

**ROLE OF SECONDARY EDUCATION IN POVERTY REDUCTION
A CASE STUDY OF KATAKWI HIGH SCHOOL, ST STEPHEN
SECONDARY SCHOOL IN USUK COUNTY
KATAKWI DISTRICT, UGANDA**

BY

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DECLARATION

I Akol Maria Gorretti declare that this work is of my own research and it has never been submitted to any institution for award of degree.

Signature.....*ang.*.....

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Date.....*25/05/2012*.....

APPROVAL

There by certify that this work has been done under my supervision and approved for submission to the university.

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Date.....*26/05/12*.....

DEDICATION

This piece of work is heartily dedicated to my beloved parents Mr. and Mrs Imalingat F. my siblings Joseph Otim, Judith Icumar, Lucy Daxbacher Epel Faustine, Ikatan Jacinta Epun Paul Apolot Francis Clare and my wonderful daughter. Apolot Anne Nissi for her understanding I will forever be grateful to my special beloved friends Cheronno Bongo, Pepper Moi.

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ABSTRACT

This research report is about secondary education and poverty reduction. It was carried out in Katakwi High School and St Stephen secondary school in Usuk County Katakwi District in Uganda.

The objectives of this study are:

To identify the cause of poverty in Usuk county Katawi district.

To examine whether secondary education can play a role in poverty reduction.

To determine the effects of poverty in Usuk county

To find solution to poverty in Usuk county.

The study was descriptive it employed qualitation methods since qualitative methods showed the experience necessary in amore understanding and analysis of all related aspects.

The study targeted some learners from two secondary schools that was Katakwi high school and St Stephen Secondary School where both girls and boys were interviewed.

The research finds the cause of poverty to be lack of education improper use of resources, corruption laziness, alcohol consumption, HIV/AIDS, high population, rigid cultures and traditions, poor farming methods and lack of markets plus low farmer prices.

The researcher discovered the effects of poverty to people in the society to be school dropout's poor health, low level of development, exploitation of the poor and migration of the people from affected areas.

The solutions to poverty to this research are proper resource utilization, doing away with rigid cultures and traditions, gender equality better farming methods, better farmer price, development of infrastructure, anti corruption of alcohol, mass mobilization programmes against HIV/AIDS (awareness)

The research looks at secondary education to be the back bone to poverty reduction. It's because at this level of education many subjects are learned that are practical and it's a through secondary education that learners can be aware of poverty, effects and possible solutions and then develop anxiety to reduce it.

Secondary education should be designed to give the poor the knowledge and skills they need to support themselves after primary education and such programmes should be for all secondary schools. When one drops of the secondary level he can put in practice what he/she learnt from school.

CHAPTER ONE:

1.0 INTRODUCTION.

This chapter constitutes the following components back ground of the study, statement of the problem, objectives of the study, scope of the study and the significance of the study. The chapter therefore tries to explain why the study was under taken.

1.1 BACKGROUND OF THE STUDY:

The study explained how poverty has destroyed nations in Africa because of inadequate secondary education.

It also explains how secondary education brings about development in the societies we are living in.

According to Ndegwa (1994), for the last two decades, most Africa states also known as developing countries have been greatly deteriorating in terms of social-economic perspectives. Things such as schools, health centers, roads, telecommunication lines, industries and many others are inadequate in the countries and these aggravate poverty.

In addition to that those states have poor people who spend less than a dollar a day compared to the other developed states of Western Europe and America.

The reason for their development is because of their literate 'citizens' and a systematic education programme characterized by modern technology than the former countries.

So because of poverty most African countries have low living standards and no access to modern education facilities like computers.

According to World Bank statistics by 2000, about forty seven (47%) percent of Africa population were poor and thirty one percent.(31%) of sub-Saharan Africa population were absolutely poor that is at or below the level at which decent human existence is nearly impossible and

physical survival is at risk.

For sub-Saharan Africa as a whole the population growth rate was one percent higher than that of economic growth during 1980s. In short poverty has been increasing and deepening in Africa even more worrying, the out look is given according to the same statistic;

Africa's share of poor people will rise from sixteen percent (16%) in 2000 to thirty percent (30%) by 2020: If there will be pertinent resolution to combat poverty.

There fore, its pointed out that the only solution to confront and reduce poverty is through developing systems and curriculum in schools and higher institutions backed with modern technology in doing that all citizens in rural and urban areas will be able to access information easily thus development.

1.2 Statement of the problem

The problem of poverty is indeed challenging many developing countries. This problem can lead to increased crimes, drug abuse, poor standards of living and high level of school dropouts thus has led to urgent need for education to intervene in poverty reduction.

Secondary Education has unforeseen possibilities that it can bring in development to undeveloped countries it can bring development and above all it shows light out of darkness. Through giving children education and training man power, the problem of poverty can be curbed.

