
**UNIVERSAL EDUCATION AND POVERTY REDUCTION IN KISORO DISTRICT: A CASE
STUDY OF KISORO MUNICIPALITY**

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ABSTRACT

The major objective of this study lied in finding out whether there was a relationship between universal education and poverty reduction in Kisoro Municipality, Kisoro district. Other goals included determining the effectiveness of free schooling in Kisoro Municipality, the degree of decrease in poverty there, and the connection between all-encompassing education and poverty reduction in Kisoro Municipality, Kisoro district. To obtain a sample size of eighty participants from Kisoro Municipality using Solvin's formula, the study used a case study research design, cross-sectional, qualitative in nature, and quantitative methods of study, as well as simple random chance sampling and selective sampling procedures.

The correlation between universal schooling and poverty decrease was determined to be very strong at $r = 0.703$, and since the sig. value (.000) was much lower than 0.01, the threshold for establishing a significant connection between ubiquitous education and poverty reduction, this suggests that when the level of universal educational attainment is high, the level of poverty a decrease is also high because many people have academic credentials to their names. The school feeding programmes of the government and other relevant stakeholder should ensure that there is provision of the basic teaching/learning resources to enable teachers be well equipped to enhance their delivery in order to bring about improvement in performance of pupils.

Key words: universal education and poverty reduction

Background of the study

The ability of every individual to have equal opportunities in schooling, irrespective of their social status, race, gender, sexual orientation, cultural heritage, or physical or

mental disability, is described by Daniels and Minot (2015) as universal education. Additionally, according to the World Bank (2015), universal education refers to free education provided to all children, typically by the government. According to Campenhout et al. (2014), universal education entails educating people a variety of disciplines at no expense, typically at the high school or college level.

The goal of poverty reduction, according to Abuka et al. (2007), is to permanently pull people out of poverty through a combination of economic and humanitarian methods. Increasing economic development that will permanently raise as many people out of poverty is frequently referred to as "poverty elimination" (World Bank, 2015). The goal of lowering poverty rates is to help the poor escape poverty for good by developing their capabilities on both an economic and humanitarian level.

According to the UNDP (2015), Uganda's outstanding achievement on income poverty is mostly attributable to the country's high and consistent economic growth rates, which have been averaging close to 7 percent over the past 20 years. Between 1987 and 2010, there was a sustained period of high growth brought on by stable macroeconomic conditions, the post-conflict recovery, and pro-market reforms, with GDP growing at an average annually rate of 6.9 percent.

Statement of the problem

The government has invested billions of shillings in education, particularly the elementary sub-sector, since the implementation of the Universal elementary Education Programme began in 1997. While the share of the education sector in the national budget climbed from 13.7% in 1990 to 24.7% in 1998, the total amount spent on education increased from 2.1% GDP in 1995 to 4.8% GDP in 2000 (MoES, 2004). inadequate planning, including fake enrollment, late and erroneous disbursement, misuse of funds, and inadequate management that is not focused on value for money, characterizes financial oversight starting at the school level. There

are limited records of inspectors visiting educational institutions, according to sporadic school inspection. The quality of primary education is still in jeopardy despite the biggest success of accessibility of 7.2 million students (MoES, 2003), as the growth was not followed by the availability of necessary resources. Many kids struggle with reading and writing, which affects their academic achievement even in the Primary Leaving Examinations (PLE). The teacher-to-student ratio is very high, especially in rural schools, and many students (1.87) miss out on lunch at school in addition to inefficient supervision and inspection. The UPE funds continue to be insufficient and inconsistent. Despite the promises made by the government to support both primary and secondary education, students enrolling in UPE and USE in the Kisoro District perform poorly. Because most of the locals lack academic credentials in order to qualify for the various job prospects in the area, one wonders if faulty teaching practices or other things are to blame, which in turn has affected the rate at which unemployment is reduced in the Kisoro district. Consequently, the purpose of this study was to investigate how public schooling can help to reduce poverty in Kisoro municipality and Kisoro district.

