

**GOVERNMENT FUNDING AND MANAGEMENT OF STUDENTS'
LEARNING IN SELECTED PUBLIC SECONDARY SCHOOLS IN BUGIRI
DISTRICT, UGANDA**

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DECLARATION

The work presented in this dissertation entitled “Government funding and management of students’ learning in selected public secondary schools in Bugiri District, Uganda” is the result of my original research work. Where I have used the works of other persons, due acknowledgements are clearly stated. No part of this work has been submitted in support of an application for a degree or qualification to any other University or Institution of Higher Learning. I present it without any reservations for external examination

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Date: 16th February 2022

APPROVAL

This is to certify that this work entitled “Government funding and management of students’ learning in selected public secondary schools in Bugiri District, Uganda” has been done under my supervision and guidance. It is now ready for submission for external examination.

Signature:

Gesa Anthony (PhD)

Date: _____

DEDICATION

I dedicate this piece of work to my lovely mother Mrs Norah Wako and my uncle Mr. David Maiso and all my family members.

ACKNOWLEDGEMENT

First and foremost I give praises to the almighty God for giving me wisdom and life to come up with this research report and accomplish it successfully and my entire course as well. I take the humor to extend my sincere appreciation to my supervisor Gesa Anthony (PhD) for the tireless effort and guidance rendered to me. The positive criticisms and the encouragement accorded to me during the writing of this research report and my entire course. I also send my regards to all my lecturers in the department of education who worked so hard to see that I understand the concepts which made me pass all the examinations.

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LIST OF ACRONYMS

BOG:	Board of Governors
BECE:	Basic Education Certificate Examination
CVI	Content Validity Index
OECD :	Organization for Economic Co-operation and Development
SPIP:	School Performance Improvement Plans
SPSS:	Statistical Package for Social Sciences
SNE:	Special Needs Education
SMC:	Senior Management Committees
UPE:	Universal Primary Education
UN :	United Nation
USE:	Universal Secondary Education
UCE:	Uganda Certificate of Education
UNESCO:	United Nations Educational Scientific and Cultural Organisation

ABSTRACT

This study, entitled Government Funding and Management of students' Learning in Selected Public Secondary Schools in Bugiri District, Uganda sought to achieve three specific objectives, that is: (i) to find out the effect of capitation grant on management of students learning, to examine the impact of financing purchase of equipment on management of students learning and to establish the relationship between payment of salaries and management of students learning in selected public secondary schools in Bugiri District, Uganda

The study utilized a cross-sectional survey design in which qualitative and quantitative data were collected using semi-structured interviews and a five point Likert scale questionnaire respectively. The computer software SPSS 16 was used to analyse data using descriptive statistics such as means and standard deviations and inferential statistics particularly one-way ANOVA, t-test and Pearson correlation. The study results showed that capitation grants and management of students' learning did not differ significantly, there is a significant impact of purchase of learning aids on management of students' learning and that all constructs on school employees receive salary commensurate to their job roles" were positively correlated with constructs on management of students' learning.

It was concluded that learning aids were important in managing students' learning and this could be one of the drivers of poor management of students' learning in the district, that the impact of financing purchase of equipment on management of students learning is quite significant and that payment of salaries and management of students learning have to hand in hand. The study recommended that efforts should be by the government and the Ministry of Education and Sport disburse capitation grant in time so as enhance the management of students learning, that there is need for parents and the concerned education stakeholders to ensure that there is adequate financing purchase of equipment necessary to improve management of students learning and that, midst of scarcity, school heads should make effort to timely effect payment of salaries as a viable endeavour to improve management of students learning.

CHAPTER ONE

INTRODUCTION

1.0. Chapter Introduction

The intent to this study was to establish the contribution of government funding on management of students' learning in selected public secondary schools in Bugiri District, Uganda. This chapter presents the background to the study, statement of the problem, purpose of the study, the study objectives, research questions, and scope of the study, conceptual framework and the significance of the study.

1.1 Background of the study

Management of students' learning in public secondary schools has been a matter of concern and it is not known whether this could be attributed to the inadequacy of government funding. This study consists of two variables, the independent being government funding and the dependent being management of students' learning in public secondary schools. The background is divided into four perspectives; historical showing similar studies with the study variables, theoretical showing the theory that relates the study variables, conceptual on definitions of key terms, and contextual on the study area.

1.1.1 Historical perspective

Early in human history, most teaching was didactic. Poets recited ancient myths and stories and a few listeners learned them by rote. Sushil (2004) highlighted that the general education course in history has traditionally had the goal of creating engaged and responsible citizens. The establishment of normal schools became a movement later in the nineteenth century; almost every state had at least one of them. The normal schools' purpose was perfectly straightforward

to the preparation of teachers. Traditionally in the United States, educators as a whole experienced limited training around global diversity. Cities were desperate for teachers. By the early 1900s, nearly every city with a population of more than 300,000 had a normal school, often tied in with the high schools. Normal schools were technically oriented toward the practice of teaching. Modeled on earlier established European institutions for teacher training, these schools provided very specific training. Eyles and Machin (2014) revealed that schools operate within an overall system, in which goals, resources, and incentives are provided to schools by a principal (government in the case of public schools). For students to participate effectively in the global community, they will need to develop global competence to participate as empathetic, engaged, and effective citizens of the world. An important factor for determining the ability of schools to effectively optimize their operations in order to make best use of the available resources to achieve the delegated objectives is the amount of operational autonomy given to them.

Researchers have attempted to study the problem of management of students' learning leaving behind gaps in management of students' learning that need to be filled. Nurudeen (2018) was interested in examining the impact of government funding on management of students' learning in Ghana. Tumusiime (2017) studied the management of universal secondary education and students' performance in rural secondary schools in Masindi District. Wokadala (2016) focused on how school leadership and management practices impact on students' achievement in lower secondary education in Uganda. However, none of these studies were in the context of government funding and management of students' learning in public secondary schools in Bugiri District. In summary, with the above theoretical and contextual gaps raised, a study relating to government funding and management of students learning in selected public secondary schools

in Bugiri district was needed to address how government funding can enable the improvement of students' learning.

Today, effective schools are by large regarded as those having high academic achievements considering the intake and the variable inputs. It is also important to establish how schools' resources are utilized taking into account the technical efficiency aspects (Wokadala, 2016). According to Alinda and Atuhurra (2018), most school-going children in many developing countries like Uganda have majority students whose schooling is not translating into actual learning. The question regarding the true value of education cumulatively remains unanswered right from nursery to University. The importance of education for development is clearly articulated in the UN Sustainable Developments Goals and serves as a reference point for many governments and international development organizations around the world. Indeed the government of Uganda recognizes the central role of education in achieving the overall development goal of improving the quality of life for its citizens. This view is supported by Nsubuga and Okwakol (2014) who observed that secondary school education ought to provide an ideal well-rounded education which should develop moral, aesthetic, physical, and practical capacities, not just cognitive knowledge organized in academic disciplines. In this regard, a study to examine the contribution of government funding on management of students learning of selected public secondary schools in Bugiri District, Uganda can be valuable.

1.1.2. Theoretical perspective

This study was guided by the Cognitive Learning Theory. Beck, Freeman and Davis (2003) underscore that cognitive learning theory explains why the brain is the most incredible network of information processing and interpretation in the body as we learn things. The basic concept of learning is the main viewpoint in the cognitive learning theory. The theory has been used to

explain mental processes as they are influenced by both intrinsic and extrinsic factors, which eventually bring about learning in an individual. Cognitive learning theory implies that the different processes concerning learning can be explained by analyzing the mental processes first. It posits that with effective cognitive processes, learning is easier and new information can be stored in the memory for a long time (Becket al, 2003).

On the other hand, ineffective cognitive processes result in learning difficulties that can be seen anytime during the lifetime of an individual. Cognitive learning theory describes the role of cognition to determining and predicting the behavioral pattern of an individual. This theory was developed by Beck et al (2003). The Cognitive learning theory says that individuals tend to form self-concepts that affect the behavior they display. These concepts can be positive or negative and can be affected by a person's environment. Cognitive learning theory further explains human behavior and learning using the cognitive triad. This triad includes negative thoughts about the self, world and the future. According to Barker (2007), cognitive learning theory is a broad theory that explains thinking and differing mental processes and how they are influenced by internal and external factors in order to produce learning in individuals. Cognitive theory is appropriate to the school situation, for it is concerned with knowing and thinking. It assumes that perceiving and doing, shown in manipulation and play, precede the capacity to symbolize, which in turn prepares for comprehensive understanding (Barker, 2007). Cognitive theory of learning also assumes that the complete act of thought follows a fairly common sequence, as follows: arousal of intellectual interest; preliminary exploration of the problem; formulation of ideas, explanations, or hypotheses; selection of appropriate ideas; and verification of their suitability (Willingham, 2009).

The researcher thought that when government funds are provided to government aided schools, management of student learning would also improve. The theory is relevant to the current study in that it deal with matters related to students' learning Accordingly, learners would begin to have aspiration and to set themselves future standards that are influenced by their past achievement and those of their fellows students.

1.1.3. Conceptual perspective

This study was conceptualized by two key variables which include the independent variable being government funding and management of students' learning being the dependent variable measured by parameters like capitation grant, purchase of learning aids and salary payment. According to Howell and Sabrina (2017), government funding refers to financial assistance received by nongovernment entities in the form of federal, state, or local government grants, loans, loan guarantees, property, cooperative agreements, food commodities, direct appropriations or other assistance. According to Adeniji (2012), payment of salaries is defined as a fixed or guaranteed regular monthly or annual gross payment made to employees; it varies between hierarchy of job positions, employee to employee and company to company. Bratton and Gold (2009) defines Payment of salary as payment made to an employee for the work they have done, especially one who is paid monthly. Belleflamme (2012) defines Capitation grant 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. In line with this particular study, this will refer to the money given by the government to cater for each student in secondary schools. Jung and Tamisiea (2010) define financing purchase of equipment as the buying of tangible, long-term assets that provide benefits to the school over an extended period of

time. These are often placed in service and capitalized instead of being expensed immediately. In the present study, this will involve purchase of chemicals and purchase of text books.

The other variable which is management of student learning according to Lynch and David (2012) refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. According to Smith and Lynch (2010) management of students' learning is the capacity to design pedagogic strategies that achieve learning outcomes for students. According to Grey and Antonacopoulou (2004), management of students' learning (MSL) is a holistic conceptualization of individual learning processes in relation to education, training and development initiatives at the organizational and societal levels. Management of students' learning explores the interdependencies between learning and different forms of education within different contexts. Connolly et al (2017), defines management of students' learning as the administration of the education system in which a group combines human and material resources to supervise, plan, strategize, and implement structures to execute a learning system.

1.1.4. Contextual perspective

The importance of education for development is clearly articulated in the UN Sustainable Development Goals and serves as a reference point for many governments and international development organizations around the world. Indeed the government of Uganda recognizes the central role that education plays in achieving the overall development goal of improving the quality of life for its citizens (Gulobaet *et al*, 2011). Secondary school education in particular is seen as an important vehicle through which people acquire skills that improve opportunities for accessing better quality life. This is because it creates a competitive work force and increases economic productivity as well as creating a nation of effective parents and active citizens.

Accordingly, the Government of Uganda introduced a Universal Post Primary Education and Training policy (Ministry of Education and Sports, 2013), commonly known as the UPPET policy. This UPPET policy has two dimensions; (i) Universal Secondary Education (USE) and Universal Post Ordinary Level Education and Training (UPOLET). The policy intension is to increase access to secondary education for economically vulnerable families and communities.

Under the UPPET policy, the Government of Uganda introduced a funding system in public schools whereby each UPPET implementing school receives a certain amount of money in each financial quarter of the year, known as capitation grant to meet the day to day expenditure of the Schools so that students don't have to pay school fees that were previously being charged by schools. The capitation is used to enhance teaching and learning in terms of acquiring facilities like books, desks, laboratory equipment and supplies and for maintaining the school infrastructure in order to meet the intended national educational goals and objectives. However, the introduction of the USE and UPOLET policies resulted into the rapid expansion of secondary school education in the country, bringing about many challenges including unreliable government funding which affects management of students learning in public secondary schools. Public secondary schools in Bugiri district are in addition faced with challenges of feeding of pupils (midday meals), lack of staff housing, negative attitudes towards the education of Special Needs Education (SNE) children by the parents and a high dropout rate for children with special needs, inadequate staff to handle children with Special Needs, under staffing in some schools, inadequate latrine space (1:52), inadequate classroom space (1:90), low grades and scores etc(Kiiza, 2020). Under this situation, it is possible that many students are not able to perform

well due to poor access to education. Therefore, this study sought to investigate whether government funding meaningfully influences management of students' learning.

1.2. Statement of the Problem

Management of students' learning in secondary schools is said to be effective when systematic effort is made to create and foster an environment that ensures availability of good quality secondary education which is important in generating opportunities and benefits of social and economic development in the country (Mpaata&Mpaata, 2018). When there is proper management of students' learning, there will be high scores and good grades thus attaining human capital development in the country (Akampurira, 2016). As part of its efforts to invest in Human Capital development, the government of Uganda supports UPPET implementing schools through providing funds like financing purchase of required equipment, paying salaries to teachers and providing capitation grants meant to meet the day-to-day expenses of such schools (Bugiri District Annual Educational Policy Manual, 2018). However, in spite of the heavy overall government expenditure on UPPET implementing Schools, students' learning in such secondary schools continues to be poor as evidenced by their low grades/scores in termly, annual and national examinations. For example in 2019, out of the 2492 candidates that sat for the Uganda Certificate of Education (UCE) examinations in Bugiri District, only 8.6% passed in first and second grades, 16.17% in third grade, 55.34% in fourth grade while 17.86% completely failed (Kiiza, 2020). These results generally reflect poor students' learning, and the situation is not any different for other academic years in the district.

