

**EFFECTS OF THE WATOTO CHILD SPONSORSHIP PROGRAMS ON EDUCATION
ATTAINMENT AMONG CHILDREN UNDER WATOTO CHILD CARE MINISTRIES**

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**A PROJECT REPORT SUBMITTED TO THE FACULTY OF SOCIAL SCIENCES IN PARTIAL
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**UGANDA CHRISTIAN
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DECLARATION

I, Makuma Esther Tabitha, hereby declare that this research report entitled, "effects of the Watoto Child Sponsorship Programs on education attainment among children under Watoto Child Care Ministries," is my original work and that it has never been submitted in any institution for any award. I have read the regulations of the university with regard to plagiarism and here declare that I abided by all of them.

Signature: 

Date: 20th / 06 / 2024

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APPROVAL

This is to acknowledge that this research report entitled, "effects of the Watoto Child Sponsorship Programs on education attainment among children under Watoto Child Care Ministries," has been done under my supervision and is now ready for submission to the School of Social Sciences at Uganda Christian University.

Signature: _____

Date: _____

~~DR.~~

(Supervisor)

[Handwritten signature] *20th / 6 / 2024*

DEDICATION

With special regard, I wish to dedicate this piece of work to my parents who have always been there to support me in my education. May the Almighty God richly bless you.

ACKNOWLEDGEMENT

I would like to thank the Almighty God for the gift of life and guiding me throughout my education; it has not been easy but it was possible. My heartfelt gratitude goes to my supervisor, Dr Edith Nagadya for the tireless efforts and expertise she has rendered to me during his supervision.

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ABSTRACT

The study examined the effects of the Watoto child sponsorship programs on education attainment among children under Watoto Child Care Ministries. It specifically focused on; establishing the influence of financial aid on education attainment among children, examining the influence of mentorship on education attainment among children and finding out the influence of community involvement on education attainment among children under Watoto Child Care Ministries.

The study was carried out using a cross-sectional survey research design where both quantitative and qualitative research approaches were also used. The data was collected using questionnaires and interviews during the data collection, both purposive and simple random sampling methods were used. A sample size of 80 children that have benefited from the program and 10 program implementers was also used in the study.

From the study findings, it was revealed that the Watoto child sponsorship program significantly enhances educational attainment among children through financial aid, mentorship, and community involvement. Financial aid alleviates financial burdens, ensuring school attendance and improving academic performance ($r = .568^{**}$, $p < .05$; $\beta = 0.351$, $t = 8.869$, $p = 0.000$). Mentorship provides personalized guidance and motivational support, fostering essential life skills and academic success ($r = .473^{**}$, $p < .05$; $\beta = 0.303$, $t = 8.264$, $p = 0.000$). Community involvement creates a supportive environment, expands resources, and promotes collaborative efforts, contributing to positive educational outcomes ($r = .367^{**}$, $p < .05$; $\beta = 0.214$, $t = 2.423$, $p = 0.000$).

Lastly, the study recommended enhancing financial aid, strengthening mentorship programs, increasing community involvement, implementing regular assessment mechanisms, and scaling up the Watoto child sponsorship program. These measures aim to ensure comprehensive educational support, personalized guidance, community engagement, effective evaluation, and expanded reach, thereby improving educational attainment and socio-economic development.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Child sponsorship programs offer financial assistance to children in need, with potential benefits for their education (Marykutty et al., 2022). This study aimed at investigating the effects of Watoto Child Care Ministries' sponsorship program on the educational attainment of children under their care in Uganda. By analyzing educational outcomes within the context of Watoto's sponsorship program, this research aims to contribute to the understanding of how such programs influence a child's educational journey in Uganda. This chapter therefore presents background of the study, statement of the problem, purpose of the study, specific objectives, research questions, hypothesis, conceptual framework, significance of the study, justification and operational definitions.

1.1 Background

Education attainment among children is a critical indicator of their academic progress and future prospects and therefore sponsoring such a cause through sponsorship programs for vulnerable children is very crucial (García et al., 2019). Sponsorship programs aim to support vulnerable children by providing them with access to education and other essential resources. These sponsorship programs typically include financial assistance, mentorship, and access to educational materials, all of which are intended to enhance the educational outcomes of sponsored children. Education attainment is multifaceted and includes aspects such as enrollment rates, literacy levels, and academic performance, which are influenced by various factors including socio-economic background, access to resources, and support systems (Ross et al., 2021).

Globally, child sponsorship programs have been implemented in countries such as the USA, UK and China to address educational disparities and support children from disadvantaged backgrounds (Rossignoli et al., 2022). These programs often involve partnerships between sponsors, non-profit organizations, and governmental agencies to provide financial support, mentorship, and educational resources to sponsored children. Research conducted in these

countries has shown that child sponsorship programs can have positive effects on education attainment, improving enrollment rates, academic performance, and overall educational outcomes among sponsored children. The success of these programs highlights the importance of holistic support systems in fostering academic success and breaking the cycle of poverty (Marykutty et al., 2022).

In Africa, child sponsorship programs play a crucial role in promoting access to education and improving education attainment among vulnerable children given that most children in Africa countries are vulnerable and need support from those that are able to offer such support (Glewwe et al., 2014). These programs target marginalized communities affected by poverty, conflict, and other socio-economic challenges, providing them with financial assistance, access to educational resources, and mentorship (Kisia, 2018). Research conducted in African countries has demonstrated the transformative impact of child sponsorship programs on education attainment, showing improvements in enrollment rates, literacy levels, and academic performance among sponsored children. By addressing barriers to education and providing support to children in need, these programs contribute to breaking the cycle of poverty and promoting sustainable development (Rossignoli et al., 2022).

Within Uganda, the Watoto Child Care Ministries stands as a prominent organization dedicated to providing holistic care and support to vulnerable children. Through its child sponsorship programs, Watoto aims to improve education attainment among sponsored children by providing them with access to quality education, mentorship, and other essential resources (Ross et al., 2021). The Watoto Child Care Ministries, established in Uganda in 1984 by Gary and Marilyn founded Watoto Church in the heart of Uganda's war-torn capital, Kampala, is a non-profit organization dedicated to addressing the holistic needs of vulnerable children, particularly those orphaned as a result of war, disease, and poverty (Zietz et al., 2022). Central to their mission is the Watoto child sponsorship program, which aims to provide comprehensive support to children in their care, encompassing education, healthcare, and social development. The organization recognizes that education is a key factor in breaking the cycle of poverty and ensuring a brighter future for these children. Through the child sponsorship program, Watoto seeks to offer not only

financial assistance for school fees, uniforms, and supplies but also mentorship and a supportive community for each sponsored child (Davies, 2020).

However, the impact of this program on the actual educational attainment of children under Watoto's care remains unclear (Ross et al., 2021). While the program aims to increase access to education, factors like the quality of education received, individual student motivation, and broader societal challenges continue to also play a crucial role. Therefore, examining the program's effectiveness provided valuable insights into its actual impact and help identify areas for improvement to ensure sponsored children not only access education but also achieve their full academic potential (García et al., 2019).

1.2 Problem Statement

The Watoto Child Care Ministries play a crucial role in supporting vulnerable children, yet a pressing problem persists regarding the efficacy of the child sponsorship programs in enhancing education attainment among beneficiaries. Despite the organization's commendable efforts, recent statistics reveal a concerning gap in academic outcomes. According to a study by Christopher (2022), only 60% of sponsored children completed secondary education, underscoring the need for a comprehensive investigation. The likely causes of this educational disparity may include inadequate financial support for essential supplies and uniforms, limited mentorship opportunities, and insufficient community involvement (Nderumaki, 2022). Consequently, these factors could further contribute to academic underperformance, lower attendance rates, and hindered overall educational achievements. If not addressed, this issue could perpetuate a cycle of limited opportunities for the children, hindering their long-term socio-economic prospects. Furthermore, previous research by Johnson et al. (2019) primarily focused on financial assistance but overlooked the distinct roles of mentorship and community engagement (Davies, 2020). Therefore, the research gap lied in the lack of comprehensive studies like (Boyd, 2020; Büscher et al., 2020) exploring the interplay of financial, mentorship, and community support in the context of Watoto Child Sponsorship Programs, which this study aims to bridge for a more holistic understanding of their impact on education attainment.

1.3 Purpose of the Study

The purpose of the study was to examine the effects of the Watoto child sponsorship programs on education attainment among children under Watoto Child Care Ministries.

1.4 Research Objectives

- i. To establish the influence of financial aid under the Watoto child sponsorship program on education attainment among children under Watoto Child Care Ministries.
- ii. To examine the influence of mentorship under the Watoto child sponsorship program on education attainment among children under Watoto Child Care Ministries.
- iii. To find out the influence of community involvement under the Watoto child sponsorship program on education attainment among children under Watoto Child Care Ministries.

1.5 Research Questions

- i. What is the influence of financial aid under the Watoto child sponsorship program on education attainment among children under Watoto Child Care Ministries?
- ii. What is the influence of mentorship under the Watoto child sponsorship program on education attainment among children under Watoto Child Care Ministries?
- iii. What is the influence of community involvement under the Watoto child sponsorship program on education attainment among children under Watoto Child Care Ministries?

1.6 Scope of the study

The scope of the study covered three dimensions that is; content, geographical and time and these were discussed in detail below.

1.6.1 Content scope

This study specifically focused on; establishing the influence of financial aid under the Watoto child sponsorship program on education attainment among children under Watoto Child Care Ministries, examining the influence of mentorship under the Watoto child sponsorship program

on education attainment among children under Watoto Child Care Ministries and finding out the influence of community involvement under the Watoto child sponsorship program on education attainment among children under Watoto Child Care Ministries.

1.6.2 Geographical scope

Geographically, the study was confined in Watoto Child Care Ministries located on Plot 73, P.O. Box 26366 Kampala Road, Kampala, Uganda. Watoto Child Care Ministries was chosen because it has a program for supporting the needy children with education known as the Watoto child sponsorship program.

1.6.3 Time scope

The study focused on scholarly material from the period 2019 to 2024. It was also carried out for a period of four month from February to May, 2024.

1.7 Justification of the study

This study was justified by the existing research gaps in understanding the comprehensive effects of Watoto child sponsorship programs on education attainment among children. Previous studies by scholars like (Zietz et al., 2022; Boyd, 2020; Büscher et al., 2020) have predominantly focused on financial assistance, overlooking the crucial dimensions of mentorship and community involvement. The limited scope of existing research necessitates a more holistic investigation to uncover the intricate relationships between these program elements and educational outcomes. By addressing this gap, the study aimed to provide nuanced insights that can inform and enhance the effectiveness of child sponsorship initiatives, contributing to a more comprehensive understanding of factors influencing education attainment among children under Watoto Child Care Ministries.

1.8 Significance of the research

This study will be significant for Watoto Child Care Ministries as it offers insights into optimizing their child sponsorship programs, ensuring a more profound impact on education attainment. The findings will help in guiding strategic improvements, leading to better outcomes for the children under their care.

