UNIVERSAL SECONDARY EDUCATION CAPITATION GRANTS AND PERFORMANCE OF PRIVATE SECONDARY SCHOOLS IN LIRA CITY

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DECLARATION

I, Yon Teddy Bovine, declare that this dissertation is my original work and that it has never been submitted to any university for the award of any academic qualification.

Sign.....

Yon Teddy Bovine

21st - DEC - 2023.

Date

APPROVAL

This is to certify that this dissertation entitled "Universal Secondary Education Capitation Grants and Performance of Selected Private Secondary school in Lira City" was developed under our supervision and submitted for review with our approval.

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DEDICATION

I dedicate this piece of work to my family. A special feeling of gratitude goes to my dear husband Mr. Apollo Okello for the moral support rendered to me to make my study a success. My wonderful Children Emmanuel Elly Okello, Elizabeth Ethel Akao, Ephraim Ethan Engola and Ebenezer Eaan Okello who have never left my side and have been the best cheer leaders.

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ACRONYMS AND ABBREVIATIONS

USE	Universal Secondary Education
PPP	Public Private Partnership
MoES	Ministry of Education and Sports
SDG	Sustainable Development Goal
GPIs	Gender Parity Indices
CVI	Content Validity Index

ABSTRACT

The study was conducted to examine the contribution of USE Capitation Grants on the Performance of Private Secondary school in Lira City. The study was conducted because of the report which affirms that due to 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 its operation and infrastructural development which was taken care of by USE Capitation Grants. 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 cross sectional and correlational design, the overall response rate of 88.31%. Key findings USE capitation grants covered tuition fees, and scholastic materials, the finding revealed that USE capitation grants covered tuition fees, and scholastic materials. With regards to level of performance, USE capitation grants on the level of students enrollment, the average results indicated high level of students enrollment ($\bar{x}$ = 4.30, s = 0.73), USE capitation grants on the level of staff retention, the average results indicated high level of staff retention ($\bar{x}$ = 3.48, s = 1.11) and USE capitation grants on the level of infrastructural development, the average results indicated very high level of infrastructural development ($\bar{x}$ = 4.1961, s = 0.7605). The findings shows that there is a strong 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 USE capitation grants covered tuition fees, and scholastic materials, there is 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 the private secondary schools should set up income generation project within the schools for example piggery, mushroom growing projects amongst others to help diversify their sources of income, Government should allocate some money [Grants] to support the private secondary schools and also sensitize the public about the withdrawal of USE grants from the private secondary schools.

Chapter One

1.0 Introduction

1.1 Introduction

The performance of private secondary schools is threatened by the phasing out of Universal Secondary Education (USE) Capitation grants, the urgency to 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). According to Kwame et al (2018) leaving many private secondary schools in a state of quagmire therefore, the study will investigate the contribution of USE Capitation grants funds on Performance of Private Secondary school in Lira City.

The topics that were discussed in this chapter included an introduction, the setting of the investigation, a statement of the problem, the main objective, particular objectives, research questions, a hypothesis, a conceptual framework, the significance of the study, and justification.

1.2 Background of the Study

This part is broken up into four sub-sections, which are as follows: the historical perspective, the theoretical perspective, the conceptual perspective, and the contextual perspective.

1.2.1 Historical Perspective

The inception of private schools can be traced back to ancient times, when informal education prevailed (Muwanguzi, 2018). The origins of Western formal education can be traced back to the global context of the Greek and Roman era, namely to the 16th century (Muwanguzi, 2018). Prior to the pivotal 1944 Education Act for England and Wales, all secondary schools in England were privately operated and established by either the Church of England or the Roman Catholic Church. Following the 1944 Education Act for England and Wales, while the majority of religious schools continued to operate as entirely private institutions, an increasing number of schools established partnerships with the government. These schools fell into three distinct categories: voluntary controlled, voluntary aided, or special agreement (Walford, 2009). Confucius introduced the tradition of private education in China several millennia ago, which persisted as the predominant mode of teaching for a considerable period. The emergence of the "new school system" or modern private education occurred in the year 1840 (Zeyu, 2001).

The Portuguese immigration between 1500 and 1700 AD catalysed the advancement of formal education in multiple states across sub-Saharan Africa. In Botswana, the quantity of private secondary schools increased significantly from 35 to 163 during a span of 35 years, specifically between 1980 and 1993 (Muwanguzi, 2018). Founded in June 1859 by the Church Missionary Society, this educational institution was the initial privately-owned secondary school in Nigeria (Abolade & Oyelade, 2017). Pretorius (2019) observes that the educational system in South Africa originated during the period of British imperial dominance. Charity grammar schools were founded by religious and philanthropic donations with the purpose of educating underprivileged students in particular regions. The government did not intervene in education

until the 1830s. The English public schools in South Africa were not established by the state, as stated by Pretorius (2019).

In the 18th century, European missionaries introduced this form of education to East Africa, mostly in urban centres and coastal regions (Wamalwa & Burns, 2017). The growth of education was closely tied to the rapid development of missionary work in the 1880s. Previously, education had been under the control of the Church of England or the Roman Catholic Church from its inception.

The British colonial period, which lasted from around 1894 to 1962, had a lasting impact on Uganda's educational system (GOU, 2017). Missionary schools in Uganda were created in the early 1890s by Christian missionaries, and they were privately owned, financed, and controlled by either the Church of England or the Roman Catholic Church. These schools were formed while Uganda was under British administration (Omoeva & Gale, 2016). Only the privileged urban class, however, had the ability to benefit from the limited educational options that were available (James, Donald, & Christopher, 2008). However, the administration saw the imperative of enhancing education following independence to meet the demands and objectives of the people (Lewin, 2018).

Since the government's decision to liberalize the education system in 1993, private investors in Uganda have created numerous secondary schools. This move has allowed private actors to supplement governmental efforts in providing inexpensive and high-quality education (Hamiza & Francis, 2020). Private schools rely on individual initiatives to obtain money from both domestic and international sources, as stated by Kwame, Delprato, Mindano, Lewin, and Sentengo (2018).

In March 1990, a global conference on education was organized by UNESCO in Jomtien, Thailand. In 2000, during the Dakar, Senegal global summit, the concept of universal secondary education was officially supported by the international community. In 2007, the Ugandan government introduced the project in response to the inability of public secondary schools in the country to accommodate the growing number of students. In response to this issue, the government adopted a public-private partnership (PPP) framework, which involved collaborating with the business sector to offer secondary education to disadvantaged kids in the country (Kwame, Delprato, Mindano, Lewin, &Sentengo, 2018). The government fully covers the expenses of tuition and registration for eligible students enrolled in private secondary schools that have opted to take part in the USE PPP scheme. The 792 private secondary schools that are members of the partnership effectively utilise the funds allocated for the USE programme (Kwame, Delprato, Mindano, Lewin, &Sentengo, 2018). The current study raised doubts about the efficacy of the sector. The act of artificially increasing the number of students enrolled in a school can be seen as a tactic to optimise the amount of resources allocated to the school, as stated by Barungi (2017). This was mentioned as an illustration of the Ministry of Education's lack of effectiveness in the research.

1.2.2 Theoretical Perspective

The study will be guided by the market model theory of education funding, as proposed by Oketch (2003). In theory, a blend of financial diversification and partial privatization is essential to secure funding for educational institutions.

Private schools rely on diverse funding sources, such as individual initiatives to seek donations from local residents and international organizations. Therefore, the market model

theory of education financing is highly appropriate for studying this matter (Kwame, Delprato, Mindano, Lewin, & Sentengo, 2018).

Secondly, the theory will be useful as government provision of USE Capitation Grants partially provide the needed funds to finance private secondary schools' activities which fits in Oketch (2003) argument of partial privatization where the government is partly providing necessary funds needed in financing private secondary school activities and the rest being provided by private sector hence performance of private secondary schools. The market approach of financing higher education, on the other hand, has been subject to criticism and labelled as academic capitalism that drives education.

Many authors, including McMahon, are in agreement that private finance is frequently required in specific situations. 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." An examination of the degree to which there is a possibility of market failure resulting in distortions is something that needs to be addressed (McMahon, 2009).

