
**Poverty And Its Effects On Students' Education Enrollment In Secondary Schools. A Case Study Of
Secondary Schools In Kyalulangira Sub County In Rakai District.**

Kagolo Monday¹, Sekiswa Peter³

1, 2 Metropolitan International University

ABSTRACT

The purpose of this study was to investigate the impact of poverty on the students' education enrollment in secondary schools specifically in kyalulangira Sub County in Rakai district. The study was guided by the following objectives; To determine the effect of family poverty on students' academic enrollment, to determine other factors on academic enrollment and to identify the solutions to reduce poverty in kyalulangira subcounty. The study adopted a descriptive survey since it involved some administrators from various schools in kyalulangira subcounty in Rakai district to examine the impact of poverty on students' education enrollment in secondary schools. The targeted population of the study comprised of 96 respondents of which 80 turned in that involved headteachers, teachers, parents and students. Purposive sampling technique was used in selection of respondents. Data collection was carried out using descriptive survey, structured questionnaires and interviews. The data were presented in form of tables, percentages, frequency distribution and descriptive statistics. The findings of the study showed that the impact of poverty had negative significant on the students' education enrollment in secondary schools. The study recommended further research on other modern techniques of farming to the people of the area since farming is their main source of income in order to combat poverty in the area of study.

Key words: poverty, students, education, enrollment and secondary schools

Background of the study.

Globally, more than 736 million people lived below the international poverty line in 2015, and approximately 10% of the world's population lives in extreme poverty, struggling to meet basic needs such as health, education, hard-to-reach water and sanitation (Godfrey et al. , 2023) . Most people living below the poverty line belong to the regions: South Asia and Sub-Saharan Africa. Poverty across the continent, the number of people living in extreme poverty has increased substantially since 1990 (Faridah et al., 2023). According to World Bank estimates, the proportion of Africans who are poor fell from 56% in 1990 to 43% in 2012. The report argued that poverty rates could fall even further if the quality and comparability of baseline data were taken

into account. . However, many more people are poor because of population growth, with the most optimistic scenario showing about 330 million poor people in 2012, up from 280 million in 1990. Poverty reduction has been slowest in fragile countries, the report notes, with rural areas remaining much poorer even when the urban-rural gap narrowed (Vincent & Peter, 2023b). Covid 19 has gripped the continent, with estimates predicting up to 37.5 million more people in 2020 and this could reach 49.2 million by 2021. In East Africa, Tanzania has more people living in extreme poverty at about 21.9 million, followed by Kenya at 17.6 million and Uganda at 15.8 million. While Kenya is now among the sub-Saharan African countries described as lower middle-

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income countries (Oromo et al., 2023). This has not helped bridge the gap between rich and poor. In East Africa, most income goes to the rich and the richest, and only 6% of income in East Africa goes to the poor. Uganda is one of the world's poor countries with a poverty rate of 19.7% in 2013. Karamoja is the poorest region in Uganda, followed by the Eastern Region and then the Northern Region. Central has more shopping centers than other low-poverty centers. Poverty is high in rural areas compared to urban centers (Zulaikah & Rebecca, 2023).

In Uganda, education is important and highly valued. Through education, children learn specific skills such as literacy and quantitative skills and abilities that help in their development into functional adults. Moreover, adequate acquisition of these skills during childhood and adolescence can lead to a successful future in adulthood. Strong reading and math skills are critical to occupational and educational success in this Uganda. According to Meece (1990), due to the rapid technological advancement of society, employers are looking for applicants with mathematical skills, so enrolling students in education is very important in daily life and personal

Statement of the problem

Evidence showed that in Uganda, the number of people in poverty continued to increase every year. In 1986, when the National Resistance Movement came to power, an estimated 70% of Ugandans lived in poverty (Faridah et al., 2023). In recent years, it has been a controversy in the mind of Ugandans because of the poverty of the nation or any society or even family that can impact on student enrollment in education (Jac & Kazaara, 2023). The review of this study aimed to examine the negative and positive effects of student enrollment in education (Mark, Kazaara, Deus, Nelson, et al., 2023). This was because the diversity of the poverty of the various scholars who used it in their studies and how it affected their course of study and how it affected the enrollment in education and the enrollment of parents. The fact that much of the development of education took place in the circle or at home, the child began to go to school at home; an attempt would be made to determine the effect of parental socioeconomic performance and the impact of poverty on student enrollment (Christopher, Moses, et al., 2022).

development (Mark, Kazaara, Deus, Julius, et al., 2023).

