

**THE ROLE OF CHILD SPONSORSHIP ON THE ACADEMIC PERFORMANCE
OF SPONSORED CHILDREN: A CASE OF MASESE CHILD DEVELOPMENT
CENTRE**

REBECCA NAMBUYA

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DECLARATION

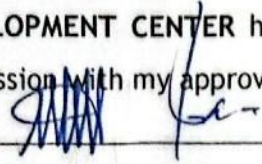
I Nambuya Rebecca, declare that this research report is my own work and has not been previously done and has been submitted to any other University for the award of the same or any other degree. Where the works of others have been referred to, an acknowledgment has been made.

Sign  Date 22.05.2025
Nambuya Rebecca
(Student)

APPROVAL

This is to acknowledge that this work entitled **THE ROLE OF CHILD SPONSORSHIP ON THE ACADEMIC PERFORMANCE OF SPONSORED CHILDREN: A CASE OF MASESE CHILD DEVELOPMENT CENTER** has been done under my supervision and is now ready for submission with my approval

Sign



Date

22 / May / 2025

Mr. Mukhwana Fredrick

(Supervisor)

DEDICATION

This endeavor is marked by a profound sense of appreciation as I dedicate it to my cherished parent Mrs. Bazonoona Ida, beloved family members and my research assistants for their unmeasured support. I extend this dedication to the entirety of individuals whose unwavering quest for understanding and steadfast pursuit of excellence persistently shape the world we inhabit. This tribute extends to the forward-thinkers who audaciously challenge the confines of convention, the intellectuals who ignite the spark of innovation, and the pioneers who boldly pave unexplored paths. May this contribution stand as a testament to your unwavering commitment.

May the resolute resolve that you embody continue to radiate as a beacon, guiding forthcoming generations and enabling them to envisage a more luminous future

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Lastly, I am profoundly grateful to the Almighty for bestowing upon me life, protection, wisdom, and the determination to pursue my education through different stages. I acknowledge with reverence the divine providence that guided my journey. It is important to note that the views expressed in this dissertation are solely the responsibility of the author.

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LIST OF ABBREVIATION

MCDC: Masese Child Development Centre.

UCU: Uganda Christian University.

ABSTRACT

This study was about The Role of Child Sponsorship on The Academic Performance of Sponsored Children: A Case of Masese Child Development Centre.

The study objectives were examining the type of assistance given to children; assessing how assistance given to them has impacted their academic performance and assessing the challenges encountered by children if any that hinders their academic performance. The study adopted a descriptive survey design. A sample size of 61 participants was selected. Data was collected using questionnaires, interviews and Focus groups methods.

The findings revealed that Sponsorship programs provided a variety of assistance to remove barriers that might impede education, such as assistance include paying for tuition and other school fees, providing school uniforms, shoes and all necessary learning materials among others are provided by sponsorship programs, However, the resources for co-curricular activity resources and nutritional support were incomplete or lacking, therefore limiting many of the potentials of the section of interventions. Additionally, the findings also revealed that sponsorship programs had a great positive impact on beneficiaries' academic performances such as recorded improvement in students' class attendance, improved concentration of students during classwork, and motivation to perform well, teachers reported an increased level of discipline and also parents attested to changes in their children's results as a result of removing all financial and material barriers to learning. However, some beneficiaries reported that their grades did not improve as significantly, hence the need for tailored interventions to address various individual learning difficulties.

Despite of many positive changes, beneficiaries experienced a number of challenges which included; delays in the disbursement of the sponsorship funds, not getting adequate learning materials, others suffered stigmatization from other children, which hurt their feelings. The recommendations included the adoption of a digital payment system, use of digital platforms or libraries, initiating partnerships with schools through recruiting volunteer tutors or through teacher training, initiating Sensitization confidence-building activities among the beneficiaries and ensuring comprehensive health services, routine checkups, and nutritional support among the children.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presented the introduction, background to the study, statement of the problem, general objective of the study, objectives of the study, research questions, significance of the Research, limitations and delimitations, assumptions, conceptual framework and operational definition of terms.

1.1 Background to the Study

Since its inception in the 1930s, child sponsorship has evolved from providing direct assistance to individual children to supporting entire communities (Cahall & Youmans, 1975). Over a million disadvantaged children worldwide have benefited from sponsorship programs (Wydick et al., 2013). Child sponsorship is recognized as a global strategy to alleviate poverty, particularly among marginalized and vulnerable populations. Currently, over 9.14 million children are benefiting from sponsorship programs, many of whom are supported by families in developed nations (Roeser et al., 2018). The average monthly contribution for child sponsorship in developing countries is estimated to range between \$25 and \$40 (Cahall & Youmans, 1975).

Both religious and non-religious organizations, such as Compassion International, World Vision, Caritas, and ADRA, have made significant financial contributions to child development, especially in high-poverty areas like slums, arid and semi-arid regions, and areas where cultural practices jeopardize children's lives (Heidbrink, 2017). These organizations provide support in the form of infrastructure that benefits the community, including school fees, uniforms, nutritious meals, and other essentials (Jang, 2021).

Compassion International is one of the prominent organizations working in this space, operating in 26 countries globally. It is a Christian, non-governmental, and non-denominational organization dedicated to child development through an evidence-based approach (Sim & Peters, 2014). Founded in 1952 by Evangelist Everett Swanson in response to the plight of orphaned children in war-torn Korea, Compassion International began by providing housing, healthcare, food, and education for 35 Korean children. By 1963, it had expanded to several countries, including Singapore, Haiti, and Indonesia, and by 1980, the program had reached Africa (Raad & María, 2011; Mafune et al., 2017).

In Africa, child sponsorship programs are designed to address four core dimensions of poverty: spiritual, economic, social, and physical (Sim & Peters, 2014). These programs aim not only to remove financial barriers to education but also to foster the holistic development of children by boosting their self-confidence and ambitions (Roeser et al., 2018; Muhumuza et al., 2022). Several global studies have shown that children benefiting from these sponsorships tend to perform better academically than their non-sponsored peers (Wydick et al., 2013; Sim & Peters, 2014; Feeny et al., 2023).

In Uganda alone, an estimated 147,591 children have benefited from the activities of Compassion International (Niringiyimana, 2014). Working in partnership with 341 churches, the organization identifies the most vulnerable children and secures sponsors for them. Beyond financial assistance, children receive life skills training in areas like public speaking, record-keeping, and health education. The organization has also made strides in health and sanitation, providing clean water, mosquito nets, and even facilitating life-saving surgeries (Nolan, 2020).

Despite the efforts of organizations like Compassion International, children continue to face numerous challenges that hinder their academic performance and broader success in life (Ravitch & Carl, 2020). There is a need for evidence-based research to better understand the impact of child sponsorship on academic outcomes globally, regionally, and nationally.

It is in this vein that the researcher investigated the influence of sponsorships on the academic performance of children in the Masese child development Centre in Uganda.

1.2 Statement of the Problem

A study by Sim and Peters (2014) surveyed sponsored youngsters through a statistical comparison with their non-sponsored children, who were also included in the study. It was established that children who were financially supported by Compassion International exhibited a much greater propensity to successfully finish secondary school and experienced a substantially elevated probability of engaging in a professional occupation.

However, no substantial study has been carried out to assess the role of Education sponsorship programs on the academic performance of children sponsored by the Masese Child Development Centre.

This study examined all types of provisions that donors provide to the children and how they impact the academic performance of the children at Masese Child Development Centre in Jinja City.

1.2.1 General objective of the Study

The study aimed at studying the impact of education sponsorship programs on the academic performance of children at Masese Child Development Centre.

1.2.2 Objectives of the study

1. To study the type of assistance given to children for education sponsorships, at Masese Child Development Centre.
2. To assess how assistance given to them has impacted the academic performance of children at Masese Child Development Centre.
3. To assess the challenges encountered by children on sponsorship programs if any that hinders their academic performance.

1.2.3 Research Questions

- A. What are type of assistance is given to children for education sponsorships, at Masese Child Development Centre?
- B. How has the assistance given to them impacted the academic performance of children at Masese Child Development Centre?
- C. What challenges do children on sponsorship programs encounter that hinder their academic performance?

1.3 Significance of the Research

The study aimed at providing education sponsors and stakeholders with strategies that can be implemented to best put education sponsorship programs to use to facilitate children's academic performance and later on uplift these children from poverty.

The study also enabled the researcher to obtain a degree in social work and social sciences from Uganda Christian University.

1.4 Limitations and delimitations

Time to conduct research study in depth was not enough however; this was solved by arranging appointments with the supervisor in addition to the researcher being committed.

The research also encountered a challenge of lack of enough data and information from the respondent for the study as some respondents were reluctant and feared to give out information about the study however, this was solved by assuring such respondent that the information collected was to be for academic purposes only and that it was to be treated with utmost confidentiality.

1.5 Scope

1.5.1 Geographical Scope

The study will be carried out at Masese Child Development Centre. Masese Child Development Centre is located in Jinja City Eastern Uganda.

1.5.2 Time Scope

The study was carried out in a period of five months between August, 2024 and February, 2025. This time was sufficient for the Researcher to collect, analyze and present a report.

1.5.3 Content Scope

The study focused on the type of assistance given to children for education sponsorships, assess the impact of education sponsorship programs on the academic performance of sponsored children and the challenges children in sponsorship programs encounter that hinder their academic performance.

1.6 Conceptual framework

A conceptual framework is a thought integration mechanism for learning from existing expert knowledge on a given study subject (Ravitch & Carl, 2020). It provides the ideal context for the researcher to argue for the rationale and significance of the researcher's study to its intended audience (Ravitch & Carl, 2021). According to Ngulube (2019), conceptual frameworks show the relationships between the variables and concepts of the study.

