing others in each school of Kicukiro District. Therefore, a total number of 1693 was targeted in this study. The sample was obtained using the formula of Bouchard (1998). Purposive and simple random sampling were used to select two secondary schools, schools' head teachers, deputy head teachers in charge of studies, accountants/bursars and 2 members representatives of the School Executive Committees within those schools. Hence, 91 respondents participated in the study.

Quantitative data were collected through a Likert scale questionnaire and the structured interview was given to the accountants as they are very important in dealing with financial matters within the schools. The validity of the used instruments was obtained through professional proofreading and by calculating the content validity which was 0.72 and that of the interview guide for the accountants/bursars was 0.82. These values are greater than 0.7 and valid (Amin, 2005). A pilot test was administered on a small number of secondary school administrators in five schools. Using



Chronbach's alpha coefficient the results indicated  $\alpha = 0.7$ . This value shows that the instrument used is reliable because Chronbach's alpha value is  $> 0.6$ . (Hamdan, Badrullah & Shahid, 2011). Data from interviews was tape recorded and listened to attentively by identifying emerging themes while quantitative data was coded and analysed statistically using the Spearman's correlation coefficient to justify the relationship between financial management practices and students' academic performance.

### **3. Findings**

The findings of the study are presented in accordance with the research questions.

#### ***Financial management practices in day schools of Kicukiro District***

Respondents in this study were given questionnaires and requested to identify the scale at which financial management activities are being carried out in their schools. Those activities are controlling school finances, organizing school finances, leading school finances and budgeting which is a part and parcel of existence of the school (Motsamai et al., 2011). Participants were asked to provide their ideas on the practicability of budgeting process; if the ideas of the school community are taken into consideration during budgeting process, if there is a committee to monitor the implementation of the budget, and if the school vision, mission, and priorities are referred to when budgeting.

Some indicators like involvement of school stakeholders during budget preparation, research shows a Mean (M) of 2.86. Seven parents strongly disagree on this by saying that only headteachers prepare the school budget and then present it to them during School General Assembly. During interview with school accountants, 3 of 14 say that it is not easy for them to get the date that comforts all stakeholders. This justifies why their involvement is low. In fact, the average mean on this practice shows that some schools do not even refer to school vision and mission while budgeting.

Many schools do not have committees which monitors the implementation of school's budget. The M obtained on this aspect is low: 2.41. In contrast the M obtained on activities related to accounting is high: 3.25. Some schools do not prepare and submit financial reports on time, some financial transactions are not recorded, or some serial payment vouchers do not have serial numbers.

On the aspect of leading of school finances, findings indicated a M which is high: 3.16. Participants were asked to talk about different indicators of leading school funds and how it affects students' academic performance. Almost all headteachers 12/14 strongly agree that they communicate to stakeholders before buying new items in the school. However, 2/14 of asked Headteachers said that sometimes, they do not communicate when there is new type of expense which they judge as very urgent. It is in line with this that participants were asked to mention if they know financial procedures of expending school funds. Many respondents: 28/28 students, 10/14 teachers and 8/14 parents said that they do not know financial procedures of expending school money. At this question only school accountants are aware of followed procedures. The school administrators mentioned that there is gap in trainings related to financial activities on their side as school leaders but also on the side of School Executive Committee (former General Assembly Committees) members.

Participants were questioned on auditing activities in their schools. They were requested to provide their opinions on some indicators of auditing. The first one was, saying that there is often auditing in your school. The big number of students and parents responded by 'not sure' while other categories of respondents said that they agree. This indicator highlight how financial matter is secrete and information is only within few persons. Again, the study revealed that auditing is done by district level in all secondary schools in Kicukiro District. Questioned on the importance of auditing in management of public funds, all participants in all categories strongly agree that auditing helps school managers to follow financial rules and regulations. School accountants explained that they comply with procurement guidelines given by Ministry of Education because they know they will be held accountable. They said that procurement helps them to avail what is necessary for teaching and learning process. Unfortunately, some school stakeholders like parents and students are not aware of auditing repots. The M about this aspect is 3.03, which is high.

