

**ASSESSING THE CONTRIBUTIONS OF FAITH BASED ORGANISATIONS ON THE
EDUCATION OF VULNERABLE CHILDREN IN POST COVID-19 LOCKDOWN ERA IN
NJERU MUNICIPALITY: A CASE OF DIVINE HOLISTIC MINISTRIES**

FRED KIWANUKA

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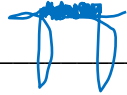
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DECLARATION

I, KIWANUKA FRED, hereby declare that this dissertation entitled, “Assessing the Contributions of Faith Based Organizations on the Education of Vulnerable Children in Post Covid-19 Lockdown Era in Njeru Municipality: A Case of Divine Holistic Ministries” is truly my original work and has never been submitted to any other University or Institution for any award of degree or any other qualification.

Signature:



KIWANUKA FRED

Date:

03rd April 2024

APPROVAL

I certify that this dissertation entitled, “Assessing the Contributions of Faith Based Organizations on the Education of Vulnerable Children in Post Covid-19 Lockdown Era in Njeru Municipality: A Case of Divine Holistic Ministries” has been under my supervision and is now ready for submission to the school of postgraduate for external examination.

Signature:



Dr. Nicholas Kalyebara

Date: 03rd April 2024

DEDICATION

I would like to dedicate this dissertation to my beloved wife, Judith Kiwanuka for her endless support and prayers in every walk of life not forgetting my beloved children for their help. I cannot proceed without special dedications to all my friends and well-wishers who were always there for me in times of need. It's my prayer that one day each of you will grow into a leader of character charisma and influence.



Part of the big family of Divine Holistic Ministries,

Divine fellowship Full Gospel Church!

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ACRONYMS AND ABBREVIATIONS

AIDS	Acquired Immune-Deficiency Syndrome
CVI	Content Validity Index
DV	Dependent Variable
EFA	Education for All
FBOs	Faith-Based Organizations
FGD	Focus Group Discussion
FENU	Forum for Education NGOs in Uganda
IV	Independent Variable
HIV	Human Immune Virus
MDG	Millennium Development Goal
MoES	Ministry of Education and Sports
NOP	National OVC Policy
NSPPI	National Strategic Program Plan for Interventions for OVCs
OVCs	Orphans and Vulnerable Children
UCU	Uganda Christian University
SPSS	Statistical Package for the Social Scientists

ABSTRACT

Faith Based Organizations have been involved in provision of education services in Sub-Saharan Africa due to the rising number of vulnerable children from low income households provision (Fawzia, 2022). The purpose of the study is to examine the contributions of Faith Based Organizations on the education of vulnerable children in post Covid-19 lockdown era in Njeru Municipality, with particular reference to the Divine Holistic Ministries. The study objectives included; to assess the education attempts by the faith based organizations in addressing the issues of education of vulnerable children in post Covid-19 lockdown era, to analyze the achievements of faith based organizations in promoting education of vulnerable children in post Covid-19 lockdown era, to examine the challenges that faith based organizations encounter when it comes to promoting education of vulnerable children in post Covid-19 lockdown era, and to propose a way forward to enhance faith based organizations' efforts towards promoting education of vulnerable children in post Covid-19 lockdown.

The study employed a cross-sectional research design, where both qualitative and quantitative approaches were used. The sample comprised of (15) management and employees of Divine Holistic Ministries, (5) officials from Municipal Education department, (5) local representatives, (75) vulnerable children and (32) family heads. These were purposively and simple randomly selected. The questionnaires, interviews and focus group discussion guide helped in gathering primary data. Data was analyzed quantitatively through the SPSS and thematic content analysis was used to analyze qualitative data.

Study findings revealed that Divine Holistic Ministries provide education scholarships, education materials/school supplies support, career guidance, provides vulnerable children with fees, and basic necessities, building of classrooms and other school infrastructures, as

well as counseling and psychosocial support activities to address psychosocial needs of vulnerable children. The study revealed that with FBOs, the rate of school drop-out among vulnerable children has reduced; there is increased enrolment, retention and retention of vulnerable children. With career guidance, more vulnerable children have joined vocational technical schools. It is also revealed that limited resources, the government policy, political interference, limited of knowledge and skills, lack of stakeholders' involvement, organizational structure and corruption; as well as untimely release of donor support; these are the major challenges that faith based organizations encounter when it comes to promoting education of vulnerable children in post Covid-19 lockdown era in Njeru Municipality.

Basing on the above findings, it is concluded that all the contributions done by FBOs towards enhancing accessibility of education among vulnerable children were significant. Therefore, there is positive significant relationship between the contributions of FBOs and the education of vulnerable children in post Covid-19 lockdown era in Njeru Municipality ($r=.79.3^{**}$, $p=0.001$). The study recommended that there is need for more funding from international donors and other development partners to fill the existing financial gaps towards support of vulnerable children access to education; and areas of further research were suggested.

CHAPTER ONE: INTRODUCTION

1.0 Introduction

This study concentrated on the faith based organizations and their contribution to the education of vulnerable children in post Covid-19 lockdown era in Njeru Municipality. This chapter presents the background to the study, the problem statement, study objectives, research questions, scope of the study, the study justification, and study significance.

1.1 Background to the Study

Universal basic education is a key requirement for social justice, but it must be developed and delivered in a culturally sensitive manner. Faith-based organizations (FBOs) play a very significant role in the education sector in many developing countries (Teresa & Nurs, 2018). Faith-based organizations are in a unique position to provide education and other social services to the vulnerable children in post Covid-19 lockdown era in developing countries (Fawzia, 2022). However, school enrollment of vulnerable children lags in developing countries, for example in Sub-Saharan Africa, South Asia and South East Asia. Vulnerable children in these countries might not have appropriate resources or even access to schools that can provide them basic education (Ager, 2021). Within many developing countries, education is imparted through many sources including public or government, private, and faith based organizations. The private sector is usually driven by profits and charge high fees that are out of the reach of the poorer segments of the population. In contrast, FBOs often subscribe to altruistic values, funded by worldwide contributions, and seek to serve as catalysts for promoting sustainable educational development for everyone within the country they serve. The functions and characteristics of FBOs can vary according to the needs of the different regions and societies they serve (Fawzia, 2022). Regrettably, all this appeared to have yielded to no avail as FBOs have failed to have become responsive to

vulnerable children's education in post Covid-19 lockdown era. This was investigated, especially scrutinizing the frequently provided FBOs services and its influence onto education of vulnerable children.

More so, colonialism brought Africa formal education through Christian missionaries, and the spread of Islam also led to the provision of education throughout the continent (Benedetti, 2020). For example, Sierra Leone's development of Christian education in British colonial times started in 1808 when the colonial government handed over the control of education to the Christian missions, and missions established schools, higher education and clinics (Dang, 2019). Missions set up Koranic schools and schools not only for basic education, but also higher education and clinics (Foster, 2021). While after achieving independence schools were nationalized, missions have continued to play vital roles in managing schools, and giving bursaries to the vulnerable children (Mwambia, 2021). Currently, about 75% of schools (primary and secondary) are owned and managed by FBOs in Sierra Leone (Foster, 2021). Dang (2019) also points out that the reasons why FBOs have been involved in provision of education services in Sub-Saharan Africa are due to the rising number of vulnerable children from low income households provision. Dang points out that individual tend to seek help from FBOs when a government is not able to provide free education services.

Subsequently, since the early 21st century, there has been a rise in the number of orphans and vulnerable children, the majority of which live in Sub-Saharan Africa (Fawzia, 2022). Orphanhood in East African countries is largely attributable to the HIV/AIDS epidemic, which has left an estimated 7.3 million children orphaned due to the death of one or both parents (Mwambia, 2021). Political instabilities, extreme poverty and prolonged conflicts,

and extreme poverty in some East African countries also contributes to the orphanage and vulnerable children burden that they cannot manage access schooling (Mwambia, 2021). Interestingly, Muchira., Ngui & Mathenge (2020) argued that the outbreak of Covid-19 pandemic worsened the situation in Kenya, Tanzania, South Sudan and Uganda. It has affected over 1.5 million school going children across these countries, despite the presence of FBOs at the ground. During this era of after Covid-19 pandemic, FBOs have gained widespread attention because they are often viewed as alternative resources to promote greater awareness, change and promote the accessibility of education among vulnerable children (Teresa & Nurs, 2021). FBO's play a vital role in promoting education for vulnerable children in East African countries, and can successfully reach many children who would not have received any education without their efforts (Tangenberg, 2022). However, they also face challenges to effectively implement educational reforms. Regrettably, according to the scholars (Tangenberg, 2022; Teresa & Nurs, 2021), evidence from East Africa on the role of FBOs on the education of vulnerable children in post Covid-19 lockdown era is still in its early stages in Uganda, specifically focused on the Divine Holistic Ministries in Njeru Municipality.

In Uganda, Ayobami., Jeffery., Nadine & Valadez (2021) argued out that in 2020, an estimated 8 million of Uganda's 17 million children were classed as orphans and vulnerable children (OVCs); 2.4 million orphans and over 5.5 million living with other vulnerabilities. These orphans and other vulnerable children face numerous risks resulting from the loss of protective factors such as stable home environments and economic independence (Kagimu, 2021). These children experiences risks including: poor education outcomes, depression, anxiety, suicidal ideation, exploitation, stigma and poor health outcomes. Currently, 41.7% of primary schools and 66% of secondary schools in Uganda are owned by non-state actors,

most especially faith based organizations. Most non-state schools at primary level are owned by the faith based organizations (31%), while 41.2% secondary schools owned by FBOs in Uganda (UNESCO, 2021). Despite the existence, implementing and benefiting from free education for all, Uganda is not on track to meet Millennium Development Goal 2- 'education for all children by the year 2020' (Kasusse, 2020). This delay could be due in part to the high prevalence of HIV/AIDS, prolonged conflict in some regions and extreme poverty (Ayobami et al., 2021). As a result, FBOs and other development partners have joined efforts to improve the education of all children in Uganda with a focus on the most vulnerable children. In addition, mapping vulnerable children access to education is essential to FBOs understanding the regional differences in vulnerable uptake of education and to inform relevant stakeholders where best to focus attention to achieve maximum impact. This situation worsened with the outbreak of Covid-19 pandemic (Fawzia, 2022). There has been a reduction in the FBOs aid that was provided for children to receive basic education, which has constrained successful implementation of the millennium goal.

Conversely, more than other children, vulnerable have repeatedly been found less likely to attend or finish school (Musoke, 2022). Vulnerable children have been found to have higher dropout rates, and are more likely to perform poorly in school as factors such as stress, depression, hunger and anxiety may well affect their ability to perform well (Okiror, 2021). In Uganda, and Njeru Municipality in particular, the government's capacity to provide educational services remains weak, and still over 30% of children in the municipality do not have access to formal education (Mikako, 2021). Currently, the government does not have the capacity to provide all of the aspects that are necessary for a suitable environment to achieve Education for All (EFA) (Mikako, 2021). In this respect, the role of non-state providers, particularly faith based organizations (FBOs), in the provision of education to

vulnerable children, is critical (Musoke, 2022). Interestingly, FBOs with other development partners including UNICEF, Forum for Education NGOs in Uganda (FENU), the National OVC Policy (NOP), leading to the National Strategic Program Plan for Interventions for OVCs (NSPPI); have adopted several key interventions in place to meet the education needs of vulnerable children in Jinja; however, the cases of higher drop-out rates and poor school attendance have remained in existence. Divine Holistic Ministries-Uganda founded in 2006, to reach out mainly to vulnerable children through evangelism, hands-on-training and scholarship programs, have experienced challenges as the result of overwhelming number of beneficiaries. There were resources constraints with the outbreak of Covid-19 pandemic which worsened the situation (Patty Forney, 2022). It was against the above background that instigated the current researcher to examine the role of Divine Holistic Ministries on the education of vulnerable children in post Covid-19 lockdown in Njeru Municipality.

1.2 Statement of the Problem

Ideally, education of vulnerable children in Uganda can be observed by the enrolment and retention rates of an individual vulnerable child directly correspondents to the completion rates of vulnerable children (Mikako, 2021). Despite the high premium placed on education of vulnerable children by the Faith Based Organizations inline with *National Policy on Education* (2016), vulnerable children access to education have not shown the desired results in Uganda and Njeru Municipality in particular. The higher drop-out rates and poor school attendance have remained overwhelming (Musoke, 2022). Lack of full capacity and budgetary constraints in general have opened up the education sector for FBOs involvement (Patty Forney, 2022).

Divine Holistic Ministries-Uganda has put up measures to address the issue of education of vulnerable children by strengthening scholarship programs, evangelism, providing career guidance and hands-on-training; in addition to the Ministry of Education and Sports emphasizing free education for all (Kagimu, 2021). This has been done with an intention of improving the free access education, have the right education choice, get scholastic materials etc. Despite these interventions in place, vulnerable children access to education in Njeru Municipality has remained low. Consequently, over 30% of vulnerable children in the municipality do not have access to formal education (Mikako, 2021).

Subsequently, most of the studies on the role of FBOs largely focus to the development of the education system in developed and developing countries (Ayobami., Jeffery., Nadine & Valadez, 2021; Crain, 2015; Foster, 2021; Fawzia, 2022); and few or no study captured vulnerable children access to education. The cases of higher drop-out rates and poor school attendance among vulnerable children have remained persistent. This situation worsened with the outbreak of Covid-19 pandemic, where Divine Holistic Ministries experienced resources constraints that limited their involvement in support of rising number of vulnerable children (Kasusse, 2020). While their role of FBOs in other community development dimensions was evident, the scope of the FBOs' involvement in the education of vulnerable children was not as evident. It's in this light that the research ding out or call for more studies geared towards examining the role of Divine Holistic Ministries on the education of vulnerable children in post Covid-19 lockdown in Njeru Municipality.

1.3 General Objective

To examine the implication of Faith Based Organizations on the education of vulnerable children in post Covid-19 lockdown in Njeru Municipality, with particular reference to the Divine Holistic Ministries.

1.4 Research Objectives

The study was specifically set out to:

- i. To assess the education attempts by the faith based organizations in addressing the issues of education of vulnerable children in post Covid-19 lockdown era.
- ii. To analyze the achievements of faith based organizations in promoting education of vulnerable children in post Covid-19 lockdown era.
- iii. To examine the challenges that faith based organizations encounter when it comes to promoting education of vulnerable children in post Covid-19 lockdown era.
- iv. To propose a way forward to enhance faith based organizations' efforts towards promoting education of vulnerable children in post Covid-19 lockdown.

1.5 Research Questions

The research questions included:

- i. What are the education attempts by the faith based organizations in addressing the issues of education of vulnerable children in post Covid-19 lockdown era?
- ii. What are the achievements of faith based organizations in promoting education of vulnerable children in post Covid-19 lockdown era?
- iii. What are the challenges that faith based organizations encounter when it comes to promoting education of vulnerable children in post Covid-19 lockdown era?
- iv. What is the proposed a way forward to enhance faith based organizations' efforts towards promoting education of vulnerable children in post Covid-19 lockdown?

1.6 Research Hypothesis

To explore the objectives of this study, following null hypothesis was framed:

- i. No significant relationship is present between the contributions of FBOs and the education of vulnerable children in post Covid-19 lockdown era.

1.7 Assumptions of the Study

In conducting the study, it was assumed that the FBOs that participate in education programmes in the Municipality support vulnerable children in both public and private schools.