1.2.3 Conceptual Perspective

There are two variables in this study: USE Capitation Grants (IV) and Performance of Private Secondary Schools (DV). Capitation Grants is defined as the money given to every person who qualifies under certain conditions. It is the amount of money that is given to an organization for each person it deals with (Belleflamme, Lambert, & Schwienbacher, 2012). The government provides USE Capitation Grants to private secondary schools as part of the USE program's Public Private Partnerships (PPP). These grants are intended to cover the expenses

related to each student's tuition, registration fees, and school supplies (Kwame, Delprato, Mindano, Lewin, &Sentengo, 2018).

The focal variable in question pertains to the performance of private high schools. Private secondary schools can evaluate their performance by analysing both financial and non-financial indicators such as sales growth, market share, and profitability. Non-financial include increased students' enrollment, staff and students' retention and infrastructural development, geographic expansion, the introduction of new services, and stakeholder satisfaction (Amandu, 2016). The focus of this study will be on non-financial perspectives, such as increased students' enrollment, staff and students' retention and infrastructural development (Barungi, 2017).

The main objective of private schools is to achieve optimal performance. Submit the Ugandan government introduced Capitation Grants in 2007 to make use of the remaining money from the country's universal primary education system, which had been active since 1997 and had a significant impact on a broad population (MoES, 2010). Submit the Additionally, Capitation Grants were implemented to provide complimentary lower secondary education. Students in grades S.1–S.4 are classified as being at the lower secondary level. In order to qualify for membership in USE, an applicant must have an overall PLE score ranging from 4 to 28 (Kwame, Delprato, Mindano, Lewin, & Sentengo, 2018).

The extension of USE Capitation Grants to private secondary schools led to establishment of Public Private Partnership (PPP), private secondary schools were registered for USE Capitation Grants hence, provided with tuition and registration fee for absorbed students (Barungi, 2017). Accordingly, this led to increase increased performance of private secondary schools as students' enrollment went high and retention since there was increased funding

(Nakalyakaani & Ssali, 2020). In Lira for example, private secondary schools that had almost collapsed due to limited funding were revamped and continued to survive as a result of their enrollment in PPP. It is crucial to examine the impact of the utilization of Capitation Grants on the private secondary schools in Lira City.

1.2.4 Contextual Perspective

The context of private secondary school performance is 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, introduction and withdrawal of USE funds to private secondary schools left a lot of 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). The research indicates that private secondary schools nationwide experienced a decline in student enrollment, a lack of capacity to construct essential infrastructure, and a shortage of trained teachers as a result of the removal 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 collapse for example savior Secondary school and others sold off for example Bright Light Secondary School after the government stopped providing aids to them in terms of USE funds for instance, Savior Secondary School and Bright light college in Lira City. Therefore, Universal Secondary Education Funds, is a major contributor to the performance of private secondary school (Barungi, 2017).

1.3 Problem Statement

Performance of private secondary schools are important to many stakeholders in the provision of secondary education opportunities to all (Kwame, Delprato, Mindano, Lewin, & Sentengo, 2018). Public secondary schools in Uganda, including those in Lira City, were qualified to receive USE Capitation Grants under the country's Public Private Partnership scheme, which enabled the government to enhance academic achievement on a national scale(ISER, 2019; Kwame, Delprato, Mindano, Lewin, & Sentengo, 2018).To accomplish SDG number four, which aims to guarantee universal access to quality education and lifelong learning opportunities, financial resources were allocated to private secondary schools. This allocation facilitated the enhancement of secondary education provision for numerous students (ISER, 2019; Barungi, 2017; Kwame, Delprato, Mindano, Lewin, &Sentengo, 2018).

However, due to 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 its operation and infrastructural development which was taken care of by USE Capitation Grants. As a result, the purpose of this research on Universal Secondary Education Funds and Performance of Private Secondary Schools in Lira City is to offer potential solutions to prevent these concerning issues from becoming even more severe.

1.4 Objective of the Study

1.4.1General Objective

The objective of the study was to investigate the impact that USE Capitation Grants have had on the academic performance of private secondary schools in the city of Lira.

1.4.2. Specific Objectives

1. To assess the nature USE Capitation Grants in selected private secondary schools in Lira city
2. To determine the level of performance of private secondary schools in Lira city
3. To examine the relationship between USE Capitation Grants and performance of private secondary schools in Lira city

1.5. Research Questions

1. What are the nature USE Capitation Grants in private secondary schools in Lira city?
2. What is the level of performance of private secondary schools in Lira city?
3. What is the relationship between USE Capitation Grants and performance of private secondary schools in Lira city?

1.6 Significance of the Study

The study's findings will provide insight into the substantial influence of USE Capitation Grants on the academic achievement of private secondary schools in Lira City. This type of information also plays a crucial role in determining the success of private secondary schools in Lira City. In order to maintain the operation of private secondary schools, the government may employ the outcomes to implement policy modifications.

1.7. Scope of the Study

Geographical, content, and temporal scopes were all part of the study's overall framework. This research looked at how private high schools in Lira City employed USE Capitation Grants and how well they did academically. Six private secondary schools in Lira City that were receiving USE capitation grants were the subjects of the study. Located in

Uganda's Northern Region, the city of Lira is a major business hub. Nearby cities include Soroti metropolis (124 kilometres northwest), Gulu City (110 kilometres southwest), and the largest metropolis in Northern Uganda, Gulu. For more information, see appendix E. A primary focus of the research was the data set covering the years 2007–2021. Because it encompasses the beginning and end of USE capitation grants for private secondary schools in Lira City, this time frame was selected.

1.8 Conceptual Framework

A conceptual framework is a written or graphic representation of the research variables' relationships and their operationalization. A conceptual framework is shown in Figure 1.1 to explain the relationship between the independent variable of USE Capitation Grants and the dependent variable of private secondary school performance. The study's variables were shown to be connected.

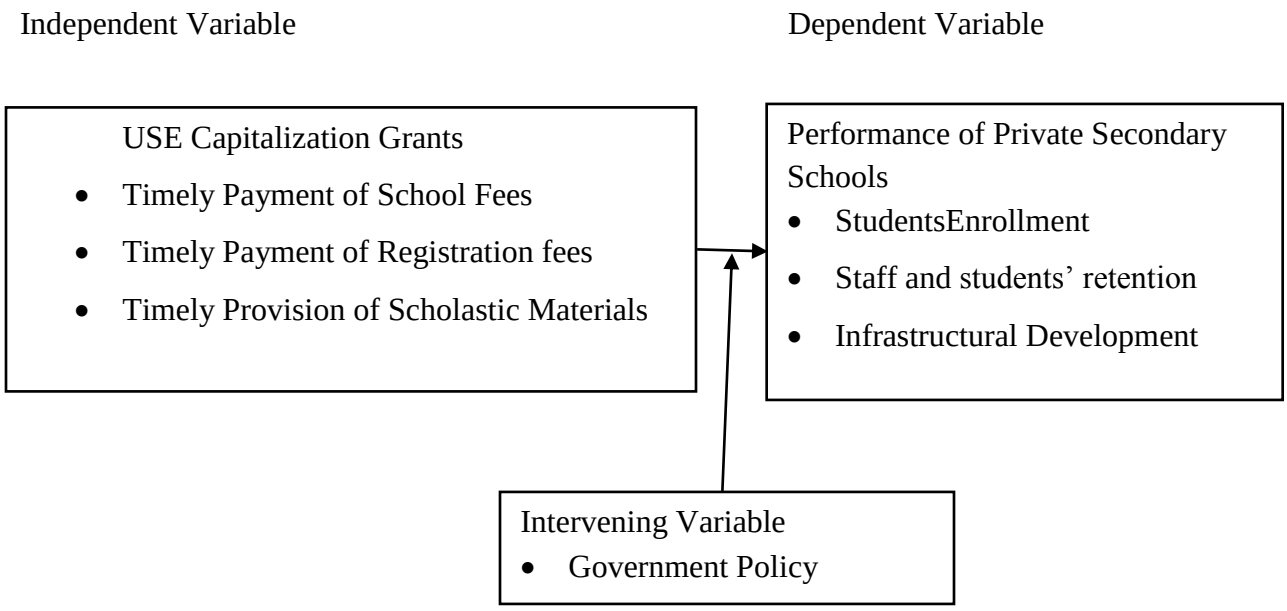


Fig 1: Conceptual Framework of the Study
Source: Researcher (2021)

Using the market model theory, Universal Secondary Education Funds (USE) Capitation Grants qualified as independent variable is described in the study as School fees, Registration fees and Scholastic materials (Kwame, Delprato, Mindano, Lewin, & Sentengo, 2018) and Performance of private secondary school qualified as dependent variable described in the study in terms of the number of students' enrolled, Staff and students' retention, and Infrastructural Development (Barungi, 2017) and will be influenced by government policy and location as intervening variable.

