

THE IMPACT OF HOUSEHOLD INCOME ON EDUCATION ATTAINMENT OF CHILDREN: ACASE STUDY OF RUBAGA DIVISION OF KCCA.

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ABSTRACT

The investigation of how household income affects academic achievement was a major emphasis of the study. The study was guided by the objectives, queries, and techniques that produced trustworthy and trustworthy findings that were very substantial to both government and non-government performers as a guide in the activism and conceptualization of legislation and initiatives geared toward lowering dropout rates by guiding the improved performance of family incomes. The findings of this study revealed that a majority of those surveyed agreed (60%) that there is a significant connection between average earnings and the educational attainment of school-age children in Rubaga division, 30% that low household income causes students to drop out of school, 6% that this is false because government-funded schools exist, and 4% that this is false strongly. The administration ought to provide adequate funding for the many methods of reducing poverty and raising family incomes.

Key words: household income and education of children

Background to study

According to a number of reports, there is a considerable correlation between parents' income, literacy levels, and the level of assistance they provide for their kids' education. Among the three demographic categories of families, household poverty revealed as a significant barrier to educational achievement for kids. The biggest challenge was a compromised lack of time for parent-child interaction because parents had to spend a lot of time on things other than academics to ensure their families' daily existence.

Negative correlations were found between parent ignorance and children's literacy proficiency and subsequent success in elementary school. The degree of knowledge a person has and poverty appear to be related in some way.

International studies by UNESCO (2006) and the World Bank (2009) discovered a direct link between low school enrollment and impoverishment.

The World Bank (2009) said that the impoverished areas continue to lack access to income and basic commodities and services.

According to UNESCO (2011), Sub-Saharan Africa, South Asia, and West Asia are the impoverished parts of the world with the lowest literacy rates. Moreover, investigation has indicated that 1,115 million individuals in underdeveloped countries live in poverty, which is below the Pps upper federal poverty line of \$370 (Meier and Rauch, 2000).

Of these, 630 thousand people, or 18% of the population overall of the developing world, were classified as extremely poor, which is defined as having an annual income of less than \$275, which is the lower median income (Meier and Rauch, 2000).

Problem Statement

According to the UNICEF Reports from 2019 and 2020, correspondingly, and over 56% of Ugandan children from low-income communities lack the most basic necessities of life, including accessibility to a good education.

Less than 23% of Ugandan young kids have direct exposure to all the necessities, according to the national poverty threshold and the international poverty line of 1.25 dollars per day, leaving the majority, particularly those from reduced household members, with limited opportunities for higher learning and only a very few can accomplish school amidst food insecurity difficulties.

Research objectives were:

- 1. To find out how household income affects education attainment of children.*
- 2. To identify the different activities that the people engage the affect their income.*

3. *To find out other factors that affect education attainment for children*
4. *To recommend practical alternatives for improving household incomes and enhancing educational attainment.*

Research questions were:

1. *How does household income affect education attainment for children?*
2. *What are the different activities that the households engage to earn a living?*
3. *What other factors affect education attainment of children?*
4. *Which remedies can be applied to enhance household incomes and education attainment?*

Methodology

Research design

The design of the study was comparative, descriptive and explanatory so that data is collected objectively, accurately and economically.

The study population

The study population included officials from a few NGOs including their umbrella organizations that basically engage the communities for economic empowerment and children's education, government officials (both civil and political), and the local beneficiaries (school going children). This was because such respondents have a stake and a wider understanding of the topic under investigation and capable of providing relevant information.

Sampling techniques and sample size

The researcher interviewed about 40 respondents who were sampled using different sampling techniques as illustrated in table 1 below:

<i>Category of respondents</i>	<i>Sample size</i>	<i>Sampling techniques</i>

<i>NGO officials and government officials</i>	<i>20</i>	<i>Purposive sampling</i>
<i>Local beneficiaries/youths.</i>	<i>20</i>	<i>Cluster and stratified sampling</i>

Data collection methods

These included both primary and secondary methods

Primary methods include:

Interviews

Interviews were conducted face to face or using phone calls or via zoom in case it is hard to reach the respondents to collect firsthand information. Both structured and unstructured interviews were used to allow probing so as to generate more information from the respondents.