1.8 Scope of the Study

This particular study was conducted in Divine Holistic Ministries in Njeru Municipality, Jinja. The study was limited to the implication of Faith Based Organizations on the education of vulnerable children in post Covid-19 lockdown. The independent variable (contributions of Faith Based Organizations) and the dependent variable (education of vulnerable children) were examined. Specifically, the study was limited towards assessing the education attempts by the faith based organizations in addressing the issues of education of vulnerable children in post Covid-19 lockdown era, analyzing the achievements of faith based organizations in promoting education of vulnerable children in post Covid-19 lockdown era, examining the challenges that faith based organizations encounter when it comes to promoting education of vulnerable children in post Covid-19 lockdown era, and proposing a way forward to enhance faith based organizations' efforts towards promoting education of vulnerable children in post Covid-19 lockdown. Lastly, the researcher analyzed data on the Covid-19 outbreak period of 2019 - 2023, the time when the education of vulnerable children is said to have seriously and worryingly gone down in these schools.

1.9 Study Justification

A good number of studies on the contributions of Faith Based Organizations and the education of vulnerable children have been carried out (Mash, 2017; Teresa & Nurs, 2018; Muchira., Ngui & Mathenge, 2018; Shrestha, 2017). These were carried out in different geographical settings and not in Njeru Municipality. Yet, the education of vulnerable children in post Covid-19 era still worries lot. The future of the vulnerable children in the Municipality remains bleak if the issues at hand are not sufficiently addressed now. More so, no study (according to the reviewed literature) has ever singled out the most outstanding contributions of FBOs *vis a vis* education of vulnerable children in this municipality. Yet, it is increasingly becoming clear that Faith Based Organizations could be responsible for the dwindling access to education of vulnerable children in the municipality. So, the research study remains justified. Hence this calls for serious investigations.

1.10 Significance of the Study

The study shall be of significance to the individuals and stakeholders in the following ways:

Faith Based Organizations: This study results shall shade light on the contributions of FBOs on the education of vulnerable children in post Covid-19 lockdown era. It shall therefore be upon these findings that more forward measures could be formulated, designed and put in action to appropriately enhance vulnerable children access to education and roles of FBOs areas where there is a loophole.

The findings shall provide policy makers with relevant and vital information to the contributions of FBOs on the education of vulnerable children in post Covid-19 lockdown

era. This shall be achieved by using the study's findings, conclusions and pertinent recommendations as a case of reference necessary in identifying the potential study gaps.

Vulnerable children: The study findings shall offer vital novel views and ideas to the existing theory on the contributions of FBOs on the education of vulnerable children in post Covid-19 lockdown era in Uganda, and more so, to the rest of the developing world. The views, ideas and knowledge generated from the findings shall serve as a baseline to the education stakeholders in coming up with strategies to improve on the vulnerable children access to education.

Library users: The findings shall be used as a benchmark for furthering research on the same topic in other FBOs in Uganda and beyond. The study shall add to already existing literature and information on the study topic. Like any other research the findings shall be used as a reference as far as further studies are concerned and spark off further research. Future investigator shall benefit from the field study in making more analysis and find solutions to the study problem at hand.

The Student: To fully understand the underlying concepts of field research very well including: data capture and analysis skills, which shall enable him in future to manage any research related assignment.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter the researcher reviews the relevant literature with regard to the contributions of FBOs and the education of vulnerable children in post Covid-19 lockdown era. The research papers, journals, textbooks, websites, seminar papers, official documents and unpublished thesis were reviewed. This chapter presents conceptual review, theoretical review, conceptual framework and empirical review basing on the study of study variables. Different contributions of FBOs and how they influence education of vulnerable children in post Covid-19 lockdown era were studied.

2.1 Conceptual Review

For the purpose of this study, the following terms that were frequently applied during the research process are accordingly explained:

Faith Based Organizations: According to Fawzia (2022), a Faith-Based Organization is an organization whose values are based on faith and/or beliefs, which has a mission based on social values of the particular faith, and which most often draws its activists from a particular faith group. In other words, FBOs engage with local faith communities for the benefit of donors and recipients of aid, by adhering to the moral imperative to assist all people in need regardless of faith, upholding international humanitarian standards, and principles, and also reinforcing a foundation of trust (Kasusse, 2020). In this study, Faith-Based Organizations shall be considered as a charitable organization or non-profit affiliated with a religious group or inspired by religious beliefs. FBOs are groupings of religious actors bonded through shared allegiance to institutions, beliefs, history or identity. They engage in a range of activities across the humanitarian spectrum.

Education: Education is a process of socialization that brings change in the behavior of individuals. The knowledge and skills acquired through education empowers individuals to learn to live with dignity and freedom (Lewis, 2020). Through the process of education, human beings develop abilities and acquire skills and attitudes that help them to modify their behavior according to the social, economic and political demands of the environment.

Access refers to the ability of vulnerable children to attend school and get equal learning opportunities as other children from stable backgrounds (Mash, 2017).

Basic Education refers to the compulsory and free formal and informal fundamental training or knowledge, skills and experiences that all children under school going age needs to acquire or attain, from preschool to secondary school (Foster, 2021).

Vulnerable children refer to children who belong to high-risk groups who lack access to basic social amenities or facilities (Benedetti, 2020).

2.2 Theoretical Review

The study was based on the Systems Theory formulated by Ludwig von Bertalanffy (1971). Systems Theory is the trans-disciplinary study of the abstract organization of phenomena, independent of their substance, type, or spatial or temporal scale of existence. It investigates both the principles common to all complex entities, and the (usually mathematical) models which can be used to describe them. By systems, Bertalanffy means ‘complexes of elements standing in interaction. The closed system is called closed if it neither takes in nor emits matter (only energy exchange is possible and taken into account). The system is called open if there is a continual input and output of both energy and matter in it.

This is in agreement with Crain (2015) who argues that the open system theory also emphasizes the necessary dependence of any FBOs upon its environment. An FBO imports various forms of energy from the environment, and transforms that energy into some other forms in the production process. At the processing stage the FBOs creates a new product, process materials, trains people, or provides a service. Something is done to the input. The output is then exported (with value added) to the environment. It then becomes input for another system or the system itself. The cycle is eventually renewed and the process begins again.

This view is in conformity with Subbarao & Coury (2014) who noted that the environment is made up of several social, economic and political institutions, which are constantly interacting and inter-dependent. Everything in an environment is a complete system on its own. But it is a unit or subsystem of yet a larger system and all are inter-dependent. The same is true of the school system. Crain (2015) advanced that schools are essentially living systems and that without people they are nothing but concrete and paper. As living systems, they are in constant process of interaction with their communities and other institutions in them. They see the school system as a living and dynamic FBOs, and though a complete system on its own, yet it is a sub- system of the nation's educational system which in turn subsists in the larger social supra system called the environment. However, with allegations of inadequate role of appropriate faith based organizations within education of vulnerable children in post Covid-19 lockdown in this municipality, this prompted the current researcher to opt for the research study.

Input-Process-Output-Feedback Model

Using an enlarged Input-Process-Output-Feedback Model adapted from Hanson (1977) and Owens (1981), education as a process may be examined as involving the following five

forms of inputs: human resources such as vulnerable children, teachers, administrators, catering workers gardeners, bus drivers, and others; materials resources such as buildings, desks, books, equipment, pencils, and others; financial resources such as money; constraints, such as requirements of the law and policy, expectations of parents, values and goals; and existing knowledge in the society.

This view corroborates with Johnson (2019) who avers that the thought process involves mainly the teaching-learning process. Examples of sub-systems include: organizational structure - classrooms, school levels, hierarchy, and departments and instructional technology - data base learning theory, teaching, administering tests, and conducting extra-curricular activities. The output or products of the educational system are vulnerable children in the form of educated people now better equipped to serve themselves and society. These vulnerable children have acquired more knowledge, intellectual and manual skills, and powers of reason and analysis. Also affected are their values, attitudes and motivation, creativity, communication skills, cultural appreciation, sense of social responsibility and understanding of the world. Some of the outputs go back to the system as new inputs.

More so, the feedback process is evaluative because it provides the necessary information about the performance so that appropriate modifications can be effected on the objectives and other inputs. Feedback is the process by which self-regulating and self-directing systems adjust themselves (Johnson, 2019). It entails drawing some of the systems output back into the system as information inputs so that possible discrepancies between intended outputs and actual outputs could be compared. Feedback is positive when no discrepancy exists but it is negative when there is. It was therefore worth noting that despite its

limitations, the concept of education access by vulnerable children addressed by Faith Based Organizations is core in this study, making it worth applying to underpin my research findings.

2.3 Conceptual Framework

The research was based on a conceptual frame-work as illustrated in Figure 2.1 below:-

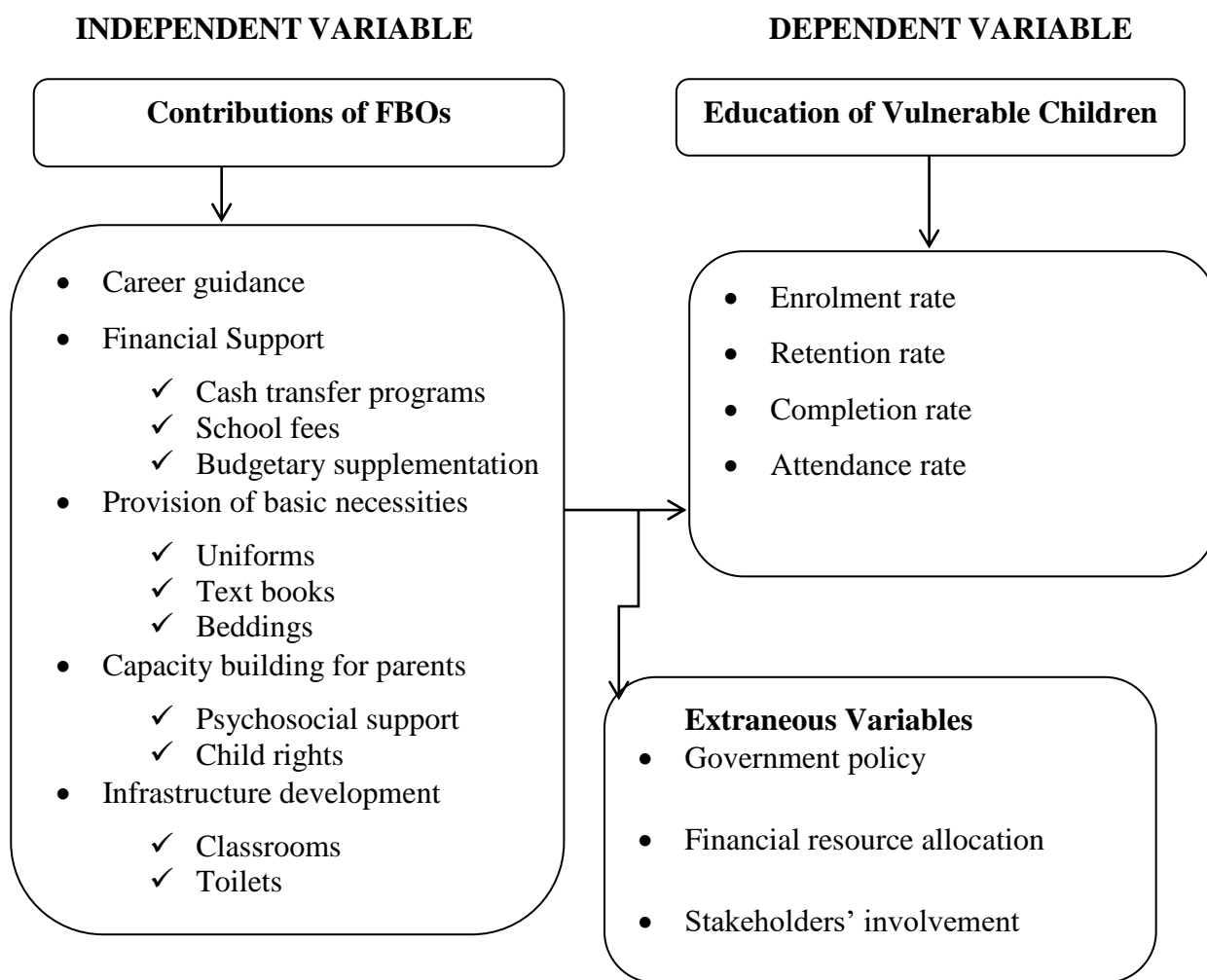


Figure 1.1: Conceptual Framework

Source: Developed by the Researcher Himself with insights from Benedetti (2020): Akkari (2018).

In the conceptual frame work (Figure 1.1), the independent variable is contributions of FBOs and the dependent variable is education of vulnerable children. Contributions of FBOs were operationalized as career guidance, financial support, provision of basic

necessities and infrastructure development; while, education of vulnerable children was conceptualized as the enrolment rate, retention rate, completion rate and attendance rate. It's anticipated that if the FBOs work effectively, education of vulnerable children shall improve; this is supported by Akkari (2018). Other factors influencing education of vulnerable children remained constant. These extraneous variables included majorly government policy, financial resource allocation, stakeholders' involvement, publicity and communication, as well as participatory planning.

2.4 Empirical Review

The literature review was further done basing on the study themes developed in accordance to the study objectives namely: the education attempts by the FBOs in addressing the issues of education of vulnerable children in post Covid-19 lockdown era, the achievements of FBOs in promoting education of vulnerable children in post Covid-19 lockdown era, the challenges that FBOs encounter when it comes to promoting education of vulnerable children in post Covid-19 lockdown era, and a way forward to enhance FBOs' efforts towards promoting education of vulnerable children in post Covid-19 lockdown. There is a provision for a summary of the review of literature depicting the possible gaps that were identified during this research.

2.4.1 Education Attempts by the FBOs in Addressing the Issues of Education of Vulnerable Children

According to Ager (2021) asserts that education attempts by the FBOs include supplementing essential services and providing humanitarian and education assistance to vulnerable children in many underdeveloped countries. Because they are usually funded by charitable donations, they typically have efficient and effective organizational structures, and access to donor-resources to promote access to education, provide better health care to vulnerable children, and help alleviate

poverty through sustainable development. Akkari (2018) shared how work performed by FBOs is especially effective and needed where governmental funds are scarce and the country has limited resources due to the low level of per capita income which limits or restricts the ability of individuals from low household background to maintain a decent living for themselves and their families. In recent years, FBOs have emerged as successful in promoting education to vulnerable children by supplementing and collaborating with government efforts (Kasusse, 2020). Interestingly, no single FBOs can be pointed to, to be responsible for this paucity something that this research study delve in.

Conversely, Fawzia (2022) argued that FBOs have been involved in providing career guidance, and financial support to vulnerable children. They have been involved in paying school fees for such vulnerable children as well as supplementing school budgets to cater for the scholarship programs that benefit vulnerable children. As FBOs have often worked in communities for a considerable period of time, they can engage in long-term commitment to work while obtaining the people's trust. Furthermore, Foster (2021) argued that Faith Based Organizations have provided basic necessities in form of textbooks, beddings, uniforms and pens to the vulnerable children. This view is in conformity with Kalibala., Schenk., Weiss & Elson (2022) who noted that in some developing countries, findings such as these have prompted direct cash subsidies paid to caregivers of vulnerable children with promising academic results. Social Cash Transfers that target the "ultra-poor" households have been shown to have the most positive impact on the enrolment of vulnerable children, with increases in school enrolment by 5% and 6% demonstrated in Malawi and Uganda respectively (Keishanyu, 2021). In post-conflict areas such as Northern Uganda, FBOs focused on sustainable financing of education to meet the target of universal education for these very vulnerable children. However, this most of these studies was carried out outside

Uganda, not entirely FBOs based and carried out almost two years ago. These constitute gaps in conducting a similar study in Uganda, thus a justification for this study.