According to theory funding educational institutions require financial diversification and partial privatization. The private schools' financial assistance comes from a wide variety of places, including local community fundraisers, grants and contracts, and even grants and contracts from national and international organizations (Kwame, Delprato, Mindano, Lewin, & Sentengo, 2018). Secondly, the government provision of USE Capitation Grants partially provides the needed funds in financing private secondary school activities and the rest being provided by private sector hence performance of private secondary schools. However, the government policies like determining amount and time of paying school fees, registration fees and provision of scholastic materials is the intervening variable.

1.9 Operational Definition

Capitation Grants: Is defined as the money given to every person who qualifies under certain conditions. It is the amount of money that is given to an organization for each person it deals with (Belleflamme, Lambert, & Schwienbacher, 2012).

The Universal Secondary Education (USE) programme is a government project that was being implemented by the majority of secondary schools that received government assistance and a small number of secondary schools that were privately operated.

This study's findings suggest that private secondary schools receive funding from the government in the form of USE Capitation Grants, which cover the costs of education, including tuition, registration fees, and course materials.

The term "performance" refers to how well something works or how an operation is carried out. Consistent with this research, non-financial factors such improved infrastructure, higher student and faculty retention rates, and expanded enrollment will be the primary emphasis (Barungi, 2017).

Chapter Two

2.0 Literature Review

2.1 Introduction

This chapter reviews the literature on the variables under investigation particularly USE funds and Performance of Private Secondary Schools.

2.2 Nature of USE Capitation Grants

The defining features of USE Capitation grants, as identified by Kwame, Delprato, Mindano, Lewin, and Sentengo (2018), include expenses related to school fees, registration fees, and Scholastic materials. Kwame, Delprato, Mindano, Lewin, and Sentengo (2018) state that the objective of USE Capitation grants was to offer complimentary lower secondary education. The 2008 national budget allocated a total of 31 billion shillings to finance the Universal Secondary Education (USE) programme, as well as 11.20 billion shillings for infrastructure materials and hardship compensation for teachers working in remote areas. According to the training module on procedures and guidelines for secondary schools by the Ugandan Ministry of Education and Sports (MOES, 2010), schools participating in the USE Capitation grants scheme for students in grades S.1–S.4 are refunded for all costs directly associated with teaching.

The USE grant programme (UPPET, 2012) provides financing for instructional resources, teaching and learning facilitation, and other ongoing educational expenses. The Universal Secondary Education plan aims to ensure that secondary school students receive comprehensive support from parents, schools, and the government to achieve academic success. Consequently, the parents remained accountable for providing shelter, food, clothing, medical care, and educational materials (Huylebroeck, Lisa, & Kristof, 2015).

Students in grades S.1–S.4 are categorized as lower secondary. As stated by Kwame, Delprato, Mindano, Lewin, and Sentengo (2018), candidates having PLE aggregate scores between 4 and 28 are eligible to apply for USE. Funding is available for seed schools, which are located in subcounties without any public secondary schools, as well as publicly aided secondary schools. Following their participation in the Public Private Partnership (PPP), private secondary schools became eligible to receive USE money to cover tuition and registration fees for qualified students (Barungi, 2017).

2.3Performance of Private Secondary Schools

Infrastructure development, student enrollment, and staff retention are the key factors that determine the effectiveness of private secondary schools (Barungi, 2017).

The implementation of USE Capitation grants resulted in a consistent annual growth rate of 6% in secondary school enrollment, increasing from 954,000 in 2007 to over 1.5 million in 2016. Nevertheless, with the removal of these grants, the growth exhibited a declining trajectory (ISER, 2019; Bashir, M, Ninan, & Tan, 2017). This spike can be attributed to the adoption of USE Capitation grants.

Moreover, in Uganda, there is a substantial disparity in enrollment between genders, favouring males (MoES, 2016). Soroti, Mbale, and Kampala are three prominent metropolitan hubs with significantly disparate Gross Enrollment Rates (GERs): 47%, 60%, and 53%, respectively (ibid). The lack of improvement in the GPIs, despite the high GERs, implies that the former does not necessarily reflect the latter. This suggests that just increasing the number of schools will not effectively address the issue of gender disparity. Addressing the problem of gender imbalance in secondary schools is crucial and requires immediate action.

The use of USE Capitation money is dependent on the ability to retain staff, which serves as an indicator of the performance of private secondary schools (Barungi, 2017). The national schools' inspection report by the Ministry of Education and Sports in 2018 clearly indicated that private secondary schools in the country were unable to keep their staff when the USE Capitation subsidies were terminated (MoES, 2018). Private schools in Uganda were allocated USE income derived from students' tuition and exam fees, which were utilized to finance various operations, including as remunerating instructors and administrators, thereby enhancing their performance. Nevertheless, these payments were later retained. The problem exacerbated because to the exclusive emphasis of private secondary schools on USE money (Nakalyakaani& Ssali, 2020). Private schools are facing challenges in retaining teachers due to the discontinuation of financial support from the Universal Schooling Enhancement (USE) programme, as stated by Makhuzeni and Barkhuizen (2015). One factor contributing to this phenomenon is the premature departure of employees who are inadequately remunerated or poorly compensated. According to Rothstein (2015), teacher tenure can only be prolonged with significant compensation raises. In addition, schools were compelled to offer supplementary remuneration such as incentives, commissions, and allowances in order to keep their highly valued staff (Richard, 2016).

Private schools depend on user fees to finance the construction and improvement of their facilities (Monazza &Shenila, 2018). The user's text is empty. A report (ISER, 2019) indicates that private secondary schools nationwide experienced a decrease in infrastructure development after the discontinuation of USE Capitation subsidies. Hence, these schools are notable due to the influence of market conditions on their financial sustainability and the type of students they enroll and retain (Monazza &Shenila, 2018). Private schools rely on a combination of tuition fees and grassroots fundraising from local and international organizations to finance crucial

school facilities such as classrooms, laboratories, teacher housing, laboratory equipment, textbooks, and other necessities (Crawfurd, 2017). Although a few private schools do provide student work programmes, the majority do not give opportunities for students to earn money to pay for tuition. The development initiatives of both private and public schools have incorporated significant community engagement (Crawfurd, 2017).

2.4 Relationship between USE Capitation grantsand Performance of Private Secondary Schools

Private secondary schools in Uganda were able to have their tuition and registration fees covered by eligible students through the introduction of universal secondary education in 2007. This was made possible by the results of UPE, which had been functioning since 1997, and the implementation of a Public Private Partnership arrangement. (Barungi, 2017). According to Nakalyakaani and Ssali (2020), private secondary schools experienced improved outcomes due to the rise in student enrollment and the ability to retain staff. This positive impact was attributed to the availability of grants, which were used to fund salaries and various development expenses, including the construction of classrooms, laboratories, teacher housing, and the procurement of laboratory equipment and textbooks.

