

**BLACK TAX AND EMPLOYEE SAVINGS IN SCHOOLS IN MUKONO
MUNICIPALITY: A CASE STUDY OF OUR LADY OF AFRICA SCHOOLS**

IAN JABEL

S23B33/110

**A DISSERTATION SUBMITTED TO THE SCHOOL OF BUSINESS IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF
BACHELOR OF SCIENCE IN ACCOUNTING AND FINANCE OF UGANDA CHRISTIAN
UNIVERSITY**

April, 2026




**UGANDA CHRISTIAN
UNIVERSITY**

A Centre of Excellence in the Heart of Africa

DECLARATION

I Ian Jabel, here by confirm that the research report entitled “Black Tax and Employee Savings in Schools in Mukono Municipality”, presents my original work that I compelled guided by my personal exposures to the case study. And I would like to note that this research report has never been submitted to any other institution for grading.

Signature:..........

APPROVAL

This is to certify that the research report entitled “Black Tax and Employee Savings in Schools in Mukono Municipality” has been done and completed by Ian Jabel under my supervision. Therefore, it’s now ready for submission to the school of Business of Uganda Christian University.

Signed by;



Allen Kagume

Research Supervisor

ACKNOWLEDGEMENT

I would like to acknowledge Mrs. Allen Kagume, my supervisor who encouraged me and gave me confidence to take up this topic of study as I carried out my research. She restlessly made efforts to see that I progress smoothly with this research and with her guidance; I was able to polish up my research work. THANKS so much.

ABSTRACT

Many working Ugandans are faced with a challenge of not being able to save as a result of the harsh reality of having to support their families financially. Though most studies have concentrated on internal job related factors as drivers of employee savings, this study seeks to assess employee savings in relation to Black tax, an external factor.

The study was based on working staff in schools in Mukono Municipality. The main aim of the research was to establish the impact of black tax on employee savings, particularly focusing on the staff working in our lady of Africa schools.

The study employed across sectional research design, using the qualitative and quantitative approaches. The quantitative research was conducted using a questionnaire formulated with open and closed ended questions, these were used to collect data from 60 respondents, as the sample size.

The analysis of data was conducted and the tests of the relationship among the variables was done. The results indicated moderate perceived impact of black tax on saving behavior (overall mean = 3.870), moderate experience of common forms (overall mean = 3.551), and moderate use of strategies (overall mean = 3.384). Key items with high agreement included family support reducing savings, sibling support, and encouraging family independence. No major demographic differences were observed in the patterns.

The report further presents in chapter five, the discussions of these major findings, together with the conclusions and recommendations in relation to the conclusions and then the areas of further research to advance the study by any other interested scholars.

TABELCONTENTS

DECLARATION	i
APPROVAL	i
ACKNOWLEDGEMENT	iii
ABSTRACT.....	iv
CHAPTER ONE	1
INTRODUCTION	1
1.0 INTRODUCTION	1
1.1BACKGROUND OF THE STUDY	1
1.2 STATEMENT OF THE PROBLEM	2
1.3PURPOSE.....	3
1.4 RESEARCH OBJECTIVES	3
1.5 RESEARCH QUESTIONS.....	4
1.6 SCOPE	4
1.6.1 GEOGRAPHICAL SCOPE	4
1.6.2 TIME SCOPE	4
1.6.3 CONTENT SCOPE	4
1.7 SIGNIFICANCE.....	5
CHAPTER TWO	6
LITERATURE REVIEW	6
2.1 Introduction.....	6
2.2 Empirical Review.....	6
2.2.1 Employee Savings.....	6
2.2.2 Black tax and Saving Behavior of Employees.....	7
2.2.3. Black Tax Forms Common to Employees	9
2.2.4) Strategies Employed towards Black Tax challenges.	11
CHAPTER THREE	13
METHODOLOGY	13
3.1 Introduction.....	13
3.2 Research Design.....	13
3.3 Study Population.....	13
3.4 Sample Size.....	13
Table; showing sample size	14

3.5 Sampling Techniques.....	14
3.6 Data Sources	15
3.7 Data collection methods and instruments (tools).....	15
3.8 Data collection procedures.....	15
3.9 Validity and reliability	16
3.9.1 Validity	16
3.9.2 Reliability.....	16
3.10 Data processing and analysis	16
CHAPTER FOUR.....	18
ANALYSIS, PRESENTATION AND	18
INTERPRETATION OF RESULTS	18
4.1 Introduction.....	18
4.2 Response rate.	18
Table: response rate.	18
4.3 Results on the background information of respondents.	18
Table: Back ground information of respondents.....	19
4.5 Descriptive Results for Common Forms of Black Tax.....	22
CHAPTER FIVE	27
SUMMARY, DISCUSSION, CONCLUSION.....	27
AND RECOMMENDATIONS	27
5.0 Introduction.....	27
5.1 Demographic characteristics:.....	27
5.2 Summary of major findings:	27
5.3 Discussion of major findings	28
5.3.1 Impact of black tax on the saving behavior of school staff.....	28
5.3.2 Common forms of black tax experienced by employees in schools	28
5.3.3 Strategies employed by school staff employees who experience black tax pressures	29
5.5 Recommendations.....	30
5.6 Areas of further study / research.....	31
REFERENCES	32
APPENDICE:	34
QUESTIONNAIRE FOR RESPONDENTS.....	34
SECTION A: DEMOGRAPHIC INFORMATION.....	34

SECTION B: IMPACT OF BLACK TAX ON SAVING BEHAVIOR..... 34
SECTION C: COMMON FORMS OF BLACK TAX 35

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter consists of the background of the study, statement of the problem, purpose of the study, research objectives, and research questions, scope of the study (geographical scope, time scope and content scope) and significance of the study.

1.1 BACKGROUND OF THE STUDY

Black tax is a phenomenon that was birthed in South Africa, majorly during the periods of apartheid. Black is a term widely used to allude to the black majority of African population, and the phrase tax in itself has connotations of burden as it compels heavy demands on the affected individual (Montle, 2020). Black tax is widely associated with the concept of Ubuntu, an ancient African word meaning “humanity to others” or “I am because we are”, and in which altruism is innate and built into the fabric of African communities (Branson, 2020). In South Africa, black tax has been primarily attributed to the experience of black Africans (Carpenter and Phaswana, 2021) however, this phenomenon extends to all individuals of African ethnicity not excluding those from Uganda (Roberts et al, 2021).

Worth noting, black tax is not exclusive to African community as other nations such as the United States also experience it. According to Prangley (2019) black tax spans all races, classes and ages and is predominantly paid by black Africans, colored and Indians though not exempting white ethnicities.