However, without solving these problems, the country will be higher thus poor standards of living.

1.3 Purpose of the study

The purpose of this study is to examine the role of secondary education in poverty reduction in Usuk county Katakwi district (Uganda).

1.4 Objective

The objective defined the target to be reacted after the study.

1.4.1 Specific objectives

- (i) To indentify the causes of poverty in Usuk county Katakwi District.
- (ii) To determine the effects of poverty in Usuk county Katakwi District.
- (iii) To examine whether secondary education can play a role in poverty reduction in Usuk County, Katakwi District.

1.5 Scope of the study

The study was conducted in the selected rural secondary schools of Usuk County in Katakwi District. This was because in these areas there is a lot of poverty as a result of not having acquired secondary education. A few secondary schools in Usuk County had been chosen and statistics carried out. The subject concentrated on the role of secondary education in poverty reduction.

1.6 Significance of the study

The findings assisted the residents and students of Usuk County realize know the causes of poverty, its effects and how to curb the problem so that they are aware of it hence fighting it.

To me the researcher, the findings made me consider secondary education as one of the key figures towards the reduction of poverty, also to find possible causes of poverty, effects of poverty and solution to poverty reduction in our societies.

To other researchers, the finding will help them to provide new knowledge on the existing one so as to make a difference thus giving new ideas on tackling poverty.

To the education authorities and political leaders the research will be added opinion to their already existing knowledge.

CHAPTER TWO

2.0 Literature review

2.1 INTRODUCTION

The chapter shows the review of what has been written by other scholars and institutions, concerning the role secondary education plays in reducing of poverty.

Factors to be dealt with are as follows: causes of poverty, effects of poverty and roles of secondary education in poverty reduction.

2.2 Education system

Most of the citizens in developing countries take modern secondary education for granted. However this has changed drastically, in industrialized countries today, literacy is high that is almost every one possesses the ability to read and write at the basic level. Almost all the members of the society are aware of belonging to it and have at least geographical position in the world and of its past history.

It is further urged by some scholars that our lives are influenced at all ages beyond infancy by information we pick through books, newspapers magazines and televisions.

We have all undergone a process of formal schooling the printed word and electronic communication, combined with formal teaching provided by schools and colleges have become fundamental to our way of life.

Richard Schaefer. (1997), points out that the process of industrialization and development is greatly influenced by secondary education and education system in general. Until the first few decades of the 19th century, most of the population in developing countries had no schooling what so ever.

But as industrial economy rapidly expanded, there was a great demand for specialization in schooling and could produce and educate work force if people's lives were to improve.

World Bank 1995 puts forward the argument that in modern age, education and qualification is an important stepping stone into job opportunities and careers. Secondary schools and universities not only broadens people's minds perspective, but are to prepare and mould new generations of citizens for participation in economic life.

Many teachers in secondary schools and universities should seek to provide a well sounded education with policy markers and employers concerned to ensure education and training programme coincide with the country's economic profile and employment demands.

In times of rapid economic and technical change, there should be always a smooth match between the priorities of secondary education and the availability of professional opportunities.

There is much evidence that levels of schooling amongst the population are highly correlated with levels of economic development.

According to human capital theory associated with the work of Becker Gary and others 1975 asserts that secondary education creates skills which facilitates higher levels of productivity among who possess them in comparison to those who do not secondary education is costly but it brings associated benefits which can be compared with its cost in much the same way as happen with any other investment project.

Human capital theorists use proxy evidence of various kinds to support the above assertions there is a strong positive relationship across all societies between wages and salaries people receive at work and the level of education which they have received.

According to King E M and Hill A (1993) it's at secondary level that a gender gap in enrolments emerges, girls and boys environments are nearly equal at the start of lower secondary school, but by the upper secondary level only small percentage of students are female.

According to Appleton (1997) each year lower secondary schooling has roughly twice the effect of those in primary schooling over all the effects of education on the probability of being poor were found to be very strong.

The World Bank is the largest single source of external funding for education in developing country. The bank states that education especially basic lower secondary education helps to reduce poverty by increasing productivity of the poor, by reducing fertility and improving health and by equipping people with the skills they need to participate fully in the economy and society (World Bank 1995:1).

According to J.C Ssekamwa, (1997) country's education system is subjected to constant reforms whenever the situation arises in order to enable the people cope with new demands.

2.3 CAUSES OF POVERTY

One of the causes of poverty is illiteracy.

Illiteracy is brought about by lack of access to secondary education. This results into people not knowing how to read and write hence unable to fit in the fast growing advancement.

High population also results into poverty high population leads to unavailability of resources which can accommodate all the people in a given geographical location.

Laziness

When people become lazy they reduce the speed and the rate of production thus leading to poverty in this area.