Questionnaires

Both open and closed ended questionnaires were used to generate as much information as possible from the various respondents. These were given to the respondents physically and via their emails in cases where physical contact was hard.

Secondary methods

Documentary review

Comprehensive reviews were done especially of the current education Laws and Policies of Uganda and were intended to have an in-depth understanding and analysis of the subject matter. Reports from the NGOs and donors as well as government ministries were also reviewed. These were accessed via online platforms and physically where possible. The purpose of documentary review was to harmonize the data collected using primary methods.

Data collection instruments

These included interview guides, questionnaire guides, recorders, observation guides, books and pens, focus group guides as well as documentary review guides to guide the collection of data. The choice of the instruments was guided by the nature of research and affordability of the researcher.

Data analysis

Data was mainly analyzed qualitatively because the study was basically qualitative that was meant to investigate though statistics and figures were also be used to reinforce the findings. Data was analyzed progressively using thematic qualitative analysis which is a descriptive presentation of qualitative data. This method was used in order to be able to describe in details the views and opinions of the respondents.

RESULTS

Bio data of the respondents

This section describes data collected on the respondents basing on their Age, Sex, and academic standards.

Age of respondents

Respondents were grouped in different age groups. This is illustrated in the table below

Table 2: Showing the age of the respondents

<i>Age group</i>	<i>Frequency</i>	<i>Percentage (%)</i>
<i>13 – 20</i>	<i>1</i>	<i>2%</i>
<i>21 – 30</i>	<i>15</i>	<i>30%</i>
<i>31 – 40</i>	<i>28</i>	<i>56%</i>
<i>41 – 50</i>	<i>5</i>	<i>10%</i>

<i>51 and above</i>	<i>1</i>	<i>2%</i>
Total	50	100%

Primary data

Age groups 13 to 20 from the table above had one respondent (2%), 21 to 30 had fifteen (30%), 31 to 40 had twenty-eight (56%), 41 to 51 had five (10%), and age groups 51 and over had one (2%) of the sample. This suggests that the majority of participants and employees in the Rubaga Division of the KCCA are within the age ranges of 21–30 (30%) and 31–40 (56%). While only 1% of people are in the 13–20 and 51–plus age categories, respectively.