Education financing is thought to influence the effective management of students' learning which in turn is key to their academic achievement. All government funding of education

activities in UPPET implementing Schools is generally conditional. If such funding actually reaches schools, is adequate and the conditions relating thereto are well conceived, one would expect a positive impact of this on the management of students' learning, evidenced by their high achievement in national examinations but this is not the case. Studies elsewhere (e.g. Arshad *et al*, 2009) have shown that misallocation of teacher-student ratio, class size and per student expenditure lead to wastage of resources and lower levels of academic achievement. Deffous *et al* (2011) and Huylebroeck and Titeca (2015) in their studies separately showed that government funding of universal education generally led to poor management of students' learning. However, a few studies focused on contribution of government funding on management of students' learning in public secondary schools. Therefore, the present study was necessary to fill this knowledge gap.

1.3. Purpose of the study

The purpose of the study was to establish the contribution of government funding on management of students' learning in selected public secondary schools in Bugiri District, Uganda.

1.4. Study objectives

This study sought to attain three specific objectives, that is

1. To find out the effect of capitation grant on management of students learning in selected public secondary schools in Bugiri District, Uganda.
2. To examine the impact of financing purchase of equipment on management of students learning in selected public secondary schools in Bugiri District, Uganda.

3. To establish the relationship between payment of salaries and management of students learning in selected public secondary schools in Bugiri District, Uganda.

1.5. Research questions

This study was guided by three questions, that is:

1. What is the effect of capitation grant on management of students learning in selected public secondary schools in Bugiri District, Uganda?
2. What is the impact of financing purchase of equipment on management of students learning in selected public secondary schools in Bugiri District, Uganda?
3. What is the relationship between payment of salaries and management of students learning in selected public secondary schools in Bugiri District, Uganda

1.6. Scope of the study

This covered the content, geographical and time scope.

Content scope

The study focused on the contribution of Government funding on the management of students learning in selected public secondary schools. The independent variable was Government funding as reflected by capitation grant, financing purchase of equipment and payment of salaries. While the dependent variable was management of students learning being measured by parameters such as scores in tests, scores in termly examinations, grades in annual examinations and grades in national examinations.

Geographical scope

The study was conducted in in selected public secondary schools in Bugiri District. Bugiri district is located in Eastern Uganda, 152 Km east of the Capital, Kampala between longitudes 33°10" E and 34°0"E and latitudes 0°06"N and 1°12"N. The district is bordered by Namutumba district and Butaleja district to the north, Tororo district in the north east, Bugweri to the west, Mayuge in the South West and Busia district in the East.

Time scope

The study considered the period 2016-2020. This is the time when the management of students' learning in public secondary schools in the District was reportedly at stake.

1.7. Significance of the Study

This study might help the government to recognize the right amounts of grants to encourage good student attendance hence improving management of students learning of secondary schools.

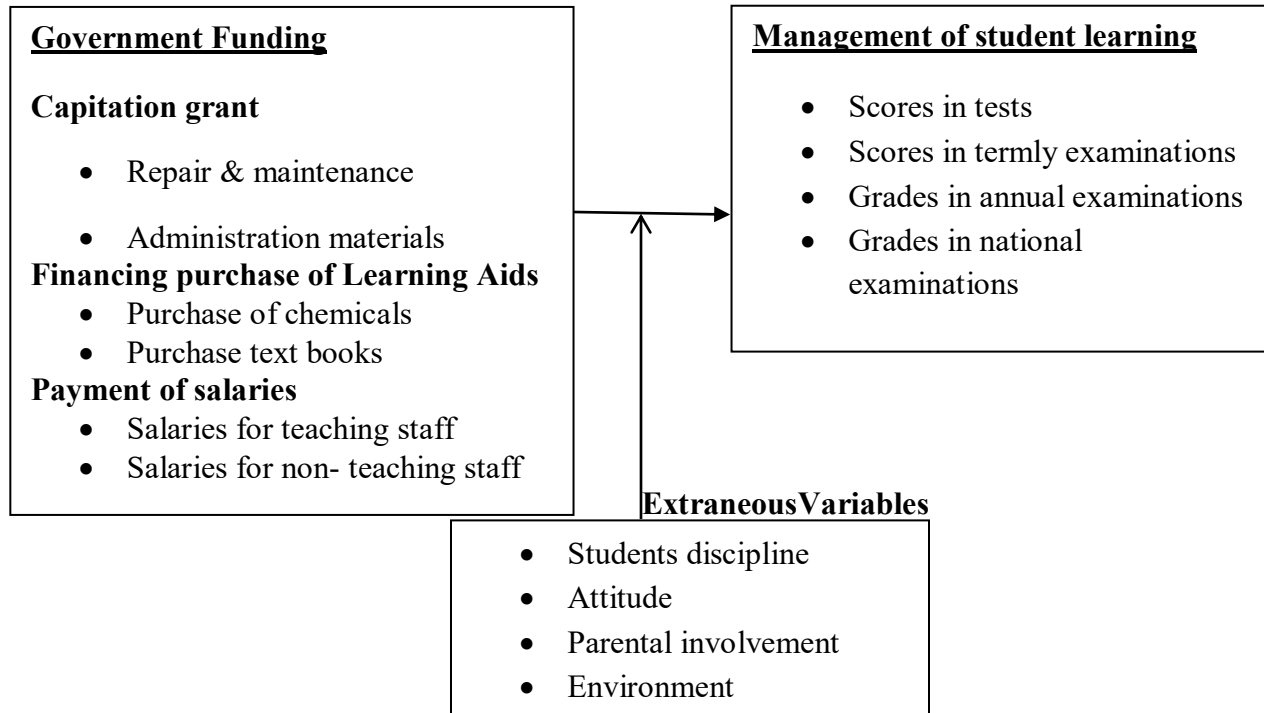
The study may also help the educational policy makers, educational planners and educational decision makers to select appropriate period of disbursing capitation grants to public secondary schools

While to the academia, the study findings might add knowledge on the contribution of government grants on management of students learning of secondary schools in Uganda.

1.8 Conceptual Framework

INDEPENDENT VARIABLE

DEPENDENT VARIABLE



Source: Adapted from Howell and Sabrina (2017); Belleflamme (2012) and Lynch and David(2012) and modified by the researcher.

Figure 1: Conceptual framework for government funding and management of students' learning in public secondary schools

The conceptual frame work in figure 1 above explains the contribution of government funding on management of students' learning in public aided secondary schools. Government funding is conceived as the independent variable (IV) while management of students learning as the dependent variable (DV) as illustrated in figure1.1 above. The independent variable is conceptualized with dimensions which include capitation grant, financing purchase of equipment and payment of salaries (Howell & Sabrina, 2017). The dependent variable, management of students' learning was studied with constructs of scores in tests, scores in termly examinations,

grades in annual examinations and grades in national examinations (*Lynch and David, 2012*). Management of students' learning is one of the enduring problems in government secondary schools as most of the students from these schools do not perform well despite the fact that they receive support from government. This situation is likely to be exacerbated by current global pandemic (Covid - 19). Thus there is need to examine the contribution of government funding on management of students learning. However, it is understood that there are other variables, the extraneous variables that could also have an effect on management of students' learning in public secondary schools. These include among others: students' discipline, parental involvement, environment and attitude although these will not be studied in this study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter consists of the theoretical review of the study, conceptual review of the study and the assessment of literature on the independent variable; grant capitation, financing purchase of equipment and payment of salaries and their contribution to the dependent variable, management of student's learning as put forward by different scholars, conceptual review and theoretical review. It further reviews literature on how these two variables affects each other, clearly underscoring gaps in literature of different academicians.

2.1 Theoretical Review

Literature was reviewed basing on the cognitive learning theory by Beck, Freeman and Davis (2003). The theory attempts to explain why the brain is the most incredible network of information processing and interpretation in the body as things are being learnt. Therefore, this basic concept of learning is the focal point in the cognitive learning theory. The theory implies that the different processes concerning learning can be explained by analyzing the mental processes first. Beck *et al* (2003) assert that with effective cognitive processes, learning is easier and new information can be stored in the memory for a long time. Cognitive learning theory describes the significance of cognition in determining and predicting the behavioral pattern of an individual. Cognitive learning theory further explains human behavior and learning using the cognitive triad. Cognitive theory is appropriate to the school situation, for it is concerned with knowing and thinking. It assumes that perceiving and doing, shown in manipulation and play, precede the capacity to symbolize, which in turn prepares for comprehensive understanding (Barker, 2007). It also assumes that the complete act of thought follows a fairly common

sequence, as follows: arousal of intellectual interest; preliminary exploration of the problem formulation of ideas, explanations, or hypotheses; selection of appropriate ideas; and verification of their suitability (Willingham 2009).

In addition, it seeks to tune the learning situation to the sequences of the complete act of thought and to arrange, simplify, and organize the subject matter accordingly. The theory is applicable to the present study in that it addresses issues pertaining to students' learning. According to Beck et al (2003), learners may begin to have aspiration and to set themselves future standards that are influenced by their past achievement and those of their fellows.

2.2. Empirical review

2.2.1 The effect of capitation grant on management of students' learning

Fakharzadeh (2016) noted that eliminating school fees has increased access to education as seen through an increase in school enrolment, especially for disadvantaged children such as girls, orphans, and children living in rural areas. Each school is to maintain documentation of all grant funds that are used, including appropriate receipts and forms. Head teachers and School Management Committee (SMC) chairpersons are to submit monthly and quarterly reports of expenditures and activities completed to the District Education Office. The Circuit Supervisor, an officer at the District/Metro Education Office who is responsible for communication between the District Education Office and individual schools, is to visit each school twice per term. They are to check up on the implementation progress of the activities outlined on the SPIP, submission of relevant forms and reports, and the abolition of all mandatory levies in the schools. However, Fakharzadeh noted that eliminating school fees has increased access to education and the researcher in this current study wonders why management of students learning in public

secondary school is still poor based the government capitation grant thus the need to analyze the contribution of capitation grant to management of students learning.

A study by Senkaali (2014) was conducted to identify the challenges of accounting for the universal primary education capitation grant. The study revealed that head teachers of UPE schools encountered control, coordination, and production challenges when accounting for the UPE capitation grant. The control challenges include; delays in disbursement, misappropriation, capture, ineffective monitoring and supervision. The coordination challenges were identified as; lack of commitment, full empowerment and capacity of school communities with local leaders to challenges any misuse of funds. The production challenges were identified as insufficient funding which compromises quality and accessibility of primary education. The study concluded that, there are control challenges encountered by head teachers when accounting for the UPE capitation grant. However, Senkaalis' study focused on identifying challenges of accounting for the universal primary education capitation grants. Although his study focused on universal primary educations schools and this still government programme, this study intends to examine the contribution of capitation grant to management of students learning in public secondary schools. In this study researcher think looking at accounting challenges for capitation grant was not enough thus the need to analyzing the contribution of these grants to management of students learning in public secondary school.

Akyeampong, (2007) revealed that the capitation grant policy emerged as one of the simplest and most promising methods of financing universal basic education. African countries, had taken a bold step to implement the capitation grant policy as part of their strategy to achieve the then Millennium Development Goals. Financing is an economic activity of the government to provide and manage necessary resources for satisfying the educational needs of the people. It also refers

to the various systems by which public schools are funded. Education is considered the bedrock of human resource development in every nation and this justifies the heavy investment made by developing countries in educating their human resource. In Ghana, education costs encompass all financial outlays made by the government, households and communities, private sector, and other stakeholders in services and investments in the education sector. The public sector covers the personnel emoluments, operations and maintenance expenses, and development expenditures. Financing by parents, families, and communities are mainly in the form of school fees on teaching and learning materials, uniforms, books, pens and pencils, as well as development levies. However, the researcher intends to analyze whether capitation grant policy as emerged one of the simplest and most promising methods of financing universal basic education in Ghana, can also be the same in Uganda by analyzing the contribution of capitation grant to management of students learning in Bugiri Uganda.

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

the public funding of education. According to OECD analyses, the benefits of educational investments not only accrue to the individuals receiving it, but also to society at large, providing strong economic incentives for governments to engage in the public funding of education. More highly educated individuals require less public expenditure on social welfare programmes and generate higher public revenues through the taxes paid once they enter the labour market.

Many studies have been carried out to show the impact of various interventions on educational outcomes. For example, Osei, Owusu, Asem, and Kotey (2010) in his study on the topic “effects of the capitation grant on education outcome in Ghana”. The objective was to assess how the capitation grant has impacted on the Basic Education Certificate Examination (BECE) pass rates, gross enrollment ratios and gender difference in pass rates. The study used data from the Ghana Education Service for all 138 educational districts in Ghana between 2003 and 2007. Using regression analysis, the study found that; the capitation grant has had no significant impact on BECE pass rates in Ghana, no significant relationship existed between capitation grant and gross enrollment, and capitation grant has not impacted on bridging the gap between enrollment and the BECE pass rates for male and female. However, Osei et al (2010) study focused on all the districts and this study will concentrate on one district in Uganda by selecting three Secondary Schools to get specific results that will enable to come up with recommendation on the contribution of capitation grants on management of students’ learning in public secondary schools. Vermeersch and Kremer (2005) examined the effect of school grants on school participation in Kenya and found that school participation went up in Kenyan preschools where grants were provided than in comparison to schools where there were none. In many countries, parents face significant private costs of education, either for school fees or for other inputs such as uniforms. However, Vermeersch and Kremer concentrated on effect of school grant on school

participation which was not enough enable students improve on their performance and since studies looking at effect are categorized to be longitudinal studies and was done in Kenya, this current study will focus on analyzing the contribution of capitation grants to management of students' learning in public secondary schools in Uganda will be not longitudinal as compared to Osei and Vermeersch.

