



REVIEWER'S REPORT

Manuscript No.: IJAR-52212

Date: 13-06-2025

Title: staffing and financial performance of church of Uganda private founded secondary schools in the greater Ankole Dioceses

Recommendation:

- Accept as it is.....**YES**.....
- Accept after minor revision.....
- Accept after major revision
- Do not accept (*Reasons below*)

Rating	Excel.	Good	Fair	Poor
Originality			√	
Techn. Quality			√	
Clarity		√		
Significance		√		

Reviewer's Name: Mr Bilal Mir

Reviewer's Decision about Paper: **Recommended for Publication.**

Comments (*Use additional pages, if required*)

Reviewer's Comment / Report

Abstract Evaluation:

The abstract presents a clearly structured summary that articulates the study's **purpose, methodology, findings, and value**. The focus on staffing—specifically worker experience, employee skills, and decision-making—is consistently defined and reiterated, reinforcing the conceptual clarity of the research. The use of a **mixed-methods approach**, including **structural equation modeling (SEM)** and **thematic analysis**, showcases methodological rigor. The variables under study are operationalized with precision, and the inclusion of psychometric validation processes (e.g., Cronbach's alpha, EFA/CFA) indicates a high standard of empirical robustness. The abstract closes by emphasizing the study's **originality** and practical relevance, particularly in the Ugandan context.

Keywords Evaluation:

The keywords are appropriate and well-aligned with the study's core constructs. They effectively highlight both thematic and methodological elements, including specific variables (e.g., worker experience, decision-making) and the context (Church of Uganda, SEM).

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Introduction Evaluation:

The introduction contextualizes the research within the broader discourse on human capital in education, with a focused lens on Church of Uganda-founded secondary schools in Greater Ankole Dioceses. The presentation of **staffing** as a tripartite construct—**worker experience, employee skills, and decision-making**—demonstrates conceptual clarity. The section successfully ties the relevance of staffing to financial viability, offering a compelling rationale for the investigation. Cited works (e.g., Kazimba-Mugalu, 2024; Mwebesa & Namagembe, 2021) lend credibility and situate the study within an evolving body of literature. The discussion of economic pressures facing these schools adds a realistic backdrop to the research problem.

Methodological Rigor:

The study employs a **mixed-methods** design combining **survey data** from 365 school leaders with **qualitative interviews**, indicating a commitment to both breadth and depth in data collection. Quantitative tools (SEM, EFA, CFA, composite reliability, AVE) are appropriately applied, and the reference to **thematic analysis** for qualitative insights underscores the multidimensional nature of the investigation. The explicit attention to **reliability** and **validity** enhances the credibility of the findings.

Findings Evaluation:

The results are presented in a clear and concise manner, showing a significant relationship between robust staffing strategies and improved financial outcomes. The triangulation of qualitative and quantitative data adds depth and reinforces the central thesis: that human capital investments, particularly in the defined areas of staffing, are closely tied to financial performance. The finding that collaborative decision-making contributes positively to financial health reflects alignment with contemporary organizational theory.

Contribution and Relevance:

This study makes a meaningful contribution to the literature on educational management and financial sustainability in faith-based institutions. By focusing on a specific but under-researched context (Church of Uganda-founded schools in Greater Ankole), it offers contextually grounded evidence that may inform staffing and HR policy decisions. The emphasis on **strategic HR practices** in relation to **financial health** provides a novel perspective in the Ugandan educational setting.

Language and Style:

The language is formal, coherent, and academically appropriate. Technical terms are clearly defined, and the prose maintains a consistent tone suitable for scholarly publication.

Overall Assessment:

This is a methodologically sound and contextually rich study that examines an important aspect of educational leadership and finance. It integrates quantitative and qualitative data effectively, provides

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theoretical and practical insights, and adheres to high standards of academic writing and design. The emphasis on staffing, framed through stakeholder theory and empirical validation, strengthens its academic contribution.