Kyalulungira underground in Rakai District has a high level of poverty, with over 30% of the population living in poverty, which has led to the creation of petty jobs, low school enrollment and high school dropout rates in the area. Most households are headed by women due to the rampant spread of HIV in the area. AIDS also plays a big role in increasing the level of poverty in this area (Jac & Kazaara, 2023). Only 2% of the population is rich and the rest poor, 28% of households live in extreme poverty, 48% are poor and 28% are better off (Vincent & Peter, 2023a).

Education levels in the area. About 87% of school-age boys and girls attended school, while 1 in 10 school-age children never attended school. In 2017, the illiteracy rate for people aged 10 and over was 72%. Most households in the region could not afford the cost of schooling and most children are sent to USE and UPE as well as charity schools (Victor et al., 2023). Most education is funded by charities such as Kibaale Children's Fund, World Vision, Cotton on Foundation and Compassion Uganda.

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General objectives

To investigate the effects of poverty on students' education enrollment in kyalulangira sub-county

Specific objectives

1. To determine the effects of family poverty on students' academic enrollment.
2. To determine the impacts of other factors on academic enrollment
3. To identify the solutions to reduce poverty in kyalulangira sub-county

Methodology

This study adopted qualitative analysis with descriptive survey design. According to Mugenda (2003), a survey is a method of interventions of sociological and psychological variables. A descriptive design is concerned with determining the frequency with which something occurs or the relationship between variables (Bryman and Bell 2003). The study also employed both quantitative and qualitative descriptive survey methods that provide detailed information on the effects of poverty on students' education enrollment in selected secondary schools around Kyalulangira Sub County in Rakai district. The study involves the teachers and students of selected secondary schools, some parents were also involved in the study the teachers those schools and their Head teachers. The students were also be selected from each of the school for both interviews and questionnaires, two of the parents were also to be involved in the study, ten parents are to be selected from each of the families, that's well-off families and poor families, also teachers will be involved in the study, adding up to the sample of twenty parents, ten teachers, sixty students two headteachers and four community leaders.

Table 1: Target of population

CATEGORIES	Head teachers	Teachers	Students	Parents	Community leaders
Males	2	5	30	10	2
Females	0	5	30	10	2
	2	10	60	20	4
TOTAL	96				

This study adopted a selective determination from the entire population such as parents, teachers and the students. The sampling method was appropriate for this research. The researcher issued questionnaires to various respondents which were be used to measure the correctness and consistence of the respondents. The first step was to establish a relationship between the predictor variable, family poverty, and the outcome variable, students' N =Total number of respondents education enrollment, by regressing academic achievement on family poverty. The second step was to establish that family poverty, the predictor variable, was related to parental discussion, the proposed mediating variable. The third step was to show the relationship between parental discussion and students' education enrollment. The final step was to show the effect of family poverty and student' education enrollment. F\ n* 100

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Where by

F= is the frequency

100= constant of percentage

The data was analyzed using SPSS and STATA (Nelson et al., 2022). Frequency tables, and percentage distribution to display data, then attempting to identify mediating relations, the researcher will first establish a relationship between the predictor variable (in this study, effect of poverty) and the outcome variable (student education enroll). The proposed mediating variables (in this study, parental discussion and neighborhood poverty) must have relationships with both the predictor variable and the outcome variable (Baron & Kenny, 1986).