#### ***Academic performance of secondary day schools in Kicukiro district***

Academic performance has been explained by different authors. Martha (2009), said that academic performance of students is defined as student's performance in an examination, tests, and in course work. Similarly, Narada and



Abdullah (2016) defined academic performance as the knowledge gained which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period of time. According to them these goals are measured by using continuous assessment or examinations results. Differently, Yusufu, Onifade and Bello (2016) defined academic performance as measurable and observable behaviour of a student within a specific period. They added that, student’ academic performance consists of scores obtained by a student in an assessment such as class exercises, class test, mid-semester examinations, mock examinations and end of semester examinations.

Rwanda Education Board (REB) uses grades to represent the academic performance of students in National examinations. These grades are division 1(Div I) division 2 (Div II), division 3 (Div III), division IV (Div IV) and unclassified (U) for those who performed very poorly. This research considers students in Div I and Div II as students who really performed well in their learning process.

Based on the above explanations, this work assessed marks of students in day schools of Kicukiro District from National Examination of O’level (S3).

**Table 1: Academic result in day schools of Kicukiro District 2012-2014**

School	Academic year and performance rate					
	2012		2013		2014	
	No of students	Div I & II (%)	No of students	Div I & II (%)	No of students	Div I & II (%)
1. GS Masaka	110	26	128	17.1	103	32
2. GS Gikondo	175	26	172	24.4	168	33.3
3. GS Mburabuturo	78	17	202	10.8	133	12.8
4. GS Camp Kanombe	152	16	240	10	202	10.4
5. GS Kimisange	112	16	188	12.2	155	20.6
6. GS Remera Protestant	140	14	144	18	155	20.6
7. GS Gahanga I	124	14	90	16.9	132	37.1
8. GS Kicukiro	129	13	96	47.9	85	60
9. GS Gatenga I	187	13	183	12	121	9.1
10. GS Rusheshe	38	11	72	6.94	59	8.5
11. GS Busanza	88	9.1	137	10.2	101	20.8
12. GS Rubirizi	59	8	187	6.95	86	7
13. GS Masaka I	89	6	102	7.8	178	11.2
14. GS.Nyanza	-	-	75	25.3	78	16.7
<b>Total</b>	<b>2.065</b>	<b>24</b>	<b>3.017</b>	<b>20.5</b>	<b>2.705</b>	<b>29.9</b>

Source: REB (2015)

Generally, students’ performance in National Examination is not good as it is shown in this table. The performance rate is below 30%. In 2012, 2.065 students sat for O’Level National Examination in Kicukiro day public schools, only 24% performed well. In 2013, 3.017 students did exam and 20.5 % excellently passed it. There is slight increase in 2014, where 29.9 % performed very well. A big number of students fall in Div III and Div IV which means that they got poor marks in almost all subjects done in National Examination. There are variations in the same schools in different years. For example, in GS Masaka I in 2012, 26 % students passed very well, but in the following year the performance rate reduced dramatically and was only 17.1%. Then after in 2014, the performance rate increase was 14.9%. These variations in academic achievements of students may be linked to the shift in the focus of priority areas.

Academic performance in this study reflected the ability of students to demonstrate that they have really understood what they learnt. In our context of Rwanda, the indicator of academic performance is mainly student’s grade from National Examination after completion of a learning cycle which are primary school, Ordinary level (S3) and advanced level (S6).

Respondents were questioned about indicators of academic performance. About number of rooms, there is variation among schools in Kicukiro district and the M is 3.1. The study found out that in some secondary schools of Kicukiro



District, classrooms are overcrowded. The respondents were asked if they have enough toilets for both boys and girls. All of them strongly agreed that separate toilets are available. The M obtained on this indicator of toilet facilities is high (M: 3.11). About Teaching and learning resources, the study found out that laboratories exist in some schools but are not well equipped. This is among major causes of students' failure in sciences subjects. The M is 2.93. In general, schools have libraries, but they are not fully equipped (M: 2.01).