Specific Objectives of the study

- 1. To find out the extent of performance of universal education in Kisoro Municipality, Kisoro District.*
- 2. To find out the level of poverty reduction among homesteads in Kisoro Municipality, Kisoro District.*
- 3. To find out the relationship between universal education and poverty reduction in Kisoro District.*

Research Questions

1. *What is the extent of performance of universal education in Kisoro Municipality, Kisoro District?*
2. *What is the level of poverty reduction among homesteads in Kisoro Municipality, Kisoro District?*
3. *What is the relationship between universal education and poverty reduction in Kisoro District?*

Methodology

Research design

Because just a small representative sample of the population was to be chosen for the study, the investigator utilized a cross-sectional survey design incorporating both qualitative and quantitative methodologies. The cross-sectional survey research strategy was chosen because it allows for the collection of data from a variety of participants in a sizable number of distinct categories all at once. Additionally, the study used both quantitative and qualitative methods for gathering and analyzing data. In order to reduce poverty in Kisoro Municipality, for example, analytical methods were to be used on numerical data. Qualitative techniques were to be used on non-numerical data, such as participants' tastes, behaviors that are and emotions.

Study population

The study population consisted of head teachers, teachers, students, LC 1 chairperson of Kamonyi Village and District Education Officer of Kisoro District. A total of 100 target population was used with 9 Head Teachers from six primary schools and three public secondary schools in Kisoro district, 59 students, 30 teachers, LC 1 chairperson of Kamonyi Village and District Education Officer of Kisoro District. The above participants are believed to be informed about the variables under study.

Sampling procedures

Sampling procedure refers to choosing part of a population to use to test hypotheses about the entire population (Jowin, 2003). The procedures included simple random sampling and purposive sampling and was used to select respondents in the study.

Sample size

A sample is a small subset of the total population (George & Mallery, 2003).

A total sample size of 80 out of 100 target population was selected or drawn from all categories of respondents.

Table 1: Showing Research Population

Type of population	Target Population (N)	Sample Size (n)	Sampling techniques
<i>L C1 Chairperson</i>	<i>1</i>	<i>1</i>	<i>Purposive sampling</i>
<i>D.E.O of Kisoro District</i>	<i>1</i>	<i>1</i>	<i>Purposive sampling</i>
<i>Head Teachers</i>	<i>9</i>	<i>9</i>	<i>Purposive sampling</i>
<i>Teachers</i>	<i>30</i>	<i>18</i>	<i>Simple random</i>
<i>Students</i>	<i>59</i>	<i>51</i>	<i>Simple random</i>
TOTAL	100	80	

Source: Field study by the researcher, 2022

Sampling Techniques

Ahuja Ram (2010), defines sampling as the act or process of selecting a suitable sample of the population for the purpose of determining parameters of characteristics of the whole population, and these can be either probability or non- probability sampling techniques.

Simple random sampling

Community members served as the study's participants, and its main informants included the mayor of Kisoro Municipality and the district education officer (DEO) of Kisoro District. To ensure that both male and female respondents were included in the study population, simple random selection was utilized to choose respondents from the group consisting of community members, teachers, and students.

Purposive sampling

Head Teachers, the LC 1 Chairperson of Kamonyi Village, and the District Education Officer (DEO) of Kisoro District were among the units chosen for the sample using a purposive selection technique.

This method was employed by the researcher because it is extremely helpful in circumstances when you must quickly achieve a specified sample and where sampling for proportionality is not the major issue.

Instruments and methods for gathering data

The investigator employed both secondary and primary data methods to get information about both qualitative and quantitative data.

In order to gather data, various techniques including questionnaires and interviews were used.