RESULTS

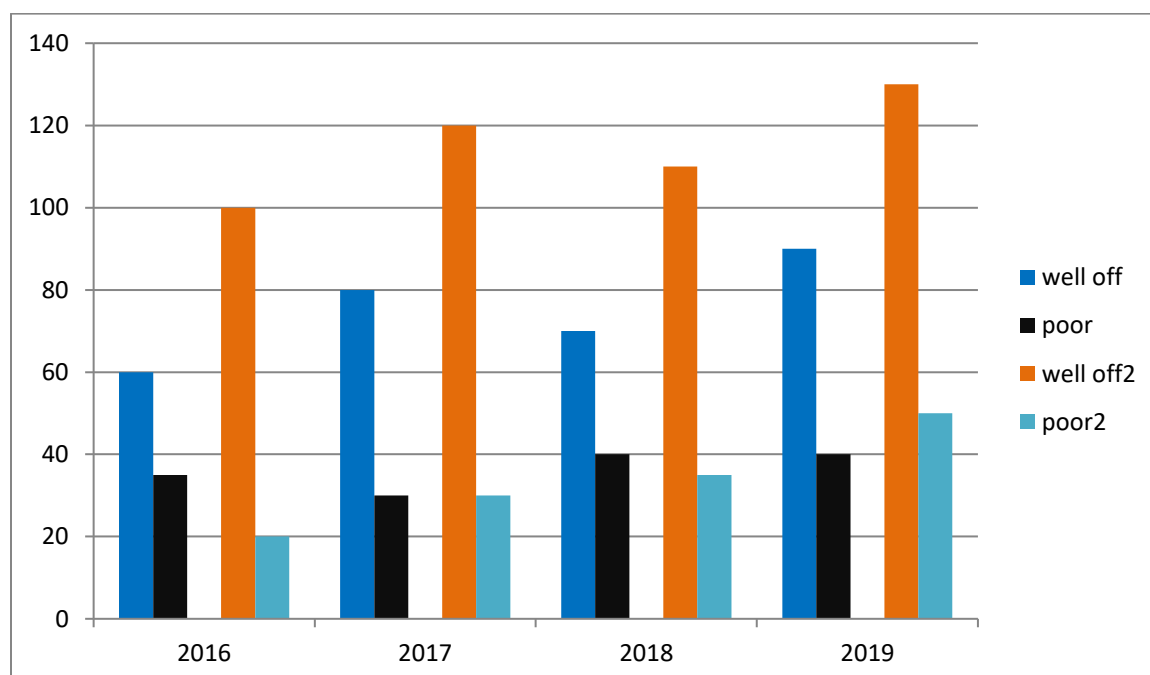
Table 2: The students' enrollment in secondary schools compared to family income

school	2016		2017		2018		2019	
	Well off	poor	Well off	poor	Well off	poor	Well off	poor
k.c.s.s	60	35	80	30	70	40	90	40
k.s.s.s	100	20	120	30	110	35	130	50
Total	160	55	200	60	180	75	220	90

Source: secondary data

The bar graph represents the information from the table above.

Figure 1



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Source: secondary data

From the graph above, it shows the various number of students enrollment in various secondary schools kyalulangira subcounty in Rakai district. It shows Kibaale senior secondary being with the highest number of students enrolled in school that is well off 2 and poor 2 then followed by Kibaale community secondary school that is well off and poor (Christopher, Komunda, et al., 2022). It shows that more students from well off families are enrolled than those from poor families.

Table 3: Shows the response from students' question

Questions	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
Is it poverty that some children fail to attend school	20	20	25	8	2
Do parents refuse students to attend school	10	5	0	25	15
Is it of the other petty jobs that limit children to attend school	25	5	2	18	5
The parents failed to encourage students to attend school	10	5	10	10	20

Source: primary data

From the table above shows that most of the students agreed that it was poverty that had limited some children to attend school, some were not sure while the few disagreed that it was poverty that had limited some children to attend school. Also most of the students disagreed that parents refused students to attend while the few agreed that some parents refused students to attend school because of their personal matters such as fetching water for money, doing housework and also other petty jobs in the community have some children to attend school while the few disagreed (Victoria et al., 2023). Also some children argue that some parents have not done enough to encourage the students to attend school that they have not done their parental role while the other few students disagreed.

Table 4: Shows responses of the parent's monthly income and then occupations

Monthly income	Occupation	Frequency	Percentage
Below 100,000	Peasant	8	53.33
100000 – 150000	Shop keepers	4	26.67
160000 – 200000	Traders	2	13.33