More so, Kagimu (2021) indicate that FBOs provides consolation to individuals, including the vulnerable children, and is part of ‘their personal identity, the foundation of their sense of community, and the basis of their hope’. This is because many individuals trust FBOs and respect religious norms and values in many areas of Africa as it is part of, or even central to, their lives. In such areas, FBOs influence individual on conduct, ethics, and morality. Therefore, FBOs’ involvement in the public arena can be a powerful tool to bring about positive effects, especially in terms of the development of education and health through creating awareness of the significance of access to education and health issues to the community (Lewis, 2020). However, this study by Lewis took one method research design (quantitative); the use of questionnaires collected data. Unlike this study, data was analyzed by percentages, mean scores, standard deviation, and tables that used both quantitative and qualitative approaches.

Subsequently, Mash (2017) argued out that Faith Based Organizations are involved in a vast array of development areas such as improvements in education, health, agriculture, human rights, and gender and environmental issues. Kalibala., Schenk., Weiss & Elson (2022) points to their roles in education development as follows; although, they uses the word ‘expectations’ rather than ‘roles’: cost effectively helping expand access to, and effectively delivering, tangible services such as education to the vulnerable; having a positive influence within society; engendering people-centred social services, and building local capacity; gaining ‘leverage on national and international policies that condition progress towards social development goals’; acting as watchdogs of the public good and safeguarding the

interests of the disadvantaged and marginalized children; in this respect, Regrettably, despite of all these efforts, limited access to education by vulnerable children is still experienced and said to remain rife in the municipality, ostensibly due to wanting affective FBOs roles to handle situational issues created the need for this study.

Mwambia (2021) noted that FBOs provide a large part of educational services and help reinforce government efforts in achieving free education for all (FEA) objectives. These education related services include payment of school fees for the vulnerable children, building of classrooms; school infrastructure development; building the capacities of both parents/guardian and teachers; advocacy for increased budgetary allocation; provision of basic necessities (toiletries, blankets, plates, cups, cutlery, bed sheets, clothes, shoes (including sports shoes), school supplies (e.g. pencils, pens, stationery, calculators, mathematical sets, school bags, mattresses and uniforms) among other forms of support. More so, Tangenberg (2022) argued that the FBOs cannot compete with their ability and desire to innovate, since the FBO's capacity and structure does not allow the flexibility required to experiment with these new education approaches. There is therefore need to investigate the contribution of these efforts by the FBOs in bridging the gaps within the education sector, to effective administration of schools and create knowledge of the effect they create on the communities in which they work with respect to vulnerable children access to basic education. This study therefore investigated the role of FBOs in closing the gap in access, equity and quality in basic education.

Further, Ssewamala & Ismayilova (2022) argued that FBOs give financial support that accelerates children's access to basic education. FBOs help developing nations to provide assistance with accessibility to education. In developing countries, vulnerable children

typically have to give up income that their family depends on to attend a learning institution. In addition, they also have to pay for tuition, materials and a commute. This is simply too much for many vulnerable children and families to bear. FBOs help alleviate this burden by offering financial assistance to schools and education institutions in impoverished countries (Teresa & Nurs, 2021). Besides, Subbarao & Coury (2014) states that FBOs plays a role in eliminate these fees or underwriting their costs through efforts like scholarships, bicycles to get to class, or creative microenterprise development projects that, for instance, might produce school uniforms at a low cost, while providing income to parents.

In order to gain economic sustainability, FBOs through microfinance help the communities to reduce poverty, create jobs, and promote income generation to boost the household savings, and this could help to enhance their children access to education (Teresa & Nurs, 2021). In the developing countries, sustainability is linked more closely to issues of poverty and the gross inequalities of power and resources (Shrestha, 2017). This is due to the fact that in the Third World countries, the ecological system sometimes conflict with the socio-economic needs of local individuals who depend on a local ecosystem for their survival, including paying school fees for their children (Oleke., Blystad., Fylkesnes & Tumwine, 2022). In contrast, in the developed countries, as Okiror (2021) have noted, FBOs priority is given to providing and improving school education facilities. FBOs are involved in building and expansion of school physical facilities as well as furnishing the existing classrooms to make the school environment conducive for teaching-learning process. With regards to the Faith Based Organizations in question, the researcher developed a sense of concern in achieving knowledge on the education attempts by the Faith Based Organizations in addressing the issues of education of vulnerable children in post Covid-19 lockdown era in Njeru Municipality.

2.4.2 Achievements of FBOs in Promoting Education of Vulnerable Children

According to Ager (2021), Faith-Based Organizations have initiated a number of education programs and services for care and support of vulnerable children, their families and communities. Over and above their traditional roles, Faith-Based Organizations are becoming more actively involved in the provision of education services for orphaned and vulnerable children (Crain, 2015; Dang, 2019); and implementation of school-based related interventions, including giving scholarships to vulnerable children (Fawzia, 2022); and this have accelerated the enrolment of vulnerable children to formal education. Indeed, this does not discount the fact that for generations faith-based and religious institutions have been involved in social service provision in one form or another in various parts of the world. Basing on the above view, this research investigated in details achievements of Faith Based Organizations in promoting education of vulnerable children in post Covid-19 lockdown era in Njeru Municipality.

More so, Ayobami., Jeffery., Nadine & Valadez (2021) argued that for a long time, Faith-Based Organizations in Sub-Saharan Africa were primarily associated with providing food, shelter, health care, and education to vulnerable children and their families; whereas recently, social service delivery to vulnerable children has changed and broadened. In Uganda, several Faith-Based Organizations are actively involved in directly meeting the psychosocial needs of vulnerable children, running social enterprise projects, and directly operating social infrastructure such as schools and hospitals (Okiror, 2021). Among schools in Uganda, 80% are missionary schools with a faith-based connection (Okir, 2021), while over 60% of scholarship programs are provided by faith based organizations to vulnerable children in the country (Okumu, 2020), creating a gap that need to be ascertained in this study.

Additionally, Oleke., Blystad., Fylkesnes & Tumwine (2022) noted that FBOs play a significant role in promoting education in developing countries and can successfully reach many children who would not have received any education without their efforts. However, they also face challenges to effectively implement educational reforms. On the other hand, Shrestha (2017) argued out that many governments in Sub-Saharan Africa cannot afford providing sufficient resource allocation for the education sector without support from faith based organizations and other development partners. The international community has been seeking ways to use and distribute aid more effectively in order to better reach the poor vulnerable children. FBOs are seen as vital emissaries in this area. Scholarships, educational materials like pens, uniforms etc. given to vulnerable children have gradually changed their attitude towards education, and this has enhanced their enrolment and retention rates.

Oleke., Blystad., Fylkesnes & Tumwine (2022) argues that since ‘the state has been unable to fulfill its role in extending access of appropriate quality to all children in the context of the Education for All (EFA)’, the role of non-state providers which deliver services to the ‘under-served’ is being considered and given a priority. The role of FBOs is seen as particularly relevant for impoverished fragile countries, such as Uganda. FBOs have significantly contributed to the provision of vulnerable education, and this has been done through provision of free care guidance to vulnerable children, provision of capacity building for parents through psychological support and child rights; and infrastructure development especially toilets and classrooms, which have promoted school environment thus enhancing vulnerable children retention and academic concentration as ascertained by Teresa & Nurs (2021). Interestingly, this study by Teresa and Nurs was conducted outside Uganda, creating the need for another study in Uganda to ascertain the situation at the ground.

Further, Keishanyu (2021) argued that FBOs provision of basic necessities and its influence on basic education by vulnerable children. In other words, the funds/resources allocated and disbursed to schools by the Ministry of Education and Sports under ‘free education for all’ are largely inadequate, and this largely due to high rates of enrolment and high costs of instructional materials. Schools often have inadequate supply of basic instructional materials like pencils, pens, geometrical sets and equipment, manila papers, newsprints, charts and wall maps. Through, faith based organizations assistance has been extended to schools to make up for such shortfall (Mash, 2017). Faith based organizations have been involved in budgetary supplementation to enable schools cater for the immediate needs including high enrolment of learners, as well as paying schools fees for the vulnerable children. This has eventually enhanced the enrolment and completion rates of such children (Lewis, 2020). Most vulnerable children have been able to complete primary level of education, joined secondary schools and other graduated from vocational training institutions. There remains a dearth of empirical research on the achievements of FBOs in promoting education of vulnerable children in post Covid-19 lockdown era especially in LDCs like Uganda.

Subsequently, Mwambia (2021) noted that FBOs capacity building activities for parents and guardians has greatly influenced access to basic education by vulnerable children. In other words, capacity building is one of the FBO’s strategy that helps to bring about sustainable community development. Capacity building is an approach to development that builds independence. Tangenberg (2022) has counted a number of dimensions for community capacity including financial capacity (e.g resources, opportunities and knowledge), human resources (including, skills, motivations, confidence, and relational abilities and trust) and social resources (e.g networks, participation structures, shared trust and bonding). In other words, parents from low income background have been supported to improve on their

savings and incomes, thus able to pay for their children school fees and afford other educational requirements including textbooks, uniforms. This have eventually led to reduction of drop-out of vulnerable children from schooling. This concurs with Ssewamala & Ismayilova (2022) who argued that FBOs, through the provision of education, skill and knowledge, develop the capacity of community towards achieving sustainable social development. In fact, FBOs act as a capacity builder to help the low income household to develop the resources, building awareness, motivating to participation in education programs and finally improving the access to education by their children. However, with allegations of inadequate utilization of appropriate FBOs within environmental dynamics in this municipality, this prompts the current researcher to opt for the research study area.

Subsequently, Shrestha (2017) asserted that the contribution of FBOs in infrastructure development in schools has been vital, which have enhanced access to basic education by vulnerable children. For instance, in 2003, enrolment trends in Kenyan schools increased drastically from 73% before the FPE Act to 149% after the act was reinstated (Okumu, 2020). The government, private sector and FBOs responded to the increased need for school buildings to accommodate the newly enrolled children by building new schools. Similarly, FBOs provided the physical infrastructure including schools, books, desks, notebooks, pens, pencils and internet access, which have accelerated the vulnerable children's education concentration. FBOs committed to building 17 boarding schools for girls in the North Rift Valley to provide safe access to schools for vulnerable children. In summary the FBOs do fill a gap in the society and communities on specific issues. Education is such an area in which their contribution is done through financial support, provision of basic needs, in putting-up infrastructure and in supporting economic empowerment of targeted communities. With regards to the faith based organizations in question, the researcher

developed a sense of concern in achieving knowledge on the education attempts by the faith based organizations in addressing the issues of education of vulnerable children in post Covid-19 lockdown era.

2.4.3 Challenges that FBOs Encounter When it comes to Promoting Education of Vulnerable Children

According to Akkari (2018), it is worth noting that FBOs in developing countries often do not have sufficient funds and the scale of their support using their resources would be often smaller to cater for the rising number of vulnerable children's education demands. Methodist church staff in Serra Leone said that after independence, the missions could not maintain bigger schools because they lost financial support from the developed nations (UK), and today they do less than the government since the government took over the schools (Benedetti, 2020). Thus, considering the outcome that some teachers and parents appreciated the religious contribution in the establishment of education institutions, they might reckon that FBOs assume full responsibility for the school establishment because those schools are faith-based. In this respect, the MoES (2017) states 'many (FBOs) provide no financial support; however, for the maintenance and development of schools and institutions bearing their names' with an exaggerating tone.

Ayobami *et al.*, (2021) argued out that substantial global advocacy efforts have been made over the last decade to encourage partnerships and funding of faith-based organizations in international social development programs in efforts to improve social and education outcomes. Whilst, there is a wealth of skills and knowledge on religion and development, including its controversies, less attention has been paid to the role that donors might play. Thus, global advocacy efforts to increase partnerships with FBOs have created a space for

increasing donor engagement of FBOs following the implementation of the strategy as ascertained by Fawzia (2022). However, the FBOs education program is perceived as top-down approach as it doesn't take into account some of the existing challenges. The policy/program arguably accentuated some of the existing tensions between the government and FBOs, fed faith controversies and complicated the education system landscape.

Kagimu (2021) argued that Faith Based Organizations originally saw the outbreak of Covid-19 pandemic as a temporary disruption. The international donor support and funding tremendously reduced during this period, while the number of vulnerable children that needed education support increased in developing countries. Besides, Kasusse (2020) argued that providing community based social services have changed with the outbreak of coronavirus pandemic. The pandemic has actually created a variety of new ways faith based organizations can help their local community, and the needs in their community have never been more pressing. However, this study was carried out outside Uganda, not entirely faith based organizations and carried out almost three years ago. These constitute gaps in conducting a similar study in Uganda, thus a justification for this study.

Kalibala., Schenk., Weiss & Elson (2022) noted that FBOs roles to helping education among vulnerable children been undermined by political influence. Some of the local faith based organizations have been closed down, reasons given being politically motivated. There is limited political will and support at local and national level to support faith-based organization activities towards promoting access to education among vulnerable children. Politicians mind-less on the education of children from low income households. On the other hand, Keishanyu (2021) argued that faith-based organizations being limited to actively conduct their duties courtesy of limited number of workers, incompetent skilled labour-

force, corruption practices and public attitude as well as resource constraints to cater for the planned education activities. Foster (2021) argued that FBOs workers described barriers and facilitators to implementation within three domains including, characteristics of individuals (lack of self-efficacy for and knowledge of physical activity; influence of churchgoers' behaviors); inner setting (church culture and norms, alignment with mission and values, competing priorities, lack of resources), and outer setting (need for buy-in from senior leadership). With regards to the Faith Based Organizations in question, the researcher developed a sense of concern in achieving knowledge on the challenges that faith based organizations encounter when it comes to promoting education of vulnerable children in post Covid-19 lockdown era in Njeru Municipality.

2.5 Summary of Literature Review

This chapter presents the review of literature relating to the contributions of Faith Based Organizations and the education of vulnerable children in post Covid-19 lockdown era. The researcher presents organizational theories that inform the area of study. In terms of psychosocial support, the FBOs intervention involves empowering parents/guardians and teachers with skills that would enable them to recognize and respond supportively to vulnerable children who may become stressed (Ager, 2021). Withdrawn and display disruptive behavior, show declining academic performance and increased school absenteeism. This vulnerability when experienced needs to be mitigated in school by the provision of safe, supportive and caring-oriented school living conditions. Such conditions have been addressed in developing countries (Fawzia, 2022) with the support of FBOs, through capacity building to create circles of support for vulnerable children to enhance capacity within the community and the schools to provide specific support in strengthening the skills of guidance and counseling teachers, scholastic materials and career guidance to

vulnerable children, as well as primary care givers to address vulnerable children issues and build their sensitization, skills and confidence to recognize and manage vulnerable children. These interventions have built a critical mass of informed stakeholders within the education system, making coordination of school programs by the administrators largely smooth, thus stable schools for better academic achievement. Many scholars have discussed and given different perspectives on the first three objectives, the researcher observed that the available literature on the kind of education contributions FBOs give to vulnerable children is scanty. This was a critical gap in the world of knowledge that this research attempts to bridge.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter explains the research design, area of the study, sources of information, study population, sample size determination, sampling techniques; measurements of variables, the procedure for data collection, data collection methods and instruments; quality/error control, data presentation and analysis; ethical considerations; and study methodological constraints.