The Ugandan government's allocation of Universal Secondary Education (USE) funds to private secondary schools has been advantageous within the framework of the public-private partnership. Research has indicated that private schools utilize fees to cover both operational and developmental expenses (ISER, 2019; Kwame, Delprato, Mindano, Lewin, &Sentengo, 2018). Private secondary schools enhanced their infrastructure development capacities through the financial resources allocated to them (ISER, 2019; Barungi, 2017; Kwame, Delprato, Mindano, Lewin, &Sentengo, 2018). USE financing provided financial coverage for both tuition and registration fees at private secondary schools for qualifying students (Barungi, 2017). Private

secondary schools benefited significantly from the infrastructure enhancements that were made possible by the increased financial influx (Nakalyakaani& Ssali, 2020). These schools in the state of quagmire are relying on the funds that are being withheld from them.

2.5Conclusion

The implementation of USE Capitation funds resulted in a yearly increase of 6% in secondary education enrollment, as these grants aimed to offer free lower secondary education. Nevertheless, after the incentives were revoked, the growth started to display a detrimental pattern. The rate of staff retention is a key indicator of a private secondary school's performance. However, it is clear that private secondary schools in the country have been unable to keep their teaching staff with the loss of USE Capitation money. Private schools mainly depend on tuition fees, however they frequently employ individual initiatives to secure financial support from both local and international benefactors.

The study found that private secondary schools saw enhanced performance following their registration for USE money. This enabled them to gather tuition and registration fees from qualified students, so boosting enrollment and staff retention. The monies were used towards remunerating staff and financing other development expenses, mostly focused on constructing essential facilities such as classrooms, labs, teachers' residences, textbooks, and other related infrastructure. Regrettably, it was unfeasible to sustain student enrollment or employee retention.

Private schools depend on user fees to finance the construction and improvement of their infrastructure (Monazza &Shenila, 2018). The user's text is empty. A report (ISER, 2019) indicates that private secondary schools nationwide experienced a decrease in infrastructure development after the discontinuation of USE Capitation subsidies.

Research conducted by Nakalyakaani and Ssali (2020) indicates that the implementation of USE Capitation grants resulted in an increase in the performance of private secondary schools. This can be attributed to the grants providing financial assistance for salaries and the partial or complete coverage of development expenses, such as classrooms, laboratories, teachers' residences, textbooks, and other physical infrastructure within the schools. The loss of the USE Capitation grant has led to decreases in student enrollment, staff retention, and infrastructure development.

Chapter Three

Methodology

3.1 Introduction

This section delves into the study's methodology. Considerations for ethics, study population, research methodology, sample size, data sources, data gathering tools, data analysis, validity, reliability, and assumptions about study limitations and delimitations were all part of the review.

3.2 Research Design

The study's methodology included both cross-sectional and correlational approaches. Because it allowed for the collection of data on USE Capitation awards and Performance at a single, discrete moment in time, the study used a cross-sectional research methodology. Because it is easy to administer, doesn't cost a lot, and provides a foundation for decisions on follow-up studies, a cross-sectional survey design was chosen (Amin, 2005). As a result, the researcher can report the data as soon as it is collected from the field. The researcher was also able to determine the connection between USE Capitation funds and private secondary school performance by employing a correlational design.

3.3 Research Approach

Quantitative and qualitative methods were used exclusively in the study. A quantitative strategy was used by the researcher since it allowed for the collecting of numerical data from the respondents. The use of a qualitative technique to describe events and discussions in relation to interview findings allowed for the suitable collection of data from a wide sample and allowed for

the examination of the relationship between USE Capitation funds and the performance of private secondary schools.

3.4 Study Population

There were 88 participants in the study, including 70 educators, 6 board of director chairpersons, 6 head teachers, and 6 directors of studies. We chose these individuals for the study because of their roles in school administration, their apparent expertise regarding the characteristics of USE capitation grants and their impact on the academic achievement of private secondary schools, and the fact that they possessed the necessary data for the research. Consideration was limited to private secondary schools in Lira City that were registered for USE capitation grants. Table 3.1 below shows the study population's composition:

Table 3.1: 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

3.5 Sample Size and Sampling Methods

The study employed a sample size of 77 individuals, determined using the table created by Krejcie and Morgan (1970) specifically for selecting samples from a certain demography. The details can be found in Appendix 2. The subsequent table, located below, displays the makeup of the sample size.:

Table 3.2: 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)

The chairperson, head teacher, and director of studies were hand-picked for their experience in school administration and their apparent familiarity with the inner workings of private secondary school capitation grants and their impact on student achievement. Simple random sampling was used to choose the teachers for the study since it ensures that every member of the target population has an equal opportunity to be picked.

3.6Data Collection Techniques

Primary data collection was the method employed to gather information for the research. Section A and B of the self-administered questionnaire utilized a five-point Likert-type scale on a drop-and-pick approach to collect data. The study obtained quantitative data through the use of

self-administered questionnaires. Interviews and a review of relevant documents were also used to gather qualitative data.

3.7 Data Collection Instrument

3.7.1 Questionnaire

To gather primary quantitative data, a questionnaire survey was utilized (see to appendix 1). The researcher creates a series of linked questions to use as a research tool; this set of questions is called a questionnaire. Based on the study's aims, it poses questions on the research problem. To collect data from people who fill out the survey (McLeod, 2018; Amin, 2005). Two participants from private secondary schools in Lira City were chosen at random and asked to fill out a structured questionnaire that served as the primary tool for collecting quantitative data in this study. The questionnaire was designed to be self-administered since it may be easily filled out by respondents with minimal guidance. The factors were measured using a five-point Likert-type scale, with options for "Strongly Disagree," "Disagree," "Not Sure," "Agree," and "Strongly Agree" being the possible responses. The responders just had to pick replies from the prepared feedback since the scale offers several possibilities. Another benefit is that results with well-coded responses are much simpler to understand and analyze. To increase confidence in the results and reduce respondents' sense of mistrust, the researcher personally handed out the surveys.

3.7.2 Key Informant Guide

In order to get information that primary respondents might not have shared, the Key Informant Guide was a useful tool. The researcher used a key informant interview guide to glean further details from the heads of private secondary schools. Chairperson of the board of governors, principals, and directors of academic programmes. Head teachers were selected for

their expertise in the study's variable and their role as technocrat leaders. The policymakers and political heavy hitters at the helm of the board of governors are the chosen chairpersons.

3.7.3 Documentary Review Guide

The researcher conducted this documentary review in Lira City to collect quantitative data on USE capitation funds and Local Performance private secondary schools. The records examined encompassed payroll records, student enrollment files, capitation grant expenditure sheets, and record of capitation grants. The explanation of some of the questionnaire replies was supported by information gathered from documentary review.

3.8 Validity and Reliability of the Instrument.

3.8.1 Validity of the Instrument.

The content validity index (CVI) was determined by dividing the total number of items by their validity, which yielded 0.926 in this case. To make sure the instrument's content is designed according to the study variables, the researcher ran the calculations. At least two supervisors were provided copies of the instruments to assess them expertly in order to achieve this (Mohajan, 2017). Mohajan (2017) concluded that the tool was valid due to the fact that CVI was 0.926, which is greater than 0.6.

3.8.2 Reliability of the Instrument

The instrument's dependability was checked by calculating Cronbach's alpha. When there are more than two possible answers on an item, Cronbach's alpha coefficient is employed (Cronbach, 1946). Before administering the surveys, we checked their value reliability (Alpha values) to make sure the research tool was reliable and to gauge its internal consistency. A value

higher than 0.7 is recommended by Cronbach's alpha (1946). Alpha values for all variables should be examined according to Cronbach's recommendations (Amin, 2005).

Table 3.3: Reliability Test

Variables	Measures	Items	Cronbach's Alpha
USE Capitalization grants	Nature of USE Capitalization	11	0.857
Performance of Private Secondary Schools	Students Enrollment	5	0.763
	Staff retention	5	0.888
	Infrastructural Development	6	0.885
Average Alpha		27	0.848

Source: Primary data (2022)

As a result of the fact that the overall coefficient of Cronbach's alpha that was obtained was 0.848 (84.8%), which is higher than the typical cut off point for Cronbach's alpha coefficient, which is 0.7, the questionnaire was deemed to be reliable for the purpose of data collection, as stated by Amin (2005).

