

Expenditure Assignment and Academic Performance of Universal Primary Schools in Ntungamo Municipality, Ntungamo District, Uganda

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ARTICLE INFORMATION	ABSTRACT
Article history: Published: October 2026	This study examined the effect of expenditure assignment on the academic performance of Universal primary schools in Ntungamo Municipality, Ntungamo District, Uganda. A mixed-methods, cross-sectional design was used. Quantitative data were collected from 68 respondents (teachers, head teachers, and School Management Committee chairpersons) across all seven government-aided primary schools in the municipality using a self-administered questionnaire, while qualitative data were obtained from six key institutional informants, the Mayor, a Town Clerk, a Municipal Education Officer, the Municipal Finance Officer, and two Parent-Teacher Association chairpersons, through face-to-face interviews. Quantitative data were analysed using descriptive statistics, Pearson correlation, and multiple linear regression; qualitative data were analysed thematically. Findings revealed a moderate overall level of expenditure assignment practice ($M = 2.63$, $SD = 1.41$) and a strong, positive, and statistically significant relationship between expenditure assignment and academic performance ($r = 0.676$, $p < .001$), with expenditure assignment emerging as the strongest individual predictor of academic performance in a combined regression model ($\beta = 3.156$, $p = .001$). The study concludes that clearer, better-resourced expenditure assignment at school level is central to improving academic performance and recommends that municipal and school authorities strengthen budgetary autonomy, technical capacity, and financial oversight at the school level.
Keywords: Expenditure Assignment, Fiscal Decentralization, Academic Performance, Universal Primary Education, Ntungamo Municipality.	

1. Introduction

Fiscal decentralization has been widely adopted as a governance reform intended to improve the efficiency, accountability, and equity of public service delivery, including primary education (Oates, 1972). A central pillar of this reform is expenditure assignment, also referred to as functional assignment, which determines which level of government, central, municipal, or school, is responsible for planning, financing, and implementing specific services (Martinez-Vazquez, 1995; Long, Fraser, Mbate, & Lacroix, 2021). Fiscal decentralization theory holds that assigning expenditure responsibilities to lower levels of government can enhance efficiency, accountability, and responsiveness to local needs, provided that roles are clearly defined and aligned with adequate resources and capacity (Hart & Welham, 2016).

In Uganda, expenditure responsibilities for primary education have been formally decentralized to local governments and schools under Universal Primary Education (UPE), yet local governments and schools remain heavily dependent on intergovernmental fiscal transfers, particularly conditional grants, limiting local discretion over expenditure decisions (ACODE, 2014; Long et al., 2021). ACODE (2015) further notes that while decentralization has contributed to improvements in monitoring, supervision, and community participation in some areas, persistent challenges, including inadequate funding, delayed disbursement of grants, and weak expenditure governance, continue to undermine education quality. Whether, and how strongly, expenditure assignment specifically translates into improved academic performance at the school level in a given Ugandan municipality has, however, remained empirically thin. Ntungamo Municipality, in south-western Uganda, provides a locally grounded setting in which to examine this relationship. Despite the decentralization of expenditure responsibilities to Ntungamo Municipal Council and its seven government-aided primary schools, municipal financial performance and budget reports indicate variability in fund absorption, procurement delays, and staffing gaps that plausibly affect the timely provision of instructional materials, infrastructure development, and school operations (Natamba, Rwothumio, & Namara, 2014). It was against this background that the wider study from which this article is drawn examined the effect of fiscal decentralization on the academic performance of Universal primary schools in Ntungamo Municipality. That study pursued three specific objectives, addressing expenditure assignment, local revenue allocation, and intergovernmental fiscal transfers; the second and third objectives have been reported elsewhere. This article addresses the first objective, namely, to examine the effect of expenditure assignment on the academic performance of Universal primary schools in Ntungamo Municipality. The study was anchored on Oates' (1972) Decentralization Theorem, which argues that public services should be provided by the lowest level of government that can efficiently deliver them, because local authorities have closer interaction with citizens and can tailor public services to local conditions. In the education sector, the theory implies that when financial authority and expenditure responsibilities are devolved to local governments and schools, they are more likely to allocate resources in ways that improve

academic performance and respond to local educational needs. This theoretical proposition provided the conceptual basis for hypothesising a positive relationship between expenditure assignment and the academic performance of Universal primary schools in Ntungamo Municipality.