3.1 Research Design

The study employed a cross-sectional survey design that involved Divine Holistic Ministries, Njeru Municipality. A cross-sectional survey design according to Kothari (2013) as cited in Tumuhimbise (2017) is the type of research design where data could be collected from different respondents at a single point in time. This type of design was used because it enabled the investigator to collect data at once from only the sample population to generalize the study results on the entire target population within a shorter time and at a lower cost possible. The cross sectional survey was handy in this study since it accommodated a variety of data collection methods that facilitates a quantitative understanding of the study phenomenon (Nyenje & Nkata, 2016). It therefore enabled the application of both qualitative and quantitative methods of data collection and analysis. The quantitative data was collected through the use of questionnaires; whereas the qualitative used interview guide to cover areas where some variables cannot be easily quantified.

3.2 Area of Study

This particular study was conducted in Divine Holistic Ministries in Njeru Municipality, Jinja. Njeru Municipality is found in Buikwe district which is made up of three divisions

that is Njeru Central Division, Wakisi Division and Nyenga Division. Each division has over 8 villages and around 15,000 population; the municipality has a population of about 60,000 people (UBOS, 2014); and being a semi-urban environment with increasing number of small scale industries and growing industries, the population keeps on growing and attracting immigration from neighboring areas and countries. Divine Holistic Ministries is a ministry to reach out to the children, women and the youth of Uganda, founded in the year 2006 by Fred and Judith Kiwanuka. It is duly registered Christian and non-profit organization operating countrywide, that specializes in meeting the needs in Mercy ministries, evangelism, scholarships, hands-on-training in the areas of people development. It has over 100 orphans, helping, supporting and caring for them from their families members home. This area was selected because despite the presence of this FBOs to help vulnerable children access education, the drop-out rates have remained high, as well as attendance and regularity have remained low among this children (Kagimu, 2021),

3.3 Sources of Information

According to Creswell (2014), data sources refer to the existing recognized literature whether published or unpublished as long as it has been accepted by the academic for any organization of good reputation. The researcher used both primary and secondary information sources. Primary sources of information were those which were original in nature and were got for the first time. Data was collected by the use of questionnaires and interview guide. Questionnaires were designed using likert scale. On the other hand, secondary data is the data which was collected and analyzed by someone else. A range of documents were gathered for analysis including; government policy documents, FBOs records, textbooks, journals, magazines, research reports and available internet sources which the researcher made the best use of it.

3.4 Study Population

The target population involved; management (directors) and employees of Divine Holistic Ministries (15), vulnerable children benefiting from Divine Holistic Ministries (100), family heads (parents/guardians) of those children (60), local representatives (20), and Municipal education officials (5), in accordance with the Municipal Education office records (2022). Municipal education officials (including Municipal education officer, and inspectors of schools), management and employees of Divine Holistic Ministries were interviewed to get variety of views to make the study findings more reliable and comprehensive for the benefit of this society. On the other hand, these vulnerable children benefiting from Divine Holistic Ministries, family heads (parents/guardians) of those children and local representatives were also selected in order to obtain reliable and valid information required for this research.

3.5 Sample Size Determination

The ever increasing need for a representative statistical sample in empirical research has created the demand for an effective method of determining sample size. According to Katamba & Nsubuga (2014), sample size is the portion or subset of the total population. To address the existing gap, the study sample was selected following the recommendations of Morgan and Krejcie (1970) table in determining sample size to represent a cross section of people in this study. In this regard, out of 200 target population, 132 sample size were considered. These included; fifteen (15) management (directors) and employees of Divine Holistic Ministries, five (5) officials from Municipal Education department, five (5) local representatives, seventy five (75) vulnerable children and thirty two (32) family heads. This category of participants enabled the researcher in getting a variety of views and unbiased response which made the research study a reality.

3.6 Sampling Techniques

The study employed both simple random sampling and purposive sampling technique to select the study respondents. Purposive sampling was used to select officials from Municipal Education department, local representatives, management (directors) and employees of Divine Holistic Ministries from whom the researcher got specific information. Such sampling technique was used because it was quick and helped the researcher to collect the first hand information. On the other hand, simple random sampling was applied to select vulnerable children and family heads because all the members in the sample had an equal opportunity of being selected and to avoid biases (Taherdoost, 2016). In this, one set of small pieces of paper of the same size were prepared for all the vulnerable children. That is; 75 small pieces of the papers for the vulnerable children carried the writing ‘Yes’ and the rest carried the writing ‘No’. All were placed in a container and each child was asked to take only one piece of paper from the container. If the writing on the paper read ‘Yes’, the child participated in answering the questionnaires. Interestingly, this method was also applied to the family heads.

3.7 Measurement Level

According to Kothari (2013), “sound measurement level should meet the tests of validity and reliability”. There are four types of measurement levels namely, ordinal, nominal, ratio and interval. A likert scale is a scale which is used when responding to questionnaires. The respondents have to specify their level of agreement or disagreement to a statement. It was recognizable when you are asked to indicate your strength of feeling about a particular issue on a 5-1 rating scale (Kothari, 2013). The five–point scale which included the following kinds of answers were used; 5=strongly Agree, 4=Agree 3=Undecided/ neutral, 2=Disagree and 1=strongly Disagree, and the respondents were asked to indicate their degree of

agreement with the statements on the study variables. The nominal scale was used for gender and education level. The interval scale was also used for period one had been in school.

3.8 Data Collection Methods

A questionnaire and interview were the data collection methods used in this study. This is in agreement with Sideman (1991) as cited in Nyenje & Nkata (2016) who asserts that methods and instruments were selected basing on their ability to do what the study wants them to address as well as the posed research questions. Interview method was used on the management and employees of Divine Holistic Ministries, officials from Municipal Education department, local representatives to supplement the information that was obtained from questionnaire.

3.8.1 The Questionnaire Survey

This data was collected using mainly a questionnaire survey since questionnaires had a large coverage of the respondent's sample which allowed a great degree of generalization of research findings (Nyenje & Nkata, 2016). Vulnerable children responded to the prepared questionnaire because it was easy to administered, saved time and were collected at the respondent's convenient time.

3.8.2 Interviews

The management (directors) and employees of Divine Holistic Ministries, officials from Municipal Education department, and local representatives as well as family heads were interviewed and participated in focus group discussions respectively to confirm data collection using questionnaires. This confirms vulnerable children's responses to the questionnaire since interviews enabled the participants to inform the researcher on aspects

of the setting and situation that he was not familiar with (Drew, Hardman and Hart (1996) as cited in (Katamba & Nsubuga, 2014). The interviews could be recorded for future reference.

3.9 Data Collection Instruments

Several tools were of great importance in obtaining data from the field of study. They comprised of the following.

3.9.1 The Questionnaires

A set of questionnaires were developed for the seventy five (75) vulnerable children only. The design constituted closed-ended questions covering 5 items on the respondent's background in Section A, 8 items in Section B, 8 items in section C, and 8 items in section D. All items on section: B, C, and D were measured on a 5- Liker scale stating: strongly agree (5), Agree (4), Not sure (3), Disagree (2), strongly disagree (1). A questionnaire with sufficient quantity was used because of their suitability in reaching participants in a large sample and also enabled them to give information that is free of influence. The questionnaires were used to obtain data on participant's background, the contributions of FBOs and the education of vulnerable children. The questionnaires were used because they permit anonymity that results in more honest responses and they were the best tools for quantitative research.

3.9.2 Interview Guide

Interviews were arranged and conducted by the investigator with the management (directors) and employees of Divine Holistic Ministries, officials from Municipal Education department and local representatives. The interview method was preferred because it was

more natural and qualitative, thus (Amin, 2005). It also involved meeting respondents face-to-face and collecting information from the selected participants. Face-to-face interview is a data collection method when the interviewer directly communicates with the respondent in accordance with the prepared question guide. The interviews were face-to-face between the researcher and selected participants which enhanced confidentiality and observing of non-verbal behaviors during the study. This method of data collection involved oral verbal responses from the respondents. In this study, the probing interviewing tactic was used extensively to obtain a deeper explanation of the issue at hand from the respondents. This was largely due to the fact that the respondents often needed stimuli to expand or clarify their own answers and ideas more broadly, so that a broader understanding was more easily reached later on in the findings of this study.

3.9.3 Focus Group Discussion Guide

Focus group discussions provided the “possibility to cross check an individual’s opinion with other opinions gathered, and the group interaction enriched the quality and quantity of the information gathered” (Katamba & Nsubuga, 2014). Focus group discussions were conducted to generate information from family heads either through having Zoom meeting or face-to-face discussion. Three FGDs were conducted and each FGD comprised of ten-eleven participants. Each FGD took between 45-60 minutes. This method was employed so as to get complete and detailed understanding of the issues from the respondents through follow-ups or probing questions and clarifications.

3.10 Procedure for Data Collection

After successful completion of the research proposal, the researcher first got clearance from the School of Business of Uganda Christian University which was used to seek permission

to conduct the study from the study area. Such an authorization letter of permission was obtained in order for the researcher to carry out this research (Appendix VI). The trained research assistant together with researcher introduced themselves to the selected participants, created rapport with them and explained the reasons for carrying out the study. They were assured of the anonymity and confidentiality by not writing their names in the questionnaires and thereafter they were given the questionnaire to fill to get the quantitative. The filled questionnaires were entered in the SPSS in preparation for analysis. After completing collecting quantitative data from the selected vulnerable children, the trained research assistant together with researcher also introduced themselves to the selected key participants. They explained to them what the research is about and they were interviewed to get the qualitative data. The qualitative data were coded in preparation for thematic data analysis. More so, a pilot study was conducted. The data collection tool was prepared and pre-tested, and adjustments, and later proceeded with the actual data collection; that is, interviewing the selected participants. The process then concluded by the data organization, presentation, analysis and interpretation into this report booklet for examination.

3.11 Quality/Error Control

The study was guided by the validity and reliability of instruments:-

3.11.1 Validity

According to Sekaran (2003), “validity refers to the degree to which results were obtained from analysis-of the data actually to represents the phenomenon under study”. The validity of the questionnaires was determined by pre-testing the tools. Pretesting was done by administering to ten (10) participants within the study population but outside the sample.

Pre-testing helped to estimate the time it took to fill the questionnaires, relevancy of the questions, and accuracy of the questions in measuring the subject under study.

$$\text{CVI} = \frac{\text{No. Item}}{\text{Total No. Item}}$$

Where by' CVI= Content Validity Index

The researcher first enumerated the number of relevant items for the study and divided them by the number of items in the instruments. Ten questionnaires were pilot-tested in vulnerable children, outside the sample Divine Holistic Ministries that did not participate in the study. Each questionnaire had 30 items. Hence;

$$\text{Total items} = 30 \times 10 = 300$$

$$\text{Invalid items} = 45$$

$$\text{Relevant items} = 300 - 45 = 255$$

$$\text{CVI} = 255/300 = 0.85$$

The instrument was said to be valid since the CVI was 0.85 which was far above 0.7 the recommended value for validity. Results from the field helped to identify gaps and made modifications to the instrument where it was necessary. Similarly, the questionnaires items were constructed such that they were related to the questions in order to ensure that the research questions were well covered.

3.11.2 Reliability

Reliability is the degree of consistency that the instrument demonstrates (Stephanie (2016). According to Mugenda and Mugenda, an alpha greater than or equal to 0.5 designates substantial reliability of the research tool. However, Amin (2005) advises that researchers were more credible once Cronbach alpha was always greater than 0.5. In the context of the foregoing opinion the reliability of the tool (comprising issues on leadership styles, plus

issues of crisis management) shall accordingly be aligned. Reliability of the instrument on the other hand was ensured through the use of Cronbach's Alpha co-efficient index generated by SPSS. The results are presented in Table 3.1.

Table 3.1: Reliability indices for the questionnaire

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items
.805	.796	20

The Cronbach's alpha is 0.805 as indicated in Table 3.1 above, 0.7 the recommended reliability value. This showed that the questionnaire was reliable. After pilot testing the instrument, reliability of the instrument, on multi-item variables was tested using the Cronbach's Alpha Method to provide by Statistical Package for the Social Scientists

3.12 Data Presentation and Analysis

Data was analyzed quantitatively and qualitatively as follows:-

3.12.1 Analysis of Quantitative Data

Quantitative data was provided by vulnerable children. Data was analyzed using SPSS to get variable Mean and Standard deviation which were drawn to ensure clear and easy presentation of research findings. Quantitative data was analyzed scientifically and was correlated using the Pearson product moment correlation because the hypothesis was concerned with relationships on the study variables. The statistical analyses were manipulated by SPSS. Descriptive statistics such as measures of central tendency were used to describe and summarize data. These included the frequency and percentages. Relational statistics like correlation coefficient, regression, and cross tabulation were used to establish the strength of the relationship between the variables.

3.12.1 Qualitative Data Analysis

The management (directors) and employees of Divine Holistic Ministries, officials from Municipal Education department, local representatives, and family heads provided qualitative data. At the end of each day, field notes were transcribed. Qualitative data was analyzed by content after transcribing and developing themes. Thematic content analysis was used to analysis this data where key findings were transformed into themes for easy analysis and presentation of data. Additionally, narrative reasoning was also used to interpret the findings and was also logically argued out. The respondents' views were quoted verbatim to give their actual feeling about the issues that was raised. This therefore, gave an in-depth insight of the problem under study.

3.13 Ethical Considerations

The researcher followed a number of guidelines in research. Ethical clearance was sought from School of Business of Uganda Christian University to conduct research. Permission to carry out the study in Divine Holistic Ministries, Uganda was sought from the Director. Informed consent form (Appendix II) that elaborates on the purpose of the study was filled by all those who participated in the study. This enhanced confidentiality of the research which increased their involvement and participation. The respondents and participants were also informed that participation in the study was voluntary and they had a right to accept or decline to participate or withdraw from the study anytime. The researcher gave thorough explanations about the purpose of the study and their right to either accept or reject to participate in the interview or filling in of the questionnaires.

In trying to protect participants' confidentiality, each participant's record was given a unique ID number. The vulnerable children were consented by the parents/care takers on

their behalf. The researcher asked parents to sign consent forms for their children to show their willingness to participate in the exercise after persuading them to participate in the research. The principle of anonymity also strictly followed. The identity of the schools and participant was not disclosed. Pseudonyms were used to disguise the participants and the schools in the study area. Thus, data identifying individual subjects were restricted to those who were involved in the study. Participants were adequately informed about the procedures of the data collection and the survey remained anonymous (no provision for identifying the participant on the survey questionnaire to exist). Confidentiality was maintained by ensuring that the reader of the report was not able to identify a particular respondent. Codes or alphabetical letters A, B, and C were used to refer to schools. Therefore, names and other identifying information from subjects were obtained for quality assurances purposes only and no individual was identified by any study report.

3.14 Methodological Constraints

Extraneous variables were beyond the researcher's control such as respondents' honesty, personal biases and uncontrolled setting of the study. The researcher met un-co-operative participants who were unwilling to give relevant information. However, this was sorted by the investigator's through showing and giving them a copy of an introductory/authorization letter and promising them that the relevant information given was confidential.

Testing: The use of research assistants can bring about inconsistency in the administration and conducting interviews in terms of time of administration, understanding of the items in the FGD and interview schedule and explanations given to the respondents. To minimize this threat, the research assistants were oriented and briefed on the procedures to be done in data collection.

Attrition: Not all selected participants were willing to participate in this study and this due to circumstances on the part of the respondents such as travels, sickness, hospitalization and refusal/withdrawal to participate. In anticipation to this, the researcher reserved more respondents by exceeding the minimum sample size.