It's also believed that black tax arose to prominence across various media platforms when impacted individuals sought to share their lived experiences. Furthermore, black tax led to a plethora of academic debate aiming to explain the complex and controversial phenomenon, in fact most scholars argue that black tax refers to constantly patching up financial gaps for others at the cost of your own progress, otherwise such financial holes would remain open in the family. This burden falls to family members who earn a steady income thus their financial responsibility does not end with the nuclear family. In South Africa black tax refers to the monetary contributions made by employed Africans to their economically incapacitated relatives

(Magosha, 2021). In other countries such as the United States black tax has been described as the need for African Americans to work twice as hard compared to their peers (George, 2020)

These transfers are commonly viewed as moral and social obligations rather than formal contractual remittances, and they can be large, recurring and long term in nature (Investec, 2021). While no authors have directly questioned the worth and justification of individuals paying black tax, numerous papers have argued that paying black tax is a type of societal investment (Tlholoe, 2020). Infact the collectivist element of African culture is responsible for promoting community, as a result taking care of one another has become second nature in the African culture (Magosha, 2021)

However, some people consider it a symbol of private hardship and an insufferable burden. The prevalent wide spread perception is that black tax is an un pleasant experience and consequently, black tax paying persons are believed to harbor a deep resentment for the load they have been given (Tlholoe, 2020) . Africans who have been given the opportunity to study and are integrated into the labor force stand a good chance of failing to realize the benefit of their efforts (Branson, 2020). They face risk of financially contributing towards family needs rather than meeting their own “instead of saving and investing, we have to put down money to help our family” (Oliver, 2019).

How does the multifaceted, essential, yet complicated experience of black tax affect employee saving. Because black tax is often paid from net take home pay, it directly reduces the pool of funds that employees can allocate to personal financial goals. This paper therefore explores the impact of black tax on employee savings.

1.2 STATEMENT OF THE PROBLEM

Ideally, employee savings is one of the corner stones of individual growth and success, however, in many contexts, black tax significantly disrupts this ideal. While it’s arguable that employee savings are subjective and determined by the individual, employees should be able to build sufficient savings including emergency funds, retirement contributions, and personal investments to secure their financial future, maintain liquidity and meet long term goals, (Business tech, 2024). But due to black tax, many black professionals report diverting a substantial portion of their income to relatives, leaving little disposable income for their own saving and long term financial planning (Brown, 2022). As individuals juggle the weights of ensuring the survival of

their families and individual success, tensions between family needs and employee savings have likely intensified (Wilson, 2019). Black tax effect does not only birth emotional burden but also financial burden. Worth noting, the financial circumstances of a black tax payer at the beginning of his career may be more concerned with helping to pay for their sibling school fees other than to have a luxury of saving (Francis and Webster, 2019). According to Roberts et al (2021), Black tax remains the reality for almost 50% of the working population. In addition, the opportunity cost of black tax is built on the inability to prepare for the future, as the majority of individuals are torn between caring for their family and pursuing a better life for themselves. Black tax paying individuals dig themselves back into poverty as they seek to provide for their family survival while attempting to escape the cycle of poverty (Dyomfana, 2022). There have been some attempts to address the issue, for instance since funds spent on family needs often yield no financial returns, black taxpayers always invest what they are prepared to lose. However, existing interventions remain limited in scope and uptake, that is to say, many savers still lack access to structured mechanisms that allow them to save effectively without neglecting familial responsibilities. What's less understood about black tax and where the critical knowledge gap lies is the magnitude and dimension of black tax and specific saving outcomes. There is also little consensus on moderating factors that might reduce the negative impact of black tax on saving. Black tax problems continue to be challenging, sensitive and multifaceted and have enormous ramification in many contexts. Therefore, there is a pressing need for research that measures and models how different facets of black tax affect employee saving behavior. Hence this paper seeks to identify whether black tax indeed results in adverse outcomes in regards to employee savings.

1.3 PURPOSE

The purpose of the study was to examine the impact of black tax on employee savings in schools.

1.4 RESEARCH OBJECTIVES

This study was guided by the following research objectives.

- To examine the impact of black tax on the saving behavior of school staff.
- To explore black tax forms common to employees in schools.

- To explore the challenges faced by black tax payers and the possible strategies employed to overcome them.

1.5 RESEARCH QUESTIONS

This study aimed at the following research questions;

- What is the impact of black tax on the saving behavior of school staff?
- What are the black tax forms common to employees in schools?
- What are the challenges faced by black tax payers and the possible strategies employed to overcome them?

1.6 SCOPE

The scope of this study was confined to the geographical, time, and content scope.

1.6.1 GEOGRAPHICAL SCOPE

The study was confined to Mukono Municipality with reference to Our lady of Africa schools. The target population for this study was the employed school staff at Our lady of Africa, Namilyango which is located in Namilyango a few meters away, along the Kampala- jinja high way. The areas for conducting the study were chosen basically because they contain employed staff who are ideal candidates for black tax.

1.6.2 TIME SCOPE

The study was carried out between September 2025 to January 2026. The focus was on the period 2020 to 2025 in order to capture recent data with regards to the black tax phenomenon and employee savings.

1.6.3 CONTENT SCOPE

The study was confined to examining the impact of black tax on employee savings of school staff. Black tax was the independent variables and employee savings was the dependent variable. The study was specifically analyzing the schools in Mukono Municipality, with a case study of our lady of Africa schools .The school staff employees who are ideal candidates to black tax were the main respondents. The scope that was selected is small enough to be covered in depth but large enough to give a contribution to the current knowledge in regards to the impact of black tax on employee savings in schools.

1.7 SIGNIFICANCE

It is hoped that the findings of the study will be significant in the following ways,

It is hoped that the findings of this study may provide to policy makers, that is to say Ministry of Finance, planning and economic development and law makers in parliament the insights they may base on while making any possible amendments to suit the needs of black tax payers.

The findings of this study may be helpful to Human Resource practitioners, Employee Assistance Programme practitioners and other practitioners as the findings may provide additional information on how best to enhance and encourage employee savings amidst the tight black tax obligations faced by the employees.

To other researchers, since it's important to know about the impact of black tax on employee savings, it's hoped that the findings of this study may be helpful for literature review as it may serve as a current reference material in order to advance this study further.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, the relevant literature was reviewed which provided an over view of the existing knowledge about black tax and employee savings. Through the literature review, an impact of black tax on the employee savings was explored.

2.2 Empirical Review

2.2.1 Employee Savings

From the classical point of view, employee savings can be defined to mean intentionally unexpended amount of employee's earned income that is set aside basically to secure the unforeseen future (Raitskaya ,2024). Most scholars refer to savings being the surplus of income after deducting expenditure though others quantify it to be a percentage of an employee's earned income, set aside for future uncertainties. In fact, Daniel Torrez (2023) argues that savings is what you do long-term to have money for another chapter of your life. In the scope of which you could save for retirement, kids future education, emergency funds; and all this is done with an eye to providing an income If a time comes when you won't have an income, or produce an income. Most employees decide to follow the 50/30/20 rule, where they spend 50% of their income to their needs, 30% to their wants and the 20% is all that is left for savings.

According to an article that appeared in the Harvard Business Review, it highlighted that saving is hard and if people aren't thinking about saving, then they won't probably save. However, commemorating the World Savings Day which was established in 1924 (October), during the 1st international Saving Bank Congress in Milan, Italy, has provided a great opportunity to highlight why saving is essential (Tikhonowa, 2024). Saving money enables you invest, put your money to work so that it generates income and appreciates and build a financial safety net for emergencies. Peter Banh (2023) puts it that: " life is not always sunny, everyone will have his/her rainy day, but with saving, rainy day is just an inconvenience, however, without saving, it's a major disaster that could lead to homelessness and death".