Empirically, the relationship between expenditure assignment and service-delivery performance has attracted mixed findings. Faguet (2004) found in Bolivia that decentralization improved responsiveness to local needs and resulted in better allocation of resources to social sectors such as education, while Smoke (2001) observed that when local governments are given clear fiscal responsibilities and adequate financial resources, service-delivery outcomes tend to improve. However, other scholars caution against assuming a universally positive relationship. Prud'homme (1995), in an influential critique of fiscal decentralization, argues that devolving expenditure responsibility to local levels does not automatically improve service delivery, particularly where local institutions lack adequate technical, administrative, and monitoring capacity, and that under such conditions decentralization can widen rather than narrow performance disparities. Faguet and Sánchez (2014), studying decentralization and social-service outcomes in Latin America, similarly found that the relationship between expenditure assignment and institutional performance was highly context-dependent and, in several cases, statistically insignificant once local governance quality was accounted for. Martinez-Vazquez (2006) and Long et al. (2021) further note that there is limited empirical evidence directly linking expenditure assignment to the academic performance of Universal primary schools at the municipal level in Uganda specifically, a gap that motivated the present study. Guided by these considerations, the study was directed by the hypothesis that expenditure assignment has a statistically significant effect on the academic performance of Universal primary schools in Ntungamo Municipality. This article reports the quantitative and qualitative evidence generated to test this relationship, discusses the findings in relation to theory and prior empirical work, and draws conclusions and recommendations relevant to Ntungamo Municipal Council, school administrators, and the Ministry of Education and Sports.

2. Materials and Methods

2.1 Research Design

This article is drawn from a wider study that examined the effect of fiscal decentralization on the academic performance of Universal primary schools in Ntungamo Municipality. The specific analyses reported here relate to the study's first objective, which sought to examine the effect of expenditure assignment on academic performance. The study adopted a mixed-methods approach nested within a cross-sectional research design, appropriate because data were both descriptive and numerical in nature and were collected at a single point in time across all seven Universal primary schools in Ntungamo Municipality.

2.2 Area of the Study and Target Population

The study was conducted in all seven government-aided Universal primary schools in Ntungamo Municipality, Ntungamo District, south-western Uganda. The target population comprised 90 respondents: 70 teachers and 20 purposively identified institutional leaders, namely the Mayor, a Town Clerk, a Municipal Education Officer, the Municipal Finance Officer, Head Teachers (7), Chairpersons of School Management Committees (SMCs) (7), and Chairpersons of Parent-Teacher Associations (PTAs) (2).

2.3 Sample Size and Sampling Technique

A total of 79 respondents were selected from the target population of 90 using a combination of sampling approaches. For the quantitative component, a census approach was used for small, uniquely positioned institutional categories (Head Teachers and SMC Chairpersons), while simple random sampling using Slovin's formula ($n = N/(1+Ne^2)$, at a 5% margin of error) was used to select 59 of the 70 teachers, proportionally adjusted across the seven schools. For the qualitative component, purposive sampling was used to select institutional leaders considered to hold reliable, information-rich knowledge of fiscal decentralization and school management, namely the Mayor, one Town Clerk, one Municipal Education Officer, the Municipal Finance Officer, and two PTA Chairpersons. Of the 73 questionnaires targeted (59 teachers, 7 head teachers, 7 SMC chairpersons), 68 were fully completed, yielding a 93.2% response rate; all 6 key informant interviews targeted were successfully conducted (100.0%), giving an overall combined response rate of 93.7% (74 of 79).

2.4 Data Collection Methods and Instruments

Quantitative data were collected using a self-administered, closed-ended questionnaire with five-point Likert-scale items (5 = Strongly Agree to 1 = Strongly Disagree), covering ten statements on expenditure assignment practices, alongside indicators of academic performance. Qualitative data were collected through face-to-face key informant interviews using a structured and semi-structured interview guide, administered to institutional leaders with direct knowledge of school-level financial management and governance. Document review of municipal budget performance reports, school financial records, and Primary Leaving Examination (PLE) results was used as a supplementary source of secondary data to corroborate the primary data.

2.5 Reliability and Validity

The reliability of the questionnaire was assessed through piloting, examining the overall consistency of the measure prior to full administration. The validity of the instrument was assessed by determining the degree to which the results obtained from the data actually represented the phenomena under study, following established procedures for instrument validation in social science research.