Nuscheet *al* (2016) revealed that effectively using education objectives to inform spending decisions depends on a shared understanding of educational quality and priorities to guide the budgeting process as well as the development of targets and reference standards against which its effectiveness can be assessed. Particularly in school systems with decentralized resource management responsibilities, the definition of well-defined and prioritized goals that can be translated into concrete targets at the local and school level has been central to guiding educational reforms. Shewbridgeet *al* (2016)acknowledges that many countries face challenges in establishing a shared understanding of educational quality that is suited to inform the planning of efficient resource use. In some countries, the use of idiosyncratic criteria, conflicting definitions or a failure to raise awareness of existing standards among all actors of the education system has created a lack of agreement over standards for educational quality. In Lithuania, for example, school and local level planning and evaluation are largely guided by idiosyncratic criteria, although the central level provides a framework for external school evaluation that sets out a detailed list of quality standards and 67 corresponding indicators. Likewise, not all countries set target dates for the completion of their educational objectives as part of planning process, which results in the absence of clear timeframes that could be used to subsequently evaluate spending decisions. However, in this study the researcher there is still need for this

study to examine the contribution of capitation grants on management of students' learning in selected public secondary schools in Bugiri district.

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

Hakielimu (2011) acknowledges that government grants to schools are to be used as follows: 50% of the grant is for instructional materials. 30% for promotion extracurricular, sporting and cultural activities, 15% for maintenance and utility purpose while 5% is for covering administration costs. As for the management of the capitation grant and of the funds allocated to schools it is indicated that the head teachers keep the accounts. The auditors are supposed to visit every school three times a year and schools should use their capitation grants in line with national guidelines as a process which the auditors check up on. Also the political authorities may go to schools and see what is being done at school. Much as the previous scholar attempts to analyze government grants to schools, little is documented on the contribution of capitation grant to management of students learning which the present study attempts to investigate.

2.2.2 The impact of financing purchase of Learning Aids on management of students' learning.

Nwankwo (2015) acknowledges that the acquisition and provision of these school requirements by the government, parents, Parent Teacher Associations and other stakeholders and their proper usage guarantee the chance for effective and efficient academic performance on the side of the learners. Schools or institution with a wide range of these school requirements at the disposal of the learners will influence and effect their academic performances and achievements both in school and after leaving school. Nwachukwu and Onyenankeya (2017) contends that resources directly utilized in teaching and learning are clearly classrooms and curriculum support resources (like workbooks, writing materials, wall pictures, maps, concrete objects and others). Consequently, the importance of writing materials in any teaching and learning process cannot be over emphasized, for the fact that such materials enhance, motivate, facilitate and make the teaching learning process easy, lively and concrete, thus promoting effective and efficient transmission of organized skills, knowledge, values and attitudes from the teacher to the learners within an instructional situation thus easy management of students' learning. However, this present study will concentrate on purchase of equipment and its contribution to management of students learning. This is because the study by Nwankwo focused on academic performance leaving out an element of managing the students learning.

Nieuwenhius (2018) contends that many teachers who work in overcrowded classes have low morale and low self-esteem and motivation. Classroom teaching methods are restricted to lecturing thus students will lack the opportunity to discover on their own in hands on activities. Another effect on large class size is on students behaviour as such reduces the opportunity for schools to provide quality teaching/learning resources utilization needed to enhance student

learning and achievements. Wanderi (2011) in her study on barrier to effective utilization of resources in the teaching/ learning of sciences in secondary school in Thika, Kiambu County, found that overcrowded classes were a barrier to resource utilization among students. Indiscipline among few students was also established to be another barrier to resource utilization. Similarly, Nieuwenhuis (2018) highlighted while schools are free to make their own decisions on ordering and organizing their textbooks, instructional materials and stationery procurement for themselves, there are some basic rules to be followed (MOES, 2003). Schools are directed to order instructional materials from the latest list of Approved Instructional Materials from the Ministry of Education. Schools are also supposed to order class set of textbooks but not small quantities of competing textbooks for a particular subject. When ordering, school should ensure that the supplier is a well-established one who will be able to deliver the ordered materials in good time so that to ensure that required materials or equipment are being ordered.

A study by Nakachwa(2010) sought to establish whether availability of educational resources had an effect on the internal efficiency in form of human resources, instructional materials and financial resources. The study revealed that the availability of educational resources had a positive correlation with the internal efficiency in the schools. Many schools lacked adequate educational resources inform of instructional materials and funds and this greatly contributed to in their internal inefficiency in form of increased school dropouts, increased repetitions and poor performance. In areas where educational resources were relatively available, internal efficiency was at a relatively improved level. It was therefore concluded that the availability of educational resources greatly boosted the internal efficiency in the schools. Consequently, the following recommendations were made: instructional materials should also be availed to the schools so as to improve on the daily classroom interaction and the government should improve funding of the

Preschool's so as to access educational resources. However, this study focused on upper preprimary school system in Wakiso district thus covering many schools and this study intends focus on selected secondary schools in Bugiri district by adopting a cross sectional survey research design.

Ololube (2013) highlights that adequate resources may reduce the proportion of class time needed for management and thereby increase opportunities for students to be physically active. For example, large class sizes resulting from high student-to-physical educator ratios may require that more time be devoted to activities such as taking attendance and transitioning from one activity to the next. Likewise, insufficient access to appropriate equipment or facilities could increase time devoted to activities such as selecting equipment and transitioning from one space to another. Conversely, organized and focused lesson planning enhanced by access to curricular resources that are consistent with best practices in physical education should maximize opportunities for students to participate in physically demanding activities. Thus, it is hypothesized that time devoted to class management would mediate the relations between human, curricular and material resource availability and student activity levels during physical education sessions. To achieve better management of students' learning, Learning Aids are used to stimulate the students' interest, concretize abstract issues or topics, creates effective communication, provide meaning and useful sources of information to teachers and learners, save time and reduce verbalism or repetition of word, to improve teaching methods, promote closer relationship between the community and school thereby facilitating the improvement in economics performance.

Tim (2016) put it forward that the portion of each school construction or major maintenance project budget used for type of equipment needed to deliver the program, the grade levels being

served, the availability of satisfactory existing equipment and the cost and quantities of new equipment this is because without the satisfactory equipment it affects the learning process. Traditionally, school equipment budgets have been thought of as a percentage of the facility construction cost. Current experience is showing percentages ranging as high as 8%. This figure is for new construction; a lesser amount often is sufficient in renovations due to the availability of existing equipment items. For projects funded by appropriations made to the Department of Education and Early Development, total equipment budgets (i.e. conventional equipment plus technology items) have been limited to 7% unless a detailed justification is provided which shows the correlation between a school board-approved instructional program and the need for additional equipment. Procedures and requirements for establishing and maintaining a property accounting system can be found in various industry, state, and federal publications. Equipment purchased as part of a school construction project will be recorded in a district's approved fixed asset inventory system, as required. It is impractical for every individual item purchased as school equipment to be recorded. In establishing the appropriate management of school equipment within a fixed asset system, cost thresholds and financial accounting are one consideration. Another consideration of similar importance is level of control or physical control. Often, these two considerations fiscal control and physical control work in conjunction within a fixed asset inventory.

Oakes and Saunders, (2002) asserts that Learning Aids are not just objects or materials used during teaching-learning process but they are those objects improvised by the teacher to make teaching more concrete and practical to the learner. Learning Aids are relevant materials utilized by the teacher during teaching to ensure the proper understanding and assimilation of the topic at hand by the use of form or illustration that seems desirable and depict the real situation of the

audience. The practical justification is that it is an instrument for accelerating the pace of all human transformation. The above scholar attempts to investigate objects improvised by the teacher to make teaching more concrete and practical to the learner, little is mentioned on the contribution of financing purchase of Learning Aids to management of students learning which is the primary focus of the current investigation.

2.2.3 The relationship between payments of salaries and students' management of students learning

According to UNESCO (2016) it is revealed that providing a quality education for all lies at the heart of the Education 2030 Agenda. Achieving this goal will require well-qualified, trained, adequately remunerated, and motivated teachers. However, Crehan (2016) asserted that global trends indicate that teacher motivation has been falling in recent years, leading to teacher shortages. With motivation playing an important role in teacher performance, reversing this trend is critical to maintaining quality teaching and thus positively impacting student learning outcomes. With teacher motivation driven by a combination of intrinsic and extrinsic factors, finding the proper incentives to influence them is complex and multifaceted. While many systems have experimented with motivating teachers through bonus pay for meeting specific targets, results have been mixed for such direct extrinsic motivation. In the same light a study by Cabus, Haelermans, and Flink (2020), research shows that allowing teachers more agency to work towards different promotion opportunities can offer a strong incentive to remain in the profession. Cordingley et al., (2019) noted that measures that improve teachers' professionalism, such as collaboration and continuous professional development, have also been shown to improve motivation. School leaders can play a vital role in inspiring teachers, by offering support, consistent standards, and effective evaluation and accountability structures. Such

support from school leaders can further improve professionalism and reduce rates of teacher absenteeism thus improving students' learning by observing better outcomes like change in students' results.

According to Kyarimpa (2010) the teacher commands and emits the image of the one who improves knowledge and the physical conditions of the class room through orderliness, discipline, and control. He makes diagnosis of students' feelings and attitudes inferred by their behavior and response in the classroom. He concluded that in the absence of the programs, the major responsibility of working with children in the school rests with the teacher. Affirms that what takes place in the class room even though the class room itself is not an island is critical. Therefore depending on the degree of congruence with class room practices and activities may dilute to enhance students' performance. Effect changes in structures and curriculum recommend and prescribed teaching methods and aids in the end, the teacher will be solely responsible for applying them. Similarly, this seems to suggest that it is important that there is need for the authorities provide monetary incentives as a way of stabilizing the teachers' means of livelihood so that he/she can concentrate on the job if this can help to enhance management of students' learning.

Davies *et al* (2016) suggest that good salaries, suitable working conditions and necessary elements of job satisfaction can be helpful in attracting competent future teachers. There is substantial evidence that teachers' relative earnings have an important influence on career decisions for outsiders: whether to join the profession while for insiders: whether to stay. It is general rule of teacher labour market: the stronger are the employment prospects outside teaching the fewer qualified people will stay long-term in teaching. In particular, those people with skills who are likely to command the best job prospects elsewhere are less likely to remain

in teaching for very long. Those countries which adopt a salary structure in which increase in salary incentives available to teachers at different points in their careers have positive outcomes like students' termly and annual scores or grades. Deferred compensation schemes help to attract, retain and motivate high-quality teachers. (Statutory salaries refer to scheduled salaries according to official pay scales. Although attractive salaries are clearly important in improving teaching's appeal, the analysis suggests that policy needs to address more than pay. Competitive salaries, good working conditions, job satisfaction and opportunities for development will increase the appeal and attraction of teaching profession for new entrants and existing staff alike.

Casey and Childs (2017) assert that teacher's importance is widely accepted because of his/her impact on student learning. The research indicates that improved teacher characteristics are most likely to produce substantial gains in students' learning. Teachers' compensations are important to maintain the quality of teaching and to ensure and retain sufficient number of skilled teachers in school. As compensations and job conditions can affect both the demand for and supply of teachers. In addition, salaries and working conditions can be helpful in attracting, developing and retaining skilled and effective teachers. In competitive labour markets, the rate of salaries paid to different types of teachers reflects the supply and demand for those teachers. A career structure, promotions and increments, with age and experience earnings can provide salary incentives that attract high quality teachers and increase job satisfaction and possibly performance which contribute to improvement in students score and grades. This research contributes to the existent pool of research by focusing the goal of examining the contribution of payment of salaries on management of student learning. The nature of working conditions in terms of good accommodation, education, flexible working hours, healthy working environment with adequate welfare have an effect on teacher's performance when especially availed in time. When

employees are paid for good performance, this will always reinforce and encourage good continued performance. In schools good performance depends on one's ability, competence and competencies required good performance and appraisal systems in terms of financial and non-financial words. However, their adequacy, drive attraction for high pay, motivation and retention of employees in institutions, is a primary strategy for every institution thus the need to.

According to OECD (2018), it is reported that effective teachers are critical to high student achievement. To do these teachers need to be adequately compensated. First to note is that qualified teachers are in short supply in some places and in specific subjects. Secondly, teaching appears to be a less popular professional choice for young people. In most countries teaching is less respected than it once was, and yet teacher roles have become more complex as student populations have become more diverse and expectations for their achievement have risen. Teachers are required to be responsible for both academic and socio emotional development of Students and remain up to date with emerging knowledge in their subjects and field. As a result teacher education programs are attracting students for whom the profession is not their first choice or whose academic backgrounds are weaker. Given these conditions, some countries have implemented a variety of compensation and incentive programs aimed at improving teacher performance. These programs include individualized salaries, incentive for teachers in hardship areas and incentives based on student performance in national examinations.