Among other lessons, the post Covid-19 pandemic effects demonstrated the importance of saving for emergencies (FSD Uganda, 2023). This is because saving money enables you to deal with uncertainties better and reduce your economic vulnerability. The 2020 Covid-19 Fin scope

report, showed that 57% of Ugandans could not be able to sustain their life style after just one day of lockdown, 81% would not be able to sustain it after 15 days (Fin Scope Uganda, 2021). This lack of financial preparedness is partly because of the poor saving culture (FSD Uganda, 2023). The life cycle and Permanent income theories by Modigliani, 1954 and Friedman, 1957 respectively points to an obvious assumption that individuals will automatically save depending on their level of income as current or anticipated in the future. This may not be the case, particularly in lieu of the fact that willingness to save is critical as asserted in Katona's theory. Notably willingness to save could be a function of many factors, beside consumption fulfillment at a particular level of income and desire to maintain consumption amidst income fluctuations. It could be a function of availability of appropriate saving modes, sensitization about saving and so many other factors (Byusa,2019).

To those employees for which willingness is not an issue, saving part of their earned income has become a rule of thumb. However, it's notable that there are other factors that play against their savings among which black tax is what this research paper found interest. Therefore, in the proceeding literature this research paper aims to explore the impact of black tax on employee savings.

2.2.2 Black tax and Saving Behavior of Employees.

The study of Black tax is crucial in a nation plagued by pervasive income inequality, unemployment, and the remnants of abject poverty (Mlaba, 2020). This paper presents Uganda as a case in point. Black tax has been defined to refer to constantly patching up financial gaps for others at the cost of your own progress otherwise such financial holes would remain open in the family (Roberts et al ,2021). The burden often falls to family members who earn steady income thus their financial responsibility doesn't end with the nuclear family (Brown,2022). Black tax payers averagely take care of nearly 10 members or above of an extended household. It was revealed that the previous generation's cost of living was lower and several basic needs and utilities were free as compared to the present generation. This means that family income required for basic sustenance have been reduced hence necessitating the need for employed relatives to intervene financially (Oliver ,2019). In a society where the vast majority of people are on the point of experiencing financial ruin, there is likely to be arise in reliance and pressure on Black tax paying individuals and the repercussions of this dependence might make savings even less

possible (Tlholoe,2020), thus keeping more families mired in the cycle of poverty and also preventing them from pursuing their hopes, desires and ambitions.

Further investigations into the devastating impact of Covid-19 and the un employment rates raises questions about the necessary, degree and frequency of individuals sustaining their families through Black tax (Magosha, 2021). It's believed that the provided financial assistance to one's family out of a sense of duty and obligation is required to alleviate numerous families deteriorating livelihoods aggravated by the economic shock of Covid-19 pandemic, Furthermore, extended family support has become an important aspect of coping and a basic resource of social capital (Francis and Webster, 2019).Hence ideas have been birthed that those individuals who support have increased likelihood that would be preferred over others in the family who do not provide such support.

However, a negative appraisal of a situation would occur in the instance where individual foresee harm or loss by supporting their families through Black tax, that is to say inability to save (Mangoma and Wilson-prangely, 2019). In fact, according to the Fin Scope survey (2023), the proportion of Ugandans who have access to a formal saving product is still at 5% which is way below the global average. When asked how much money they put away the last time they saved any money, 63% saved less than Ush 150,000 (Fin Scope survey, 2023) and still many claimed that they would save more if it wasn't for Black tax. The Fin Scope survey, 2023 still revealed that most Ugandans do not save for the long-term. They only save to mainly cater for short-term needs and emergencies. Therefore, the question remains, why aren't they saving that much and for long term benefits?

To continue, according to Roberts et al. (2021) the Black tax experience is also considerably influenced by gender. Women continue to shoulder the significant part of domestic and caregiving obligations worldwide, putting pressure on their multiple position (Jayachandian, 2021). A publication by the United Nations found that while women generally earn lower than men, they remit equally if not more (UN women, 2020). Furthermore, analysis of the savings levels by gender shows that men save more than women with more women in the lower saving threshold, the estimated total and average savings for men is more than double that of a woman (Fin Scope survey, 2023). This could be because women are generally more susceptible to societal beliefs and expectations such as being the primary caregivers, bearing the brunt of

household management and being more likely to take on unpaid work (Villanueva-Flores et al, 2021)

To conclude, Black tax payers who feel they are lagging behind their counterparts in accumulating wealth and succeeding in life, may have a negative cognitive evaluation (Wilson ,2019). In essence, there is a considerable linkage between an individual's conviction in the resources they have and their capacity to meet the demands of the circumstances. Therefore, Black tax is expected to be viewed as a challenge by individuals who feel they have the means to meet the requirements of Black tax, however, their assessment of Black tax and how it impacts them constitute a threat if they perceive that Black tax requirements exceed their capabilities (Brown,2022). Worth noting, regardless of whether a person has the financial resources to sustain their family through Black tax, their belief regarding their ability to continue paying it, is the most crucial factor(Oliver,2019). Therefore, Black tax whether a challenge or threat, results from the perceived demands of the circumstances in proportion to the perceived capabilities of the individuals to cope with it (Tomaka and Magoc, 2022) amidst other individual demands like saving for the future.

2.2.3. Black Tax Forms Common to Employees

According to the Uganda Bureau of Statistics, the 2024 Census report shows that the country's dependency ratio stands at 84%, which means for every 100 people working there are 84 depending on them. Although this ratio has reduced in the last seven years; from 96% in 2018, it is still much higher than the global average of 58%. The dependency ratio means a big portion of Ugandans are not working and are unproductive on grounds that Uganda has one of the youngest populations and high levels of unemployment. In Uganda, statistics show that only 4 out of 10 Ugandans of employable age are employed meaning the rest are depending on the few working (Fin scope survey,2023).

It is also notable that over 50% of the African population gives money to their family through black tax (Roberts et al., 2021). Compared to their white counterparts, Black Africans are 30% more likely to support their family monthly (Francis and Webster,2019). In reference to Uganda, a Ugandan family can have a complex web of relationship where financial expectations can stretch to nearly any one. On average a working person takes care of nearly 10 or above members of their extended house hold. It's either fees for a sister's child, medical bills for

parents, rent for an uncle or startup capital for a school dropout sibling (Tlholoe,2020). furthermore, according to Matlala (2017), the aid can consist of several forms, such as providing monthly financial support to the family, paying school fees for siblings, building or expanding the family home, or serving as a resource to the family in times of financial hardship.

However, there is good black tax and bad black tax, the good one is when you volunteer to give, and the bad one is when it's expected of you every month. It's sort of you must support your family (Wilson ,2019). With reference to most families who sacrifice resources for an individual, they expect that this individual would one day return to aid their siblings or other family member because they have more opportunities than them, (Oliver ,2019). Their growth and career signals hope for the rest of the family as there is someone who has broken free of the cycle of poverty and can help change the destiny of another person (Dyomfana, 2023). In fact, he is seen to have an obligation to reciprocate the support that was rendered to him. (Diehl,2018)

For most people, paying black tax is unavoidable, whether owing to circumstances or familial obligations (Phaswana, 2021). For instance, in an African setting a man is supposed to financially support the family, however, if the man decides to detach himself from the family (divorce), it means that the mother is supposed to look for Financial help from relatives, this just increases the scale of Black tax (Magosha,2021). It's also notable that black tax extends beyond even families to friends and acquaintances. These can even know the exact week you get paid and that's when calls and messages start pouring in. According to Sibiya (2015, p.56) "occasionally, I consider what might transpire if I were to lose my employment, my family may wonder, "why was I working?" and forget that I was providing for their children."