Figure 1: Conceptual Framework

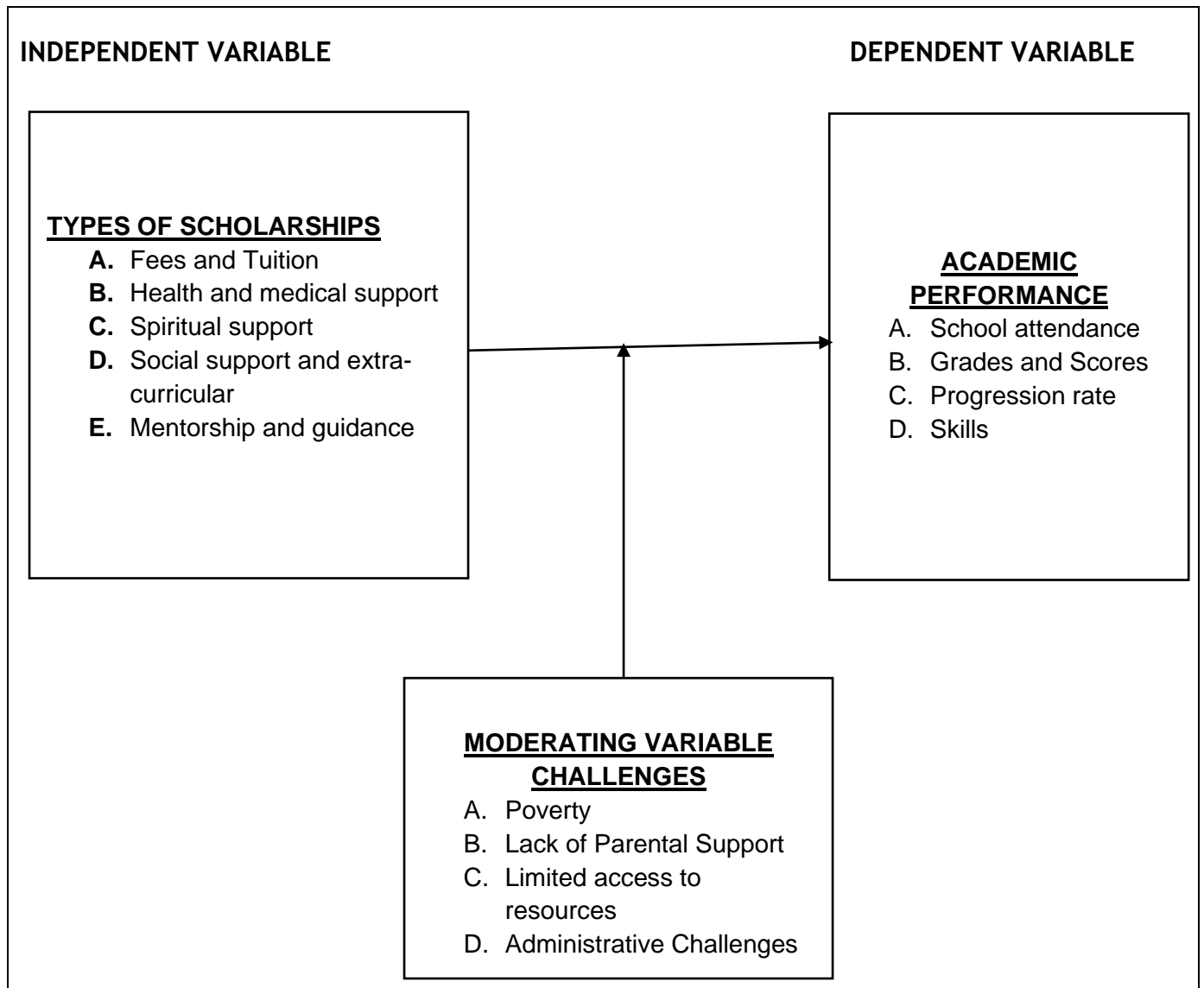


Figure 1 presents the conceptual framework of the study.

The independent variable is the type of education scholarship that the children receive from the sponsorships, which is composed of tuition and school fees, healthcare and medical support, spiritual guidance, social support, extra-curricular activities, and mentorship programs. The dependent variable is academic performance, which is measured by school attendance, grades, and progression rates from one academic level or class to the next and skills like computer skills, baking reading and comprehension

The study further considered challenges faced by the children on scholarships as moderating variables: namely, poverty, lack of parental support, limited access to resources, and administrative difficulties

According to Figure 1, different forms of sponsorship include: providing school fees, tuition, mentorship, and healthcare support; are aimed at helping children to perform better in various academic aspects that will including frequency of attendance, better grades, skill development, and progression into the next levels of education.

Various research has focused on the outcome of sponsorship programs and academic performance. According to Sim and Peters (2014), scholarships like mentorships build students' level of confidence and this can be seen by the way their approach difficult challenges, increase in public speaking aptitude which enable them to conduct discussions with a high level of confidence leading to better academic performance. Thomas, White, and Samuel (2020) still noted that scholarships enhance the time students invest in their academic work by counselling on how to utilize acquired resources and creating a scholarly environment of competition which further enhances academic performance. Furthermore, with scholarships come self-confident students whose academic abilities increase altogether.

There are also other factors that impact so much on academic performance as indicated in the figure 1 above. Smith and Hogan (2021) opined that academic performance of students can be hindered by several factors including administrative challenges which sometimes delay the processes of sending aid to students, poverty, limited access to resources, and lack of parental support.

1.7 Operational Definition of terms

Child Sponsorship: Child sponsorship is a leading form of direct aid from wealthy country households to children in developing countries. (Edwards, 2019).

Community development: A process in which community members come together to take collective action and generate solutions to their common problems (Muturi et. al.,2023).

Compassion International: Compassion International is a faith-based, evidence-based, non-government child sponsorship organization active across the globe with a focus on individual child development working together with churches to help needier children through holistic programs that emphasizes their spiritual, physical, and socioemotional development needs (Muturi et. al.,2023).

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presented the review of related literature on child sponsorship. Literature review was reviewed in themes depending on the study's objectives. The themes are types of assistance given to children for education sponsorships, the impact of assistance provided by education sponsorship programs on academic performance and challenges encountered by children on sponsorship programs which affect their performance at school.

2.1 Types of Assistance Given to Children for Education Sponsorships

Educational sponsorship programs are broadly designed to include various support mechanisms that ensure children in underprivileged communities have opportunities to access, participate in, and receive the benefits of formal education (Muturi et al., 2023). This is also one of the most important kinds of support, whereby fees or tuition are paid, especially in areas where there are financial obstacles to education (Wydick et al., 2013). In this regard, sponsorship programs free families from the financial burden of tuition costs, therefore negating one of the major deterrents to education. Available studies like Sim and Peters (2014), Tarisayi (2023) and Thomas et al (2020) show that due to financial obstacles, children from poor families can barely stay in school; hence, there is a need for sponsorship of fees as an effective way to create an opportunity for them to attend and stay in school source (Sim & Peters, 2014). Continuity in education is achieved by offsetting the costs of tuition, hence allowing these children to take a sure path of staying in school and completing their education, especially in regions characterized by interrupted education due to family economic pressures.

The majority of the sponsorship programs, in addition to monetary aid, also take care of the health needs of the children, knowing that health is one of the basic components required for children to study well at school (Sim & Peters, 2014). Health problems are one of the influential factors that contribute to school absenteeism among children coming from poor neighborhoods, since they easily contract various diseases resulting from poor living conditions, nutritional deficiencies, or lack of access to health facilities (Thomas et al., 2020) In fact, the majority of sponsorship programs include regular medical check-ups, vaccinations, and basic health care that help reduce absenteeism caused by health-related issues (Tarisayi, 2023). Feeny et al. (2023) support the idea that where health infrastructure is poor, access to healthcare through sponsorship programs helps not only to improve the general health of children but also to increase substantially their capability to perform well in school. Indeed, this health-related support underpins children's educational progress in that it ensures they remain healthy, focused, and engaged in the classroom, which further points to the fact that health services do not stand independent but are a core part of sponsorship frameworks.

Another common aspect of sponsorship as provided by faith-based organizations, such as Compassion International, is spiritual and social support-that is, material support combined with moral and spiritual guidance (Clark et al., 2022). These are programs designed to give holistic development to children, with a focus on developing their intellectual and physical needs, just like any other child, along with their emotional and moral upbringing (Clark et al., 2022). Spiritual mentorship by these programs acts as a source of emotional strength and provides personal purpose, which can be especially influential for the children who have to face a great number of adverse conditions thrown at them through socio-economic factors (Roeser et al., 2018). Children who often pass through the programs demonstrate changes in character, such as rising intentions and confidence in conquering personal and academic problem (Clark et al., 2022). Research indicates that spiritual sponsorship adds to emotional and self-identity stability. In this regard, sponsorship plays a holistic approach to the growth of a child, where emotive needs are put into consideration just like the academic and physical needs of a child (Clark et al., 2022).

Mentorship and guidance are further significant roles that educational sponsorship packages play. Mentorship goes beyond immediate educational aid by offering personal and academic counseling, hence helping children set realistic academic goals, besides developing certain problem-focused coping strategies against challenges (Clark et al., 2022). In this respect, mentorship affords the child an opportunity to relate with a role model who guides the child through academic and personal decision-making processes that enhance resilience, self-discipline, and confidence (Tarisayi, 2023). This mentorship has proved to have a positive influence on the commitment of children in their studies and builds their ability to meet academic challenges. According to Sim and Peters (2014), the results confirm that mentorship in sponsorship programs is linked with excellent academic performances and personal growth, children being motivated to pursue their life dreams and persist through setbacks with the protection of reliable adults.

Moreover, most sponsorship programs encourage children to participate in extra-curricular activities, which are helpful in developing the children's cognitive, social, and emotional capabilities (Jang, 2021). Participation in extra-curricular activities such as sport, music, and clubs go a long way in developing the values of cooperation, leadership, and problem-solving skills that are beneficial for academic performance (Jang, 2021). Children who participate in such activities are much more socially competent, confident, and motivated; all these factors then turn into better performance of academic work. By promoting involvement in extracurricular activities, sponsorship programs provide children with the opportunity for all-around development and complement their education beyond classroom limits (Thomas et al., 2020). This is a fact: extracurricular involvement translates to better school attendance, higher levels of academic involvement, and lower dropout rates, hence making multi-dimensional sponsorship models involving both academic and extracurricular sponsorship a priority.

