

Education and its impact On Poverty Eradication In Kisoro District: A Case Study Of Kisoro Municipality

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Abstract

The study sought to investigate the relationship between education and poverty eradication in Kisoro Municipality, Kisoro district. The study objectives included: To establish the effects of education on poverty eradication in Kisoro Municipality, Kisoro district, to find out the level of poverty eradication among homesteads in Kisoro Municipality, Kisoro District and to find out the factors affecting implementation of education in Kisoro Municipality. The study adopted a cross-sectional, case study, quantitative and qualitative research designs and simple random probability sampling technique were used to obtain a sample size of 375 respondents around Kagera sub-county using the *Krejcie, Robert V., Morgan, Daryle W. (2017) table*. Questionnaires and interview guides were used to collect data from respondents about the relationship between education and poverty eradication in Kisoro Municipality, Kisoro district. A total of 375 target population were used. Data was analyzed by use of Microsoft excel and presented in form of frequency distribution tables using Likert Scale data interpretation method on the basis of Strongly agree (5), agree (4), neither agree nor disagree (3), disagree (2), strongly disagree (1). SPSS Software was also used to analyze data in the study. The researcher concluded from the findings that education leads to innovation of new things in the community, education leads to acquisition of skills like carpentry, reading etc., it equips people with qualifications to compete for the available jobs and Education creates employment opportunities to people like teachers. The researcher also concluded on this objective from the findings that the level of poverty eradication among homesteads in Kisoro Municipality is very high and this is due to Ethical, ecological, Historical and social reasons. The researcher also concluded that there is a very strong positive relationship between education and poverty eradication in Kisoro Municipality, this implies that the level of education services in the area of study greatly affects the level of Poverty eradication among the people in the area because education is able to lead to innovation of new things in the community, education leads to acquisition of skills like carpentry, reading etc., it equips people with qualifications to compete for the available jobs and Education creates employment opportunities to people like teachers. The researcher recommends Ministry of Education and Sports to ensure strict supervision of public schools for good service delivery. The researcher recommends the parents to get involved in income earning activities so that they can improve their house hold income and be able to meet their basic needs.

Keywords: Education, Poverty and Eradication

Background of the study

Poverty is a multidimensional concept: it is not only a lack of financial resources, but also a lack of ability to function effectively in society (Shamim et al., 2023). Lack of education or income, poor health, insecurity, low self-esteem,

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feelings of powerlessness or the absence of rights such as freedom of speech are different dimensions of poverty that need to be taken into account when designing poverty reduction measures (Jowin et al., n.d.) . A study by the United Nations Development Program (UNDP) revealed that human poverty is not just income poverty: it is a lack of access to opportunities and alternatives to live a bearable life. Lack of education is one such significant opportunity that reflects the poverty of education (Jac & Kazaara, 2023). Therefore, in a cyclical overview, educational poverty translates into an important measure of human poverty (Faridah et al., 2023). According to Abuka et al. (2007), Poverty reduction is a set of measures, both economic and humanitarian, aimed at permanently breaking out of poverty. Poverty reduction is often used as a shorthand for promoting economic growth that will permanently lift as many people as possible above the poverty line (Frank et al., 2023). Poverty reduction is meant to permanently lift the poor out of poverty by strengthening their economic and humanitarian capacity.

Education provides the basis for eradicating poverty and promoting economic development. Education is important in reducing poverty as well as increasing the wealth of a nation (Oromo et al., 2023). Increasing the educational level of the person at the head of the household significantly reduces the chances that the household will be poor. In addition, an increase in schooling among heads of households not only has a positive impact on their productivity and earnings, but also increases the productivity of other household members, for example by persuading them to be educated and/or skill oriented (Isaac et al. , 2023). A study by Shirazi (2018) reveals that when the level of education of household heads increases, the risk of household poverty weakens.

Education is seen as a means of escaping poverty (Becker, 2016). Education, especially primary education, is increasingly seen as a key role in poverty alleviation (Vincent & Peter, 2023). The theory of human capital, or more precisely the rate of return to education, is used as a theoretical basis for emphasizing the importance of primary and girls' education in developing countries. Primary education is the initial threshold of human capital, but secondary and higher education and investment in science and technology will accelerate and sustain economic growth and development. A simple regression of secondary and tertiary education is inversely proportional to poverty, therefore secondary and tertiary education is important in the inverse relationship between education and poverty except for primary education (Faridah et al., 2023).