Concerning the teaching staff motivation, school leaders reported that it is not easy to know a motivated teacher. They avail some teaching facilities to easing their work of teaching. For example, rewarding system was introduced in all secondary schools in Kicukiro District, but it is not working at the same level (M is 2,98). In this study, 10/14 teachers disagreed on the statement saying that the school organizes premium of the teachers every month. Unlike students, majority of them (19/28) are not sure. On the indicator of giving bonus to teachers, the M is 2.13. It was found out that all schools do not provide accommodations to all teaching staff as it was demonstrated by the M of 2.17 (which is low). In some school (6 over 14), teachers' accommodations are available, but they are not enough for all teachers. Six (6) accountants said that there are only 8 rooms (4 rooms for males and 4 other rooms for female) teachers. Findings indicated that some schools support their teachers in special events like wedding ceremonies, burials (M is 2.93).

Students' performance was also analysed looking at other indicators like students' attendance, student-teachers ratio, request of extra time for learning by learners and students' performance in National Examination. The latter is influenced by the first three indicators. Respondents were asked to reflect on regularity of learners' attendance. A big number of respondents strongly disagreed with the statement and highlighted the irregularity of students in classes. These findings were corroborated by students as 20/28 disagreed with the statement about regularity of students' attendance in classes (M is 2.98 which is low). The study also revealed that some students do not consult their teachers for more clarifications (M is 3.22).

Finally, respondents were asked to talk about academic performance of their students. Generally, the respondents agreed that learners do not score well in National Examinations. As a matter of fact, 10/14 head teachers and 8/14 deputy head teachers in charge of studies said that many students are in the Division III and Division 4. Respondents agreed on poor performance of learners in National Examinations with M of 3.06.

***Relationship between financial management and availability of resources in schools***

The third objective of this study was to find out whether there is a positive relationship between financial management and secondary school performance in Kicukiro district. To achieve this objective the correlation was tested on four elements of financial management namely budgeting process, accounting process, leading of school finances, and auditing activities. They were correlated with indicators of school performance which are infrastructure, teaching and learning resources, staff motivation and student performance.

**Table 2: Correlation between elements of financial management and availability of resources in the schools**

		School infrastructure	Teaching and learning resources	Staff motivation	Student performance	
Spearman's rho	Budget process	Correlation Coefficient	.661**	.428**	.300**	.481**
		Sig. (2-tailed)	.000	.000	.004	.000
		N	91	91	91	91
	Accounting process	Correlation Coefficient	.290**	.399**	.120	.055
		Sig. (2-tailed)	.005	.000	.258	.603
		N	91	91	91	91



Leading school finances	Correlation Coefficient	.487**	.255*	.113	.327**
	Sig. (2-tailed)	.000	.015	.288	.002
	N	91	91	91	91
Auditing activities	Correlation Coefficient	.478**	.024	.161	.497**
	Sig. (2-tailed)	.000	.820	.127	.000
	N	91	91	91	91

\*\* . Correlation is significant at the 0.01 level (2-tailed).  
 \* . Correlation is significant at the 0.05 level (2-tailed).

The research showed positive relationship between budget process and availability of resources in the schools in terms of infrastructure, teaching and learning resources, staff motivation, and performance of students. These relationships are said to be statistically significant since all Sig (2-tailed) respectively .000, .000, .004, .000 are less than 0.05 or 0.01. The positive influence of a well elaborated budget was also seen by other researchers. By looking at all the services equally, the budget enables an equitable allocation of financial resources in all services of an education organization (Kuria, 2012).

About accounting activities, there are positive relationships between accounting process and resources in schools namely infrastructure, teaching and learning resources, staff motivation, which contribute to academic performance of students, but that relationship is not statistically significant on staff motivation since the Sig (2-tailed) of .258 is greater than either for 0.05 or 0.01. Findings also revealed that on the aspect of leading school finances, there are positive relationships between this aspect and school resources availability respectively namely infrastructure, teaching and learning resources, staff motivation, and performance of students but the relationship is not statistically significant since the sig (2-tailed) of .288 is greater than to 0.05 and 0.01.

Finally, it was found out that there is a positive relationship between auditing activities and performance factors in schools namely infrastructure, teaching and learning resources, staff motivation, and performance of students but this is not significant on teaching and learning resources since the Sig (2-tailed) of .820 is greater than 0.05 and 0.01. That is the same for staff motivation where Sig (2-tailed) of .127 is greater than 0.05 and 0.0.