2.6 Data Analysis

Data collected through questionnaires and interview guides were first edited to ensure completeness, consistency, and accuracy. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were generated to summarise respondents' ratings on expenditure assignment. For each Likert-scale statement, Strongly Agree and Agree responses were combined into a single "Agree" category, while Strongly Disagree and Disagree responses were combined into a single "Disagree" category. Mean scores were interpreted using the ranges 1.00–1.80 (very low), 1.81–2.60 (low), 2.61–3.40 (moderate), 3.41–4.20 (high), and 4.21–

5.00 (very high) agreement. To determine the relationship between expenditure assignment and academic performance, Pearson's product-moment correlation coefficient was computed. To determine the combined predictive contribution of expenditure assignment relative to the study's other fiscal decentralization dimensions, local revenue allocation and intergovernmental fiscal transfers, a multiple linear regression analysis was conducted with academic performance as the dependent variable. Qualitative data obtained from interviews with key informants were transcribed and organised thematically according to emerging themes related to expenditure decision-making and budgetary control, and triangulated against the quantitative findings.

2.7 Ethical Considerations

Informed consent was obtained from all participants before administering questionnaires or conducting interviews. Confidentiality and anonymity were strictly maintained throughout the study; the names of respondents and their respective schools were not disclosed, and key informants are identified only by role and code (e.g., MAY, MFO, TC-01) in this article. The researcher ensured honesty and transparency in data collection, analysis, and reporting, and findings were presented objectively.

3. Results

Of the 73 questionnaires targeted at teachers, head teachers, and SMC chairpersons, 68 were fully and correctly completed, yielding a response rate of 93.2%. All 6 key informant interviews targeted (the Mayor, a Town Clerk, a Municipal Education Officer, the Municipal Finance Officer, and two PTA Chairpersons) were successfully conducted, a 100.0% response rate for this component, giving an overall combined response rate of 93.7%. This section presents findings on the effect of expenditure assignment on the academic performance of Universal primary schools in Ntungamo Municipality.

3.1 Respondents' Ratings on Expenditure Assignment

Respondents were asked to rate their level of agreement with ten statements on expenditure assignment. Table 1 presents the descriptive statistics for this construct, arranged in descending order of mean score.

Table 1: Respondents' Ratings on Expenditure Assignment (N = 68)

Statement	Agree n(%)	Neutral n(%)	Disagree n(%)	Mean	SD
The school regularly submits financial and expenditure reports to relevant authorities	25 (36.8%)	8 (11.8%)	35 (51.5%)	2.79	1.45
The school is answerable for how all allocated funds are used	21 (30.9%)	15 (22.1%)	32 (47.1%)	2.75	1.44
The school management team has sufficient skills to develop and manage budgets	23 (33.8%)	9 (13.2%)	36 (52.9%)	2.72	1.40
The school has internal controls to guide how funds are spent	23 (33.8%)	13 (19.1%)	32 (47.1%)	2.66	1.46
School management shares financial accountability information with stakeholders when required	19 (27.9%)	15 (22.1%)	34 (50.0%)	2.62	1.29
The school determines its operational priorities independently	22 (32.4%)	10 (14.7%)	36 (52.9%)	2.59	1.52
Financial decision-making roles at the school are clearly defined and followed	17 (25.0%)	14 (20.6%)	37 (54.4%)	2.57	1.42
The school prepares its own budget plans	17 (25.0%)	15 (22.1%)	36 (52.9%)	2.56	1.38
Expenditure decisions at the school follow approved financial procedures	18 (26.5%)	11 (16.2%)	39 (57.4%)	2.56	1.36
School leaders are competent in identifying and setting institutional priorities	19 (27.9%)	11 (16.2%)	38 (55.9%)	2.50	1.38
Average	—	—	—	2.63	1.41

Note. Agree = Strongly Agree + Agree; Disagree = Strongly Disagree + Disagree. Source: Field Data, July 2026.