Uganda has made significant progress in reducing poverty; the proportion of the population living in poverty, whether measured by national or international poverty lines, fell by more than half from 1993 to 2013. According to the national poverty line, the proportion of the population living in poverty decreased from 56.4 percent in 1993 to 19.7 percent in 1993. 2013 (Ronald & Kazaara, 2023). Despite criticism of the low level of the national poverty line (Campenhout et al., 2014), Uganda has reduced the proportion of its population living below \$1.25 per day faster than

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any other country in sub-Saharan Africa over the past decade (World Bank, 2015). In reducing poverty by two-thirds, Uganda surpassed the 50 percent reduction in extreme poverty set in Goal 1A of the Millennium Development Goals (UNDP, 2015). More recent measures of multidimensional poverty also reveal a positive picture; between 2009/10 and 2012/13, the proportion of the population in multidimensional poverty decreased by 10.1 percentage points, more than the corresponding decrease in income poverty (Oromo et al., 2023).

Statement of the problem

The problem of the study lied in establishing the relationship between education and poverty eradication in Kisoro Municipality, Kisoro district.

Specific objectives

1. To establish the effects of education on poverty eradication in Kisoro Municipality, Kisoro district.
2. To find out the level of poverty eradication among homesteads in Kisoro Municipality, Kisoro District.
3. To find out the factors affecting implementation of education in Kisoro Municipality.

Methodology

Research design is the plan and structure of investigation so conceived as to obtain answers to research questions (Burns and Grove, 2019). The study involved both qualitative and quantitative approaches during data collection. Burns and Grove (2019) define quantitative research as a formal, objective, systematic process to describe and test relationships and examine cause and effect interactions among variables. The study adopted a triangulation of a case study design and a cross-sectional survey design, also deploying both qualitative and quantitative techniques to analyze data. A case study design was selected because the researcher neither had time nor financial resources to conduct a national survey of all Districts in Uganda (UGAPRIVI, 2012). Secondly, as Mugenda and Mugenda, 2009 states, a case study research design permits a researcher to conduct an in-depth examination of a single phenomenon at a given point in time, to arrive at findings that are applicable to the broader phenomenon that the case represents.

The total population of Kisoro District according to the 2014 population and housing census is 287,179 people. Of these, 128,741 are males and 158,438 are females. In particular, Kisoro Municipality only has about 15,000 inhabitants (Population and Housing Census, 2014). The study population will consist of secondary students and teachers from selected secondary schools in Kisoro Municipality (Kisoro Vision SS and Muhabura Shine SS), community members in Kisoro municipality, District Education Officer (DEO) and Kisoro Municipal Town Clerk. A total of 15,000 target population from Kisoro Municipality were used and included 100 teachers, 500 students in Kisoro Municipality, 14,398 community members in Kisoro municipality, District Education Officer (DEO) of Kisoro District and Kisoro Municipal Town Clerk. The above participants are believed to be informed about the variables under study. The respondents in this study included secondary students and teachers from selected secondary schools in Kisoro Municipality (Kisoro Vision SS and Muhabura Shine SS), community members in Kisoro municipality. The DEO of Kisoro district and Kisoro Municipal Town Clerk were used as key respondents in the study. Simple random sampling

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was used to select respondents in the group of farmers and community members. A total of 50 teachers, 100 students, 223 community members participated in the study and their selection involved simple random sampling and specific attention was paid to inclusion of both male and female respondents in the study area. Data was collected with the aid of questionnaires to evaluate the management and staff knowledge and views the subject matter. The researcher designed it to suit the objectives of the study in order to solicit answers that would meet the objectives. The researcher prepared 50 questionnaires teachers, 100 questionnaires for students in Kisoro Municipality, and 223 questionnaires for community members, other for the key informants which includes the DEO of Kisoro district and Kisoro Municipal Town Clerk officer to supplement the interview with the key informants and documentary review. Data processing was done through Editing, coding and tabulation. Data analysis was also done using computer analysis with the help of the SPSS (Statistical Package for Social Sciences). This helped the researcher analyze the raw data and transform it into meaningful and usable information. After this process, a report was written based on the findings from the study. The data that was collected by the researcher was edited, coded, and entered into the computer using the Statistical Package for Social Scientists (SPSS) (Nelson et al., 2022). The analysis involved the use of tables, figures and frequencies to present the descriptive characteristics of the respondents. Pearson correlation analysis and regression analysis were employed

Results

The results in the table 1 shows that 50% strongly agreed, 15% agreed, 10% neither agreed nor disagreed, 15% disagreed and 10% strongly disagreed that education leads to acquisition of skills like carpentry, reading etc. Also 40% strongly agreed, 10% agreed, 25% neither agreed nor disagreed, 20% disagreed and 5% strongly disagreed that education leads to innovation of new things in the community. 35% strongly agreed, 25% agreed, 15% neither agreed nor disagreed,

05% disagreed and 40% strongly disagreed that education creates employment opportunities to people like teachers. 40% strongly agreed, 10% agreed, 25% neither agreed nor disagreed, 20% disagreed and 5% strongly disagreed that education improves on reasoning capacity of the people (Nelson et al., 2023). 20% strongly agreed, 15% agreed, 25% neither agreed nor disagreed, 10% disagreed and 30% strongly disagreed that education equips people with qualifications to compete for the available jobs.