3.9Administration Procedures

In order to obtain authorization to collect data from private secondary schools, the researcher first had to get an introductory letter from the university, which they then presented to the City Clerk and the City Education Officer after the plan had been approved. To establish rapport, pre-visits to research locations were conducted. Afterwards, the researcher proceeded to study locations in order to get data from the participants.

3.10 Data Analysis

The study utilized the Statistical Package for the Social Sciences (SPSS) version 20 for Windows to encode quantitative data for streamlined data entry and subsequent analysis. The objectives of our study were to compile descriptive statistics regarding the backgrounds of the respondents and to ascertain the characteristics of the funding allocated for the Universal Secondary Education (USE) programme in private schools in Lira city, as stated by Amin in 2005.

The researcher in this study evaluated the quality of private secondary schools in Lira city by analyzing descriptive data such as means and standard deviations (Amin, 2005).

The bivariate analysis, conducted by Amin in 2005, demonstrated the association between USE Capitation funds and the performance of private secondary schools in Lira city. This correlation was measured using Pearson's product moment correlation. This enabled us to analyze the correlation between these two variables. Regression analysis was utilized to examine whether there was an improvement in the performance of private secondary schools following the receipt of USE Capitation monies. In order to assess the statistical significance of the model, we employed a modified R2 measure to estimate the extent to which the variability in the performance of private secondary schools can be attributable to the USE Capitation funds (Amin, 2005).

3.11 Ethical Considerations

The researcher implemented measures to maintain the confidentiality of the respondents' names and other personal identifiers. This was explicitly communicated to the respondents at the beginning of the study procedure (Cacciattolo, 2015). The researchers ensured that the respondents' consent, confidentiality, voluntary involvement, and right to withdraw from

research participation were considered throughout all stages of the research procedure. The researcher was also assuring the participants' well-being by taking measures to prevent damage and minimize undue stress (Cacciattolo, 2015).

3.12. Assumption of the Study

Assuming they are knowledgeable of the nature of the money allocated by Universal Secondary Education and how they affect the performance of private secondary schools, the selected participants are presumed to have supplied the necessary data for the study. Additionally, the study presupposes that the device can indeed gather the necessary data for examination.

3.13. Limitation and Delimitations of the Study

Although the researcher may have difficulties in contacting all of the sampled respondents due to personal factors, they intend to employ persuasive techniques to entice them to take part in the study.

Although other approaches will be used to confirm the results and interpretation, the researcher is prepared in case the identified data analysis does not sufficiently offer the necessary relevant data interpretation.

Chapter Four

Presentation, Analysis and Interpretation of the Findings

4.0 Introduction

The purpose of this chapter is to show the results of an investigation of the impact of USE Capitation Grants on the academic performance of Lira City's private secondary schools. Section 4.2 focuses on the respondents' background characteristics, and Section 4.1 covers the response rate. The presentation has been organized into five sections.

The following sections (sections 4.3, 4.4, and 4.5) go into detail about the private secondary schools in Lira city that have been chosen to participate in the USE Capitation Grant programme, the schools' overall performance, and the correlation between the two.

4.1 Response rate

Out of a total of 88 responders, 77 were chosen to make up the study's sample. With 68 returned out of 77 self-administered surveys, the response rate came to 88.31%. The response was taken into consideration since, according to Amin (2005), in social science research, a response rate of 75% or more is deemed optimal. In table 4.1, you can see the result.

Table 4.1 Response rate

S/n	Response	Frequency	Percentage
1	Responded	68	88.31
2	Not responded	09	11.69
Total		77	100.00

Source: Primary Data (2022)

4.2 Background characteristics of the respondents

This part of the report will discuss the various features of the people who responded. Gender, qualifications, positions held, age group, and professional experience are some of the characteristics of those who responded to the survey.

4.2.1 Gender

The respondents were divided into two categories: male and female, according to their gender. This table 4.2 contains the results of the replies that were received about gender.

Table 4.2: 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)

According to the gender of the respondents, male respondents made up the majority of the study, accounting for 45 (66.2%), while female respondents made up just 23 (33.8%). This suggests that male respondents were the primary contributors to the findings.

4.2.2 Age bracket

The respondents were categorized into age ranges of 18-25, 26-35, 36-45, 46-55, and 56 and above. The results collected from the responses about the age brackets are presented in Table 4.2.

Table 4.2: 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 4.2 also revealed that the majority of respondents, 41 (60.3%), and 22 (32.4%), are in the age range of 26–35 and 36–45 years old, respectively. This suggests that they are at an age where they are able to provide positive information since they are deemed informed on the subject matter of the study.

4.2.3 Qualifications

The respondents possessed three levels of education: a diploma, a bachelor's degree, and a master's degree. The results of the responses regarding qualifying are displayed in table 4.3.

Table 4.3: 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)

Regarding education, 36 out of 100 respondents (52.9%) had bachelor's degrees or above, which gives the researcher reason to be confident in the results as all of these people understood the questions asked.

4.2.4 Marital Status

Respondents were categorized as either single, married, or widowed based on their marital status. Table 4.4 displays the outcomes of the respondents' marital status responses.

Table 4.4: 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)

In addition, Table 4.4 revealed that the majority of respondents, 43 (63.3%), were married, which suggests that they were mature and responsible enough to provide favourable information regarding the subject matter of the study.

4.2.5 Position held

The positions that the respondents held were broken down into the following categories: teachers, directors of studies, head teachers, and directors of the board of directors. Table 4.5 displays the findings of the responses that were received regarding the positions that were held by the respondents.

Table 4.5: 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)

When it comes to the positions that respondents held, 52 of them, or 76.5 percent, were teachers. Since education and the functioning of a school are crucial, it can be inferred that their participation is also significant in the investigation of the subject matter.

4.2.6 Experience

The respondents' experiences were categorized according to the number of years they had served in the following year brackets: 1-3, 4-6, 7-10, and 10+. Table 4.6 displays the findings that were obtained from the responses regarding this experience.

Table 4.6: 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 4.6 also revealed that the majority of the respondents, 25 (36.8%), had only worked for seven to ten years, which suggests that they had more experience and were in a position to provide a significant amount of information on the research topics in an objective manner.

4.3 The nature USE Capitation Grants in private secondary schools

As far as the nature of USE capitation grants is concern, the respondents were asked on whether USE Capitation grants covers tuition fees, registration fees, scholastic materials. They were also asked whether USE Capitation grants made fees affordable for students, helped in meeting cost related to instruction materials, infrastructural development and teaching and learning facilitation. Additionally, the candidates were inquired about the eligibility requirements for joining USE, the frequency of government fund releases, and the effects of delays in releasing cash to private secondary schools. You can find the corresponding answers in Table 4.7: below.

Table 4.7: 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 covers tuition fees of registered Students	17.6% (12)	16.2% (11)	23.5% (16)	25% (17)	17.6% (12)
USE Capitation grants covers registration fees of registered Students	-	35.3% (24)	-	42.6% (29)	22.1% (15)
USE Capitation grants covers scholastic materials	-	17.6% (12)	30.9% (21)	33.8% (23)	17.6% (12)
USE Capitation grants made fees affordable for students	-	32.4% (22)	25% (17)	25% (17)	17.6% (12)
USE Capitation grants helps in meeting cost related to instruction materials	23.5% (16)	11.8% (8)	-	17.6% (12)	47.1% (32)
USE Capitation grants helps in meeting cost related to infrastructural development	-	11.8% (8)	41.2% (28)	29.4% (20)	17.6% (12)
USE Capitation grants helps in meeting cost related to teaching and learning facilitation	17.6% (12)	16.2% (11)	23.5% (16)	25% (17)	17.6% (12)
To be eligible to join USE, a candidate's overall PLE score must be 4-28.	-	35.3% (24)	-	42.6% (29)	22.1% (15)
Government always release USE funds in time to private secondary schools	-	17.6% (12)	30.9% (21)	33.8% (23)	17.6% (12)
Government are reminded to release use funds when they delay	10.3% (7)	23.5% (16)	41.2% (28)	25% (17)	-
Government delay release USE funds to private secondary schools	-	27.9% (19)	42.6% (29)	29.4% (20)	-

Source: Primary data (2022)

According to the numbers in table 4.7, most respondents (25%) agreed that USE Capitation grants pay for tuition, with 17.6% giving a strong affirmative. This means that tuition fees are covered by USE capitation grants. With 42.6% in agreement and 22.1% in strong agreement, the majority of respondents think that USE Capitation grants pay registration fees. It follows that the registration fees are covered by the USE capitation grants. The majority of respondents (33.8%) agreed, with 17.6% strongly agreeing, that USE Capitation grants indeed support academic resources. This means that educational resources are covered by USE capitation grants.

