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Original Article

Exploring the Nature and Impact of USE Capitation Grants in Secondary Education

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Keywords:

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The study examined the contribution of USE Capitation Grants in Secondary schools in Lira City. The study objective was to assess the nature of USE Capitation Grants in secondary schools in Lira city. The study population was 88 people, and the sample size was 72 people, which was chosen using purposive and simple random sampling. The study used a cross-sectional and correlational design, with an overall response rate of 88.31%. Data were collected using a questionnaire survey. Key USE capitation grants covered tuition fees and scholastic materials, and the findings revealed that USE capitation grants covered tuition fees and scholastic materials. With regards to the level of performance, USE capitation grants on the level of students' enrollment, the average results indicated a high level of staff retention (= 4.30, s = 0.73), USE capitation grants on the level of staff retention, the average results indicated a high level of staff retention (= 3.48, s = 1.11) and USE capitation grants on the level of infrastructural development, the average results indicated a very high level of infrastructural development (= 4.1961, s = 0.7605). The findings show that there is a strong and significant correlation between USE Capitation grants and performance of private secondary schools in Lira city ($r = 0.800$, $p < 0.01$). The study concluded that there is a USE capitation grant that covered tuition fees and scholastic materials, there is a very high level of Performance of Private Secondary Schools, and a strong, significant correlation between USE Capitation grants and performance of private secondary schools in Lira city. The study therefore recommends that secondary schools should set up income generation projects within the schools, for example, piggy, mushroom growing projects, amongst others, to help diversify their sources of income.

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INTRODUCTION

The performance of private secondary schools is threatened by the phasing out of Universal Secondary Education (USE) Capitation grants; the urgency with which private secondary schools are expected to respond to this change is rather extraordinary (Kwame, Delprato, Mindano, Lewin, & Sentengo, 2018; ISER, 2019). Some private secondary schools continued to perform amidst this challenge of funds while others have been closed, those that have continued to operate are in a state of quagmire knowing very well that funds in school are as important as blood in human body: therefore, USE Capitation grants supported the performance of private secondary schools considerably over the last few years however, this funds was withdrawn in 2018 (ISER, 2019).

Historically, private schools all over the world can be traced from ancient times, where informal education was the kind of education in place (Muwanguzi, Musisi & Itaaga, 2021). (Muwanguzi, 2018). The history of Western formal education existed long ago, to the 16th Century, in a global context during the Greek and Roman times (Muwanguzi, Musisi & Itaaga, 2021). In England, before the key 1944 Education Act for England and Wales, all existing secondary schools were founded by the Church of England or the Roman Catholic Church and therefore privately managed. With the 1944 Education Act for England and Wales, many religious schools remained as full private schools; the majority entered into arrangements with the state in one of three categories: voluntary controlled, voluntary aided, or special agreement, but private schools continued growing to date

(Walford, 2008). In China, the tradition of private education dates back thousands of years ago with Confucius, and for a long period, it was the dominant form of education. However, the modern private school system (or "new school system") did not appear until 1840 (Zeyu, 2001). In some sub-Saharan African countries, formal education developed with the coming of the Portuguese between 1500 and 1700 AD. For example, the number of private secondary schools in Botswana increased between 1980 and 1993 from only 35 to 163 (Muwanguzi et al., 2021). In Nigeria, the first secondary school was a privately owned school since it was founded in June 1859 by the Church Missionary Society (Abolade & Oyelade, 2017). In South Africa, it was largely during the era of British imperial control over South Africa that the foundations of the country's education system were laid (Pretorious and Spaull, 2019). The English public schools in South Africa were not set up by the state, which had little involvement in education until the 1830s, but were founded by pious and philanthropic bequests as charitable grammar schools to educate indigent children in particular localities (Pretorious and Spaull, 2019).

