
Poverty and its Impact On Students' Education Access To Secondary Education. A Case Study Of Selected Secondary Schools In Pakele Town Council Adjumani District

Mutesi Irene¹, Mirembe Susan²

1, 2 Metropolitan International University

Abstract

This intensive research investigation sought to profoundly examine the impact inflicted by impoverishment conditions upon access to secondary educational prospects among students residing within Pakele Town Council, Adjumani District. A mixed-methods methodology was stringently applied involving a thorough literature assessment to garner valuable insights into topics integral to comprehending this area of study. Quantitative data was comprehensively obtained through a meticulously administered survey involving 150 randomly sampled secondary school pupils across selected governmental institutions situated in the designated locale. Simultaneously, qualitative perspectives were procured through meticulously conducted focused group dialogues amongst students and elucidating consultations with key educational administrators to attain a deeply insightful understanding of the prevailing contextual realities. Descriptive statistics and inferential analytic techniques such as regression analysis were rigorously applied to analyze the wealth of empirical information procured. From the findings, it was found out that 60% of the donation and aid is received from Comboni children's fund and is located at Comboni Community Secondary School, 20% from Compassion Uganda which is also located at Comboni Full Gospel Church in Pakele Town Council, 10% from World Vision in Adjumani Ward, 8% from Cotton on Foundation and 2% from Dreams Project. 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.

Keywords: Poverty, Students, Education and Secondary Education

Background of the study.

In Ugandan society, education is important and highly valued. Through education, children learn specific skills such as literacy and quantitative skills that help them develop into functional adults (Shamim et al., 2023). Education is a fundamental tool for improving the quality of human life and ensuring social and economic progress (UN, 2010). Furthermore, education is key to creating, receiving and disseminating knowledge. Poverty can best be defined as the lack or lack of money to meet basic needs, including food, clothing, and shelter (Zulaikah & Rebecca, 2023). This poverty can be measured in terms of money based on the monthly or annual expenses of the individual. It is a universal social problem that cuts across nations, races, locations, cultures and religions. It has existed since the founding of the human race on planet Earth (Faridah et al., 2023).

In this study, academic performance will be the dependent variable and is defined as the observable manifestation of knowledge, skills, concepts, understanding of ideas (Vincent & Peter, 2023). It can also be understood as knowledge and skills acquired at school, which are indicated by test results or grades assigned by teachers. In this context, academic performance will therefore be measured by students' UACE results, or Poverty will be the dependent variable

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in this case study, which can be defined by the test as lack or lack of money to provide basic needs including food (well feeding), clothing (in this case study, uniforms), good hygiene, accommodation facilities and staff training. (teachers) (Keneth et al., n.d.)

Farlex (2003) defined feeding as the serving or delivery of food or the act of consuming nutritious food. Good feeding was operationalized as serving good quality food in the right amount, nutritious diet and safe drinking water provided to the students. Clothing (school uniforms) can be defined as the clothes we wear to maintain the same identity with other students, good hygiene is where the environment is clean in accordance with school hygiene counseling meeting good hygiene can be defined as personal and universal cleanliness (Faridah et al., 2023). Personal cleanliness includes food hygiene practices, safe disposal of solid and liquid waste, safe collection, storage and use of clean water, especially for drinking. Good hygiene is therefore cleanliness of toilets and bathrooms, cleanliness of sewage, access to hand washing facilities and good condition of bins. Accommodation according to this study will be defined as the place where students stay. The accommodation was put into operation as the ventilation of the rooms, the state of security and lighting in the rooms and the space in the rooms where the students live. Other factors beyond poverty include the home environment, which consists of staff development and training facilities, support from parents, brothers and sisters (Emmanuel et al., 2023). Support came from parents to the student through academic guidance and encouragement also affects the student's academic performance (Godfrey et al., 2023). It should also be noted that family members, education has a significant effect on the selection and performance of pupils. Where a student receives no family support, in most cases academic performance will be worse than when the student receives all the necessary support. It should also be noted that Minnaert and Janssen (2002) reported that individual student characteristics such as motivational orientation, self-esteem, and approaches to learning significantly influence access to education (Winny et al., 2023). There is hardly any place for students to store their belongings such as suitcases, bags, canisters and other things. If there is not enough space, proper feeding can be affected as other things like building to accommodate more numbers need to be given more priority.