Effective teachers use students' interest as a springboard to pull them into lessons. Arousing students' curiosity can draw them into the lesson and keep them there (World Bank 2004). Leary (2004) describe remuneration in relation to basic salary to teachers. Remuneration according to Ofoegbu (2004) is defined as a pay equivalent to a service of loss or expense or it is compensation. Vansteenkiste M et al (2003) define remuneration as reward for employment in

the form of pay, salary, or wage, including allowances, benefits (such as company car medical plan, pension plan), bonuses, cash incentives, and monetary value of the noncash incentives. In this context, remuneration is referred to as an additional reward given to a teacher in form of basic salary, housing allowance, health services, job security, and salary increment, rewards of cars, and recognition during public functions, promotions and praises among others given to teachers whose subjects are best performed. Much as the above researchers attempt to analyze remuneration as reward for employment in the form of pay, salary, or wage, including allowances, benefits, bonuses, cash incentives, and monetary value of the noncash incentives little is mentioned about their effect on students' management.

2.3 Summary

The literature reviewed is relevant and quite informative with respect to the current study objectives. However, most of the studies do not necessarily focus on public secondary schools. Furthermore, the review exposed the dearth of studies that explore management of students' learning engendered by the context influenced by government funding. More importantly, a few of the studies reviewed attempted to explore the direct connection between government funding and management as characterized by stability of tenure of personnel, remuneration, initiative and discipline. The research gaps so highlighted render the current study original and ground breaking.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

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

3.1 Research Design

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

For the quantitative survey, a closed – ended Likert Scale questionnaire (Appendix I) was used to probe for quantitative information from teachers on government funding and management of students' learning. The questionnaire was administered to classroom teachers in the selected public secondary schools. A questionnaire was deemed the most suitable instrument of data

collection in this case for two reasons; (i) all individuals in the study population were literate hence could easily understand and fill in the questionnaires (ii) questionnaires can be used to collect a lot of quantitative data in a short period of time. The questionnaire used was self-administered because this enhances the chances of getting valid data (Amin, 2005). A five Likert-scale questionnaire was used because it could easily be understood and responses could easily be coded and quantified subject to computation of some mathematical analyses (Amin, 2005).

3.2 Study Area

The study area was Bugiri District. According to the official website of the district (www.bugiri.go.ug), Bugiri district is located in Eastern Uganda, 152 Km east of the Capital, Kampala between longitudes 33°10" E and 34°0"E and latitudes 0°06"N and 1°12"N. The district is bordered by Namutumba district and Butaleja district to the north, Tororo district in the north east, Bugweri to the west, Mayuge in the South West and Busia district in the East.

According to the national housing and population census conducted in 2014 as reported by UBOS (2017), Bugiri has a total population of 382,913 out of whom 48.6 percent are male while females comprise 51.4%. 60.1% of the population is aged 0 -17 years. Only 30.1% of persons aged 13 to 18 were attending secondary school. Meanwhile only 5.8% of persons aged 18 and above completed S.4. 26.8% of persons aged 10-17 are illiterate while the illiterates aged 18 – 30 years are 26.5%. 15.2% of females aged 10 – 19 have been married. Choice of the study area was premised on the fact that the researcher resides in and around the area, and this enabled him to easily access the respondents who participated in the study.

3.3 Population, sample size and sampling strategy

(i) Study population

The population of the quantitative survey included all classroom teachers in the selected public secondary schools in Bugiri District. Teachers were included in the study as sources of information on opinions regarding government funding and management of students' learning.

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

(ii) Sample size

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

The researcher then used a sample of 190 respondents out of the targeted population of 116 as calculated below:

$$S = \frac{NP(P)(1-P)}{NP-1(B/C)^2 + P(1-P)}$$

S= Sample size

NP= Population size

P= Population proportion magnitude yielding the maximum possible sample size

B= Sampling error which is 5% = 0.05

C= Level of confidence at 95%. The standard of confidence used by most researchers is 1.960.

$$S = \frac{NP(P)(1-P)}{NP-1(B/C)^2 + P(1-P)}$$

$$S = \frac{150(0.5)(1-0.5)}{150-1(0.05/1.960)^2 + 0.5(1-0.5)}$$

$$S = \frac{116 \times 0.25}{115(0.00065077) + 0.25}$$

S= 90

Table 3.1 below shows the sampling frame

Category of respondents	Population	Sample size	Sampling techniques
Teachers	101	80	Simple random sampling
Deputy Head Teachers	04	02	Purposive sampling
Head Teachers	03	03	Purposive sampling
Members of Board Of Governors	05	03	Purposive sampling
District Education Officers	01	01	Purposive sampling
Inspectors of Schools	03	02	Purposive sampling
Total	116	90	

Source: Primary Data (2021)

(iii) Sampling strategy

Purposive sampling technique was used to select the respondents. This sampling technique offers a faster, cheap and less complicated approach to sampling. In addition, it saves time, ensures ease of administration and a high participation rate while allowing generalization to similar subjects (Genet *et al*, 2011). Three schools were purposively selected to participate in the study (Genet *et al*, 2011). These were identified by the letters A, B and C. These schools were selected because of their unique or representative characteristics of other schools in the district. School A is the largest school in the district in terms of infrastructure, student enrolment and staffing. The

school's teaching staff was found to be 56. It is located in the heart of Bugiri town in Bugiri Municipality, Bugiri District which distinguishes it as the only urban public secondary school in the district. The School is also one of the two oldest secondary schools in the district. Although established in the same year (1981) as school A, School B remains the smallest old public school in the district, with its infrastructure and enrolment being way below a third that of its sister school, A with which it was established in the same year. School B is located in a rural part of Bugiri District and has a teaching staff of 21. School C was only recently grant aided. Although also rural, the School has grown in terms of infrastructure and enrolment to surpass School B which is in fact about two decades older than it, and has 24 teachers. The status of School C mirrors the status of most other public secondary schools in the district.

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

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

through all the three, with saturation among school-based administrators only being reached after interviewing two Deputy Head teachers. Saturation among members of the Boards of Governors was reached with interviewing a third Board Chairperson.

3.4 Data Collection Instruments

Data was collected mainly by use of questionnaires and interviews.

The questionnaire

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

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

the 36 items on a five - point Likert scale ranging from Strongly Disagree to Strongly Agree (with 1 being strongly disagree and 5 being strongly agree).

Interviews

Interviews provided in-depth data not possible with a questionnaire. The researcher opted for interviews because they have a high response rate, first hand data can be obtained from persons of interest, more than one view of the matter can be got, quick information is collected, flexibility is high and clarifications can be made on spot. Information that was gathered through the interview guide was then corroborated by that collected using questionnaires to ensure reliability. 11 participants were interviewed, namely: Deputy Headteachers, Headteachers, members of Boards of Governors (BOG) of the selected public secondary schools, the District Education Officer (DEO) and inspectors of schools.

3.5 Validity and reliability of research instruments

The questionnaire was pilot tested to find out if any flaws existed in the instrument. In this regard, the questionnaire was administered to ten teachers in Iganga District and necessary adjustments in the questionnaire were done. Validity of the instrument was assessed by calculating both item level content validity index (I-CVI) and scale level content validity index (S-CVI) using a method described by Polit and Beck (2006). The CVI of each of the items was 1.00 except for items 4 and 5 (Appendix I) which had I-CVI values of 0.33 and 0.67 (Appendix III). Polit *et al* (2007) recommend a lower limit of the I-CVI of 0.78. Therefore, most of the items except the two identified above passed the validity test. While Polit *et al* (2007) would recommend revision of item 5 and deletion of item 4, I did not implement any of those recommendations because I still found it necessary to assess the influence of those demographic parameters on teachers' views on government funding and how it relates to management of

students' learning. Meanwhile, the S-CVI/average of the instrument was found to be 0.97 (Appendix III). Thus considering that Politet *al* (2007) recommend a lower limit of S-CVI/ave of 0.90, the instrument used in this study was valid.

Reliability of the questionnaire was assessed using Cronbach's alpha reliability coefficient (Gliem&Gliem, 2003) using spss-16. Cronbach's alpha is a measure of the internal consistence of an instrument. The SPSS output of the index was 0.875(Appendix IV). According to Namdeo and Rout (2016), a Cronbach alpha value >0.7 is acceptable. This means that the instrument used for this study had acceptable internal consistency.

For the qualitative study, a multiple case design was used so as to help understand and present the different contexts (Tomaszeskiet *al*, 2020) with regard to government funding and management of students' learning. The cases included all schools selected to be studied in the quantitative survey as well as the District Education Department. Data was collected using semi-structured interviews (Busettoet *al*, 2020). Semi structured interviews were deemed relevant for this study because they would make it possible to gain insight into stakeholders' subjective experiences and opinions regarding government funding and management of students learning. An interview guide (Appendix II) was used to facilitate the interviews. The interview guide was pilot tested (Busettoet *al*, 2020) by administering it to a few similar officers in Iganga district and necessary revisions done. In doing this, it was possible for the researcher to acquaint himself with the wording, the types of questions that work best and how best to manage time with the interviewees.

3.6 Procedure of data collection

Given the restrictions imposed by the government of Uganda due to the Covid 19 pandemic, teachers were not readily available in schools. As such the telephone contacts of sampled teachers were obtained from the school administration of the respective sample schools. The individual sample teachers were then called by the researcher to locate them. Upon locating them, the researcher would then deliver a copy of the questionnaire to each of them, explain the purpose of the study to them and eventually request them to respond. Where requested, the researcher would leave the instrument behind, collecting it later within one to three days. Where a selected respondent was too far to be accessed by the researcher due to the prevailing School lockdown occasioned by the Covid 19 pandemic, the researcher would request them to accept to receive a copy of the questionnaire via WhatsApp¹, respond to it and eventually return the filled questionnaire via the same platform. Where targeted respondents delayed to respond to the questionnaire by more than 2 days, they were given a reminder (Saleh&Bista, 2017) on the third day to enhance response. 69 out of the targeted 80 sample respondents responded to the questionnaire representing a response rate of 86% although the response rate was lower for some individual questionnaire items. According to various scholars, a response rate of 60% or more is desirable for social science surveys (Nulty, 2008). Therefore, the response rate obtained in this study was adequate.

For the qualitative study, the researcher obtained appointments with interviewees through telephone calls. Upon meeting the interviewees, the researcher would explain the purpose of the appointment as seeking an interview with them on government funding and management of students' learning for purely academic purposes. Upon obtaining passive informed consent from

¹WhatsApp is an instant messaging app that enables users to instantly exchange media

the interviewees, the researcher would proceed with the interview while taking written notes of the interviewees' responses. The researcher would then transcribe the notes before leaving the site and provide interviewees with summaries of their transcripts for them to confirm whether they believed such transcripts were complete and represented their views or whether they needed to clarify anything – member checking (Busetto *et al*, 2020).

3.7 Data Analysis

According to Creswell (2017), the analysis of data allows the researcher to organize data collected during the study in order to assess and evaluate the findings and to arrive at some valid, reasonable and relevant conclusion. After data processing, it was subjected to further analysis for easy understanding and interpretation where both qualitative and quantitative data was analyzed.

3.7.1 Quantitative data analysis

Where appropriate, data from the quantitative survey was summarized into frequency tables and presented in form of bar graphs, pie charts and cross tabulations as deemed appropriate using SPSS 16.

Both descriptive and inferential statistics were then used to analyse data using the software SPSS16. The descriptive statistics used were essentially percentile, mean and standard deviation. The inferential statistics used included t-tests, Pearson Moment Product Correlation and Analysis of Variance (Birbal *et al*, 2018). Significant differences were inferred when a probability lower than 0.05 ($p < 0.05$) was obtained.

3.7.2 Qualitative data analysis

Qualitative data was analyzed using content analysis. Content Analysis is a technique for gathering and analyzing the content of text (Politano,2017). This involved organizing the data into categories, coding and sorting them to identify patterns and interpret the meaning of the responses. Saunders *et al.* (2016), argue that the method allows researchers to categorize the information and organize them into themes and patterns for easy interpretation. The interpretation from the data analysis was used to draw conclusions and make recommendations. Qualitative data was presented in a narrative form and inferences drawn from it.

3.8 Research Ethical Considerations

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

3.9 Limitations of the Study

The study faced a number of logistical and methodological constraints. Some delays were experienced in obtaining response to the questionnaires by some respondents. However, the

researcher tried to overcome this by close follow up of the respondents to enable them fill the questionnaires.

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

The Covid 19 induced school lockdown also affected the research in various ways especially during data collection since many sampled respondents were hard to access. This was overcome by use some research assistants who help much to obtain the required data.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0. Introduction

The study was carried out to establish the contribution of government funding on management of students' learning in selected public secondary schools in Bugiri District, Uganda. In this chapter, the results of the study are presented. Section 4.1 presents the demographic characteristics of the respondents in the quantitative survey. In section 4.2, results of the quantitative survey are presented while in section 4.3, results of the qualitative study are presented. First, the response rate was given as indicated in the table below:

Response rate

Questionnaires	Frequency	Percentage
Questionnaires filled in and returned	69	78.2%
Questionnaires not returned	21	21.2%
Total number of questionnaires	90	100%

Source: Field Data (2021)

Statistical evidence from the table above clearly indicates that out of the 90 questionnaires that were distributed, 69 of them were filled in and returned. This gave a response rate of 78.2%. so, it was this figure 69 (78.2%) which was used in the presentation of the findings as portrayed in tables in this chapter. this high response rate gave an indication that adequate data was obtained for the study to enable generalization of the findings

4.1 Demographic characteristics of respondents

A cross tabulation of the age and sex of study participants was done. The results are presented in table 4.1. It is evident from table 4.1 that majority of the respondents (43.5%) were aged 41 years and above while between 20 and 30 years of age constituted the least proportion (15.9%). It is also clear that majority of respondents (75.4%) were males compared to 24.6% females. This means that more males are involved in teaching compared to females. The results further mean that the teachers in the district are “mature adults”.