As shown in Table 1, the highest-rated item was that the school regularly submits financial and expenditure reports to relevant authorities ($M = 2.79$, $SD = 1.45$), followed by the school being answerable for how allocated funds are used ($M = 2.75$, $SD = 1.44$) and the school management team having sufficient budgeting skills ($M = 2.72$, $SD = 1.40$). The lowest-rated items concerned school leaders' competence in identifying and setting institutional priorities ($M = 2.50$, $SD = 1.38$), the school preparing its own budget plans ($M = 2.56$, $SD = 1.38$), and expenditure decisions following approved financial procedures ($M = 2.56$, $SD = 1.36$). Overall, expenditure assignment recorded an average mean score of 2.63 (average $SD = 1.41$), falling within the moderate range (2.61–3.40), indicating that while schools in Ntungamo Municipality generally maintained basic budgeting and reporting procedures, notable weaknesses persisted in specific dimensions of financial autonomy and independent expenditure decision-making at the school level.

3.2 Correlation between Expenditure Assignment and Academic Performance

A Pearson correlation coefficient was computed to establish whether a statistically significant relationship existed between expenditure assignment and academic performance. Table 2 presents the results.

Table 2: Correlation between Expenditure Assignment and Academic Performance (n = 68)

		Expenditure Assignment	Academic Performance
Expenditure Assignment	Pearson Correlation	1	0.676**

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		Expenditure Assignment	Academic Performance
	Sig. (2-tailed)		0.000
	N	68	68
Academic Performance	Pearson Correlation	0.676**	1
	Sig. (2-tailed)	0.000	
	N	68	68

Note. **Correlation is significant at the 0.01 level (2-tailed). Source: Field Data, July 2026.

As shown in Table 2, the results revealed a strong, positive, and statistically significant relationship between expenditure assignment and academic performance ($r = 0.676$, $p < .001$, $N = 68$). Since the significance value fell below the conventional threshold of .01, the hypothesis that expenditure assignment has a statistically significant effect on academic performance was supported.

3.3 Regression Analysis

To determine the combined predictive strength of expenditure assignment relative to the other fiscal decentralization dimensions examined in the wider study, local revenue allocation and intergovernmental fiscal transfers, a multiple linear regression analysis was conducted with academic performance as the dependent variable. Table 3 presents the model summary, and Table 4 presents the regression coefficients.

Table 3: Regression Model Summary

R	R Square	Adjusted R Square
0.742	0.550	0.529

Note. Predictors: (Constant), Expenditure Assignment, Local Revenue Allocation, Intergovernmental Fiscal Transfers. Model: $F(3, 64) = 26.067$, $p < .001$.

Source: Field Data, July 2026.

The results in Table 3 show a strong positive relationship between the three fiscal decentralization dimensions, taken together, and academic performance ($R = 0.742$). The coefficient of determination ($R^2 = 0.550$) indicates that 55.0% of the variance in academic performance was jointly explained by expenditure assignment, local revenue allocation, and intergovernmental fiscal transfers, with the overall model statistically significant, $F(3, 64) = 26.067$, $p < .001$.

Table 4: Regression Coefficients for Predictors of Academic Performance

Model	B	Std. Error	t	Sig.
Constant	48.708	2.684	18.146	.001
Expenditure Assignment	3.156	0.449	7.036	.001
Local Revenue Allocation	2.047	0.597	3.427	.0011
Intergovernmental Fiscal Transfers	0.567	0.840	0.675	.5022

Note. Dependent Variable: Academic Performance. Source: Field Data, July 2026.

As shown in Table 4, expenditure assignment emerged as the strongest and most statistically significant individual predictor of academic performance ($B = 3.156$, $t = 7.036$, $p = .001$), ahead of local revenue allocation ($B = 2.047$, $p = .0011$) and intergovernmental fiscal transfers, which did not reach statistical significance ($B = 0.567$, $p = .5022$). This pattern indicates that, among the three fiscal decentralization dimensions studied, clarity and effectiveness of expenditure assignment at school level exerted the most robust independent influence on academic performance.

3.4 Qualitative Findings

Key informant interviews generated one overarching theme, Theme 3: Expenditure Decision-Making and Budgetary Control, comprising four sub-themes: the locus of decision-making over school funds, budget preparation and approval processes, adherence to financial procedures and controls, and challenges in managing and accounting for expenditure.

Regarding the locus of decision-making, the Mayor explained that “the head teacher and the School Management Committee decide together,” while the Municipal Finance Officer indicated that “mostly the head teacher decides, with SMC approval.” These accounts were consistent with the quantitative finding that financial decision-making roles were only moderately clearly defined and followed (Table 1), suggesting that while formal structures for budget approval exist, actual practice varies across schools depending on the capacity and oversight exercised by head teachers, SMCs, and municipal education offices.