Also, when asked if USE Capitation funds helped students pay for their expenses, 25% said yes and 17.6% said yes strongly. Students were able to afford the tuition thanks to USE Capitation

grants. Contrarily, 32% of people who took the survey do not think that students were able to afford the tuition because of USE Capitation funds.

The majority of respondents (17.6%) and a sizable minority (47.1%) felt that USE Capitation funds were helpful in covering the cost of instructional materials. The use of USE Capitation grants appears to have contributed to the expense of instructional materials. The majority of respondents (29.4% to be exact) agreed that USE Capitation funds were helpful in covering the costs of infrastructure development, with 17.6% giving a strong agreement. The use of USE Capitation grants appears to have contributed to the financing of necessary infrastructure projects. A quarter of respondents agreed and 17.6 percent strongly agreed that USE Capitation awards helped cover costs associated with facilitating instruction and learning. This means that funding from USE Capitation grants was crucial in covering expenses associated with facilitating instruction and learning.

In terms of eligibility to join USE, 42.6% of respondents agreed and 22.1% strongly agreed that an applicant with an aggregate score of 4-28 on the PLE may do so. This means that USE was open to any applicant with an aggregate score of 4-28 on the PLE.The method by which USE Capitation grants were disbursed was also inquired about. Among those who were asked about the timeliness of government funding releases, 33.8% were in agreement and 17.6% were in strong agreement. This implies that Government always release USE funds in time. On whether Government are reminded to release USE funds when they delay, majority 41.2 % of the respondents were neutral. This implies that they were not sure. On whether Government delay in the release of USE funds to private secondary schools, 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 of 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 teachers. 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%)

4.4 The level of performance of private secondary schools

The primary objective of the research was to assess the performance of private secondary schools in Lira city. The mean and standard deviation were employed to assess this objective. This study focused on analyzing three key variables: enrollment, staff retention, and infrastructure development. The following table presents the specific information on the findings;

Table 4.8: Students Enrollment

Items	Mean	Std. Deviation	Interpretation
Enrollments increased since the introduction of USE in PSS	4.24	0.63	Very High
The gender gap in enrollment is particularly striking.	4.49	0.59	Very High
Number of pupils allowed in USE schools is limited.	4.03	1.25	High
Enrollment of students is dependent USE capitation grants	4.24	0.63	Very High
Withdrawal of USE capitation grants affected Enrollment of students in Private Secondary School	4.49	0.59	Very High
Average Mean and Std. Deviation	4.30	0.73	Very High

N=68

Legend: 1:00 – 1.79 Very Low, 1.80 – 2.59 Low, 2.60 – 3.39 Moderate, 3.40 – 4.19 High, 4.20 – 5.00 Very High

As illustrated in table 4.8 above; the result indicate increase in enrollment with introduction of USE capitation grants in private schools ($\bar{x}$ = 4.24, s = 0. 63), but with notable enrollment disparity between boys and girls ($\bar{x}$ =4.49, s = 0. 59). Another factor contributing to the growth in enrollment was the ceiling on USE capitation grant institutions ($\bar{x}$ = 4.03, s = 1. 25). Results also revealed that enrollment of students was dependent on USE capitation grants ($\bar{x}$ =4.24, s = 0. 63) and with clear indication that with the withdrawal of USE capitation grants, enrollment of students in Private Secondary School was affected ($\bar{x}$ =4.49, s = 0. 59). Based on the scale of 1-5 with regards to USE capitation grants on the level of students' enrollment, the average results indicated high level of staff retention ($\bar{x}$ = 4.30, s = 0.73).

The researcher also reviewed student's enrollment files reviewed before, during and after USE capitation grants in six private secondary schools. The six schools is here identified as A, B, C, D, E, and F.

Table 4.9: Students Enrollment before, during and after USE Capitation Grant

School	Before USE capitation Grants (before 2007)	During USE capitation Grants (2008-2018)	After USE capitation Grants (2022)
A	678	1,000 – 1,904	808
B	684	1,017 – 2,062	1,215
C	402	600 - 852	266
D	682	800 – 1,566	514
E	387	417 - 942	506
F	627	800 - 1393	700
Average	577	772 – 1,453	668

Source: Primary Data (2022)

As illustrated in Table 4.9 above, the findings revealed that before capitation grants was introduced in private secondary schools, the level of students' enrollment was low an average of 577 students. With the introduction of Capitation grant in Private secondary schools, the level of students' enrollment went up with an average range of 772 – 1,453 students and with the withdrawal of USE capitation grants from private secondary schools, the level of average enrollment dropped to 668 students.

Another dimension of the level of performance of private secondary schools besides the students' enrollment is staff retention.

Table 4.10: Staff retention

Items	Mean	Std. Deviation	Interpretation
Private schools used USE capitation grant to pay staff salaries	3.53	0.92	High
Quality staff retention is dependent USE capitation grant	3.28	1.10	Moderate
Withdrawal of USE Funds affected staff retention in Private Secondary School	3.53	1.70	High
Private schools faced challenge with the withdrawal of USE capitation grant	3.53	0.92	High
Withdrawal of USE capitation grant led to reduction on staff salaries	3.53	0.92	High
Average Mean and Std. Deviation	3.48	1.11	High

N=68

Legend: 1:00 – 1.79 Very Low, 1.80 – 2.59 Low, 2.60 – 3.39 Moderate, 3.40 – 4.19 High, 4.20 – 5.00 Very High

As illustrated in table 4.10 above; the result indicates private schools used USE capitation grant to pay staff salaries ($\bar{x}$ =3.53, s = 0. 92), and that the quality staff retention is dependent on it ($\bar{x}$ =3.28, s = 1. 10). The result further indicated that the withdrawal of USE capitation grants affected staff retention in Private Secondary School ($\bar{x}$ =3.53, s = 1. 70). On withdrawal of USE capitation grants, Private Secondary School which were benefiting from it started facing challenges with retention of staff ($\bar{x}$ =3.53, s = 0. 92). As a result, led to reduction on staff salaries ($\bar{x}$ =3.53, s = 0. 92). Based on the scale of 1-5 with regards to USE capitation grants on

the level of staff retention, the average results indicated high level of staff retention ($\bar{x}$ = 3.48, s = 1.11).

The researcher also reviewed staff payroll before, during and after USE capitation grants in six private secondary schools. The six schools are here identified as A, B, C, D, E, and F.

Table 4.11: Staff retention before, during and after USE Capitation Grant

School	Before USE capitation Grants (%)	During USE capitation Grants (%)	After USE capitation Grants (%)
A	40	85	50
B	50	90	60
C	30	75	40
D	20	80	50
E	60	92	65
F	50	85	50
Average (%)	42	85	53

Source: Primary Data (2022)

As illustrated in Table 4.11 above, the findings revealed that before capitation grants was introduced in private secondary schools, the level of staff retention was low an average of 42%. With the introduction of Capitation grant in Private secondary schools, the level of staff retention went up to an average of 85% and with the withdrawal of USE capitation grants from private secondary schools, the level of staff retention dropped to 53% as per 2022 staff payroll.

Another dimension of the level of performance of private secondary schools besides the students' enrollment and staff retention is Infrastructural Development.