Limited funds and time constraints: This limited the intensity of the spread or area of coverage of the study. This was solved by the researcher through borrowing funds from friends and family members. In addition to the above, the researcher made sure; he followed the scheduled work plan.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF RESULTS

4.0 Introduction

This chapter presents and analyses the findings of the data. It highlights key elements that stand out from the data that was collected. The data is presented according to the research objectives.

4.1 Response Rate

The sub section presents the summary of the statistics for the response rates. Details are presented in Table 4.1 below.

Table 4.1: Summary of study response rates

Category	Targeted respondents	No. actually involved	Percentage of response rate
Questionnaire			
Vulnerable children	100	75	75%
Interviews			
management and employees of Divine Holistic Ministries	15	15	100%
Family heads (parents/guardians)	60	32	53.3%
Local representatives	20	5	25%
Municipal education officials	5	5	100%
Total	200	132	66.0%

Source: Primary data, 2023

As presented in the table 4.1 above, a total number of 200 respondents were expected to participate in the study (target population), but 132 respondents actually participated to

make a response rate of 66%. Others did not participate in interviews sighting reasons for being busy some were reported out of their work places. This response rate is above the 60-70% response rate as recommended by the Guttmacher Institute (2006) for a study to be considered as one with satisfactory results.

4.2 Demographic Characteristics of Respondent

The demographic characteristics look at the respondents’ distribution across sex of the respondents, highest education level, and age bracket. This is indicated in the Table 4.2:

Table 4.2: Demographic Characteristics of respondents

Variable	Category	Freq.	Percentage
Sex	Male	68	51.5
	Female	64	48.5
	Total	132	100%
Highest Level of Education	PhD holders	1	0.7
	Masters’ Degree holders	3	2.3
	Bachelors’ Degree holders	28	21.2
	Diploma/certificate holders	10	7.5
	Secondary level	30	22.7
	Primary level	60	45.6
	Total	132	100%
Age Bracket	Below 18 years	70	53.1
	18 – 27 years	15	11.4
	28 – 37 years	17	12.8
	38 years and above	30	22.7
	Total	132	100%

Source: Primary data, 2023

The sex was one of the variables the study analyzed. This was intended to find out whether the sample selected was balanced in terms of gender. Table 4.2 shows that the majority of the respondents (51.5%) were male and 48.5% were female respectively. This implies that Divine Holistic Ministries considered gender balance during helping vulnerable children. In support of this, Kagimu (2021) asserts that gender balance have been emphasized and encourage while selecting and admitting learners in Ugandan schools; and this can be observed in this study.

From the field study, majority (45.6%) of the respondents was primary level, followed by 22.7% at secondary level, then, Bachelor's degree holders represented by 21.2% of the respondents, and the least (0.7%) were PhD holders. This implies that most of the vulnerable children benefiting from FBOs were still at primary level, whereas, most of the staff employed by Divine Holistic Ministries are qualified at graduate level. This implies that they had enough skills and energy to provide career guidance and other relevant ideas towards promoting access to education among vulnerable children.

In terms of age bracket, majority respondent (53,1%) belongs to age bracket of below 18 years of age, and this were mostly vulnerable children, followed by 22.7% in age bracket of 38 years and above, and the least (11.4%) were aged between 18-27 years. The implications are that each of the respondents was from different age group or generation differences. This further indicates that most of the key participants have been in the system for long and they must be having enough working experience towards helping vulnerable children; However, vulnerable children were still young/juvenile and not capable of looking after themselves without the support of the parents, caretakers or any other well-wishers, Divine Holisitic Ministries in this case.

4.3 Descriptive Findings on Objective One: The education attempts by the faith based organizations in addressing the issues of education of vulnerable children

The study found out vulnerable children opinion on the education attempts by the faith based organizations in addressing the issues of education of vulnerable children in post Covid-19 lockdown era in Njeru Municipality. Table 4.3 provide in summary of their views in frequency and percentages.

Table 4.3: The education attempts by the FBOs in addressing the issues of education of vulnerable children

Variable Items	Extent of (dis)agreement			Mean	Std. Dev't
	Accepted	Neutral	Disagreed		
	<i>f (%)</i>	<i>f (%)</i>	<i>f (%)</i>		
We obtain education scholarships from Divine Holistic Ministries	70 (93.3%)	5 (6.7%)	0 (0.0%)	3.67	1.142
We get education materials/school supplies support from Divine Holistic Ministries	68 (90.6%)	5 (6.7)	2 (2.7%)	3.45	.890
We have benefited from career guidance provided by Divine Holistic Ministries	65 (88.6%)	2 (2.7%)	8 (10.7%)	3.19	.872
Divine Holistic Ministries provides vulnerable children with fees	64 (85.3%)	8 (10.7)	3 (4%)	3.41	.805
Divine Holistic Ministries provide of basic necessities like to vulnerable children	59 (78.6%)	11 (14.7%)	5 (6.7%)	3.94	1.129
Divine Holistic Ministries provide counseling and psychosocial support activities to address psychosocial needs of vulnerable children	58 (77.3%)	10 (13.3%)	7 (9.4%)	3.29	.615
Divine Holistic Ministries is involved in building of classrooms and other school infrastructures	57 (76%)	10 (13.3)	8 (10.7%)	3.23	.592
FBOs is involved in building the capacities of both parents/guardian and teachers	42 (56%)	21 (28%)	12 (16%)	3.05	.576
FBOs initiatives involve establishing income-generating projects to raise money for school fees to support vulnerable children	52 (69.3%)	8 (10.7%)	15 (20%)	3.01	.647

Source: Primary data, 2023

Table 4.3 represents the descriptive statistics on the education attempts by the faith based organizations in addressing the issues of education of vulnerable children in post Covid-19 lockdown era in Njeru Municipality. The results show that 93.3% of the respondents accepted to the statements that vulnerable children obtain education scholarships from Divine Holistic Ministries as presented by (Mean=3.67 and standard deviation 1.142); followed by 90.6% of the respondents who accepted that vulnerable children get education materials/school supplies support from Divine Holistic Ministries (Mean=4.45 and standard deviation .890); the, respondents equivalent to 88.6% accepted that vulnerable children have benefited from career guidance provided by Divine Holistic Ministries (Mean=3.19 and standard deviation .872); and, lastly, 85.3% of the respondents revealed that Divine Holistic Ministries provides vulnerable children with fees (Mean=3.41 and standard deviation .805).

The first objective was also set to assess the education attempts by the Faith Based Organizations in addressing the issues of education of vulnerable children in post Covid-19 lockdown era in Njeru Municipality. Interview schedules were used to solicit information from the management/directors and employees of Divine Holistic Ministries, officials from Municipal Education department, local representatives, and family heads. Respondents were involved in answering interviews.

However, when they were asked: *What are the education attempts by the faith based organizations in addressing the issues of education of vulnerable children in post Covid-19 lockdown era?*

In interviews, it was revealed that vulnerable children obtain education scholarships from Divine Holistic Ministries; in fact one of the directors explained that;

FBOs give indigent learners scholarship to reduce dropout of school children. Individuals from economically disadvantaged backgrounds who aspire to continue their education beyond high school but lack the financial means can apply for this FBO scholarship for poor school going children. With these scholarships, one can pursue their academic and career goals without worrying about funding. Kagimu (2021)

This implies that although these scholarships are specifically designed for children from low-income families, there are additional eligibility requirements that must be met to receive the scholarship. Free scholarship is given to vulnerable children by FBOs which have eventually enhanced their enrolment rates.

The results show that vulnerable children get education materials/school supplies support from Divine Holistic Ministries. One of the local leaders had these to say:

These FBOs provide free education materials and other school supplies to vulnerable children. Those children from low-income households get free pens, pencils, school bags, calculators, mathematical sets, stationery, uniforms and mattresses among other forms of support. Kagimu (2021)

This implies that material support is the commonest vulnerable children support activity, provided by FBOs. This support includes the provision of clothing, food or meals. Material support by FBOs is more prevalent in low income countries. FBOs extend education to vulnerable children. FBOs for vulnerable children work tirelessly to ensure that every child has the opportunity to receive a quality education, regardless of their home backgrounds.

Plate 1: Children receiving books and pens



They were very happy when they received the Books, Pen and Pencils!

More so, the study revealed that vulnerable children have benefited from career guidance provided by Divine Holistic Ministries. One of the employees of Divine Holistic Ministries had these to say;

A number of FBOs initiatives specifically provide career guidance for vulnerable children through religious schools and development centers. Some groups of FBOs set up education facilities to provide basic education at primary level to vulnerable children who would otherwise be out of school, and this is achieved through career guidance. Career guidance has been freely given to vulnerable children to encourage them pursue and complete their education careers, as well as distributing school materials to help run schools properly, including pens, pencils, teaching and learning materials, and chalk; as well as providing recreational kits to schools for the

traumatized vulnerable children, such as volleyballs, footballs, handballs, skipping ropes; thus promoting peace education. Kagimu (2021)

This implies that providing career guidance to vulnerable children help to provide information and advice about careers that help individuals (vulnerable children) to have the right decision and also teaches them how to pursue their chosen career. Career guidance has helped many of the vulnerable children to join schools and vocational training institutions so as to acquire vocational skills.

The study also revealed that Divine Holistic Ministries provides vulnerable children with fees. One of the interviewed officials from Municipal Education department had these to say;

FBOs provide free school fees to the vulnerable children. They pay the required school dues in time for those children from low income backgrounds. Those few selected vulnerable children have benefited from this package provide by faith based organizations; and they are only required to go to school with uniforms, exercise books and other essential needs. Kagimu (2021)

This implies that one of the key aspects for FBOs for vulnerable children's education is their commitment to paying their school fees as well as to reach these children who face significant barriers to education. These FBOs often focus on underprivileged communities, rural areas and other regions affected by poverty, and parents cannot afford paying their children's fees. These FBOs work closely with local communities, schools and stakeholders to identify and addressing the specific needs and challenges faced by vulnerable children in those communities.

The study further revealed that Divine Holistic Ministries provides of basic necessities to vulnerable children. One of the interviewed family heads had these to say;

FBOs provide basic necessities to vulnerable children. They provide school furniture. These educational basic necessities including, pens, pencils, teaching and learning materials, and uniforms are provided for free to vulnerable children; and this eventually encourage them to complete their education cycle. Kagimu (2021)

This implies that FBOs provide immediate survival needs such as shelter, clothing, uniform, textbooks and pens to vulnerable children at school. FBOs emphasize human needs that are observable and that needs concept is no more emotionally charged than other economic concepts. Thus, basic needs enhance vulnerable children life and attitude to enrolment to formal education.

Plate 11: Children smiling after counseling



Some of the children of Divine Community Christian School, with a smile on their faces!

The study revealed that Divine Holistic Ministries provide counseling and psychosocial support activities to address psychosocial needs of vulnerable children. One of the interviewed top directors had these to say;

FBOs provide free and better expression as well as management of emotions, including anxiety, anger, relief from depression and any other mental health conditions that those children experience as a result of poor life they experience. It helps vulnerable children to increase their decision making skills and confidence, as well as ability to effectively manage stress. Kagimu (2021)

Another key local representative had these to say;

Many FBO initiatives specifically provide counseling and psychosocial support activities to address psychosocial needs of children. Examples of such activities include sports and cultural activities that involve both vulnerable children and other members of the community, or counseling provided to specific children. Kagimu (2021)

This implies that counseling involves learning more about a particular condition like anger or depression by which the individual is affected, so that he/she can better understand treatment options. Provision of counseling and psychosocial support activities by FBOs reduce negative feelings and symptoms, increase positive feelings in life as well as vulnerable children are able to identify new goals in a safe space when feel lost, which enhance the enrolment of vulnerable children to formal education.

The study also revealed that Divine Holistic Ministries is involved in building of classrooms and other school infrastructures. One of the interviewed local representatives had these to say;

FBOs have built classrooms and other physical facilities to promote the school environment. Conducive classrooms which are well furnished, ventilated and equipped with modern furniture encourage vulnerable children to concentrate on

their academic work. Other physical facilities especially library and science laboratories have also been constructed and equipped with relevant materials and equipment's respectively. This eventually encourages vulnerable children to concentrate in their academic attainment in those schools. Kagimu (2021)

This implies that FBOs implement various initiatives and programs aimed at improving vulnerable children access to education. They build classrooms, establish schools, and learning centers to ensure that vulnerable children have a safe and conducive environment to learn.

The study further revealed that FBOs is involved in building the capacities of both parents/guardian and teachers. One of the interviewed family heads had these to say;

FBOs for children's education invest in the professional development and training of classroom teachers. They provide teacher training programs to enhance the quality of instruction as well as pedagogical approaches; enabling classroom teachers and parents to create engaging and effective learning experiences for school going children. FBOs provide training class teachers through workshops, as some are not trained and/or qualified; providing distance learning for unqualified teachers who cannot move out their town; providing refresher courses for qualified teachers; distributing school materials to help run schools properly. Kagimu (2021)

Another interviewed management official had these to say;

some of the most vulnerable households such as child-headed households are visited by FBOs several days, a month or even daily, with volunteers becoming like surrogate parents. FBOs visitors provide advice and household supervision, prepare meals, eat together with vulnerable children, help in maintaining dwellings and assist in household agriculture or income generating activities. Kagimu (2021)

This implies that FBOs recognize the significance of holistic development and often integrate extracurricular activities, life skills training, health and nutrition habits into education initiatives to ensure that the vulnerable children have the necessary support to

thrive academically and personally. FBOs not only provide educational opportunities but also instill confidence, inspire dreams and empower vulnerable children to break free from the cycle of poverty. By unlocking their potential, these FBOs contribute to the overall capacity building to the education stakeholders.

Plate III: Children praying



Lastly, the study revealed that FBOs initiatives involve establishing income-generating projects to raise money for school fees to support vulnerable children. One of the interviewed employees of Divine Holistic Ministries had these to say;

FBOs in partnership with other development partners have helped low income households to improve on their income. This has been done by establishing small business projects, benefiting from cash transfer programs or revolving loans thus improving their capacity to afford the education requirements for their children, and

this have eventually increased vulnerable children enrolment to benefit from formal education. Kagimu (2021)

Interviewed key employees of Divine Holistic Ministries had these to say;

Some initiatives establish income-generating projects in order to raise money for school fees to support vulnerable children. Projects include nutrition gardens, husbandry projects, manufacturing co-operatives and buying-and-selling initiatives. Many projects also serve an important role by providing children and youth with experience in managing projects and training in specific vocational skills. Additionally, such activities bring together volunteers to discuss their work. Kagimu (2021)

This implies that income generating projects been established by faith-based organizations to benefit low income households through boosting their household incomes and savings. Several households been supported to start small income projects especially poultry which have increased savings and income among households, and this have eventually enhanced the capacity of household heads to afford the education needs for their children. Thus, this has empowered the vulnerable children, the original of school-going children need a stable and continuous position to remain in school.

4.4 Descriptive Result on Objective Two: The Achievements of Faith Based Organizations in Promoting Education of Vulnerable Children

The study found out vulnerable children opinion on the achievements of faith based organizations in promoting education of vulnerable children in post Covid-19 lockdown era in Njeru Municipality. Table 4.4 provide in summary of their views in frequency and percentages.

