

Poverty And Its Impact On Girl Child Education In Kisoro District: A Case Study Of Chahi Secondary School

Rukundo Heldah¹, Musiimenta Nancy²

1, 2 Metropolitan International University

Abstract

The study aimed at poverty and its impact on girl child education in kisoro district with a case study of chahi secondary school and it was guided by the following objectives; To identify the degree of poverty in Chahi Sub County, Kisoro District, to suggest the level of girl child education in Chahi Sub County, Kisoro District and to establish the relationship between poverty and girl child education in Chahi Sub County, Kisoro district. The research design was both qualitative and quantitative. Qualitatively, interviews were conducted with different students in schools of Chahi Sub County especially in Chahi Seed Secondary School the to provide the information on the effects of poverty on girl child education. Direct observations and questionnaires were set to analyze the possible effects of poverty on education of girl child and the possible ways to mitigate reduction on girl child education. From the findings, there was a very strong relationship between girl-child education (Female student education) and poverty at $r = 0.9966$ and since the significant value (.000) was far less than 0.01, which was the maximum level of significance required declaring a significant relationship between girl- child education and poverty; this implies that poverty in families greatly affect girl child education. The researcher recommends the government to construct more public schools so that they can provide free education to students from poor families and encourage families to engage themselves in money generating businesses in order to combat poverty.

Keywords: Poverty And Girl Child Education

Background of the study

According to McKinney, S. (2014), child poverty is a global problem that affects approximately half of the world's children; it is inextricably linked to the poverty experienced by their parents and families and has been identified as a human rights issue by the UN (Flavia et al., 2023). Child poverty can be a barrier to children and young people accessing schooling or achieving any form of success through participation in schooling (Victoria et al., 2023). The paper will argue that some of these interventions have had some success, although they need to be placed in a wider educational and policy context.

Age poverty is often classified into two categories: hardware age poverty and software age poverty (Zulaikah & Rebecca, 2023). Also known as material deprivation, hardware poverty is the lack of access to affordable sanitary absorbent pads and adequate water, sanitation and hygiene (WASH) facilities (Shamim et al., 2023). Subcategories include access, accessibility, and environment (lack of supplies and sanitation; Michel et al., Citation2022). Girls from developed and developing countries are at risk of experiencing this phenomenon due to the high cost of menstrual equipment and associated sanitary facilities. On the other hand, period poverty, referred to as psychosocial/knowledge deprivation, is described as a lack of adequate education and basic knowledge about menstruation (Anthony, Kazaara,

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Kazaara et al., 2023). Subcategories include embarrassment and fear of embarrassment, cultural alienation, and loneliness (N. Aisha & Rebecca, 2023).

Although hundreds of studies have documented the association between family poverty and children's health, achievement, and behavior, few measure the effects of the timing, depth, and duration of poverty on children, and many fail to adjust for other family characteristics (e.g., female headship, maternal age, and schooling). attendance), which may account for much of the observed correlation between poverty and child outcomes (Vincent & Peter, 2023). Children who live in extreme poverty, or who live several years below the poverty line, appear to have the worst outcomes, given the same circumstances. The timing of poverty also appears to be important for certain child outcomes (Faridah et al., 2023). Children who experience poverty during preschool and early school years have lower school completion rates than children and adolescents who experience poverty only in later years. Although more research is needed on the importance of the timing of poverty on child outcomes, findings to date suggest that early childhood interventions may be most important in reducing the impact of poverty on children.

According to (Faridah et al., 2023), although hundreds of studies have documented the association between family poverty and children's health, achievement, and behavior, few measure the effects of the timing, depth, and duration of poverty on children, and many fail to adjust for other family characteristics (such as female status, maternal age, and schooling) that may account for much of the observed correlation between poverty and child outcomes (Mercy et al., 2023). Family income appears to be more related to children's abilities and outcomes than to their emotional outcomes. Children who live in extreme poverty, or who live several years below the poverty line, appear to have the worst outcomes, given the same circumstances. The timing of poverty also appears to be important for certain child outcomes. Children who experience poverty during preschool and early school years have lower school completion rates than children and adolescents who experience poverty only in later years (Joventa et al., 2023). Although more research is needed on the importance of the timing of poverty on child outcomes, findings to date suggest that early childhood interventions may be most important in reducing the impact of poverty on children.