Corruption also leads to poverty. This is where by funds and resources circulate in hands a few people leaving others poor. This results into inequality in standards of living that is the poor remain poorer while the rich are getting richer.

HIV/Aids has made many families poor. The viral disease has weakened and claimed the lives of many people, thus in the long run leaving the weak and children un able to sustain them slaves all spheres of life.

Insurgency the cause of poverty, when there is war in the region it brings about poverty because people will have no peace of doing constructive work because all the time they fear for their lives and run to stay in town or camps on other safe areas.

2.4 Effects of poverty

Poverty leads to poor standards of living to the population which does not access adequate resources. The resources they acquire because little to comfort them.

Poverty also promotes low level of development when people do not get the standard required, resources tend to be un productive, thus enhancing low growth and development.

People who are poor end up with poor health arise from lack of proper feeding and access to the required basic wants and needs.

This is because individuals or people may not be able to get good or medication hence poor health

The rich people due to their power and influence exploit the poor people they take advantage of their inferiority and use them as they wish for their own gain.

People who are poor turn into crime to try improve their standards of living. They engage in vices such as stealing to get resources that might satisfy their desires.

Children from the poor families tend to drop out of school in most cases it is usually an intentionally done. They are forced drop out of school to acquire wants and needs which can make them improve on their standards of living.

2.5 ROLE OF SECONDARY EDUCATION IN POVERTY REDUCTION.

Secondary education is one the most important instruments to set a fundamental and harmonious development in motion, which is necessary to be able to combate, poverty exclusion, ignorance, oppression and violence.

However secondary education alone can not reduce mass poverty. The process of reform should be implemented successfully so that beneficiary can have at their disposal the information, knowledge skills, attitude and values by which they can actively participate in directly these process.

To prevent the gap between the rich and poor from even growing wider, secondary education will have to reach every stratum of the population. Only that there is aquarter chance of increased social equality.

In the present there is globalization where attention is paid to prevent further exclusion of certain groups, secondary education must be primary focus on those who live in marginalized conditions and attempt to incorporate and include them in the national modernizing of the society.

Training in specific skills must be based on providing insights into the foundation of science and technology and general natural laws. Training may not be confined to the transfer of knowledge and skill that may soon be over taken by technological progress. This type of secondary education contributes to the accumulation of human capital which is essential for higher income and sustained economic growth.

For secondary system to fully respond to the needs of poor children and to contribute to wealth creation in communities and society at large it needs to take the issue of poverty into special consideration in the planning of education services.

According to Daivan (1991) secondary education plays different roles towards the economy development thus reducing poverty therefore it does the following.

Secondary education raises individuals and community welfare, people who are well educated had to have better living standards and live better lives than those who are uneducated or lower level of education like primary level.

Secondary education increases productivity which is done through skills and better methods of production that is through science and technology, higher production is realized for examples educated farmers make better farmers because they are able to adopt modern methods of production.

It promotes a healthy society for example child health care reproductive health nutrition and hygiene are promoted by secondary education because they are taught from senior one onwards.

Not only that secondary education brings out literacy among the population since there are many subjects being studied. It encourages the students learn the present past and future also national and international issues.

Essentially it has to stress the preparation of all children to achieve at school and empower by heightening the awareness of their right and responsibilities their abilities and enhance their self confidence to enable them improve their lives.

The challenge calls for stock taking of the state of poor children so that appropriate support can be planned and targeted to them secondary education systems need to heed the lessons of successful and less successful initiatives and less successful initiatives implemented by NGOS, private individuals religious bodies and governments them selves.

The role of secondary education in poverty reduction in close cooperation with other social sectors is crucial. No country has succeeded if it has not educated its people. Not only is secondary education important in reducing poverty it is also a key to wealth creation.

The role of secondary education in this process brings about break down of poverty cycle as children who would have passed this stage could put into use what they have learnt.

In fact secondary education is the social institution that reaches the large segment of the population with the goal guiding it through a systematic learning process.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This study presents the methods that were used in collecting data during the research.

3.2 Research design.

The study was descriptive it employed qualitative methods since qualitative method showed the experience necessary in a more understanding and analyzing of all related aspects. The study targeted some students from the named secondary schools since they were relevant people who could provide the information needed.

3.3 Area and location of study.

The study was carried in katakwi high school, St Stephen secondary school in Usuk County in katakwi district. It involved few students in these rural schools since they could provide the best information about the problem.

These schools are far from town and are at the rural areas so they are the target because it's where the rate of poverty is high and the best information required will be acquired.

3.4 Sample selection

Two secondary schools in Usuk County were selected randomly and each school provided the maximum of 40 students who were interviewed and provided the data.

3.5. Data collection tools

When collecting data, the following method/tools was employed questionnaire method.

3.6 Procedure of data collection

Permission to conduct the research was obtained from the relevant

authorities which were District Education Officer in charge of district , the head teachers of the schools and local council one (LC1) of the areas where the schools are allocated.