Table 4.4: The achievements of FBOs in promoting education of vulnerable children

Variable Items	Extent of (dis)agreement			Mean	Std. Dev't
	Accepted	Neutral	Disagreed		
	<i>f (%)</i>	<i>f (%)</i>	<i>f (%)</i>		
The rate of school drop-out among vulnerable children has reduced	69 (92%)	4 (5.3%)	2 (2.7%)	3.65	1.083
With FBOs, there is an increase of vulnerable children enrolment in schools	67 (89.3%)	5 (6.7)	3 (4%)	3.07	1.132
In our community, there is high retention of vulnerable children courtesy of FBOs	65 (86.6%)	2 (2.7%)	8 (10.7%)	3.04	1.163
With career guidance, more vulnerable children have joined vocational technical schools	64 (85.3%)	8 (10.7%)	3 (4%)	3.05	.998
FBOs involved in sensitizing parents encourage them to send their children to schools	59 (78.6%)	11 (14.7%)	5 (6.7%)	3.32	.872
FBOs involved in regular visits to schools for monitoring purposes enhance academic results and completion rates	58 (76%)	10 (13.3%)	8 (10.7%)	3.22	1.042
FBOs are involved in school infrastructure development leads to good school environment enhancing rate of retention	42 (56%)	12 (16%)	21 (28%)	3.21	1.061
In our society, FBOs providing basic necessities to vulnerable children enhance their enrolment	55 (73.3%)	5 (6.7%)	15 (20%)	3.10	.615

Source: Primary data, 2023

Table 4.4 represents the descriptive statistics on the achievements of faith based organizations in promoting education of vulnerable children in post Covid-19 lockdown era. The results show that 92% of the respondents accepted to the statements that the rate of school drop-out among vulnerable children has reduced as presented by (Mean=3.65 and standard deviation 1.083); followed by 89.3% of the respondents who accepted that with FBOs, there is an increase of vulnerable children enrolment in schools (Mean=3.07 and standard deviation 1.132); the, respondents equivalent to 86.6% accepted that there is high retention of vulnerable children courtesy of FBOs (Mean=3.04 and standard deviation 1.1638); and, lastly, 85.3% of the respondents revealed that with career guidance, more vulnerable children have joined vocational technical schools (Mean=3.05 and standard deviation .998).

The second objective was also set to analyze the achievements of faith based organizations in promoting education of vulnerable children in post Covid-19 lockdown era in Njeru Municipality. Interview schedules were used to solicit information from the management/directors and employees of Divine Holistic Ministries, officials from Municipal Education department, local representatives, and family heads. Respondents were involved in answering interviews.

However, when they were asked: *What are the achievements of faith based organizations in promoting education of vulnerable children in post Covid-19 lockdown era?*

In interviews, it was revealed that the rate of school drop-out among vulnerable children has reduced; in fact one of the directors explained that;

The rate of vulnerable children dropout has gradually reduced with support from FBOs. Vulnerable children are able to get relevant requirements like textbooks,

uniforms, in addition to career guidance, which motivate and encourage these children to pursue their education. Provision of school supplies, free school fees, books or uniform have encouraged vulnerable children to concentrate on their academic activities. Kagimu (2021)

This implies that the dropout rates which was at 45% in Uganda after Covid-19 pandemic have gradually reduced with the help of faith-based organizations. This can be due to provision of basic needs like feeding, fees, uniform and textbooks to vulnerable children, enhancing their retention rates. In other words, the percentage of vulnerable children failing to complete a particular college or school gradually reduced with educational and social support from faith based organizations.

The results revealed that with FBOs, there is an increase of vulnerable children enrolment in schools. One of the local leaders had these to say;

With career guidance by the help of faith-based organization in place, the enrolment of vulnerable children has gradually increased. These children have been encouraged and motivated to complete their education cycle, and this has been done by paying their school dues as well as encouraging them to pursue more education to have better life in future. Kagimu (2021)

This implies that faith-based organizations have helped to minimize gaps in schooling increases children's chances for academic success as well as keeping them safety supervised during the day. Faith-based organizations often provide services needed by vulnerable children, including free lunch and access to social services.

The study also revealed that there is high retention of vulnerable children courtesy of FBOs. One of the interviewed employees of Divine Holistic Ministries had these to say;

Faith based organizations improve school environment which are conducive for children academic concentration. Thus, enrolment and retention of school going children in school right away shall greatly help them stay on schedule with their

education. Minimizing gaps in schooling increases vulnerable children's chances for academic success and enhance their retention. Kagimu (2021)

This implies that faith based organizations enhance retention of vulnerable children. If children are enrolled in school while they live in temporary houses, they can choose to stay or switch school once they receive social help from such organizations. Vulnerable children retention is a vital metric of success for schools which indicates the increase on access to education.

It was also revealed that with career guidance, more vulnerable children have joined vocational technical schools. One of the interviewed officials from Municipal Education department had these to say;

With faith based organizations involving vulnerable children, their enrolment and joining vocational technical schools have gradually improved. Most of those children from low income backgrounds prefer to join vocational schools to acquire vocational skills thus become job makers rather than job-seekers. With career guidance, school going children are helped to have the right educational choices. Kagimu (2021)

This implies that with career guidance provided by faith-based organizations to vulnerable children, the acquisition technical skills and knowledge among youth have improved. These children have gained skills in carpentry, plumbing, pottery and other secretarial services which have high labour market demand. Most of these vulnerable children have become entrepreneurship with skills acquired from vocational schools with guidance from organizations.

The study further revealed that FBOs involved in sensitizing parents encourage them to send their children to schools. One of the interviewed local representatives had these to say;

Parents and guardians have been sensitized on the importance and need for their children accessing formal education. With this capacity building from faith based organizations, parents have been equipped with relevant knowledge on the

significance of their children enrolling for formal schooling, and this have led to increased enrolment, retention and accelerated the completion rate among those children from low income backgrounds. Kagimu (2021)

This implies that parents and guardians with help from faith based organizations have been encouraged to send their children to school. They have encouraged the community through publicity and sensitization as well as carrying mobilization to bring out those children from low income backgrounds especially drop-outs to go back to school. Local leaders have been encouraged and trained by FBOs o be the focus motivator of community involvement and support to children access to formal education.

The study further revealed that FBOs involved in regular visits to schools for monitoring purposes enhance academic results and completion rates. One of the interviewed family heads had these to say;

Faith based organizations get involved in timely supervision and monitoring of curriculum activities. FBOs officials make sure that timely visits are done to ensure that vulnerable children have educational requirements like textbooks, exercise books and uniforms as well as giving them encouragement to enhance their retention. Kagimu (2021)

This implies that faith based organizations involvement in monitoring school programs enhance children academic outcomes, which eventually enhance their enrolment and retention. These faith-based organization's officials among other stakeholders to visit school to coordinate with school leaders on the maintenance of school environment, that is conducive for teaching-learning process.

The study noted that FBOs are involved in school infrastructure development leads to good school environment enhancing rate of retention. One of the interviewed family heads also noted that;

There is an improvement in school infrastructure and physical facilities with the help of faith-based organizations. Classrooms have been well furnished and equipped with desks to accommodate the rising enrolment of children, and this have accelerated the retention and enrolment of vulnerable children. Kagimu (2021)

This implies that the rate of vulnerable children enrolment have recently doubled with the help from faith-based organizations. These organizations have been involved in providing educational facilities, improving on school or classroom environment through painting classes, putting desks and distributing more instructional materials for all children's. This has encouraged all children to concentrate on their academic work, conduct self-revision as well as love for their education.

Lastly, the study revealed that FBOs providing basic necessities to vulnerable children enhance their enrolment. One of the interviewed local representatives had these to say;

Those children from low income backgrounds lack adequate basic necessities especially textbooks, uniforms, fees and pens etc. to help them enrolment for education. With the existence of faith-based organizations, basic necessities have been freely provided to vulnerable children, making them to enrolment for education. Kagimu (2021)

This implies that vulnerable children have increased enrolment to formal education with help and support from faith-based organizations. Those school going children have been able to access essential basic requirements to boost their academic concentration thus encouraging them to complete their education cycle.

4.5 Verification of Hypothesis

This section highlights a series of inferential analyses that were carried out to examine and establish the relationships between the different variables. The study used correlation analysis and regression analysis to examine the strengths and direction of the relationships in the variables as presented below.

The Pearson correlation coefficient (r) was used to establish the relationship between the contributions of Faith Based Organizations and the education of vulnerable children as explained in Table 4.5 below.

Table 4.5: The relationship between contributions of Faith Based Organizations and the education of vulnerable children

Correlation		Contributions of FBOs	Education of vulnerable children
Contributions of FBOs	Person correlation	1.000	0.79.3**
	Sig. (2. tailed)	-	.012
	N	75	75
Education of vulnerable children	Pearson correlation	0.79.3**	1.000
	Sig. (2-tailed)	.012	-
	N	75	75
** Correlation is significant at the 0.05 level (2-tailed).			

Source: Analysis of data, 2023

The results revealed a significant positive relationship between contributions of Faith Based Organizations and the education of vulnerable children in post Covid-19 lockdown era in Njeru Municipality ($r = 0.79.3^{**}$, $\text{Sig.} = .012$). The Pearson coefficient r reflects the degree of linear relationship between the two variables, it ranges from negative one and positive one that is $-1 \leq r \leq 1$. If $r=0$, then, there is no relationship between the two variables, if r ranges between ± 0.1 to ± 0.4 the relationship is weak, if r ranges between ± 0.4 to ± 0.6 the relationship is moderate and if r lies between ± 0.6 to ± 0.9 the relationship is strong. Besides if $r = \pm 1$ there is perfect relationship between the two variables. However, since the correlation coefficient ($r=0.79.3^{**}$) lies between ± 0.6 to ± 0.9 the researcher concluded that FBOs has contributed to the education of vulnerable children are significantly correlated.

4.6 Descriptive Results on Objective Three: The challenges that FBOs encounter when it comes to promoting education of vulnerable children

The study found out vulnerable children opinion on the challenges that faith based organizations encounter when it comes to promoting education of vulnerable children in post Covid-19 lockdown era in Njeru Municipality. Table 4.6 provide in summary of their views in frequency and percentages.

Table 4.6: Challenges that FBOs encounter when it comes to promoting education of vulnerable children

Variable Items	Extent of (dis)agreement			Mean	Std. Dev't
	Accepted	Neutral	Disagreed		
	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)		
Limited resources encounter FBOs in promoting education of vulnerable children	70 (93.3%)	- (0.0%)	5 (6.7%)	3.67	1.231
The government policy like school closure during the Covid-19 pandemic limits FBOs in promoting education of vulnerable children	65 (86.6%)	5 (6.7%)	5 (6.7%)	3.48	.970
Political interference limits FBOs roles in promoting education of vulnerable children	65 (86.6%)	2 (2.7%)	8 (10.7%)	3.39	.971
Limited of knowledge and skills limits FBOs roles in promoting education of vulnerable children	64 (83.3%)	8 (10.7%)	3 (4%)	3.07	.883
Lack of stakeholders' involvement limits FBOs roles in promoting education of vulnerable children	57 (76%)	10 (13.3%)	8 (10.7%)	3.6	.741
Organizational structure and corruption limit FBOs roles in promoting education of vulnerable children	55 (73.3%)	5 (6.7%)	15 (20%)	3.04	.675
Untimely release of donor support limits FBOs roles in promoting education of vulnerable children	52 (67.3%)	8 (10.7%)	15 (20%)	3.01	.687

Source: Primary data, 2023

Table 4.6 represents the descriptive statistics on the challenges that faith based organizations encounter when it comes to promoting education of vulnerable children in post Covid-19 lockdown era in Njeru Municipality. The results show that 93.3% of the respondents accepted to the statements that limited resources encounter FBOs in promoting education of vulnerable children as presented by (Mean=3.67 and standard deviation 1.231); followed by 86.6% of the respondents who accepted that the government policy like school closure during the Covid-19 pandemic limits FBOs in promoting education of vulnerable children (Mean=3.48 and standard deviation .970); political interference limits FBOs roles in promoting education of vulnerable children (Mean=3.39 and standard deviation .971); and, lastly, 83.3% of the respondents revealed that limited of knowledge and skills limits FBOs roles in promoting education of vulnerable children (Mean=3.07 and standard deviation .883).

The third objective was also set to examine the challenges that faith based organizations encounter when it comes to promoting education of vulnerable children in post Covid-19 lockdown era in Njeru Municipality. Interview schedules were used to solicit information from the management/directors and employees of Divine Holistic Ministries, officials from Municipal Education department, local representatives, and family heads. Respondents were involved in answering interviews.

However, when they were asked: *What are the challenges that faith based organizations encounter when it comes to promoting education of vulnerable children in post Covid-19 lockdown era?*

In interviews, it was revealed that limited resources encounter FBOs in promoting education of vulnerable children; in fact one of the directors explained that;

FBOs have experienced limited financial resources to cater for the increasing number of vulnerable children. The organization doesn't have enough financial resources to cater for all basic necessities and educational requirements including uniform, school fees and textbooks for all vulnerable children. This situation worsened with the outbreak of Covid-19 pandemic, where donors and other development partners reduced their financial aid to support the local faith-based organization activities. Kagimu (2021)

This implies that limited financial support have been a challenge to local faith-based organizations in conducting its planned activities. The reduction of funding by the donors and other development partners, untimely release of funding as well as more demand courtesy of rising number of vulnerable children during Covid-19 pandemic become a big challenge to FBOs to facilitate education services for the benefit of vulnerable children.

The results show that the government policy school closure during the Covid-19 pandemic limits FBOs in promoting education of vulnerable children. One of the interviewed local representatives had these to say;

The government policy especially limited funding or resource support to faith based organizations or directly support to vulnerable children, their families and schools, in addition to closure of schools during Covid-19 pandemic limited vulnerable children access to education. Indeed, faith based organizations were limited to their movements, strict precaution measures were put in place including social distancing which limited access and interaction of FBOs officials with vulnerable children, all this limiting their access to education. Kagimu (2021)

This implies that stringent government policies limited faith-based organizations to effectively conduct their duties. The policy on the FBOs registration by the body concerning registration of companies and government monitoring its funding limited their transparency and accountability to effectively provide education services has limited the vulnerable children to benefit from the existing faith based organization programs.

The study revealed that political interference limits FBOs roles in promoting education of vulnerable children. The officials from Municipal Education department had this to say;

There is rise of political interference on FBOs work. Politicians especially Residential District Commissioners (RDCCs), political leaders and other security agencies have increasing interfered with faith-based organization activities. Some of them have politically de-campaigned those faith-based organizations; their offices and staff been closed down and de-campaigned on political grounds. Kagimu (2021)

This implies that political will to support FBOs have remained lacking. Some of the faith based organizations have not been fully politically supported to register and operate within the country. We have experienced massive deregistration of FBOs in Uganda. The politicians especially members of parliament have not done much in having legal framework work to guarantee the operation of FBOs, and this gap have been fully utilized by security agencies to threaten them, thus limiting their support and ability to support vulnerable children access to education as ascertained by Oleke et al., (2022).

It was also revealed that limited of knowledge and skills limits FBOs roles in promoting education of vulnerable children. The interviewed family heads had these to say;

Some of the employees and managers of faith based organization lack expertise, skills and knowledge on proper mobilization, financial resource mobilization, coordination and stakeholder collaboration and teamwork to effectively implement and extend education services to the vulnerable children. Oleke et al., (2022)

This implies that several stakeholders, managers and employees of faith-based organizations have limited competences, skills and knowledge on the significance of provision education services to vulnerable children. Have limited knowledge and skills on resource mobilization, partnership with donors or other development partners, carry-out underground work, including mobilization of vulnerable children, which all limits faith-based organizations ability and capacity to implement education services.

