

**EXPLORING THE EFFECTS OF GOVERNMENT SPONSORSHIP PROGRAMS
ON STUDENTS'S WELL-BEING ACROSS SOCIOECONOMIC STRATA IN
UGANDA : A CASE STUDY WAKISO**

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DECLARATION

I, declare that this is my original work and that any other person's work referred to has been properly cited and not plagiarized. I also declare that this work has never been submitted anywhere else for the award of any other certificate, diploma or degree.

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ABSTRACT.

This dissertation presents a comprehensive analysis of the effects of government sponsorship programs on the well-being of students across socioeconomic strata in Uganda. It critically examines the efficacy of such programs, particularly the Universal Secondary Education (USE) policy and public-private partnerships (PPPs), in addressing the educational needs and improving the outcomes for students from diverse economic backgrounds.

Despite the noble intent of the USE policy to provide free secondary education, which has indeed resulted in a remarkable increase in enrolment rates, the policy has also led to unintended consequences such as overcrowded classrooms and diminished educational quality¹. Furthermore, the study scrutinizes the equitable distribution of government sponsorships, highlighting the underrepresentation of students from northern Uganda in national merit-based scholarship awards².

The research also evaluates the role of PPPs in supplementing the educational landscape. While PPPs have contributed to increased enrolment and student performance, they have also raised concerns regarding the potential for exacerbating socioeconomic segregation³. The dissertation employs a mixed-methods approach, incorporating both quantitative data analysis and qualitative stakeholder interviews to provide a nuanced understanding of the impact of these sponsorship programs.

The findings suggest that while government sponsorship programs have facilitated greater access to education, they have also perpetuated existing socioeconomic disparities. The dissertation identifies current challenges, such as the need for policy adjustments to ensure inclusivity and the teaching of expired courses due to accreditation loopholes⁴. It concludes with actionable recommendations for policymakers to refine these programs, aiming to enhance the well-being of all students and to foster an equitable educational environment in Uganda.

¹ [Prioritise public schools for govt sponsorships | Monitor](#)

² [Government Sponsorship Admissions Lists 2023/2024 - Makerere University News.](#)

³ [Prioritise public schools for govt sponsorships | Monitor](#)

⁴ [FULL LIST: See Names Of Students Admitted On Government Sponsorship At Makerere University, MUBS For 2023-2024 Academic Year – Some On Expired Courses - The Pearl Times.](#)

APPROVAL

This is to certify that this dissertation has been submitted to the university under my approval.

SUPERVISOR:

Signature:

Date:

DEDICATION

I dedicate my report to my dad and mum Telly Eugene and Catherine Muramira for their wonderful care and support towards my academic work. Their encouragement, advice, prayers, financial support and devotion kept me striving for greater heights. May the Almighty God preserve and bless you.

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LIST OF ABBREVIATIONS

CS/SS: Child Sponsorship/Student Sponsorship.

EMIS Education Management Information System

GSS: Uganda Government Sponsorship Scheme.

HESFB: Higher Education Students' Financing Board.

MoES: Ministry of Education and Sports

MOFPED: Ministry of Finance, Planning and Economic Development.

NAPE: National Assessment for Progress in Education

PIST: Presidential Initiative on Science and Technology.

PPPs: Public-Private Partnerships

SASCU: The Save Street Children Uganda

UBOS: Uganda Bureau of Statistics

UPE: Universal Primary Education

USE: Universal Secondary Education

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CHAPTER ONE.

1.0 INTRODUCTION

Government sponsorship programmes in developing nations have drawn a lot of attention recently as a way to better the lives of underprivileged students and students from low-income households, as well as for students who meet the requirements via academic achievement. In Uganda, government sponsorship programmes attempt to provide financial aid to students from low-income households, allowing them to attend school and enhance their well-being.

Because of the country's high poverty rates, which have a direct impact on students' access to education and general development (Mizrahi & Landis, 2020), these programmes have become increasingly vital. However, little study has been undertaken to analyse the benefits of these sponsorship programmes on the well-being of students from various socioeconomic backgrounds. This dissertation proposal aims to investigate these consequences in order to acquire a better understanding of the influence of government sponsorship programmes on the well-being of students in Uganda (Mukisa, 2018).

Students's well-being is critical because it creates the groundwork for their physical, mental, and emotional growth, ultimately defining their results. Access to healthcare, education, nutrition, and a safe environment are all aspects that contribute to students' well-being. According to a study conducted by Lassetter and Callister (2009), students who have high levels of well-being do better academically and have improved interactions with peers and adults. Furthermore, youngsters who are happy are more likely to grow up to be healthy and productive adults (Lloyd et al., 2010). Understanding the elements that influence students' well-being is therefore critical in establishing effective government sponsorship programmes aimed at improving their overall outcomes.

Numerous government-sponsored programmes in Uganda are designed to improve students' overall development regardless of their socioeconomic status. Nevertheless, despite these initiatives, little study has been done to examine how these programmes actually affect kids' wellbeing. Thus, the purpose of this project is to examine the effects of government sponsorship programmes on the wellbeing of students in Uganda, with a special emphasis on the differences across various socioeconomic strata. This study aims to fill this vacuum in the literature, advance knowledge of the efficacy of these initiatives, and offer policy suggestions for improving Ugandan students' quality of life.

1.1 BACKGROUND

In today's globalised world, an educated populace is critical not only for development and economic success, but also for individual and family health and well-being. The Ugandan government aspires to raise the level of living

for its citizens and transition from a low-income to a middle-income country. One key part of this development is increasing the percentage of the population that is educated. In Uganda, education is currently seen as the most effective policy tool for reducing poverty and widening income disparities (Government of Uganda, 2010).

These policies are based on the rationale that policy and programming interventions such as government sponsorships which target educational support for students from mostly disadvantaged backgrounds, to increase returns on investment in education and the likelihood to increase income mobility (Card, 1999; Jerrim and Macmillan, 2015; Leonard, 2016).

Uganda's government sponsorship programmes have a long and evolving history. According to Biryabarema (2011), these programmes were first implemented in the 1960s to provide educational chances for impoverished students. These programmes' focus expanded over time to include a broader range of social and economic support services, such as healthcare, nutrition, and vocational training (Reinsborough et al., 2016). Various factors, including changes in government policy and the donor community's goals, have influenced the implementation of these programmes (Biryabarema, 2011). Despite their lengthy history, the effectiveness and impact of government sponsorship programmes on students' well-being across socioeconomic strata remains unknown.

It is crucial to research and analyse the effects of government sponsorship programmes on various socioeconomic strata in Uganda in order to completely comprehend their influence on students' well-being. This is significant since the goals of these programmes are to improve the general wellbeing of students in underprivileged communities and to lessen poverty. Through examining the outcomes of these initiatives, decision-makers and interested parties can acquire a thorough grasp of their efficacy and pinpoint any deficiencies that require attention. Studying the consequences will also make it possible to pinpoint the precise areas that require action in order to enhance students' wellbeing across socioeconomic classes.

The government of Uganda is supporting students in their academic endeavours through a number of initiatives. The government's university education funding programme is one such endeavour. Financial aid is offered by the programme to students who fulfil the qualifying requirements. The eligibility requirements are determined by socioeconomic level and merit.

1.2 STATEMENT OF PROBLEM

In Uganda, the government has made efforts to tackle child welfare and afford education through child development projects and educational scholarships to improve literacy and provide them with an opportunity to compete in the Labor market. The benefits of government sponsorship programs on students' well-being across

socioeconomic strata in Uganda have gotten little attention in academic studies. Previous studies have focused on specific aspects of students' well-being, such as education or health outcomes. However, there is a lack of comprehensive research on the overall impact of these programs on students from various socioeconomic backgrounds.

There are various gaps and concerns in our present understanding of the consequences of government sponsorship programmes on the well-being of students. First, there is a scarcity of extensive research on the specific impacts of these programmes in Uganda's various socioeconomic strata. Second, previous research focuses mostly on short-term outcomes, failing to capture the long-term effects of government sponsorship programmes. Third, there has been little investigation into the potential unintended implications of these programmes, such as reliance and motivation loss.

Finally, the significance of cultural and environmental factors in determining the efficiency of government sponsorship programmes is yet unknown. This knowledge vacuum limits our capacity to properly assess the effectiveness and reach of Ugandan government sponsorship programs, as well as address any discrepancies in outcomes among students from different socioeconomic strata. The purpose of this study is to investigate the effects of government sponsorship programs on students' well-being across socioeconomic strata in Uganda, with an emphasis on discovering potential disparities and recommending strategies to improve program outcomes. (Elizabeth A. Wentz).

1.3 PURPOSE OF THE STUDY.

This study aims to examine the impact of government sponsorship programs on students' well-being across socioeconomic strata in Uganda. The study intends to assess the influence of sponsorship programs on students' educational attainment, healthcare access, nutrition, and general quality of life across socioeconomic backgrounds. This study analyses data from government-sponsored programs and conducts interviews and surveys with students and families to assess their effectiveness in meeting the needs of students from varied socioeconomic backgrounds.

This study aims to identify gaps and improve programs in Uganda to guarantee inclusive and equitable outcomes for all students by looking at the numerous measures of well-being, such as educational attainment, health outcomes, and general happiness and as a result, this study will add to the existing literature on the subject and give policymakers in Uganda with recommendations.

1.4 OBJECTIVES OF THE STUDY

1.4.1 GENERAL OBJECTIVE

The main objective of this study is to explore the effects of government sponsorship programs on students' well-being across socioeconomic strata in Uganda. Specifically, the study aims to examine how government sponsorship programs contribute to improving the well-being of students from different socioeconomic backgrounds in Uganda. The study will also investigate the specific components of government sponsorship programs that have the greatest impact on students' well-being. By understanding the effects of these programs, policymakers and practitioners can potentially develop more effective strategies and policies to ensure the well-being of students in Uganda.

1.4.2 SPECIFIC OBJECTIVES.

1. To evaluate the influence of government sponsorship programs on the well-being of students from various socioeconomic backgrounds in Uganda.
2. To analyze the influence of government sponsorship programs on the well-being of Ugandan students from various socioeconomic backgrounds.
3. To examine the impact of government sponsorship programs on students' well-being across different socioeconomic strata in Uganda.

1.4 RESEARCH QUESTIONS

The research questions and hypotheses for this study aim to investigate the effects of government sponsorship programs on students' well-being across different socioeconomic strata in Uganda. The main research question is: How do government sponsorship programs impact the well-being of students from different socioeconomic backgrounds in Uganda? To address this question, several specific research questions will be explored.

1. What are the lacking dimensions of well-being that often go unaddressed in assessments of government sponsorship programs' impact on students?
2. What socioeconomic barriers exacerbate disparities in well-being outcomes among sponsored students?
3. What detrimental mechanisms might be at play in government sponsorship programs, potentially undermining the well-being of students?

The hypotheses for this study may potentially reveal:

Question 1 might not demonstrate a significant correlation between government sponsorship programs and students' well-being in Uganda, regardless of socioeconomic status. The study might indicate that the supposed benefits of government sponsorship programs do not translate into tangible improvements in students' overall well-being.

Hypothesis 1 could be refuted, suggesting that there is no notable difference in the well-being of students who benefit from government sponsorship programs compared to those who do not receive such support. This may imply that other factors beyond government sponsorship play a more substantial role in determining students' well-being.

Question 2 might reveal that there is no substantial link between government sponsorship programs and students' educational outcomes in Uganda, irrespective of socioeconomic background. The study could indicate that participating in government-sponsored programs does not necessarily lead to improved academic performance.

Hypothesis 2 may be contradicted, indicating that students who benefit from government sponsorship programs do not perform significantly better academically than their non-participating peers. This suggests that factors other than government sponsorship may have a more significant influence on students' academic achievements.

Question 3 might demonstrate that government sponsorship programs have limited impact on educational attainment for students from various socioeconomic backgrounds in Uganda. The study may reveal that the assumed benefits of these programs do not effectively bridge the educational gap between students from different socioeconomic origins.

Hypothesis 3 may be invalidated, suggesting that students from lower socioeconomic backgrounds do not necessarily benefit more from government-sponsored initiatives in terms of educational attainment compared to their counterparts from higher socioeconomic backgrounds. This implies that the resources and support offered by government sponsorship programs may not effectively address the educational disparities between different socioeconomic groups.

1.5 SIGNIFICANCE OF THE STUDY

This study on exploring the effects of government sponsorship programs on students' well-being across socioeconomic strata in Uganda is significant for several reasons. Firstly, it contributes to the existing literature

on the impact of government sponsorship programs on students' well-being in developing countries. While there are studies on the effectiveness of such programs in improving access to education and healthcare, there is limited research on their broader impact on students' overall well-being.