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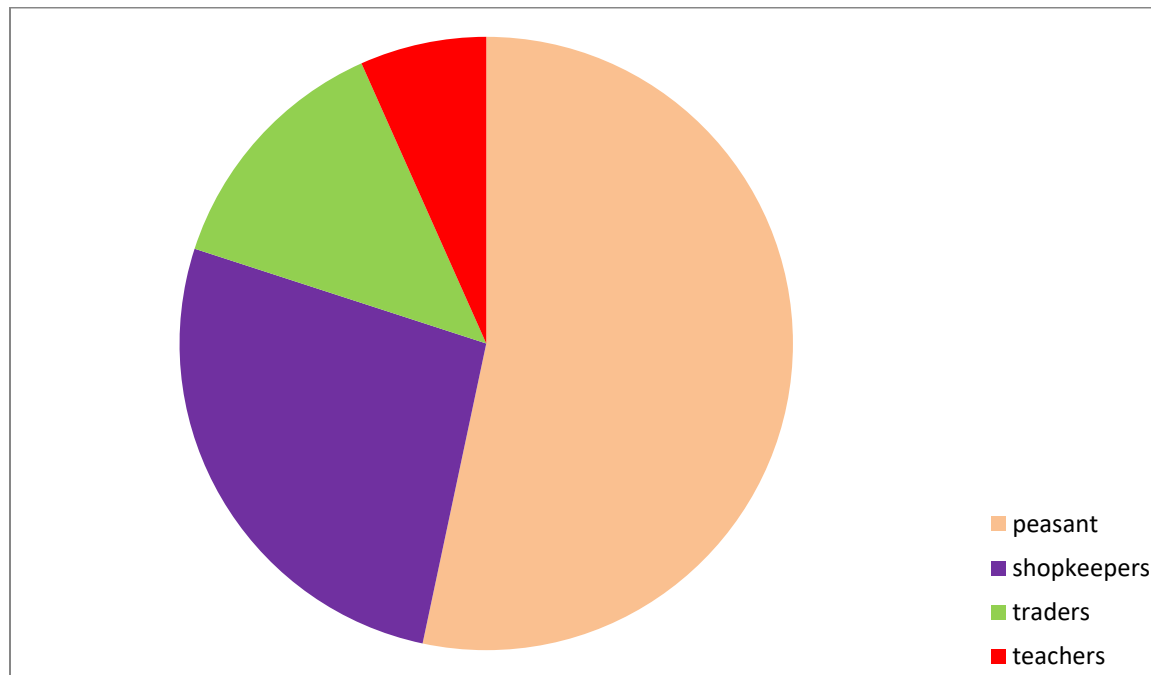
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210000 and above	Teachers	1	6.67
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Source: primary data.

Figure 2: The pie chart that shows various occupations that exists among parents and how they affect the students' enrollment.



Source: secondary data

Most of the parents in Kyalulangira Sub County are peasants and they generate low incomes which makes them fail to generate school fees and the other scholastic materials thus leading to the low students' education enrollment in secondary schools in Kyalulangira Sub County (Shamim et al., 2023). The other groups of parents were shopkeepers which took another big percentage and also generate little income which cannot support the students at school and also the remaining occupations can support one student at school while the other students at home fail to be enrolled in school.

Table 5: Distribution of response by respondents on the donations reviewed by the students form non-governmental organizations.

Organization	Response rate (100%)
Kibaale children's fund	60%
Compassion Uganda	20%
World vision	10%
Cotton on foundation	8%
Dreams project	2%

Source: secondary data

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From the table above, it was found out that 60% of the donation and aid is received from Kibaale children's fund and is located at Kibaale Community Secondary School (Ntirandekura & Christopher, 2022), 20% from Compassion Uganda which is also located at Kibaale Full Gospel Church in Kibaale Town Council, 10% from World Vision in Rakai Ward, 8% from Cotton on Foundation and 2% from Dreams Project

Conclusions

According to the findings of the study showed that most of the parents are employed in small jobs with low incomes and they cannot afford to buy all the necessities and requirements required (needed) by the students and the school fees required by the most schools. Most of schools are private which charge a high fees structure get most of the parents are low-income earners. Therefore, there is a significant and negative relationship between poverty and students' education enrollment in secondary schools in Kyalulangira Sub County Rakai District.

Recommendations

The government should engage in providing free agricultural services and stabilizing demonstration farms to peasants such services include providing free seeds to peasants, sensitization of seasonal changes and construction of dams to provide water for irrigation and ... crops.

The parents and students of Kyalulangira Sub County, Raki district should be encouraged to participate in other economic activities such as trading and carpentry since peasantry and crop growing are seasonal which affects the students' education enrollment.

The government should increase and monitor the little available universal secondary education and also provide incentives to private schools to reduce their fees structure and enable the students to enroll in schools.

The research for more charitable organization other than those which are present should be encouraged to increase the support for the needy in Kyalulangira Sub County, Rakai district.

The government of Uganda should make research about the weather change and provide the good time for planting. This will increase on the agricultural output increasing peasants' income and then increasing students' education enrollment.

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