To conclude, Individuals who pay Black tax appraise it through varying lenses; with one end of the spectrum doing so positively, due to its association with Ubuntu and the collectivist nature of the African culture (Mkize, 2019). In fact, they view the ability to provide for their families as both a blessing and a responsibility. The appraisal of those on the other end of the spectrum find Black tax burdensome and strenuous (Brown,2022). Consequently, Black tax is related to monetary stress and unwanted obligation.

2.2.4) Challenges faced by black tax payers and possible Strategies Employed to overcome them.

While rooted in solidarity and cultural expectations, black tax presents significant socio economic challenges that affect individual's financial stability and wellbeing. One of the most prominent challenges is the erosion of personal savings and wealth accumulation. Often individuals subject to black tax divert a substantial portion of their income to family support, leaving limited resources for saving thus delaying the achievement of personal financial goals such as retirement planning (Fulus Africa, 2025).

Another critical challenge is the delay and distortion of life cycle transitions and independence. Many individuals remain economically tied to their families thus complicating their transition to financial independence (Mathebula and Walker, 2025) furthermore, black tax has significant psychological and emotional consequences because of the continued expectations to provide financial support which in a long run leads to stress, guilty and anxiety when the individuals are un able to meet these family demands (Fatshimetire, 2024)

Worth noting, black tax can create strain in family and social relationships ,that is to say when continued dependency as opposed to strengthening family ties ends up generating conflicts , particularly when expectations are perceived as excessive or un fair which makes providers feel exploited or resentful, leading to tension and weakened relationship (Fulus Africa,2025).

In life, few things drain the spirit like working endless hours only to watch a big slice of your hard-earned income disappear to meet the needs of others who rely on you (Wilson, 2019). Generosity and support are a huge part of most cultures and Christian dominions, however, it's important to feel and be in control of your money too (Byusa, 2019). "Our Families don't realize how heavy this burden is. You see other of your age prospering in life, while you remain stagnant, But the people you sacrifice for rarely offer help in return" (Tlholoe,2020). Therefore, arguments have been registered from many scholars about the question of whether black tax can be controlled more effectively; despite the indisputable reality that it has financial ramifications and threatens to incapacitate those affected (Magosha,2021). This paper presents some strategies that can be employed amidst the black tax pressures.

One of the crucial strategies is putting Black Tax on a Budget, that is knowing how much is the amount that you specifically want to allocate to extended family (Oliver,2019). With black tax,

you need to go back to basics, with knowledge of what your income is, your key expenses, and then work out for the difference and figure out what you can give towards black tax. Remember that you can only help others if you are in a good financial position (Msibi, 2020). For instance, an individual, who is required to provide for a family on an ad hoc basis, might assess his monthly financial standings to determine whether or not to contribute towards black tax. Furthermore, since funds spent on family needs often yield no financial returns, black tax payers willing to help should always invest what they are prepared to lose (Roberts et al ,2021). In fact, some have created a specific money pot for family and put a limit on it. Thereby they are able to draw boundaries between optional acts of kindness from necessary ones.

Other employees in a way of managing the black tax burden have pulled up some family members making them achieve financial independence and in the long run responsibilities are distributed among these fortunate family members, making light a burden that would have been heavy for one individual (Brown ,2022). Thus, when black tax is shared can strengthen families instead of breaking them down. Worth noting, it's essential for individuals to also be forth right about what they can afford and for how long, distinguish between needs and wants and Instil practices that foster and promote financial resilience (Magosha, 2021). In addition, to some of the family members and friends, mostly those that are distant. Most black tax payers employ a strategy called "Appear-Disappear Method" (Buteraba,2023). The psychological perspective is that when someone receives help from you, their brain registers you as the solution to that specific problem. So, every time they have a similar problem, they instinctively turn to you. The appear-disappear method puts it that, "When they call you this month, appear, help them. Next month, disappear. The month after, appear but with a smaller amount, then disappear again. This way, you disrupt the brain's pattern of associating you as the default solution. (Buteraba,2023).

More crucial strategies may stand unmentioned, however this paper focused more on strategies in relation to the emotion most commonly associated with black tax which is always accompanied by the stress-related sentiments such as anxiety (Pillary, 2021). To conclude, it's worth noting that black tax has been described as a necessary measure and a double edged sword for eradicating poverty, however, it has also been criticized for prolonging the poverty cycle in African society (Matlala and Shambare, 2017).

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents and discusses the research design, study population, sample size and sampling techniques, data collection methods and instruments, data collection procedure, the validity of data collection instruments as well as data processing and analysis.

3.2 Research Design

The study used a cross sectional research design adopting both the qualitative and quantitative approach. Both quantitative and qualitative data to obtain results were used. The quantitative approach was employed in order to capture numerical information about employee savings levels as well as the relationships in order to obtain the correlation and regression. Qualitative data on the other hand was used in this study because the topical issues of black tax require social reality that should be obtained in the real life among the black tax payers.

3.3 Study Population

The target population was the employed school staff in schools within Mukono municipality. This study considered particularly the school staff in Our Lady of Africa schools. According to Our lady of Africa Human Resource department records of 2025, there were 70 employed school staff, For which the school comprised of only 45 directly teaching staff and 25 support staff. These numbers formed the sources of the sample size respondents that aided the study to get the required information.

3.4 Sample Size

The sample size for the quantitative data was determined using Yamane (1967) formula as shown below;

$$n = \frac{N}{1+N(e)^2}$$

Where N is the population

“n” is the sample size

“e” is the margin of the error or level of significance.

$$n = \frac{70}{1+70(0.05)^2}$$

$$n = \frac{70}{1+70(0.0025)}$$

$$n = \frac{70}{1+0.175}$$

$$n = 59.57$$

$$N = 60$$

Therefore the sample size was 60 respondents

Table; showing sample size

Category	Study population	Sample size determination	Total sample	Sampling technique
Directly teaching staff	45	$\frac{45}{70} * 60$	39	random
Support staff	25	$\frac{25}{70} * 60$	21	Purposive
Total	70		60	

The table above indicates the sample respondent who totaled 60 and were inclusive of directly teaching staff and support staff which were considered out of 70 school staff.

3.5 Sampling Techniques

There are broadly two sampling approaches i.e. probability and non – probability sampling techniques.

For probability sampling approach, all the elements in the population have a chance to be selected, as seen from the table above, this study used simple random sampling techniques for directly teaching staff respondents. In using this, the study was able to use the lottery approach where names of the respondent were written on tags and one picked at a time until the required number was reached.

In the non-probability approach, the elements in the population don't have a well-defined chance of being selected. In this study, purposive sampling was used which involves the researcher using his own judgment regarding the respondents from whom the information is to be collected and basically its researcher's judgment on respondent's possession of the required information.

3.6 Data Sources

This study used primary data. The advantage of using primary data was that it aided the study to collect information for the specific purpose of study. With this the study was able to collect data using questionnaires issued to the selected school staff respondents.