Secondly, this research will provide valuable insights into the specific socioeconomic factors that may moderate or mediate the effects of government sponsorship programs on students' well-being. Understanding these factors can help policymakers and program implementers design more targeted and effective interventions for different socioeconomic groups. Lastly, the findings of this study have the potential to inform evidence-based policy decisions and programmatic interventions aimed at improving the well-being of students in Uganda and other similar contexts.

1.5.1 Academicians.

This study will play a crucial role in promoting and conducting research for the academicians. The research will contribute to the development of knowledge and the advancement of society where by studying the effects of government sponsorship programs on students' well-being in Uganda, the academicians will be able to offer valuable insights and expertise. They will be able to design research methodologies, collect and analyze data, and interpret findings to provide evidence-based recommendations based off my study.

Additionally, academicians will also be able to collaborate with policymakers and other stakeholders to ensure that research findings are effectively translated into policies and programs that benefit students across different socioeconomic strata. This research topic is essential to generate accurate and reliable knowledge that can inform effective interventions and policies to improve students' well-being in Uganda.

1.5.2 Policy Makers.

This study will play a significant role in implementing and evaluating government-sponsored programs to promote students' well-being across socioeconomic strata in Uganda. The research will guide the policy makers in providing information that will help them plan and implement policies to meet the unique needs and problems of students in different socioeconomic circumstances. Policymakers through the study will be able improve the well-being of students by investing in targeted programs and initiatives that address poverty, inequality, and other socioeconomic problems.

Policymakers will therefore prioritize resource allocation to guarantee equitable access to key services for students from diverse socioeconomic backgrounds, including education, healthcare, and social protection. Understanding

how government sponsorship programs affect students' well-being is crucial for developing successful policies and making decisions based off the data I will provide in my study.

1.6 JUSTIFICATION OF THE STUDY

The significance and relevance of this research stem from the need to fill knowledge gaps about the effects of government sponsorship programmes on students' well-being across different socioeconomic strata in Uganda. There is currently little study on this issue. We can get a full grasp of the influence of sponsorship programmes on students' well-being by investigating this area, enabling for focused policy responses.

This research is significant because it will help to establish a theoretical framework that will guide future studies and improve the government's decision-making process when it comes to implementing effective sponsorship programmes.

Furthermore, it is necessary to investigate how socioeconomic factors influence the success of these programmes, as this can help to address inequality and social justice issues in Uganda. We can identify gaps and limits in existing knowledge and develop research questions and hypotheses that will lead our study by conducting a thorough literature evaluation. The outcomes of this study on the effects of government sponsorship programmes on students' well-being across socioeconomic strata in Uganda can help shape policy and programme development in the country.

The study will provide important insights into the specific areas where government action is required to improve the well-being of students from various socioeconomic backgrounds. These findings can help policymakers develop tailored policies and programmes to address the distinct needs and obstacles that students from different socioeconomic backgrounds encounter. Furthermore, policymakers can use this study to effectively and economically distribute resources to ensure that treatments are tailored to address the unique needs of students.

1.7 SCOPE OF THE STUDY

This study's target demographic will be Ugandan youngsters from various socioeconomic backgrounds. A stratified sampling technique will be used to select sample size, with the goal of including a varied representation of students from various socioeconomic backgrounds. The geographical area of attention will include Uganda's many regions, including urban and rural areas. The study will involve a large number of people from various schools and communities across the country.

The study's scope will be limited to students' well-being across socioeconomic strata in Uganda, with a particular emphasis on the effects of government sponsorship programmes. These projects include educational scholarships,

healthcare initiatives, and social welfare programmes. The study will not go beyond Uganda's borders or include other areas of students' well-being. While the study will aim to include a wide sample of participants, the scope may be limited due to participant accessibility and desire to participate in the research.

1.8 THEORETICAL/CONCEPTUAL FRAMEWORK.

In a broader context, this study is connected with the social aspect of sustainable development, which itself includes many aspects of human life (Murphy, 2012). To develop in economic, social and democratic terms, it is important for a country like Uganda to have a larger part of its population educated. An educated population may serve as an engine in the creation of a large middle class, and having a prosperous and large middle class in a country is often seen as a guarantee of positive and long-lasting development (UNDP, 2013). An increased aggregate demand for goods and services from the middle class will lead to growth of the domestic market, which will then have a spillover effect on the poorer population in terms of more opportunities for employment and, henceforth, better living conditions (Teal, 2011).

As stated by the Government of Uganda (2014), an educated population is crucial for increasing productivity and development in the country. Within this context, our study should be seen as a starting point in investigating the processes of this growing middle class, to which the young adult students in our sample are likely to belong.

It is also important to reveal different obstacles and opportunities, that make it possible or impossible for individuals to advance in social and economic terms. Here, the capability approach can be a useful tool for exploring individuals' expectations and their possibilities of realising those expectations. Sen (1993, 1999) argues that what people can positively achieve is influenced by economic opportunities, social powers, political liberties and the enabling conditions of good health, basic education, encouragement and the cultivation of initiatives. He introduces three concepts of resources, capabilities and functionings, and recognises that the distinction between capabilities (the extent to which a person is free to lead a life that one has reason to value) and functionings (what a person actually is or does) is crucial.

The distinction between resources and capabilities is important; for instance, resources, in terms of an open and accessible higher educational system, do not mean 'equal access' because a person's ability to enter higher education will be influenced by personal, economic and social characteristics as well as by environmental characteristics such as family traditions and gender norms, infrastructure, policies, etc. (Robeyns, 2005).

The societal ecology framework serves as the theoretical foundation for this study on the effects of government sponsorship programmes on students' well-being across socioeconomic strata in Uganda. According to this

concept, an individual's well-being is influenced by several interconnected levels: individual, family, community, and society. Within this approach, government sponsorship programmes can be viewed as a societal intervention aimed at improving the well-being of students from disadvantaged socioeconomic situations. Previous research has found that such programmes can improve students' schooling, health, and overall development (Smith et al., 2015; Johnson & Brown, 2018).

The study's context focuses on current knowledge and research gaps linked to government sponsorship programmes and students' well-being in Uganda's various socioeconomic strata. Few studies have been conducted to investigate the specific effects of these programmes on child welfare in the country (Ovuga, 2015). Furthermore, past research has typically focused on the impact of such programmes on the broader public, ignoring variance among socioeconomic strata (Namara & Odwori, 2018). As a result, the purpose of this research is to fill that vacuum by investigating the effects of government sponsorship programmes on students' well-being across different socioeconomic strata in Uganda. Furthermore, by taking into account the various strata, this study tries to discover any discrepancies or disparities in the outcomes of these programmes.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In a globalized world, an educated population is of paramount importance not only for development and economic growth but also for the health and well-being of individuals and families. The Ugandan government has the ambition to increase the standard of living for its population and to develop from a low-income country to a middle-income country. An important aspect of this development is to have a greater percentage of its population educated. In Uganda, education is currently perceived as the strongest policy instrument in addressing poverty and growing income disparity (Government of Uganda, 2010).

These policies are based on the rationale that policy and programming interventions which target educational support for children from disadvantaged backgrounds, increase returns on investment in education and are likely to increase income mobility (Card, 1999; Jerrim and Macmillan, 2015; Leonard, 2016). With increased social and economic mobility, children from a poor socio-economic background do not have to end up as poor adults.

For some time, the impact of higher education has been a subject of interest in high-income countries. To obtain a higher level of education is one of the means by which an income position can be changed (Erikson and Goldthorpe, 2002; Fields, 2008; Haralambos and Holborn, 2000; Jenkins, 2011). Policies that facilitate access to education for disadvantaged students may significantly enhance intergenerational earnings mobility (Johnson, 2010). But lately, there has been a growing interest in studying the impact of higher education in middle- and low-income countries also. For example, a study carried out in Nigeria found that on average, an individual's educational attainment tends to determine his occupational choice, income level and lifestyle. In this study, a close relationship was found between respondents' educational level and their income as well as social status (Noah, 2009).

Some studies on education and social mobility comparing students from the north and south have found significant differences. For example, Americans were found to strongly endorse meritocratic beliefs and Ugandan students were highly likely to appreciate intergenerational upward mobility (Shane and Heckhausen, 2013). It was also noted that collectivism in Uganda influenced endorsement of intergenerational social mobility because of the absence of a state pension in Uganda, which leaves students with the responsibility of caring for their parents in old age (Kasedde et al., 2014). It is plausible that the reciprocal nature of parent-child care in Uganda promotes the need for Ugandan students to be in a better socio-economic position than their parents or guardians so that

they can have the income security to provide care to their parents (Kasedde et al., 2014; Nyamukapa and Gregson, 2005).

Higher education, however, does not seem to automatically lead to a better outcome for an individual. In middle-income countries in Africa, more than one-third of university-educated youth were unemployed, and in low-income countries, the corresponding amount was one fifth. The OECD (2012) also shows that compared to lower educated youth, highly educated youth in Africa are at greater risk of being unemployed, but they also have a higher chance of being in waged employment. One reason for the high unemployment rates among young adults is claimed to be a skills mismatch,¹ and this has been regarded as largely a transitory phenomenon.

In Uganda, the impact of university education on individual economic and social mobility is not well explored. Despite the fact that since 1993 Uganda has collected household surveys to study income mobility among other things, the data do not adequately examine the relationship between university education and income and social mobility. There is a lack of knowledge about the influence of socio-demographic, gender and structural factors such as sponsorship² on entering university education as well as the perceived impact of education from a long-term perspective.

This chapter will also provide the definition and understanding of child sponsorships, the historical perspective, the theoretical and conceptual review of the study, as well as an assessment of literature on the independent variables of grant capitation, financing of equipment and salaries, and their impact on the dependent variable. It also examines the management of student learning as proposed by various scholars. The review examines the relationship between these two variables, highlighting gaps in scholarly knowledge.

2.1 What is Child/Student Sponsorship?

As defined by Yuen (2008), child sponsorship “entails a personal relationship between a sponsor and child, with monthly payments being sent by the sponsor in exchange for a picture of the child, letter exchanges, an annual report on how the child is progressing, and a general sense of connection” (p. 3). Simply stated, child sponsorship programs “are based on the concept of a one-to-one relationship between a donor in a developed country and a child in a developing country” (Noh, 2019, p. 1420). CS is, by far, “the most successful fundraising tool of all time” (Smillie, 2017, p. 116). For example, Smillie (2017) reports that, in 2014, World Vision “raised CAD 270 million in cash donations, of which almost 83 percent were in the form of child sponsorship” (p. 116).

That is close to CAD 225 million raised because of CS (because is italicized here since organizations confirm that, while CS may be the tool to raise the funds, not all of the funds raised through this tool are actually used for CS). Descriptions of child sponsorship programs, including their purpose, activities, audience and effectiveness vary

somewhat across contexts, making it important to carefully outline a few working definitions and assumptions for this paper. Firstly, child sponsorship (CS) is an activity of many, but not all, international non-governmental organizations (INGOs or just NGOs). These NGOs are typically, but not always, associated with a church/denomination and, in Canada, include (among several others) World Vision Canada, Plan International Canada, Compassion Canada, Chalice, and Canadian Feed the Children. While these organizations exist and operate in Canada, they are generally part of larger multinational (globally-based) organizations.

2.2 The Historical perspective.

Early in human history, most instruction was didactic. Poets delivered ancient myths and legends, which a few listeners knew by rote. Sushil (2004) stated that the general education history course has historically aimed to produce interested and responsible citizens. The construction of normal schools became a movement later in the nineteenth century, with practically every state having at least one. The objective of normal schools was quite clear: to prepare teachers. Educators in the United States have traditionally received scant training on global diversity. The cities were eager for teachers.

By the early 1900s, almost every city with a population of over 300,000 had a normal school, which was frequently linked to the high schools. Normal schools were technically focused on the practice of teaching. These schools, which were modelled after previously established European teacher training organizations, provided highly specialized training. According to Eyles and Machin (2014), schools are part of a larger system in which a principle provides schools with goals, resources, and incentives. To effectively participate in the global society, students must develop global competency, which includes becoming sympathetic, involved, and effective global citizens.