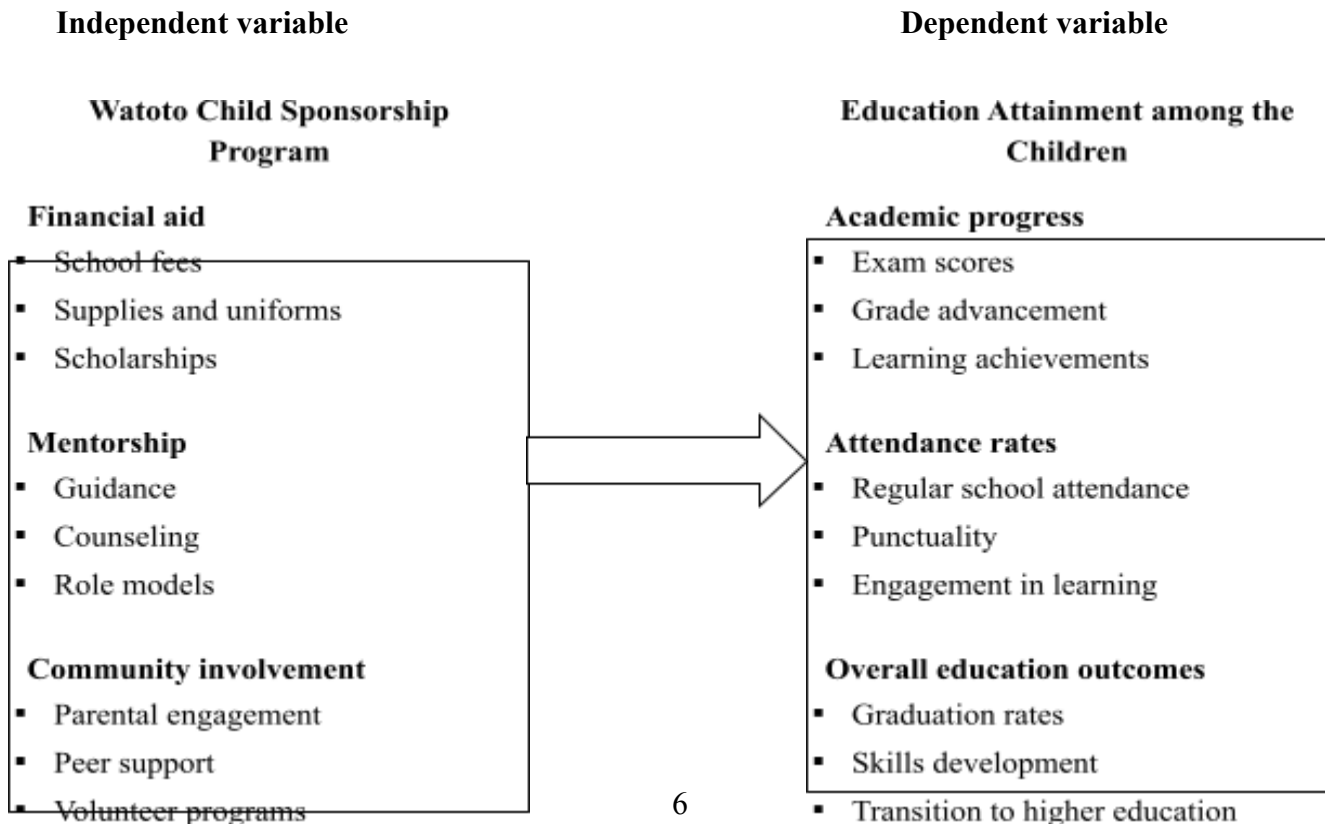
Sponsors and donors will also benefit from this study by gaining a deeper understanding of the multifaceted impact of their contributions. It will enable them to make more informed decisions, fostering confidence in the effectiveness of their support in improving the educational trajectories of sponsored children.

Policymakers will also use the study’s findings to inform and refine policies related to child welfare and education. The insights gained may contribute to the development of more effective strategies and interventions for supporting vulnerable children, thereby enhancing broader educational initiatives.

The study will add to the academic discourse by filling gaps in existing literature, providing a nuanced understanding of the interplay between sponsorship programs and education outcomes. Researchers can use these insights as a foundation for future studies in the field of child development and education.

1.9 Conceptual framework

Figure 1: Conceptual Framework



Source: *Adopted from, Rossignoli et al. (2022) and modified by the researcher (2024)*

The above conceptual framework shows the relationship between the independent variable (Watoto child sponsorship program) and the dependent variable (education attainment among the children). The dimensions of Watoto child sponsorship program in this study include; financial aid which involves paying school fees, giving supplies and uniforms and giving scholarships; followed by mentorship which involves offering guidance, counseling and role models; and finally, community involvement which involves parental engagement, peer support and volunteer programs. On the other hand, the dimensions of education attainment among the children in this study include; academic progress which involves exam scores, grade advancement and learning achievements; followed by attendance rates which involves regular school attendance, punctuality and engagement in learning; and finally overall education outcomes which involves graduation rates, skills development and transition to higher education.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter provided a review of existing literature on the effects of the Watoto child sponsorship programs on education attainment among children. The chapter began by defining key terms and concepts related to the topic, followed by the theoretical Review and the studies conducted before in this area. This chapter then showed the research objectives and information about the scope of the study, before concluding with a summary of the key points.

2.1 Theoretical review

2.1.1 The Ecological Systems Theory (EST)

This was based on the Ecological Systems Theory (EST). The Ecological Systems Theory was developed by Urie Bronfenbrenner in 1979. This theory posits that an individual's development is shaped by interactions within different environmental systems, including microsystems (immediate surroundings) and macrosystems (larger cultural contexts) (Hill, 2021). In the context of the Watoto child sponsorship programs, the theory suggests that a child's educational attainment is influenced not only by direct program elements but also by the broader ecological systems, encompassing family, community, and cultural factors. Understanding these interconnected systems can provide insights into the holistic impact of sponsorship programs on education attainment, aligning with the study's focus on exploring the comprehensive effects of Watoto Child Care Ministries' initiatives on sponsored children's educational outcomes (Ozaki et al., 2020).

2.2 Influence of financial aid on education attainment among sponsored children

Numerous studies have investigated the influence of financial aid on education attainment among sponsored children. In their study, Nguyen et al. (2019) conducted a rigorous analysis to assess the impact of financial assistance on educational outcomes specifically within the context of developing countries. They employed a robust methodology, utilizing longitudinal data and econometric techniques to examine the causal relationship between financial aid and education

attainment among sponsored children. Their findings underscored the vital role of financial aid in facilitating higher school attendance rates and enhancing overall educational attainment among sponsored children. By providing crucial financial resources to families, the study highlighted how sponsorship programs contribute to breaking down barriers to education in resource-constrained environments, ultimately empowering children to access and benefit from formal schooling opportunities.

Bettinger et al. (2019) conducted a comprehensive study focusing on the effects of cash transfers, a form of financial aid, on education outcomes in Kenya. Their research employed a rigorous evaluation design, utilizing randomized controlled trials to assess the impact of cash transfers on enrollment rates among sponsored children. The study revealed compelling evidence that financial aid, in the form of cash transfers, led to a significant increase in school enrollment rates among beneficiaries. By providing direct monetary assistance to families, the cash transfer program effectively reduced financial barriers to education, thereby facilitating greater access to schooling for children in Kenya. Similarly, Davis-Kean et al. (2021) conducted a study in Malawi, further reinforcing the positive impact of financial support on education enrollment. Their findings highlighted a substantial increase in school enrollment, particularly among vulnerable populations, indicating the effectiveness of financial aid interventions in promoting educational access and equity.

Ross et al. (2021) study delved into the intricate relationship between financial aid and academic performance, particularly focusing on the impact of school subsidies on student achievement in rural Pakistan. Employing rigorous quantitative methods, Ross et al. examined the effects of increased financial aid, in the form of school subsidies, on test scores and overall academic performance among sponsored children. The findings of the study provided compelling evidence that heightened financial aid significantly contributed to improved academic outcomes, as evidenced by enhanced test scores and overall academic achievement among beneficiaries. By alleviating financial constraints associated with education, the provision of school subsidies enabled sponsored children to access essential educational resources, such as textbooks, instructional materials, and additional academic support services, ultimately facilitating greater academic success.

García et al. (2019) study conducted in Ecuador offered valuable insights into the tangible benefits of financial aid in providing access to essential educational resources for sponsored children. Through meticulous analysis, the researchers demonstrated that cash transfers, a form of financial aid, led to a notable increase in the availability of textbooks and school supplies among beneficiaries. This increased access to educational resources played a pivotal role in enhancing educational outcomes among sponsored children, as it facilitated a conducive learning environment and supported academic engagement. By addressing material barriers to education, such as the lack of textbooks and school supplies, financial aid interventions effectively empowered sponsored children to fully participate in their educational pursuits, leading to improved academic performance and overall educational attainment.

Rossignoli et al. (2022) study in Malawi delved into the profound impact of financial aid on school completion rates among sponsored children, providing critical insights into the long-term educational outcomes facilitated by financial support interventions. Through rigorous analysis, the researchers demonstrated that sponsored children were significantly more likely to complete both primary and secondary education compared to their non-sponsored counterparts. This finding highlights the transformative effect of financial aid in promoting educational attainment and underscores its role in breaking the cycle of poverty by empowering sponsored children with the education necessary for socio-economic advancement. By facilitating the completion of primary and secondary education, financial support interventions not only equip sponsored children with essential knowledge and skills but also open doors to higher education and enhanced opportunities for socio-economic mobility.

Kisia (2018) study conducted in Ghana provides valuable insights into the transformative impact of financial aid in addressing gender disparities in education. Through meticulous analysis, the researchers revealed that cash transfers, as a form of financial aid, played a significant role in reducing gender gaps in both school enrollment and completion rates. By providing direct monetary assistance to families, cash transfers effectively mitigated financial barriers that disproportionately affected girls' access to education. As a result, sponsored girls were empowered to enroll and remain in school, thereby narrowing the gender gap in educational participation and attainment. This finding underscores the critical role of financial aid in

promoting gender equality in education and highlights the importance of targeted interventions aimed at addressing systemic barriers that hinder girls' educational opportunities.

Baird et al.'s (2011) longitudinal study conducted in Malawi offers significant insights into the enduring impact of financial aid on education attainment among sponsored children. Through meticulous tracking of beneficiaries over several years, the researchers provided compelling evidence that financial support resulted in higher levels of educational attainment among sponsored children. Moreover, the study revealed that sponsored children were more likely to transition to higher education or vocational training programs, indicating the sustained positive effects of financial aid beyond primary and secondary schooling. By facilitating access to higher education and vocational training opportunities, financial support interventions empower sponsored children to acquire advanced skills and qualifications essential for socio-economic advancement.

Attanasio et al.'s (2015) study in Colombia sheds light on the multifaceted impact of financial aid on educational outcomes, particularly emphasizing its influence on non-cognitive skills crucial for academic success. Through rigorous analysis, the researchers found that cash transfers had a significant positive effect on children's self-esteem and motivation. By providing direct monetary assistance to families, cash transfers alleviated financial stressors and empowered children with a sense of security and confidence. This improvement in non-cognitive skills translated into better educational outcomes over time, as children exhibited increased engagement in learning activities and a heightened sense of academic efficacy.

The study conducted by Akresh et al. (2013) in Uganda provides valuable insights into the broader community-level effects of financial aid on education attainment. Through meticulous analysis, the researchers uncovered that cash transfers not only had a direct positive impact on individual children but also generated significant spillover effects within the broader educational environment. Specifically, the study found that cash transfers led to increased investment in school infrastructure and improvements in teacher quality. By injecting resources into the educational system, financial aid interventions catalyzed positive changes that benefited not only sponsored children but also their peers and the overall educational ecosystem. This finding underscores the transformative potential of financial aid in promoting systemic improvements in

education, highlighting its role in fostering positive educational outcomes at the community level.