Table 2: Causes of high levels of illiteracy among people in Kisoro Municipality

	Causes of high levels of illiteracy among people in Kisoro Municipality	Strongly agree (5)	Agree (4)	Agree nor disagree (3)	Disagree (2)	Strongly disagree (1)	Total
1	High levels of poverty among the people	100 (50%)	30 (15%)	20 (10%)	30 (15%)	20 (10%)	200
2	Low levels of education among the people	80 (40%)	20 (10%)	50 (25%)	40 (20%)	10 (5%)	200
3	Limited schools in Kisoro Municipality, Kisoro District	70 (35%)	50 (25%)	30 (15%)	10 (05%)	40 (20%)	200 (100%)
4	Shortage of scholastic materials in schools	80 (40%)	20 (10%)	50 (25%)	40 (20%)	10 (5%)	200
5	Shortage of enough teachers in schools	40 (20%)	30 (15%)	50 (25%)	20 (10%)	60 (30%)	200

Source: Primary data (2023)

The results in the table 2 shows that 50% strongly agreed, 15% agreed, 10% neither agreed nor disagreed, 15% disagreed and 10% strongly disagreed that the causes of high levels of illiteracy among people in Kisoro Municipality include high levels of poverty among the people. Also 40% strongly agreed, 10% agreed, 25% neither agreed nor disagreed, 20% disagreed and 5% strongly disagreed that the causes of high levels of illiteracy among people in Kisoro Municipality include low levels of education among the people. 35% strongly agreed, 25% agreed, 15% neither agreed nor disagreed, 05% disagreed and 40% strongly disagreed that limited schools in Kisoro Municipality, Kisoro District causes poverty. 40% strongly agreed, 10% agreed, 25% neither agreed nor disagreed, 20% disagreed and 5% strongly disagreed that Shortage of scholastic materials in schools causes poverty in Kisoro Municipality. 20% strongly agreed, 15% agreed, 25% neither agreed nor disagreed, 10% disagreed and 30% strongly disagreed that the causes of high levels of illiteracy among people in Kisoro Municipality include shortage of enough teachers in schools (Anthony

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et al., 2023).

Table 3: The level of poverty eradication among homesteads in Kisoro Municipality, Kisoro District

	The level of poverty eradication among homesteads in Kisoro Municipality, Kisoro District	Strongly agree (5)	Agree (4)	Agree nor disagree (3)	Disagree (2)	Strongly disagree (1)	Total
1	Very high	100 (50%)	30 (15%)	20 (10%)	30 (15%)	20 (10%)	200
2	High.	80 (40%)	20 (10%)	50 (25%)	40 (20%)	10 (5%)	200
3	Low	70 (35%)	50 (25%)	30 (15%)	10 (05%)	40 (20%)	200
4	Very low	80 (40%)	20 (10%)	50 (25%)	40 (20%)	10 (5%)	200

Source: Primary data (2023)

The results in the table 3 shows that 50% strongly agreed, 15% agreed, 10% neither agreed nor disagreed, 15% disagreed and 10% strongly disagreed that the level of poverty eradication among homesteads in Kisoro Municipality, Kisoro District is very high and this is witnessed by poor living conditions in homes. Also 40% strongly agreed, 10% agreed, 25% neither agreed nor disagreed, 20% disagreed and 5% strongly disagreed that the level of poverty eradication among homesteads in Kisoro Municipality, Kisoro District is high due to unemployment problems (Moses, 2022). 35%

strongly agreed, 25% agreed, 15% neither agreed nor disagreed, 05% disagreed and 40% strongly disagreed that the level of poverty eradication among homesteads in Kisoro Municipality, Kisoro District is low. 40% strongly agreed, 10% agreed, 25% neither agreed nor disagreed, 20% disagreed and 5% strongly disagreed that the level of poverty eradication among homesteads in Kisoro Municipality, Kisoro District is very low.