The level of operational autonomy granted to schools is a significant component in determining their ability to efficiently optimize their operations in order to make the greatest use of available resources to fulfil the allocated objectives. Researchers have sought to research the subject of student learning management, creating gaps in the field that must be addressed. Nurudeen (2018) wanted to look into the impact of government funding on student learning management in Ghana. Tumusiime (2017) investigated the management of universal secondary education and student performance in rural secondary schools in Masindi District. Wokadala (2016) investigated the impact of school leadership and management strategies on student achievement in Ugandan lower secondary schools. However, none of these studies focused on government finance and student learning management in Bugiri District's public secondary schools. In conclusion, given the theoretical and contextual gaps identified above, a study on government funding and student learning management in selected public secondary schools in Bugiri district was required to examine how government funding can help students learn better.

Currently, successful educational institutions are widely recognized as those with good performance in school, taking into account the intake and varied inputs. It is also necessary to determine how schools' resources are used, taking into consideration technical efficiency (Wokadala, 2016). According to Alinda and Atuhurra (2018), the majority of school-aged children in many developing nations, such as Uganda, do not receive enough education. The topic of the genuine worth of education remains unresolved, from nursery to university.

The crucial role of educational opportunities for development is explicitly expressed in the UN Sustainable Development Goals, which are used as a reference point by many governments and international development organizations worldwide. Indeed, Uganda's government recognizes education's critical role in accomplishing the broader development goal of increasing citizens' quality of life. This viewpoint is reinforced by Nsubuga and Okwakol (2014), who stated that secondary school education should provide an ideal well-rounded education that develops moral, aesthetic, physical, and practical capacities rather than only cognitive information structured into academic specialties. At this context, a study of the impact of government funding on the management of student learning at selected public secondary schools in Bugiri District, Uganda, could be useful.

2.3 Theoretical Review

Beck, Freeman, and Davis (2003) conducted a literature review based on cognitive learning theory. The hypothesis aims to explain why the brain is the most extraordinary network of information processing and interpretation in the body while learning. As a result, the cognitive learning theory centres around this fundamental principle of learning. According to the theory, the various learning processes can be explained by first analyzing mental processes. According to Beck et al. (2003), good cognitive processes facilitate learning and allow new knowledge to be kept in memory for an extended period of time. Cognitive learning theory outlines how cognition plays an important role in determining and predicting an individual's behavioural pattern. Using the cognitive triad, cognitive learning theory explains more about human behaviour and learning. Cognitive theory is relevant to the classroom setting since it is concerned with knowing and thinking.

It is assumed that sensing and acting, as demonstrated by manipulation and play, precede the ability to symbolize, which then prepares for comprehensive knowledge (Barker, 2007). It also assumes that the entire act of thinking follows a fairly standard sequence, as follows: arousal of intellectual interest; preliminary exploration of the problem; formulation of ideas, explanations, or hypotheses; selection of appropriate ideas; and verification of their suitability (Willingham 2009). Furthermore, it aims to align the learning environment with the sequences of the entire process of thought, and to arrange, simplify, and organize the subject matter accordingly.

The theory is relevant to the current study since it tackles concerns related to student learning. According to Beck et al. (2003), learners may develop aspirations and establish future standards for themselves that are impacted by their previous achievements as well as those of their peers.

2.3. Empirical review

2.4.1 The effect of capitation grants on management of students' learning.

Fakharzadeh (2016) noted that eliminating school fees has increased access to education as seen through an increase in school enrolment, especially for disadvantaged children such as girls, orphans, and children living in rural areas. Each school is to maintain documentation of all grant funds that are used, including appropriate receipts and forms. Head teachers and School Management Committee (SMC) chairpersons are to submit monthly and quarterly reports of expenditures and activities completed to the District Education Office.

The Circuit Supervisor, an officer at the District/Metro Education Office who is responsible for communication between the District Education Office and individual schools, is to visit each school twice per term. They are to check up on the implementation progress of the activities outlined on the SPIP, submission of relevant forms and reports, and the abolition of all mandatory levies in the schools. However, Fakharzadeh noted that eliminating school fees has increased access to education and the researcher in this current study wonders why management of students learning in public secondary school is still poor based the government capitation grant thus the need to analyze the contribution of capitation grant to management of students learning.

A study by Senkaali (2014) was conducted to identify the challenges of accounting for the universal primary education capitation grant. The study revealed that head teachers of UPE schools encountered control, coordination, and production challenges when accounting for the UPE capitation grant. The control challenges include; delays in disbursement, misappropriation, capture, ineffective monitoring and supervision. The coordination challenges were identified as; lack of commitment, full empowerment and capacity of school communities with local leaders to challenges any misuse of funds. The production challenges were identified as insufficient funding which compromises quality and accessibility of primary education.

The study concluded that, there are control challenges encountered by head teachers when accounting for the UPE capitation grant. However, Senkaalis' study focused on identifying challenges of accounting for the universal primary education capitation grants. Although his study focused on universal primary educations schools and this still government programme, this study intends to examine the contribution of capitation grant to management of students learning in public secondary schools. In this study researcher think looking at accounting challenges for

capitation grant was not enough thus the need to analyzing the contribution of these grants to management of students learning in public secondary school.

Akyeampong, (2007) revealed that the capitation grant policy emerged as one of the simplest and most promising methods of financing universal basic education. African countries, had taken a bold step to implement the capitation grant policy as part of their strategy to achieve the then Millennium Development Goals. Financing is an economic activity of the government to provide and manage necessary resources for satisfying the educational needs of the people. It also refers to the various systems by which public schools are funded. Education is considered the bedrock of human resource development in every nation and this justifies the heavy investment made by developing countries in educating their human resource. In Ghana, education costs encompass all financial outlays made by the government, households and communities, private sector, and other stakeholders in services and investments in the education sector. The public sector covers the personnel emoluments, operations and maintenance expenses, and development expenditures.

Financing by parents, families, and communities are mainly in the form of school fees on teaching and learning materials, uniforms, books, pens and pencils, as well as development levies. However, the researcher intends to analyze whether capitation grant policy as emerged one of the simplest and most promising methods of financing universal basic education in Ghana, can also the same in Uganda by analyzing the contribution of capitation grant to management of students learning in Bugiri Uganda.

According to OECD (2016), in most OECD countries, governments provide by far the largest proportion of education investment. Governments subsidize education mostly through tax revenues (e.g. taxation upon earnings, property, retail sales and general consumption) collected at the different administration levels. On average across the OECD, almost 91% of the funds for schooling come from public sources. Chile is the only OECD country where the share of public funds in overall expenditure on schooling was below 80% in 2013. In providing public funding for schooling, governments guarantee universal access to basic education by ensuring free provision or reducing the financial contributions of parents to a minimum. Investing in an accessible, high-quality education system is a crucial means to provide people with the knowledge and skills they need to succeed in the labour market and to foster individual wellbeing as well as social cohesion and mobility. There is also a clear economic rationale for the public funding of education.

According to OECD analyses, the benefits of educational investments not only accrue to the individuals receiving it, but also to society at large, providing strong economic incentives for governments to engage in the public funding of education. More highly educated individuals require less public expenditure on social welfare

programmes and generate higher public revenues through the taxes paid once they enter the labour market. Many studies have been carried out to show the impact of various interventions on educational outcomes. For example, Osei, Owusu, Asem, and Kotey (2010) in his study on the topic “effects of the capitation grant on education outcome in Ghana”. The objective was to assess how the capitation grant has impacted on the Basic Education Certificate Examination (BECE) pass rates, gross enrolment ratios and gender difference in pass rates. The study used data from the Ghana Education Service for all 138 educational districts in Ghana between 2003 and 2007.

Using regression analysis, the study found that; the capitation grant has had no significant impact on BECE pass rates in Ghana, no significant relationship existed between capitation grant and gross enrolment, and capitation grant has not impacted on bridging the gap between enrolment and the BECE pass rates for male and female. However, Osei et al (2010) study focused on all the districts and this study will concentrate on one district in Uganda by selecting three Secondary Schools to get specific results that will enable to come up with recommendation on the contribution of capitation grants on management of students’ learning in public secondary schools. Vermeersch and Kremer (2005) examined the effect of school grants on school participation in Kenya and found that school participation went up in Kenyan preschools where grants were provided than in comparison to schools where there were none. In many countries, parents face significant private costs of education, either for school fees or for other inputs such as uniforms.

UNESCO (2011) confirms that subsidized private schools have proven to be slightly more cost-effective than government aided schools, while test scores are similar in municipal and subsidized private schools after controlling for socioeconomic status; unit costs are lower in the subsidized private schools. The Chilean literature is extremely controversial. Few other countries have been subject to this level of scrutiny. Some claim that the private school private disappears when student- level socioeconomic data are included and that the cost- effectiveness of catholic schools declines when real costs are included by agreement with government, teachers’ salaries are publicly funded, while communities and the private sector cover other costs. The above scholarly research tends to focus on India and Chile, a situation which cannot be generalized to Uganda thus the need of this current study.

Hakielimu (2011) acknowledges that government grants to schools are to be used as follows: 50% of the grant is for instructional materials. 30% for promotion extracurricular, sporting and cultural activities, 15% for maintenance and utility purpose while 5% is for covering administration costs. As for the management of the capitation grant and of the funds allocated to schools it is indicated that the head teachers keep the accounts. The auditors are supposed to visit every school three times a year and schools should use their capitation grants in line with

national guidelines as a process which the auditors check up on. Also, the political authorities may go to schools and see what is being done at school. Much as the previous scholar attempts to analyze government grants to schools, little is documented on the contribution of capitation grant to management of students learning which the present study attempts to investigate.

2.4 An overview of government sponsorship programs in Uganda.

Uganda's government sponsorship programmes have a long and evolving history. According to Biryabarema (2011), these programmes were first implemented in the 1960s to provide educational chances for impoverished children. These programmes' focus expanded over time to include a broader range of social and economic support services, such as healthcare, nutrition, and vocational training (Reinsborough et al., 2016). Various factors, including changes in government policy and the donor community's goals, have influenced the implementation of these programmes (Biryabarema, 2011). Despite their lengthy history, the effectiveness and impact of government sponsorship programmes on children's well-being across socioeconomic strata remains unknown.

Importantly, in a globalized world, an educated population is of paramount importance not only for development and economic growth but also for the health and well-being of individuals and families. The Ugandan government has the ambition to increase the standard of living for its population and to develop from a low-income country to a middle-income country. An important aspect of this development is to have a greater percentage of its population educated. In Uganda, education is currently perceived as the strongest policy instrument in addressing poverty and growing income disparity (Government of Uganda, 2010).

These policies are based on the rationale that policy and programming interventions which target educational support for children from disadvantaged backgrounds, increase returns on investment in education and are likely to increase income mobility (Card, 1999; Jerrim and Macmillan, 2015; Leonard, 2016). With increased social and economic mobility, children from a poor socio-economic background do not have to end up as poor adults.

For some time, the impact of higher education has been a subject of interest in high-income countries. To obtain a higher level of education is one of the means by which an income position can be changed (Erikson and Goldthorpe, 2002; Fields, 2008; Haralambos and Holborn, 2000; Jenkins, 2011). Policies that facilitate access to education for disadvantaged students may significantly enhance intergenerational earnings mobility (Johnson, 2010). But lately, there has been a growing interest in studying the impact of higher education in middle- and low-income countries also. For example, a study carried out in Nigeria found that on average, an individual's educational attainment tends to determine his occupational choice, income level and lifestyle. In this study, a close

relationship was found between respondents' educational level and their income as well as social status (Noah, 2009).

Some studies on education and social mobility comparing students from the north and south have found significant differences. For example, Americans were found to strongly endorse meritocratic beliefs and Ugandan students were highly likely to appreciate intergenerational upward mobility (Shane and Heckhausen, 2013). It was also noted that collectivism in Uganda influenced endorsement of intergenerational social mobility because of the absence of a state pension in Uganda, which leaves students with the responsibility of caring for their parents in old age (Kasedde et al., 2014). It is plausible that the reciprocal nature of parent–child care in Uganda promotes the need for Ugandan students to be in a better socio-economic position than their parents or guardians so that they can have the income security to provide care to their parents (Kasedde et al., 2014; Nyamukapa and Gregson, 2005).

Higher education, however, does not seem to automatically lead to a better outcome for an individual. In middle-income countries in Africa, more than one-third of university-educated youth were unemployed, and in low-income countries, the corresponding amount was one fifth. The OECD (2012) also shows that compared to lower educated youth, highly educated youth in Africa are at greater risk of being unemployed, but they also have a higher chance of being in waged employment. One reason for the high unemployment rates among young adults is claimed to be a skills mismatch,¹ and this has been regarded as largely a transitory phenomenon.