In East Africa, this education was quantitatively developed under the influence of European missionaries in the 18th century and appeared mostly in cities and ports (Wamalwa & Burns, 2017). When the rapid expansion of missionary work in the 1880s began, it was only natural that education should be expanded, which was privately owned, funded, and managed by the Church of England or the Roman Catholic Church since they were founded by them (Ashley, et al., 2014).

Uganda's Education System is based on the British Education System, traced during colonial rule, especially from 1894 to 1962 (GOU, 2017). Under the British rulers, some Christian Missionaries started the first missionary schools in Uganda in the early 1890s, which were privately owned, funded, and managed by the Church of England or the Roman Catholic (Omoeva & Gale, 2016). But education was very limited, and only urban elites benefited from it (James, Donald, & Christopher, 2008). However, after independence, the Government immediately realised the importance of expanding education to meet the national interests and needs (Lewin, 2018). Following the decision of the government of Uganda to liberalise the education sector in 1993, to allow for private actors to supplement government efforts to provide quality and affordable education, thousands of private secondary schools have been set up by private investors all over the country (Hamiza & Francis, 2020). Private schools rely on personal initiatives to raise funds from their supporters within the local communities, as well as international bodies (Kwame, Delprato, Mindano, Lewin, & Sentengo, 2018).

The history of Universal Secondary Education can be traced from the world conference on Education commissioned by UNESO in (March 1990) in Jomtien Thailand, endorsement by the world global forum in Dakar Senegal (2000) and its introduction by the government of Uganda in 2007 following massive increase in enrollment for secondary school that public secondary schools could not accommodate hence, Uganda government adopted a public-private partnership (PPP) approach by involving the Private Sector in the provision of secondary education opportunities to the less privileged (Kwame, Delprato, Mindano, Lewin, & Sentengo, 2018). Under the USE PPP approach, the government pays tuition and registration fees for eligible students who enrol in private secondary schools that have opted for USE. A total of 792 private secondary schools entered into the partnership and used the USE funds for their

performance (Kwame, Delprato, Mindano, Lewin, & Sentengo, 2018). A research study raised questions about efficiency in the sector. The report argued that inefficiency on the part of the Ministry of Education was a contributory factor, and that the “practice of inflating the student register can be considered as a performance strategy aimed at maximising resources received by participating schools” (Barungi, 2017).

Problem Statement

The performance of private secondary schools is important to many stakeholders in the provision of secondary education opportunities to all (Kwame, Delprato, Mindano, Lewin, & Sentengo, 2018). Therefore, under the Public Private Partnership arrangement, the government of Uganda was in a position to provide USE Capitation Grants to private secondary schools all over the country to increase their performance. Lira City was not an exception (ISER, 2019; Kwame, Delprato, Mindano, Lewin, & Sentengo, 2018). With the provision of funds to private secondary schools, the capacity to enhance the provision of secondary education to many students was made possible (ISER, 2019; Barungi, 2017; Kwame, Delprato, Mindano, Lewin, & Sentengo, 2018) and contributed to the achievement of Sustainable Development Goal (SDG) number four on ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all (ISER, 2019). However, due to the lack of continued USE Capitation Grants, it has led to the closure of some private secondary schools under the Public Private Partnership (PPP), while others are limping towards their closure or sell off due to the schools' inability to provide Funds for their operation and infrastructural development, which was taken care of by USE Capitation Grants. Hence, this study investigated and reported on Universal Secondary Education capitation grants and the Performance of Private Secondary Schools in Lira City.

Purpose of the Study

The purpose of the study was to examine the contribution of USE Capitation Grants on the Performance of Private Secondary schools in Lira City.

Objective of the Study

To assess the nature of USE Capitation Grants in selected private secondary schools in Lira city

Research Question

What is the nature of USE Capitation Grants in private secondary schools in Lira city?

Significance of the Study

The study might contribute to the understanding of the crucial role of USE Capitation Grants on the performance of private secondary schools in Lira City. In addition, such knowledge is crucial for the performance of private secondary schools in Lira City. The Government may also use the findings to adjust its policies so that the policies are able to sustain the existence of private secondary schools.