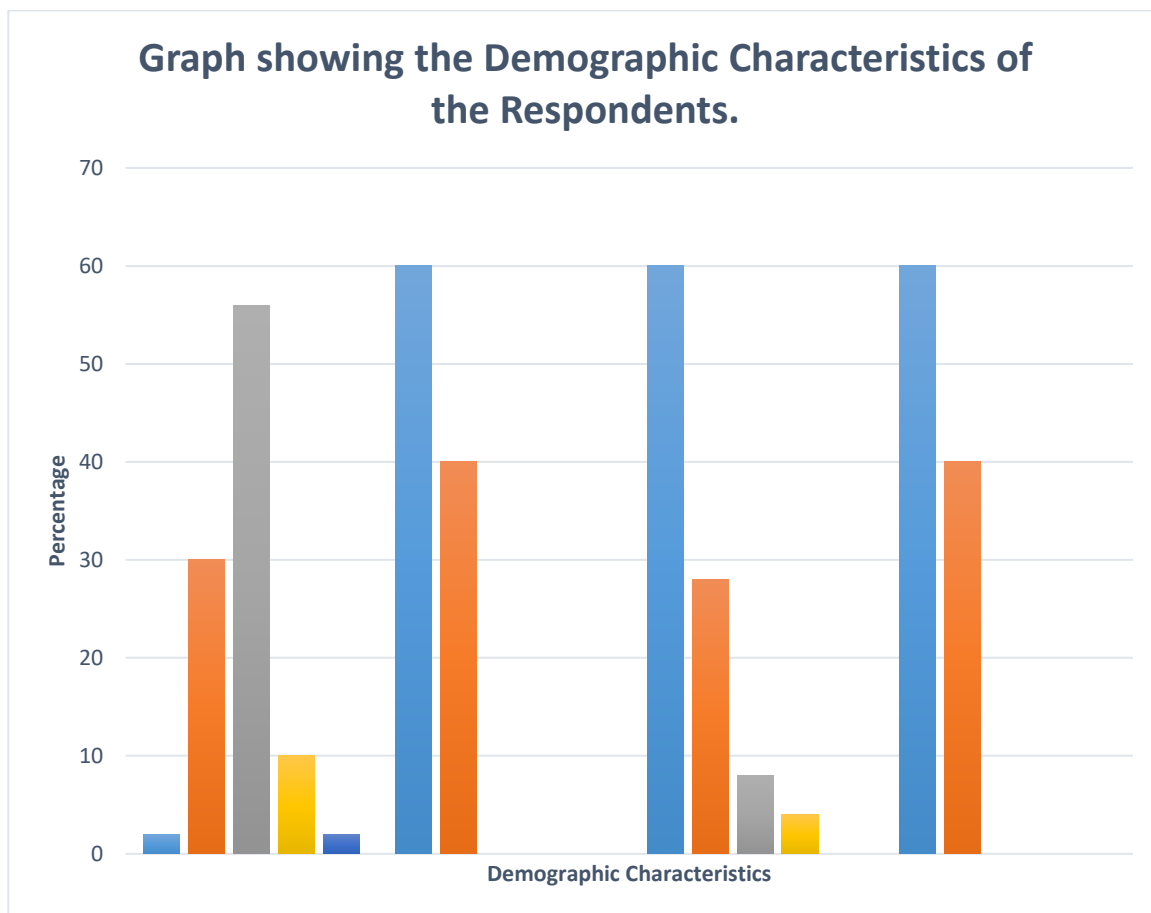
This suggests that the majority is made up of younger and middle-aged generations.

Table 3: Showing the categories of the respondents and their Gender/sex

Category	Males	Females	Percentage
<i>Officials of Rubaga division</i>	<i>10</i>	<i>10</i>	<i>40%</i>
<i>Officials of ministry of education</i>	<i>03</i>	<i>2</i>	<i>10%</i>
<i>Local masses of Rubaga division</i>	<i>10</i>	<i>10</i>	<i>40%</i>
<i>Officials of the CSOs</i>	<i>03</i>	<i>02</i>	<i>10%</i>
Total	26	24	100%

From the table above, it can be observed that the sample comprised of 40% of KCCA Rubaga Division and 40% of local masses in Rubaga Division. 05% of officials of civil society organizations and 05% of officials of ministry of education. This implies that the sample is adequately representative and can be used to provide informed data on the subject of domestic violence and its relationship with school dropout in secondary school especially at Alliance.

Figure 1: Chart showing the demographic characteristics of the sample.



The table illustrates the age and gender distribution of the respondents. Most of the respondents were males while there were also female participants in the study. The males constituted 60% of the study while 40% of the respondents were women. The majority of the respondents were in the age brackets between 31-40, followed by those between 21-30 years of age.