In Uganda, the impact of university education on individual economic and social mobility is not well explored. Despite the fact that since 1993 Uganda has collected household surveys to study income mobility among other things, the data do not adequately examine the relationship between university education and income and social mobility. There is a lack of knowledge about the influence of socio-demographic, gender and structural factors such as sponsorship² on entering university education as well as the perceived impact of education from a long-term perspective.

In Uganda, government sponsorship programs play an important role in giving financial aid to students pursuing higher education. These programs aim to increase access to education, particularly for underprivileged and marginalized communities, as well as to promote the country's human capital development. Here's a full summary of some of the main government sponsorship schemes in Uganda:

The Uganda Government Sponsorship Scheme (GSS)⁵ offers financial assistance to students in tertiary institutions (Mugerwa, Y. (2018). This initiative provides scholarships to eligible students to cover tuition, functional fees, and other related expenses (Nabbumba, D., & Kaggwa, G. (2020). The project is aimed at both undergraduate and postgraduate students from a variety of areas⁶.

2.4.2 Higher Education Students' Financing Board (HESFB).

The Higher Education Students' Financing Board is a government agency responsible for managing student loans and scholarships in Uganda. Established in 2014, HESFB provides financial support to eligible students pursuing higher education in accredited institutions⁷. The main objective of this board is to increase access to higher education for academically qualified students from economically disadvantaged backgrounds, promote equity and inclusivity in higher education by providing financial assistance to students from all regions of Uganda, enhance the quality of human capital development by investing in education and skills training and facilitate the repayment of student loans to ensure sustainability and continuity of the financing scheme.

The board offers both loans and scholarships based on academic merit and financial need. Students can use the funds to cover tuition fees, accommodation, research expenses, and other related costs. The loans are repayable upon completion of studies, with favourable terms and conditions to ensure accessibility and affordability for students. The Higher Education Students' Financing Board is a government institution tasked with managing student loans and scholarships in Uganda⁸. HESFB provides loans and scholarships to academically gifted but financially disadvantaged students to pursue higher education. The loans cover tuition fees, research expenses, and living allowances, and are repayable upon completion of studies⁹.

According to a study by Twinomugisha (2019), the HESFB loan scheme has significantly contributed to increasing access to higher education among economically disadvantaged students. The study highlights the positive impact of the loan scheme on access, equity, and quality of education in Uganda. Furthermore, Mugerwa (2018)

⁵ Nabbumba, D., & Kaggwa, G. (2020). "Government Sponsorship Scheme and the Right to Education in Uganda: A Case Study of Kampala Capital City Authority (KCCA) Schools". *Journal of Educational Policy and Entrepreneurial Research (JEPER)*, 7(1), 16-26.

⁶ Mugerwa, Y. (2018). "Uganda Government Sponsorship Scheme, Financial Aid and Educational Success in Uganda". *Journal of Education and Practice*, 9(24), 10-20.

⁷ Higher Education Students' Financing Board. (2020). "About HESFB." Retrieved from [<https://www.hesfb.go.ug/about-hesfb/>]

⁸ Twinomugisha, B. (2019). "Assessment of the Higher Education Students' Financing Board (HESFB) Loan Scheme on Access, Equity and Quality of Education in Uganda". *International Journal of Education and Research*, 7(11), 187-204.

⁹ Tumwebaze, I., & Mutebi, J. (2017). "Assessment of the Contribution of the Higher Education Students' Financing Board on Access to Higher Education in Uganda". *Journal of Educational Policy and Entrepreneurial Research (JEPER)*, 4(7), 95-107.

emphasizes the importance of HESFB in supporting educational success in Uganda, particularly for students from low-income families.

2.4.3 Uganda Government Sponsorship Scheme (GSS).

The Uganda Government Sponsorship Scheme is another critical initiative aimed at providing scholarships to academically gifted students. The government sponsorship guidelines for admissions to public universities and tertiary institutions in Uganda outline the eligibility criteria and selection process for the GSS (Ministry of Education and Sports, 2019). This program plays a crucial role in promoting excellence and equity in higher education, as noted by Nabbumba and Kaggwa (2020) in their study on the impact of the GSS on the right to education in Uganda.

2.4.4 District Quota System.

The District Quota System is a policy framework implemented to ensure regional balance and inclusivity in higher education admissions. Kanyike (2016) examines the impact of the District Quota System on access to higher education in Uganda, particularly focusing on its effects in Kampala District. The study highlights the significance of the policy in addressing regional disparities in educational access and promoting social justice. Notably, under this system, a certain percentage of government sponsorship slots are allocated to each district based on population size and other socio-economic factors. The objective is to ensure that students from all regions of Uganda have equitable access to educational opportunities. The District Quota System seeks to address disparities in educational access and contribute to national development by harnessing talent from diverse backgrounds¹⁰.

Currently, the government of Uganda offers 4000 scholarships annually to be competed for by students in different categories including national merit, District Quota Scheme, disabled students' scheme, and outstanding sports personalities' scheme. National merit considers performance in the Uganda Advanced Certificate of Education Examination (UACE) (NCHE, 2018; MoES, 2018). The best students get scholarships and each student is given one of the six courses he/she has applied for. According to the government student's admission records, the national merit takes 73% of the 4000 scholarships each year. Under the District Quota Scheme, each district is allocated a quota of the scholarships to be competed for by students who have completed UACE that year; have a home, and have studied in that district. The District Quota System accounts for 25% of the total scholarships each year. One

¹⁰ Uganda Ministry of Education and Sports. (2018). "District Quota System Policy Framework." Retrieved from <http://www.education.go.ug/files/downloads/District%20Quota%20System%20Policy%20Framework.pdf>.

percent (40) of the scholarships each year are reserved for students with special needs and another one percent (40) is allocated to outstanding sports personalities.

With the District Quota Scheme, the government allocates scholarship quotas per district to be competed for by students who have a home and have studied and sat Uganda Advanced Certificate of Education in that district. Students apply for those scholarships and selection is done by the Ministry of Education and Sports; then the selected students' names are sent to their respective home districts for verification. Those who are given these scholarships study at public universities of Makerere University, Mbarara University of Science and Technology, Busitema University, Gulu University, Kyambogo University, and Muni University. The District Quota System aims to help well-performing students who could not access university education due to stiff competition on national merit and to help districts that fail to have students admitted on government sponsorship on national merit.

Equity in society is a cornerstone of social harmony, stability, fairness in social mobility, and progress. The institution of education is supposed to provide the equalizing effect to students who are disadvantaged by ascription through social mobility. This should be through policies and practices which ensure equity of opportunity, process, and outcome (Ghosh, 2001; Le Grand, 2002; Monk, 1990). Equity in awarding government scholarships to students joining university removes the discrimination suffered by sections of students due to ascription thereby reducing the effects of the social inequity existent in society.

The District Quota System was introduced in public universities in Uganda in 2005 to improve equity across socio-economic status, location, disability, and by implication gender. A review of admission records of public universities reveals an elaborate admission criterion on District Quota System but there is no elaborate policy document to guide on how equity will be achieved through these students' admission tracks. Literature reveals that though these admission tracks may have a visible impact on access, the impact on equity of the process is not clear and it has not been analyzed. Universities may continue implementing these admission tracks even when they are not achieving the intended goals. This may negatively affect the categories targeted by these admission tracks and in turn negatively affect the achievement of sustainable development goals.

2.4.5 Presidential Initiative on Science and Technology (PIST).

The Presidential Initiative on Science and Technology (PIST) is a government-led effort aimed at promoting STEM education and research in Uganda. Musaazi and Mutebi (2018) discuss the role of PIST in the development of STEM education in Uganda, emphasizing its importance in fostering innovation and technological advancement. Turyatunga (2017) assesses the contribution of PIST to access and quality of higher education in Uganda, highlighting its impact on enhancing the country's scientific research capacity.

Overall, government sponsorship programs in Uganda, including HESFB, GSS, District Quota System, and PIST, play a crucial role in expanding access to higher education, promoting equity, and fostering socio-economic development. These programs are guided by specific policies and regulations aimed at ensuring transparency, accountability, and effectiveness in the allocation of scholarships and loans to deserving students.

2.5 Socioeconomic status and access to higher education in Uganda

2.5.1 Selection for Higher Education in Uganda

The minimum entry requirement for university entry in Uganda is two principle passes at the A'Level examinations; that is to say, a score of A, B, C, D or E in at least two subjects. The body responsible for the selection of students entering public universities is the Joint Admissions Board (JAB), and every year this body publishes the entry requirements for each of the study programmes offered at the public universities (see for example JAB 2012/2013). During selection to public universities, the top performing students in the A'Level national examinations are awarded government scholarships, and the rest invited to apply separately for admission as fee-paying students. Private universities also follow a similar procedure, although since no government scholarships are tenable there, all students admitted are fee-paying. Due to the availability of government tuition subsidies at public universities, they are able to attract the best performing students, and so their cutoff points are much higher than those at private universities.

2.5.2 Access to Higher Education.

The most direct route to university in Uganda is by undergoing seven years of primary school, four years of ordinary level/lower secondary school (O'Level) and two years of advanced level/upper secondary school (A'Level). Selection for each succeeding stage is based almost solely on the scores in the national examinations held at the end of each level. With the introduction of UPE and USE, access to the primary and secondary schooling has improved considerably, but competition for entrance at higher levels has also stiffened as facilities cannot keep up with enrolments. Unfortunately, national and international assessments show that those who fail to compete are often those enrolled in the public schools where the UPE and USE programmes are run (NAPE 2011 (a); NAPE 2011 (b); Byamugisha & Ssenabulya, 2005), and yet these tend to be students of lower SES. The success of private schools over public schools has been attributed to the fact that they are better resourced, enrol students of higher SES, and also have a lower proportion of over-age children (who tend to perform more poorly than their younger peers) (Zuze, & Leibbrandt, 2011; Hungi 2011). With the conditions at the lower levels of education as they are, many able and deserving children end up dropping off before university.

2.6 Exploring the Effects of Government Sponsorship Programs on Children's Well-Being Across Socioeconomic Strata in Uganda.

Government sponsorship programs play a crucial role in promoting access to education and social welfare for children, particularly in low-income countries like Uganda. This literature review aims to explore the effects of government sponsorship programs on children's well-being across socioeconomic strata in Uganda, focusing on key dimensions of well-being, socioeconomic factors influencing outcomes, and potential mechanisms of influence.

2.6.1 Key Dimensions of Well-Being.

When evaluating the effects of government sponsorship programs on children's well-being, it is essential to consider multiple dimensions beyond academic achievement. According to Smith et al. (2018), key dimensions of children's well-being include physical health, mental health, social relationships, emotional resilience, and overall quality of life. These dimensions provide a holistic framework for assessing the impact of sponsorship programs on children's overall welfare.

2.6.2 Socioeconomic Factors and Well-Being Outcomes.

Socioeconomic factors significantly contribute to variations in well-being outcomes among sponsored children in Uganda. Research by Kanyike and Mukasa (2020) found that children from lower socioeconomic backgrounds often face greater challenges in accessing healthcare, nutrition, and psychosocial support, leading to disparities in well-being outcomes. Factors such as household income, parental education, and access to basic amenities play crucial roles in shaping children's well-being trajectories.

2.6.3 Potential Mechanisms of Influence.

Government sponsorship programs can influence children's well-being through various mechanisms. Firstly, access to education provided by sponsorship programs enhances cognitive development, literacy, and numeracy skills, as highlighted by Tumwebaze and Nabbumba (2019). Education serves as a pathway out of poverty, empowering children to break the cycle of intergenerational disadvantage and improve their future prospects.

Secondly, sponsorship programs often include provisions for healthcare services, nutritional support, and psychosocial interventions, which directly contribute to children's physical and mental well-being. For example, interventions targeting malnutrition and infectious diseases can improve children's health outcomes and reduce morbidity rates (Wamala et al., 2021).

Furthermore, sponsorship programs can foster social inclusion and community engagement, providing children with opportunities for social interaction, mentorship, and positive role modeling. Participation in extracurricular activities, peer support groups, and community events enhances children's social skills, self-esteem, and sense of belonging (Namara & Twinomugisha, 2018).

2.7 Conclusion.

The government sponsorship programs play a vital role in promoting children's well-being across socioeconomic strata in Uganda. By addressing key dimensions of well-being, considering socioeconomic factors, and implementing effective mechanisms of influence, these programs contribute to the holistic development and empowerment of children, ultimately paving the way for a brighter future.

CHAPTER THREE

METHODOLOGY OF THE STUDY

3.0 Introduction

This chapter presents the research design, study population, study sample, sampling techniques, data sources, data collection instruments, data quality control, research procedure, data analysis, research ethical considerations and limitations of the study.