3.7 Data collection methods and instruments (tools)

Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypothesis, and evaluate outcomes' (Kabir 2016). A self-administered questionnaire was used to collect primary data from selected school staff respondents. It contained both open and closed end questions. A self-administered questionnaire ((SAQ) refers to a questionnaire that was designed specifically to be completed by a respondent without the intervention of the researcher collecting the data (Lavrakas, 2018). Structured questions were used because they are easy to administer, cost effective and appropriate for collecting quantitative data in a short time period. A five point Likert scale was used to determine the level of agreement with the questions in the questionnaire relating the variables described above; where

1=strongly disagree

2=Disagree

3=uncertain

4=Agree

5=strongly agree.

An unstructured questionnaire was also used to collect the qualitative data.

3.8 Data collection procedures

A letter of introduction was obtained from the school of business of Uganda Christian University; this was a set go for conducting the study. Thereafter, a letter of permission from the principal's offices in our lady of Africa schools, and also other documents such as the list for school staff respondents and other necessary details were obtained. Then questionnaires were distributed to the selected 60 respondents with the help of one of the school's administrator who knew very well the selected respondents. A period of one week was given to the respondents in

order to let them get clarity of the questions and also provide time for them to fill the questionnaires. Thereafter, the questionnaires were collected back for data cleaning and analysis.

3.9 Validity and reliability

3.9.1 Validity

For quality control a pre-test of the research instruments to establish their validity was done. The instruments (tools) were given to the research supervisor in order to give the opinion and scores on the relevance of the questions in relation to the study. Using the content validity index (CVI), the study assessed the scores of questions in the instrument and made a judgment on each variables taking only those scoring above 0.70

The content validity index was arrived at using the following formula;

$$\text{CVI} = \frac{\text{Total number of items declared valid}}{\text{Total number of items}}$$

3.9.2 Reliability

Reliability measures the precision of the research instrument and the repeatability of the paper's findings (Vaske et al, 2017). For instance, if the study of black tax was repeated again with the same participants, would it yield the same results? Therefore, an internal consistency test should be conducted using Cronbach's Alpha, which measures the significance of the relationship between each survey item. In this study, the reliability of the research instrument was pre tested by administering it to selected respondents and was examined for the reliability by using Cronbach's Alpha values, the Cronbach Alpha was 0.712. According to Goforth (2018), if the Cronbach alpha is more than 0.6, it means that the research instrument is reliable. Therefore, the questionnaire was reliable for the current study.

3.10 Data processing and analysis

Analysis is the application of reasoning to understand and interpret the data that have been collected (Ebanga, 2023). By definition, qualitative data analysis is the range of processes and procedures where by the study moves from the qualitative data that have been collected into some form of explanation, understanding or interpretation of the people and situation being investigated. Analyzing qualitative data is essentially a complex process which consists of noticing; collecting and thinking; and the purpose of this model is to show that there is a simple

foundation to the complex and rigorous practices of qualitative data analysis. This process is interactive and progressive. This study used the judgmental practice which was a suitable method for analyzing qualitative data and the representation of black tax realities.

The primary data that was collected was edited; coded and analyzed to identify the relationship between black tax and employee savings. The data that was derived from questionnaires was analyzed using statistical package for social sciences (SPSS), computer program. Descriptive statistics were produced in form of tables and also sample characteristics were processed to generate frequencies and percentages.

3.11 Limitations of the study

This section presents the limitations that the study faced that could have affected the depth and reliability of the study. However, through careful planning and good choice of appropriate strategies, their impact was eliminated

Time and resources constraints

The study required quite a lot of time dedicated to reach out to black tax payers so as to collect all the necessary information. In addition, costs like transportation costs, costs for printing questionnaires became overwhelming. However, this challenge was overcome when the study was able to budget the time and the costs to be used.

The conceptual ambiguity of black tax.

The study presented a concept that seemingly was alien to many respondents. However, to overcome this, the study provided clear definition of black tax in the questionnaire with clear examples to ensure all respondents understood the concept in the same way.

Limited time with respondents

Since the study used a sample size of school staff such as teachers, accessing them was a challenge because of their busy schedule as they were involved in teaching, marking and meetings. This however, was overcome when the study allowed a schedule for data collection during free periods such as lunch time and also the study kept questionnaires short and easily responded to in a smaller time.

CHAPTER FOUR

ANALYSIS, PRESENTATION AND INTERPRETATION OF RESULTS

4.1 Introduction

The chapter presents the analysis and interpretation of the study findings arising from the raw data collected from the fields using questionnaires. The following sections in this chapter therefore concentrate on the findings of this study about black tax and employee savings of staff in schools in Mukono Municipality, a case study of our lady of Africa schools. The first section presents the response rate followed by the back ground information about the respondents and the results from the analysis of data gathered during the study and its interpretation in context of the research objectives.

4.2 Response rate.

The researcher expected to collect data from a total of 60 respondents. A total of 55 respondents were realized constituting of 92% as illustrated in the table below.

Table: response rate.

Instrument	Released number	Received number	Response rate(%)
Questionnaire	60	55	92%
Total	60	55	92%

Source: primary data

The table above shows that 92% of the distributed questionnaires were received. According to various researchers, a total response rate of 70% is a good representation of the study population. Therefore, a rate of 92% is considered a good response and shows that the study findings are representative enough of the population.

4.3 Results on the background information of respondents.

In this section, data is presented on the background information composition of the sample obtained through the questionnaire which included, gender, age group, level of education, number of years in teaching profession/school system. All the tables are based on the 55 questionnaires filled and returned by the respondents. The purpose of collecting background data on respondents was to help in establishing the respondent sample characteristics and be able to

form appropriate opinions about the research findings. The detailed analysis of these characteristics and interpretation are presented in the table below.

Table: Back ground information of respondents.

SN	VARIABLE	VALUE	FREQUENCY	PERCENTAGE(%)
1	Gender of the respondent	male	35	63. 6
		Female	20	36. 4
2	Age of the respondent	18-25 years	6	10. 9
		26-30 years	17	30. 9
		31-35 years	22	40. 0
		36-40 years	7	12. 7
		41 years and above	3	5. 5
3	Marital status	Married	22	40. 0
		Single	33	60. 0
4	Highest academic level	Certificate	0	0
		Diploma	3	5. 5
		Bachelor's degree	45	81. 8
		Master's degree	6	10. 9
		PHD	1	1. 8
5	Number of years in school system	1-3 YEARS	11	20. 0
		4-6 YEARS	9	16. 4

		7-9 YEARS	14	25.5
		10 YEARS AND ABOVE	21	38.2
	TOTAL		55	100%

Source: primary data (2026).

Table above shows that 63.6% which was the majority of the respondents were male, 36.4% of the respondents were female. This finding implies that the study was representative since both female and male respondents were captured.

The findings in table above illustrate that 40% of the respondents were between 31–35 years of age, 30.9% were between 26–30 years of age, 12.7% were between 36–40 years of age. This finding implies that this study was representative since the age category of respondents was regarded mature enough to understand and appreciate the issues of Black tax and employee savings.

The results in table 4.2 indicate that 81.8% of the respondents have attained a Bachelor’s degree, 10.9% have attained a Master’s degree, 5.5% have attained a Diploma and only 1.8% have attained a PhD. From the majority of the respondents, the findings give indication that they are likely to have prior knowledge on black tax and its impacts in relation to employee savings.

Table 4.2 indicates that 38.2% of the respondents that participated in this study had spent more than 10 years in school system, 25.5% had taken 7–9 years, 20.0% had taken 1–3 years and 16.4% had taken 4–6 years. This means that the respondents have been part of the school system therefore the information given for empirical data analysis will be relevant and can be relied on.