Table 4: Causes of poverty in Nkuringo Town council, Kisoro District

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	Causes of poverty in Kisoro Municipality, Kisoro District	Strongly agree (5)	Agree (4)	Agree nor disagree (3)	Disagree (2)	Strongly disagree (1)	Total
1	Ethical	100 (50%)	30 (15%)	20 (10%)	30 (15%)	20 (10%)	200
2	Ecological	80 (40%)	20 (10%)	50 (25%)	40 (20%)	10 (5%)	200
3	Historical	70 (35%)	50 (25%)	30 (15%)	10 (05%)	40 (20%)	200
4	Social causes	80 (40%)	20 (10%)	50 (25%)	40 (20%)	10 (5%)	200

Source: Primary data (2023)

The results in the table 4 shows that 50% strongly agreed, 15% agreed, 10% neither agreed nor disagreed, 15% disagreed and 10% strongly disagreed that the causes of poverty in Kisoro Municipality, Kisoro District are ethical causes where there is great deal of unethical practices in Uganda that continue to perpetuate poverty in Uganda. These practices are majorly manifested in corruption, stealing resources, drunkenness, sexual immorality, smoking, drug consumption, tribalism and witchcraft yet the country is more than 99% religious (Christians are 86% and Muslims 13%) (UBOS, 2018). Also 40% strongly agreed, 10% agreed, 25% neither agreed nor disagreed, 20% disagreed and 5% strongly disagreed that the causes of poverty in Kisoro Municipality, Kisoro District are ecological causes which include moral decay and separation of ethics from development: Ethics and development are intimately linked (Victoria et al., 2023). You cannot have one without the other. One of the development crises in the world and Uganda inclusive is this separation. Economic growth, which is part of development, is sometimes promoted to the detriment of human values like displacement of people, high taxes, and ill health or of the environment like pollution and degradation which are now hitting hard Uganda and the world at large. 35% strongly agreed, 25% agreed, 15% neither agreed nor disagreed, 05% disagreed and 40% strongly disagreed that the causes of poverty in Kisoro Municipality, Kisoro District are historical causes. 40% strongly agreed, 10% agreed, 25% neither agreed nor disagreed, 20% disagreed and 5% strongly disagreed that the causes of poverty in Kisoro Municipality, Kisoro District are social causes where social inequalities and tensions

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majorly steaming from gender, cultures, and religion have indeed created fighting's, violence's, resource abuse and eventual poverty.

Table 5: Showing The Likert scale on the relationship between education and poverty eradication in Kisoro Municipality, Kisoro district

Relationship between education and poverty eradication in Kisoro Municipality, Kisoro district	Strongly agree (5)	Agree (4)	Agree nor disagree (3)	Disagree (2)	Strongly disagree (1)	Total
Very strong positive relationship	100 (50%)	30 (15%)	20 (10%)	30 (15%)	20 (10%)	200
Medium/Average relationship	80 (40%)	20 (10%)	50 (25%)	40 (20%)	10 (5%)	200
Weak/negative relationship	70 (35%)	50 (25%)	30 (15%)	10 (05%)	40 (20%)	200

Source: Primary data (2023)

The results in the table 5 shows that 50% strongly agreed, 15% agreed, 10% neither agreed nor disagreed, 15% disagreed and 10% strongly disagreed that there is a very strong positive relationship between education and poverty eradication in Kisoro Municipality, Kisoro district. Also 40% strongly agreed, 10% agreed, 25% neither agreed nor disagreed, 20% disagreed and 5% strongly disagreed that there is a Medium/Average relationship between education and poverty eradication in Kisoro Municipality, Kisoro district. 35% strongly agreed, 25% agreed, 15% neither agreed nor disagreed, 05% disagreed and 40% strongly disagreed that there is a weak/negative relationship between education and poverty eradication in Kisoro Municipality, Kisoro district (Nelson et al., 2023).

Conclusion of the Findings

The study investigated the relationship between education and poverty eradication in Kisoro Municipality, Kisoro district, Kisoro District. The following conclusions were drawn from the study findings.

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The study aimed at finding out the contributions of education towards poverty eradication in Kisoro Municipality, Kisoro District. The researcher concluded from the findings that education leads to innovation of new things in the community, education leads to acquisition of skills like carpentry, reading etc., it equips people with qualifications to compete for the available jobs and Education creates employment opportunities to people like teachers.

Recommendations of the study

The government should provide financial support to the education sector by providing support to both private and public schools by recruiting more teachers, construction of more classrooms and equipment of school libraries and laboratories. The government should also create employment opportunities to people.

The researcher recommends Ministry of Education and Sports to ensure strict supervision of public schools for good service delivery.

The researcher recommends the parents to get involved in income earning activities so that they can improve their house hold income and be able to meet their basic needs.

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