3.1 Research Design

The study is a descriptive survey design based on the retrospective review of secondary sources and the results of information of self-administered questionnaires and interviews. A cross sectional survey design has been adopted for this study, with data being collected using a mixed methods approach (Williams, 2007) in which both qualitative and quantitative data will collect. According to Amin (2005) and Mugenda (2003), this design is appropriate for studies of this nature. This is because the quantitative approach provides a numeric description of attitudes and opinions of the population by studying a sample or cross section of the population as well as collecting data from a sample from varied sources at one point in time. On the other hand, the qualitative approach is used for non-numeric data such as respondents' views or opinions from interviews with the aim of getting a deeper understanding of issues related to the subject of study, in this case government funding and management of students' learning.

For the quantitative survey, a closed – ended Likert Scale questionnaire was used to probe for quantitative information from teachers on government funding and management of students' learning. The questionnaire was administered to classroom teachers in the selected public secondary institutions. A questionnaire was deemed the most suitable instrument of data collection in this case for two reasons; (i) all individuals in the study population are literate hence could easily understand and fill in the questionnaires (ii) questionnaires can be used to collect a lot of quantitative data in a short period of time. The questionnaire used is self-administered because this enhances the chances of getting valid data (Amin, 2005). A five Likert-scale questionnaire was used because it could easily be understood and responses could easily be coded and quantified subject to computation of some mathematical analyses (Amin, 2005).

3.2 Population, Sample size and selection

The population sampled includes registered Students/beneficiaries of the sponsorships, parents of beneficiaries and sponsorship project workers. In selecting a sample size, the researcher will use a non- probability sampling in selecting 15-30 clients from each group and a corresponding number of guardians/parents.

(i) Study population

The population of the quantitative survey included all classroom teachers in the selected government sponsored or public institutions/Universities in Wakiso District. Teachers/lecturers and sponsorship beneficiaries will be included in the study as sources of information on opinions regarding government funding, management of students' learning and how this affects the Students's well-being.

The population of the qualitative study will include all stakeholders directly involved in the management and or governance of public institutions in Wakiso district (both at school and district level). In particular, Deputy Headteachers, Headteachers, members of Boards of Governors (BOG) of the selected public secondary institutions will constitute the study population. These categories of stakeholders were selected to participate in the study because they have a wealth of experience and knowledge (Crossman,2017) on government funding and management of students' learning in the study area.

(ii) Sample Size

The sample size of teachers included in the quantitative study was determined using a sample size table provided by The Research Advisors (2006) that is based on the formula of Krejcie and Morgan (1970). Sample size was determined at 95% confidence level and 5% degree of accuracy(Wells *et al.*, 2001). The selected study schools were first contacted to ascertain the numbers of teachers that they had as well as to avail the researcher with their respective staff lists. Hence,out of a population of 116, a sample of 90 respondents was selected to participate in the study.

(iii) Sampling strategy

Purposive sampling technique was used to select the respondents. This sampling technique offers a faster, cheap and less complicated approach to sampling. In addition, it saves time, ensures ease of administration and a high participation rate while allowing generalization to similar subjects (Genet *et al*, 2011).

From the sample schools, classroom teachers to participate in the quantitative study will then be selected by simple random sampling to ensure that all of them stood equal chance of being selected to avoid sample bias and ensure that the results were reliable enough to be generalized (Mugenda & Mugenda, 2012). In this case, the names of all

teachers in the sample schools were entered in MS. Excel, assigned random numbers and an appropriate sample taken.

For the qualitative study, the purposive sampling technique will be used to select the study participants in which case the researcher based on the knowledge and expertise of the subjects to select or hand pick the respondents to participate in the study (Mugenda & Mugenda, 2012). In this regard, for each category of stakeholders directly involved in the management or governance of schools, the researcher conducted interviews starting with the most senior members across cases before moving on to their junior counterparts, until saturation (Busetto *et al*, 2020). At the district, saturation was reached after interviewing the DEO, the District Inspector of Schools (DIS) and one School Inspector. Among Head teachers, new perceptives continued to emerge

3.3 Data collection methods

Data was collected mainly by use of questionnaires and interviews.

3.3.1 The Questionnaires.

The questionnaire used is a Likert scale designed to measure teachers' and students' views on government funding and the effect on Students well-being. The responses to the questions in the five (5) point Likert scale ranged from 5- strongly agree to 1 - strongly disagree. All questionnaire items were developed by the researcher based on his own pre-conception of issues relevant to the study.

The instrument consists of 36 items measuring teachers' and students' views of eight different aspects (constructs) related to government funding, its effect on Students's wellbeing and management of students' learning. These were: Capitation grant is useful in managing students' learning (items 6 - 8), Capitation grant is properly managed (items 9 - 13), Financing purchase of learning aids is useful in managing students' learning (items 14 - 18), Learning aids are adequately available in schools (items 19 - 20), Salary payment is useful in managing students' learning (items 21 - 24), School employees receive salary commensurate to their job roles (items 25 - 27), students achieve highly in their academic work (items 28 - 24) and stakeholders are involved in managing students' learning (35– 36)(Appendix I). The first section of the questionnaire gathered data on demographic characteristics of the study participants (Age, sex, level of education, terms of employment and length in service). In the second section participants were asked to indicate their views to each of the 36 items on a five - point Likert scale ranging from Strongly Disagree to Strongly Agree (with 1 being strongly disagree and 5 being strongly agree).

3.3.2 Interviews.

Interviews will provide in-depth data not possible with a questionnaire. The researcher has opted for interviews because they have a high response rate, first hand data can be obtained from persons of interest, more than one view of the matter can be got, quick information is collected, flexibility is high and clarifications can be made on spot. Information that will be gathered through the interview guide was then corroborated by that collected using questionnaires to ensure reliability. 5 participants will be interviewed, namely: Deputy Headteachers, Headteachers, members of Boards of Governors (BOG) of the selected public secondary schools, and the students themselves.

3.4 Data Processing and Analysis

This mainly involved coding, editing, and analysis of data.

Coding: - this was a method of data processing that allowed the researcher to isolate the insignificant elements from the significant ones especially when using structured questions.

Editing: - the researcher ensured that data was checked for completeness, edited at the end of the day to come up with the needed information for the data.

Data Analysis: According to Creswell (2017), the analysis of data allows the researcher to organize data collected during the study in order to assess and evaluate the findings and to arrive at some valid, reasonable and relevant conclusion. After data processing, it was subjected to further analysis for easy understanding and interpretation where both qualitative and quantitative data was analyzed. The data will be analyzed using a calculator and presented in frequency percentage tabulation. Both types of analysis were used that is to say qualitative and quantitative to ensure easy interpretation of data from the field.

3.5 Research Ethical Considerations

It is quite important that ethical considerations play a role in the quality of work to be produced (Surmiak, 2018). The researcher obtained an introduction letter from the various heads of schools/institutions. The introduction letter from the heads of the schools was used to introduce the researcher to the respondents. Formal request for information was done as a prerequisite. Each questionnaire contained opening introductory remarks requesting for the respondent's cooperation in providing the required information for the study. The respondents were still assured of confidentiality of the information provided and that the findings would be used for academic purposes only. Every work, contributions and academic research of other scholars used for this study was referenced and fully acknowledged.

3.6 Limitations of the Study

The study faced a number of logistical and methodological constraints. Some delays were experienced in obtaining response to the questionnaires by some respondents. However, the researcher tried to overcome this by close follow up of the respondents to enable them fill the questionnaires.

The researcher also experienced a problem of non-response from respondents who were given questionnaires to fill but not return them. However, the researcher made constants reminders to the respondents until he obtained an academically acceptable response rate.

CHAPTER FOUR.

4.0 PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

The study was carried out to establish the contribution and the effects of government sponsorship programs on students' well-being across socioeconomic strata in Wakiso District, Uganda. In this chapter, the results of the study are presented. Section 4.1 presents the demographic characteristics of the respondents in the quantitative survey. In section 4.2, results of the quantitative survey are presented while in section 4.3, results of the qualitative study are presented. First, the response rate was given as indicated in the table below:

Response rate

Questionnaires	Frequency	Percentage
Questionnaires filled in and returned	69	76.6%
Questionnaires not returned	21	23.3%
Total number of questionnaires	90	100%

Source: Field Data (2021)

Statistical evidence from the table above clearly indicates that out of the 90 questionnaires that were distributed, 69 of them were filled in and returned. This gave a response rate of 76.6%. so, it was this figure 69 (76.6%) which was used in the presentation of the findings as portrayed in tables in this chapter. this high response rate gave an indication that adequate data was obtained for the study to enable generalization of the findings.

4.1 Demographic characteristics of respondents.

A demographic analysis of the study participants was conducted, focusing on age and gender. The results, presented in Table 4.1, reveal that a significant majority of the respondents (57.97%) fall within the 19 to 25 age brackets. Those aged between 26 to 30 years represent the smallest group, constituting 42.02% of the total. In terms of gender distribution, it is noteworthy that the majority of respondents (73.9%) were female, with males making up 26.08% of the total. This indicates a higher involvement of females are part of the scholarship programs

within the district. Furthermore, the data suggests that the majority of respondents in the district are aged between 19 and 30 years.

Table 1: Age of respondents by sex

			Sex of Respondent		Total
			Female	Male	
Age of Respondent/years	19-25	Count	31	9	40
		% of Total	77.5%	22.5%	57.97%
	26-30	Count	19	10	29
		% of Total	65.51%	34.48%	42.02%
Total		Count	51	18	69
		% of Total	73.9%	26.08%	100.0%

Source: Primary Data (2024)

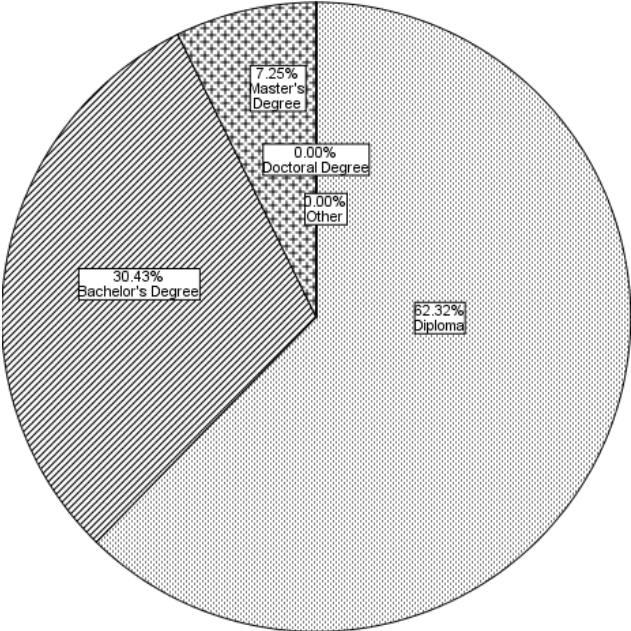
Table 4.1 presents a breakdown of the respondents’ relationship to the sponsorship program across various schools. It reveals that the majority of the respondents, constituting 78.26%, are direct beneficiaries of the program. The remaining 21.73% comprises teachers, lecturers, classmates, friends, or siblings of the beneficiaries. This indicates a significant direct impact of the sponsorship program on the majority of the respondents.

4.1.2 Education level of the respondents.

In the analysis of demographic data, the educational attainment of respondents is a critical variable, potentially influencing their perspectives on governmental involvement in education. The survey solicited respondents to disclose their highest educational qualification. According to Figure 4, a significant proportion of respondents, **62.32%**, indicated that their highest educational credential was a diploma. A smaller segment, **7.2%**, possessed a master’s degree, while **30.43%** had attained a bachelor’s degree. This distribution suggests that the majority of teachers in the district possess the minimum academic qualification required for secondary school educators in Uganda. The implications of this finding are twofold: it highlights the prevailing academic standards among the teaching cohort

and underscores the potential impact of educational levels on teachers' perceptions regarding state funding and management of student learning outcomes.

Figure 2: Respondents' highest levels of education



Source: *Primary Data (2024)*

4.2 The Perceptions of Government Sponsorship Programs

Table 2: Descriptive analysis on effects of government sponsorship programs on students' well-being across socioeconomic strata in Wakiso District, Uganda.