Table 1: Age of respondents by sex

			Sex of Respondent		Total
			Female	Male	
Age of Respondent/years	20-30	Count	3	8	11
		% of Total	4.3%	11.6%	15.9%
	31-40	Count	9	19	28
		% of Total	13.0%	27.5%	40.6%
	41 and above	Count	5	25	30
		% of Total	7.2%	36.2%	43.5%
Total		Count	17	52	69
		% of Total	24.6%	75.4%	100.0%

Source: Primary Data (2021)

Table 4.1 shows that in terms of experience in their teaching work, majority of the respondents (47.83) had served for more than 10 (ten) years followed closely by those that had served for between 5 and 10 years (34.78). No respondent had served for less than a year. These results

mean that Bugiri district generally boasts of senior (highly experienced) staff members who can be presumed to have adequate skills to manage students' learning.

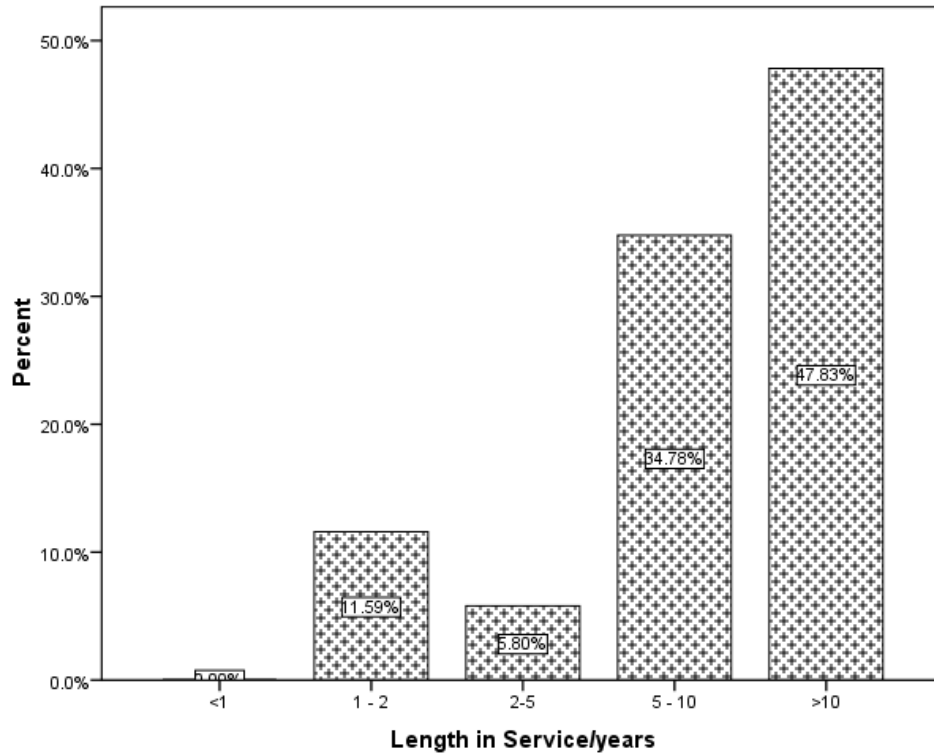


Figure 4.1: Teachers' experience in terms of years of service

Source: Primary Data (2021)

When teachers' experience was compared by sex (Figure. 4.1), it was shown that in all categories of years of experience, the proportion of males was higher than that of females except in the category 2-5 years of experience where males equaled females (2.90%). Meanwhile, the proportion of females with an experience of 5 – 10 years was equal to that of females with an experience of more than 10 years (10.14%).

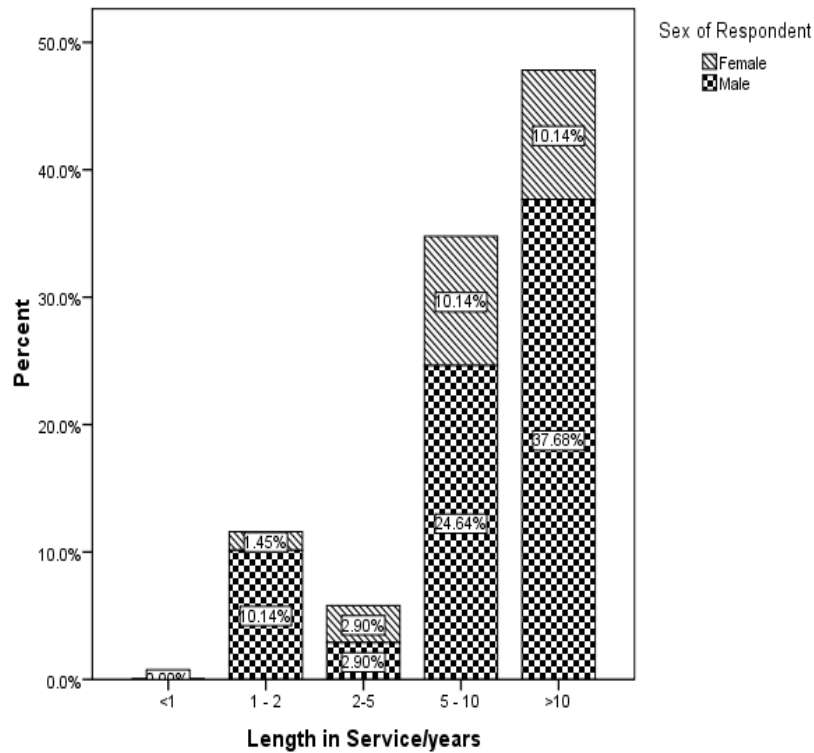


Figure 4.2: Teachers' experience by sex

Source: Primary Data (2021)

Respondents of different sexes were compared by terms of employment. The results are shown in table 4.2. The results show that only males (5.8%) were employed on temporary terms while no female was employed on such terms. More females (11.8%) compared to males (3.8%) were employed on contract basis. Yet males employed on permanent terms (90.4%) were more than the females (88.2%) employed on such terms. Overall, more employees (89.9%) are employed on permanent terms distantly followed by those employed on contract basis (5.8%) with the rest being employed on temporary basis. These results imply that teachers in public secondary schools in Bugiri district are largely stable since they are mostly employed on permanent terms. The results also reveal the fact that employment terms in the district are more favourable to male teachers compared

to their female counterparts since males are largely employed as permanent staff which is a more favourable position.

4.2. The effect of capitation grant on management of students learning

It was deemed necessary to find out the effect of capitation grant on management of students learning. Descriptive statistics were used to explore this question (table 4). The means and standard deviations were used for comparison. Of all the eight constructs developed to describe government funding and management of students' learning, views were more favourable about the view that financing purchase of learning aids is useful in managing students' learning (M=21.0145). On the other hand, the view that learning aids are adequately available in schools was rated least favourably (M = 5.7826). Generally, constructs on the usefulness of government funding (capitation grants, financing purchase of equipment and payment of salaries) in the management of students learning were rated favourably. This means that teacher respondents believe that government funding can be useful in enhancing students' learning achievement although there was the effect of capitation grant on management of students learning is not quite well represented (M = 7.275).

Table 2.3: The effect of capitation grant on management of students learning.

	N	Mean	Std. Deviation
Capitation grant is useful in managing students' learning	69	11.3913	2.43876
Capitation grant is properly managed	69	16.1739	3.24924
Financing purchase of learning aids is useful in managing students' learning	69	21.0145	3.53342
Learning Aids are adequately available in schools	69	5.7826	1.72243
Salary payment is useful in managing students' learning	69	15.5362	3.55453
School employees receive salary commensurate to their jobs roles	69	6.2174	2.36313
Stakeholders are involved in managing students' learning	69	7.2754	1.67054
Students achieve highly in their academic work	69	18.5797	5.16323
Valid N (listwise)	69		

Source: Primary Data (2021)

Table 3: Respondents' terms of employment by sex

			Sex of Respondent		Total
			Female	Male	
Respondents' terms of employment	Temporary	Count	0	3	3
		% within Respondents' terms of employment	.0%	100.0%	100.0%
		% within Sex of Respondent	.0%	5.8%	4.3%
		% of Total	.0%	4.3%	4.3%
	Contract	Count	2	2	4
		% within Respondents' terms of employment	50.0%	50.0%	100.0%
		% within Sex of Respondent	11.8%	3.8%	5.8%
		% of Total	2.9%	2.9%	5.8%
	Permanent	Count	15	47	62
		% within Respondents' terms of employment	24.2%	75.8%	100.0%
		% within Sex of Respondent	88.2%	90.4%	89.9%
		% of Total	21.7%	68.1%	89.9%
Total	Count	17	52	69	
	% within Respondents' terms of employment	24.6%	75.4%	100.0%	
	% within Sex of Respondent	100.0%	100.0%	100.0%	
	% of Total	24.6%	75.4%	100.0%	

Source: Primary Data (2021)

Education level is one of the demographic characteristics of respondents that was presumed to have potential of influencing teachers' opinions about government funding and management of students' learning. Respondents were thus asked to state their highest levels of education. From figure 4, it can be seen that the majority of the respondents (62.32%) had a diploma as their highest level of education. Only 7.2% had a master's degree with as many as 30.43% reporting to have a bachelor's degree. This means that majority of the teachers in the district hold the least authorized academic qualification that a secondary school teacher can hold in Uganda.

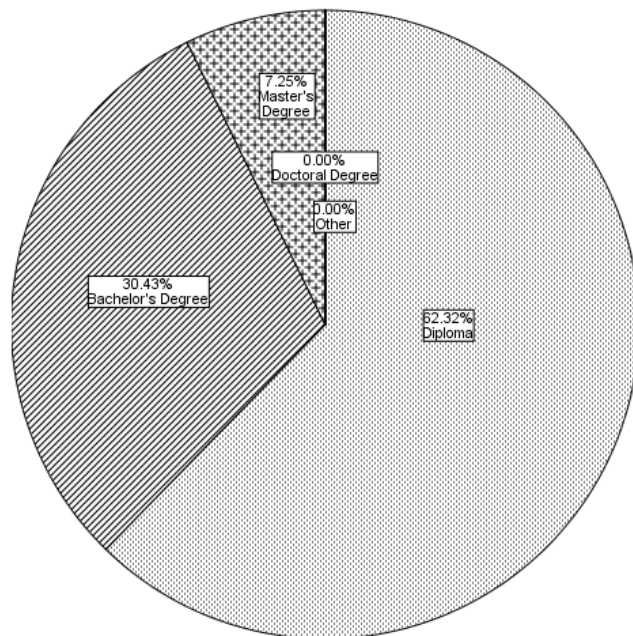


Figure 2: Respondents' highest levels of education

Source: Primary Data (2021)

Having explored the classroom teachers' views on government funding and management of students' learning, I tried to corroborate these views with the opinions of education managers of different levels in the district as well as BOG members through a semi-structured interview.

Asked how capitation grants affect the management of students' learning, the respondents gave various views. One Head teacher responded,

“Paul, why have you come around to waste my time, you are a school leader yourself, don't you know that whatever we do in school is aimed at managing students' learning and therefore whatever we spend the capitation grant on is for that very purpose [management of students learning]? The capitation grant is conditional and the expenditure guidelines are clear. So if you want to know exactly how we use it, go revisit [those guideline].”

I responded:

“Sir I know about the guidelines but I also understand that because resources are never enough, we are always forced to prioritize. I am interested in knowing those priority expenditures from the capitation grant in your school aimed at enhancing management of students' learning”,

“[laughs...] so you actually understand what you are doing. Well.....”,

he goes ahead to explain how capitation grant contributed to management of students' learning in his school.

Almost all respondents mentioned purchase of scholastic materials such as reams, chalk and other forms of stationary as one way in which capitation grants contribute to management of students' learning. Other ways in which capitation grants contribute to management of students' learning that were mentioned include administration, repair of school facilities....

The researcher interrupted one respondent who mentioned “repair of school facilities” to understand how repair of school facilities would contribute to management of students' learning

and the respondent argued that for learners to learn adequately, they need to be provided with a conducive learning environment in totality and that this is what informs expenditure on repairs.

Other contributions of the capitation grant to management of students' learning as given by various respondents were transport, payment of utility bills such as electricity, payment of salaries of security personnel, buying laboratory equipment, buying text books, paying cooks, motivating teachers by providing meals, maintaining cleanliness, paying for co-curricular activities, facilitating internal examinations, facilitating remedial teaching and paying salaries for staff not on government payroll.

“.....I am aware that government specially finances purchase of text books and laboratory supplies, why would you use that capitation grant to buy these again?” I asked one of the Head teachers to which he responded: *“.....I think my school last received laboratory supplies from government around the time they were declaring sciences compulsory, that could be more than ten years ago. But of course some of these are consumables which you must keep replenishing, but even the equipment could be stolen, broken or spoilt, you can't be a Head teacher and watch over such a dire situation because you are waiting for government to buy.”* *“.....Broken or spoilt? Why wouldn't you cause whoever is culpable to buy a replacement of such items instead of using a grant that has its own conditionality?”* I further probed.