4.4 Descriptive Results for Perceived Impact of Black Tax on Saving Behavior

The first objective was to examine the impact of black tax on the saving behavior of school staff. This construct was measured using 6 items scored on a five-point Likert scale ranging from 1=Strongly Disagree to 5=Strongly Agree and the findings are presented in Table 4.3.

Table 4.3: Descriptive Results for Perceived Impact of Black Tax on Saving Behavior

SN	Item	STRONGLY AGREE Freq (%)	AGREE Freq (%)	UNCERTAIN Freq (%)	DISAGREE Freq (%)	STRONGLY DISAGRE Freq (%)	Mean	SD
1	My financial responsibilities toward extended family reduce the amount I can save	33 (60.0)	14(25.5)	3 (5.5)	0 (0.0)	5 (9.1)	4.273	1.193
2	Black tax makes it difficult for me to follow a consistent saving plan	17 (30.9)	26(47.3)	6 (10.9)	4 (7.3)	2 (3.6)	3.945	1.026
3	I often prioritize family financial needs over personal long-term savings	15 (27.3)	18(32.7)	9 (16.4)	11 (20.0)	2 (3.6)	3.600	1.196
4	My emergency savings are frequently affected by unplanned family demands	19 (34.5)	26(47.3)	4 (7.3)	4 (7.3)	2 (3.6)	4.018	1.027

5	Black tax limits my ability to invest in wealth-building opportunities	16 (29.1)	23(41.8)	6 (10.9)	6 (10.9)	4 (7.3)	3.745	1.205
6	Because of black tax, I feel financially stressed and unable to save adequately	15 (27.3)	22(40.0)	7 (12.7)	5 (9.1)	6 (10.9)	3.636	1.282
	Overall	-	-	-	-	-	3.870	0.805

Source: Primary data, 2025

Table 4.3 above reveals that respondents strongly agree that their financial responsibilities toward extended family reduce the amount they can save (Mean = 4.273; SD = 1.193), and that black tax makes it difficult to follow a consistent saving plan (Mean = 3.945; SD = 1.026). Table 4.3 also reveals that emergency savings are frequently affected by unplanned family demands (Mean = 4.018; SD = 1.027). These emerged as the key indicators of the impact of black tax on saving behavior because they scored the highest means and relatively low standard deviation.

4.5 Descriptive Results for Common Forms of Black Tax

The second objective was to explore black tax forms common to employees in schools. This construct was measured using 7 items scored on a five-point Likert scale and the findings are presented in Table 4.4.

Table 4.4: Descriptive Results for Common Forms of Black Tax

SN	Item	STRONGLY AGREE Freq (%)	AGREE Freq (%)	UNCERTAIN Freq (%)	DISAGREE Freq (%)	STRONGLY DISAGREE Freq (%)	Mean	SD
1	I regularly support siblings financially (school fees, upkeep, etc.)	24 (43.6)	23(41.8)	3 (5.5)	4 (7.3)	1 (1.8)	4.182	0.964
2	I frequently send money to parents or guardians	12 (21.8)	33(60.0)	5 (9.1)	4 (7.3)	1 (1.8)	3.927	0.879
3	I am expected to contribute to extended family medical bills	10 (18.2)	20(36.4)	10 (18.2)	9 (16.4)	6 (10.9)	3.345	1.265
4	I contribute to family events such as weddings,	24 (43.6)	21(38.2)	4 (7.3)	2 (3.6)	4 (7.3)	4.073	1.152

	funerals, or ceremonies							
5	I provide basic needs to relatives (food, rent, clothing)	8 (14.5)	24(43.6)	9 (16.4)	6 (10.9)	8 (14.5)	3.327	1.277
6	Family members rely on me for emergency financial assistance	10 (18.2)	21(38.2)	12 (21.8)	11 (20.0)	1 (1.8)	3.509	1.069
7	I frequently pay debt or financial obligations on behalf of relatives	5 (9.1)	13(23.6)	4 (7.3)	15 (27.3)	18 (32.7)	2.491	1.399
	Overall	-	-	-	-	-	3.551	0.699

Source: Primary data, 2025

Table 4.4 above reveals that respondents strongly agree that they regularly support siblings financially (Mean = 4.182; SD = 0.964), and that they contribute to family events such as weddings, funerals, or ceremonies (Mean = 4.073; SD = 1.152). Table 4.4 also reveals that they frequently send money to parents or guardians (Mean = 3.927; SD = 0.879). These emerged as the key indicators of common forms of black tax because they scored the highest means and relatively low standard deviation.

4.6 Descriptive Results for Strategies Employed

The third objective was to analyze the strategies employed by school staff employees who experience black tax challenges. This construct was measured using 7 items scored on a five-point Likert scale and the findings are presented in Table 4.5.

Table 4.5: Descriptive Results for Strategies Employed

SN	Item	STRONGLY AGREE Freq (%)	AGREE Freq (%)	UNCERTAIN Freq (%)	DISAGREE Freq (%)	STRONGLY DISAGREE Freq (%)	Mean	SD
1	I budget specifically for black tax obligations	9 (16.4)	15(27.3)	10 (18.2)	7 (12.7)	14 (25.5)	2.964	1.453
2	I communicate financial boundaries with my family to manage expectations	8 (14.5)	20(36.4)	6 (10.9)	13 (23.6)	8 (14.5)	3.127	1.334
3	I prioritize essential family support and avoid unnecessary requests	11 (20.0)	25(45.5)	9 (16.4)	6 (10.9)	4 (7.3)	3.600	1.148
4	I seek financial literacy or advice to	7 (12.7)	20(36.4)	10 (18.2)	12 (21.8)	6 (10.9)	3.182	1.234

	handle black tax better							
5	I encourage family members to become financially independent	19 (34.5)	22(40.0)	3 (5.5)	5 (9.1)	6 (10.9)	3.782	1.315
6	I save a portion of my income before addressing black tax needs	14 (25.5)	21(38.2)	6 (10.9)	11 (20.0)	3 (5.5)	3.582	1.228
7	I utilize side income or extra work to meet black tax responsibilities	13 (23.6)	20(36.4)	8 (14.5)	7 (12.7)	7 (12.7)	3.455	1.331
	Overall	-	-	-	-	-	3.384	0.836

Source: Primary data, 2025

Table 4.5 above reveals that respondents agree that they encourage family members to become financially independent (Mean = 3.782; SD = 1.315), and that they save a portion of income before addressing black tax needs (Mean = 3.582; SD = 1.228). Table 4.5 also reveals that they prioritize essential family support and avoid unnecessary requests (Mean = 3.600; SD = 1.148). These emerged as the key indicators of strategies employed because they scored the highest means and relatively low standard deviation.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter focuses on the discussion of the findings of the study and their relation to the research objectives, the summary of ideas developed from the findings of the study, conclusion with final remarks on the findings and their significance on the research topic, recommendations derived from the findings and areas of further study.

The findings of the data analysis in chapter four is discussed in this section. The section contains a part that describe the frequency distribution of the demographic characteristics of the respondents in this study. It also contains the results of the descriptive statistical analysis of the research variables of Black tax and employee savings.