The models of educational sponsorship have provided multi-dimensional support which encompasses other means other than purely financial; it encompasses the physical,

emotional, social, and spiritual needs of children from underprivileged regions (Thomas et al., 2020). These programs seek to provide an enabling environment for these children to prosper academically and personally through tuition assistance, health care, mentorship, spiritual guidance, and opportunities for extra-curricular engagement (Clark et al., 2022). This comprehensive model underlines that academic success is quite interdependent on socio-economic and psychological factors, further entrenching the idea that effective sponsorship should encompass more than financial aid alone.

2.2 The Impact of Assistance Provided by Education Sponsorship Programs on Academic Performance

Generally, sponsored children have been described as invariably performing well in school when compared to a lot of their peers who had not received sponsorship (Nolan, 2020). As a matter of fact, several studies conducted on the impact of these programs on academic performance have indeed shown that sponsored children performed exceedingly better than their unsponsored counterparts (Mafune et al., 2017). In fact, this advantage can be explained to a large extent by the lifting of financial pressures. The ease in terms of finances brings about direct improvement in school attendance and stability of focus on education (Clark et al., 2022). Wydick et al. (2013) established that the financial assistance accorded by the sponsorship programs is positively related to a boost in school attendance and general improvement in academic performance, since children have more likelihood of attending school regularly without interruptions due to inability to pay tuition or any other financial hindrances (Noh, 2019). Also, Sim and Peters (2014) observed that stability due to continued sponsorship allows children to study in a much more conducive environment with minimum distractions caused by unstable finances.

Aside from tuition fees, the educational sponsorships most often extend to important areas like health care; the latter has proved crucial to better academic performance. Feeny et al. (2023) elaborate that, "Regular health checkups, vaccinations, and nutritional support from sponsorship programs reduce absenteeism because of sickness. With all these factors, children can participate fully in their academic work." Davis,

(2015) adds to the fact that "sponsored children with access to health care tend to have fewer disrupted schooling and healthier, more energetic participants in the classroom activities". However, much of the literature still lacks how health support through sponsorship programs impact children performance particularly in stressful or deprived environments.

Most sponsorship programs include mentorship and spiritual guidance that can facilitate self-discipline, motivation, and resilience among children (Clark et al., 2022; Jang, 2021; Kulcsár et al., 2020). Mentorship programs develop self-efficacy, which can make children believe in themselves and their academic potential, therefore setting higher academic goals (Clark et al., 2022). Bandura's theory of self-efficacy supports this as one of the major motivators of success; hence, students are more likely to challenge themselves and prove their capabilities through various obstacles in academics if they perceive a belief in their potential (Kulcsár et al., 2020). Spiritual mentorship, therefore, also tied to faith-based sponsorship organizations, has relatedly led to better emotional resilience and purpose that could serve useful in relation to academic engagement (Muhumuza et al., 2022). While so many studies across the literature highlight the significance of mentorship, only a few have indeed specifically measured the long-term influence of spiritual and mentorship guidance on academic performance. Further investigation into the ways such mentorship shapes academic pathways over time could provide insight into whether sponsorship programs centred around mentorship can be maintained to ensure outcomes that impact students' success.

The other important ingredient is involvement in extracurricular activities, which the sponsorship programs facilitate to bring about improved academic performance (Protacio-de Castro et al., 2007). Indeed, sponsorship programs that promote involvement in sports, music, and clubs allow the children to build important cognitive and social skills useful in achieving academic success. Indeed, children who have participated in extra-curricular activities, as Feeny et al. (2023), provided, have demonstrated good critical thinking, teamwork, and leadership skills-characteristics that immediately translate into good performance and adaptability in the classroom. Such activities also make students feel valued and belonging, thus potentially lowering

dropout rates among sponsored children (Lauren Heidbrink, 2017). However, few studies have assessed the extent to which such activities outside of regular school work impact on academic performance.

2.3 Challenges Faced by Children on Sponsorship Programs Which Affect Their Performance at School

While educational sponsorship programs do support the children with great devotion, children who happen to be in these programs have challenges that affect their performance at school (Mafune et al., 2017). Probably the most perpetual of these is the prevailing poverty levels in these homes, which even with the educational support of sponsorship, leave many basic needs unsatisfied. While most sponsorships often cover fees related to tuition, other essential expenses related to food, housing, and daily needs continue to be a drain on many families (Roeser et al., 2018; Sim & Peters, 2014a). According to Feeny et al. (2023), even children with sponsorship from poor backgrounds might still be suffering from food insecurity or unstable housing conditions that would subtly shift their concentration and eventually affect their school attendance. This might also make them miss school, as the distractions of hunger and other needs would require them to help the family for survival, aside from the benefits they derive from the sponsorship. These interwoven socio-economic issues present yet another area of concern, and research documents that additional support given in related areas, such as family income or parental employment, would further stabilize educational trajectories for sponsored children (Jang 2021).

Parental support, or its lack, is another major impediment for children with sponsorship (Thomas et al., 2020). The role of parental involvement is seriously significant for motivating the child and creating an enabling environment within the home to acquire education. In poor settings, a large proportion of parents may not be well-educated themselves or may not have facilities and expertise to help children pursue their education (Muhumuza et al., 2022). A lack of motivation by the parents negatively affects the children in terms of drive for and concentration on school work. Roeser et al. (2018) point out that a lack of home-based educational support often leaves children

with external sponsorships as the only avenue for academic mentorship. In an un-supportive home environment, the sponsored child cannot maintain his or her interest in learning, especially being enrolled in challenging classes that might lead to disliking the idea of studying altogether. Then again, this is a challenge that calls for sponsorship programs to consider, not only child-Centered interventions but also initiatives that educate and empower parents so they are empowered to be supportive partners in the academic journeys of their children.

The other main challenge is related to the issue of access to the tools of education (Clark et al., 2022). Most of the children from the underprivileged families have a lack in learning materials to cope with the demands of a modern education system. Though some sponsorship programs would cover the tuition, there is a considerable deficit in providing learning resources, such as textbooks and stationery, but also other technological tools that are increasingly demanded (Clark et al., 2022). The children within the underdeveloped areas are highly vulnerable to "digital divide," a situation where a lack or absence of computers and internet access suppress their academic growth as compared to other children who have easy access to such facilities (Davis, 2015). This advantage makes it difficult for students to satisfactorily complete assignments and denies them a chance to develop digital literacy skills important for future educational and career engagements (Cahall & Youmans, 1975; Muhumuza et al., 2022). This means that education sponsorship should go hand in hand with providing resources other than those meant for basic educational expenses, such as up-to-date learning tools, which bridge the digital gap in improving learning outcomes.

Other problems involve administrative inefficiencies of some sponsorship programs, which have adverse effects on timely resource and support delivery (Cahall & Youmans, 1975; Muhumuza et al., 2022). For instance, delays in the disbursement of funds, a lack of communication on the side of sponsors and schools, and a lack of follow-up regarding children's academic performances are some of the major shortcomings that lower the overall effectiveness of the program (Sim & Peters, 2014). Indeed, according to Sim and Peters, such delays in administration can easily frustrate both the children and their

families since late payments of fees or an inconsistency in providing support disrupts the education experiences of the children and might make them feel unstable or unimportant. Besides, an insufficient follow-up of the development of children means that early signs of stagnation either academically or personally may remain undetected by sponsors, and therefore, the needed interventions are not extended in due time. In this respect, better accountability and easier administrative processes in sponsoring organizations would definitely enhance program delivery and make support more regular and sensitive to the changing needs of children.

Also, there are social stigmatizations and emotional problems arising for children under sponsorship programs, where sometimes these children may be made to feel different from other children (Noh, 2019). Children who publicly receive sponsorship may be teased by classmates who link sponsorship with poverty or disadvantage; the consequences therefore can lead to feelings of shame and low self-esteem. As Jang (2021) showed, the emotional impact of social stigma is usually not a focus of sponsorship programs but actually greatly contributes to influencing children's attitudes toward education. Programs incorporating psychological support, or initiatives such as peer counseling, can ease these emotional challenges by helping develop resiliency and coping skills in children regarding their socioeconomic stigma.

2.4 Research Gap

(Cahall & Youmans, 1975; 2023b; Herrell, 1986; Jang, 2021; Kulcsár et al., 2020; Mafune et al., 2017; Muhumuza et al., 2022; Noh, 2019a, 2019b; Nolan, 2020; Protacio-de Castro et al., 2007; Roeser et al., 2018; Ross et al., 2021; Sim & Peters, 2014a, 2014b; Tarisayi, 2023; Thomas et al., 2020; van Dam-Mieras et al., 1975;

Although numerous literatures on educational sponsorship programs as methodically known to show positive impacts on academic performance, a limited number of studies are conducted into the long-term sustainability of such improvements in impoverished regions (Clark et al., 2022; Feeny et al., 2023; Noh, 2019; Nolan, 2020)

Most research focuses on immediate effects, like school attendance and grades, but far fewer explore what subsequent years may bring once a child leaves the sponsorship program, as in Wydick et al. (2013) and Sim & Peters (2014). Apart from this general overview, there is a lack of research studies on specific constraints the children in such programs face, such as chronic poverty, uninterested parents, or bureaucratic inefficiency. This paper, therefore, tries to fill this lacuna through a critical review of the benefits and challenges of educational sponsorship programs at the Masese Child Development Centre.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter covered the research design, population of the study, sample size and sampling strategies, data collection methods, tools, and techniques employed, data quality control, ethical considerations, limitations, and delimitations to the study.