Types of activities that the people of Rubaga do to earn a living

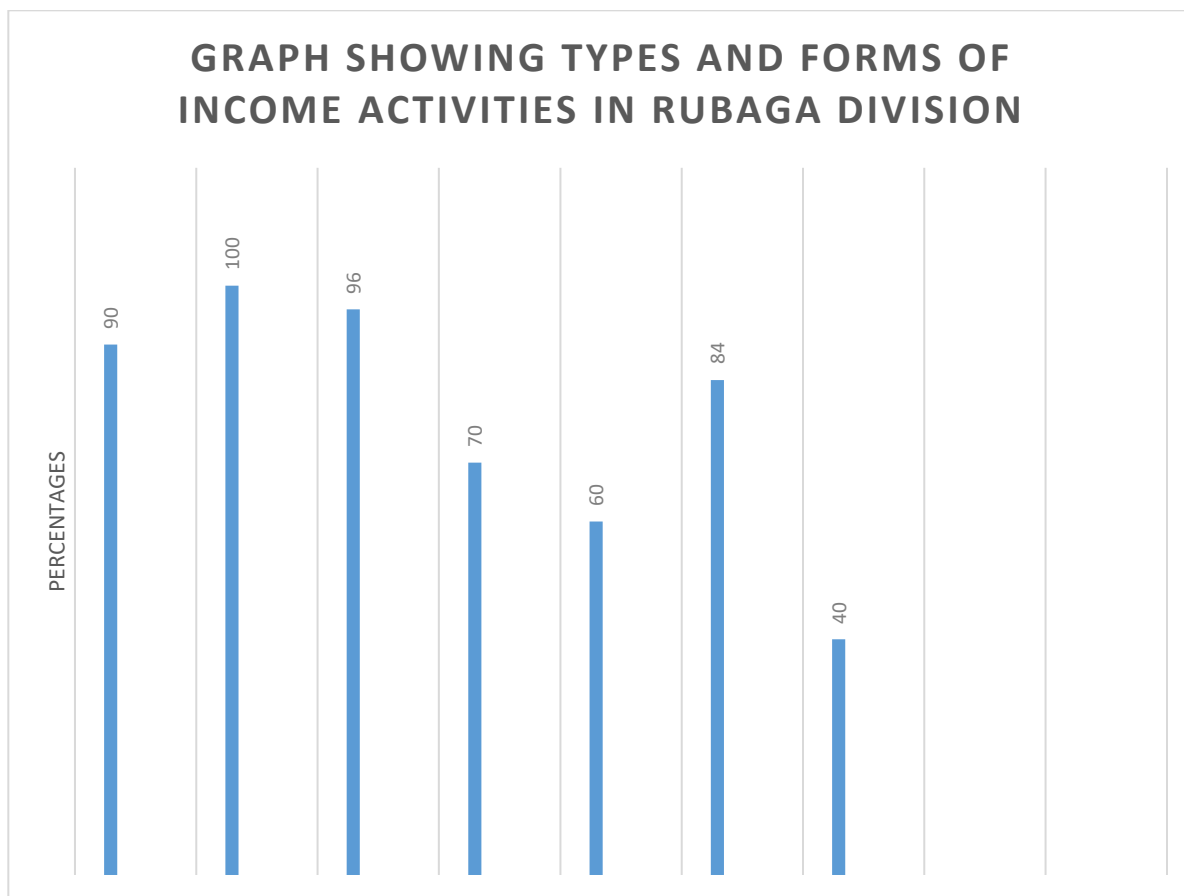
The table 4 showing the different activities that the people of Rubaga do to earn a living that affect their living

<i>S/no</i>	<i>Type of activity</i>	<i>Frequency</i>	<i>Percentage (%)</i>
<i>1</i>	<i>Market vending</i>	<i>45</i>	<i>90</i>
<i>2</i>	<i>Hawking</i>	<i>50</i>	<i>100</i>
<i>3</i>	<i>Teaching</i>	<i>48</i>	<i>97</i>
<i>4</i>	<i>Welding</i>	<i>35</i>	<i>70</i>
<i>5</i>	<i>Mechanics</i>	<i>30</i>	<i>60</i>
<i>6</i>	<i>Hotel and restaurant operation</i>	<i>42</i>	<i>84</i>
<i>7</i>	<i>Construction and building</i>	<i>20</i>	<i>40</i>

Source: Survey

According to the information presented in the table above, 45 (90%) of survey participants engage in market vending as a means of supporting their public learning, 50 (100%) of survey participants engage in hawking as a means of supporting their children's education, 48 (96%) of respondents engage in teaching as a means of supporting their kid's lives, 35 (70%) of survey participants engage in brandishing as a means of supporting their kids education, and 30 (60%) of respondents engage in mechanics