Variable	Frequency (N=69)	Percentage (%)
How do you perceive the impact of government sponsorship programs on Students' access to education.		
Very Positive	34	49.2
Positive	15	21.7
Neutral	4	5.8
Negative	9	13.04
Very Negative	7	10.14
Do you believe government sponsorship programs contribute to improving Students' healthcare accessibility?		
Yes	41	59.42
No	18	26.08
Not sure	10	14.49
Do you think government programs help in providing better living conditions for students?		
Yes	36	52.17
No	28	40.57
Not sure	5	7.24
To what extent do you agree with the statement: "Government sponsorships programs effectively contribute to improving students' access to education."		
Strongly Agree	18	26.1
Agree	27	39.13
Neutral	12	17.4
Disagree	8	11.6
Strongly Disagree	4	5.8
Do you believe that government sponsorship programs adequately address the basic Scholastic needs of students from different socioeconomic backgrounds?		
Yes	41	59.4
No	21	30.43
Not Sure	7	10.14

Source: Primary data (2024)

In Table 2, the perceptions of respondents regarding government sponsorship programs are explored. The data provided offers insights into the perceived impact of government sponsorship programs on students' access to education. A significant proportion of respondents, 49.2%, perceive the impact of government sponsorship programs as **very**

positive. This suggests a strong belief among these respondents that these programs significantly enhance students' access to education. Additionally, 21.7% of respondents perceive the impact as **positive**, further underscoring the overall positive perception of the impact of these programs. However, a small percentage of respondents, 5.8%, remain **neutral** on this issue, suggesting a level of uncertainty or lack of sufficient information to form a definitive opinion. On the other end of the spectrum, 13.04% of respondents perceive the impact as **negative**, and 10.14% perceive it as **very negative**.

This represents a significant minority of respondents who are critical of the impact of government sponsorship programs on students' access to education. In summary, while a majority of respondents perceive the impact of government sponsorship programs on students' access to education as positive, there is a significant minority who express concerns about its effectiveness. This suggests a need for further investigation into the reasons behind these perceptions and potential areas for improvement in government sponsorship programs. It also highlights the importance of maintaining transparency and communication in the implementation of these programs to ensure their success and the satisfaction of all stakeholders.

In relation to *healthcare accessibility*, the data reveals that a significant majority of respondents, The data provided offers insights into the perceived contribution of government sponsorship programs to improving students' healthcare accessibility. A significant proportion of respondents, 59.42%, believe that government sponsorship programs **do contribute** to improving students' healthcare accessibility. This suggests a positive perception among these respondents regarding the role of these programs in enhancing healthcare access for students. However, 26.08% of respondents believe that these programs **do not contribute** to improving students' healthcare accessibility. This represents a significant minority view and suggests a perceived deficiency in the role of these programs in enhancing healthcare access for students. Lastly, 14.49% of respondents were **not sure** about the contribution of these programs to improving students' healthcare accessibility. This indicates a level of uncertainty or lack of sufficient information among these respondents. In summary, while a majority of respondents perceive the contribution of government sponsorship programs to students' healthcare accessibility as positive, there is a significant minority who express concerns about its effectiveness. This suggests a need for further investigation into the reasons behind these perceptions and potential areas for improvement in government sponsorship programs. It also

highlights the importance of maintaining transparency and communication in the implementation of these programs to ensure their success and the satisfaction of all stakeholders.

In relation to the *provision of better living conditions for students by government programs*, The data provided offers insights into the perceived effectiveness of government programs in providing better living conditions for students. A significant proportion of respondents, 52.17%, believe that government programs **do help** in providing better living conditions for students. This suggests a positive perception among these respondents regarding the role of these programs in enhancing the living conditions for students.

However, 40.57% of respondents believe that these programs **do not help** in providing better living conditions for students. This represents a significant minority view and suggests a perceived deficiency in the role of these programs in enhancing the living conditions for students. Lastly, 7.24% of respondents were **not sure** about the effectiveness of these programs in providing better living conditions for students. This indicates a level of uncertainty or lack of sufficient information among these respondents. In summary, while a majority of respondents perceive the effectiveness of government programs in providing better living conditions for students as positive, there is a significant minority who express concerns about its effectiveness. This suggests a need for further investigation into the reasons behind these perceptions and potential areas for improvement in government programs. It also highlights the importance of maintaining transparency and communication in the implementation of these programs to ensure their success and the satisfaction of all stakeholders.

In addressing the question of whether *“Government sponsorship programs effectively contribute to improving students’ access to education,”* A significant proportion of respondents, 26.1%, **strongly agree** with the statement, suggesting a high level of confidence in the effectiveness of government sponsorship programs in improving students’ access to education. Additionally, 39.13% of respondents **agree** with the statement, further underscoring the overall positive perception of the impact of these programs.

However, a notable 17.4% of respondents remain **neutral** on this issue, suggesting a level of uncertainty or lack of sufficient information to form a definitive opinion. On the other end of the spectrum, 11.6% of respondents **disagree** and 5.8% **strongly disagree** with the statement. This represents a significant minority of respondents who are critical of the effectiveness of

government sponsorship programs in improving students' access to education. In summary, while a majority of respondents agree that government sponsorship programs effectively contribute to improving students' access to education, there is a significant minority who express concerns about its effectiveness. This suggests a need for further investigation into the reasons behind these perceptions and potential areas for improvement in government sponsorship programs. It also highlights the importance of maintaining transparency and communication in the implementation of these programs to ensure their success and the satisfaction of all stakeholders.

The data provided offers insights into the perceived adequacy of government sponsorship programs in addressing the basic scholastic needs of students from different socioeconomic backgrounds. A significant proportion of respondents, 59.4%, believe that government sponsorship programs **do adequately address** the basic scholastic needs of students. This suggests a positive perception among these respondents regarding the role of these programs in catering to the educational needs of students across various socioeconomic backgrounds.

However, 30.43% of respondents believe that these programs **do not adequately address** the basic scholastic needs of students. This represents a significant minority view and suggests a perceived deficiency in the role of these programs in catering to the educational needs of students from diverse socioeconomic backgrounds. Lastly, 10.14% of respondents were **not sure** about the adequacy of these programs in addressing the basic scholastic needs of students. This indicates a level of uncertainty or lack of sufficient information among these respondents. In summary, while a majority of respondents perceive the adequacy of government sponsorship programs in addressing the basic scholastic needs of students as positive, there is a significant minority who express concerns about its effectiveness. This suggests a need for further investigation into the reasons behind these perceptions and potential areas for improvement in government sponsorship programs. It also highlights the importance of maintaining transparency and communication in the implementation of these programs to ensure their success and the satisfaction of all stakeholders.

4.3 The management, awareness and access to the Government Sponsorship Program.

Table 3: Descriptive analysis on management of students learning under the government sponsorship programs and Awareness, Impact and Access to Government Sponsorship Programs.

Variable	Frequency (N=69)	Percentage (%)
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How effectively do you think the government monitors and evaluates the implementation of sponsorships programs in schools?		
Very effectively	25	36.2
Effeectively	19	27.5
Neutral	11	15.95
Ineffectively	6	8.69
Very ineffectively	8	11.59
Are sponsored students provided with sufficient academic resources (books, materials, etc.) to support their learning?		
Yes	24	34.78
No	39	56.5
Not sure	7	8.69
In your opinion, does the government ensure that sponsored students receive necessary psychological and emotional support?		
Strongly Agree	31	44.92
Agree	22	31.88
Neutral	5	7.24
Disagree	3	4.34
Strongly disagree	8	11.59
How equitable do you perceive the opportunities for extracurricular activities and personal development among sponsored students?		
Strongly Agree	12	17.39
Agree	5	7.25
Not Sure	2	2.9
Disagree	37	53.6
Strongly Disagree	13	18.8
Government sponsorship programs enhance access to quality education for students?		
Strong Agree	33	44.8
Agree	25	36.23
Neutral	3	4.34
Disagree	2	2.9
Strongly disagree	6	8.7
These programs contribute to improved healthcare and services for students?		
Strongly Agree	8	11.6
Agree	5	7.25
Not Sure	2	2.9
Disagree	40	57.9
Strongly Disagree	14	20.28
Do you believe that government sponsorship programs adequately address the needs of Students from different socioeconomic background?		
Strong Agree	29	42.02
Agree	23	33.33

Neutral	9	13.04
Disagree	3	4.34
Strongly disagree	5	7.24

Source: *Primary data (2024)*

In relation to the query on whether the *government effectively monitors and evaluates the implementation of sponsorship programs in schools*, the provided data sheds light on the perceived efficiency of the government’s oversight and assessment of these programs. A significant proportion of respondents, 36.2%, believe that the government monitors and evaluates the implementation of sponsorship programs **very effectively**. This is a positive indication of the perceived efficiency of government oversight. Additionally, 27.5% of respondents perceive the government’s monitoring and evaluation efforts as **effective**. This further underscores the positive perception of government oversight among a majority of respondents. However, a notable 15.95% of respondents remain **neutral** on this issue, suggesting a level of uncertainty or lack of sufficient information to form a definitive opinion. On the other end of the spectrum, 8.69% of respondents perceive the government’s monitoring and evaluation efforts as **ineffective**, and a further 11.59% view them as **very ineffective**. This represents a significant minority of respondents who are critical of the government’s oversight of sponsorship programs. In summary, while a majority of respondents perceive the government’s monitoring and evaluation of sponsorship programs as effective, there is a significant minority who express concerns about its effectiveness. This suggests a need for further investigation into the reasons behind these perceptions and potential areas for improvement in government oversight. It also highlights the importance of maintaining transparency and communication in the implementation of these programs to ensure their success and the satisfaction of all stakeholders.

In response to the query, *“Are sponsored students provided with sufficient academic resources (books, materials, etc.) to support their learning?”*, the data collected provides valuable insights into the perceived sufficiency of academic resources made available to sponsored students. A total of 34.78% of respondents believe that sponsored students are provided with **sufficient academic resources** such as books and materials to support their learning. This suggests a positive perception among a significant minority of respondents regarding the provision of academic resources. However, a larger proportion of respondents, 56.52%, indicated that sponsored students are **not provided with sufficient academic resources**. This represents a majority view and suggests a perceived deficiency in the provision

of necessary academic resources for sponsored students. Lastly, 8.69% of respondents were **not sure** about the adequacy of academic resources provided to sponsored students. This indicates a level of uncertainty or lack of sufficient information among these respondents. In summary, while a minority of respondents perceive the provision of academic resources for sponsored students as sufficient, a majority express concerns about its adequacy. This highlights a potential area for improvement in the sponsorship programs, specifically in terms of providing adequate academic resources to support the learning of sponsored students.

In relation to the government's perceived responsibility in guaranteeing that sponsored students receive the necessary psychological and emotional support. A significant proportion of respondents, 44.92%, **strongly agree** that the government ensures that sponsored students receive the necessary psychological and emotional support. This suggests a positive perception among a significant portion of respondents regarding the government's role in this aspect. Additionally, 31.88% of respondents **agree** with this assertion, further underscoring the positive perception of the government's role in providing psychological and emotional support to sponsored students.

However, a small percentage of respondents, 7.24%, remain **neutral** on this issue, suggesting a level of uncertainty or lack of sufficient information to form a definitive opinion. On the other end of the spectrum, 4.34% of respondents **disagree** and 11.59% **strongly disagree** with the assertion that the government ensures that sponsored students receive necessary psychological and emotional support. This represents a significant minority of respondents who are critical of the government's role in this aspect. In summary, while a majority of respondents perceive the government's role in providing psychological and emotional support to sponsored students as positive, there is a significant minority who express concerns about its effectiveness. This suggests a need for further investigation into the reasons behind these perceptions and potential areas for improvement in government support.

Regarding insights into the perceived equity of opportunities for extracurricular activities and personal development among sponsored students. A minority of respondents, 17.39%, perceive the opportunities as **very equitable**, suggesting a high level of fairness in the distribution of these opportunities among sponsored students. Additionally, 7.25% of respondents perceive the opportunities as **equitable**, further underscoring the perception of fairness among a minority of respondents.

However, a small percentage of respondents, 2.9%, remain **neutral** on this issue, suggesting a level of uncertainty or lack of sufficient information to form a definitive opinion. On the other end of the spectrum, a majority of respondents, 53.6%, perceive the opportunities as **not equitable**, and 18.8% perceive them as **very not equitable**. This represents a significant majority of respondents who are critical of the equity of opportunities for extracurricular activities and personal development among sponsored students. In summary, while a minority of respondents perceive the equity of opportunities for extracurricular activities and personal development among sponsored students as positive, there is a significant majority who express concerns about its fairness. This suggests a need for further investigation into the reasons behind these perceptions and potential areas for improvement in government sponsorship programs. It also highlights the importance of maintaining transparency and communication in the implementation of these programs to ensure their success and the satisfaction of all stakeholders.