3.1 Research Design

The research design refers to the procedure for collecting, analyzing, interpreting, and reporting data in research studies (Akcam et al., 2019). The design adopted for this study was the descriptive survey design.

3.2 Population

According to Creswell (2014) population refers to the entire group of persons, objects or events bearing similar characteristics that the researcher is interested in studying. The population of the study comprised of all program alumni, all tertiary education beneficiaries, all secondary school beneficiaries and primary school beneficiaries of Masese Child Development Centre. The others like program administrators, and all teachers from 3 schools around Masese Village. Hence, the total population was 605.

Table 1: The population distribution is shown in the table below

Sn. No	Category	Number	Sample	Sampling
1.	Program Alumni	100	10	Simple Random
3.	Tertiary Education beneficiaries	50	5	Simple Random

4	Secondary School Beneficiaries	100	10	Simple Random
5	Primary School Beneficiaries	300	30	Simple Random
6	Program Administrators	5	1	Purposive
7	Teachers in selected schools	50	5	Purposive
		Total 605	61	

Source: Masese Development Centre Annual Report 2022

3.3 Sampling

The sample size of the study was obtained by using the proportional stratified sampling formular below;

$$n_i = N_i \times n/N$$

Where n_i = Sample size stratum i

N_i = Population size of stratum i

n = total sample size (10% of the total population)

N = total population size

Therefore, for program alumni; $0.10 \times 100 = 10$

Tertiary $0.10 \times 50 = 5$

Secondary $0.10 \times 100 = 10$

Program Administrators $0.10 \times 5 = 0.5 = 1$

Teachers; $0.10 \times 50 = 5$

Total sample = 61

3.4 Sampling Techniques

3.4.2 Stratified sampling

Stratified sampling is a probability sampling technique in which the population is divided into distinct, non-overlapping subgroups or categories termed as strata that possess similar characteristics. A random or predetermined or equal size is then drawn from each of the strata. This was used to select respondents from each category as indicated in 3.3 above.

3.5 Data Collection Methods

According to Vijayendra and Fantone (2023), 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 hypotheses, and evaluate outcomes.

3.5.1 Interviews

The study interviewed 5 teachers from selected schools in Masese village and 1 administrator at MDCDC. These interviews were semi-structured to ensure there is considerable flexibility within this conversation while entertaining all relevant topics. Depending on the participant's availability and preference, these interviews were one-on-one, face-to-face or by telephone.

3.5.2 Questionnaire

A questionnaire is a usual method of collecting data technique in research. It is characterized by a set of pre-formulated questions used to collect information from respondents.

This research used a questionnaire as a guide to collect data from 10 program alumni and 5 Tertiary beneficiaries and 10 from secondary school. These questionnaires were designed in such a way that they capture the type of sponsorships they receive, how

the scholarship impacts their academic performance, challenges they face that may inhibit success, and what in their opinion can be done to address such challenges. The questionnaires were both hardcopy and electronic format and were only administered to the respondents who gave their consent to take part in the study.

3.5.3 Focus Groups

Focus groups was also used to get the information from the primary school since they had some language barriers and younger beneficiaries lacked acquaintance with questionnaires. A focus group is a data collection method involving guided group discussions, where participants respond to questions and interact with one another; this often leads to more adequate insights and a natural flow of ideas (Vijayendra & Fantone, 2023).

Three focus groups composed of 10 in each category was formed by the researcher to collect data from primary school beneficiaries are at liberty to share their experiences, challenges, and opinions about their sponsorships and academic progress.

3.6 Research Procedure

The researcher submitted her proposal to UCU Department of Social Work, after which an introduction letter seeking permission to carry out research was obtained. This letter was presented to the Compassion International leader and the local authorities at Masese Child Development Centre who permitted the researcher to carry out the research.

3.6.1 Data quality control

Data quality control encompasses the activities that are undertaken to ensure data gathered in a research study are accurate, reliable, and valid. This entails the various ways and steps a researcher takes in the course of collecting the data to minimize errors, biases, and inconsistencies.

Validity

The validity of research refers to the extent to which a study accurately measures or investigates what it purports to measure or investigate (Polit & Beck, 2022). Validity is, in other words, refers to the level at which this research is valid since it measures what it is supposed to that is a variable, concept, or phenomenon (Kane et al., 1989). Several steps were taken to ensure that the data that this study collected was valid. The instruments that were used to collect data, like an interview guide, focus group guide and a questionnaire were pretested for their validity. The researcher first formulated questionnaire and an interview guide for testing a few respondents to ensure that the interview guide is valid and the mistakes were corrected and a final interview guide for data collection was formulated and distributed.

3.7 Data analysis

Data analysis refers to the "systematic process of applying statistical and logical techniques to describe, condense, evaluate, and illustrate data" (Ashirwadam, 2014). It describes the processes and procedures employed to make inferences from data and identify patterns in noise.

In the research study, the data obtained was cleaned to check for completeness and accuracy, and the responses which result in values out of the range of expected values were deleted.

Quantitative data was presented through the use of tables and charts, showing frequencies, percentages, and mean scores derived from the findings of the study. This was important in identifying patterns and trends that may occur from the data answering the research questions and realizing of objectives of the study.

Qualitative data was coded and categorized, after coding, patterns were identified and themes were themes generated presented using narratives.

3.8 Ethical Considerations

The research adhered to ethical considerations by ensuring that all participants agree to take part in the study in writing through informed consent. The anonymity and

confidentiality of the participants was guaranteed by the researcher, who ensured that information relating to their person was not shared with any third party. Lastly, the researcher abided by all relevant ethical guidelines and regulations while conducting this research. (Creswell, 2014)

3.9 Limitations and delimitations of the study

Limitations generally refer to either a barrier or an anticipated constraint arising due to the methodology of the study; limitations are perceived as weaknesses in terms of shortcomings of the methodology and an apparent source of bias about the research. (Oso, n.d.) The response may be delayed for the researcher to get it since the respondent might only be able to answer questionnaires whenever it would be convenient for them and that would take time. The researcher herself distributed the questionnaire and always sent reminders to respondents to make sure they respond in time

The collection of data from primary school children can be highly impracticable since most of them cannot comprehend the English language but speak mostly Luganda and Lusoga. The researcher looked for translation services to overcome this.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents the findings of the study on the sponsorship programs' influence in improving academic performance among the beneficiaries. The results are presented to give a full understanding of the demographic characteristics of the respondents in the study, the nature of support offered through sponsorship programs, the impact of such interventions on education performance, and challenges faced by beneficiaries. Additionally, the chapter analyzes areas in which more support is needed to enhance the effectiveness of sponsorship programs.

4.1 Demographic information

This section presents the demographic information of the respondents who participated in this study which includes; age, gender, roles and education level as presented in table 2

Table 2: Demographic information of 61 respondents

Characteristic	Category	Frequency	Percentage
Age	Under 10	2	3%
	10-13yrs	23	38%
	14 to 17 yrs	12	20%
	18 and above	24	39%
Total		61	100
Gender	Male	29	48%
	Female	32	52%
Total		61	100
Education Level	Primary	32	52%

	Secondary	13	21%
	Tertiary	16	26%
Total		61	100

Source: Field data (2025)

The demographic data give an insight into the composition of the study sample.

Age Distribution

The data indicates that the highest proportion of respondents falls within the 18 years and above age bracket, at 39%, followed by the 10-13 years category, at 38%. A smaller proportion falls within the 14-17 years category, at 20%, while the youngest group, below 10 years, constitutes only 3%. This would seem to suggest that in this study, there is a fair representation of older beneficiaries, especially those who have moved to tertiary institutions, as sponsorship support has progressed.

Gender Distribution

The sample was almost evenly split between genders, with 52% female respondents and 48% male respondents. This balance seem to suggest that the sponsorship program treats both genders quite equitably, so that none is left out in the distribution of benefits and opportunities.

Education Level

52% of the respondents were in primary education, 21% in secondary school and 26% in tertiary institutions. This indicates that the sponsorship program strongly mostly supports younger children, probably to lay a foundation for sustained academic growth, while also extending support to those in higher education. The administrator in an interview confirmed this “the numbers in primary is high because we embarked on a program to recruit more vulnerable children right from the start when they are still young, Secondly, as other students progress, some dropout due to a number of factors including early marriages, pregnancies, child labour arising out of need to support their families, failure to obtain grades that are required to join secondary or other levels”

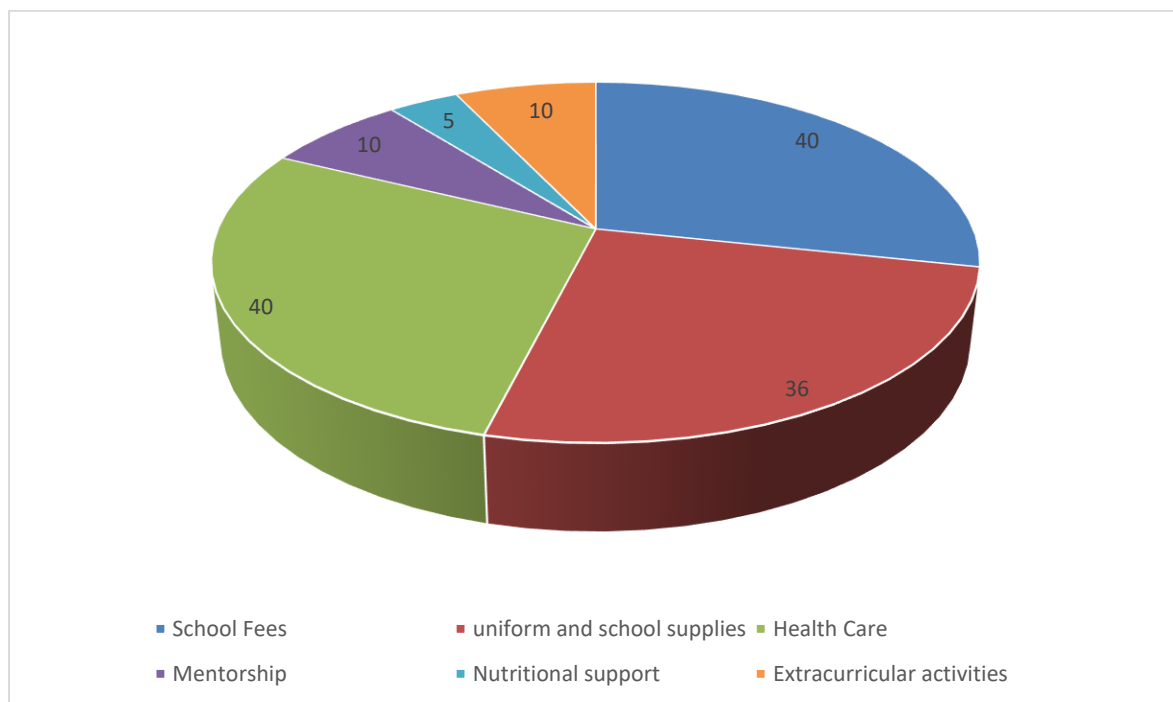
4.2 Types of Assistance Provided by Sponsorship Programs