In response, this respondent said,

“Don't you know that we are teaching Museveni's children? [laughs.....]. Don't you know that they are not supposed to pay anything in school? Paul you really want me jailed? [laughs]....”

“Headteachers I thought such a rule would act as an internal control to avoid wastage.”, I asserted.

In response this Head teacher argued that whereas I was right, such a move would be equivalent to shooting in his own goal, arguing that with the mushrooming private schools in the neighborhood of his school that don't generally mind the conduct of their students, too much strictness would simply ward off students to the neighbouring ones, let alone attracting rebuke from stakeholders.

“So to remain in business and in harmony with most of the people, you have to avoid certain scenarios and instead pay the opportunity cost. But of course even if you wanted to implement such an internal control irrespective of the stakeholders’ opinions, you would be fighting a losing battle because deep inside of you, you would be aware that they [students/parents] can’t afford because some of these [Lab] items cost much higher than small PTA fees that we charge for various reasons which they also fail to pay” he further argued.

At another school, I said,

“Head teacher, the guidelines do not allow you to spend the capitation grant on salaries because the center pays these through your district local government yet you are saying you pay salaries to...”

[Frowning] he interrupts,

“Did they tell you that government also posts security personnel to schools? Should I look on as school property is vandalized because I cannot use government money [capitation grant] to hire security personnel to guard government property? Where is the logic? By the way, don't you imagine that people's children need to study in a secure environment? So we shall continue to do the right things as opposed to doing things the right way because we are not mere managers”.

In my interaction with one member of the Board of governors of one of the sample schools, I said:

“.....By the way Mr. Chairman, you mentioned spending on co-curricular activities as one way the capitation grant can be used to support management of students’ learning, it doesn’t quite make sense to me.”

In response he had this to say:

“Don’t you know that work without play makes Tom a dull boy? So it’s important that schools spend reasonably on co-curricular to help these children shake off the stress so that by the time they go back to class, they are able to learn again. Unfortunately our Head teachers have of late become so obsessed with classroom work with total disregard for these activities, but of course the pressure is occasioned by us parents who think passing is obtaining a first grade only”

From the foregoing report, it is evident that Headteachers expressed authority about their knowledge of how they could use the capitation grant to manage students’ learning. It can also be inferred that School are Heads are generally not satisfied with government’s school financing policies/guidelines. This is clearly expressed in statements like

“Should I look on as school property is vandalized because I cannot use government money [capitation grant] to hire security personnel to guard government property?”

It also clear that from the Headteacher’s emotions and statements that they are dissatisfied with the extent to which government meets its financing commitments for these public schools.

Evidence to this claim is for example embedded in a statement such as

“I think my school last received laboratory supplies from government around the time they were declaring sciences compulsory, that could be more than ten years ago....”

Members of the Boards of governors on the contrary exhibited little knowledge about how capitation grants could contribute to management of students’ learning. One board member in

response to the question: how does capitation grant contribute to management of students' learning was quoted as saying,

“capitation grant helps mainly rural schools”

without substantiating. Indeed all Board members interviewed could hardly mention more than “buying instructional materials” and “funding co-curricular activities” as the ways capitation grants could contribute to management of students' learning.

The results of the interview also indicated a glaring blame game among stakeholders with regard to expenditure on management of students' learning. This is for example seen in such statements as

“.....Unfortunately our Headteachers have of late become so obsessed with classroom work with total disregard for these activities.....” from a member of the Board of
and *“.....which they also fail to pay”* from a Head teacher.

I asked all the respondents whether the capitation grants that schools receive were adequate. The response from all of them, from district official to school level managers and governors was in unison, “NO”. One district level education manager said,

“Sometimes I sympathize with our Headteachers because while commodity prices keep rising, the grant offered by government per child remains low, just 55000Ugx for an O'level student and 80,000 Ugx for an A'level student. This [amount] would not even suffice as pocket money for a child attending a sister government school that is not under UPPET yet at the end of the day we are demanding first grades from these two Headteachers operating in totally different contexts.”

I asked the officer what they were doing as a district to assist these schools considering that they think the money received by schools is little yet they agree that the schools need money to facilitate management of students' learning. His response was:

“What would you expect me to do? My office is only here to enforce government policy and that is what I do to the dot.”

The magnitude of the problem regarding whether the capitation grant was adequate was even put in better perspective by Headteachers interviewed. One of them said:

“When government introduced USE around 2007, it set the capitation fee per O’level child at 41,000. At that time, the exchange rate for a United States Dollar was somewhere around 1,700Ugx. Just recently in 2019, the fee paid by government per USE student was revised upwards to 55,000Ugx and we really appreciate the gesture but even as this was done, the exchange rate for the dollar had more than doubled and you know how foreign exchange drives business. So you can see that the increment done was just a drop in an ocean. Mark you, even though these schools of ours [UPPET policy implementing schools] are not businesses per se, they also buy everything they use from the same market. But at the end of the day they want to compare our performance to that of say other day schools in the region charging 300,000Ugx per child, see? Where is the fairness?”

In my interaction with another Head teacher on this subject, he said:

“No, the grant is certainly not adequate and you know it, and there is all unfairness about it. What you may not know is why it is not adequate and so I will help you with this. First of all, there are what we call overhead expenses, these are fixed costs regardless. It doesn’t matter whether I have 100 students or 3000 of them, I must meet them. Take for example if an important member of the community dies, my school must be represented because this is public relations and it is important for the life of the school. I must maintain the grounds regardless of the students’ population, and by the way some of these small schools

in terms of population have very big grounds to maintain and so on. So when government fixes the grant to pay based on enrollment without putting in perspective the fixed costs, some and in fact most of the schools are left incapacitated because they can't meet their commitments and as such students' learning is crippled.....”

Therefore, the arguments made by the respondents regarding adequacy of the capitation grant clearly show that the grants received are inadequate. There is also a sense of self-pity among education managers in the district as seen from such statements as:

“.....My office is only here to enforce government policy.....” and *“Where is the fairness?”*

4.4 The impact of financing purchase of equipment on management of students learning

The study sought to examine the impact of financing purchase of equipment on management of students learning depended on the demographic characteristics of the respondents. The results are presented below:

4.1 Differences based on age

A one-way ANOVA was performed to compare the effect of age on views on government funding and management of students' learning. Results of the analysis of variance indicated significant differences according to age groups for the construct “Students achieve highly in their academic work”, ($F(2, 66) = 5.128, p = 0.009$)(table 4.4).

Table 4: One way analysis of variance for age group

		Sum of Squares	Df	Mean Square	F	Sig.
Capitation grant is useful in managing students' learning	Between Groups	13.861	2	6.931	1.171	.316
	Within Groups	390.573	66	5.918		
	Total	404.435	68			
Capitation grant is properly managed	Between Groups	48.303	2	24.151	2.380	.100
	Within Groups	669.610	66	10.146		
	Total	717.913	68			
Financing purchase of learning aids is useful in managing students' learning	Between Groups	16.555	2	8.277	.656	.522
	Within Groups	832.431	66	12.613		
	Total	848.986	68			
Learning Aids are adequately available in schools	Between Groups	2.357	2	1.179	.390	.678
	Within Groups	199.382	66	3.021		
	Total	201.739	68			
Salary payment is useful in managing students' learning	Between Groups	42.544	2	21.272	1.719	.187
	Within Groups	816.615	66	12.373		
	Total	859.159	68			
School employees recieve salary commensurate to their jobs roles	Between Groups	19.329	2	9.664	1.770	.178
	Within Groups	360.410	66	5.461		
	Total	379.739	68			
Stakeholders are involved in managing students' learning	Between Groups	1.666	2	.833	.292	.748
	Within Groups	188.103	66	2.850		
	Total	189.768	68			

Students achieve highly in their academic work	Between Groups	243.822	2	121.911	5.128	.009
	Within Groups	1568.990	66	23.773		
	Total	1812.812	68			

Source: Primary Data (2021)

The Scheffé post hoc multiple comparison procedure revealed that the mean value of “Students achieve highly in their academic work” was significant between respondents aged 20 – 30 years and those aged 31 – 40 years ($p = 0.031$), 95% C.I. = (-9.0398, -0.3498) as well as between respondents aged 31 – 40 years and those aged (≥ 41) years ($p=0.038$), 95% C.I. = (0.1438, 6.5609). There was no statistically significant difference between respondents aged 20 – 30 years and those aged (≥ 41) for this construct. Generally, mid-career teachers (31 - 40 years of age) held more positive views ($M = 20.786$, $SD = 5.587$) compared to their younger (20 – 30 years) ($M = 16.09$, $SD = 2.879$) and older counterparts (≥ 41) ($M= 18.580$, $SD = 5.163$) with regard to the construct “Students achieve highly in their academic work” (table 4.5).

Table 5: Scale means and standard deviation by age group

		N	Mean	Std. Deviation
Capitation grant is useful in managing students' learning	20-30	11	10.9091	2.16585
	31-40	28	11.0357	2.99978
	41 and above	30	11.9000	1.86344
	Total	69	11.3913	2.43876
Capitation grant is properly managed	20-30	11	17.1818	1.94001
	31-40	28	15.1786	4.23437
	41 and above	30	16.7333	2.25806
	Total	69	16.1739	3.24924
Financing purchase of learning aids is useful in managing students' learning	20-30	11	21.0000	2.28035
	31-40	28	20.4643	4.71783
	41 and above	30	21.5333	2.48767
	Total	69	21.0145	3.53342
Learning Aids are adequately available in schools	20-30	11	5.7273	1.42063
	31-40	28	6.0000	1.92450
	41 and above	30	5.6000	1.65258
	Total	69	5.7826	1.72243
Salary payment is useful in managing students' learning	20-30	11	15.8182	4.06984
	31-40	28	14.6071	3.61416
	41 and above	30	16.3000	3.20721
	Total	69	15.5362	3.55453
School employees receive salary commensurate to their jobs roles	20-30	11	5.7273	2.28433
	31-40	28	6.8571	2.18944
	41 and above	30	5.8000	2.48305
	Total	69	6.2174	2.36313
Stakeholders are involved in managing students' learning	20-30	11	7.3636	1.12006
	31-40	28	7.4286	1.97068
	41 and above	30	7.1000	1.56139

	Total	69	7.2754	1.67054
Students achieve highly in their academic work	20-30	11	16.0909	2.87939
	31-40	28	20.7857	5.58674
	41 and above	30	17.4333	4.71010
	Total	69	18.5797	5.16323

Source: Primary Data (2021)

4.2.1 Differences based on sex

An independent samples t-test was conducted to compare the effect of sex on respondents' views of government funding and management of students' learning in schools. There was a significant difference in the perception of females ($M = 13.059$, $SD = 1.088$) and males ($M = 10.846$, $SD = 2.516$) (table 6) for the construct "Capitation grant is useful in managing students' learning" $t(67) = 3.507$, $p = 0.001$.

Table 6: T- test results comparing females and males

Sex of Responde nt	N	Mean	Std. Deviation	Std. Error Mean
Capitation grant is useful in managing students' learning	Female 17	13.0588	1.08804	.26389
	Male 52	10.8462	2.51571	.34887
Capitation grant is properly managed	Female 17	17.5294	2.03463	.49347
	Male 52	15.7308	3.45909	.47969
Financing purchase of learning aids is useful in managing students' learning	Female 17	23.2941	1.79460	.43525
	Male 52	20.2692	3.65210	.50646
Learning Aids are adequately available in schools	Female 17	7.2353	1.30045	.31541
	Male 52	5.3077	1.57851	.21890
Salary payment is useful in managing students' learning	Female 17	16.5882	1.69775	.41176
	Male 52	15.1923	3.93097	.54513
School employees receive salary commensurate to their jobs roles	Female 17	7.2353	2.25082	.54590
	Male 52	5.8846	2.32340	.32220
Stakeholders are involved in managing students' learning	Female 17	7.0588	1.29762	.31472
	Male 52	7.3462	1.78100	.24698
Students achieve highly in their academic work	Female 17	18.8824	5.89367	1.42942
	Male 52	18.4808	4.96059	.68791

Source: Primary Data (2021)

4.2.2 Differences based on level of education

A one-way ANOVA was performed to compare the effect of respondents' level of education on views on government funding and management of students' learning. The results of the analysis of variance indicated no statistically significant differences according to respondents' levels of education for all the constructs (table 8). The results mean that all respondents regardless of level of education held similar opinions about government funding and management of students' learning.

Table 7: One way analysis of variance for respondents' level of education

		Sum of Squares	Df	Mean Square	F	Sig.
Capitation grant is useful in managing students' learning	Between Groups	13.492	2	6.746	1.139	.326
	Within Groups	390.943	66	5.923		
	Total	404.435	68			
Capitation grant is properly managed	Between Groups	33.056	2	16.528	1.593	.211
	Within Groups	684.857	66	10.377		
	Total	717.913	68			
Financing purchase of learning aids is useful in managing students' learning	Between Groups	52.821	2	26.411	2.189	.120
	Within Groups	796.164	66	12.063		
	Total	848.986	68			
Learning Aids are adequately available in schools	Between Groups	2.235	2	1.117	.370	.692
	Within Groups	199.504	66	3.023		
	Total	201.739	68			
Salary payment is useful in managing students' learning	Between Groups	12.843	2	6.422	.501	.608
	Within Groups	846.316	66	12.823		
	Total	859.159	68			
School employees receive salary commensurate to their jobs roles	Between Groups	5.502	2	2.751	.485	.618
	Within Groups	374.237	66	5.670		
	Total	379.739	68			
Stakeholders are involved in managing students' learning	Between Groups	2.693	2	1.347	.475	.624
	Within Groups	187.075	66	2.834		
	Total	189.768	68			
Students achieve highly in their academic work	Between Groups	50.185	2	25.092	.940	.396
	Within Groups	1762.627	66	26.706		
	Total	1812.812	68			

Source: Primary Data (2021)

4.2.3 Differences based on terms of employment

It was necessary to establish if a teacher's terms of employment had a bearing on how they perceived government funding and management of students' learning. One-way ANOVA was for this purpose. Results of the analysis of variance indicated significant differences among

respondents according to respondent's terms of employment for the construct "School employees receive salary commensurate to their job roles", ($F(2, 66) = 3.702, p = 0.030$) (table 9).

