
Poverty On Students' Education Enrollment In Secondary Schools. A Case Study Of Secondary Schools In Kyalulungira Sub County In Rakai District.

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Abstract

The purpose of this study was to investigate the impact of poverty on the students' education enrollment in secondary schools specifically in kyalulungira 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 kyalulungira subcounty. The study adopted a descriptive survey since it involved some administrators from various schools in kyalulungira 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. 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, Enrollment and Secondary Schools

Background of the study.

Globally in 2015 more than 736 million people lived below the international poverty line and around 10% of the world population is living in extreme poverty and struggling to fulfill the basic needs like health, education, difficult to access water and sanitation (S. Godfrey et al., 2023). Most people living below the poverty line belong to the regions: southern Asia and sub-Saharan Africa. Poverty across the continent, the number of people living in extreme poverty has grown substantially since 1990 (S. Godfrey et al., 2023). According to World Bank estimates, the share of Africans who are poor fell from 56% in 1990 to 43% in 2012. The report argued that the poverty rate might have declined even more if the quality and comparability of the underlying data are taken into consideration (Vincent & Peter, 2023a). However because of the population growth many more people are poor, the most optimistic scenario shows that about 330 million are poor in 2012 up from about 280 million in 1990. Poverty reduction has been slowest in fragile countries, the report notes that the rural areas remain much poorer, although the urban- rural gap had narrowed (Keneth et al.,

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n.d.). Covid 19 grips the continent, the estimates predict up to 37.5 million additional people entering in 2020 and this could reach 49.2 million by 2021. In east Africa, Tanzania has more people living extreme poverty, some 21.9 million, followed by Kenya at 17.6 million and Uganda is 15.8 million (Oromo et al., 2023). While Kenya is now among the sub-Saharan Africa countries described as lower middle-income country. This has not helped to close the gap between the rich and the poor. In East Africa most of the income goes to the rich and the richest and only 6% of the income in East Africa that goes to the poor (Oromo et al., 2023). Uganda is one of the poor countries in the world with poverty rates standing at 19.7% in 2013. Karamoja is the poorest region in Uganda followed by the eastern region and then the northern region (Annet et al., 2023). Central has more business centres over other centres with low poverty levels. Poverty exerts high in rural areas compared to urban centres (Vincent & Peter, 2023b). Poverty is a state in which a person or community have inadequate the financial resources and essentials for a minimum standards of living. It means that the income level from employment is so low that basic needs can't be met. It results from the fact that poor people lack the motivation to work and have certain beliefs and values that contribute to their poverty (Faridah et al., 2023). Education is the process of facilitating, learning or acquisition of knowledge, skills, values, beliefs and habits. Schools create differences among students by enrolling them in different courses. Academic subjects prepare students for their adulthood and enrollment is the rate at which the students join schools (Mark et al., 2023).

In kyalulangira sub country in Rakai district, the poverty levels are high with over 30% of the population live under poverty which has led to the establishment of petty jobs, low enrollment of students in schools, increased dropout rates in the area (Edward et al., 2023). The most households are headed by females due to the rampant spread of HIV in the area. Also, AIDs have played a big role in increasing poverty levels in the area. Only 2% of the populations are rich and the rest are poor, 28% of the household live in extreme poverty, 48% are poor, and 28% are better off. The education levels in the area (Joventa et al., 2023). About 87% of the boys and girls of school going age were attending school while 1 of every 10 children of school going age has never been at school. The illiteracy status rates are 72% in 2017 among persons aged 10 years and above. Most of the households in the region would not afford the school costs and most of the children are taken to USE and UPE and also to charity schools (W. Godfrey et al., 2023). The most schooling is funded by charity organisations such as Kibaale children's fund, world vision, cotton on foundation and compassion Uganda (Anthony et al., 2023).

Statement of the problem

Evidence showed that in Uganda the number of those in poverty had continued to increase every year. By 1986 when the national resistance movement came into power, it was estimated that 70% of Ugandans lived in poverty (Brighton et al., 2023). In recent years it has been a controversy through in the mind of the Ugandans through the poverty status of the nation or any society or even family can have an impact on students 'enrollment in education. In the review of this study intended to investigate the negative and positive impacts of students' education enrollment (Micheal et al., 2023). This

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was because the diversity of poverty various scholars who had used it in their course of study and how they had affected their course of study and how it had affected the educational enrollment and parental enrollment (Anthony et al., 2023). The fact that much of the education development took place in a circle or a home, a child began school at home; an attempt would be made to determine the influence of parents' social economic performance and poverty impact on students' enrollment (Victoria et al., 2023).

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). Orodho (2003) define research design as the scheme, outline or plan that is used to generate answers to research problems. The proposed research can be characterized as a correlational study using archival data. 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				

The study used research devised tools, instruments which will be self-administered, questionnaires to collect data in

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order to avoid losing in formation. 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. This study involved a number of methods and techniques used to collect data from the primary and secondary sources of data. The researcher visited the schools in the region for study and for permissions to carry out research in selected schools on the effect of poverty on student's education enrollment in the region. The researcher distributed questionnaires to several teachers to stand and interviews. The researcher issued questionnaires to various respondents which were be used to measure the correctness and consistence of the respondents.

The data was to be analyzed using multiple methods. Frequency tables, and percentage distribution to display data, When 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). 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. Data was analyzed inform of tables, frequencies and percentages using SPSS & STATA (Nelson et al., 2022)

RESULTS

Table 2: Shows the response on effects of family poverty on students' academic enrollment.

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

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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. 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 (Christopher et al., 2022).

Table 3: Shows responses of the parents 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.*

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

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students' education enrollment in secondary schools in Kyalulungira Sub County (Winny 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 (Ntirandekura et al., 2022).

Table 4: 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

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, 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 (Ntirandekura & Christopher, 2022)

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 Kyalulungira 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.

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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.

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