Scope of the Study

Content Scope. The study focused on the USE Capitation Grants and the performance of private secondary schools in Lira City.

Geographical Scope. The study was carried out in six Private Secondary Schools which were having USE capitation grants located in Lira City, Lira is a commercial city in the Northern Region of Uganda. It is located approximately 110 kilometres by road to the southwest of Gulu City, the largest city in Northern Uganda, and 124 kilometres Northwest of Soroti City (See appendix E).

Time Scope. The research concentrated on the data for the period from 2007 - 2021. This period was chosen because it covered the period when USE capitation grants were introduced and withdrawn from private secondary schools in Lira City.

Assumption of the Study

The study assumes that the identified participant provided the relevant data because they are involved in school management and are seen as knowledgeable about the nature of Universal Secondary Education funds and their contribution to the performance of private secondary schools. The study also assumes that the instrument is capable of collecting the relevant data for analysis.

LITERATURE REVIEW**Theoretical Review**

The study was guided by the market model theory of financing education (Oketch, 2003). According to the theory, funding educational institutions requires financial diversification and partial privatisation. Market model theory of financing education is appropriate to this study because private schools rely on various sources ranging from personal initiatives to raise funds from their supporters within the local communities, as well as international bodies in funding educational institutions (Kwame, Delprato, Mindano, Lewin, & Sentengo, 2018). Secondly, the theory will be useful as government provision of USE Capitation Grants partially provides the needed funds to finance private secondary schools' activities, which fits in Oketch's (2003) argument of partial privatisation where the government is partly providing the necessary funds needed in financing private secondary school activities and the rest being provided by private sector hence performance of private secondary schools. However, the market model of financing higher education has been criticised and branded as academic capitalism, driving education. Authors such as McMahon agree that, in certain circumstances, private funding is necessary. However, they stress the importance of striking a reasonable balance and point out that "...if control of higher education is to be fully relinquished to private markets, then there needs to be analysis of the extent to which there may be market failure leading to distortions." There needs

to be an analysis of the extent to which there may be market failure leading to distortions (McMahon, 2009).

Conceptual Perspective of the Study. Capitation Grants are defined as the money given to every person who qualifies under certain conditions (Kwame, Delprato, Mindano, Lewin, & Sentengo, 2018). It is the amount of money that is given to an organisation for each person it deals with (Belleflamme, Lambert, & Schwienbacher, 2012). In line with this study, USE Capitation Grants refers to the money given by the government to private secondary schools to cater for each student's school fees, registration fees, and scholastic materials in secondary schools.

Contextual Perspective of the Study. The context of private secondary school performance is a complex world over. In many instances, students' enrollment, staff and students' retention, level of performance, amount of school fees paid, infrastructural development, and school image are critical indicators of private secondary school performance (Barungi, 2017). As a result, the introduction and withdrawal of USE funds to private secondary schools had a significant impact, whereas many private secondary schools were revived by this PPP. It is worth noting that so many private secondary schools collapsed after the funds were withdrawn (MoES, 2018). This same report indicated declining enrolment, failure to develop infrastructure, and retain staff in private secondary schools in the country after the withdrawal of Universal Secondary Education Funds. This situation became more pronounced with private secondary schools in Lira City, which were only looking at USE funds for their performance (Nakalyakaani & Ssali, 2020). Some private secondary schools collapsed, for example, Savior Secondary School, and others were sold off, for example, Bright Light Secondary School. After the government stopped providing aid to them in terms of USE funds, for instance, Savior Secondary School and Bright Light College in Lira City. Therefore, Universal Secondary Education

Funds are a major contributor to the performance of private secondary schools (Barungi, 2017).