This section presents the types of Assistance Received through Sponsorship as seen in figure 2

Types of Assistance Received through Sponsorship

In this section, the types of assistance being provided to the children under the sponsorship program are described. Results obtained from interviewing administrators, teachers, and parents and focus group interviews with students gave a general overview of the assistance provided. The summary of findings is presented in Figure 2, which depicts the types of assistance and frequency of mentions given by the respondents.

Figure 2: Types of Assistance Provided by Sponsorship Programs



Source: Field data (2025)

According to figure 2 above, majority of the respondents (40%) highlighted that they receive sponsorship covering school fees. Administrators commented that payment of school fees ensures that children remain in school and are regular in attendance. In the

words of one administrator, *"When fees are paid, we have fewer children dropping out or being sent home, which has a direct effect on their academic performance."*

One of the students in focus group interviews expressed that, *"I no longer worry about being sent home due to fees. Now I am able to remain in class and hear what is being said."* Parents also reported that the financial relief allows families to direct funds to other necessary household costs, thereby reducing financial stress.

Respondents indicated that they receive school uniforms and other supplies from sponsorships. This was noted by 36% of the respondents. Students elaborated that being provided with things like books and pencils made them not need to borrow from others, creating a sense of readiness. As one student clarified, *"Receiving books and pencils helps me not to borrow from my friends in class, and I feel ready for class."*

Parents confirmed that such support cuts down on household expenses, enabling them to buy other necessities. Teachers addressed the more extensive impact of these supplies by saying, *"When all students have the supplies they need, it makes for a more inclusive learning environment, with children feeling equal and more involved in their learning."*

Medical care support, highlighted by 10% of the participants, was among the most significant features of the sponsorship program. The students appreciated the availability of medical care, as it allowed them to recover soon and go back to school. As put it by one of the students, *"If I fall sick, I get medical care provided by my sponsors instead of waiting for my parents who actually don't have money and then I heal and join my colleagues in time."*

Teachers observed that healthier children are more consistent in attendance and show better academic performance. A teacher remarked, *"We've seen a big difference in children's ability to focus and excel when their health needs are met."* Administrators added that the availability of health care services significantly reduces absenteeism.

10% of the respondents only mentioned mentorship, qualitative data revealed its impact. Students who had undergone mentorship valued the guidance and encouragement they had received. As one student explained, *"The mentors make us believe in ourselves and remind us to study hard in school."*

The administrator also placed importance on the role of mentorship, with one noting, *"If we could expand mentorship programs, more kids would have the academic and emotional help they so badly need."* Teachers also reported that regular mentorship sessions could be critical in assisting children to cope with personal problems and enhance resilience.

Nutrition support was acknowledged by 10% of the respondents, was recognized as a low-coverage area. School feeding beneficiaries reported improved concentration in class. In the words of one student, *"When I eat at school, I am not hungry and can listen to the teacher better."*

But parents were concerned that this provision was too narrow in scope. As one parent said, *"Hunger is still a real problem for many children. Widening the feeding scheme would make a tangible difference to their ability to learn."* Teachers stressed the necessity of inclusiveness, pointing out that adequate nutrition is necessary for mental growth and academic achievement.

Extracurricular activities, according to 5% of the participants, were provide for allowing personal development, collaboration, and self-esteem. Students explained how participation in activities like sports made them feel like they belonged. A student explained, *"I enjoy playing football with friends. It makes me happy and enables me to work as a team."*

Teachers knew the importance of such activities in all-round development. As one teacher explained, *"Extracurricular activities provide confidence along with imparting*

children basic life skills, like teamwork and perseverance. We need more facilities to be able to accommodate all learners."

4.3 The Impact of Sponsorship Programs on Academic Performance

This section examines the impact of the sponsorship program on the academic performance of its beneficiaries. Several areas were examined that included how the sponsorships have impacted on academic performance and the different areas it has impacted with data presented in Table 3 and Figure 3.

Table 3: Impact of Sponsorship on Academic Performance.

Impact indicator	Frequency	Percentage
Greatly Improved	15	27%
Improved	35	64%
Stayed the same	5	9%
Declined	0	0%

Source: Field data (2025)

The results as indicated in table 3 above show that the sponsorship program has significantly improved the educational outcomes of its recipients. A large majority of those polled, or 64%, revealed a change in performance since joining the sponsorship program.

During the focus groups, participants pointed out that the sponsorship support is life-changing. For example, one student mentioned, "I used to skip school because of the fees, but now I attend all the time, and my grades are better Repeated." Additionally, administrators noted that continued support has enabled students to concentrate more on their studies, and fewer concerns have been expressed about financial hurdles.

About 27% of respondents reported that there had been a marked great improvement in their academic performances. Interview with teachers suggested that these gains were often linked to specific interventions, such as access to health services and

mentoring programs. As one teacher said, "Children who used to be absent or unfocused are now performing well because they feel supported."

Educators and guardians emphasized mentorship initiatives as a notably impactful element. As stated by one parent, "The advice and encouragement from mentors have made a big difference. My child is now more confident and focused on schoolwork." This suggests that the comprehensive strategy of the sponsorship program, which caters for both educational and personal requirements, is producing favorable results.

Only 9% of respondents indicated that their academic performance had not improved at all. For those respondents who reported that they had not improved significantly, however, qualitative findings suggested that they still valued the support provided through the program: "Even if grades have not improved significantly, the children are less stressed and more regular in school attendance, which is a step in the right direction "narrated one of the teachers."

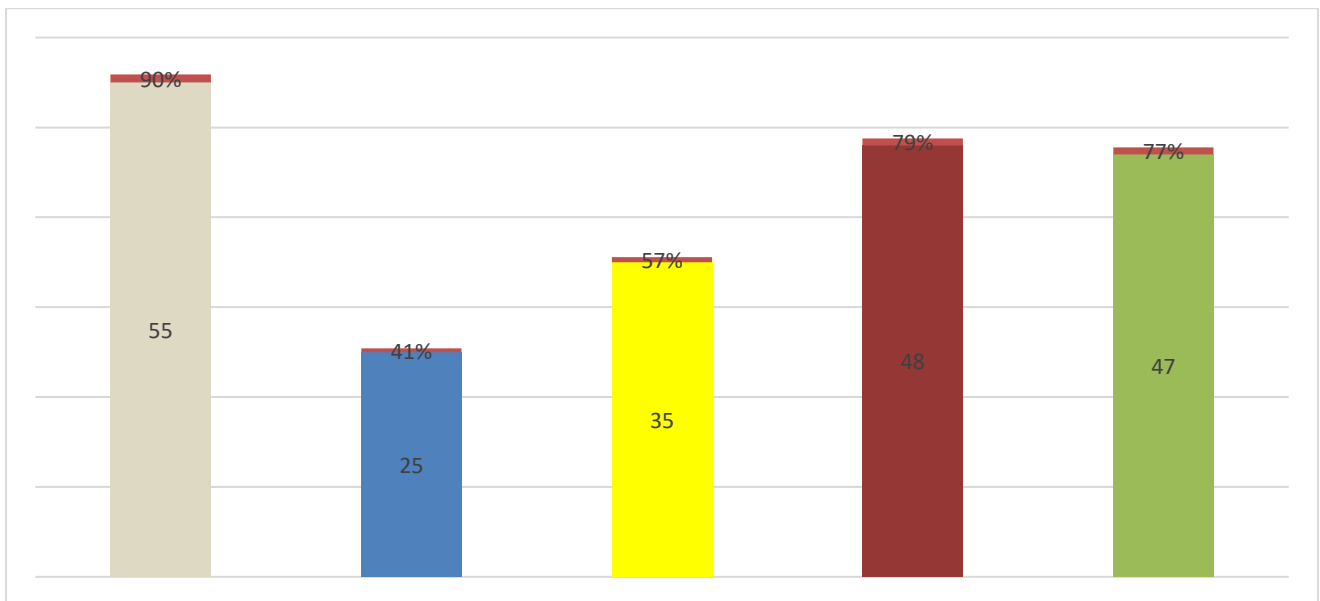
None of the participants reported any decline in their academic performances. This is a very important finding in that it indicates, at the very least, the program has succeeded in maintaining educational stability among all of its beneficiaries. The teachers during an interview noted that being able to maintain performance despite difficult socio-economic conditions was an example of the value of the program.

An Interview with the administrator confirmed the quantitative findings: "We see consistent improvements in performance across the board, especially when the children feel that their needs are being met and they have a reliable support system." Parents during an interview also indicated that the program has helped to relieve financial burdens, allowing families to focus more on creating an enabling learning environment at home.

The different ways how sponsorship program has helped beneficiaries to improve academically.

Respondents who acknowledged that sponsorship programs have had an impact on their academic performance were asked to state the ways through which sponsorship programs had impacted on their academic performance. The responses are given in Figure 3 below.