Poverty can exacerbate gender-based violence and discrimination, which negatively impacts girls' educational experiences (B. Aisha et al., 2023). Girls from poor backgrounds may face increased risks of physical, sexual, and emotional abuse, which limits their ability to attend and concentrate in school (Chant, 2007). Gender-based discrimination in education systems, perpetuated by poverty-related factors, further marginalizes girls and limits their educational opportunities (Godfrey et al., 2023).

Living in poverty can lower girls' aspirations and self-esteem, affecting their motivation and persistence in studying. Research (Anthony, Kazaara, Kazaara, et al., 2023) suggests that poverty-related stressors can undermine girls' confidence and belief in their ability to succeed academically, leading to educational disengagement.

Problem statement

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Educating girls in the world and in Uganda in general has been quite difficult due to several circumstances and reasons, the cause of which was poverty. It has been found that a major challenge is the existence of high levels of poverty in most families in the society, hence the need to increase strategies to strengthen girls' education (Wegulo et al., 2023). The effects of poverty on girls' education go beyond immediate barriers with long-term consequences for individuals and society (Anthony, Kazaara, & Kazaara, 2023) emphasizes that limited educational opportunities for girls perpetuate the cycle of poverty and limit their potential for economic empowerment, social mobility, and overall well-being. In addition, the inability to access quality education deprives society of the valuable contributions and perspectives that educated girls can bring (Jac & Kazaara, 2023). According to Rashid et al (2011), poverty is more than the absence of material resources or basic services such as lack of food, shelter, clean water, education or health. It creates powerlessness to determine the quality of life and increases vulnerability when conflict or natural disaster occurs (Christopher et al., 2022). The economic crisis and cuts in public budgets have particularly affected women. The majority of all people living in extreme poverty are women. In every unit (family, community and sect), women and girls are the weakest and most vulnerable due to their lifelong deprivation in education, health, protection, shelter, learning and skill development, decision-making and access to resources and rights (Richard et al., 2023) .

Specific objectives

1. To identify the degree of poverty in Chahi Sub County, Kisoro District.
2. To suggest the level of girl child education in Chahi Sub County, Kisoro District.
3. To establish the relationship between poverty and girl child education in Chahi Sub County, Kisoro district

Methodology

The research project was carried out in Chahi Seed Secondary School, which is found in Chahi Sub- County in Kisoro District. Chahi Seed Secondary school is a mixed day secondary government school with both O and A Levels. The research was carried out in all the six classes using different methods of ascertaining the girl child education performance. The research design was both qualitative and quantitative. Qualitatively, interviews were conducted with different students in schools of Chahi Sub County especially in Chahi Seed Secondary School the to provide the information on the effects of poverty on girl child education. Direct observations and questionnaires were set to analyze the possible effects of poverty on education of girl child and the possible ways to mitigate reduction on girl child education. Research instruments used were direct observations, questionnaire and personal interview schedules. Closed ended questions and structured interview schedules were constructed. A two-part questionnaire was developed on the basis of literature review. The interviewing of the different teachers and the administrators around the study area were conducted using an interview guide and questionnaires. Teachers were interviewed both orally and by writing where a set of guiding questions about the girl children present in school were provided. Open ended and closed ended questionnaires were constructed where the open-ended questions would be issued to the students and then closed ended questionnaires were issued to the school administration to ensure the responses. Computer packages such as Microsoft excel 2016, SPSS 14 were used (Nelson et al., 2022). The results of the girl child available in Chahi

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Seed Secondary School were entered into Eviews (Nelson et al., 2023) and were then be presented using bar graphs, and tables. During observations made in data collection, all the girl children obtained were counted, recorded, and edited to make it suitable for analysis. The data was then grouped using descriptive and inferential statistics.

Results

Table 1 The extent of Girl-child education

	N	Range	Minimum	Maximum	Mean	Std. Deviation
DEGREE OF GIRL CHILD EDUCATION	50	2.00	1.00	3.00	2.4200	.81039
Valid N	50					

The mean percentage concerning the degree of the girl-child education was 24%. The low mean percentage of the girl child education in Kisoro district is attributed to high rates of poverty, few schools in the area, unemployment, and primitiveness of the people in the area since they have a belief that girls are meant for marriage, low extent of skills empowerment among girls and orphanage. The findings were in line with the study conducted by Ministry of Education and Sports (2015) where it was found out that there is more drop out at the secondary level because of lack of interest, pregnancy, early marriage, hidden costs at school and family responsibilities (Richard et al., 2023). It also indicated that 35% of the girls drop outs of school because of early marriage, 23% because of early pregnancy compared to 16% of weak households and 21% of urban girls. The findings were also in line with Wexler (1979) who argued that the reason for inequality in education is that women are deprived of access and society reinforces cultural norms and stereotypes within education systems.