The study noted that organizational structure and corruption limit FBOs roles in promoting education of vulnerable children. One of the interviewed family heads had these to say;

Some local based faith organizations have limited and poor structures. They streamlined procedures and policy to control corruption. The existence of corrupt officials within the top management and operational staff has led to misuse of available funds targeted for promoting vulnerable children's education. Kagimu (2021)

This implies that some faith-based organizations have weak organizational structures to effectively implement the planned activities. Some of the employees have limited skills and knowledge on project implementation, financial management and utilization. Thus, lack of transparency and accountability as well as trustworthy change public attitude towards education services provided by the faith based organizations to vulnerable children.

Lastly, the study noted that untimely release of donor support limits FBOs roles in promoting education of vulnerable children. One of the interviewed officials from Municipal Education department had these to say;

Faith based organizations have limited financial resources. They always get their funding from international and local donors as well as other development partners; however, there is always limited or untimely release of funding. Some of vulnerable children have been dismissed from schools due to delayed payment of school fees. Other children have been sent to school without scholastic materials including textbooks, pens and uniforms as a result of untimely release of funds. Kagimu (2021)

This implies that untimely release of resources limited faith based organizations to conduct their planned activities effectively. Only priorities have been focused on, and this has resulted into some vulnerable children being left out of the program. From the field study, different measures were suggested by the participants that should be adopted to improve on the contributions of Faith Based Organizations and the education of vulnerable children in Njeru Municipality in particular so as it is indicated in chapter six of this report.

CHAPTER FIVE

DISCUSSION OF RESULTS

5.0 Introduction

This chapter of the report presents a discussion of the findings based on the data presented in chapter four of this dissertation based on the study findings. This discussion is presented in light of the study problem and the objectives of the study. These follow the sequence of research questions as developed from the research objectives.

5.1 Discussion of Findings

The discussion of findings is presented basing on the study objectives in chapter one and basing on the results obtained in chapter four of this report. The discussion of results is done based on the findings presented in chapter four in thematic manner as follows:

5.1.1 Objective One: The education attempts by the faith based organizations in addressing the issues of education of vulnerable children

The study noted that vulnerable children obtain education scholarships from Divine Holistic Ministries. This concurs with Ager (2021) who asserted that although these scholarships are specifically designed for children from low-income families, there are additional eligibility requirements that must be met to receive the scholarship. More so, Benedetti (2020) argued that free scholarship is given to vulnerable children by FBOs which have eventually enhanced their enrolment rates. This implies that FBOs gives indigent learners scholarship to reduce out of school children. Individuals from economically disadvantaged backgrounds who aspire to continue their education beyond high school but lack the financial means can apply for this FBO scholarship for poor school going children. With these scholarships, one can pursue their academic and career goals without worrying about funding.

The results noted that vulnerable children get education materials/school supplies support from Divine Holistic Ministries. This is in agreement with Akkari (2018) who argued that material support is the commonest vulnerable children support activity, provided by FBOs. This support includes the provision of clothing, food or meals. Material support by FBOs is more prevalent in low income countries. On the other hand, Dang (2019) asserted that FBOs extend education to vulnerable children. This implies that these FBOs provide free education materials and other school supplies to vulnerable children. Those children from low-income households get free pens, pencils, school bags, calculators, mathematical sets, stationery, uniforms and mattresses among other forms of support.

More so, the study noted that vulnerable children have benefited from career guidance provided by Divine Holistic Ministries. This concurs with Ayobami., Jeffery., Nadine & Valadez (2021) who argued that providing career guidance to vulnerable children help to provide information and advice about careers that help individuals (vulnerable children) to have the right decision and also teaches them how to pursue their chosen career. Career guidance has been freely given to vulnerable children to encourage them pursue and complete their education careers, as well as distributing school materials to help run schools properly, including pens, pencils, teaching and learning materials, and chalk; as well as providing recreational kits to schools for the traumatized vulnerable children, such as volleyballs, footballs, handballs, skipping ropes; thus promoting peace education. On the other hand, Foster (2021) argued out that career guidance has helped many of the vulnerable children to join schools and vocational training institutions so as to acquire vocational skills. This implies that a number of FBOs initiatives specifically provides career guidance for vulnerable children through religious schools and development centers. Some groups of FBOs set up education facilities to provide basic education at primary level to

vulnerable children who would otherwise be out of school, and this is achieved through career guidance.

The study also noted that Divine Holistic Ministries provides vulnerable children with school fees. This is in agreement with Kagimu (2021) who stated that one of the key aspects for FBOs for vulnerable children's education is their commitment to paying their children's school fees as well as to reach these children who face significant barriers to education. These FBOs often focus on underprivileged communities, rural areas and other regions affected by poverty, and parents cannot afford paying their children's fees. These FBOs work closely with local communities, schools and stakeholders to identify and addressing the specific needs and challenges faced by vulnerable children in those communities as ascertained by Kasusse (2020). This implies that FBOs provide free school fees to the vulnerable children. They pay the required school dues in time for those children from low income backgrounds. Those few selected vulnerable children have benefited from this package provide by faith based organizations; and they are only required to go to school with uniforms, exercise books and other essential needs.

The study further noted that Divine Holistic Ministries provider of basic necessities to vulnerable children. This is in agreement with Fawzia (2022) who argued that FBOs provide immediate survival needs such as shelter, clothing, uniform, textbooks and pens to vulnerable children at school. On the other hand, Kalibala., Schenk., Weiss & Elson (2022) noted that FBOs emphasize human needs that are observable and that needs concept is no more emotionally charged than other economic concepts. Thus, basic needs enhance vulnerable children life and attitude to enrolment to formal education. This implies that FBOs provide basic necessities to vulnerable children. They provide school furniture. These

educational basic necessities including, pens, pencils, teaching and learning materials, and uniforms are provided for free to vulnerable children; and this eventually encourage them to complete their education cycle.

The study noted that Divine Holistic Ministries provide counseling and psychosocial support activities to address psychosocial needs of vulnerable children. This concurs with Mash (2017) who argued that counseling involves learning more about a particular condition like anger or depression by which the individual is affected, so that he/she can better understand treatment options. More so, Keishanyu (2021) noted that the provision of counseling and psychosocial support activities by FBOs reduce negative feelings and symptoms, increase positive feelings in life as well as vulnerable children are able to identify new goals in a safe space when feel lost, which enhance the enrolment of vulnerable children to formal education. Besides, Muchira., Ngui & Mathenge (2020) argued that many FBO initiatives specifically provide counseling and psychosocial support activities to address psychosocial needs of children. Examples of such activities include sports and cultural activities that involve both vulnerable children and other members of the community, or counseling provided to specific children. This implies that FBOs provide free and better expression as well as management of emotions, including anxiety, anger, relief from depression and any other mental health conditions that those children experience as a result of poor life they experience. It helps vulnerable children to increase their decision making skills and confidence, as well as ability to effectively manage stress.

The study further noted that Divine Holistic Ministries is involved in building of classrooms and other school infrastructures. This concurs with Musoke (2022) who argued that FBOs implement various initiatives and programs aimed at improving vulnerable children access

to education. They build classrooms; establish schools, and learning centers to ensure that vulnerable children have a safe and conducive environment to learn. On the other hand, Mwambia (2021) argued that FBOs have built classrooms and other physical facilities to promote the school environment. Conducive classrooms which are well furnished, ventilated and equipped with modern furniture encourage vulnerable children to concentrate on their academic work. Other physical facilities especially library and science laboratories have also been constructed and equipped with relevant materials and equipment's respectively. This eventually encourages vulnerable children to concentrate in their academic attainment in those schools.

The study further noted that FBOs is involved in building the capacities of both parents/guardian and teachers. This concurs with Bloisi., Cook & Hunsaker (2017) who argued that FBOs recognize the significance of holistic development and often integrate extracurricular activities, life skills training, health and nutrition habits into education initiatives to ensure that the vulnerable children have the necessary support to thrive academically and personally. More to above, Mwambia (2021) noted that FBOs not only provide educational opportunities but also instill confidence, inspire dreams and empower vulnerable children to break free from the cycle of poverty. By unlocking their potential, these FBOs contribute to the overall capacity building to the education stakeholders. More interestingly, Muchira et al., (2020) argued that some of the most vulnerable households such as child-headed households are visited by FBOs several days, a month or even daily, with volunteers becoming like surrogate parents. FBOs visitors provide advice and household supervision, prepare meals, eat together with vulnerable children, help in maintaining dwellings and assist in household agriculture or income generating activities. This implies that FBOs for children's education invest in the professional development and

training of classroom teachers. They provide teacher training programs to enhance the quality of instruction as well as pedagogical approaches; enabling classroom teachers and parents to create engaging and effective learning experiences for school going children.

Lastly, the study noted that FBOs initiatives involve establishing income-generating projects to raise money for school fees to support vulnerable children. This concurs with Musoke (2022) who argued that income generating projects have been established by faith-based organizations to benefit low income households through boosting their household incomes and savings. Several households been supported to start small income projects especially poultry which have increased savings and income among households, and this have eventually enhanced the capacity of household heads to afford the education needs for their children. Thus, this has empowered the vulnerable children, the original of school-going children need a stable and continuous position to remain in school as ascertained by Foster (2021). In support of the above, Kagimu (2021) noted that some initiatives establish income-generating projects in order to raise money for school fees to support vulnerable children. Projects include nutrition gardens, husbandry projects, manufacturing co-operatives and buying-and-selling initiatives. Many projects also serve an important role by providing children and youth with experience in managing projects and training in specific vocational skills. Additionally, such activities bring together volunteers to discuss their work. This implies that FBOs in partnership with other development partners have helped low income households to improve on their income. This has been done by establishing small business projects, benefiting from cash transfer programs or revolving loans thus improving their capacity to afford the education requirements for their children, and this have eventually increased vulnerable children enrolment to benefit from formal education.

5.1.2 Objective Two: The Achievements of Faith Based Organizations in Promoting Education of Vulnerable Children

The study noted that the rate of school drop-out among vulnerable children has reduced; and this concurs with Benedetti (2020) who argued that the drop-out rate which was at 45% in Uganda after Covid-19 pandemic have gradually reduced with the help of faith-based organizations. This can be due to provision of basic needs like feeding, fees, uniform and textbooks to vulnerable children, enhancing their retention rates. In other words, the percentage of vulnerable children failing to complete a particular college or school gradually reduced with educational and social support from faith based organizations as ascertained by Ayobami et al., (2021). This implies that the rate of vulnerable children dropout has gradually reduced with support from FBOs. Vulnerable children are able to get relevant requirements like textbooks, uniforms, in addition to career guidance, which motivate and encourage these children to pursue their education. Provision of school supplies, free school fees, books or uniform have encouraged vulnerable children to concentrate on their academic activities.

The results noted that with FBOs, there is an increase of vulnerable children enrolment in schools. This concurs with Akkari (2018) who argued that faith-based organizations have helped to minimize gaps in schooling increases children's chances for academic success as well as keeping them safety supervised during the day. Besides, Ager (2021) argued that Faith-based organizations often provide services needed by vulnerable children, including free lunch and access to social services. This implies that with career guidance by the help of faith-based organization in place, the enrolment of vulnerable children has gradually increased. These children have been encouraged and motivated to complete their education

cycle, and this has been done by paying their school dues as well as encouraging them to pursue more education to have better life in future.

The study noted that there is high retention of vulnerable children courtesy of FBOs. This concurs with Dang (2019) assertions that faith based organizations enhance retention of vulnerable children. If children are enrolled in school while they live in temporary houses, they can choose to stay or switch school once they receive social help from such organizations. Vulnerable children retention is a vital metric of success for schools which indicates the increase on access to education as ascertained by Fawzia (2022). This implies that faith based organizations improve school environment which are conducive for children academic concentration. Thus, enrolment and retention of school going children in school right away shall greatly help them stay on schedule with their education. Minimizing gaps in schooling increases vulnerable children's chances for academic success and enhance their retention.

It also noted that with career guidance, more vulnerable children have joined vocational technical schools. This concurs with Foster (2021) who argued that with career guidance provided by faith-based organizations to vulnerable children, the acquisition technical skills and knowledge among youth have improved. These children have gained skills in carpentry, plumbing, pottery and other secretarial services which have high labour market demand. Most of these vulnerable children have become entrepreneurship with skills acquired from vocational schools with guidance from organizations as ascertained by Kagimu (2021). This implies that with faith based organizations involving vulnerable children, their enrolment and joining vocational technical schools have gradually improved. Most of those children from low income backgrounds prefer to join vocational

schools to acquire vocational skills thus become job makers rather than job-seekers. With career guidance, school going children are helped to have the right educational choices.

The study further noted that FBOs involved in sensitizing parents encourage them to send their children to schools. This is inline with Fawzia (2022) who argued that parents and guardians with help from faith0based organizations have been encouraged to send their children to school. FBOs have encouraged the community through publicity and sensitization as well as carrying mobilization to bring out those children from low income backgrounds especially drop-outs to go back to school. More so, Kasusse (2020) argued that local leaders have been encouraged and trained by FBOs o be the focus motivator of community involvement and support to children access to formal education. This implies that parents and guardians have been sensitized on the importance and need for their children accessing formal education. With this capacity building from faith based organizations, parents have been equipped with relevant knowledge on the significance of their children enrolling for formal schooling, and this have led to increased enrolment, retention and accelerated the completion rate among those children from low income backgrounds.

The study further noted that FBOs involved in regular visits to schools for monitoring purposes enhance academic results and completion rates. This concurs with Keishanyu (2021) who argued that faith based organizations involvement in monitoring school programs enhance children academic outcomes, which eventually enhance their enrolment and retention. More to the above, Lewis (2020) noted that faith-based organization's officials among other stakeholders to visit school to coordinate with school leaders on the maintenance of school environment that is conducive for teaching-learning process. This

implies that faith based organizations get involved in timely supervision and monitoring of curriculum activities. FBOs officials make sure that timely visits are done to ensure that vulnerable children have educational requirements like textbooks, exercise books and uniforms as well as giving them encouragement to enhance their retention.

The study noted that FBOs are involved in school infrastructure development leads to good school environment enhancing rate of retention. This concurs with Kalibala et al., (2022) who argued that the rate of vulnerable children enrolment has recently doubled with the help from faith-based organizations. Nevertheless, Kagimu (2021) argued that faith based organizations have been involved in providing educational facilities, improving on school or classroom environment through painting classes, putting desks and distributing more instructional materials for all children's. This has encouraged all children to concentrate on their academic work, conduct self-revision as well as love for their education. This implies that there is an improvement in school infrastructure and physical facilities with the help of faith-based organizations. Classrooms have been well furnished and equipped with desks to accommodate the rising enrolment of children, and this has accelerated the retention and enrolment of vulnerable children.

Lastly, the study noted that FBOs providing basic necessities to vulnerable children enhance their enrolment. This concurs with Muchira., Ngui & Mathenge (2020) asserted that vulnerable children have increased enrolment to formal education with help and support from faith-based organizations. Those school going children have been able to access essential basic requirements to boost their academic concentration thus encouraging them to complete their education cycle. This implies that those children from low income backgrounds lack adequate basic necessities especially textbooks, uniforms, fees and pens

etc. to help them enrolment for education. With the existence of faith-based organizations, basic necessities have been freely provided to vulnerable children, making them to enrolment for education.