Figure 2: Showing the different types and activities that the local masses in Rubaga Division engage in to earn a living



Source: survey

Data in the table above shows 45 (90%) of the respondents do market vending , 50 (100%) of the respondents do hawking as the source of income , 48 (96%) of the respondents do teaching as the source of income, 35 (70%) of the respondents do welding as the source of income, 30 (60%) of the respondents do mechanics as the source of income, 42 (84%) of the respondents do hotel and restaurant operation as the source of income and 20 (40%) of the respondents do construction and building as the source of income to sponsor their children for education.

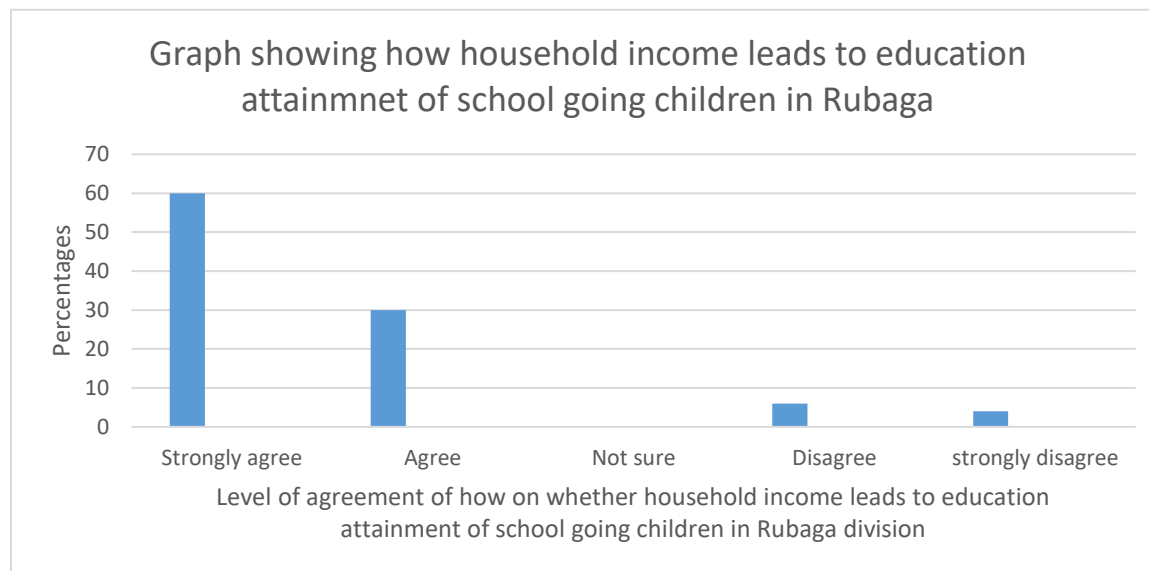
Table 5: Showing how the respondents opinionated on whether household income affect education attainment of children

Response	Frequency	Percentage (%)
<i>Strongly agree</i>	30	60
<i>Agree</i>	15	30
<i>Not sure</i>	0	0%
<i>Disagree</i>	3	6
<i>Strongly disagree</i>	2	4
Total	50	100

Source: Primary data

From the aforementioned table, it can be seen that the majority of those polled completely agreed (60%) with the significant connection between residential income and education attainment of education youngsters in Rubaga division, 30% that low family income causes school dropouts, 6% that low household income does not cause school dropouts because there are government-aided schools, and 4% that low family income does not strongly cause school dropouts.

Figure 3: Showing whether household income can lead to education attainment in school



Source: primary data

The above graph demonstrates that participants strongly agree that household income affects the educational attainment of school-age children, making up 60% of respondents, agree with this statement to a lesser extent, agree with it to a greater extent, making up 30% of survey participants, are unsure that household income affects educational attainment of school-age children, and make up the remaining 20% of survey participants.