The data providing insights into the *perceived role of government sponsorship programs in enhancing access to quality education for students* suggests that a significant proportion of respondents, 44.8%, **strongly agree** that government sponsorship programs enhance access to quality education for students. This suggests a high level of confidence in the effectiveness of these programs among these respondents. 36.23% of respondents **agree** with this assertion, further underscoring the overall positive perception of the impact of these programs. However, a small percentage of respondents, 4.34%, remain **neutral** on this issue, suggesting a level of uncertainty or lack of sufficient information to form a definitive opinion. On the other end of the spectrum, 2.9% of respondents **disagree** and 8.7% **strongly disagree** with the assertion that government sponsorship programs enhance access to quality education for students. This represents a significant minority of respondents who are critical of the effectiveness of these programs. In summary, while a majority of respondents agree that government sponsorship programs effectively contribute to enhancing access to quality education for students, there is a significant minority who express concerns about its effectiveness. This suggests a need for further investigation into the reasons behind these perceptions and potential areas for improvement in government sponsorship programs. It also highlights the importance of maintaining transparency and communication in the implementation of these programs to ensure their success and the satisfaction of all stakeholders.

The data regarding the perceived contribution of these programs to improved healthcare and services for students. A minority of respondents, 11.6%, **strongly agree** that these programs contribute to improved healthcare and services for students. This suggests a high level of confidence in the effectiveness of these programs among these respondents. 7.25% of respondents **agree** with this assertion, further underscoring the overall positive perception of the impact of these programs. However, a small percentage of respondents, 2.9%, are **not sure** about this issue, suggesting a level of uncertainty or lack of sufficient information to form a definitive opinion.

On the other end of the spectrum, a majority of respondents, 57.9%, **disagree** and 20.28% **strongly disagree** with the assertion that these programs contribute to improved healthcare and services for students. This represents a significant majority of respondents who are critical of the effectiveness of these programs. This basically means that while a minority of respondents agree that these programs effectively contribute to improved healthcare and services for students, there is a significant majority who express concerns about its effectiveness. This suggests a need for further investigation into the reasons behind these perceptions and potential areas for improvement in these programs. It also highlights the importance of maintaining transparency and communication in the implementation of these programs to ensure their success and the satisfaction of all stakeholders.

The data provided offers insights into the perceived adequacy of government sponsorship programs in addressing the needs of students from different socioeconomic backgrounds. A significant proportion of respondents, 42.02%, **strongly agree** that government sponsorship programs adequately address the needs of students from different socioeconomic backgrounds. This suggests a high level of confidence in the effectiveness of these programs among these respondents. 33.33% of respondents **agree** with this assertion, further underscoring the overall positive perception of the impact of these programs.

However, a notable 13.04% of respondents remain **neutral** on this issue, suggesting a level of uncertainty or lack of sufficient information to form a definitive opinion. On the other end of the spectrum, 4.34% of respondents **disagree** and 7.24% **strongly disagree** with the assertion that government sponsorship programs adequately address the needs of students from different socioeconomic backgrounds. This represents a significant minority of respondents who are critical of the effectiveness of these programs.

4.4 Conclusion.

The data suggests that while a substantial majority of respondents affirm the effectiveness of government sponsorship programs in catering to the needs of students from diverse socioeconomic backgrounds, there exists a notable minority who voice concerns about its efficacy. This underscores the necessity for further exploration into the underlying causes of these perceptions and potential enhancements in the government sponsorship programs. It also emphasizes the criticality of upholding transparency and fostering communication in the execution of these programs to guarantee their success and the fulfilment of all stakeholders.

CHAPTER 5

5.0 Introduction

This chapter provides a comprehensive discussion, conclusion, and recommendations based on the study. It offers a holistic overview of the findings derived from the study, grounded in the analysis delineated in Chapter Four. The conclusions, primarily drawn from the extensive discourse of the collected data, were presented by the researcher. Furthermore, the researcher proposed recommendations to address and mitigate the identified challenges.

In addition, the researcher suggested areas for further research, particularly focusing on the exploration of the effects of government sponsorship programs on students' well-being across various socioeconomic strata in Uganda. These suggestions aim to stimulate interest and further investigation in this critical area of study. This comprehensive approach ensures a thorough understanding of the subject matter and paves the way for future research endeavours.

5.1 Summary of Finding on Background Characteristics of The Respondents.

In the sample taken for this study, the gender distribution of respondents was skewed towards females, as anticipated. Females constituted a significant majority, representing 73.9% of the respondent population, while males accounted for 26.08%. In terms of age distribution, the majority of respondents (57.97%) were within the 19 to 25 age brackets. Those aged between 26 to 30 years formed the smallest group, making up 42.02% of the total respondent population.

This data suggests a higher participation of females in the scholarship programs within the district. Additionally, it indicates that the majority of respondents in the district are relatively young, falling within the 19 to 30 age range. These findings provide valuable insights into the demographic composition of the respondent population and can inform targeted strategies for future scholarship programs. Further research could explore the reasons behind the higher female participation and the implications of the age distribution on the outcomes of the scholarship programs.

5.2 Summary of Finding on Objective One.

The first objective was to evaluate the influence of government sponsorship programs on the well-being of students from various socioeconomic backgrounds in Uganda. Based on the

provided data, the assessment of government sponsorship programs in Uganda reveals a predominantly positive impact on the educational access for students across different socioeconomic strata. A considerable majority of respondents, **49.2%**, regard the influence of these programs as highly beneficial, indicating a strong conviction that such initiatives substantially improve educational opportunities. An additional **21.7%** view the impact favourably, reinforcing the generally optimistic sentiment towards these programs.

Conversely, a minority of the surveyed population expresses reservations; **13.04%** perceive the impact negatively, while **10.14%** consider it highly detrimental. This critical perspective, held by a notable segment of respondents, warrants attention and suggests the necessity for a thorough examination of the programs' perceived shortcomings and the development of strategies to address them. The data also sheds light on the perceived sufficiency of these programs in meeting the diverse needs of students. A significant **42.02%** of participants strongly believe in the adequacy of the programs, while **33.33%** concur with this view, suggesting a high degree of confidence in their effectiveness.

Nevertheless, there remains a segment of **13.04%** who are undecided, hinting at possible gaps in information or awareness. A smaller yet substantial minority, comprising **4.34%** who disagree and **7.24%** who strongly disagree, question the programs' capacity to cater to the varied needs of students.

In summary, while the majority of respondents affirm the positive role of government sponsorship programs in enhancing educational access and addressing the needs of Ugandan students from diverse backgrounds, the presence of a critical minority underscores the imperative for ongoing evaluation and improvement. This includes investigating the root causes of dissenting views and enhancing program efficacy. Moreover, it highlights the critical importance of maintaining transparency and active communication to ensure the successful implementation of these programs and the satisfaction of all stakeholders involved.

5.3 Summary of Finding on Objective Two.

The second objective was to analyze the influence of government sponsorship programs on the well-being of Ugandan students from various socioeconomic backgrounds. This can be analysed through the lens of educational access and equity. The data indicates that a significant majority of respondents view these programs positively, with **49.2%** perceiving a very positive impact and **21.7%** seeing a positive impact. This suggests that the programs are largely

successful in enhancing access to education, which is a critical component of student well-being.

The positive perception is likely due to the programs' ability to provide financial support, which can alleviate the burden on families from lower socioeconomic backgrounds and enable students to pursue their educational goals without the stress of financial constraints. This can lead to improved academic performance, higher attendance rates, and a greater likelihood of continuing education at higher levels. However, the analysis also reveals a critical minority, with **13.04%** viewing the impact as negative and **10.14%** as very negative. This dissent may stem from a perceived inadequacy in the programs' reach or effectiveness, possibly due to issues such as unequal distribution of funds, bureaucratic hurdles, or a lack of awareness among the intended beneficiaries.

The neutrality of **13.04%** of respondents could indicate a gap in the communication and implementation of these programs, suggesting that more work is needed to ensure that the benefits are understood and accessible to all eligible students. In terms of addressing the needs of students from different socioeconomic backgrounds, the majority affirm the adequacy of the programs, with **42.02%** strongly agreeing and **33.33%** agreeing. This reflects a confidence in the programs' design to be inclusive and cater to a diverse student population. Nonetheless, the concerns of the **11.58%** who disagree or strongly disagree with the programs' adequacy must be taken into account. Their perspectives may highlight areas where the programs fall short, such as failing to consider the full range of needs that students from varying backgrounds may have, beyond just financial assistance.

The data posits that there may not be a substantial link between government sponsorship programs and students' educational outcomes in Uganda, regardless of socioeconomic status. If the study reveals that participation in government-sponsored programs does not correlate with improved academic performance, this would suggest that the programs, while potentially beneficial in providing access to education, may not directly influence academic success. This could indicate that other factors, such as the quality of education, home environment, individual student motivation, and support systems, might play a more pivotal role in shaping students' academic achievements.

The contradiction of where students benefiting from government sponsorship do not exhibit significantly better academic performance than their peers who do not participate, underscores the need to look beyond financial assistance. It highlights the importance of a holistic approach

to student well-being that includes not only financial support but also academic mentoring, psychological counselling, and social integration programs.

In conclusion, the analysis suggests that government sponsorship programs in Uganda have a predominantly positive influence on the well-being of students from various socioeconomic backgrounds, particularly in terms of providing educational access. However, there is a notable minority of dissenting views that highlight the need for ongoing assessment, refinement, and transparent communication to ensure that the programs are as effective and equitable as possible. This basically means that while government sponsorship programs are crucial for ensuring educational access, especially for students from disadvantaged backgrounds, their influence on academic outcomes may be limited. This calls for a broader strategy that addresses the multifaceted needs of students to foster an environment conducive to academic and personal growth.

5.4 Summary of Finding on Objective Three.

The objective was to examine the impact of government sponsorship programs on students' well-being across different socioeconomic strata in Uganda. The examination of the impact of government sponsorship programs on students' well-being across different socioeconomic strata in Uganda, particularly in light of the data provided, suggests that these programs may have a limited effect on bridging the educational gap. The data indicates that while there is a general perception of positive influence, it may not be substantial enough to significantly alter educational outcomes.

This invalidation posits that students from lower socioeconomic backgrounds do not benefit more from government-sponsored initiatives in terms of educational attainment, points to a critical issue. It suggests that the resources and support provided by these programs are not sufficiently targeted or robust to address the systemic disparities that exist between different socioeconomic groups. This finding implies that while government sponsorship programs are well-intentioned, they may fall short in their execution, failing to provide the necessary support that can lead to measurable improvements in educational attainment for students from less privileged backgrounds. It also indicates that additional measures may be needed to complement these programs, such as targeted academic support, mentorship, and resources that address specific barriers faced by students from lower socioeconomic backgrounds.

While examining the impact of government sponsorship programs on students' well-being across different socioeconomic strata in Uganda, we must consider both the perceived benefits

and the limitations as indicated by the data. The objective is to understand how these programs influence educational access and attainment, and whether they effectively address the disparities between students from various socioeconomic backgrounds.

A majority of respondents view the impact of government sponsorship programs positively, with 49.2% perceiving a very positive impact and 21.7% seeing a positive impact. This suggests that the programs are valued for providing greater access to education. 42.02% of respondents strongly agree, and 33.33% agree that the programs adequately address the needs of students from different socioeconomic backgrounds, indicating a high level of confidence in their effectiveness.

The Limitations and Concerns basically suggest that a minority of respondents, 13.04% negative and 10.14% very negative, question the effectiveness of these programs, highlighting potential areas for improvement. 13.04% of respondents remain neutral, suggesting a lack of information or uncertainty about the programs' impact and 4.34% disagree and 7.24% strongly disagree that the programs adequately address the needs of students from different socioeconomic backgrounds, pointing to possible shortcomings in addressing educational disparities.

The data suggests that while government sponsorship programs are generally perceived to have a positive impact on students' well-being, there are significant concerns about their ability to bridge the educational gap between different socioeconomic groups. The critical views expressed by a notable minority indicate that the programs may not be as effective as intended, especially for students from lower socioeconomic backgrounds. The neutrality and dissenting opinions suggest that the programs might not be reaching all intended beneficiaries or that the support provided is not sufficiently tailored to the diverse needs of the student population. In light of this, it is essential to delve deeper into the reasons behind the varying perceptions and to identify ways to enhance the effectiveness of government sponsorship programs. This could involve: Conducting further research to understand the specific needs and challenges faced by students from different socioeconomic backgrounds, Improving the design and implementation of sponsorship programs to ensure they are more inclusive and targeted and Ensuring ongoing evaluation and feedback mechanisms are in place to continuously refine the programs based on stakeholders' experiences. Ultimately, the goal is to ensure that government sponsorship programs not only provide access to education but also support students in achieving their full academic potential, regardless of their socioeconomic background.