On budget preparation and approval, the Town Clerk of Central Division reported that “we prepare a budget every term and the SMC approves it,” and a PTA Chairperson similarly noted that “the head teacher drafts a budget and the SMC approves it.” These accounts corroborated the quantitative finding that most schools prepared their own budget plans, though with varying degrees of rigor, reinforcing the moderate overall mean score recorded for expenditure assignment ($M = 2.63$).

On adherence to financial procedures, a Municipal Education Officer observed that “most schools follow the rules, but a few need more checks,” while a PTA Chairperson noted that compliance was “fairly well, though some schools need closer supervision.” These findings were broadly consistent with the quantitative data, where internal controls and adherence to approved financial procedures received only moderate ratings, pointing to gaps in the practical enforcement of financial management systems at school level. Finally, on challenges, the Municipal Finance Officer explained that “not enough training in accounting causes many mistakes,” while the Mayor noted that “late funds and limited staff skills make this hard.” These challenges, particularly limited

technical capacity, delayed funding, and weak monitoring, help to explain the moderate mean score recorded for the school management team's sufficiency of budgeting skills in the quantitative findings.

4. Discussion

The first objective of this study examined the effect of expenditure assignment on the academic performance of Universal primary schools in Ntungamo Municipality. The findings revealed a strong, positive, and statistically significant relationship between expenditure assignment and academic performance ($r = 0.676$, $p < .001$), with expenditure assignment emerging as the strongest individual predictor of academic performance in the combined regression model ($\beta = 3.156$, $p = .001$). This finding is consistent with Oates' (1972) Decentralization Theorem, which posits that assigning expenditure responsibilities to the lowest capable level of government enhances efficiency and responsiveness in service delivery. The finding also corroborates Martinez-Vazquez (1995) and Long et al. (2021), who argue that expenditure assignment is a core pillar of fiscal decentralization that directly shapes the effectiveness of public service delivery, including primary education, when roles are clearly defined and aligned with adequate resources and capacity. The quantitative finding that the overall mean score for expenditure assignment was moderate ($M = 2.63$), with the item on the school determining its operational priorities independently receiving comparatively weaker ratings, echoes the observation of ACODE (2014) and Long et al. (2021) that, although expenditure responsibilities for primary education have been decentralized in Uganda, local governments and schools remain heavily dependent on intergovernmental fiscal transfers, which limits local discretion over expenditure decisions. Qualitative evidence from key informants reinforced this finding, with participants describing budget preparation, approval, and control processes that were procedurally in place but constrained in practice by limited technical capacity at the school level. This finding aligns with Smoke (2001), who observes that where local governments and schools are assigned expenditure responsibilities without corresponding administrative and technical capacity, service-delivery outcomes tend to suffer, and with Ibwongo and Komakech (2021), who note that capacity-related challenges weaken the link between expenditure assignment and academic performance.

The strength of the relationship between expenditure assignment and academic performance observed in this study also lends empirical support to Hart and Welham (2016), who argue that functional assignment under decentralization functions best as a coordinated system between central and local actors rather than a rigid transfer of responsibility. The finding fills the research gap identified in prior literature, where Martinez-Vazquez (2006) and Long et al. (2021) noted the limited empirical evidence directly linking expenditure assignment to the academic performance of Universal primary schools at the municipal level, by providing localised, statistically robust evidence of this relationship in the specific context of Ntungamo Municipality.

It should be noted, however, that not all empirical evidence points in this direction. Prud'homme (1995), in an influential critique of fiscal decentralization, cautions that devolving expenditure responsibility to local levels does not automatically improve service delivery, particularly where local institutions lack adequate technical, administrative, and monitoring capacity; under such conditions, decentralization can widen rather than narrow performance disparities across schools. Similarly, Faguet and Sánchez (2014), studying decentralization and social-service outcomes in Latin America, found that the relationship between expenditure assignment and institutional performance was highly context-dependent and, in several cases, statistically insignificant once local governance quality was taken into account. These divergent findings suggest that the strong positive relationship observed in Ntungamo Municipality may be conditioned by the specific oversight and accountability arrangements in place locally, rather than reflecting a universally generalisable effect of expenditure assignment on academic performance.