5.1 Demographic characteristics:

The study considered demographic characteristics such as the gender of the respondents, age, education level of the respondents, number of years spent in the teaching/school system, and marital status. Majority of the respondents were male (63.6%) while the rest were female (36.4%). Since the research was conducted in secondary school, this may imply that many of the secondary school staff are male and many females are more into the lower school level, such as primary schools. Most of the respondents (30.9% and 40%) were in the age brackets 26–30 and 31-35 years.

Again, atleast majority of the respondents had a qualification higher than the certificate which implies that majority of the respondents had general knowledge which could prepare a person to get a better understanding of Black tax and issues associated with employee savings.

5.2 Summary of major findings

The study found moderate perceived impact of black tax on saving behavior (overall mean = 3.870), moderate experience of common forms (overall mean = 3.551), and moderate use of strategies (overall mean = 3.384). Key items with high agreement included family support reducing savings, sibling support, and encouraging family independence. No major demographic differences were observed in the patterns.

5.3 Discussion of major findings

5.3.1 Impact of black tax on the saving behavior of school staff

The first objective of the study was to examine the impact of black tax on the saving behavior of school staff. Study findings revealed that school staff moderately agree that black tax negatively affects their saving behavior (overall mean = 3.870; SD = 0.805). Respondents particularly agreed that financial responsibilities toward extended family reduce the amount they can save (mean = 4.273) and that emergency savings are frequently affected by unplanned family demands (mean = 4.018).

This finding supports earlier studies that describe black tax as a recurring financial burden that diverts income away from personal long-term goals such as saving and investment (Tlholoe, 2020; Branson, 2020; Oliver, 2019). The moderate to high agreement levels observed align with literature indicating that black tax often leads to financial stress and limits wealth-building opportunities among employed Africans (Magosha, 2021; Roberts et al., 2021).

However, no significant gender differences were found in perceived impact ($t = 0.1935$, $p = 0.847 > 0.05$), and differences by age group were not statistically significant ($F = 1.89$, $p = 0.126 > 0.05$). The pattern of higher perceived impact among longer-serving staff (mean = 4.063 for >10 years vs 3.500 for 1–3 years) suggests that accumulated family obligations over time may intensify the effect on saving behavior. This finding is consistent with studies noting that black tax burden often grows with career progression and increased earning capacity (Francis & Webster, 2019; Dyomfana, 2022).

5.3.2 Common forms of black tax experienced by employees in schools

The second objective was to explore black tax forms common to employees in schools. Study findings reveal that school staff moderately experience various forms of black tax (overall mean = 3.551; SD = 0.699). Respondents particularly agreed that they regularly support siblings financially (mean = 4.182), contribute to family events (mean = 4.073), and frequently send money to parents or guardians (mean = 3.927).

This finding agrees with earlier literature that identifies regular financial support to siblings, parents, and extended family events as the most prevalent forms of black tax among employed Africans (Magosha, 2021; Carpenter & Phaswana, 2021). The moderate frequency observed aligns with descriptions of black tax as a moral and social obligation rooted in Ubuntu and collectivist African culture (Branson, 2020; Tlholoe, 2020).

Females reported slightly higher frequency (mean = 3.614) than males (mean = 3.514), though not statistically significant ($p = 0.614$). Frequency also appeared to increase modestly with years of service. These patterns are consistent with studies suggesting that caregiving and family support roles may be more pronounced for women and accumulate over time (Wilson, 2019).

5.3.3 Strategies employed by school staff employees who experience black tax pressures

The third objective was to analyze the strategies employed by school staff employees who experience black tax pressures. Study findings reveal that respondents moderately employ strategies to manage black tax pressures (overall mean = 3.384; SD = 0.836). Respondents particularly agreed that they encourage family members to become financially independent (mean = 3.782), save a portion of income before addressing black tax needs (mean = 3.582), and prioritize essential family support while avoiding unnecessary requests (mean = 3.600).

This finding supports literature indicating that employed individuals often adopt budgeting, boundary-setting, and financial literacy strategies to cope with black tax obligations (Investec, 2021; Tlholoe, 2020). Females reported slightly higher strategy use (mean = 3.529 vs 3.302 for males), though not significant ($p = 0.338$). Interestingly, longer-serving staff showed slightly lower strategy use, possibly due to normalized or entrenched obligations over time.

A significant positive correlation was found between forms experienced and strategy use ($r = 0.358$, $p = 0.007$), suggesting that higher black tax challenges leads to greater adoption of coping mechanisms. This aligns with studies noting that increased burden prompts more deliberate management efforts (Brown, 2022).

5.4 Conclusions

The following conclusions are based on the study findings discussed above;

i) Black tax moderately negatively impacts the saving behavior of school staff in Our Lady of Africa Schools (mean = 3.870). The strongest perceived effects relate to reduced personal savings due to extended family responsibilities and unplanned demands. The impact appears to increase with years of service, though no significant gender or age differences were found.

ii) School staff moderately frequently experience common forms of black tax (mean = 3.551), particularly financial support to siblings, contributions to family events, and remittances to parents. These forms are consistent with cultural expectations of family obligation and appear slightly more frequent among women and longer-serving staff.

iii) School staff moderately employ strategies to manage black tax pressures (mean = 3.384), with emphasis on encouraging family independence, pre-saving, and prioritizing essential support. Higher experience of forms is significantly associated with greater strategy use

5.5 Recommendations

In this section, recommendations are given according to the respective conclusions on what to do in the quest to mitigate the impact of black tax on employee savings among school staff.

School management and human resource departments should introduce financial wellness programs and employee assistance initiatives that include budgeting workshops, emergency savings schemes, and awareness sessions on managing family financial expectations. These can help staff balance cultural obligations with personal financial security.

ii) Policy makers and education stakeholders should consider targeted support mechanisms (e.g., salary advances, low-interest loans for family emergencies, or family financial literacy campaigns) to reduce the burden of unplanned black tax demands on school staff.

iii) School staff should be encouraged to adopt proactive strategies such as setting clear financial boundaries with family, saving first before disbursing support, and seeking financial advice.

Human resource practitioners can facilitate this through peer support groups or access to financial counselors.

iv) Further sensitization on the long-term consequences of black tax on personal financial goals should be promoted through school-based forums, so that employees can make informed decisions about balancing family support and future security.

5.6 Areas of further study / research

This study focused on the impact of black tax on employee savings in schools in Mukono Municipality, with a case study of our lady of Africa schools. Since the results relate specifically to this school context, a similar study could be conducted in other private and public schools in Mukono or other districts to compare experiences. Furthermore, future research could expand the sample size and include staff from different school levels (primary, secondary, tertiary) to allow broader generalization. Also Since the study was carried out on specifically schools in Mukono Municipality, a similar study should be conducted to examine the impact of black tax on employee savings of staff in other work disciplines such as hospitals, commercial banks and government entities. This is because black tax is a crucial concept that cuts across to all individuals of various work fields. Furthermore, future research should also consider using longitudinal research design using the same topic. to track changes in black tax burden and saving behavior over time and also consider a different theoretical lens to underpin the same topic.

REFERENCES

Asongu, S. A., & Nnanna, J. (2024). *Remittances, Real Welfare, and Productivity in Sub-Saharan Africa: A GMM Estimation*. African Governance and Development Institute.

Bindu, S., et al. (2025). *Financial Development and the Role of Remittances in Strengthening Economic Stability in Emerging Markets*. Journal of Financial Economic Policy.