Empirical Review

Nature of USE Capitation Grants

The nature of USE Capitation grants is characterised by School fees, Registration fees, and Scholastic materials (Kwame, Delprato, Mindano, Lewin, & Sentengo, 2018). The use of Capitation grants was meant to provide free education for lower secondary (Kwame, Delprato, Mindano, Lewin, & Sentengo, 2018). A provision of shillings 31 billion was made to support USE in the national budget in 2008, and shillings 11.20 billion for infrastructural materials and hardship allowances for teachers in hard-to-reach areas.

According to the Ministry of Education and Sports training module on procedures and guidelines for secondary schools in Uganda (MOES, 2010), USE Capitation grants cover all costs that are directly related to the teaching and learning process for schools that participate in the scheme for S.1–S.4 grades.

The grant scheme under USE is designed to meet costs related to recurrent needs of the schools, such as instructional materials, teaching, and learning facilitation (UPPET, 2012). The Universal Secondary Education program was designed with the responsibility of parents, schools, and government in mind to provide the necessary support, materials, and facilities to effectively educate the children in secondary schools. This way, parents remained responsible for providing accommodation, lunch, uniforms, medical care, and scholastic materials (Huylebroeck, Lisa, & Kristof, 2015).

Lower secondary considers children from S.1 to S.4. A candidate who scores 4-28 aggregates at PLE is eligible for joining USE (Kwame, Delprato, Mindano, Lewin, & Sentengo, 2018). Eligible beneficiaries are public government-aided secondary schools and seed schools (schools in sub-

counties without any Public secondary schools. As a result of Public Private Partnership (PPP), Private secondary schools were registered for USE funds, hence provided with tuition and registration fees for qualified students (Barungi, 2017).

The USE Capitation grants were meant to provide free education for lower secondary; hence, the enrollments in secondary education increased as a result introduction of USE Capitation grants at an average rate of 6% per year. However, with the withdrawal of USE Capitation grants, the growth started showing a negative trend. Private schools use personal initiatives to raise funds from their supporters within the local communities as well as international bodies, but are largely dependent on user fees.

METHODOLOGY

Research Design

The researcher used a cross-sectional and correlational design. The study adopted a cross-sectional research design because it enabled the researcher to collect data on USE Capitation grants just once at a particular point in time. A cross-sectional survey design was used because it makes the researcher take a short time to collect data, is relatively inexpensive, easier to conduct, and lays

the groundwork for decisions about follow-up studies (Amin, 2005). It therefore allows the researcher to report the data immediately after it was collected from the field.

Research Approach

The study adopted a purely quantitative approach. The researcher adopted a quantitative approach because it aids collection of data from respondents in numbers. This was appropriate to collect data from a large sample on USE Capitation grants in private secondary schools.

Study Population

The study population was 88 respondents, comprising 6 chairpersons board of directors, 6 head teachers, 6 directors of studies, and 70 teachers. These were selected for the study because they were involved in school management and were seen as knowledgeable about the nature of Universal Secondary Education capitation grants and their contribution to the Performance of Private Secondary schools, and therefore have access to the relevant data required for the study. Only selected private secondary schools that were registered for USE capitation grants within Lira City were considered. The composition of the study population is shown in Table 1 below:

Table 1: The Population of the Study

Categories	Target Population
Chairperson board of governors	6
Head teacher	6
Director of Studies	6
Teachers	70
Total	88

Source: Data 2022

Sample Size and Sampling Methods

The study used a sample size of 77, determined using the Krejcie and Morgan (1970) table for

determining samples from a given population (Appendix 2). The composition of the sample size was as shown in Table 2 below:

Table 2: The Sample Size

Categories	Population	Sample Size	Sampling Techniques
Chairperson Board of Governors	6	06	Purposive sampling
Head teacher	6	06	Purposive sampling
Director of Studies	6	06	Purposive sampling
Teachers	70	59	Simple random sampling
Total	88	77	

Source: *Krejcie and Morgan (1970)*

Chairperson board of directors, head teacher, and director of Studies were purposively selected because they were involved in school management and seen as knowledgeable about the nature of Universal Secondary Education capitation grants and their contribution to the Performance of Private Secondary schools. Teachers were selected using simple random sampling because it gives each member of the targeted population an equal chance of being chosen for the study.