Figure 3: The ways how sponsorship program has helped beneficiaries to improve academically.



Source: Fieldwork data (2025)

Reduced Absenteeism

The most profound impact that the sponsorship program had was in the area of reduced absenteeism: 90% of participants credited their regular school attendance to the financial and material assistance received. Educators and school officials substantiated this insight during discussions, with one educator stating, "Previously, many students were out of school due to unpaid fees, but the program has ensured consistent attendance." The allocation of school fees and essential materials has alleviated the financial barriers that commonly resulted in student absenteeism

Improved Motivation and Self-Efficacy

Motivation and self-efficacy were regularly identified as notable advancements, as indicated by 79% of respondents. Within the focus group discussions, beneficiaries described a sense of being identified and valued through the program, which in turn motivated them to do well in school. One primary school participant or child said, "Knowing someone believes in me makes me want to do my best in school." This added self-esteem and motivation were also mirrored in parents' expressions during the FGD of increased determination among their children to do well in school.

Access to Educational Resources

Having school inputs such as textbooks, uniforms, and writing materials was cited as a key factor by 77% of respondents. They reported that these inputs would not only prepare them for success in school but also reduce differences among their peers. One secondary school student said, "Before the program, I couldn't afford textbooks, but now I can study properly." Teachers admitted during the interview that these resources enabled students to engage with the curriculum more meaningfully and created a more conducive learning environment.

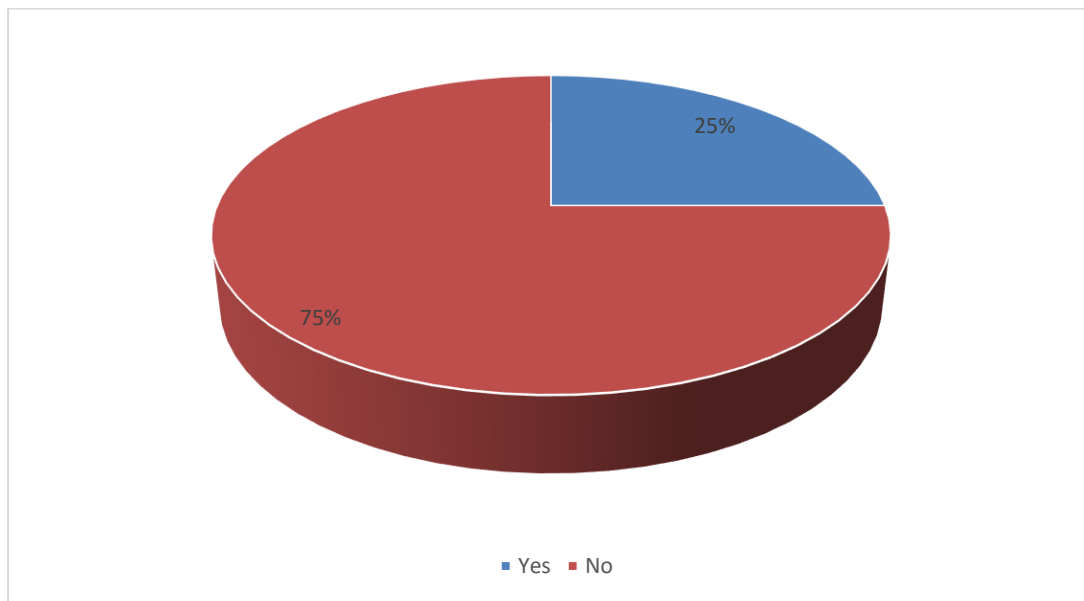
Improved Health and Well-Being

57 % of the beneficiaries reported that health care have been a major influence in improving their focus on studies. The parents were also appreciative of the health services provided, as one parent indicated: "My child is healthier now because we can get treatment when needed." With improved health, the students were able to attend school and participate in activities related to education regularly without interference due to sickness.

4.4 Challenges faced by beneficiaries of sponsorship Programs

Respondents were asked if they faced challenges while benefiting from the education sponsorship program that could affect their academic performance. The responses are summarized in Figure 4 below:

Figure 4: Respondents Response rate to the challenges that affect their academic performance.



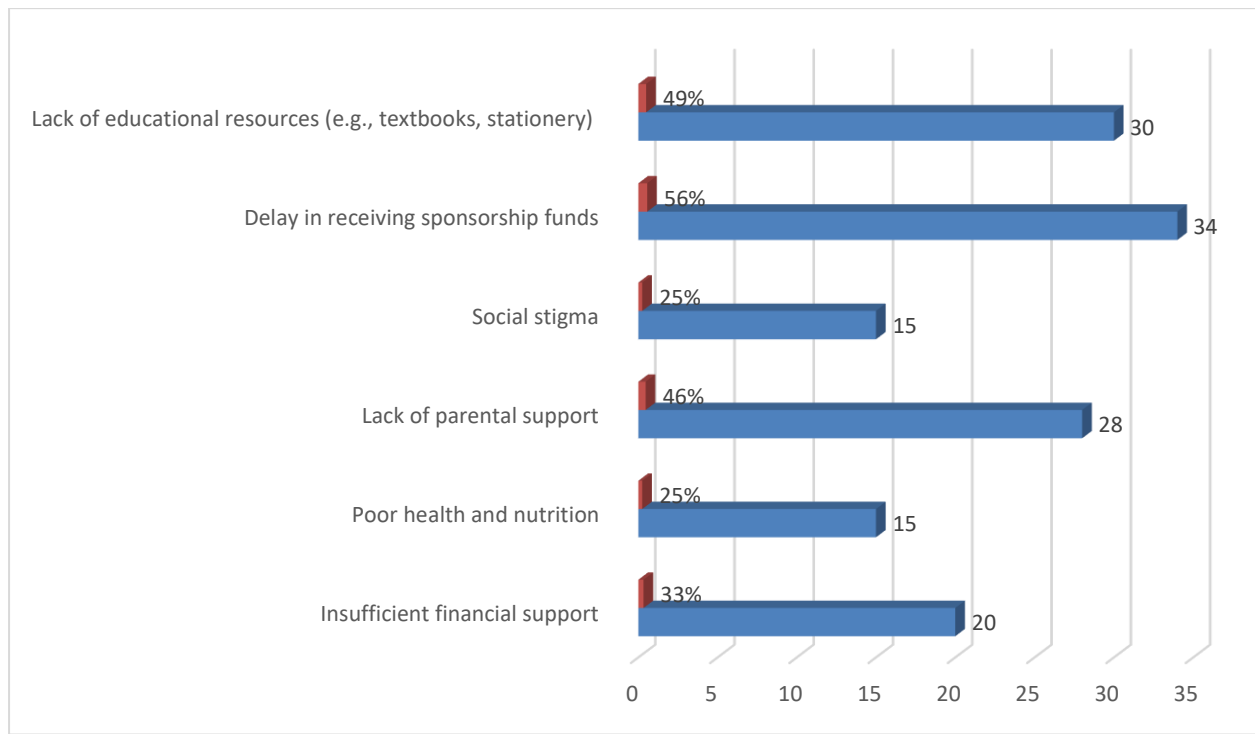
Source: Field data (2025)

From the analysis, the majority of the participants, 75% said that they did not face any challenges that can affect their academic performance. Participants in focus group discussions also conveyed their contentment with the sufficiency of the assistance provided by sponsors.

Only, 25% of respondents admitted to have experienced some challenges that sometimes hindered their educational progress.

Those who expressed that they encounter challenges were asked to mention the challenges they encountered. The responses were captured in figure 3 below;

Figure 5: Challenges Faced by Beneficiaries of Sponsorship Programs (Based on Responses from 61 Participants)



Source: Field data (2025)

According to Figure 5 above, 56% of respondents noted that delays in sponsorship fund allocations hinder their academic performance. In a focus group discussion one student said that “sometimes they send us home because our sponsors have not yet cleared our school fees by the time we come back, we have already missed some classes” According to the program coordinator, this challenge is attributed to administrative inefficiencies, which at times delay remittances of tuition fees. One administrator opined that “we acknowledge there are times when we delay to remit funds to schools but most of the time it’s beyond our making. It may occur due to technical issues in our systems, sometimes the delay comes from our donors and at times the verification process of beneficiaries may take long hence the delay in remittance of school fees”

The second most prevalent challenge, noted by 49% of beneficiaries, was the insufficiency of appropriate educational materials. Students in Focus groups expressed difficulties in obtaining essential learning resources such as textbooks and stationery.