Table 8: One way analysis of variance for respondent's terms of employment

		Sum of Squares	Df	Mean Square	F	Sig.
Capitation grant is useful in managing students' learning	Between Groups	18.999	2	9.500	1.627	.204
	Within Groups	385.435	66	5.840		
	Total	404.435	68			
Capitation grant is properly managed	Between Groups	2.703	2	1.352	.125	.883
	Within Groups	715.210	66	10.837		
	Total	717.913	68			
Financing purchase of learning aids is useful in managing students' learning	Between Groups	14.292	2	7.146	.565	.571
	Within Groups	834.694	66	12.647		
	Total	848.986	68			
Learning Aids are adequately available in schools	Between Groups	7.868	2	3.934	1.339	.269
	Within Groups	193.871	66	2.937		
	Total	201.739	68			
Salary payment is useful in managing students' learning	Between Groups	64.385	2	32.193	2.673	.076
	Within Groups	794.774	66	12.042		
	Total	859.159	68			
School employees receive salary commensurate to their jobs roles	Between Groups	38.304	2	19.152	3.702	.030
	Within Groups	341.435	66	5.173		
	Total	379.739	68			
Stakeholders are involved in managing students' learning	Between Groups	4.091	2	2.045	.727	.487
	Within Groups	185.677	66	2.813		
	Total	189.768	68			
Students achieve highly in their academic work	Between Groups	2.618	2	1.309	.048	.953
	Within Groups	1810.194	66	27.427		
	Total	1812.812	68			

Source: Primary Data (2021)

Generally, respondents employed on permanent terms held more positive attitudes ($M = 6.468$, $SD = 2.352$) compared to the other two groups of employment terms (temporary and contract) both of which posted means of 4.000 with regard to the construct “School employees receive salary commensurate to their jobs roles” (table 4.9).

Table 9: Scale means and standard deviations by respondents' terms of employment

		N	Mean	Std. Deviation
Capitation grant is useful in managing students' learning	Temporary	3	9.0000	.00000
	Contract	4	12.0000	.00000
	Permanent	62	11.4677	2.51369
	Total	69	11.3913	2.43876
Capitation grant is properly managed	Temporary	3	17.0000	.00000
	Contract	4	16.5000	1.73205
	Permanent	62	16.1129	3.40253
	Total	69	16.1739	3.24924
Financing purchase of learning aids is useful in managing students' learning	Temporary	3	19.0000	.00000
	Contract	4	20.5000	.57735
	Permanent	62	21.1452	3.69691
	Total	69	21.0145	3.53342
Learning Aids are adequately available in schools	Temporary	3	5.0000	.00000
	Contract	4	7.0000	1.15470
	Permanent	62	5.7419	1.76427
	Total	69	5.7826	1.72243
Salary payment is useful in managing students' learning	Temporary	3	20.0000	.00000
	Contract	4	16.0000	1.15470
	Permanent	62	15.2903	3.60049
	Total	69	15.5362	3.55453
School employees receive salary commensurate to their job roles	Temporary	3	4.0000	.00000
	Contract	4	4.0000	1.15470
	Permanent	62	6.4677	2.35196
	Total	69	6.2174	2.36313
Stakeholders are involved in managing students' learning	Temporary	3	8.0000	.00000
	Contract	4	8.0000	.00000
	Permanent	62	7.1935	1.74468
	Total	69	7.2754	1.67054
Students achieve highly in their academic work	Temporary	3	18.0000	.00000
	Contract	4	18.0000	.00000
	Permanent	62	18.6452	5.44750
	Total	69	18.5797	5.16323

Source: Primary Data (2021)

4.2.3 Differences based on length in service

A one-way ANOVA was performed to compare the effect of respondents' length in service on views on government funding and management of students' learning. The results of the analysis of variance indicated significant differences among respondents according to respondent's length in service for the constructs; "Capitation grant is useful in managing students' learning" ($F(3, 65) = 2.993, p = 0.037$), "Capitation grant is properly managed" ($F(3, 65) = 3.334, p = 0.025$), and "Salary payment is useful in managing students' learning", ($F(3, 65) = 4.061, p = 0.010$) (table 4.10).

Table 10: One way analysis of variance for length in service

		Sum of Squares	Df	Mean Square	F	Sig.
Capitation grant is useful in managing students' learning	Between Groups	49.086	3	16.362	2.993	.037
	Within Groups	355.348	65	5.467		
	Total	404.435	68			
Capitation grant is properly managed	Between Groups	95.746	3	31.915	3.334	.025
	Within Groups	622.167	65	9.572		
	Total	717.913	68			
Financing purchase of learning aids is useful in managing students' learning	Between Groups	25.391	3	8.464	.668	.575
	Within Groups	823.595	65	12.671		
	Total	848.986	68			
Learning Aids are adequately available in schools	Between Groups	21.372	3	7.124	2.567	.062
	Within Groups	180.367	65	2.775		
	Total	201.739	68			
Salary payment is useful in managing students' learning	Between Groups	135.618	3	45.206	4.061	.010
	Within Groups	723.542	65	11.131		
	Total	859.159	68			
School employees recieve salary commensurate to their jobs roles	Between Groups	24.694	3	8.231	1.507	.221
	Within Groups	355.045	65	5.462		
	Total	379.739	68			
Stakeholders are involved in managing students' learning	Between Groups	16.545	3	5.515	2.069	.113
	Within Groups	173.223	65	2.665		
	Total	189.768	68			
Students achieve highly in their academic work	Between Groups	129.099	3	43.033	1.661	.184
	Within Groups	1683.712	65	25.903		
	Total	1812.812	68			

Source: Primary Data (2021)

The Scheffé post hoc multiple comparison procedure revealed that the mean value of “Salary payment is useful in managing students' learning” was significant between respondents with 5 – 10 years in service and those with >10 years in service ($p = 0.039$), 95% C.I. = (0.0977, 5.2356).

So, financing purchase of teaching/learning materials such as text books, equipment and lab supplies is another way government funds schools. I sought to understand from the education managers interviewed how this was contributing to management of students' learning. Generally, the respondents argued that financing purchase of learning aids ensures that these (learning aids) are in place. Once present, they argued that they (learning aids) arouse students' interest, promote incidental learning, facilitate child-child learning, motivate teachers and make learning concrete. One respondent stated that learning aids help to save time, thereby making more time available for learning more concepts. It was also mentioned by one respondent that once learning aids are available, class discipline is improved, adding that it is a disciplined class that is teachable. Another respondent said that when teaching aids are availed, learners are able to see and or even touch, adding that seeing is believing. He insisted that once learners believe in the knowledge being imparted, they will store it in their long term memory ready for retrieval and utilization and that this is what constitutes real learning. The question of how financing purchase of learning aids contributes to management of students' learning did not attract a lot of debate nor did it elicit any emotions from any of the respondents.

4.4. Relationship between the relationship between payment of salaries and management of students learning

A Pearson-Product moment correlation analysis was done to establish the relationship between payment of salaries and management of students learning. Generally, the results indicated that all constructs on government funding but “School employees receive salary commensurate to

their job roles” were positively correlated with constructs on management of students’ learning (“Stakeholders are involved in managing students” and “Students achieve highly in their academic work”)(table 12). “School employees receive salary commensurate to their job roles” was negatively correlated with “Stakeholders are involved in managing students’ learning” ($r = -0.004$) although such correlation was not significant ($p = 0.973$). These results mean that there was a weak significant positive correlation between relationship between payment of salaries and management of students learning.

Table 11: Correlation between payment of salaries and management of students learning

		Payment of Salaries	Management of Students’ Learning
Payment of Salaries	Pearson Correlation	1	.452**
	Sig. (2-Tailed)		.000
	N	69	69
Management of Students’ Learning	Pearson Correlation	.452**	1
	Sig. (2-Tailed)	.000	
	N	69	69

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

Source: Generated by researcher from data collected

The above table shows that at significance level of 0.01 (2-tailed), there is statistically significant and positive relationship between payment of salaries and management of students' learning (.452). This implies that views on government funding are directly related to management of students' learning. In other word, an increase in payment of salaries leads to an increase in the management of students' learning.

I asked respondents how management of students' learning would be helped by paying staff salaries. In response, one Headteacher said:

“The only reason teachers come to school is to make money but not to work because indeed if their interest was in working, they would remain in their houses and do the numerous chores there because even that is work.”

He went to say:

“Unfortunately you cannot make money unless you work. So it's important that when they come here to work they are paid, and paid handsomely and promptly. This way you keep them motivated and they will work even harder. In all this, the learner will be the winner because then they [learners] will receive more attention from the teacher thereby learning more.”

Teacher motivation was alluded to by all respondents as a possible way payment of staff salaries contributes to management of students' learning because the motivation culminates into better service delivery.

Other benefits of payment of staff salaries to management of students' learning that were mentioned include: regular attendance by teachers, syllabus completion as a result of regular attendance and motivation, improving staff retention which is essential for continuity in any school system, teacher commitment to the school and building a positive relationship between

the school administration and the teachers. The results presented above indicate that education managers not only know how payment of staff salaries would improve management of students' learning but also appreciate the importance of salary payment. My interaction with respondents on this subject revealed enormous passion among education managers about having their staff compensated for the work they do.

CHAPTER FIVE

DISCUSSION OF RESULTS, CONCLUSIONS AND RECOMMENDATIONS

5.1. Discussion of Results

The study was to establish the contribution of government funding on management of students' learning in selected public secondary schools in Bugiri District, Uganda. In this chapter, the results of the study are discussed in the same order as the presentation of results.

5.1.1 The effect of capitation grant on management of students learning

Generally, constructs on the usefulness of government funding (capitation grants, financing purchase of equipment and payment of salaries) in the management of students learning were rated favourably. This means that teacher respondents believe that government funding can be useful in enhancing students' learning achievement. This finding is in agreement with Deffouset *al* (2011) who argue that grants are meant to improve education quality by providing financing and fundamental education inputs. However, there was a perception among teacher respondents that stakeholders were quite not well involved ($M = 7.275$). The construct on stakeholder involvement was concerned with whether all stakeholders were concerned about students' learning and whether Head teachers identified areas of improvement. Again Deffouset *al* (2011) note that school grants may enhance the involvement of parents and communities in school management but point out that there is need to ensure that replacing fees with school grants does not lead to a loss of interest in the school life from the community and specifically from the parents. Unfortunately, this is what seems to have happened in Uganda. In another study in Uganda, Huylebroeck and Titeca (2015) noted that parents were less involved with the schools

than they were before the introduction of USE which affects the performance of students. These findings are in agreement with evidence from a study in several African countries done by Deffouset *al* (2011) that when a government advertises free education and the fact that the parents' contribution is not mandatory anymore, there is serious financial disengagement and a lack of interest in the school life from parents. It therefore appears that lack of stakeholder involvement could be one of the factors impeding the proper management of students' learning in Bugiri district. Sekiwu and Kaggwa (2019) demonstrated that parent involvement in child education positively influences students' academic performance.

Of all the eight constructs developed to describe government funding and management of students' learning, teachers' views were more favourable about the view that financing purchase of learning aids is useful in managing students' learning ($M=21.0145$). Indeed even the school managers when asked how financing purchase of learning aids could contribute to students' learning, they were able to highlight various ways this could happen. According to Shabiralyaniet *al* (2015), students develop and increase personal understanding of the areas of learning when they experience a successful and pleasant learning in the classroom, and that effective use of visual aids substitutes monotonous learning environments. Although Shabiralyaniet *al* (2015) concentrated on visual aids in their study, their conclusions could apply for any form of learning aid including the non-visual ones. However, the view that learning aids are adequately available in schools was rated least favourably ($M = 5.7826$)(table 3). This means that teachers felt that learning aids were not adequately available in schools. This perception was supported by the opinions and sentiments of the education managers interviewed. These findings are consistent with those of Tambawal (2015) who in his study found similar sentiments among primary school teachers in public schools in Mbale Municipality.

Teachers' views about the proper management of capitation grants were favourable with teachers largely expressing a feeling that the grants were being properly managed. Indeed in their interviews, Head teachers expressed clear knowledge of how they could use the capitation grant to manage students' learning although they were generally not satisfied with government's school financing policies/guidelines, as well as being dissatisfied with the extent to which government meets its financing commitments for these public schools. Arshadet *al* (2009) ...On the contrary, members of the Boards of governors exhibited little knowledge about how capitation grants could contribute to management of students' learning. Joynes and James (2018) argue that there are a number of basic contextual preconditions for grants to be effective and the among others include the fact that school-based educators and community members must be supported to understand school-based management and school grant processes

Generally, it became glaring from respondents' arguments regarding adequacy of the capitation grant that the grants received were inadequate.