Data Collection Techniques

The research used a primary data collection method to collect data. In order to obtain the data, the researcher used a self-administered questionnaire with sections A and B, and a five-point Likert-type scale was used on the drop and pick method. Through the administration of a self-administered questionnaire, the study was able to acquire quantitative information. Qualitative data was also collected using an interviewing technique, together with a documentary review.

Data Collection Instrument

Questionnaire. A questionnaire survey will be used to collect primary quantitative data (see Appendix 1). A questionnaire is a research instrument consisting of a series of interrelated questions prepared by the researcher. It contains questions about the research problem under investigation based on the objectives of the study. The questionnaire aims to gather information from respondents (McLeod, 2018; Amin, 2005). In this study, a structured self-administered questionnaire will be used as the main instrument of quantitative data collection from the two selected respondents

from private secondary schools in Lira City. The questionnaire will be structured in such a way that respondents can complete it with little supervision, hence self-administered. To measure variables, these questions will be constructed using a five-point Likert-type scale of 5“Strongly Disagree”, 4“Disagree”, 3“Not Sure”, 2“Agree”, and 1“Strongly Agree”. The scale will be used because it offers multiple choices, so the respondents simply have to select answers from the already predetermined feedback. In addition, it becomes easier to interpret and analyse results whose responses are coded in a specific manner. The researcher will personally distribute the questionnaire to improve data accuracy and to minimise suspicion among respondents.

Quality Control

Validity of the Instrument. The content validity index (CVI) was calculated using the following formula: $CVI = \frac{\text{Valid Items}}{\text{Total Number of Items}} = \frac{33}{36} = 0.917$.

The computation was performed by the researcher to ensure that the instrument content is designed in accordance with the study variables. To accomplish this, copies of the instruments were given to at least two supervisors for expert judgment (Mohajan, 2017). Because CVI was found to be 0.917, greater than 0.6, the tool was deemed valid (Mohajan, 2017).

Reliability of the Instrument. To ensure the reliability of the instrument, Cronbach’s alpha was calculated. Cronbach is used if the instrument has more than two responses provided for each item (Cronbach, 1946). To measure the internal consistency of the research instrument, Pre-testing

of the questionnaires for value reliability was done to ensure the instrument's reliability (Alpha values). This value should be greater than 0.7, as suggested

by Cronbach's alpha (1946). Cronbach recommends analyzing Alpha values for each variable under consideration (Amin, 2005).

Table 3: Reliability Test

Variables	Measures	Items	Cronbach's Alpha
USE Capitalization grants	Nature of USE Capitalization	11	0.857

Source: *Primary data (2022)*

Since the overall coefficient of Cronbach's alpha obtained of 0.857 (84.8%) is greater than the usual cutoff point for Cronbach's alpha coefficient of 0.7, then the questionnaire was considered reliable for collecting data as suggested by Amin (2005).

Administration Procedures

After the approval of the research proposal, the researcher secured an introductory letter from the University and presented it to the City Clerk and City Education Officer, seeking permission to gather data from private secondary schools. Pre-visit to study areas was made to set a rapport. Thereafter, the researcher moved to study sites to collect data from the respondents.

Data Analysis

Quantitative data was coded for easy data entry and analysed using the Statistical Package for Social Science (SPSS) computer program version 20 for Windows, with the aim of generating descriptive statistics on the background of the respondents and also to establish the nature of USE funds in private secondary schools in Lira city (Amin, 2005). Regression analysis was also used to test the contribution of USE Capitalization grants and the performance of private secondary schools.