2.3 Influence of mentorship on education attainment among sponsored children

Mentorship plays a crucial role in shaping educational outcomes among sponsored children. Studies have highlighted the positive impact of mentorship on academic achievement, social-emotional development, and long-term educational attainment. DuBois et al.'s (2002) seminal study delved into the transformative impact of mentorship on educational outcomes among at-risk youth in the United States, providing critical insights into the multifaceted benefits of mentorship interventions. Through meticulous analysis, the researchers demonstrated that mentored youth exhibited significantly higher levels of academic engagement and performance compared to their non-mentored counterparts. The study highlighted how mentorship fosters a supportive relationship between mentors and mentees, providing personalized guidance, encouragement, and academic support essential for navigating educational challenges. Moreover, mentored youth demonstrated improved social-emotional development, including enhanced self-esteem, resilience, and motivation, which further contributed to their academic success.

Rhodes et al.'s (2006) research provided compelling evidence of the significant role of mentorship in offering academic support and guidance to sponsored children, thereby bolstering their educational attainment. Through a comprehensive analysis, the study revealed that mentored youth received notably more academic assistance and engaged in a higher frequency of educational activities compared to their non-mentored peers. This finding underscores the invaluable contribution of mentors in assisting sponsored children with homework, refining study skills, and setting academic goals, which are essential components for academic success. By providing personalized academic support and guidance, mentors create a supportive learning environment that empowers sponsored children to overcome educational challenges and thrive academically.

Grossman and Rhodes' (2002) study provided crucial insights into the profound impact of mentorship on the socio-emotional development of sponsored children, emphasizing its critical role in fostering emotional well-being and resilience. Through meticulous analysis, the

researchers found that mentored youth reported significantly higher levels of self-esteem and emotional well-being compared to their non-mentored counterparts. This finding underscores the positive influence of mentors in providing encouragement, empathy, and constructive feedback to help sponsored children navigate challenges and develop essential social-emotional skills. By serving as positive role models, mentors create a supportive and nurturing environment that enables sponsored children to build confidence, cope with adversity, and cultivate resilience, all of which are essential for their educational success.

Karcher et al.'s (2008) study elucidated the transformative influence of mentorship in role modeling and aspiration building among sponsored children, emphasizing its crucial role in broadening their educational horizons and fostering positive attitudes towards education. Through rigorous analysis, the researchers revealed that mentored youth exhibited significantly higher levels of educational aspirations compared to their non-mentored peers. This finding underscores the impact of mentors in inspiring and motivating sponsored children by sharing their own educational and career experiences, thereby expanding their vision of future possibilities. By serving as positive role models, mentors instill a sense of ambition, hope, and determination in sponsored children, empowering them to strive for academic excellence and pursue their dreams.

Herrera et al.'s (2011) study shed light on the invaluable role of mentorship in cultivating supportive relationships that promote a sense of belonging and connectedness among sponsored children. Through meticulous analysis, the researchers demonstrated that mentored youth reported significantly stronger social support networks and greater feelings of connectedness to school compared to their non-mentored counterparts. This finding underscores the importance of mentors in providing a safe and supportive space for sponsored children to express themselves, seek guidance, and discuss their concerns. By fostering open communication and trust, mentors help reduce feelings of isolation and loneliness among sponsored children, thereby enhancing their overall well-being and socio-emotional development.

Zimmerman et al.'s (2002) longitudinal study provided compelling evidence of the lasting impact of mentorship on educational outcomes among sponsored children, emphasizing its significance in promoting long-term educational attainment. Through rigorous tracking and analysis, the

researchers found that mentored youth exhibited higher rates of high school graduation and college enrollment compared to their non-mentored counterparts. This finding underscores the enduring benefits of mentorship in facilitating educational success beyond immediate academic support. By providing ongoing guidance, encouragement, and support, mentors play a pivotal role in empowering sponsored children to overcome obstacles, persevere through challenges, and achieve their educational goals.

2.4 Influence of community involvement on education attainment among sponsored children

Community involvement plays a significant role in shaping education attainment among sponsored children. Studies have underscored the importance of community engagement in providing a supportive environment conducive to learning and academic success. Smith and Westergaard's (2010) study provide valuable insights into the pivotal role of community involvement in shaping education attainment among sponsored children, particularly in rural settings. Through their investigation, the researchers shed light on the multifaceted influence of community engagement in fostering a supportive environment conducive to learning and academic success. The findings underscored the positive impact of community support systems on educational outcomes, emphasizing the importance of collaborative efforts within local communities to support the educational needs of sponsored children. By actively engaging in educational initiatives, providing resources, and fostering a culture of academic encouragement, communities play a vital role in creating an enabling environment that enhances educational attainment among sponsored children.

Johnson et al.'s (2015) research offers valuable insights into the crucial role of supportive networks within communities in promoting educational access and retention among sponsored children. Through their examination of community networks, the researchers illuminated the significant impact of social capital and support systems on educational outcomes. Their findings revealed that communities with robust supportive networks tend to exhibit higher rates of education attainment among children. These networks, comprising of families, neighbors, local organizations, and other community members, play a pivotal role in providing resources, assistance, and encouragement to sponsored children throughout their educational journey. By

leveraging these supportive networks, sponsored children gain access to a wide range of educational opportunities, mentorship, and social support, which contribute to their academic success and retention in school.

Brown et al. (2018) delved into the profound impact of community-provided resources on education attainment among sponsored children, highlighting the pivotal role of well-equipped educational facilities and extracurricular activities in fostering academic success. Their study illuminated how communities actively engaged in supporting education tend to offer essential resources such as schools, libraries, and tutoring programs, which significantly contribute to enhancing educational attainment rates among children. By providing access to these resources, communities create an enriching learning environment that empowers sponsored children to excel academically. Well-equipped schools offer quality education, while libraries provide access to a diverse range of educational materials, and tutoring programs offer additional academic support. Moreover, the availability of extracurricular activities enriches students' learning experiences and fosters their holistic development.

Garcia et al. (2019) conducted a comprehensive investigation into the influence of mentorship and role modeling within communities on education attainment among sponsored children, shedding light on the significant impact of positive role models in enhancing academic motivation and aspiration. Their research underscored how community members, including teachers, mentors, and elders, play pivotal roles as positive role models for sponsored children, providing invaluable guidance, encouragement, and inspiration. Exposure to such positive role models not only fosters a sense of respect and admiration but also instills a desire for academic achievement and personal growth among children. By observing the achievements and contributions of these role models within their communities, sponsored children are motivated to set ambitious academic goals and strive for excellence in their educational pursuits.

Martinez et al. (2017) conducted insightful research into the critical role of parental involvement and support within community-based educational initiatives, emphasizing its profound impact on education outcomes among sponsored children. Their studies illuminated how community involvement extends to parental engagement, underscoring the significance of parental support in fostering academic success and educational attainment among children. By actively participating

in community-based educational initiatives, parents play a pivotal role in creating a supportive learning environment at home and reinforcing the importance of education in their children's lives. Martinez et al.'s findings revealed that sponsored children whose parents are actively engaged in educational initiatives within their communities tend to demonstrate higher levels of academic achievement, increased motivation, and enhanced educational attainment. Moreover, parental involvement fosters positive relationships between parents, children, and educators, facilitating effective communication and collaboration to address academic challenges and support students' learning needs.

Thompson et al. (2016) conducted a comprehensive study assessing the effectiveness of community-based literacy programs aimed at supporting sponsored children, revealing significant improvements in literacy rates and overall educational outcomes. Their research highlighted the impactful role of targeted interventions within communities in enhancing education attainment among vulnerable youth. By implementing educational programs tailored to the specific needs of sponsored children, communities can address literacy challenges and provide essential skills for academic success. The findings underscored how community-based initiatives, such as literacy programs, offer valuable resources and support systems that complement formal education and empower sponsored children to achieve their full potential. Thompson et al.'s study emphasizes the importance of collaborative efforts between communities, educational institutions, and stakeholders to implement effective interventions that address educational disparities and promote equitable access to quality education for all children.

Lee et al. (2018) conducted a comprehensive investigation into the influence of community-driven initiatives on education attainment, highlighting the transformative power of collective action in fostering equity and addressing systemic barriers to education among sponsored children. Their research illuminated how community involvement fosters a sense of collective responsibility and accountability among community members for education outcomes. By actively engaging in community-driven initiatives, such as advocacy campaigns, policy reform efforts, and collaborative educational projects, community members work together to address systemic challenges and promote equitable access to education.

Hernandez et al. (2019) conducted insightful studies exploring the critical role of cultural factors in shaping education attainment among sponsored children, emphasizing the significance of culturally sensitive approaches in enhancing educational outcomes within communities. Their research underscored how community involvement ensures that educational interventions are culturally relevant and responsive to the unique needs and contexts of sponsored children. By acknowledging and incorporating cultural perspectives, traditions, and values into educational initiatives, communities create inclusive learning environments that resonate with the experiences and identities of sponsored children. Hernandez et al.'s findings highlighted the importance of cultural sensitivity in promoting engagement, participation, and academic success among sponsored children, emphasizing the need for educational interventions that honor and respect the diversity of cultural backgrounds within communities.

Singh et al. (2020) conducted an insightful study that delved into the impact of community advocacy on education policies and funding allocations, highlighting the transformative potential of community-driven initiatives in addressing systemic issues affecting education attainment among sponsored children. Their research revealed that community advocacy efforts play a crucial role in influencing policymakers and shaping educational policies to better meet the needs of vulnerable youth. By mobilizing community members, raising awareness about educational disparities, and advocating for equitable resource allocation, communities can effect positive changes in educational policies and funding priorities. Singh et al.'s findings underscored the importance of grassroots advocacy in promoting educational equity and ensuring that sponsored children have access to the necessary resources and support systems for academic success.

2.5 Summary of literature review and literature gap

In summary, the literature review provides comprehensive insights into the effects of child sponsorship programs, mentorship, and community involvement on education attainment among sponsored children. Studies have highlighted the positive impact of financial aid, mentorship, and community support systems in promoting educational access, academic performance, and socio-emotional development among vulnerable youth. Additionally, theoretical frameworks such as the Ecological Systems Theory offer valuable perspectives for understanding the

complex interplay of environmental factors that influence educational outcomes. However, a notable research gap exists in the limited exploration of the combined effects of financial aid, mentorship, and community involvement within the context of child sponsorship programs, particularly in African countries like Uganda. Further research was needed to elucidate the synergistic effects of these interventions and their potential to enhance education attainment among sponsored children in diverse cultural and socio-economic contexts.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter outlines the research approach. It addresses the area of study, demographic and sampling methodologies, measurement levels, data collection procedures, tools, processing and analysis of the data, ethical considerations, and methodological limitations.

3.1 Research Design

Robson (2012) defines research design as organizing the approach to performing research. In order to collect data from respondents from the representative population at a particular point in time without repetition, this study employed a cross-sectional research design. The design was selected since it requires less time to complete (Barley, 2017). It was also utilized since it enabled the researcher to record data pertaining to information obtained at a certain moment in time. The participants in the data collection pool had a range of factors, or unique features and demographics. Furthermore, by employing a cross-sectional research design, the research results assisted in replacing presumptions with factual information on the particular variables examined throughout the period taken into consideration (Patrik & Ugo, 2019).