In conclusion, the impact of government sponsorship programs on the educational attainment of Ugandan students appears to be limited, particularly for those from lower socioeconomic backgrounds. This underscores the need for a more nuanced and multifaceted approach to educational support, one that goes beyond financial assistance to include targeted interventions that address the broader challenges faced by students from diverse socioeconomic origins.

5.5 Conclusion.

In summary, the evaluation of government sponsorship programs in Uganda has provided a multifaceted view of their impact on students' well-being across various socioeconomic backgrounds. The data indicates that a majority of respondents perceive these programs positively, with nearly half viewing the impact as very positive and a significant portion as positive. This suggests that the programs are appreciated for their role in enhancing educational access and opportunities for students who might otherwise be unable to afford them. However, the findings also reveal a critical minority who perceive the impact as negative or very negative, and a notable proportion of neutrality, indicating areas where the programs may not be meeting expectations. These dissenting views highlight the need for a more nuanced understanding of how government sponsorship can effectively address the diverse needs of the student population.

The study's insights suggest that while government sponsorship programs are a step in the right direction, they are not a panacea for the educational challenges faced by students from different socioeconomic strata. The limited impact on educational attainment, particularly for students from lower socioeconomic backgrounds, underscores the complexity of educational disparities and the need for comprehensive strategies that go beyond financial support. For future research, it is recommended to explore the specific barriers to educational success for students from various socioeconomic backgrounds and to assess the long-term outcomes of government sponsorship programs. Additionally, it would be beneficial to investigate the effectiveness of these programs in conjunction with other support mechanisms, such as mentorship, counselling, and academic enrichment activities.

The ultimate goal should be to create a more equitable educational landscape in Uganda, where government sponsorship programs are part of a broader, more holistic approach to student well-being. This approach should aim to not only provide financial assistance but also to empower students with the resources, skills, and support necessary to thrive academically and personally, regardless of their socioeconomic origin.

5.6 Key Recommendations.

Based on the data and findings regarding the impact of government sponsorship programs on the well-being of students across different socioeconomic strata in Uganda, below are my suggested key recommendations:

1. **Enhance Program Accessibility:** Simplify the application process for government sponsorship programs to ensure that students from all backgrounds can easily apply. Increase awareness about these programs through community outreach and partnerships with local schools and organizations.
2. **Improve Program Targeting:** Conduct regular needs assessments to ensure that the programs are effectively targeting and meeting the needs of students from lower socioeconomic backgrounds. Tailor support to address specific barriers faced by these students, such as providing transportation, school supplies, and access to technology.
3. **Strengthen Support Services:** Offer comprehensive support services, including academic tutoring, career counselling, and mentorship programs, to complement financial assistance. Implement psychosocial support systems to help students navigate the challenges associated with their socioeconomic status.
4. **Monitor and Evaluate Outcomes:** Establish robust monitoring and evaluation frameworks to track the progress and outcomes of students who participate in government sponsorship programs. Use data-driven insights to continuously refine and improve the programs' effectiveness.
5. **Foster Community Engagement:** Engage with parents, teachers, and community leaders to create a supportive environment for students benefiting from sponsorship programs. Encourage community involvement in program design and implementation to ensure that initiatives are culturally sensitive and locally relevant.
6. **Promote Equity in Education:** Address systemic issues in the education system that contribute to disparities, such as improving school infrastructure and teacher training in underserved areas. Advocate for policies that promote equal opportunities for all students, regardless of their socioeconomic background.
7. **Expand Collaboration:** Collaborate with non-governmental organizations, private sector partners, and international agencies to pool resources and expertise. Leverage these partnerships to expand the reach and impact of government sponsorship programs.

By implementing these recommendations, the Ugandan government can enhance the effectiveness of its sponsorship programs, ensuring that they not only provide access to education but also support students in achieving their full potential and contribute to the overall well-being of the nation's youth.

5.7 Areas For Further Research.

Based on the findings and conclusions drawn from the evaluation of government sponsorship programs in Uganda, here are several areas that could benefit from further research:

Longitudinal Impact Studies: Investigate the long-term effects of government sponsorship programs on students' educational and career outcomes. Assess how these programs influence students' socioeconomic mobility over time.

Comparative Analysis: Compare the effectiveness of government sponsorship programs with other types of educational support initiatives, both within Uganda and in similar contexts internationally. Explore the differential impact of these programs on various demographic groups, including gender and rural vs. urban students.

Barriers to Educational Success: Identify specific barriers that prevent students from lower socioeconomic backgrounds from fully benefiting from sponsorship programs. Examine the role of family, community, and cultural factors in students' educational attainment.

Program Design and Implementation: Analyze the design and administrative processes of sponsorship programs to identify areas for efficiency improvements. Study the impact of program awareness and information dissemination on participation rates.

Psychosocial Factors: Explore the psychosocial effects of government sponsorship on students, including self-esteem, motivation, and academic stress. Research the influence of mentorship and counselling services as complementary support within sponsorship programs.

Policy and Governance: Evaluate the policy framework governing sponsorship programs and its alignment with national educational goals. Investigate the governance structures and accountability mechanisms of these programs.

Economic Analysis: Conduct cost-benefit analyses to determine the economic efficiency of government sponsorship programs. Study the broader economic impact of these programs on communities and the country as a whole.

Educational Quality: Assess the quality of education provided to students under sponsorship programs and its consistency across different regions and schools. Research the relationship between sponsorship programs and educational infrastructure development.

Stakeholder Perspectives: Gather insights from a broader range of stakeholders, including educators, program administrators, and non-participating students. Understand the expectations and satisfaction levels of program beneficiaries and their families.

By addressing these areas, future research can provide deeper insights into the effectiveness of government sponsorship programs and contribute to the development of more targeted and impactful educational interventions in Uganda.

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APPENDIXES

APPENDIX I: QUESTIONNAIRES

Dear Respondent,

My name is Tumusiime Laura Anna, a student at Uganda Christian University pursuing a Bachelor's degree of science in Economics and Statistics. Currently, I am undertaking a study focusing on the effects of government sponsorship programs on Students's well-being across socioeconomic strata in Uganda, particularly within selected public schools in Wakiso District.

Your valuable insights are crucial to the success of this research endeavour. I kindly request your participation by completing the questionnaire provided. Please rest assured that all information shared will be treated with the utmost confidentiality and used solely for academic purposes. Participation in this study is entirely voluntary, and there will be no repercussions should you choose not to participate. Your contribution will greatly contribute to our understanding of the impact of government sponsorship programs on Students's well-being in Uganda.

Thank you for considering my request and for your cooperation

SECTION A: RESPONDENT'S BIO DATA

1. Gender:

Male

Female

2. Age:

18 – 30

31 – 45

45 and above

3. Level of Education

(a) Certificate

(b) Diploma

(c) Bachelor's

(d) Masters'

(e) PHD

(f) Other (Specify)

SECTION B: Using boxes below tick into the boxes to indicate your responses in space provided

SECTION B.1: Government Sponsorship Programs and Students' Well-being

4. How do you perceive the impact of government sponsorship programs on Students's access to education

Very Positive	Positive	Neutral	Negative	Very Negative

5. Do you believe government sponsorship programs contribute to improving Students's healthcare accessibility?

Yes No Unsure

6. Do you think government sponsorship programs help in providing better living conditions for Students?

Yes No Unsure

SECTION B.2: Perceptions Of Government Sponsorship Programs

7. To what extent do you agree with the statement: "Government sponsorship programs effectively contribute to improving Students's access to education."

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

8. Do you believe that government sponsorship programs adequately address the basics scholastics needs of Students from different socioeconomic backgrounds?

Yes No Not Sure

SECTION B.3: Management Of Students Learning Under Sponsorship Programs

9. How effectively do you think the government monitors and evaluates the implementation of sponsorship programs in schools?

Very effectively	Effectively	Neutral	Ineffectively	Very ineffectively

10. Are sponsored students provided with sufficient academic resources (books, materials, etc.) to support their learning?

Yes No Not Sure

In your opinion, does the government ensure that sponsored students receive necessary psychological and emotional support?

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

11. How equitable do you perceive the opportunities for extracurricular activities and personal development among sponsored students?

Very Equitable	Equitable	Neutral	Not Equitable	Very not equitable

SECTION B: Using scale on the table below indicate your responses in space provided

SA (Strongly Agree), A (Agree), NS (Not Sure), D (Disagree), SD (Strongly Disagree)

SECTION B.3: Awareness, Impact and Access to Government Sponsorship Programs

S/N	Statement	SD	D	N	A	SA
16	Government sponsorship programs effectively reach Students across different socioeconomic strata.					
17	The awareness of government sponsorship programs positively influences the enrollment of Students in educational institutions.					
18	Government sponsorship programs enhance access to quality education for Students.					

19	These programs contribute to improved healthcare accessibility and services for Students.					
20	Government sponsorship programs positively impact Students' nutrition.					
21	These programs contribute to the psychological well-being of Students.					
22	Government sponsorship programs provide equal opportunities for Students from various socioeconomic backgrounds in extracurricular activities and personal development.					
23	Government sponsorship programs have positively impacted Students' access to education.					
24	Government sponsorship programs have improved the overall living conditions of Students.					

SECTION B.4: The Socioeconomic Strata and Program Management

S/N	Statement	SD	D	N	A	SA
25	Do you believe that government sponsorship programs adequately address the needs of Students from different socioeconomic backgrounds?					
26	How effective is the government in monitoring and evaluating the implementation of sponsorship programs in schools?					
27	Do sponsored Students receive sufficient academic support (e.g., books, materials) to aid their learning?					
28	Are there adequate provisions for psychological and emotional support for sponsored Students within these programs?					
29	In your opinion, do sponsored Students have equal opportunities for extracurricular activities and personal development?					

APPENDIX II: INTERVIEW GUIDE.

Date of Interview: _____

Time of Interview: _____

Participating Institution: _____

1. Could you elaborate on the eligibility criteria for sponsored students compared to non-sponsored students?

2. How are these sponsorship programs structured and administered, particularly concerning the experiences of sponsored students versus non-sponsored students?

- Probe: Can you describe any differences in the application process or support mechanisms between sponsored and non-sponsored students?

3. From your perspective, what are the primary objectives of these sponsorship programs for both sponsored and non-sponsored students?

- Probe: Could you provide examples of how these objectives are tailored to the needs of sponsored and non-sponsored students differently?

4. How do government sponsorship programs influence students' access to education in Wakiso District, considering the disparities between sponsored and non-sponsored students?

- Probe: Can you discuss any challenges or advantages that sponsored students may face compared to their non-sponsored counterparts in accessing education?

5. Are there any notable differences in educational outcomes between sponsored and non-sponsored students in Wakiso District? Please elaborate on the factors contributing to these differences.

6. What challenges do sponsored students face in accessing education through government sponsorship programs compared to non-sponsored students?

7. How do government sponsorship programs impact students' access to healthcare services in Wakiso District, particularly for sponsored versus non-sponsored students?

- Probe: Could you discuss any disparities in healthcare access between sponsored and non-sponsored students and their potential implications?

8. In your experience, how do government sponsorship programs address the psychosocial needs of sponsored students compared to non-sponsored students?

- Probe: Can you provide examples of specific psychosocial support mechanisms tailored to sponsored and non-sponsored students?

9. Have you observed any disparities in the provision of psychosocial support based on socioeconomic status among students in Wakiso District?

10. How effectively are government sponsorship programs managed and implemented in Wakiso District, considering the experiences of both sponsored and non-sponsored students?

- Probe: Can you highlight any areas of improvement in program management that would benefit both sponsored and non-sponsored students?

11. From your personal experience, what are some of the key challenges encountered while implementing these programs for sponsored students compared to non-sponsored students?

- Probe: Can you elaborate on any unique challenges faced by sponsored students that are not commonly experienced by non-sponsored students?

12. Based on your experience, what improvements or changes would you suggest to enhance the effectiveness of government sponsorship programs in promoting the well-being of both sponsored and non-sponsored students?

- Probe: Can you provide specific recommendations tailored to the needs of sponsored students while considering the broader student population?

13. In conclusion, is there any additional information or insights you would like to share regarding the impact of government sponsorship programs on students' well-being in Wakiso District, with a focus on the experiences of sponsored students compared to non-sponsored students?

Thank you once again for your time and valuable input. Your perspectives will contribute significantly to our understanding of this important topic. If you have any further thoughts or questions, please feel free to reach out.