Ethical Considerations

The researcher ensured that the names and other personal identifiers of the respondents were kept

confidential, and this was made clear to them at the start of the research process (Cacciattolo, 2015). The respondents' consent, confidentiality, voluntary participation, and right to withdraw from research participation were taken into account at all levels of the research process. The researcher also ensured that participants were not harmed and subjected to undue stress (Cacciattolo, 2015).

Limitations and Delimitations of the Study

The researcher may not be able to reach out to all the sampled respondents because of individual characteristics; however, the researcher plans to use persuasion to encourage them to participate in the study. The identified data analysis may not adequately provide the required relevant data interpretation; however, the researcher plans to use different methods to verify results and interpretation.

FINDINGS

Background Characteristics of the Respondents

This section is on the various characteristics of the respondents. These characteristics of respondents include gender, qualification, position held, age bracket, and experience.

Gender. The gender of the respondents was classified into male and female. The results of the responses on gender are presented in Table 4.

Table 4: Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	45	66.2	66.2	66.2
	Female	23	33.8	33.8	100.0
	Total	68	100.0	100.0	

Source: Primary data (2022)

With regards to the respondent gender, the male respondents dominated the study at 45(66.2%), while females were at 23(33.8%), implying that the findings were influenced by male respondents.

Age bracket. The age bracket of the respondents was classified into the following age brackets: 18-25, 26-35, 36-45, 46-55, and 56+. The results of the responses on age brackets are presented in Table 5.

Table 5: Age Bracket

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	26-35	41	60.3	60.3	60.3
	36-45	22	32.4	32.4	92.6
	46-55	5	7.4	7.4	100.0
	Total	68	100.0	100.0	

Source: Primary data (2022)

Table 5 further indicated that the majority of respondents, 41(60.3%) and 22(32.4%), are in the (26-35) and (36-45) years old, respectively, implying that they were mature enough to give positive information since they are considered knowledgeable on the subject matter of study.

Qualifications. The qualification of the respondents was classified into Diploma, Bachelor and Master's. The results of the responses on qualification are presented in Table 6.

Table 6: Level of Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	24	35.3	35.3	35.3
	Bachelor	36	52.9	52.9	88.2
	Master	8	11.8	11.8	100.0
	Total	68	100.0	100.0	

Source: Primary data (2022)

With regard to education, the majority of the respondents were bachelor holders, 36 (52.9%), implying that the researcher was confident of the results obtained because all these respondents were able to understand the items in the questionnaire.

Marital Status. The marital status of the respondents was classified into single, married, and widowed. The results of the responses on the marital status of the respondents were presented in Table 7.

Table 7: Marital Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	22	32.4	32.4	32.4
	Married	43	63.2	63.2	95.6
	Widow	3	4.4	4.4	100.0
	Total	68	100.0	100.0	

Source: Primary data (2022)

Table 7 further indicated that the majority of respondents, 43(63.3%), were married, implying that they were mature and responsible enough to give positive information on the subject matter of study.

Position held. The position held by the respondents was classified into the Board of Directors, head teacher, directors of studies, and teachers. The results of the responses on the position held by respondents were presented in Table 8.

Table 8: Position Held

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Board of Directors	5	7.4	7.4	7.4
	Head teacher	6	8.8	8.8	16.2
	Director of Studies	5	7.4	7.4	23.5
	Teachers	52	76.5	76.5	100.0
	Total	68	100.0	100.0	

Source: Primary data (2022)

Regarding the position held by respondents, 52(76.5%) were teachers, and in education and performance of a school are key, implying that their participation is also important in the study of the subject matter.

Experience. The experience in terms of number of years served by the respondents was classified in the following year brackets: 1-3, 4-6, 7-10, and 10+. The results of the responses on experience are presented in Table 9.