Table 4.12: Infrastructural Development

Items	Mean	Std. Deviation	Interpretation
Infrastructural development in school is dependent USE fund	4.28	0.62	Very High
Withdrawal of USE Funds affected infrastructural development in Private Secondary School	4.50	0.59	Very High
Private schools used USE funds to meet the cost of infrastructure development	4.10	1.20	Very High
Quality infrastructure in private schools is dependent USE fund	4.28	0.62	Very High
Private schools faced challenge in meeting the cost of infrastructural development with the withdrawal of USE funds	4.50	0.59	Very High
Withdrawal of USE fund led to reduction on the level of infrastructural development in Private Secondary School	3.51	0.95	Very High
Average Mean and Std. Deviation	4.20	0.76	Very High

N=68

Legend: 1:00 – 1.79 Very Low, 1.80 – 2.59 Low, 2.60 – 3.39 Moderate, 3.40 – 4.19 High, 4.20 – 5.00 Very High

As illustrated in table 4.12 above; the result indicated that infrastructural development in school is dependent USE capitation grants ($\bar{x}$ = 4.2794, s = 0.6192) and its withdrawal affected infrastructural development in Private Secondary School ($\bar{x}$ =4.5000, s = 0.5859). The results also indicated that private schools used USE capitation grants to meet the cost of infrastructure development ($\bar{x}$ =4.1029, s = 1.1987), a clear indication that the quality infrastructure in private

schools is dependent USE fund ($\bar{x}$ =4.2794, s = 0.6192). The results of the study further indicated that private schools faced challenge in meeting the cost of infrastructural development with the withdrawal of USE capitation grants ($\bar{x}$ =4.5000, s = 0.5859) and reduction on the level of infrastructural development in Private Secondary School ($\bar{x}$ = 3.5147, s = 0.9541). Based on the scale of 1-5 with regards to USE capitation grants on the level of infrastructural development, the average results indicated very high level of infrastructural development ($\bar{x}$ = 4.1961, s = 0.7605).

From the interview of Head teachers and board of Governors revealed infrastructural development as in table 4.13 below;

Table 4.13: Infrastructural development in Private Secondary Schools

Infrastructure	School	Number
Classroom Blocks	A	3
	B	3
	C	2
	D	3
	E	1
	F	1
Dormitory Blocks	A	2
	B	4
	C	3
	D	2
	E	1
	F	4
Examination Blocks	A	2
	B	2
	C	1
	D	1
	E	1
	F	1

Source: Primary Data (2022)

As illustrated in Table 4.13 above, all the private secondary interviewed under the USE capitation grants experienced infrastructural development in terms of building new classrooms, new dormitories and new examination hall all of which were set up the drastic increase in students' enrollment.

Table 4.14: Summary of Level of Performance of Private Secondary Schools

Item	N	Aggregate Mean	Std. Deviation	Interpretation
Students Enrollment	68	4.30	0.73	Very High
Staff retention	68	3.48	1.11	High
Infrastructural Development	68	4.20	0.76	Very High
Grand Mean and Std. Deviation	68	3.99	0.87	High

Legend: 1:00 – 1.79 Very Low, 1.80 – 2.59 Low, 2.60 – 3.39 Moderate, 3.40 – 4.19 High, 4.20 – 5.00 Very High

As a conclusion, the findings demonstrated that there is a very high level of performance among private secondary schools, with a mean score of ($\bar{x}$ = 3.99), which indicates a very high mean from the perspective of the legend scale that was utilized in the research. The fact that the standard deviation is so high (s = 0.87), indicates that the opinions of the respondents regarding the subject matter are inconsistent or inconsistent with one another.

4.5 The relationship between USE Capitation Grants and performance of private secondary schools

Thirdly, we wanted to see how private secondary schools fared in respect to USE Capitation Grants. The goal of this analysis was to determine the nature and strength of the association between the two variables by applying logistic regression with Pearson correlation. To find out how much of an impact USE Capitation Grant had on private secondary schools'

performance, regression was employed. Table 4.14 summarizes the results of the bivariate analysis.

Table 4.15: Correlations

		Nature of USE Capitation grants	Performance
Nature of USE Capitation grants	Pearson Correlation	1	.800**
	Sig. (2-tailed)		.000
	N	68	68
Performance	Pearson Correlation	.800**	1
	Sig. (2-tailed)	.000	
	N	68	68

**. Correlation is significant at the 0.01 level (2-tailed).

The performance of private secondary schools in Lira city is strongly correlated with USE Capitation grants, according to the results in table 4.11 ($r= 0.800$, $p < 0.01$). This robust positive correlation suggests that private schools' improved performance was a direct result of the implementation of USE Capitation grants.

To further investigate whether private secondary schools' performance improved after receiving USE Capitation funds, regression analysis was employed. To view the regression findings, refer to table 4.12.

Table 4.16 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.800[a]	.640	.635	.26556

a. Predictors: (Constant), Nature of USE Capitation grants

The summary of the model for the regression is presented in table 4.12, and it reveals an adjusted R^2 value of 0.635. This indicates that approximately 63.5% of the difference in the performance of private secondary schools can be attributed to the utilization of capital funds.

Chapter Five

Discussions, Conclusions and Recommendations

5.1 Introduction

This chapter encompasses discussions, conclusions, and recommendations. The main purpose of the study was to analyze the influence of USE Capitation Grants on the academic performance of private secondary schools in Lira City.

5.1 Discussion

5.1.1 The nature USE Capitation Grants in private secondary schools

The finding revealed that USE capitation grants covered tuition fees, and scholastic materials. This is in agreement with Kwame et al (2018) who asserts that nature of USE Capitation grants is characterized 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 all (2018). The finding revealed that USE Capitation grants helped in meeting cost related to instruction materials, infrastructural development and teaching and learning facilitation which is in agreement with (UPPET, 2012). According to the results, everybody who gets an aggregate score of 4-28 on the PLE can join USE. Schools that take part in the USE Capitation grants programme for students in grades S.1–S.4 are covered for all expenses directly related to instruction, as stated in the Ugandan Ministry of Education and Sports' training module on procedures and guidelines for secondary schools (MOES, 2010). From the interview of 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%).

5.1.2 The level of performance of private secondary schools

With regards to USE capitation grants on the level of students' enrollment, the average results indicated high level of students' enrollment ($\bar{x}$ = 4.30, s = 0.73). This level of enrollment is attributed to the fact that there was increase in enrollment with introduction of USE capitation grants in private schools but with notable enrollment disparity between boys and girls thus the increase was dependent on USE capitation grants. Results from research showing that USE Capitation grants led to an increase in secondary school enrollment corroborate this (ISER, 2019; Bashir, M, Ninan, & Tan, 2017). Students' enrollment files reviewed also revealed that before capitation grants was introduced in private secondary schools, the level of students' enrollment was low an average of 577 students. With the introduction of Capitation grant in Private secondary schools, the level of students' enrollment went up with an average range of 772 – 1,453 students and with the withdrawal of USE capitation grants from private secondary schools, the level of average enrollment dropped to 668 students.

With regards to USE capitation grants on the level of staff retention, the average results indicated high level of staff retention ($\bar{x}$ = 3.48, s = 1.11). This level is because private schools used USE capitation grant to pay staff salaries and that the quality staff retention was dependent on it as a result the withdrawal of USE capitation grants affected staff retention in Private Secondary School. This was in agreement with studies that Staff retention which are indicators for measuring the performance of private secondary schools is dependent introduction of USE Capitation grants (Barungi, 2017). The expenditure sheet for capitation grants reviewed, 12%

grant was used for staff wages. The findings from reviewed staff payroll also revealed that before capitation grants was introduced in private secondary schools, the level of staff retention was low an average of 42%. With the introduction of Capitation grant in Private secondary schools, the level of staff retention went up to an average of 85% and with the withdrawal of USE capitation grants from private secondary schools, the level of staff retention dropped to 53% as per 2022 staff payroll. These findings conform to the national schools' inspection report, Ministry of Education and Sports (2018) clearly showed failure to retain staff in private secondary schools in the country after the withdrawal of USE Capitation grants (MoES, 2018).