Data analysis

Through the distribution of organized surveys, information on the evaluation of learning was gathered. This information was coded and stored into a database. The statistical package for social scientists (SPSS) software program was used to analyze quantitative data. In order to investigate the connections between universal education and the reduction of poverty in Kisoro Municipality, cross tabulations, Pearson's

correlation coefficient, regression, and ANOVA tests and analyses were performed on the data. Themes derived from the study questions were used to arrange the qualitative data, which was then subjected to content analysis. Information from interviewees was compiled and presented in the report.

RESULTS

Response rate

Questionnaire return rate

All the 80 questionnaires were given out, 60 were returned, thus representing 75% response. The study was considered good because according to Peil (1995), questionnaire return rate above 50% is considered good for a study.

Personal information of respondents

Information regarding to the personal background of the respondents included their age, gender, marital status, occupation, and education level

Age of the respondents

Information regarding the age of the respondents was added to questionnaires during the piloting process. The following information regarding the ages of the respondents was analyzed using SPSS Software and presented in form of grouped data as shown in the table 1

AGE OF RESPONDENTS				
	Frequency	Percent	Valid Percent	Cumulative Percent
0-10	5	8.3	8.3	8.3
10-20	8	13.3	13.3	21.7
20-30	27	45.0	45.0	66.7
Valid 30-40	8	13.3	13.3	80.0
40-50	8	13.3	13.3	93.3
50+	4	6.7	6.7	100.0
Total	60	100.0	100.0	

Therefore, from the mean (3.3000), it was deduced that most of the respondents who participated in the study were from a mature group i.e., were within the age range of 20-30 years with 45.0% and this was because such people within that age group of 20-30 years are still youths and perform work which can reduce on poverty in the society. This led to the conclusion that the researched adult brains were responsible for the correctness and dependability of the information that was gathered. Additionally, the investigator discovered from Table 1 that 13.3% of the participants in Kisoro Municipality were among the ages of 10 and 20; 13.3% were among the ages of 30 and 40; 13.3% were amongst the ages of 40 and 50; and 6.7% were 50 years of age or older. The method 3, and Standard. The difference was 1.29274. There is a 3.0000 median.

Gender of Respondents

The study investigated the gender of the respondents and the findings were as shown in the table

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Table 2: Gender of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
MALE	36	60.0	60.0	60.0
Valid FEMALE	24	40.0	40.0	100.0
Total	60	100.0	100.0	

From table 2, it was found out that, majority of the respondents were males with 60% compared to females with 40%.

Occupation of the respondents

Information regarding the occupation of the respondents in Kisoro Municipality, Kisoro District was collected and presented in table 3

OCCUPATION OF RESPONDENTS				
	Frequency	Percent	Valid Percent	Cumulative Percent
Trader	16	26.7	26.7	26.7
Civil servant	13	21.7	21.7	48.3
Valid Farmer	27	45.0	45.0	93.3
Teacher	4	6.7	6.7	100.0
Total	60	100.0	100.0	

From table 3, it was found out that 45.0% of the respondents were farmers, 26.7% were traders,

21.7% were Civil servants and 6.7% of the sampled respondents in Kisoro Municipality were

Teachers.

Marital status

Information regarding the marital status of the respondents in Kisoro Municipality was collected and presented in table 4

Table 4: Marital status of respondents

MARITAL STATUS OF RESPONDENTS

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SINGLE	30	50.0	50.0	50.0
MARRIED	22	36.7	36.7	86.7
DIVORCED	8	13.3	13.3	100.0
Total	60	100.0	100.0	

From table 4, it was found out that, majority of the respondents were Single with 50.0%, 36.7%

of the respondents were married and only 13.3% had divorced.