Table 9: Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-3	16	23.5	23.5	23.5
	4-6	20	29.4	29.4	52.9
	7-10	25	36.8	36.8	89.7
	10+	7	10.3	10.3	100.0
	Total	68	100.0	100.0	

Source: Primary data (2022)

Regarding the number of years worked, Table 9 also revealed that the majority, 25 (36.8%), of the respondents had worked for only worked for 7- 10 years, implying that they were more experienced and in a position to objectively provide much of the information on the study areas.

The Nature of USE Capitation Grants in Private Secondary Schools

As far as the nature of USE capitation grants is concerned, the respondents were asked whether USE Capitation grants cover tuition fees, registration fees, and scholastic materials. They were also asked whether USE Capitation grants made fees affordable for students, helped in meeting costs related to instructional materials, infrastructural development, and teaching and learning facilitation. The candidates were also asked

whether a candidate who scores 4-28 aggregates at PLE was eligible for joining USE, whether the Government always releases USE funds in time, reminded to release USE funds when they delayed

in the release of USE funds to private secondary schools. The respective responses are provided in Table 10 below.

Table 10: Statements relating to the Nature of USE Capitation Grants

Statements relating to the Nature of USE Capitation grants.	SD	D	N	A	SA
USE Capitation grants to cover tuition fees of registered Students	17.6% (12)	16.2% (11)	23.5% (16)	25% (17)	17.6% (12)
USE Capitation grants to cover registration fees of registered Students	-	35.3% (24)	-	42.6% (29)	22.1% (15)
USE Capitation grants to cover scholastic materials	-	17.6% (12)	30.9% (21)	33.8% (23)	17.6% (12)
USE Capitation grants made to make fees affordable for students	-	32.4% (22)	25% (17)	25% (17)	17.6% (12)
USE Capitation grants helps meet the cost related to instructional materials	23.5% (16)	11.8% (8)	-	17.6% (12)	47.1% (32)
USE Capitation grants helps in meeting the cost related to infrastructural development	-	11.8% (8)	41.2% (28)	29.4% (20)	17.6% (12)
USE Capitation grants helps in meeting the cost related to teaching and learning facilitation	17.6% (12)	16.2% (11)	23.5% (16)	25% (17)	17.6% (12)
A candidate who scores 4-28 aggregates at PLE is eligible to join USE.	-	35.3% (24)	-	42.6% (29)	22.1% (15)
The government always release USE funds in time to private secondary schools.	-	17.6% (12)	30.9% (21)	33.8% (23)	17.6% (12)
The government is reminded to release USE funds when it delays	10.3% (7)	23.5% (16)	41.2% (28)	25% (17)	-
The government delays the release of USE funds to private secondary schools.	-	27.9% (19)	42.6% (29)	29.4% (20)	-

Source: Primary data (2022)

Statistical data presented in Table 10 above on whether USE Capitation grants cover tuition fees, the majority, 25% of the respondents agreed, and 17.6% strongly agreed. This implies that USE capitation grants cover tuition fees. On whether USE Capitation grants cover registration fees, the majority, 42.6% of the respondents agreed, and 22.1% strongly agreed. This implies that USE capitation grants cover registration fees. On whether USE Capitation grants cover scholastic materials, the majority, 33.8% of the respondents agreed, and

17.6 % strongly agreed. This implies that USE capitation grants cover scholastic materials.

They were also asked whether USE Capitation grants made fees affordable for students; the majority, 25% of the respondents, agreed, and 17.6 % strongly agreed. This implies that USE Capitation grants made fees affordable for students. On the other hand, 32% of the respondents disagree with the statement that USE Capitation grants made fees affordable for students.

On whether USE Capitation grants helped in meeting the cost related to instructional materials, the majority, 17.6 % of the respondents agreed, and 47.1 % strongly agreed. This implies that USE Capitation grants helped in meeting costs related to instructional materials. On whether USE Capitation grants helped in meeting the cost related to infrastructural development, the majority, 29.4% of the respondents, agreed, and 17.6 % strongly agreed. This implies that USE Capitation grants helped in meeting costs related to infrastructural development. On whether USE Capitation grants helped in meeting the cost related to teaching and learning facilitation, the majority, 25% of the respondents, agreed, and 17.6 % strongly agreed. This implies that USE Capitation grants helped in meeting the cost related to teaching and learning facilitation.