With regards to USE capitation grants on the level of infrastructural development, the average results indicated very high level of infrastructural development ($\bar{x}$ = 4.1961, s = 0.7605). This level is as of the study that infrastructural development in school is dependent USE capitation grants and its withdrawal affected infrastructural development in Private Secondary School. This is because private schools used USE capitation grants to meet the cost of infrastructure development and with the withdrawal of USE capitation grants, there is reduction on the level of infrastructural development in Private Secondary School. This finding agrees with Monazza & Shenila (2018) that Infrastructural development in private schools is dependent on USE capitation grants (Monazza & Shenila, 2018). |However, report showed reduction in Infrastructural development in private secondary schools in the country after the withdrawal of USE Capitation grants (ISER, 2019). From the interview of Head teachers and board of Governors, all the private secondary under the USE capitation grants experienced infrastructural development in terms of building new classrooms, new dormitories and new examination hall all of which were set up the drastic increase in students' enrollment.

5.1.3 The relationship between USE Capitation Grants and performance of private secondary schools

The results indicate that private secondary schools in Lira city perform significantly when it comes to USE Capitation grants ($r= 0.800$, $p < 0.01$). This robust positive correlation suggests that private schools' improved performance was a direct result of the implementation of USE Capitation grants. Research by (ISER, 2019; Bashir, M, Ninan, & Tan, 2017; Barungi, 2017; Monazza &Shenila, 2018) is consistent with this finding. The amount of infrastructure development, the number of pupils enrolled, and the number of staff retention are the defining characteristics of private secondary school effectiveness, according to Barungi (2017). More students enrolled in high school when the USE Capitation grants were implemented, according to research (ISER, 2019; Bashir, M, Ninan, & Tan, 2017). The implementation of USE Capitation grants is also reliant on staff retention, according to research (Barungi, 2017), which are markers of the performance of private secondary schools. The fact that USE capitation grants are essential to the improvement of private school infrastructure (Monazza &Shenila, 2018) lends credence to the existence of this connection.

5.2 Conclusions

Firstly, on the nature of capitation grants, that USE capitation grants covers tuition fees, registration fees and scholastic materials. USE Capitation grants helped in meeting cost related to instruction 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 were eligible to join USE if their aggregate scores at PLE were 4-28. The second is that private secondary schools consistently achieve excellent

results. Lastly, private secondary schools in Lira city have a highly substantial relationship with USE Capitation grants and their performance.

5.3 Recommendations

The private secondary schools should set up income generation project within the schools for example piggery, 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 challenges leading to an improvement in the school's general performance.

The performance of private secondary schools greatly depended on the USE Capitation Grants and because of that, Government should allocate some money [Grants] to support the private secondary schools so that they continue existing alongside the public secondary schools.

The government of Uganda through the ministry of Education, Sports and Technology should sensitize the public about the withdrawal of USE grants from the private secondary schools so that the parents in the affected schools can understand why schools are asking them to pay school dues like UNEB Registration fees yet they had been exempted from such expenses due to government support to such schools, this will also help such schools not loose most of their students.

5.4 Area for research

The researcher suggests that in order to further improve on the

i. Capitation grants and financial performance of private secondary schools.
ii. The importance of Staff retention on the performance of private secondary schools.
iii. Withdraw of Capitation grants and academic performance of private secondary schools.

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Appendix A: Research Questionnaire

Dear Respondent, my name is Yon Teddy Bovine. A student of Gulu University, Faculty of education. I'm currently carrying out an academic study that will lead to the award of Master of Educational Management. The topic of study is Universal Secondary Education Funds (USE) Capitation grants and Performance of Private Secondary Schools in Lira City. You have been selected to participate in this study due to your experience in the study variables. The information you provide will only be used for the academic purpose and will be treated with utmost confidentiality. Please your name and identity is not required on this questionnaire.

Thank you for your time.

Section A

Respondent's Background (Tick the appropriate alternative)

1) What is your gender?

   Male ( ) Female ( ).

2) In what age bracket do you fall??

   18-25 ( ), 26-35 ( ), 36-45 ( ), 46-55 ( ) and 56+ ( ).

3) What is your highest level of educational qualification?

   No formal Education ( ), Primary ( ), UCE ( ), UACE ( ), Certificate/Diploma ( ),

   Bachelor ( ), Masters ( ), PhD ( ), others ( ) specify……

4) What is your marital Status?

   Single ( ), Married ( ), Divorced ( ), Widow ( ), Widower ( )

5) What Position do you hold in the school?

   Board of Director ( ), Head teacher ( ) Director of Studies ( ), Teacher ( )

6) For how long have you been serving in the above position?

1-3 years ( ), 4-6 years ( ), 7-10 years ( ), 10+ years ( ).

Section B

Please indicate the extent to which you agree with the statements where (1 = strongly disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; and 5 = strongly agree).

Code	Statements	Rating scale				
NOF	Statements relating to the Nature of USE Capitation grants.	1	2	3	4	5
NOF1	USE Capitationgrants covers tuition fees of registered Students					
NOF 2	USE Capitationgrants covers registration fees of registered Students					
NOF 3	USE Capitationgrants covers scholastic materials					
NOF 4	USE Capitationgrants made fees affordable for students					
NOF 5	USE Capitationgrants helps in meeting cost related to instruction materials					
NOF 6	USE Capitationgrants helps in meeting cost related to					
NOF 7	USE Capitationgrants helps in meeting cost related to teaching and learning facilitation					
NOF 8	A candidate who scores 4-28 aggregates at PLE is eligible for joining USE					
NOF 9	Government always releases use funds in time to private secondary schools					
NOF 10	Government is reminded to release use funds when they delay					

NOF 11	Government delay release use funds to private secondary schools					
	Statements relating to Performance of Private Secondary Schools	1	2	3	4	5
STET	Statements relating to Students Enrollment					
STET 1	EnrollmentsincreasedsinceintroductionofUSE Capitationgrants in PSS					
STET 2	ThereisalsonotableenrollmentdisparitybetweenboysandgirlsSTET 3					
STET 3	There is a limit on the number of students in USE Capitationgrants schools					
STET 4	Enrollment of students is dependent USE Capitation grants					
STET 5	Withdrawal of USE Capitationgrants affected Enrollment of students in Private Secondary School					
SRT	Statements relating to Staff retention					
SRT1	Private schools used USE Capitationgrants to pay staff salaries					
SRT 2	Quality staff retention is dependent USE Capitation grants					
SRT 3	Withdrawal of USE Capitationgrants affected staff retention in Private Secondary School					
SRT 4	Private schools faced challenge with the withdrawal of USE Capitation grants					
SRT 5	Withdrawal of USE Capitationgrants led to reduction on staff salaries					

IFDT	Statements relating to Infrastructural Development					
IFDT1	Infrastructural development in school is dependent USE Capitation grants					
IFDT 2	Withdrawal of USE Capitationgrants affected infrastructural development in Private Secondary School					
lFDT 3	Private schools used USE Capitationgrants to meet the cost of infrastructure development					
lFDT 4	Quality infrastructure in private schools is dependent USE Capitation grants					
lFDT 5	Private schools faced challenge in meeting the cost of infrastructural development with the withdrawal of USE Capitation grants					
IFDT 6	Withdrawal of USE Capitationgrants led to reduction on the level of infrastructural development in Private Secondary School					

Thank you very much for your response

Appendix B: Interview Guide

i. Explain the importance of USE capitation Grants to the performance of the school.

ii. How was the capitation Grants remitted to the school?

iii. Did you experience any disadvantages of the USE Capitation Grants in your school?

iv. As a School, did the Government prepare you for the withdrawal of the USE Capitation grants?

v. Mention the infrastructural developments you had in your school during the period of partnership

Appendix C:DocumentaryReviewCheck List

Before, during and after the government partnership with private secondary schools.

i. Students' enrollment.

ii. Staff turnover and Staff Retention.

iii. Record of infrastructural Development.

iv. Record of the last USE Grants remitted to the school.

v. Capitation Grants expenditure summary sheet.

Appendix D: Table for Determining Size froma Given Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	276	4500	351
35	32	150	108	360	181	1100	285	5000	357
40	36	160	113	380	186	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Source: R.V Krejcie and D.W Morgan (1970)

Appendix E: Map of Lira City Showing Study Area