Branson, N. (2020). *The impact of Black Tax on the savings and investment behavior of young Black professionals in South Africa*. University of Cape Town. (pp. 4-5)

Broader African & Theoretical Perspectives

Brown, A. (2022). *Economic shocks and familial obligations: The role of Black Tax during the COVID-19 pandemic*. Journal of African Economic Studies, 15(2), 45-60. (pp. 5, 9-10, 12)

Business Tech (2024). *Why saving is the cornerstone of financial freedom for South African professionals*. (p. 5)

Carpenter, R., & Phaswana, E. (2021). *The lived experiences of Black Tax among professionals in South Africa*. African Journal of Business Management, 12(3), 112-128. (pp. 4, 11)

Chisadza, C. (2022). *Black Tax and its impact on human capital investment in sub-Saharan Africa*. International Journal of Social Economics, 49(5), 721-736.

Coelho, M., et al. (2022). *Gendered Taxes: The Interaction of Tax Policy with Gender Equality*. IMF Working Paper No. 22/26.

Dyomfana, N. (2022). *The cycle of poverty: How Black Tax impedes wealth accumulation*. Cape Town Press. (pp. 5, 11)

FinScope Uganda (2021/2023). *Financial Inclusion Survey Report: Tracking the savings culture of Ugandans*. FSD Uganda. (pp. 8-10)

Francis, D., & Webster, E. (2019). *Inequality and the "Black Tax" in South Africa*. Development Southern Africa, 36(6), 804-821. (pp. 5, 9-10)

- **Investec (2024).** *Black Tax and Wealth Accumulation: The Impact of "Double Taxation" on Professionals*. Focus on African Investment.

Kusasira, C. (2024). *Black Tax in Uganda: A Perspective on Financial Responsibility and the Ubuntu Spirit*. LinkedIn Pulse: Strategic Financial Planning in East Africa.

- Magosha, M. (2021).** *Ubuntu or Burden? A qualitative study on familial financial support.* Johannesburg: Wits University Press. (pp. 4, 9, 11-12)
- Maphalala, M. C., & Mkhize, N. (2024).** *Navigating the "Black Tax": Strategies of young African professionals in the post-pandemic era.* Journal of Black Studies, 55(2), 145-167.
- Maphalala, M. C., & Mkhize, N. (2024).** *Navigating the "Black Tax": Strategies of Young African Professionals in the Post-Pandemic Era.* Journal of Black Studies, 55(2), 145-167.
- Mashego, K. (2021).** *The gendered nature of Black Tax: Why African women pay more.* Gender & Development Journal, 29(3), 510-528.
- Mhlanga, D. (2023).** *Financial Inclusion and the Digital Economy: Addressing the "Black Tax" through Fintech.* African Journal of Economic and Management Studies, 14(1), 88-102.
- Monitor Publications (2025).** *How Black Tax holds back Uganda's middle-income earners: Case studies on siblings and medical debt.* Daily Monitor, Prosper Magazine.
- Montle, M. E. (2020).** *Black Tax: An Ubuntu-based analysis of African socio-economic obligations.* Journal of African Studies, 22(1), 15-30. (p. 4)
- Old Mutual (2025).** *2025 Savings & Investment Monitor: The Rise of the "Sandwich Generation" in African Households.*
- Oliver, T. (2019).** *Financial planning for the sandwich generation: Managing expectations.* Finance Weekly. (pp. 5, 9-12)
- Oppel, A. (2024).** *Navigating 'Black Tax' and Financial Interdependence: Youth Experiences in Southern Africa.* ResearchGate: Sociology of Care.
- Powell, L., & Du Plessis, S. (2024).** *Navigating Retirement Planning Amidst Black Tax: Insights from South Africa.* Journal of Financial Planning and Management.
- Roberts, B., et al. (2021).** *The psychological and financial dimensions of Black Tax in Southern Africa.* Human Sciences Research Council. (pp. 4-5, 9-10, 12)
- Tlholoe, M. (2020).** *Societal investment or financial drain? The paradox of Black Tax.* African Journal of Psychology, 8(4), 201-215. (pp. 4-5, 9, 11)
- Uganda Bureau of Statistics (2025).** *The 2024 National Population and Housing Census (NPHC) Report: Dependency Ratios and Financial Inflows.* UBOS.

APPENDICE:

QUESTIONNAIRE FOR RESPONDENTS

Dear respondent, my name is Ian Jabel conducting an academic research under the topic “BLACK TAX AND EMPLOYEE SAVINGS OF STAFF IN SCHOOLS IN MUKONO MUNICIPALITY, a case study of our lady of Africa schools.” The questionnaire presented below is part of the study that seeks to investigate and provide valid and reliable information for the underlying topic. Therefore, I request you to spare a few minutes of your busy schedule to fill this questionnaire. your participation in this study will be very important and highly appreciated.

ABOUT BLACK TAX

Black tax refers to the financial responsibility to support your family once you start earning money. It could be through paying school fees, rent, food, or medical bills and other bills for parents and siblings. (ie its patching up financial gaps for others often at the cost of your own progress)

SECTION A: DEMOGRAPHIC INFORMATION

1. Gender:
 Male Female
2. Age group:
 18–25 26–30 31–35 36–40 above 41
3. Marital status:
 Single Married
4. Highest level of education:
 Certificate Diploma Bachelor's Master's PhD
5. Number of years taken in school system:
 1–3 4–6 7–9 More than 10

SECTION B: IMPACT OF BLACK TAX ON SAVING BEHAVIOR

The respondent is required to tick in the small boxes in order to reflect his or her level of agreement to the option provided using the scale below.

Scale:

1 = Strongly Disagree, 2 = Disagree, 3 =uncertain, 4 = Agree, 5 = Strongly Agree

	1	2	3	4	5
1. My financial responsibilities toward extended family reduce the amount I can save.					
2. Black tax makes it difficult for me to follow a consistent saving plan.					
3. I often prioritize family financial needs over personal long-term savings.					
4. My emergency savings are frequently affected by unplanned family demands.					
5. Black tax limits my ability to invest in wealth-building opportunities.					
6. Because of black tax, I feel financially stressed and unable to save adequately.					

SECTION C: COMMON FORMS OF BLACK TAX

	1	2	3	4	5
1. I regularly support siblings financially (school fees, upkeep, etc.).					
2. I frequently send money to parents or guardians.					
3. I am expected to contribute to extended family medical bills.					
4. I contribute to family events such as weddings, funerals, or ceremonies.					
5. I provide basic needs to relatives (food, rent, clothing).					
6. Family members rely on me for emergency financial assistance.					
7. I frequently pay debt or financial obligations on behalf of relatives.					

SECTION D: STRATEGIES EMPLOYED TOWARDS BLACK TAX

	1	2	3	4	5
1. I budget specifically for black tax obligations.					
2. I communicate financial boundaries with my family to manage expectations.					
3. I prioritize essential family support and avoid unnecessary requests.					
4. I seek financial literacy or advice to handle black tax better.					
5. I encourage family members to become financially independent.					
6. I save a portion of my income before addressing black tax needs.					
7. I utilize side income or extra work to meet black tax responsibilities.					

Any other suggested strategy.....

All data captured will be reported without identifiers and treated with utmost confidentiality.
 Thank you for your cooperation.