Educational level of the respondents

Information regarding the academic background of respondents in Kisoro Municipality, Kisoro

District was obtained and tabulated as shown in table 5

Table 5: Educational background of the respondents

EDUCATION LEVEL OF RESPONDENTS

	Frequency	Percent	Valid Percent	Cumulative Percent
Primary and below	28	46.7	46.7	46.7
O LEVEL A	10	16.7	16.7	63.3
LEVEL	7	11.7	11.7	75.0
CERTIFICATE	3	5.0	5.0	80.0
Valid DIPLOMA	3	5.0	5.0	85.0
DEGREE	3	5.0	5.0	90.0
MASTERS	2	3.3	3.3	93.3
NONE	4	6.7	6.7	100.0
Total	60	100.0	100.0	

According to Table 5, a majority of the participants (16.7%) only had completed their ordinary level of education, 46.7% were done with their elementary schooling but had not gone on to higher education, 11.7% had concluded their A' Level schooling, 5.0% had concluded their certificate level of schooling, 5.0% had concluded their bachelor degree of schooling, 5.0% had accomplished their diploma level of schooling. and 3.3% had concluded their level of schooling. According to the statistics, Kisoro Municipality and Kisoro District's education system is deficient and in need of improvement.

The extent of performance of universal education in Kisoro Municipality

This Section describes the independent variable (Universal Education). The independent variable was addressed in Section B of the questionnaire for respondents.

Table 6: The extent of performance of universal education

		Descriptive Statistics					
		N	Range	Minimum	Maximum	Mean	Std.
Extent of performance of universal education		60	2.00	1.00	3.00	1.8400	.70595
		60					

Source: SPSS Output page

The extent of performance of universal education in Kisoro Municipality was analyzed and interpreted using the mean which was 1.8400, the mean is close to code 2 of the Likert Scale, hence declaring a low extent of performance of universal education in Kisoro Municipality.

The level of poverty reduction among homesteads in Kisoro Municipality

This Section describes the dependent variable (Poverty Reduction). The dependent variable was addressed in Section C of the questionnaire for respondents.

Table 7: The level of poverty reduction

		Descriptive Statistics				
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Level of poverty reduction	60	2.00	1.00	3.00	1.6300	.70595
Valid N	60					

Source: SPSS Output page

The level of poverty reduction in Kisoro Municipality was analyzed and interpreted using the mean which was 1.6300, the mean is close to code 2 of the Likert Scale, hence declaring a low level of poverty reduction in Kisoro Municipality. The is attributed to high levels of unemployment especially among the youth, lack of academic qualifications for the available limited job opportunities, many youths in Kisoro district don't want to do casual labour and corruption at the district.

The relationship between universal education and poverty reduction

Table 8: Showing Pearson Correlation between universal education and poverty reduction

<i>Correlations</i>		Universal Education	Poverty Reduction
• • Universal Education	Pearson		
	Correlation	1.00	.703
	Sig. (2-tailed)		.000
	N	60	60
• • Poverty Reduction	Pearson		
	Correlation	.703	1.00
	Sig. (2-tailed)	.000	
	N	60	60

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

Source: SPSS output page

Since the sig. value (.000) was much lower than 0.01, the threshold for declaring an important connection between universal educational attainment and poverty decrease, Table 8 demonstrates that there is an extremely significant positive correlation among universal education and poverty reduction at $r = 0.703$, which suggests that when the level of universal educational attainment is high, the level of poverty a decrease is also high because many people have academic degrees.

Conclusion of the findings

The findings led the investigator to the conclusion that the extent is low, and this is

explained by the area's small number of public schools, a lack of instructional materials like textbooks and laboratories, a shortage of educators and classrooms, high rates of impoverishment among residents of Kisoro Municipality, issues with joblessness, the region's rugged geography, which makes it difficult for students and teachers to get to government schools, and the low wages paid to government educators in public schools.

Recommendations of the study

The school feeding programmes of the government and other relevant stakeholder should ensure that there is provision of the basic teaching/learning resources to enable teachers be well equipped to enhance their delivery in order to bring about improvement in performance of pupils.

Teachers should also be creative enough to use the available natural facilities to come up with resources that can help them pass on the information to the learners through adequate planning and implementation of lessons.

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