One student said “Although the program supplies certain resources, they are frequently inadequate. Another one remarked that, *“I share textbooks with friends because the ones I receive are insufficient.”*

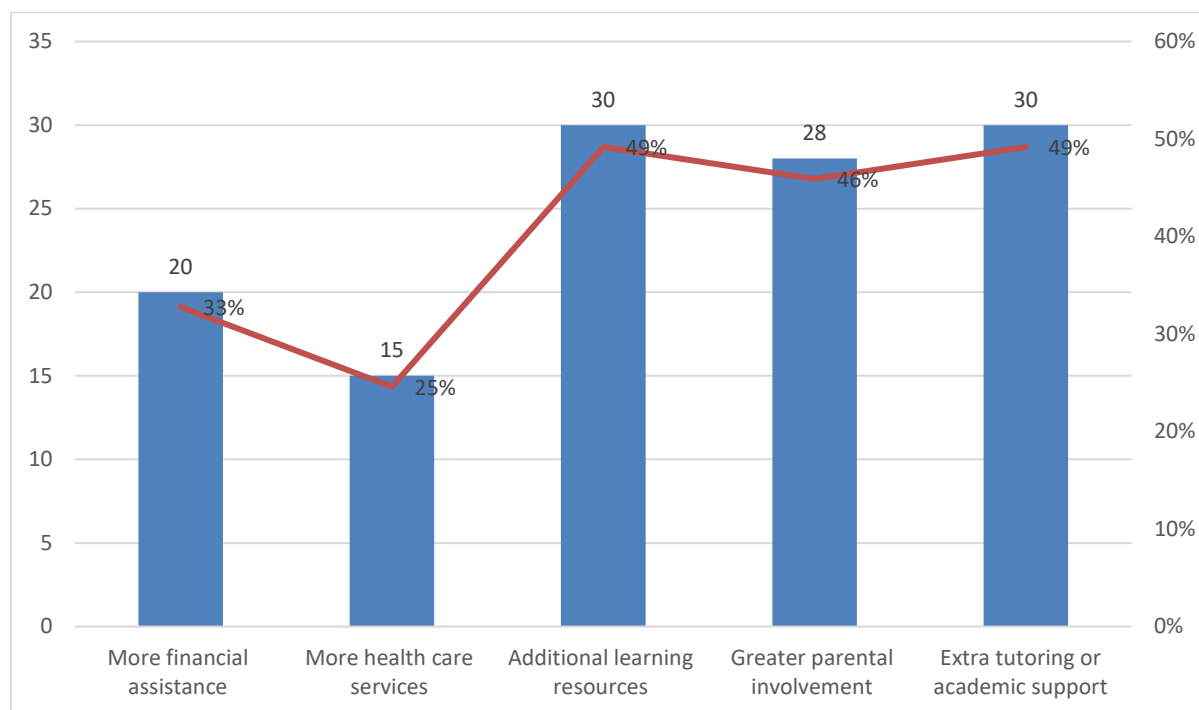
46% of respondents reported that lack of parental assistance as a notable challenge sponsored children face in their academic endeavors. In focus groups one pupil asserted that “I struggle doing my homework because my parents are not supportive yet I see my friends for them their parents help them with their homework” One teacher remarked teacher during an interview agreed that lack of parental involvement can affect the performance of children, “Some students come to school hungry or without uniforms because their parents assume the program will handle everything. Others miss doing homework”

33% of respondent reported lack of sufficient financial support— a barrier in covering ancillary educational expenses, such as examination fees and extracurricular activity participation. “There are certain things that come up which are not covered by our sponsorships that we miss out because of lack of money. For example, tours and some trips and seminars. We end up missing out” said one of the students during a focus group discussion. Health and nutrition deficiencies (25%) together with experiences of social stigma (25%) were reported by 25% each

4.5 Recommendations to improve academic performance of sponsored children

Respondents were asked to recommend ways in which sponsorship programs can best serve sponsored children so as to improve their academic performance. The responses are summarized and presented in figure 6 below;

Figure 6: Additional support would help the beneficiaries to perform better academically



Source: Field data (2025)

Figure 6 points out areas where additional support could help scholarship students to improve academic success. 49% of participants specified that there was a need for additional learning materials and more academic support.

Comments arising from focus group deliberations revealed that students proposed for more learning materials to support them in their learning. “I propose that our sponsors give us more reading and learning materials like textbooks, magazines etc. that can help us read on our own and learn more that can help us improve on our academic performance”

46% of participants observed the need for, increased parental involvement. In a focus group discussion, one pupil expressed that “I wish my parents also support us by helping us with assignments Teachers interviewed underscored the importance of parental

engagement for a child's academic success. One teacher stated, *“When parents are actively involved, students are better motivated and disciplined.”*

33% of respondents requested for more financial assistance. *“We wish our sponsors can increase on the financial assistance they give us so that like examination fees, school trips, and extracurricular are catered for”*. Expressed one of the secondary school beneficially during an interview. One of the administrators during an interview remarked that *“finances remain a big problem to most of our children and to the organization. Due to limited income that we get from our sponsors we can’t cover each and every need of children and this is where we encourage our parents to also take part and assist in those other areas that our sponsorship doesn’t cover”*

25% of participants mentioned that sponsors should increase the funding for health care. One student in secondary school during an interview opined that *“we need aid in terms of mosquito nets, and sensitization against some diseases that make us sick and affect our performance. One parent said during an interview that *“sponsors have done a great job treating our children when they fall sick. However sometimes the money is not enough to cover for the all-medical bill and we are forced to foot the balance. Sometimes it’s not easy. If possible, we request that the health budget be increase to cater for the whole bill”* The administrator said *“we aim to give out the best but finances are our biggest challenge. If our income increases, we intend to put more funds in health because we believe a health child performs better in school and in daily life”**

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a synthesis of the study findings, drawing on the data collected and analyzed to address the objectives of the study. It begins with a summary of the key findings. The chapter then concludes with the overall implications of the study before offering practical recommendations aimed at improving the effectiveness of sponsorship programs.

5.1 Summary of Findings

The findings of this study are presented according to the study objectives for completeness of information on the major issues addressed.

5.1.1 Demographic Information

The participants of the study included primary and secondary school students, their parents or guardians, and management of the school. The age group targeted in this initiative were within the ages of 10 and 16 years. Female respondents were a bit higher as compared to male by a ratio of 52:48. 52% of the respondents were in primary education, 21% in secondary school and 26% in tertiary institutions.

5.1.2 Types of Assistance Provided: Reflect changes you will make as advised in chapter 4

Sponsorship programs provided a variety of assistance to remove barriers that might impede education. Most significant, the support was of a financial nature, paying for tuition and other school fees. Most beneficiaries also acquired school uniforms, shoes and all necessary learning materials. Also made available were health services entailing a check-up and treatment against several prevalent diseases, which hugely helped in reducing absenteeism cases that would have been taken owing to health issues. Added

to this, mentorship and psychosocial support were components for the programs that aided in developing personal strength and overcoming personal or psychological distress. However, the resources for co-curricular activity resources and nutritional support were incomplete or lacking, therefore limiting many of the potentials of this section of interventions.

5.1.3 Impact of Sponsorship Programs on Academic Performance

Indeed, sponsorship programs had a great positive impact on beneficiaries' academic performances. The students recorded improvement in class attendance, improved concentration during classwork, and motivation to perform well.

Teachers also reported an increased level of discipline, full involvement during class activities, and overall improvement in examination performances. Parents also attested to changes in their children's results as a result of removing all financial and material barriers to learning. However, some beneficiaries reported that their grades did not improve as significantly, hence the need for tailored interventions to address various individual learning difficulties.

5.1.4 Challenges Faced by Beneficiaries

Despite these many positive changes, beneficiaries experienced a number of challenges. Amongst the frequent challenges which beneficiaries often faced were delays in the disbursement of the sponsorship funds, which normally culminated into late tuition payments, therefore disrupting access to educational resources.

Others complained of not getting adequate learning materials while others suffered stigmatization from other children, which hurt their feelings. The parents were also less involved; some of them fully depended on the sponsorship program without making any effort to see their children succeed in school. Other challenges arose because the scope of some sponsorship programs was too narrow, not including other critical aspects that a student needs to have academically, such as transport and nutritional support.

5.2 Conclusions

From the findings, it can be concluded that sponsorship programs usually provide necessary support through covering tuition fees, school uniforms, textbooks, and stationery, among other aspects. Other areas that are covered include health care service provision and, where limited, psychosocial and mentorship support. However, this leaves out addressing co-curricular activities and nutritional needs, hence not being comprehensive with the help provided.

The second objective was to assess how assistance given to them has impacted the academic performance of children at Masese Child Development Centre. From the findings that that sponsorship programs have vividly enhanced the aspect of school going through improved attendance, motivation, and access to several learning materials. Beneficiaries were more active in class and performed better in examinations. However, some students did not perform exceptionally well, indicating that individualized academic interventions are required.

The third objective was to examine the challenges that the sponsored children face in academic performance. Thus, whereas sponsorship programs lift many barriers to education, there were still some challenges such as delays of funds allocation from the sponsorship organizations, stigma from friends and peers, some lack learning materials, among others, and lack of parental involvement that need to be addressed in order to achieve proper academic performance for sponsored children.

5.3 Recommendations

5.3.1 Disbursement of Sponsorship Money in Time

The studies pointed out that the major obstacles are delayed tuition payment and buying of necessary materials. The sponsorship programs should make it convenient to shorten the administrative procedure to ensure timely disbursement. This can be through adopting a digital payment system, communicating to the administrators of the

programs and schools for smooth communication, and planning in advance how delays can be overcome.

5.3.2 Sufficient School Facilities

About 49% mentioned that there was a need for more learning resources, such as textbooks, computers, and stationery. Sponsors should also make learning materials a priority for funding to enable children study uninterrupted. Alternatively, access to shared digital platforms or libraries would be an affordable solution in addressing this gap.

5.3.3 More Involvement by Parents

The most important challenge according to the survey, was lack of parental support, Programs should encourage active participation from parents through workshops or community engagement sessions that help them understand the importance of supporting their children's education beyond the sponsorship. Improvement in the partnership between schools, parents, and sponsors might also improve the overall academic outcomes for students.

5.3.4 Additional Tutoring and Academic Support

Students voiced a strong need for extra tutoring, particularly in challenging subjects like mathematics and sciences. Sponsorship programs should be integrated with academic support activities, including afternoon tutoring, mentoring programs, and study groups. Partnerships with schools can be initiated either through recruiting volunteer tutors or through teacher training and can raise the learning outcomes of sponsored students.

5.3.5 Health and Nutrition Needs Addressed

The sponsorship programs should ensure comprehensive health services, routine checkups, and nutritional support among the children are paramount. For example,

forming a partnership with local health facilities or inclusion of healthcare professionals in program activities could help to guarantee sustained well-being for the beneficiaries.

5.3.6 Social Stigma and Empowerment of Beneficiaries

Social stigma was reported by 25% of respondents which ones. This was attributed to the label of "sponsored child." The programs should address this by creating a non-judgmental atmosphere in schools and society. Sensitization and confidence-building activities among the beneficiaries will help reduce negative perceptions attributed to sponsorship.

5.3.7 Expanding Financial Support

While the program covers the essential needs, there are still significant gaps regarding examination fees, extracurricular activities, and school trips at 33%. Programs should increase the funding to sponsored children to cover these areas financially so that students will not be denied equal opportunities in holistic learning.