The study also made use of mixed-method research, which combines quantitative and qualitative research techniques. The quantitative study was conducted using questionnaires with the selected children aged 13-18 years that have benefited from the Watoto child sponsorship program. Qualitative study was conducted using interviews with the selected program implementers of the Watoto child sponsorship program working with Watoto Child Care Ministries like the program coordinator and his team who participated in the study as key informants in order to obtain a thorough analysis of the subject, and these were likewise regarded as key informants because they possessed pertinent expertise regarding the subject being studied. The quantitative approach was used with the aim of examining the effects of the Watoto child sponsorship programs on education attainment among children under Watoto Child Care Ministries.

3.2 Area of study

The study was confined in Watoto Child Care Ministries located on Plot 73, P.O. Box 26366 Kampala Road, Kampala, Uganda. Watoto Child Care Ministries was chosen because it has a program for supporting the needy children with education known as the Watoto child sponsorship program.

3.3 Population and Sampling Techniques

3.3.1 Population

The population of study included children aged 13-18 years that have benefited from the Watoto child sponsorship program and these were considered and used in order to obtain reliable and valid information and this enabled the researcher to get the necessary data for the study that gave the researcher the best key findings. According to Watoto Child Care Ministries Records (2024), there are currently a total of 100 children aged 13-18 years that are benefiting from this Watoto child sponsorship program and these were included in the study as the target population. However, the study also included the selected program implementers of the Watoto child sponsorship program working with Watoto Child Care Ministries like the program coordinator and his team who participated in the study as the key informants totaling to 10 key informants.

3.3.2 Sample Size Determinant

A sample of 80 respondents was obtained from the 100 population size of children aged 13-18 years that have benefited from the Watoto child sponsorship program using the table created by Krejcie and Morgan (1970) as shown in the tables below. The researcher got in touch with everyone to get the information that was needed. These participants assisted the researcher in gathering a range of perspectives to improve the validity and comprehensiveness of the study findings for the good of society. Furthermore, the selected program implementers of the Watoto child sponsorship program working with Watoto Child Care Ministries like the program coordinator and his team totaling to 10 were involved in the study as key informants as these were selected purposively.

Table 1: Table for determining sample size of a known population

Table 3.1									
<i>Table for Determining Sample Size of a Known Population</i>									
N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Note: N is Population Size; S is Sample Size *Source: Krejcie & Morgan, 1970*

Source: Krejcie & Morgan (1970)

Table 2: Target Population, Size and Selection

Category of Respondents	Population Size	Sample size	Sampling Techniques
Children aged 13-18 years	100	80	Simple random sampling
Program Coordinator	1	1	Purposive sampling
Program Implementation Team	9	9	Purposive sampling
Total	110	90	

Source: Watoto Child Care Ministries (2024)

3.3.3 Sampling Techniques

To choose the study participants, purposive sampling as well as simple random sampling was used. Every member of the statistical population that is the subject of simple random sampling has an equal chance of being selected (Mubaazi, 2008). The children aged 13-18 years that have benefited from the Watoto child sponsorship program were selected using simple random

sampling given that these were big in number and this method eased their selection. Purposive sampling was used to select the program implementers of the Watoto child sponsorship program working with Watoto Child Care Ministries like the program coordinator and his team totaling to 10 key informants. These officials were chosen and contacted in order to gather accurate and authentic information. They were interviewed at their place of convenience. Purposive sampling is a non-probability sample chosen according to the study's goal and the characteristics of the population (Mubaazi, 2008). These sampling strategies were employed since they are efficient and enabled the researcher to gather first-hand data.

3.4 Data Collection Instruments

The study was guided by the following research instruments:-

3.4.1 Questionnaire

A questionnaire offers respondents' liberty to provide data in specifics, as a result of the open-ended nature of some of the items it contained (Creswell, 2014). Since a sizable portion of the population may be semi-illiterate, the researcher employed questionnaires. Because they were simple to complete, save time, and help respondents stay more focused on the topic, the researcher created both closed- and open-ended questions (Likert scale format). The questionnaire was broken down into sections containing questions on the dependent variable, the independent variable, and personal information. Since questionnaires were the primary means of gathering data, they were used. This benefited the researcher because it took less time to cover a wide population. The questionnaires were the most effective tools for quantitative research since they allow for anonymity, which suggests that the answers are more truthful. The guidelines for how to approach and react to the questions was made evident to the respondents. As a result, information from the chosen children aged 13-18 years that have benefited from the Watoto child sponsorship program were gathered via the questionnaire.

3.4.2 Interview Guide

The process of gathering data through interviews involves asking chosen participants questions to elicit information on the topic(s) of interest. These questions can be structured or unstructured (open-ended) (Creswell, 2014). The respondents' spoken responses were obtained orally as part

of this data gathering technique. It was done through personal interviews and telephone interviews because there are some key informants who were not at office and could only be interviewed using phone interviews. Interviews produced first-hand, trustworthy information. Interviews with respondents regarding the three main goals mentioned above were conducted as part of this. In-person meetings with respondents were also necessary in order to get data from the chosen respondents. Since the respondents were providing their own answers as opposed to using a questionnaire, this aided the researcher in gathering first-hand information. The interviews were conducted with the program implementers of the Watoto child sponsorship program working with Watoto Child Care Ministries like the program coordinator and his team.

3.5 Procedure for Data Collection

The Uganda Christian University Research Ethics Committee first provided an introduction letter authorizing the researcher to conduct research before granting prior clearance for this study. In order for the researcher to conduct the study, such a letter of authorization was obtained. The management of Watoto Child Care Ministries provided the researcher the permission to conduct research using that letter. Participants received sufficient information about the methods used to gather the data, and the survey was anonymous.

3.6 Sources of Information

Information sources are recognized works of literature that have been accepted by reputable academic institutions or the general public, regardless of whether they have been published or not (Mubaazi, 2008). The investigator intends to employ a combination of primary and secondary data sources. Primary data sources are those that were gathered firsthand and are therefore unique in nature. These sources were selected children aged 13-18 years that have benefited from the Watoto child sponsorship program, as well as the program implementation team like the program coordinator and his team through questionnaires and interviews. Conversely, secondary data are those that have already been gathered and examined by another party. Textbooks, journals, periodicals, research reports, newspapers, and websites that the researcher utilize were all included (Kothari, 2013).

3.7 Quality/Error Control

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

3.7.1 Validity of Research Instruments

Validity, in the words of Sekaran (2003), is the instrument's ability to provide the right response. It is the degree to which the world's reality and the explanations for phenomena agree. Pre-testing the tools established the validity of the questionnaires. Pretesting was conducted once, with respondents from the research population who were not included in the sample. Additionally, each questionnaire was carefully examined, and any that were determined to be unnecessary were not included in the actual data gathering tool. Findings from the researcher's field and judgment were useful in determining any gaps and adjusting the tools. The researcher made sure that any questions or items in the instrument aligned with the goals of the study in order to guarantee its validity. Pre-testing assisted in estimating how long it took to complete the questionnaires, the questions' applicability, and their precision in measuring the subject being studied.

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

Total No. Item

Whereby; CVI= Content Validity Index

To begin, the researcher counted all the relevant items for the study and divided that total by the total number of items in the instruments.

3.7.2 Reliability of Research Instruments

Park (2008) defines reliability as the degree to which findings hold true over time. Reliability also refers to an accurate representation of the entire population being studied. Reliability also refers to the ability of a research instrument to produce results that can be replicated using a comparable methodology. The alternate-form reliability test was used by the researcher to assess the instruments' dependability by giving two identical instruments. Three important participants from each category of respondents who were not included in the sample population took the test

in order to modify the questions based on feedback. Prior to the actual data collection, the instruments' dependability was assessed on two respondents, one from each category of respondents, who were not participating in the interviews. Following the instrument's pilot testing, the Statistical Package for the Social Scientists' Cronbach's Alpha Method was used to assess the instrument's reliability on multi-item variables.

3.8 Strategy for Data Processing and Analysis

To guarantee a simple and clear presentation of study findings, the data for the research design was gathered, processed, and analyzed both qualitatively and statistically. This involved editing, coding, and tabulating the data.

3.8.1 Quantitative Data

Quantitative data was collected by use of questionnaires which were converted into numerical codes. The numbers generated were analyzed using computer package, the Statistical Package for Social Scientists (SPSS) version 26, where percentages and frequency tables were used to present results. Quantitative technique was justified by its ability to process data very first and analyze in huge amounts, high reliability, and accuracy of computation. The Pearson's linear correlations coefficient was also used to establish the relationship between categorized variables. Simple regression analysis was used to find out the extent to which the independent variables explained the dependent variables, that is to say the linear regression analysis that is used to establish the extent of variability in urban poverty reduction explained by each independent variable.

3.8.2 Qualitative Data

Content analysis was required for this. As a result, the qualitative data was revised and rearranged into coherent sentences. Stated otherwise, qualitative data was analyzed using a thematic method in order to identify themes, categories, and patterns. The results included the recurring themes that surfaced in relation to each of the interview's leading questions, along with a few participants direct quotes used as examples.

3.9 Ethical Consideration

To conduct research, ethical approval from Uganda Christian University's Research Ethical Committee was requested. Using that letter, the researcher obtained permission to do research from the program implementers of the Watoto child sponsorship program working with Watoto Child Care Ministries like the program coordinator and his team. The researcher took the initiative to ask questions about the study and also explained to the respondents the purpose of the investigation, her own background, and the reasons behind the selection of the specific respondents, the advantages, drawbacks, and discomforts of the study. In addition to not asking delicate topics like the respondent's name, the researcher crafted the questions so as to never infringe upon the rights of informants.

Regarding informed consent, each participant in this study filled out an informed consent form that details the goal of the research. Confidentiality and anonymity were prioritized at every turn since participants were required to provide written agreement before to participation. The participants were also made aware that their involvement in the study was entirely voluntary and that they were not compensated in any way for it, and that they were free to decline participation at any moment or to withdraw from it altogether.

To maintain participant confidentiality, a unique ID number was assigned to each participant's record. Only people participating in the study had access to data that personally identifies each individual. Participants received sufficient information about the methods used to collect the data, and the survey remained anonymous since it didn't contain any means of identifying respondents. Ensuring that the report's reader cannot identify a specific respondent helped to protect confidentiality. The community's defilement acts were referred to by codes such respondent1, 2, and 3, and the area was referred to by the alphabetical letters A, B, C, D, and E. As a result, no individual was identifiable by any study report, and participant names and other identifying information from subjects were only received for quality assurance purposes.

3.10 Study Methodological Constraints

The questionnaire guide was constrained by unanswered questions and this limited response. The interview guide was constrained by limited response. The interview guide was limiting because they required enough time to be answered.

Research material availability: The study was limited because the researcher had access to insufficient research material. However, the researcher found a solution for this by going online and finding more study-related material.

Those that are uncooperative and hesitant to provide information was encountered by the researcher. To address this, the researcher showed them a copy of an introductory letter, assures them that the information they provided would be kept private, and solved the problem.

Time: Because the researcher had to juggle exams, part-time work, and other academic obligations, the study's allotted time span did not allow for a larger coverage. The researcher addressed this by allocating additional time for research and attempting to maintain a work-life balance in accordance with the work schedule.