5.1.3 Objective Three: The challenges that FBOs encounter when it comes to promoting education of vulnerable children

The study noted that limited resources encounter FBOs in promoting education of vulnerable children; and this concurs with Mwambia (2021) who argued that limited financial support have been a challenge to local faith-based organizations in conducting its planned activities. Similarly, Bloisi., Cook & Hunsaker (2017) argued that the reduction of funding by the donors and other development partners, untimely release of funding as well as more demand courtesy of rising number of vulnerable children during Covid-19 pandemic become a big challenge to FBOs to facilitate education services for the benefit of vulnerable children. This implies that FBOs have experienced limited financial resources to cater for the increasing number of vulnerable children. The organization doesn't have enough financial resources to cater for all basic necessities and educational requirements including uniform, school fees and textbooks for all vulnerable children. This situation worsened with the outbreak of Covid-19 pandemic, where donors and other development partners reduced their financial aid to support the local faith-based organization activities.

The results noted that the government policy on school closure during the Covid-19 pandemic limits FBOs in promoting education of vulnerable children. This concurs with Bloisi., Cook & Hunsaker (2017) who argued that stringent government policies limited faith-based organizations to effectively conduct their duties. The policy on the FBOs registration by the body concerning registration of companies and government monitoring

its funding limited their transparency and accountability to effectively provide education services has limited the vulnerable children to benefit from the existing faith based organization programs as ascertained by Muchira., Ngui & Mathenge (2020). This implies that the government policy especially limited funding or resource support to faith based organizations or directly support to vulnerable children, their families and schools, in addition to closure of schools during Covid-19 pandemic limited vulnerable children access to education. Indeed, faith based organizations were limited to their movements, strict precaution measures were put in place including social distancing which limited access and interaction of FBOs officials with vulnerable children, all this limiting their access to education.

The study noted that political interference limits FBOs roles in promoting education of vulnerable children. This concurs with Okiror (2021) who argued that politicians have lost will to support faith-based organization's education programs. Some of them have politicized the FBOs programs. Closed have been closed, and employees been arrested courtesy of political motivated allegations. Notably, Mikako (2021) noted that politicians have publically on media de-campaigned the projects and programs implemented by faith based organizations, thus limiting their support and ability to support vulnerable children access to education. This implies that there is rise of political interference on FBOs work. Politicians especially Residential District Commissioners (RDCS), political leaders and other security agencies have increasing interfered with faith-based organization activities. Some of them have politically de-campaigned those faith-based organizations; their offices and staff been closed down and de-campaigned on political grounds.

The study noted that limited of knowledge and skills limits FBOs roles in promoting education of vulnerable children. This concurs with Musoke (2022) who revealed that several stakeholders, managers and employees of faith-based organizations have limited competences, skills and knowledge on the significance of provision education services to vulnerable children. Have limited knowledge and skills on resource mobilization, partnership with donors or other development partners, carry-out underground work, including mobilization of vulnerable children, which all limits faith-based organizations ability and capacity to implement education services as ascertained by Okumu (2020). This implies that some of the employees and managers of faith based organization lack expertise, skills and knowledge on proper mobilization, financial resource mobilization, coordination and stakeholder collaboration and teamwork to effectively implement and extend education services to the vulnerable children.

The study noted that organizational structure and corruption limit FBOs roles in promoting education of vulnerable children. This concurs with Shrestha (2017) who argued that some faith-based organizations have weak organizational structures to effectively implement the planned activities. Some of the employees have limited skills and knowledge on project implementation, financial management and utilization. Arguably, Oleke., Blystad., Fylkesnes & Tumwine (2022) asserted that lack of transparency and accountability as well as trustworthy change public attitude towards education services provided by the faith based organizations to vulnerable children. This implies that some local based faith organizations have limited and poor structures. They streamlined procedures and policy to control corruption. The existence of corrupt officials within the top management and operational staff has led to misuse of available funds targeted for promoting vulnerable children's education.

Lastly, the study noted that untimely release of donor support limits FBOs roles in promoting education of vulnerable children. This concurs with Okumu (2020) who argued that untimely release of resources limited faith based organizations to conduct their planned activities effectively. Only priorities have been focused on, and this has resulted into some vulnerable children being left out of the program. On the other hand, Okiror (2021) argued that faith based organizations have limited financial resources. They always get their funding from international and local donors as well as other development partners, however, there is always limited or untimely realize of funding. This implies that some of vulnerable children have been dismissed from schools due to delayed payment of school fees. Other children have been sent to school without scholastic materials including textbooks, pens and uniforms as a result of untimely release of funds.

CHAPTER SIX

CONCLUSION AND RECOMMEDATIONS

6.0 Introduction

This chapter presents the conclusions in relation to the objectives of the study. It presents vital recommendations resulting from the presentation and discussion of the data. The recommendations were presented in chapter four in order to establish whether the objectives of the study were achieved. The areas for further study are equally presented in this chapter.

6.1 Conclusions

From the findings and discussion in chapter four and five respectively, the following conclusions were drawn.

Reference to the study objective one, it is concluded that Divine Holistic Ministries as one of the Faith Based Organizations give education scholarships vulnerable children, provide education materials, career guidance, provides vulnerable children with fees, and basic necessities, building of classrooms and other school infrastructures, as well as counseling and psychosocial support activities to address psychosocial needs of vulnerable children. FBOs also provide scholarships, educational materials, and school supplies to vulnerable children who cannot afford them. These are the major education attempts by the Divine Holistic Ministries in addressing the issues of education of vulnerable children in post Covid-19 lockdown era in Njeru Municipality.

The study concluded that with Faith Based Organizations, the rate of school drop-out among vulnerable children has reduced; there is increased enrolment, retention and retention of vulnerable children. With career guidance, more vulnerable children have joined vocational technical schools; these are the major achievements of faith based organizations in

promoting education of vulnerable children in post Covid-19 lockdown era in Njeru Municipality. Therefore, there is positive significant relationship between the contributions of FBOs and the education of vulnerable children in post Covid-19 lockdown era in Njeru Municipality ($r=.79.3^{**}$, $p=0.001$). This implies that any improvement in access to education is influenced by the applied existing roles of faith based organizations. FBOs for vulnerable children's education play a vital role in unlocking the potential of every child. Through their dedicated efforts, they provide access to quality education, supporting holistic development, and creating opportunities for a brighter future.

Basing on the objective three, it is also concluded that limited resources, the government policy, political interference, limited of knowledge and skills, lack of stakeholders' involvement, organizational structure and corruption; as well as untimely release of donor support; these are the major challenges that faith based organizations encounter when it comes to promoting education of vulnerable children in post Covid-19 lockdown era in Njeru Municipality. FBOs in Uganda often do not have as much access to sufficient funds as some local NGOs. Consequently, the work of FBOs is often on a much smaller scale than the work of NGOs in terms of construction and rehabilitation of school buildings and provision of material supplies. By supporting and collaborating with these FBOs, we can collectively ensure that no child is left behind and that every child has the chance to reach their full potential.

6.2 Recommendations

In the light of the findings of the study and discussions above, the researcher makes the following recommendations:

The study recommended that there is need for more funding from international donors and other development partners to fill the existing financial gaps towards support of vulnerable children access to education.

The study recommended that there is need for political will. Politicians and local leaders should support faith-based organizations at the ground through protecting and supporting their goals, advocating for financial support from government and protecting their roles/rights at the ground.

The study recommended that there is need for refresher training or continuous professional development to employees of faith based organizations so as to equip them with relevant skills and knowledge. They need to be trained on issues concerning budgeting, participatory planning, and resource mobilization.

The study also recommended that there is need for stakeholders' involvement and collaboration to achieve the common goal. This implies that all stakeholders including school administrators, local leaders, faith based organizations and government should collaborate as a team to improve on the access to education among vulnerable children.

6.3 Areas of Further Research

The researcher carried this study in order to examine the “Assessing the Contributions of Faith Based Organizations on the Education of Vulnerable Children in Post Covid-19 Lockdown Era in Njeru Municipality: A Case of Divine Holistic Ministries”; but the study was not exhaustive owing to constraints in terms of scope, time and finance. Further research is therefore needed in areas such as:-

1. Implications of Faith Based Organizations Leadership Style and Education of Vulnerable Children in Uganda.
2. Implications of Stakeholders' Participation on Education of Vulnerable Children in Uganda.
3. Other FBOs from sub-urban and urban areas should also be examined. A study of other FBOs' demographics and geographical location should be studied.
4. Another consideration for future research would be to explore which management strategies used by FBOs have the greatest impact on vulnerable children access to education.

In conclusion, more research should be done about the Contributions of Faith Based Organizations on the Education of Vulnerable Children in Post Covid-19 Lockdown Era in Uganda so as to compare with results from Divine Holistic Ministries in Njeru Municipality so as to draw a ground for recommendations.

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APPENDICES

APPENDIX 1: SAMPLE SIZE DETERMINATION TABLE

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

APPENDIX 11: INFORMED CONCENT FORM

TOPIC: ASSESSING THE CONTRIBUTIONS OF FAITH BASED ORGANISATIONS ON THE EDUCATION OF VULNERABLE CHILDREN IN POST COVID-19 LOCKDOWN ERA IN NJERU MUNICIPALITY: A CASE OF DIVINE HOLISTIC MINISTRIES

I..... have agreed to take part in the study of “Assessing the Contributions of Faith Based Organizations on the Education of Vulnerable Children in Post Covid-19 Lockdown Era in Njeru Municipality: A Case of Divine Holistic Ministries”. I have understood the purpose and the methods to be used in the study and agreed without being coarsed or forced.

Confidentiality: Your answers will be taken generally as a contribution from one member of the participants. The answers will be treated in confidence and used for purposes of this study only. It is not necessary that you give your name and nobody will be allowed access to the questionnaires used as they will be immediately collected and kept by the principal investigator only.

Voluntary Consent: You are free to choose whether you should take part in this study or not. You will not be persecuted in any way for declining to take part in the study neither will it affect you at work place. We shall only proceed beyond this point if you accept to take part in the study. You are also free to stop at any stage of the study if you feel uncomfortable. If you have any questions about the study now or at any time during the study, you may contact the principal investigator: ---
-----, on Telephone -----

Consent Statement: I have been informed about the study on the “Assessing the Contributions of Faith Based Organizations on the Education of Vulnerable Children

in Post Covid-19 Lockdown Era in Njeru Municipality: A Case of Divine Holistic Ministries”. The purpose and nature of the study, the benefits and risks have been explained to me. I have been informed that the information given will be kept confidential and that participation in the study is voluntary and that no consequences will result if I refuse to participate or withdraw from the study.

Sign : ----- Date : -----

Or thumb print :----- Date : -----

Appendix III: QUESTIONNAIRE

Vulnerable Children’s Information

Introduction

Dear respondent,

My name is Kiwanuka Fred, a Masters student of Uganda Christian University carrying out a study on “Assessing the Contributions of Faith Based Organizations on the Education of Vulnerable Children in Post Covid-19 Lockdown Era in Njeru Municipality: A Case of Divine Holistic Ministries”. This questionnaire aims to get participant views in order to enhance the education of vulnerable children in Njeru Municipality. Your views and opinions are central to all the decisions that will be made in ensuring that every Teacher is supported to provide the best crisis management in secondary schools within the Town Council.

The information provided for this research will be purely for academic purposes and will be treated with utmost confidentiality.

Thank you for the time to complete this questionnaire.

Date: -----

I request you to read the instruction against each section/question carefully and answer it accordingly.

Instruction:

Kindly tick or precisely fill in where applicable or respond according to the instruction given.

Section A

1- Sex (Gender)

- Male
- Female

2- What is the highest qualification that you have attained?

- PhD
- Masters' Degree
- Bachelor's Degree
- Diploma
- Others specify -----

3- Age bracket

- Below 18 years
- 18 – 27 years
- 28 – 37 years
- 38 years & above

General Instruction on Sections B, C, & D

Using the scale below, please tick the score you think is most appropriate to the issues in the given item(s)

Scale:

Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
5	4	3	2	1

Section B

	B, Items	5	4	3	2	1
	The education attempts by the faith based organizations in addressing the issues of education of vulnerable children					
1.	We obtain education scholarships from Divine Holistic Ministries					
2.	We get education materials/school supplies support from Divine Holistic Ministries					
3.	We have benefited from career guidance provided by Divine Holistic Ministries					
4.	Divine Holistic Ministries provides vulnerable children with fees					
5.	Divine Holistic Ministries provide of basic necessities like to vulnerable children					
6.	Divine Holistic Ministries provide counseling and psychosocial support activities to address psychosocial needs of vulnerable children					
7.	Divine Holistic Ministries is involved in building of classrooms and other school infrastructures					
8.	FBOs is involved in building the capacities of both parents/guardian and teachers					
9.	FBOs initiatives involve establishing income-generating projects to raise money for school fees to support vulnerable children					

Section C

	C, Items	5	4	3	2	1
	The achievements of FBOs in promoting education of vulnerable children					
1.	The rate of school drop-out among vulnerable children has reduced					
2.	With FBOs, there is an increase of vulnerable children enrolment in schools					
3.	In our community, there is high retention of vulnerable children courtesy of FBOs					
4.	With career guidance, more vulnerable children have joined vocational technical schools					
5.	FBOs involved in sensitizing parents encourage them to send their children to schools					
6.	FBOs involved in regular visits to schools for monitoring purposes enhance academic results and completion rates					
7.	FBOs are involved in school infrastructure development leads to good school environment enhancing rate of retention					
8.	In our society, FBOs providing basic necessities to vulnerable children enhance their enrolment					

Section C

	C, Items	5	4	3	2	1
	Challenges that FBOs encounter when it comes to promoting education of vulnerable children					
1.	Limited resources encounter FBOs in promoting education of vulnerable children					
2.	The government policy like school closure during the Covid-19 pandemic limits FBOs in promoting education of vulnerable children					
3.	Political interference limits FBOs roles in promoting education of vulnerable children					
4.	Limited of knowledge and skills limits FBOs roles in promoting education of vulnerable children					
5.	Lack of stakeholders' involvement limits FBOs roles in promoting education of vulnerable children					
6.	Organizational structure and corruption limit FBOs roles in promoting education of vulnerable children					
7.	Untimely release of donor support limits FBOs roles in promoting education of vulnerable children					

END Thank you for your participation and time.

APPENDIX IV: INTERVIEW GUIDE

Interview Guide for Management and Employees of Divine Holistic Ministries, Officials from Municipal Education Department, And Local Representatives

Guiding Questions

1. In your view, what are the education attempts by the faith based organizations in addressing the issues of education of vulnerable children in post Covid-19 lockdown era?

2. What are the achievements of faith based organizations in promoting education of vulnerable children in post Covid-19 lockdown era?

3. What are the challenges that faith based organizations encounter when it comes to promoting education of vulnerable children in post Covid-19 lockdown era?

4. What is the proposed a way forward to enhance based organizations' efforts towards promoting education of vulnerable children in post Covid-19 lockdown?

5. How best do you want access to education among vulnerable children to be improved?

Thank you for your Co-operation

APPENDIX V: FGD GUIDE

FGD Guide for Family Heads

Guiding Questions

1. Mention the education attempts by the Faith Based Organizations in addressing the issues of education of vulnerable children in your area?

2. Mention the achievements of faith based organizations in promoting education of vulnerable children in your area?

3. Mention the challenges that faith based organizations encounter when it comes to promoting education of vulnerable children in your area?

4. Specify the proposed a way forward to enhance based organizations' efforts towards promoting education of vulnerable children in your area?

5. How best do you want access to education among vulnerable children to be improved?

Thank you for your Co-operation