Read alongside the regression evidence, in which expenditure assignment substantially outperformed intergovernmental fiscal transfers as a predictor of academic performance despite transfers being the most consistently received form of financing, the findings suggest that the mere availability of funds to schools is less consequential for academic performance than the clarity, discretion, and capacity with which schools and municipal actors exercise expenditure responsibility over those funds. This interpretation is consistent with Bird and Smart's (2001) broader argument, made in relation to intergovernmental transfers but equally applicable here, that the impact of fiscal decentralization mechanisms on performance depends not on the mere existence of a mechanism but on the incentives, discretion, and accountability structures that accompany it.

This pattern also carries a practical implication that is easy to overlook in a policy environment that measures fiscal decentralization primarily by the volume of resources reaching schools. If, as this study's regression results suggest, expenditure assignment exerts more than five times the standardised influence of intergovernmental transfers on academic performance, then interventions aimed narrowly at increasing transfer volumes to Ntungamo Municipality's Universal primary schools may yield comparatively modest performance gains unless accompanied by parallel investment in the clarity of expenditure roles and the technical capacity to exercise them. This is consistent with the qualitative finding that participants across all four expenditure-assignment sub-themes, decision-making, budget preparation, procedural adherence, and capacity, converged on capacity and role clarity, rather than the volume of funds received, as the binding constraint on effective expenditure management. It also suggests that Ntungamo Municipality's experience may be broadly instructive for other Ugandan municipalities facing similar decentralization dynamics, in which formally devolved expenditure responsibility has not always been matched by the administrative capacity required to exercise it fully.

5. Conclusion and Recommendations

The study concludes that expenditure assignment has a strong, positive, and statistically significant effect on the academic performance of Universal primary schools in Ntungamo Municipality, and that among the three fiscal decentralization dimensions examined in the wider study, it is the most robust individual predictor of academic performance. Although schools in Ntungamo Municipality generally maintained basic budgeting and reporting procedures, reflected in a moderate overall mean score for expenditure assignment ($M = 2.63$), notable weaknesses persisted in financial autonomy, independent expenditure decision-making, and the technical capacity of school management teams to develop and manage budgets. These weaknesses, corroborated by qualitative accounts of limited accounting training, delayed funding, and uneven adherence to financial procedures, indicate that

clarity of expenditure responsibility alone is not sufficient; it must be accompanied by adequate technical capacity and consistent oversight to translate into improved academic performance.

The study recommends that Ntungamo Municipal Council and the Ministry of Education and Sports strengthen the technical capacity of school management teams, particularly head teachers and School Management Committee members, in budget preparation, financial procedures, and accounting, given that limited technical skill was consistently identified, both quantitatively and qualitatively, as a constraint on effective expenditure assignment. School administrators and SMCs should also work to expand schools' independent decision-making authority over operational priorities and budget preparation, since these were the most weakly rated dimensions of expenditure assignment, despite their theoretical centrality to the benefits of fiscal decentralization. Municipal authorities should strengthen internal controls and financial accountability mechanisms at the school level, including more consistent reporting of expenditure and sharing of financial information with stakeholders, to address the moderate ratings recorded for these dimensions. Finally, given that expenditure assignment outperformed intergovernmental fiscal transfers as a predictor of academic performance in the combined regression model, the Ministry of Education and Sports and Ntungamo Municipal Council should prioritise investments in expenditure-assignment clarity and school-level financial management capacity alongside, rather than as a substitute for, continued efforts to secure adequate and timely intergovernmental transfers.

Future researchers should adopt longitudinal designs to examine how improvements in school-level expenditure assignment and financial management capacity translate into academic performance gains over time, and should investigate the specific mediating role of head teacher leadership and school-level financial management capacity in strengthening, or weakening, the relationship between expenditure assignment and academic performance documented in this study.

Consent for Publication

All authors consented and approved the manuscript to be submitted for publication.

Availability of Data and Materials

The data supporting the findings of this article are available from the corresponding author upon reasonable request.

Competing Interests

The authors declare no competing interests.

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Authors' Contributions

Doreen Twessime Tashobya conceptualised the study, collected and analysed the data, and prepared the original draft of the manuscript. Ronald Bahati and Anthony Mpairwe supervised the study and reviewed and edited the manuscript. All authors read and approved the final manuscript.

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