Finances: Due to resource constraints brought on by the researcher's potential need to pay additional academic expenses, the study project was not able to cover as much ground as it could have. This was solved by asking friends and family for soft loans.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND DISCUSSION

4.0 Introduction

This chapter presents and discusses the results of analysis that has been done to look at the specific objectives of the study and in relation to the reviewed literature. The study was carried out using questionnaire with 80 selected children aged 13-18 years that have benefited from the Watoto child sponsorship program and 10 interviews with the program implementers of the Watoto child sponsorship program working with Watoto Child Care Ministries like the program coordinator and his team. The findings are presented with the help of tables for purposes of clarity and interpretation.

4.1 Response rate

Table 3: Response rate for quantitative data

Response Rate	Sample Size	
	Frequency	Percentage (%)
Questionnaires filled	80	100.0%
Questionnaires not filled	00	00.0%
Questionnaires expected to be filled	80	100.0%

Source: *Primary data*

According to table 3 above a total of 80 (100%) respondents who are children aged 13-18 years that have benefited from the Watoto child sponsorship program were expected to respond to the questionnaires and all the respondents responded to the questionnaires giving 100% response rate. The reason for the 100% response rate was due to the fact that the researcher had enough time to collect data and the respondents were eager to be involved in the study. More so the respondent was able to collect all the data because the researcher printed out more questionnaires and gave out these questionnaires to more respondents which helped in catering for those that hadn't responded to the questionnaires.

4.2 Findings on demographic characteristics of respondents

This section presents the general background information about the respondents in relation to their gender, age, level of education and period spent benefiting from Watoto child sponsorship program as shown in the table below;

Table 4: Background Information about the respondents

Item	Description	Frequency	Percentage (%)
Gender	Male	37	46.3
	Female	43	53.7
	Total	80	100.0
Age	13-14 years	20	25.0
	15-16 years	32	40.0
	17-18 years	28	35.0
	Total	80	100.0
Level of education	Primary	24	30.0
	Secondary	45	56.2
	Tertiary	11	13.8
	Total	80	100.0
Period spent benefiting from Watoto child sponsorship program	1-5 years	28	35.0
	6-10 years	40	50.0
	Above 10 years	12	15.0
	Total	80	100.0

Source: *Primary data*

Findings in table 4 above revealed that majority of the respondents benefiting from the Watoto child sponsorship program are female, constituting 53.7% of the sample, while males make up 46.3%. This slight predominance of female beneficiaries may suggest a targeted approach or higher enrollment of girls in the program, possibly reflecting efforts to address gender disparities in education. Ensuring gender balance is crucial as it promotes equal educational opportunities for both boys and girls.

Furthermore, the age distribution of respondents shows that the largest group is between 15-16 years old, representing 40.0%. This is followed by those aged 17-18 years, making up 35.0%, and the youngest group, aged 13-14 years, at 25.0%. The dominance of older children in the program may indicate a focus on supporting adolescents through critical stages of their education, particularly secondary schooling, which is essential for preparing them for higher education or vocational training.

In addition, concerning the level of education of the respondents, most respondents are in secondary education, accounting for 56.2%, followed by those in primary education at 30.0%, and a smaller proportion in tertiary education at 13.8%. The high percentage of secondary school students reflects the program's emphasis on supporting children through crucial educational transitions, ensuring they complete their basic education. The presence of beneficiaries in tertiary education highlights the program's success in enabling some students to advance to higher levels of education, fostering long-term educational and career prospects.

Lastly, concerning the period spent benefiting from Watoto child sponsorship program, the findings show that half of the respondents represented by 50.0% have been benefiting from the program for 6-10 years, indicating substantial long-term support. Additionally, 35.0% of the respondents have been in the program for 1-5 years, whereas 15.0% of the respondents have benefited from the program for over 10 years. The significant percentage of long-term beneficiaries suggests the program's commitment to sustained support, which is vital for achieving consistent educational progress and stability. Long-term involvement can enhance the likelihood of completing primary and secondary education, as well as accessing higher education opportunities.

Therefore, these findings collectively indicate that the Watoto child sponsorship program is effectively reaching a diverse group of children and adolescents, with a balanced focus on gender and sustained support across various educational levels and age groups. This comprehensive support is crucial for addressing educational disparities and promoting higher educational attainment among vulnerable children.

4.3 Influence of financial aid on education attainment among children under Watoto Child Care Ministries

Table 5 summarizes respondents' responses on the influence of financial aid under the Watoto child sponsorship program on education attainment among children under Watoto Child Care Ministries by using a Likert scale where SA (Strongly Agree), A (Agree), NS (Not Sure), D (Disagree) and SD (Strongly Disagree).

Table 5: Influence of financial aid on education attainment among children under Watoto Child Care Ministries

Statements	Mean	Std. Dev.
Financial support provided by the program has made it easier for families to afford school fees, books, and other educational expenses	4.0500	0.92838
The availability of financial aid from the program has encouraged more children in my community to enroll and stay in school	3.7143	0.83852
The financial assistance provided by the program has positively impacted the overall well-being and future prospects of children	4.0000	0.78102
The financial assistance provided by the program has positively impacted the educational opportunities of children	3.7857	0.92485
The financial aid received through the Watoto child sponsorship program has helped improve the academic performance of children	3.8571	0.86328
The financial aid offered by the Watoto child sponsorship program has contributed to a higher level of educational attainment among children	3.7143	0.83852

Source: *Primary data*

Table 5 above shows analysis concerning the influence of financial aid under the Watoto child sponsorship program on education attainment among children under Watoto Child Care Ministries using means and standard deviations which was gotten from use of a Likert scale which was represented as: Strongly Agree (5), Agree (4), Not sure (3), Disagree (2) and Strongly Disagree (1). The scores of Strongly Disagree and Disagree have been taken to present a variable which mattered to a Small Extent (equivalent to mean score of 0 to 2.4 on the continuous Likert scale). The score of Not sure has been taken to represent a variable that mattered to a moderate extent (equivalent to a mean score of 2.5 to 3.4 on the continuous Likert scale). The score of Strongly agree and Agree have been taken to represent a variable that mattered to a Large Extent (equivalent to a mean score of 3.5 to 5.4 and on a continuous Likert scale). A standard deviation of >1.5 implies a significant difference concerning the influence of financial aid under the Watoto child sponsorship program on education attainment among children under Watoto Child Care Ministries.

From table 5 above, the (Mean score of = 4.0500; and Standard deviation of = 0.92838) indicates that on average, majority of the respondents agreed to a large extent that the financial support provided by the Watoto child sponsorship program has significantly eased the financial burden on families. This high level of agreement shows that the financial aid effectively helps families cover essential educational costs, thereby enabling children to attend school consistently.

The (Mean score of = 3.7143; and Standard deviation of = 0.83852) also shows that on average, most of the respondents agreed that financial aid availability has played a crucial role in encouraging school enrollment and retention within the community. This indicates that the financial assistance motivates more children to start and continue their education.

Furthermore, the (Mean score of = 4.0000; and Standard deviation of = 0.78102) suggests strong agreement on average that the financial assistance from the program has a positive impact on children's overall well-being and future prospects. This high level of agreement indicates that the benefits of financial aid extend beyond immediate educational needs, contributing to the broader development and future opportunities for the children.

More so, the (Mean score of = 3.7857; and Standard deviation of = 0.92485) show that on average, the respondents agreed that the financial aid has significantly enhanced the educational opportunities available to children. This agreement highlights the role of financial support in broadening access to various educational resources and opportunities.

In addition, the (Mean score of = 3.8571; and Standard deviation of = 0.86328) reveals that on average, the respondents agreed that the financial aid has contributed to improved academic performance among children. This finding suggests that financial support not only facilitates access to education but also enhances the quality of educational outcomes.

Lastly, the (Mean score of = 3.7143; and Standard deviation of = 0.83852) reflects agreement that the financial aid has contributed to higher levels of educational attainment. This agreement indicates that financial support is effective in helping children achieve higher educational milestones.

These findings demonstrate that financial aid from the Watoto child sponsorship program plays a crucial role in supporting children's education by reducing financial barriers, encouraging school attendance, and improving both academic performance and overall educational attainment.

4.3.1 How financial aid has impacted children's access to education

From the interviews conducted with the program implementers of the Watoto child sponsorship program working with Watoto Child Care Ministries like the program coordinator and his team, they were asked to give their views on how financial aid has impacted children's access to education. The responses of these respondents are discussed below as follows;

The key informants who are the program implementers of the Watoto child sponsorship program uniformly reported significant positive impacts of financial aid on children's access to education. They observed that financial aid has notably alleviated the financial burden on families, enabling them to afford essential educational expenses such as school fees, uniforms, and supplies. This support has led to a substantial increase in school enrollment rates. Many families within the Watoto communities face severe economic challenges, and without this aid, children would struggle to attend school regularly. By covering these costs, the program has ensured that

children can attend school consistently, reducing dropout rates and helping them complete their education uninterrupted.

Furthermore, the key informants noted that financial aid has enhanced the quality of education the children receive. The aid provided by the Watoto program extends beyond mere school fees; it includes funding for extracurricular activities, tutoring programs, and access to superior educational materials and resources. Implementers noted that this comprehensive support has led to improved academic performance among the children, as they are better equipped with the tools necessary for effective learning. Financial aid has also facilitated partnerships with local schools, which offer additional educational support and create a more conducive learning environment. This holistic approach ensures that children not only attend school but also thrive academically.

Lastly, the key informants pointed out that financial aid has had a broader positive impact on the communities served by Watoto. The program has fostered a culture of education, shifting community perceptions and increasing the prioritization of schooling for children. As financial barriers are removed, more families are encouraged to send their children to school, promoting a community-wide appreciation for the value of education. This change has been instrumental in creating a supportive environment where education is seen as a vital pathway to better opportunities and improved livelihoods. The alleviation of educational expenses also allows families to focus on other aspects of their well-being, contributing to the overall socio-economic development of the community. Some of the Watoto child sponsorship program implementers had this to say;

“.....The financial aid has significantly reduced the financial burden on families, enabling more children to attend and stay in school consistently.....” **Program Director**

“.....By providing comprehensive support beyond school fees, we have seen notable improvements in the academic performance and overall well-being of the children.....”

Education Coordinator

4.4 Influence of mentorship on education attainment among children under Watoto Child Care Ministries

Table 6 summarizes respondents' responses on the influence of mentorship under the Watoto child sponsorship program on education attainment among children under Watoto Child Care Ministries by using a Likert scale where SA (Strongly Agree), A (Agree), NS (Not Sure), D (Disagree) and SD (Strongly Disagree).

Table 6: Influence of mentorship on education attainment among children under Watoto Child Care Ministries

Statements	Mean	Std. Dev.
The mentorship received by children through the program has helped them develop important life skills and character traits	3.7714	1.19784
The guidance and support offered by mentors in the program have helped children overcome educational challenges and obstacles	3.7429	1.05800
The mentorship provided by the program has inspired children to set ambitious academic goals and pursue higher levels of education	3.9286	1.14354
The mentorship component of the program has contributed to a greater sense of confidence and self-belief among children	4.1143	1.11785
The mentorship received by children through the program has helped them to enhance their future goals and aspirations	3.6857	1.19784
The mentorship provided through the program has positively influenced the academic performance of children	4.1143	1.11785

Source: *Primary data*

Table 6 above shows analysis concerning the influence of mentorship under the Watoto child sponsorship program on education attainment among children under Watoto Child Care Ministries using means and standard deviations which was gotten from use of a Likert scale which was represented as: Strongly Agree (5), Agree (4), Not sure (3), Disagree (2) and Strongly Disagree (1). The scores of Strongly Disagree and Disagree have been taken to present a variable which mattered to a Small Extent (equivalent to mean score of 0 to 2.4 on the continuous Likert scale). The score of Not sure has been taken to represent a variable that mattered to a moderate extent (equivalent to a mean score of 2.5 to 3.4 on the continuous Likert scale). The score of Strongly agree and Agree have been taken to represent a variable that mattered to a Large Extent (equivalent to a mean score of 3.5 to 5.4 and on a continuous Likert scale). A standard deviation of >1.5 implies a significant difference concerning the influence of mentorship under the Watoto child sponsorship program on education attainment among children under Watoto Child Care Ministries.