5.4 Areas for Further Research

There is a need for longitudinal studies on the outcomes of education sponsorship programs other than academic performance, including career readiness and life skills.

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Appendices

Appendix 1: Questionnaire Secondary School and Tertiary beneficiaries

My name is Nambuya Rebbecca, a student at Uganda Christian University pursuing a Social Work and Social Administration degree. I am carrying out research entitled “The Role of Child Sponsorship on the Academic Performance of Sponsored Children: A Case Study of Masese Child Development Centre”. I would very much appreciate your participation in this research. The information you provide will be treated with confidentiality and only used for academic purposes. Participation in this research is voluntary. *(Tick the right option or fill in the right answer in the spaces provided)*

Section A: Demographic Information

1. Age:

- i. Under 10 years
- ii. 10-13 years
- iii. 14-17 years
- iv. 18 years and above

2. Gender:

- A. Male
- B. Female

3. Educational Level:

- i. Primary
- ii. Secondary
- iii. Tertiary

4. Duration on Sponsorship Program:

- 1. Less than 1 year
- 2. 1-2 years

- 3. 3-4 years
- 4. More than 4 years

Section B: Types of Assistance Received through Sponsorship

5. What type of assistance do you receive from the sponsorship program? (Select all that apply)

- A. School fees
- B. Uniforms and school supplies
- C. Health care
- D. Mentorship
- E. Nutritional support
- F. Extracurricular activities

6. How often is this assistance provided?

- A. Monthly
- B. Termly
- C. Annually
- D. Other (please specify): _____

7. How satisfied are you with the support provided by the sponsorship program?

- A. Very satisfied
- B. Satisfied
- C. Neutral
- D. Dissatisfied
- E. Very dissatisfied

Section C: Impact of Sponsorship on Academic Performance

8. Has the assistance from the sponsorship program helped you perform better in school?

- A. Yes
- B. No
- C. Not Sure

9. Since joining the sponsorship program, has your academic performance:

- D. Greatly improved
- E. Improved
- F. Stayed the same
- G. Declined

10. In which ways has the sponsorship program helped you improve academically?

(Select all that apply)

- A. Reduced absenteeism
- B. Improved focus on studies
- C. Better health and well-being
- D. Increased motivation and confidence
- E. Access to learning resources

11. How would you rate your academic progress since joining the sponsorship program?

- i. Excellent
- ii. Good
- iii. Fair
- iv. Poor

Section D: Challenges Faced by beneficiaries on the Sponsorship Program

12. Do you experience any challenges that affect your academic performance?

- A. Yes
- B. No

13. If yes, what are the main challenges? (Select all that apply)

- 4. Insufficient financial support
- 5. Poor health and nutrition
- 6. Lack of parental support
- 7. Social stigma
- 8. Delay in receiving sponsorship funds
- 9. Lack of educational resources (e.g., textbooks, stationery)

Other (please specify): _____

14. How often do these challenges affect your school attendance?

- A. Always
- B. Often
- C. Sometimes
- D. Rarely
- E. Never

15. How do you feel about the support by the sponsorship program in addressing these challenges?

- A. Very supported
- B. Supported
- C. Neutral
- D. Unsupported
- E. Very unsupported

16. What additional support would help you perform better academically?

- A. More financial assistance
- B. More health care services
- C. Additional learning resources
- D. Greater parental involvement
- E. Extra tutoring or academic support

Other (please specify): _____

-END-

Appendix 2: Focus Group Guide for Primary School Pupils

My name is Nambuya Rebecca, a student at Uganda Christian University pursuing a Social Work and Social Administration degree. I am carrying out research entitled “The Role of Child Sponsorship on the Academic Performance of Sponsored Children: A Case Study of Masese Child Development Centre”. I would very much appreciate your participation in this research. The information you provide will be treated with confidentiality and only used for academic purposes.

Please note that there are no right or wrong answers, everyone’s opinions are valuable.

Types of Assistance Received

1. Can you tell me about the help you receive at school or outside of school? (Examples: school supplies, uniforms, food, medical care)
2. How do these things make a difference for you? Do they help you focus or feel good at school?

Impact on School and Learning

3. Do you feel that the help you receive has made it easier to learn or do well in school? How?
4. Can you tell me about a time when this support made you feel happy or helped you do better in class?

Challenges Faced in School

6. Are there any things that make school hard for you, even with the support you get?
7. What kinds of things could help you more at school?

Aspirations and Feelings about Education

8. What do you want to be when you grow up? How do you think school and the help you’re getting are helping you get there?
9. How does it feel to get support from people or groups outside of school?

Suggestions for Improvement

10. If you could change or add something to the help you get, what would it be?
11. What advice would you give to others who want to help you and your classmates do better in school?

Thank you for your participation and for sharing your thoughts with me!

Appendix 3: Interview Guide for Administrators

Introduction

I am Nambuya Rebbeca, an undergraduate student at Uganda Christian University, where I am pursuing a degree in Social Work and Social Administration. My research is titled "The Role of Child Sponsorship on the Academic Performance of Sponsored Children: A Case Study of Masese Child Development Centre." Your participation in this research study will highly be appreciated, and the information you give will be kept confidential, and used purely for academic purposes.

Section A: Background Information

Can you describe your role in managing the sponsorship program?

How long have you been supervising the program at Masese Child Development Centre?

What, in your view, are the most significant objectives of this sponsorship program?

Section B: Types of Assistance Provided by Sponsorship Programmes

What types of assistance does the program provide children in the areas of education, health, and nutrition?

How is it made sure that all the beneficiaries receive the aid in time?

Are there gaps or delays in the provision of assistance? How does the program address them?

Considering your observations, is the assistance offered adequate to fulfil the needs of the children?

Section C: The Impact of Sponsorship Programs on Academic Performance

What changes have been observed in the sponsored children's academic performance over time?

Are there specific indicators used to determine how the program affects the education outcomes of children?

How does the program cater to individual children's academic or personal needs?

What are some examples of kids whose academic performance dramatically improved because of this program?

SECTION C: Challenges faced by beneficiaries of sponsorship Programs

12. What are the greatest challenges that the children attending the program face?

13. How does the program address issues like funding delays, lack of resources, or challenges that families may be facing?

14. What additional resources or strategies could improve the sponsorship program?

Appendix 4: Interview Guide for Teachers

Introduction

I am Nambuya Rebbeca, an academic enrolled at Uganda Christian University, where I am pursuing a degree in Social Work and Social Administration. Currently, I am engaged in research titled “The Role of Child Sponsorship on the Academic Performance of Sponsored Children: A Case Study of Masese Child Development Centre.” Your involvement in this study is greatly valued, and all responses provided will be kept confidential.

Section A: Background Information

What is your role as a sponsor children's teacher?

How many years have you taught kids in this program?

How well do you understand the goals of the sponsorship program?

SECTION B: Types of Assistance Provided by Sponsorship Programmes

What types of assistance can be observed that the children receive from the programme?

How does the support provided contribute to the academic, health or social welfare of children?

Are there specific gaps or disparities in services for children?

Section C: The Impact of Sponsorship Programs on Academic Performance

In your judgment, has the program had any effects on children's attendance, and academic performance?

Are sponsored children better motivated and more involved compared to others?

Can you provide instances of children who have improved in their studies because of the sponsorship program?

What are the continuing barriers to sponsored children's academic success despite the sponsorship?

SECTION C: Challenges faced by beneficiaries of sponsorship Programs

What are the challenges faced by sponsored children that affect their educational performance?

Are there issues related to financial backing, parent involvement, or resource availability?

What recommendations would you make for the program to better serve the children?

Appendix 5: Interview Guide for Parents

Introduction

I am Nambuya Rebbeca, a student at Uganda Christian University, undertaking a degree in Social Work and Social Administration. I am undertaking research entitled "The Role of Child Sponsorship on Academic Performance of Sponsored Children: A Case Study of Masese Child Development Centre." Your participation is important, and I would like to assure you that all responses will be treated with confidentiality and used solely for academic purposes.

Section A: Background Information

What is your relationship with the sponsored child?

How long has your child been in the sponsorship program?

What do you know about the purpose of the program?

Part B: Types of Support Provided by the Sponsorship Program

What type of assistance does your child get from the sponsorship program?

How has this support helped your child's education, health or wellbeing?

Are there areas where you feel the program's support is insufficient or inconsistent?

Section C: The Impact of Sponsorship Programs on Academic Performance

Since enrolling in this program, have you observed any differences in your child's school performance?

Has the sponsorship resulted in an increased interest in school and academic pursuits for your child?

Are there particular methods through which the sponsorship program has facilitated your child's educational advancement or personal development?

Section D: Challenges faced by beneficiaries of sponsorship Programs

What problems has your child experienced despite being in the sponsorship program?

Do financial, social, or health-related factors continue to impact their educational experiences?

How would you recommend this program increase its support of you and your child?

Appendix 6: Research Introductory Letter from the Faculty



January 7th, 2025

TO WHOM IT MAY CONCERN

Dear Sir/Madam

Re: INTRODUCTORY LETTER FOR RESEARCH

This is to introduce to you NAMBUYA Rebecca Registration number M22B15/027, a student of Uganda Christian University, pursuing Bachelor's degree in Social Work and Administration. She is expected to carry out research in the final year under the guidance of a university supervisor in partial fulfillment for the requirements of the above mentioned award.

Topic: "The Role of Child Sponsorship on the Academic Performance of Sponsored Children: A Case of Masese Child Development Center."

The purpose of this communication is to request your office to allow her collect data from your organization. Any assistance rendered to her will be highly appreciated.

UGANDA CHRISTIAN UNIVERSITY
JAN 2025
Doreen Kukugiza
Doreen Kukugiza

Coordinator, Research & Fieldwork Programmes
Tel: 0773395349
Email: dkukugiza@ucu.ac.ug



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