**Table 3: General correlation analysis between financial management and academic performance of the schools**

		Financial management practices	Academic Performance of school
Spearman's rho	Financial management practices	Correlation Coefficient	1.000
		Sig. (2-tailed)	.000
		N	91
	Performance of school	Correlation Coefficient	.365**
		Sig. (2-tailed)	.000
		N	91

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient of 0.365 shows that there is a positive relationship between financial management practices and performance of schools, and this is statistically significant since the Sig (2-tailed) of 0.000 is less than 0.01.

#### 4. Discussion

The study indicated that the financial management is key to school's day to day activities. However, it was revealed that some school's stakeholders were not involved in preparation of the school budget and school's financial activities. Many schools do not take into consideration their visions and missions while dealing with the school's financial



activities. This results in using the school funds in activities which are not related to education purposes leading to poor academic performance as was stipulated by some researchers. Hanin and Sirous (2019) say that the primary goal of budgeting in schools is maximization of the money for education. The use of education funding by schools for activities unrelated to learning result in poor learning (Jessica & Peter, 2017).

The study revealed the lack of trainings in finance for majority of school's stakeholders. This extends the gap in exercising their work of financial management as explained by Mpolekeng (2011) saying that school principals and SGB members are unable to construct practical solutions to financial problems, mostly due to lack of financial knowledge, skills, and expertise.

All indicators of students' performance should be taken into consideration when dealing with the management of the school. In this study, findings indicated that many schools do not have libraries or laboratories, or they are not equipped at the expected level. This is a serious hindrance to the school performance. The irregular attendance of learners in classes was also found to be a handicap to school's performance and school leaders do not pay attention on that aspect. The researcher wonder how students can perform well the National Examinations without regular class attendance. It was explained that the performance of learners in National Examinations is influenced by students' attendance, student-teachers ratio and extra support provided to learners.

We based on findings of Kuria (2012) to emphasise the importance of budget in the school's activities. He says that looking at all the services equally, the budget enables an equitable allocation of financial resources in all services of an education organization (Kuria, 2012). The study found out positive relationship between budget process and availability of resources in the schools and this relationship is statistically significant. The positive relationship between financial management practices and performance of schools was shown (it is statistically significant as shown in data analysis). Despite this positive correlation, it was revealed that school leaders need improvement in terms of managing the school as an organisation for a better success of learners in internal and external examinations.

## 5. Conclusion

This study was guided by three important questions: (a) To what extent are financial management practices implemented in day schools of Kicukiro District? (b) What is the level of secondary school academic performance in day school of Kicukiro District? (c) Is there any significant relationship between financial management practices and school academic performance in day school of Kicukiro District? The findings indicated that the implementation of financial management in sampled schools is not satisfying as shown by different means. It was also revealed that the school academic performance in schools of Kicukiro was not good. The results of the study revealed a positive relationship between financial management practices and performance of schools due to the correlation of 0.365 and this is statistically significant since the Sig (2-tailed) of 0.000 is less than 0.01 as shown. It is to infer or conclude that efficient financial management leads to academic performance of students. The study showed that if school management follow very well guidelines of financial managements, by involving others in financial matters, recording all expenditures as required they will limit unnecessary costs and use school funds in way that is productive. They will use money efficiently to improve the school in terms of infrastructures, buying scholastic materials, building laboratories, etc. which will in turn create conducive learning and teaching environment. Finally, effective financial management practices in schools yields students, academic performance in the same school. The study will improve the knowledge of researcher in financial management, different stakeholders in education such as Rwanda Basic Education Board and school leaders. The limitations of this study mostly include generalization of results. It was done in 1 district of Rwanda. It would be good to do extensive research around the whole country.

## 6. Recommendations

Based on the findings, we recommend the following Integrating financial management in the courses offered to those who are being prepared to become school managers and leaders.

- Increasing in-service trainings given to school leaders and managers to ensure that school funds are appropriately managed to improve learners' academic performance.
- An investigation about the impact of school funds allocation and academic performance to strengthen this aspect of finances and its role in improving teaching and learning outcomes.





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