The (Mean score of = 3.7714; and Standard deviation of = 1.19784) indicate that on average, the majority of respondents agreed to a large extent that the mentorship received by children through the program has helped them develop important life skills and character traits. This high level of agreement demonstrates the program's effectiveness in fostering essential personal development aspects in children.

The (Mean score of = 3.7429; and Standard deviation of = 1.05800) also suggests that, on average, respondents agreed to a large extent that the guidance and support from mentors have been instrumental in helping children overcome educational challenges. This consensus highlights the critical role mentors play in assisting children to navigate and overcome obstacles in their educational journey.

Furthermore, the (Mean score of = 3.9286; and Standard deviation of = 1.14354) indicate that, on average, the majority of respondents agreed to a large extent that the mentorship provided by the program has inspired children to set ambitious academic goals and pursue higher levels of education. This high level of agreement underscores the motivational impact of mentorship on children's academic aspirations.

More so, the (Mean score of = 4.1143; and Standard deviation of = 1.11785) indicate that, on average, the majority of respondents strongly agreed that the mentorship component has significantly contributed to a greater sense of confidence and self-belief among children. This high level of agreement highlights the effectiveness of mentorship in boosting children's self-esteem and belief in their abilities.

In addition, the (Mean score of = 3.6857; and Standard deviation of = 1.19784) indicate that, on average, the majority of respondents agreed to a large extent that the mentorship received by children through the program has helped them to enhance their future goals and aspirations. This agreement suggests that mentorship plays a vital role in helping children think about and plan for their future.

Lastly, the (Mean score of = 4.1143; and Standard deviation of = 1.11785) indicate that, on average, the majority of respondents strongly agreed that the mentorship provided through the program has positively influenced the academic performance of children. This high level of agreement highlights the positive impact of mentorship on children's academic outcomes. The high level of agreement suggests that mentorship is a vital component of the program's success in enhancing educational attainment among the children.

4.4.1 How mentorship supports children's educational goals

From the interviews conducted with the program implementers of the Watoto child sponsorship program working with Watoto Child Care Ministries like the program coordinator and his team, they were asked to give their views on how mentorship supports children's educational goals. The responses of these respondents are discussed below as follows;

The key informants who are the program implementers of the Watoto child sponsorship program highlighted the significant role of mentorship in supporting children's educational goals. One key aspect mentioned was the personalized guidance mentors provide, which helps children navigate their academic journey more effectively. Mentors offer tailored advice and support based on each child's strengths and weaknesses, which allows for a more focused approach to overcoming academic challenges. This individualized attention ensures that children receive the necessary help to stay on track with their studies and achieve their educational objectives.

Another crucial point raised by the implementers is the motivational aspect of mentorship. Mentors serve as role models and sources of inspiration for the children, helping them to set and pursue ambitious academic goals. Through regular interactions, mentors encourage children to dream big and strive for excellence in their education. This motivational support is particularly important for children who might lack encouragement in other areas of their lives. The implementers noted that the presence of a caring and supportive mentor can significantly boost a child's confidence and drive, leading to improved academic performance and higher educational aspirations.

Finally, the program implementers discussed how mentorship helps children develop essential life skills that are critical for academic success. Mentors teach children time management, study techniques, and problem-solving skills, all of which contribute to better educational outcomes. Additionally, mentors provide emotional support, helping children to manage stress and build resilience. This holistic approach ensures that children are not only academically prepared but also equipped with the skills needed to handle life's challenges. The implementers emphasized that this comprehensive support system is a cornerstone of the program's effectiveness in enhancing children's educational attainment. Some of the Watoto child sponsorship program implementers had this to say;

“.....Mentorship gives children the confidence and support they need to excel academically and set higher goals for their future.....” **Community Liaison Officer**

“.....Our mentors provide personalized guidance that helps children overcome educational challenges and develop crucial life skills.....” **Education Coordinator**

4.5 Influence of community involvement on education attainment among children under Watoto Child Care Ministries

Table 7 summarizes respondents' responses on the influence of community involvement under the Watoto child sponsorship program on education attainment among children under Watoto Child Care Ministries by using a Likert scale where SA (Strongly Agree), A (Agree), NS (Not Sure), D (Disagree) and SD (Strongly Disagree).

Table 7: Influence of community involvement on education attainment among children under Watoto Child Care Ministries

Statements	Mean	Std. Dev.
The involvement of the community in the program has created a supportive and nurturing environment for children's education	4.6429	0.74246
Community engagement has played a significant role in expanding educational opportunities and resources for children under Watoto Child Care Ministries	4.2000	0.87158
Active participation of community members in the program has helped foster a sense of belonging and connectedness among children	4.5143	0.87158
Community involvement in the program has encouraged collaborative efforts to address educational challenges and promote academic success	4.3429	0.87158
The engagement of the community has led to greater awareness and advocacy for children's education within the community	4.0714	0.87158
Community's involvement in the program has contributed to a positive and empowering educational experience for children	4.1571	0.15711

Source: *Primary data*

Table 7 above shows analysis concerning the influence of community involvement under the Watoto child sponsorship program on education attainment among children under Watoto Child Care Ministries using means and standard deviations which was gotten from use of a Likert scale which was represented as: Strongly Agree (5), Agree (4), Not sure (3), Disagree (2) and Strongly Disagree (1). The scores of Strongly Disagree and Disagree have been taken to present a variable which mattered to a Small Extent (equivalent to mean score of 0 to 2.4 on the continuous Likert scale). The score of Not sure has been taken to represent a variable that mattered to a moderate extent (equivalent to a mean score of 2.5 to 3.4 on the continuous Likert scale). The score of Strongly agree and Agree have been taken to represent a variable that mattered to a Large Extent (equivalent to a mean score of 3.5 to 5.4 and on a continuous Likert scale). A standard deviation of >1.5 implies a significant difference concerning the influence of community involvement under the Watoto child sponsorship program on education attainment among children under Watoto Child Care Ministries.

According to table 7 above, the (Mean score of = 4.6429; and Standard deviation of = 0.74246) indicate that, on average, the majority of respondents strongly agreed that community involvement has created a supportive and nurturing environment for children's education. This high level of agreement suggests that the active participation of the community is crucial in fostering a positive educational environment.

The (Mean score of = 4.2000; and Standard deviation of = 0.87158) indicate that, on average, the majority of respondents agreed to a large extent that community engagement has significantly expanded educational opportunities and resources. This high level of agreement highlights the importance of community involvement in enhancing educational access and resources.

Furthermore, the (Mean score of = 4.5143; and Standard deviation of = 0.87158) indicate that, on average, the majority of respondents agreed to a large extent that active participation of community members has helped foster a sense of belonging and connectedness among children. This high level of agreement underscores the role of community engagement in building supportive social networks for children.

More so, the (Mean score of = 4.3429; and Standard deviation of = 0.87158) indicate that, on average, the majority of respondents agreed to a large extent that community involvement has encouraged collaborative efforts to tackle educational challenges and promote academic success. This high level of agreement suggests that community participation is effective in fostering teamwork and problem-solving to enhance educational outcomes.

In addition, the (Mean score of = 4.0714; and Standard deviation of = 0.87158) indicate that, on average, the majority of respondents agreed to a large extent that community engagement has raised awareness and advocacy for children's education. This high level of agreement highlights the role of community involvement in promoting educational awareness and advocacy.

Lastly, the (Mean score of = 4.1571; and Standard deviation of = 0.15711) indicate that, on average, the majority of respondents agreed to a large extent that community involvement has contributed to a positive and empowering educational experience for children. This high level of agreement underscores the importance of community participation in creating an empowering educational environment. This suggests that community participation significantly enhances the overall educational experience for children, empowering them and providing a supportive environment conducive to learning and personal growth.

4.5.1 How community involvement contributes to educational outcomes for children

From the interviews conducted with the program implementers of the Watoto child sponsorship program working with Watoto Child Care Ministries like the program coordinator and his team, they were asked to give their views on how community involvement contribute to educational outcomes for children. The responses of these respondents are discussed below as follows;

In discussions with the key informants who are the program implementers of the Watoto child sponsorship program regarding the contribution of community involvement to educational outcomes for children, several key themes emerged. Firstly, the implementers emphasized the pivotal role of community engagement in creating a conducive environment for learning. They highlighted how active participation from local community members, including parents, teachers, and community leaders, fosters a sense of ownership and responsibility for children's education. According to their insights, when communities are actively involved in educational

initiatives, they become more invested in the success of the children, leading to increased support and resources for educational activities.

Secondly, the program implementers emphasized the importance of community networks in expanding educational opportunities for children. They noted that community involvement opens doors to additional resources such as volunteer tutors, educational workshops, and extracurricular activities. By tapping into the expertise and networks within the community, children gain access to a broader range of educational experiences that complement formal schooling. Additionally, community partnerships can facilitate access to scholarships, internships, and vocational training opportunities, enhancing children's prospects for academic and career success.

Finally, the program implementers highlighted the transformative impact of community involvement on educational outcomes. They described how collaborative efforts between schools, families, and local organizations contribute to holistic support systems for children. By creating a network of support around each child, communities can address barriers to learning more effectively, such as poverty, social exclusion, and inadequate infrastructure. Moreover, the implementers emphasized that community-driven initiatives promote a culture of lifelong learning and civic engagement, instilling values of responsibility and empowerment in the younger generation. Some of the Watoto child sponsorship program implementers had this to say;

“.....Community involvement is the cornerstone of our program, providing crucial support systems that enrich children's educational experiences.....” **Community Liaison Officer**

“.....By engaging with local communities, we create pathways for children to succeed academically and thrive in their learning journey.....” **Program Director**

4.6 Pearson’s Correlation Results and Hypotheses Testing

This study was set to investigate the relationship between Watoto Child Sponsorship Programs and education attainment among children under Watoto Child Care Ministries. This was done by running a correlation analysis using Pearson Product Moment Correlation coefficient between the composite score of Watoto Child Sponsorship Programs in relation to education attainment among children under Watoto Child Care Ministries. For a correlation to be considered significant, the P-value (Sig. (2-tailed) values must be less than 0.05 (for 95% confidence level) or less than 0.01 (for 99% confidence level) and the findings are shown in Table 8 below.