On whether a candidate who scores 4-28 aggregates at PLE was eligible for joining USE, the majority, 42.6 % of the respondents agreed, and 22.1 % strongly agreed. This implies that any candidate who scored 4-28 aggregates at PLE was eligible to join USE.

Respondents were also asked about how USE Capitation grants were released. On whether the Government always releases USE funds in time, the majority, 33.8 % of the respondents agreed, and 17.6 % strongly agreed. This implies that the Government always releases USE funds in time. On whether the Government is reminded to release USE funds when they delay, the majority, 41.2 % of the respondents, were neutral. This implies that they were not sure. On whether the Government delay in the release of USE funds to private secondary schools, the majority, 42.6 % of the respondents were neutral in their response, and 29.4 % agreed. This implies that they were not sure.

From the interview with head teachers, they said that the school was receiving UGX 44, 000 per child each and every term, and the amount received by each depends on the number of students each term. However, “the remittance of the Grant was always

late,” said the head teacher. They also said that the registration fee of UGX 165,000 per child was paid to UNEB. They said once the grant is sent, accountability is always required.

From expenditure sheet for capitation grants reviewed, the grant was used for tuition (18%), maintenance of infrastructure (17%), meals (15%), administration (10%), utilities (10%), other charges that is to say PTA allowances& wages (12%), co-curricular activities (08%), transport (05%), health & sanitation (03%) and career guidance and counseling (02%).

DISCUSSIONS

The finding revealed that USE capitation grants covered tuition fees and scholastic materials. This is in agreement with Kwame et al. (2018), who assert that the nature of USE Capitation grants is characterised by School fees, Registration fees, and Scholastic materials. The finding also revealed that USE Capitation grants made fees affordable for students. Though USE Capitation grants made fees affordable, it is not totally free, as Kwame et al. (2018) noted. The finding revealed that USE Capitation grants helped in meeting costs related to instructional materials, infrastructural development, and teaching and learning facilitation, which is in agreement with (UPPET, 2012). The findings also showed that any candidate who scored 4-28 aggregates at PLE was eligible to join USE. This is in agreement with the Ministry of Education and Sports training module on procedures and guidelines for secondary schools in Uganda (MOES, 2010). USE Capitation grants cover all costs that are directly related to the teaching and learning process for schools that participate in the scheme for S.1–S.4 grades. From the interview with head teachers, the school was receiving UGX 44, 000 per child each and every term, and the registration fee of UGX 165,000 per child was paid to UNEB. The expenditure sheet for capitation grants reviewed, the grant was used for tuition (18%), maintenance of infrastructure (17%), meals (15%), administration (10%), utilities (10%), other

charges that is to say PTA allowances & wages (12%), co-curricular activities (08%), transport (05%), health & sanitation (03%) and career guidance and counseling (02%).

CONCLUSION

USE the capitation grants to cover tuition fees, registration fees, and scholastic materials. USE Capitation grants helped in meeting the cost related to instructional materials, infrastructural development, and teaching and learning facilitation. Private secondary schools were receiving UGX 44,000 per child each and every term, and the registration fee of UGX 165,000 per child was being paid to UNEB. Its introduction was to make fees affordable for students. Candidates who scored 4-28 aggregates at the PLE were eligible to join USE.

Recommendation

The private secondary schools should set up income generation projects within the schools, for example, piggy, mushroom growing projects, amongst others, to help diversify their sources of income. This will enable the private secondary schools to fund their school activities without much challenge, leading to an improvement in the school's general performance.

Area for Research

Capitation grants and the financial performance of private secondary schools.

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