Statement of the problem

Evidence shows that in Uganda the number of people living in poverty continues to increase each year (Christopher et al., 2022). A report released by the Uganda Bureau of Statistics (UBOS) conducted by the Uganda National House Survey in 2012/2013 showed that 19.7% of the Ugandan population lives in poverty, but according to a recent report that was conducted in 2012 2016 /2017 and published in September 2017 shows that the percentage of people living in poverty has increased to 27%. However, it is hypothesized that poverty conditions characterized by diet, parental income and school facilities could be one of the factors affecting students' access to education in secondary schools in Adjumani District (Anthony et al., 2023). A report by the National Inspection Program (2003) revealed that the level of poverty in most households of Adjumani districts was abysmal, nutrition was neglected to some extent and students did not receive enough school materials due to rampant household poverty. It is not clear whether the situation is the same in Adjumani district (Derrick et al., 2023). This study will therefore seek to find out in detail the effect of poverty on access to secondary education.

Specific objectives

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1. To find out how poverty impacts the students access to secondary education in Pakele Town Council.
2. To determine other factors affecting students access to secondary school education in Pakele Town Council.
3. To find out the ways of increasing students access on secondary education in Pakele Town Council.

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). Orodho (2003) define research design as the scheme, outline or plan that is used to generate answers to research problems. The study involved the teachers and students of selected secondary schools, some parents were also involved in the study the teachers those schools and their Head teacher.

Ten students were also be selected from each of the school for both interviews and questionnaires, two head teachers from different schools, ten of the parents were also to be involved in the study, twenty teachers were involved in the study, adding up to the sample of ten parents, twenty teachers, two head teachers and twenty students. The population of study comprised of students and teachers' different schools and parents of Adjumani district, Pakele Town Council.

Table 1: Target of population

CATEGORIES	Head Teachers	Teachers	Students	Parents
Males	2	10	10	7
Females	0	10	10	3
	2	20	20	10
TOTAL	4	40	40	52

This study adopted a selective determination from the entire population such as parents, teachers and the students. The sampling method was appropriated for this research.

Questionnaires were used to obtain the quantitative data from 60 staff members of different schools in the sub county, 36 parents in Pakele Town Council selected using purposive sampling at the company. The questionnaire was used because it was specific for the respondents to explain the exact situation and the impact of poverty on students' education access to secondary education. Without giving room for unnecessary and irrelevant information for the study topic.

The questionnaire had closed ended questions which was helped to guide the respondent to provide mostly information relevant to the researcher, and open-ended questions which provided the researcher with relevant

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information which might had left out open ended questions provided a good tool for collecting qualitative data.

Data was analysed inform of tables, frequencies and percentages using SPSS & STATA (Nelson et al., 2022)

Results

Table 2: 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

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. 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 3: 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
210000 and above	Teachers	1	6.67

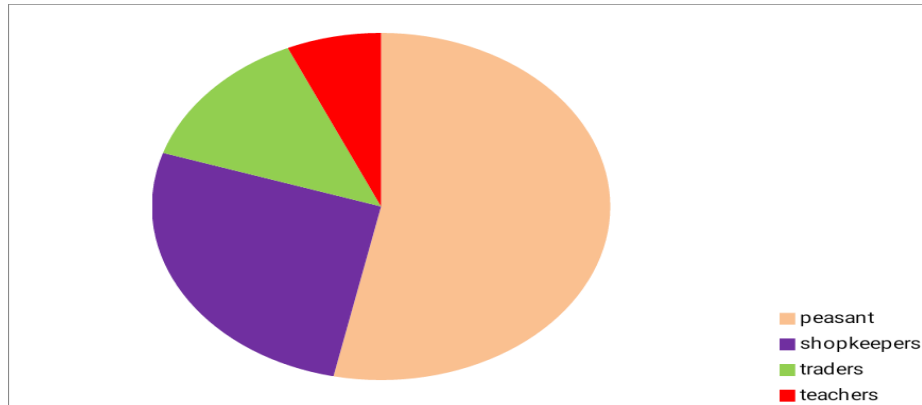
Source: primary data 2022

Figure 1: The pie chart that shows various occupations that exists among parents and how they affect the students' enrollment.

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Source: secondary data 2022

Most of the parents in Pakele town council 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 Pakele town council. 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 (Mark et al., 2023).

Table 4: Distribution of response by respondents on the donations reviewed by the students form non-governmental organizations.

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

Source: secondary data 2022

From the table above, it was found out that 60% of the donation and aid is received from Comboni children's fund and is located at Comboni Community Secondary School, 20% from Compassion Uganda which is also located at Comboni Full Gospel Church in Pakele Town Council, 10% from World Vision in Adjumani 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

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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 Pakele town council Adjumani 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 Pakele town council, Adjumani 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.

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