Table 8: Correlation Matrix

Correlation Matrix			1	2	3
1.	Financial aid	Pearson Correlation Sig. (2-tailed)	1		
2.	Mentorship	Pearson Correlation Sig. (2-tailed)	.529** .000	1	
3.	Community involvement	Pearson Correlation Sig. (2-tailed)	.218** .000	.208** .000	1
5.	Education attainment	Pearson Correlation Sig. (2-tailed)	.568** .000	.473** .000	.367** .000
a) 1= Financial aid; 2= Mentorship; 3= Community involvement; and 4= Education attainment among children					
b) ** $P < .05$, *** $p < .01$ level of Significance					

Source: *Primary data*

In relation to Watoto Child Sponsorship Programs and education attainment among children under Watoto Child Care Ministries, results in Table 8 revealed that there is a strong positive significant relationship between financial aid and education attainment among children under Watoto Child Care Ministries ($r = .568^{**}$, $p < .05$). This implies that financial aid significantly enhances educational attainment among children under Watoto Child Care Ministries, indicating that increased financial support is positively correlated with better educational outcomes. This also suggests that continued and possibly expanded financial aid can further improve educational success for these children.

Furthermore, the results in Table 8 revealed that there is a strong positive significant relationship between mentorship and education attainment among children under Watoto Child Care Ministries ($r = .473^{**}$, $p < .05$). This implies that the use of clear and well-communicated performance appraisal criteria to employees and the existence of fair and unbiased performance appraisal system greatly enhance trade union relationship management in institutions like TTU.

Lastly, the results in Table 8 revealed that there is a strong positive significant relationship between community involvement and education attainment among children under Watoto Child Care Ministries ($r = .367^{**}$, $p < .05$). This implies that community involvement significantly enhances educational attainment among children under Watoto Child Care Ministries, indicating that increased community engagement is positively correlated with better educational outcomes. This also suggests that fostering stronger community participation can further support and improve the academic success of these children.

Overall, the three correlation findings indicate that financial aid, mentorship, and community involvement are all significantly and positively correlated with educational attainment among children under Watoto Child Care Ministries. This underscores the importance of comprehensive support systems in enhancing educational outcomes, highlighting that multifaceted interventions are crucial for the academic success of these children.

4.7 Linear Regression Results

Multiple regression analysis was carried out to establish the overall causal role of financial aid, mentorship and community involvement on education attainment among children under Watoto Child Care Ministries using adjusted R^2 statistics. The linear regression analysis was conducted to establish which among the dimensions of the independent variable was the most significant in determining education attainment among children under Watoto Child Care Ministries. The linear regression results were also used to make a decision on the study hypotheses and are presented in Table 9.

Table 9: Linear Regression Analysis Results

Model Summary						
Model		R	R Square	Adjusted R Square	Std. Error of the Estimate	
1		.695 ^a	.551	.544	.20945	
ANOVA ^a						
Model		Sum of squares	df	Mean Square	F	Sig.
1	Regression	11.947	3	2.987	68.081	0.000 ^b
	Residual	6.975	76	.044		
	Total	18.922	79			
Coefficients ^a						
Model		Un standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.455	.269		2.025	.045
	Financial aid	.244	.059	.351	8.869	.000
	Mentorship	.287	.035	.303	8.264	.000
	Community involvement	.120	.047	.214	2.423	.000
a. Dependent Variable: Educational attainment among children						
b. Predictors: (constant), Financial aid, Mentorship, Community involvement						

P ≤ 0.05

Table 9 shows a coefficient of determination (R-square) of 0.551 at a significance level of 0.000 suggesting that educational attainment among children under Watoto Child Care Ministries was 55.1% at a standardized error of estimate of 0.20945. The correlation coefficient (R= 0.695 or 69.5%) indicated the strength of the association between financial aid, mentorship, community involvement and educational attainment among children under Watoto Child Care Ministries taking into considerations all interactions among the study variables. The adjusted R² of 0.544 or 54.4% was the variance in educational attainment among children under Watoto Child Care Ministries explained by financial aid, mentorship and community involvement putting into consideration all the variables and the sample size of the study. The remaining variance of 46% is explained by other factors other than financial aid, mentorship and community involvement.

The standardized coefficient statistics revealed that, financial aid ($\beta = 0.351$, $t = 8.869$, $p = 0.000$), mentorship ($\beta = 0.303$, $t = 8.264$, $p = 0.000$), and community involvement ($\beta = 0.214$, $t =$

2.423, $p = 0.000$) are all significant in determining educational attainment among children under Watoto Child Care Ministries.

Table 4.8 also presents the analysis of variance (ANOVA). The findings reveal that on average, the mean score on the determinants of educational attainment among children under Watoto Child Care Ministries tended to differ significantly. With the computed F-statistic ($F=68.081$) large enough as its accompanying P-value = $0.000 < 0.05$. Thus, since the significance or p-value, 0.000 is less than $\alpha = 0.05$, then at 5% level of significance, it is deduced that the computed or observed F is large enough to infer that the responses differed significantly. This means that when appropriate financial aid, mentorship and community involvement are implemented, then educational attainment among children under Watoto Child Care Ministries will be achieved.

CHAPTER FIVE

DISCUSSIONS OF FINDINGS

5.0 Introduction

This chapter presents the discussion of findings according to the study objectives. The section considered possible explanations for the results with various views from other scholars. Furthermore, this research was carried out centering on three key objectives. Findings in relation to these objectives were attained. These discussions are organized in line with the objectives of the study and paying special courtesy to the key findings attained from the process of data analysis as follows;

5.1 Influence of financial aid under the Watoto child sponsorship program on education attainment among children

The study findings revealed that the financial aid received through the Watoto child sponsorship program has helped improve the academic performance of children and contributed to a higher level of educational attainment. The findings relate with the literature by Bettinger et al. (2019) who conducted a comprehensive study focusing on the effects of cash transfers, a form of financial aid, on education outcomes in Kenya. Their research employed a rigorous evaluation design, utilizing randomized controlled trials to assess the impact of cash transfers on enrollment rates among sponsored children. The study revealed compelling evidence that financial aid, in the form of cash transfers, led to a significant increase in school enrollment rates among beneficiaries. By providing direct monetary assistance to families, the cash transfer program effectively reduced financial barriers to education, thereby facilitating greater access to schooling for children in Kenya.

The study findings revealed that financial support provided by the Watoto child sponsorship program has significantly eased the financial burden on families, allowing them to afford essential educational expenses such as school fees, books, and uniforms. This finding aligns with the literature by Glewwe and Kremer (2006), who emphasized that financial barriers are a major impediment to education in low-income families. By reducing these financial constraints, the

Watoto program ensures that children can attend school consistently, which is critical for educational attainment. Furthermore, Handa and Simler (2005) similarly noted that financial aid programs effectively enhance school enrollment and retention by alleviating the economic pressures on households.

The study findings revealed that the availability of financial aid from the program has encouraged more children in the community to enroll and stay in school. This is consistent with the findings of Filmer and Schady (2009), who documented that financial incentives and support significantly boost school enrollment rates. The Watoto program's ability to maintain high enrollment and retention rates underscores the importance of financial aid in promoting education in underserved communities. Additionally, Baird et al. (2013) found that cash transfer programs, similar to Watoto's financial aid, result in increased school attendance and reduced dropout rates, further supporting the effectiveness of such initiatives.

Lastly, the study findings revealed that the financial assistance provided by the program has a positive impact on children's overall well-being and future prospects. This finding is supported by research conducted by Behrman, Sengupta, and Todd (2005), which showed that educational interventions that include financial support positively influence not only academic outcomes but also the overall development and future potential of children. The Watoto program's holistic approach, which goes beyond covering school fees to include funding for extracurricular activities and superior educational materials, enhances the overall educational experience, leading to better academic performance and broader developmental benefits.

5.2 Influence of mentorship under the Watoto child sponsorship program on education attainment among children

The study findings revealed that mentorship provided through the Watoto child sponsorship program significantly contributes to children's educational attainment by fostering important life skills and character traits. This aligns with research by Rhodes, Spencer, Keller, et al. (2006), who emphasized the positive impact of mentorship on personal development outcomes. Mentorship offers children the opportunity to receive personalized guidance and support, allowing them to develop resilience, perseverance, and other crucial qualities that are essential

for academic success. The findings underscore the importance of mentorship in not only academic but also holistic development, echoing the literature on the multifaceted benefits of mentorship programs.

Furthermore, the study findings revealed that mentorship plays a pivotal role in helping children overcome educational challenges and obstacles. This finding is consistent with research by Grossman and Bulle (2006), who highlighted the supportive role mentors play in helping mentees navigate academic difficulties. Mentors provide guidance, encouragement, and practical strategies to address academic hurdles, empowering children to overcome setbacks and stay on track with their educational goals. The findings emphasize the instrumental role mentors play in facilitating children's academic progress and ensuring they have the necessary support to thrive in their educational pursuits.

In addition, the study findings revealed that mentorship inspires children to set ambitious academic goals and pursue higher levels of education. This finding resonates with the literature by DuBois and Karcher (2005), who discussed the role of mentors in motivating mentees to aspire to higher achievements. Mentors serve as role models and sources of inspiration, encouraging children to aim for excellence in their education. Through regular interactions and positive reinforcement, mentors instill a sense of confidence and self-belief in children, empowering them to pursue their academic aspirations with determination and enthusiasm. The findings highlight the transformative impact of mentorship on children's educational ambitions, supporting the notion that mentorship fosters a culture of academic excellence and aspiration.

Lastly, the study findings revealed that mentorship contributes to a greater sense of confidence and self-belief among children, further enhancing their academic performance. This finding is consistent with research by Eby, Allen, Evans, et al. (2008), who discussed the role of mentors in bolstering mentees' self-esteem and self-efficacy. Mentors provide encouragement, positive feedback, and affirmation, helping children develop a strong sense of identity and belief in their abilities. This heightened confidence translates into improved academic performance, as children approach learning tasks with greater optimism and resilience. The findings underscore the transformative power of mentorship in building children's self-confidence and empowering them to excel academically.

5.3 Influence of community involvement under the Watoto child sponsorship program on education attainment among children

The study findings revealed that community involvement plays a crucial role in enhancing education attainment among children under Watoto Child Care Ministries. This aligns with previous research by Epstein (2001), which emphasized the importance of community engagement in supporting children's academic success. The findings underscore the significant impact of community involvement in creating a supportive and nurturing environment for children's education, fostering a sense of belonging and connectedness within the community. This resonates with literature highlighting the role of community support systems in promoting positive educational outcomes and ensuring the holistic development of children.

Furthermore, the study findings indicate that community engagement expands educational opportunities and resources for children under Watoto Child Care Ministries. This finding is consistent with research by Bryk and Schneider (2002), who discussed the importance of community networks in enhancing educational access and equity. By actively participating in educational initiatives, local communities can leverage their resources and networks to provide additional support for children's learning. This includes access to volunteer tutors, educational workshops, and extracurricular activities, which complement formal schooling and enrich the educational experience. The findings underscore the synergistic relationship between communities and educational institutions in promoting educational equity and excellence.

In addition, the study findings highlight the collaborative efforts facilitated by community involvement to address educational challenges and promote academic success. This finding resonates with research by Bryson, Crosby, and Stone (2006), who emphasized the importance of collective action in achieving common goals within communities. By fostering partnerships between schools, families, and local organizations, communities can pool their resources and expertise to tackle complex educational issues effectively. This collaborative approach promotes a shared sense of responsibility for children's education and fosters a culture of teamwork and problem-solving. The findings underscore the transformative potential of community-driven initiatives in overcoming barriers to learning and promoting educational equity.