Arshadet *al* (2009) argue that per student expenditure may have positive and significant effects if School Resource Inputs are allocated with a well-defined policy and if used at the optimal level of usage. But Deffouset *al* (2011) suggest that in situations where school grants are calculated on the basis of enrollment, each school should be provided in addition to a fixed amount per pupil enrolled, a fixed grant, independent of the size to address the fact that many fixed costs are largely independent of school size and avoid situations where smaller schools benefit less from the grants.

5.1.2 The impact of financing purchase of equipment on management of students learning

5.2.1 Differences based on age

Results of the analysis of variance indicated significant differences according to age groups for the construct “Students achieve highly in their academic work”, ($F(2, 66) = 5.128, p = 0.009$) (table 5) but there was no significant difference with regard to their views on other constructs. Generally, mid-career teachers (31 - 40 years of age) held more positive views compared to their younger (20 – 30 years) and older counterparts (≥ 41) with regard to the construct “Students achieve highly in their academic work” (table 6).

Males and females significantly differed ($p = 0.001$) in their views for the construct “Capitation grant is useful in managing students' learning”, with females holding a more positive view (table 7). Although no similar study was found to compare findings, these results are supported by an enormous body of knowledge in the psychological study of personality traits. For example according to Weisberg *et al* (2011), women consistently score higher than men on measures of agreeableness. Agreeableness is the tendency towards cooperation, maintenance of social harmony and consideration of concerns for others Weisberg *et al* (2011). Therefore, the difference in views witnessed here might only be a subject of personality of the different sexes. Therefore, any interventions aimed at rallying teachers to appreciate and support the UPPEP policy may have to explicitly target male teachers since they significantly appreciate it less.

When views of teacher respondents were compared on the basis of level of education regarding government funding and management of students' learning, no statistically significant differences were found (table 8). The results mean that all respondents regardless of level of

education held similar opinions about government funding and management of students' learning.

Results of the analysis of variance also indicated significant differences among respondents according to respondent's terms of employment for the construct "School employees receive salary commensurate to their job roles", ($F(2, 66) = 3.702, p = 0.030$) (table 8). Generally, respondents employed on permanent terms held more positive attitudes ($M = 6.468, SD = 2.352$) compared to the other two groups of employment terms (temporary and contract) both of which posted means of 4.000 with regard to the construct "School employees receive salary commensurate to their jobs roles" (table 10). However, from the mean values, it is clear that respondents generally feel the salary they were earning was not commensurate to their job roles

A one-way ANOVA was performed to compare the effect of respondents' length in service on views on government funding and management of students' learning. The results of the analysis of variance indicated significant differences among respondents according to respondent's length in service for the constructs; "Capitation grant is useful in managing students' learning" ($F(3, 65) = 2.993, p = 0.037$), "Capitation grant is properly managed" ($F(3, 65) = 3.334, p = 0.025$), and "Salary payment is useful in managing students' learning", ($F(3, 65) = 4.061, p = 0.010$) (table 11).

The Scheffé post hoc multiple comparison procedure revealed that the mean value of "Salary payment is useful in managing students' learning" was significant between respondents with 5 – 10 years in service and those with >10 years in service ($p = 0.039$), 95% C.I. = (0.0977, 5.2356).

4.3. Relationship between payment of salaries and management of students learning

Generally, the study showed that all constructs on government funding but "School employees receive salary commensurate to their job roles" were positively correlated with constructs on

management of students' learning ("Stakeholders are involved in managing students" and "Students achieve highly in their academic work") (table 12). These results mean that a respondent with a favourable perception of government funding had a favourable perception regarding the utilization of such funding to support the management of students' learning. The results also highlight dissatisfaction among teachers with regard to their which results into negative views about students' achievement in academics. While the negative views about students' achievement may not necessarily mean that students actually achieve poorly, they are an indicator of dissatisfaction among a group that actually drives students' learning. According to Sommers (2005) cited in Dolan *et al* (2012), teacher pay is directly linked with expanding access to schooling and while it may not have a direct impact on specific learning outcomes, an education systems' ability to pay its teachers well and on time is closely linked with positive results such as teacher recruitment, retention, satisfaction and morel as well as class size, factors that have themselves been connected with education quality. But Cebrera and Webbink (2019) argue that increases in teacher pay may only improve student outcomes if it increases those teacher characteristics that actually improve student outcomes. Therefore, while this study cannot assert that poor pay for teachers is responsible for the poor academic achievement in the district, it is important to note that the perception by teachers that the pay they get is not commensurate with their job roles might have affected factors such job satisfaction which is crucial to teachers' classroom delivery.

5.2. Conclusions

The first specific objective of this study was to find out the effect of capitation grant on management of students learning. It was therefore concluded that teachers and education managers at different levels in the district generally had a perception that government funding

was useful in managing students' learning. It was however observed that there was lack of stakeholder involvement and this appeared to be one of the factors impeding the proper management of students' learning in Bugiri district. Teachers' also believed that that learning aids were important in managing students' learning but were inadequately available in school. It was thus concluded that these inadequate learning aids could be one of the drivers of poor management of students' learning in the district. Teachers' also generally had a perception that their salary was inadequate and it was concluded that such a perception could not be used as a direct predictor of poor management of students' learning but could potentially affect factors that affect the management of students' learning.

The second research objective was to examine the impact of financing purchase of equipment on management of students learning. It was concluded that the impact of financing purchase of equipment on management of students learning is quite significant.

In the third objective, the study set out to establish the relationship between payment of salaries and management of students learning. It was concluded that payment of salaries and management of students learning have to hand in hand.

5.3 Recommendations

The study recommended that efforts should be by the government and the Ministry of Education and Sport disburse capitation grant in time so as enhance the management of students learning. It was also recommended that there is need for parents and the concerned education stakeholders to ensure that there is adequate financing purchase of equipment necessary to improve management of students learning. It further recommended that, amidst of scarcity, school heads should make effort to timely effect payment of salaries as a viable endeavour to improve management of students learning.

Suggested areas for further research

The study was to establish the contribution of government funding on management of students' learning in selected public secondary schools in Bugiri District, Uganda. It is, therefore suggested a similar study could be conducted with a relatively larger sample to enhance the generalizability of the findings. Furthermore, another study could be conducted to investigate the impact of parental involvement on management of students' learning in selected public secondary schools in Bugiri District, Uganda. In addition, a study could be conducted to find out the effect of school related factors on students' learning.

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APPENDIX I: QUESTIONNAIRES

Dear Respondent,

I am a student of Kisubi University offering Masters of Education Leadership and Management, I am conducting a study on Government Funding and Management of Students Learning in selected public schools in Bugiri District in Uganda I kindly request you to tick or answer questions below; the information given will remain confidential and purely academic. Your participation is voluntary and you will not be affected in any way if you decide not to participate.

Thank you for your cooperation.

SECTION A: RESPONDENT'S BIO DATA

[Tick the letter which applies to you]

Identification

1. Age

20-30

31-40

41 and above

2. Gender

Male

Female

3. Level of education

(a)Certificate (b) Diploma (c) Bachelors (d) Masters (e) PhD(f) Other

specify.....

4 Terms of Employment

- a) Temporary staff b) contract staff c) permanent staff d) Others (specify).....

5 Length of service

- (a) Less than 1 year (b) 1-2 years (c) 2-5 years (d) 5-10 years over 10 years

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

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

the relationship between payment of salaries and management of students learning

SECTION B.1: The effect of capitation grant on management of students learning

S/ N	Statement	SD	D	N	A	SA
6	I am aware that capitation grant to schools can help to improve stability of tenure of personnel					
7	I do understand that capitation grant enhances learning					
8	I know that capitation grant promotes management of public secondary schools					
9	The percentage of capitation fees to each student is sufficient					
10	The school undertakes strategic planning for capitation grant provided					
11	The school has annual budgets to for all activities					
12	Capitation grant fees are provided regularly to the school					
13	The size of school is considered while determining the amount of capitation fees					

SECTION B.2: The impact of financing purchase of equipment on management of students learning

S.N	Statement	SD	D	N	A	SA
14	I am aware that financing purchase of Learning Aids easy management of students learning					
15	I know that purchase of chemicals helps to improve student learning					
16	I am aware of the fact that purchase text books can improve student learning					
17	I am sure that financing purchase of Learning Aids can improve on students learning					
18	I do understand the fact that financing purchase of Learning Aids helps to improve management of student learning in Public secondary schools					
19	Required equipments always are purchased to make the teaching learning process easy					
20	The school has adequate educational resources inform of instructional materials and funds					

SECTION B.3: The impact of financing purchase of equipment on management of students learning

S/N	Statement	SD	D	N	A	SA
21	I have no doubt that payment of salaries improves stability of tenure of personnel					
22	I know that salaries for teaching and non- teaching staff helps to enhance students learning					
23	I am sure that payment of salaries is instrumental at improving discipline					
24	I am aware that payment of salaries can enhance management of public secondary schools					
2	I am given the necessary salary prior to my job role					
26	I think my salary is equitable to my role					
27	I feel the total package of my salary is fair					

SECTION B.4:Management of Students Learning

S/N	Statement	SD	D	N	A	SA
28	The students obtain high grades in national examination					
29	The students always score highly in test in the school.					
30	The students always score highly in termly examinations					

31	The students obtain high grades in annual examination in the school.					
32	The Students perform to the expectations of the school administration					
33	Pass rates improve yearly in the school					
34	Pass rates vary from subject to subject in the school					
35	All stakeholders are concerned about the student's learning in the school					
36	The Head teacher identifies areas of improvement					

APPENDIX II
INTERVIEW GUIDE

Date of interview.....

Time of interview.....

Participating institution.....

1. How does capitation grant contribute to the management of students' learning of selected public secondary schools in Bugiri District?
2. How does financing purchase of Learning Aids contribute on management of students learning of selected public secondary schools in Bugiri District?
3. What is the contribution of payments of salaries on management of students learning of selected public secondary schools in Bugiri District?
4. Do you feel government gives adequate capitation grant to improve management of students learning of selected public secondary schools in Bugiri District?
5. According to you, do think administration of material can help to stimulate management of students learning of public secondary schools?
6. Do you feel that purchase of chemicals can help management of students learning public secondary schools?
7. According to you, how can purchase of Learning Aids contribute management of students learning public secondary schools?
8. Is payment of salaries is critical at promoting management of students learning of public secondary schools? If yes give reason.

9. Do you think salaries for teaching staff are essential to improve management of public secondary schools?
10. According to you, how can purchase of textbooks enhance management of student learning in public schools in Bugiri District?

THANK VERY MUCH FOR PARTICIPATION AND COOPERATION

Appendix III: Computation of I-CVI and S-CVI

Computation of I-CVI

Questionnaire Item No.	Expert Rating			I-CVI
	Rater 1	Rater 2	Rater 3	
1	R	R	R	1
2	R	R	R	1
3	R	R	R	1
4	R	NR	NR	0.33
5	R	R	NR	0.67
6	R	R	R	1
7	R	R	R	1
8	R	R	R	1
9	R	R	R	1
10	R	R	R	1
11	R	R	R	1
12	R	R	R	1
13	R	R	R	1
14	R	R	R	1
15	R	R	R	1
16	R	R	R	1
17	R	R	R	1
18	R	R	R	1
19	R	R	R	1

20	R	R	R	1
21	R	R	R	1
22	R	R	R	1
23	R	R	R	1
24	R	R	R	1
25	R	R	R	1
26	R	R	R	1
27	R	R	R	1
28	R	R	R	1
29	R	R	R	1
30	R	R	R	1
31	R	R	R	1
32	R	R	R	1
33	R	R	R	1
34	R	R	R	1
35	R	R	R	1
36	R	R	R	1

NB:

(i) R stands for item relevant to construct

NR stands for item not relevant to construct

(ii) $I - CVI = \frac{\text{Number of experts giving a rating of relevant}}{\text{Number of experts}}$ (Polit& Beck, 2006).

(iii) $S - CVI/ave = \frac{\sum I-CVI}{\text{Number of items}} = \frac{(1 \times 34) + 0.67 + 0.33}{36} = \frac{35}{36} = 0.972 \approx 0.97$

Appendix IV: SPSS out-put for reliability test

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	59	85.5
	Excluded ^a	10	14.5
	Total	69	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.875	36

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
116.92	237.251	15.403	36

ANOVA with Cochran's Test

	Sum of Squares	Df	Mean Square	Cochran's Q	Sig
Between People	382.238	58	6.590	974.401	.000
Within People Between Items	1490.857	35	42.596		
Residual	1668.643	2030	.822		
Total	3159.500	2065	1.530		
Total	3541.738	2123	1.668		

Grand Mean = 3.25

Intraclass Correlation Coefficient

	Intraclass Correlation ^a	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.163 ^b	.116	.234	8.017	58	2030	.000
Average Measures	.875 ^c	.825	.917	8.017	58	2030	.000

Two-way mixed effects model where people effects are random and measures effects are fixed.

- a. Type C intraclass correlation coefficients using a consistency definition-the between-measure variance is excluded from the denominator variance.
- b. The estimator is the same, whether the interaction effect is present or not.
- c. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.

TABLE FOR DETERMINING SAMPLE SIZE FROM A 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	278	4500	355
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	373
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	225	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

NOTE: N is the population size

S is sample size

Krejcie, Robert V., Morgan, Daryle W. Determining Sample size for Research Activities, Educational and Psychological measurement, 1970