The level of poverty in Chahi Sub County, Kisoro District

The section best describes the dependent variable (Poverty).

Table 2: The level of poverty

Descriptive statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
POVERTY	50	2.00	1.00	3.00	5.700	.78895
Valid N	50					

The mean percentage concerning the level of poverty in educating households of the Kisoro district was 57%. The mean percentage of poverty is attributed to high rates of early marriages, bad peer groups and not having strict rules and laws among students, high school dropouts.

Table 3: The relationship between poverty and girl child education in Chahi Sub County, Kisoro District

CLASSES	FEMALE	POOR FAMILIES
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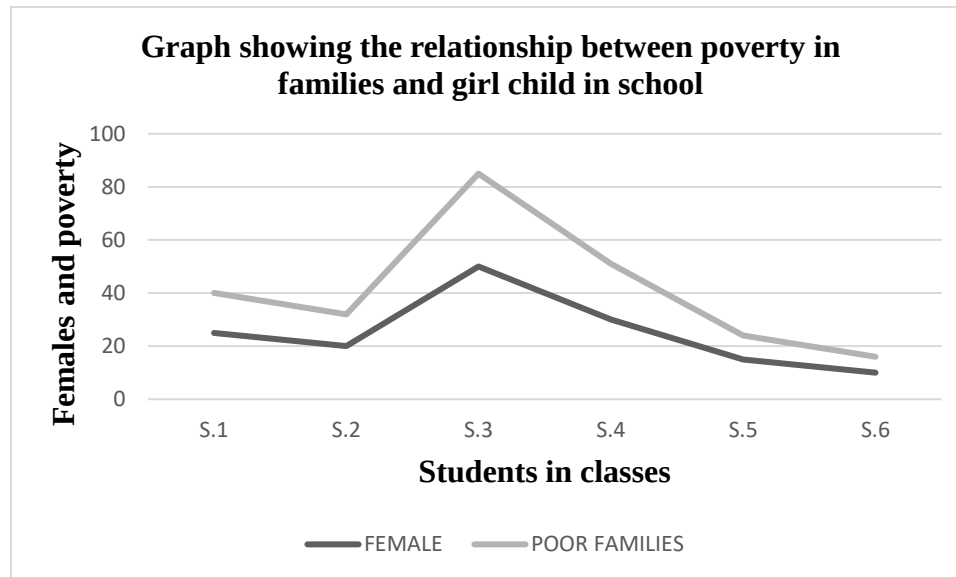
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S.1	25	15
S.2	20	12
S.3	50	35
S.4	30	21
S.5	15	9
S.6	10	6
CORREL=		0.996609

Using the correlation method, with the rate level of $-1 \leq r \leq 1$ the table above indicates that there is a very strong relationship between girl-child education (Female student education) and poverty at $r = 0.9966$ and since the significant value (.000) was far less than 0.01, which is the maximum level of significance required declaring a significant relationship between girl- child education and poverty; this implies that poverty in families greatly affect girl child education (Nelson et al., 2023)

Graph 1 below shows a very great relationship between poverty and girl child education



Conclusions

The first objective aimed at the finding out the degree of poverty in Chahi Sub County. The researcher concluded that the level of poverty is moderate and this is attributed by early marriages, negative attitude towards education, poverty, few government schools in Kisoro District, poor roads in the area, bad peer group influence and employment problems. The second objective is aimed at finding out the Girl Child education in Chahi Sub County. The researcher concluded from the findings that the extent is low and is attributed to high rates poverty, few schools in the area, unemployment, primitiveness of people in the area since they have a belief that girls are meant for marriage, low extent of skills empowerment among girls and orphage.

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Recommendations of the study

On the basis of the findings of the study and conclusions drawn, following are the recommendations regarding the relationship between Girl-child education and poverty in Chahi Sub County, Kisoro Municipality.

To the government

The researcher recommends the government to construct more public schools so that they can provide free education to students from poor families and encourage families to engage themselves in money generating businesses in order to combat poverty.

Parents

The researcher recommends the parents to always counsel and guide their children especially girls out not to get involved into early marriages in that they focus on their studies.

To girls

The researcher recommends the girl child to always pay much attention to their education and heavily assist the parents and their family in money generating strategies and businesses so as to reduce on high levels of poverty that can make them easily drop out schools before completion of their education levels.

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