Lastly, the study findings reveal that community involvement raises awareness and advocacy for children's education within the community. This finding aligns with research by Mikkonen, Byrkjeflot, and Mausethagen (2017), who discussed the role of community engagement in promoting educational awareness and social change. When communities actively participate in educational initiatives, they become champions for children's rights and advocates for quality education. This increased awareness and advocacy create a supportive environment where education is prioritized, valued, and accessible to all children. The findings underscore the importance of community mobilization in driving positive educational outcomes and advancing social justice agendas.

CHAPTER SIX

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

This chapter presents the summary and description of findings derived from the study. The chapter also provides findings, conclusions and recommendations for policy as well as recommendations for further research.

6.1 Summary of Findings

The findings reveal that the financial aid provided by the Watoto child sponsorship program has significantly improved children's access to education by alleviating the financial burden on families, thus ensuring consistent school attendance and reducing dropout rates. Financial aid extends beyond covering school fees to include funding for extracurricular activities, tutoring, and superior educational resources, which enhances academic performance. Additionally, the program has fostered partnerships with local schools to create a conducive learning environment. Furthermore, the financial support has cultivated a culture of education within the communities, encouraging more families to prioritize schooling and contributing to the overall socio-economic development of the community. The regression analysis revealed a strong positive relationship between financial aid and educational attainment ($r = .568^{**}$, $p < .05$; $\beta = 0.351$, $t = 8.869$, $p = 0.000$), suggesting that increased financial support is significantly correlated with better educational outcomes.

Furthermore, the findings indicate that the mentorship provided by the Watoto child sponsorship program significantly supports children's educational goals by offering personalized guidance, motivational support, and the development of essential life skills. Mentors play a crucial role in helping children navigate their academic journey, setting and achieving ambitious academic goals, and building confidence and resilience. This comprehensive support system not only improves academic performance but also equips children with the necessary skills to handle life's challenges, contributing to their overall development and success. The regression analysis showed a strong positive relationship between mentorship and educational attainment ($r =$

.473**, $p < .05$; $\beta = 0.303$, $t = 8.264$, $p = 0.000$), indicating that effective mentorship is crucial for improving educational outcomes among the children in the program.

Finally, the findings highlight the significant role of community involvement in enhancing educational outcomes for children under the Watoto child sponsorship program. Community engagement creates a supportive and nurturing environment, expands educational opportunities and resources, and fosters a sense of belonging among children. This active participation encourages collaborative efforts to address educational challenges, raises awareness and advocacy for children's education, and contributes to a positive and empowering educational experience. Overall, community involvement is essential in providing holistic support, ensuring children's academic success, and promoting a culture of lifelong learning and civic engagement. The correlation analysis revealed a strong positive relationship between community involvement and educational attainment ($r = .367$ **, $p < .05$), and regression analysis confirmed community involvement as a significant determinant of educational success ($\beta = 0.214$, $t = 2.423$, $p = 0.000$).

6.2 Conclusions

The study aimed at examining the effects of the Watoto child sponsorship programs on education attainment among children under Watoto Child Care Ministries. In conclusion therefore, the Watoto child sponsorship program has made a profound impact on children's education by providing crucial financial aid, personalized mentorship, and fostering strong community involvement. The financial support alleviates economic burdens, enhances academic resources, and promotes a culture of education, resulting in consistent school attendance and improved academic performance. Mentorship offers personalized guidance and motivational support, developing essential life skills and boosting children's confidence and resilience. Furthermore, active community engagement creates a nurturing environment, expands educational opportunities, and encourages collaborative efforts to overcome educational challenges, thereby ensuring children's academic success and fostering a culture of lifelong learning and community development.

6.3 Recommendations

From the above discussions of findings and conclusion, the following measures are recommended in response to the effects of the Watoto child sponsorship programs on education attainment among children under Watoto Child Care Ministries.

The study recommends the need for continued and enhanced financial aid to ensure that all children under the Watoto Child Care Ministries have access to the necessary educational resources. This should include not only covering school fees but also providing for extracurricular activities, tutoring, and superior educational materials, which are crucial for comprehensive academic development and improved performance.

The study also recommends the need for strengthening and expanding the mentorship component of the program. This includes recruiting more mentors to ensure each child receives personalized guidance and support, focusing on both academic and life skills development. Training for mentors should also be enhanced to equip them with the necessary skills to effectively motivate and guide children towards achieving their educational goals.

Furthermore, the study recommends the need for increased community involvement and engagement in the educational initiatives of the Watoto Child Care Ministries. Efforts should be made to foster stronger partnerships with local schools, community leaders, and organizations to create a more supportive and resource-rich environment for children's education. Community-driven initiatives that promote educational advocacy and support networks should be encouraged to address barriers to learning and enhance overall educational outcomes.

In addition, the study recommends the need for regular assessment and feedback mechanisms to evaluate the effectiveness of the financial aid, mentorship, and community involvement components of the program. This will help in identifying areas for improvement and ensuring that the interventions are meeting the educational needs of the children effectively. Continuous monitoring and evaluation will also aid in making data-driven decisions to enhance the impact of the Watoto child sponsorship program on educational attainment.

Finally, the study recommends the need for scaling up the program to reach more children in need. This includes securing additional funding and resources to expand the reach of the program

and provide support to more families and communities. By extending the benefits of financial aid, mentorship, and community involvement to a larger population, the Watoto child sponsorship program can further contribute to improving educational attainment and socio-economic development in the broader community.

6.4 Areas for further research

Since the study aimed at examining the effects of the Watoto child sponsorship programs on education attainment among children under Watoto Child Care Ministries, the following areas of further research are recommended and these include; a comprehensive analysis of the long-term impacts of the Watoto child sponsorship programs on the socio-economic mobility of children who have completed their education under this initiative. Additionally, future studies should investigate the specific elements within financial aid, mentorship, and community involvement that are most effective in enhancing educational outcomes. Comparative studies with similar child sponsorship programs in different regions could provide valuable insights into best practices and potential areas for improvement. Lastly, research focusing on the psychological and emotional well-being of the children within these programs, alongside their academic achievements, could offer a more holistic understanding of the overall impact of the Watoto child sponsorship programs.

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APPENDICES

Appendix 1: Questionnaire

For selected children aged 13-18 years that have benefited from the Watoto child sponsorship program

Dear sir/madam

My name is Makuma Tabitha; I am a Masters student of Public Administration and Management at Uganda Christian University. I am conducting a study on “the effects of the Watoto child sponsorship programs on education attainment among children under Watoto Child Care Ministries.” You have been specifically selected to participate in this study and the information collected shall be purely for academic purpose and treated with the highest level of confidentiality. The success of this study shall greatly dependent on your response. Your cooperation shall highly be appreciated.

Section A. Bio Data

Please tick the most appropriate answer

1. Gender

a) Male b) Female

2. Age

a) 13-14 years b) 15-16 years

c) 17-18 years

3. Level of education

a) Primary b) Secondary

c) Tertiary d) Any other, specify:.....

4. For how long have you benefited from the Watoto child sponsorship program?

a) Less than 1 year b) 1-5 years

c) 6-10 years d) Above 10 years

Note: In the following sections, rate your degree of agreement on each statement under each objective using a scale of 5(Strongly Agree), 4(Agree), 3(Not sure), 2(Disagree) and 1(Strongly Disagree).

Section B: Watoto child sponsorship programs

	Statements	Responses				
s. no	Financial aid under the Watoto child sponsorship program	5	4	3	2	1
1	Financial support provided by the program has made it easier for families to afford school fees, books, and other educational expenses					
2	The availability of financial aid from the program has encouraged more children in my community to enroll and stay in school					
3	The financial assistance provided by the program has positively impacted the overall well-being and future prospects of children					
4	The financial assistance provided by the program has positively impacted the educational opportunities of children					
5	The financial aid received through the Watoto child sponsorship program has helped improve the academic performance of children					
6	The financial aid offered by the Watoto child sponsorship program has contributed to a higher level of educational attainment among children					
s. no	Mentorship under the Watoto child sponsorship program	5	4	3	2	1
1	The mentorship received by children through the program has helped them develop important life skills and character traits					
2	The guidance and support offered by mentors in the program have helped children overcome educational challenges and obstacles					

3	The mentorship provided by the program has inspired children to set ambitious academic goals and pursue higher levels of education					
4	The mentorship component of the program has contributed to a greater sense of confidence and self-belief among children					
5	The mentorship received by children through the program has helped them to enhance their future goals and aspirations					
6	The mentorship provided through the program has positively influenced the academic performance of children					
s. no	Community involvement under Watoto child sponsorship program	5	4	3	2	1
1	The involvement of the community in the program has created a supportive and nurturing environment for children's education					
2	Community engagement has played a significant role in expanding educational opportunities and resources for children under Watoto Child Care Ministries					
3	Active participation of community members in the program has helped foster a sense of belonging and connectedness among children					
4	Community involvement in the program has encouraged collaborative efforts to address educational challenges and promote academic success					
5	The engagement of the community has led to greater awareness and advocacy for children's education within the community					
6	Community's involvement in the program has contributed to a positive and empowering educational experience for children					

Section C: Education attainment among children under Watoto Child Care Ministries

	Statements	Responses				
s. no	Education attainment among children	5	4	3	2	1
1	Children under Watoto Child Care Ministries have access to quality education that meets their academic needs and aspirations					

2	The educational opportunities provided by Watoto have contributed to the overall development and well-being of children in their care					
3	Academic support and resources available to children under Watoto have helped them excel academically and reach their full potential					
4	Children under Watoto are motivated and empowered to pursue higher levels of education and achieve their educational goals					
5	The educational environment created by Watoto fosters a culture of learning, growth, and academic excellence among children					
6	The education attainment rates among children under Watoto reflect the success and effectiveness of the organization's educational programs and initiatives					

Thank you very much for your cooperation

Appendix 2: Interview Guide

With the Key Informants

Dear respondent,

My name is Makuma Esther Tabitha; I am a Masters student of Public Administration and Management at Uganda Christian University. I am conducting a study on “the effects of the Watoto child sponsorship programs on education attainment among children under Watoto Child Care Ministries.” You have been specifically selected to participate in this study and the information collected shall be purely for academic purpose and treated with the highest level of confidentiality. The success of this study shall greatly dependent on your response. Your cooperation shall highly be appreciated.

Section A: Introductions

1. Tell me about yourself (*gender, age, level of education*)
2. What position do you hold in Watoto Child Care Ministries?
3. How long have you worked in that position?

Section B: The influence of financial aid under the Watoto child sponsorship program on education attainment among children under Watoto Child Care Ministries

4. How has financial aid impacted children's access to education?
5. In what ways has financial aid contributed to improved academic performance?
6. Can you describe any challenges or successes related to the implementation of financial aid programs for education within Watoto Child Care Ministries?

Section C: The influence of mentorship under the Watoto child sponsorship program on education attainment among children under Watoto Child Care Ministries

7. How does mentorship support children's educational goals?
8. What specific benefits have you observed from mentorship programs within Watoto Child Care Ministries?

9. How do you ensure effective mentorship relationships between mentors and sponsored children?

Section D: The influence of community involvement under the Watoto child sponsorship program on education attainment among children under Watoto Child Care Ministries

10. How does community involvement contribute to educational outcomes for children?
11. What initiatives or activities have been successful in engaging the community in supporting education within Watoto Child Care Ministries?
12. What are the main challenges faced in promoting community involvement in education programs, and how are they being addressed?

Thank you for your cooperation