Table 6: Showing other factors that can lead to school dropout rather than household income

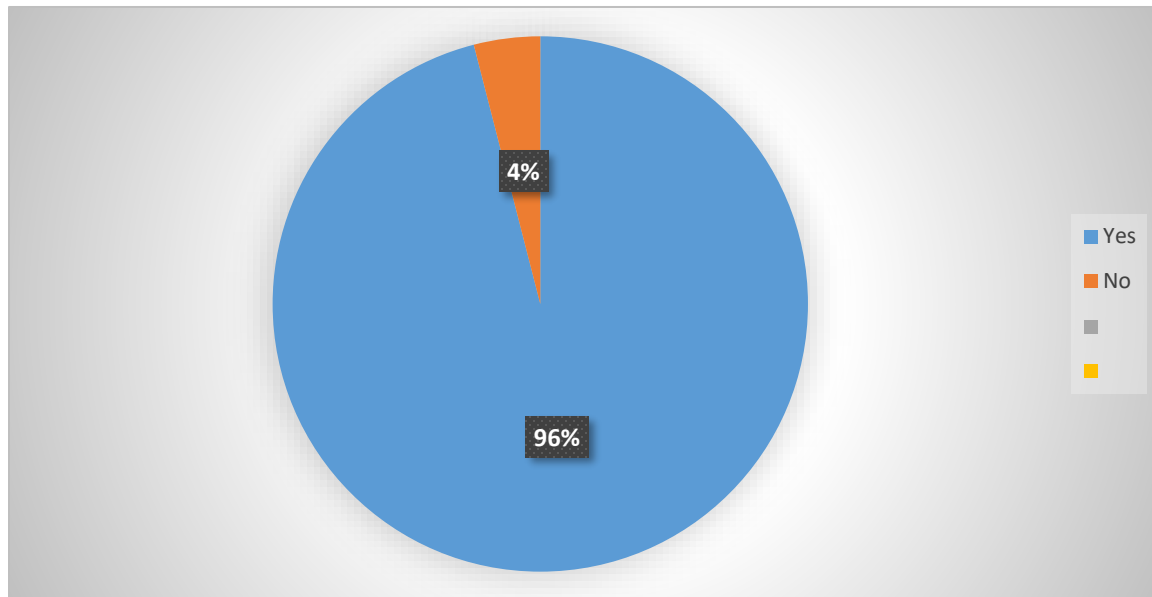
Factors e.g. poverty, alcoholism, orphanage	Male	Femal e	Frequenc y	Percentage
Yes	28	20	48	96
No	2	-	02	04
Total	30	20	50	100

Source: Primary data,

The results on the table above show that 28 men agreed that other causes including poverty, drunkenness, and orphanages when parents or the family's primary provider die will result in children not having enough money for school fees and, as a result, dropping out of school.

The results in the table above show that 20 females agreed that other causes including poverty, drunkenness, and orphanages when parents or the family's primary provider die will result in children not having enough money for school fees and, as a result, dropping out of school. These respondents were chosen from a sample of 50, indicating that 96% agreed with those criteria and only 4% did not, stating that school dropout is a choice given the government has free universal secondary education for all enrolled students.

Figure 4: Showing the number of respondents who agreed that household income can affect education attainment of school going children in Rubaga division and those who didn't agree.



From the pie chart above, the findings show that 96% of the respondents agreed that there is a close correlation between household income and education attainment of school going children in Rubaga. Only 04% of the respondents disagreed and attributed the dropout rate in Rubaga division is attributed to other factors such as domestic violence in the homes of the students who dropped out of school, alcoholism, and death leading to orphanage.

Conclusions

The study concluded that 100% of the respondents were aware of the school dropout cases but caused by varying factors rather than income alone.

The study found out that 40% of the respondents agreed that education attainment can be affected by other factors such as death leading to orphanage, drug abuse, alcoholism among others.

Recommendations

The government should avail enough resources for the various poverty alleviation mechanisms for boosting household incomes.

The government should facilitate fully all agencies involved in the education sector in Uganda such as the NGOs by building their capacity and empowering them.

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