The students in the study were assured of confidentiality.

The purpose of the study was explained to the target population.

3.7 Data analysis

The data obtained would be organized in frequencies and percentages using the following formular.

Where f = frequency, n = total number of respondents and 100 is a constant.

For example

Sex = F

$$F = \frac{210 \times 100}{100}$$

$$F = 52$$

3.8. Anticipated Constraints

The researcher lacked enough time, funds to conduct the study were also inadequate which in turn could have affected the sample size of the study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION.

4.0 INTRODUCTION

This chapter presented the causes of poverty in Usuk County, Katakwi District the effects and solutions to poverty and the role of secondary education poverty in eradication.

If millennium development goals of having poverty reduced by 2013 are achieved clearly a renewed commitment to secondary education is needed.

4.1 Background characteristics of respondents.

Most of the respondents encountered were from rural areas. Most of them were willing to provide information they had. Although others were ignorant others had conservative stand.

4.1.1. Gender of respondents.

Table 4.1 gender of respondents

SEX	FREQUENCY	PERCENTAGE%
MALE	58	72.5
FEMALE	22	27.5
TOTAL	80	100

Source: field data 2012

The respondents were 80 in total where by 58.5 were male and 22 were female. That male were 72.5 percent and female were 27.5 percent.

The male were many due to their needed information.

4.1.2 Age group of the respondents.

Table 4.2. Showing the age group of the respondents.

AGE GROUP	FREQUENCY	PERCENTAGE
11-15	24	30
16-19	46	57.5
20-23	10	12.5
Above-23	0	0
Total	80	100

Source: field date 2012

The above table shows that the respondents of this research who actively participated were between the years of 11-23. Actually, between 11-15 years were 30%, 16-19 were 57.5% between the age of 20-23 were 12.5% above 23 were not found.

The targeted group was between 11-23 years and were able to give information to assist in giving guidelines to the study case problem.

4.2 Causes of poverty.

There are some causes of poverty and they include economic factors, social-cultural factors and there are other factors which have their own special category. The table below summarizes the causes of poverty in Usuk county Katawi district as suggested by some correspondents.

Table 4.3 showing causes of poverty in Usuk county Katawi district.

Causes of poverty	Frequency	Percentage
Poor methods of farming	4	5
Rigid cultures and traditions	8	10
Improper use of resources	10	12.5
Low prices for farmers produce for products	8	10
Lack of markets	4	5
Corruption	2	2.5
Laziness	5	6.25
Alcohol brewing and consumption	8	10
Illiteracy	7	8.75
Aids	10	12.5
High population	10	12.5
Poor roads	2	2.5
Total	80	100

Source: Field data 2012.

In the table above, 5% of the respondents agreed that poor methods of farming causes poverty, 10% also agreed that rigid cultures and traditions cause poverty, while 12.5% of the respondents said improper use of resource causes poverty. Then 5% of the respondents said agreed that low prices of farmers produce causes poverty lack of markets for produce was 2.5% response, corruption was 6.25% of the respondents who agreed and 10% said laziness causes poverty. Also 8.75% said alcohol drinking brings poverty 12.5% said illiteracy cause poverty and 15% agreed that HIV/AIDS causes poverty and another 12.5% supported

high population.

4.2.1 Economic factors.

Out of the viewed and responses from questionnaires. 5% of the respondents agreed that poor methods of farming cause poverty. Most farmers use outdated methods of farming that end up not giving them the desired use preferred seeds or manure when planting hence harvesting poor yields 2.5% of the respondents had a view that lack of market for the ready product is another of poverty.

This is whereby farmers neither get good market not sell their produce leading to financial and commodity loss.

Although the resources to be shared designated population are few 12.5% of the respondents suggested that selfish individuals decide to misappropriate the resource. This follows that the few who manage to access available resources end up crossing the bridge of poverty while the rest remain in poverty.

Illiteracy is the inability to access formal education 12.5% of the respondents confirmed that a good number of the population residing in Usuk county in Katawi district lead a poor life due to literacy.

Instead of gaining education, they prefer unskilled labour and marriages the illiteracy level is so rampant such that the district education officer is arguing parents to take their children to school.

There is also increase in population due to idleness these people result into high reproduction and 12.5% respondents had it that some of the societies are over populated thus not able to cater for their daily wants.

People in Usuk County in Katawi district are also poor due to laziness. To them hard work and morale is never emphasized, that is why 12.5% of the respondents had it that Usuk county people are lazy. They ignore

hard work and prefer light, tireless and unproductive activities like playing cards for getting money.

15% of the respondents claim that HIV/AIDS has left Usuk county behind. It has regulated the strength and capabilities of individuals towards fighting poverty in the region. Apart from claiming life of productive people it has also left young and renyond people who can't support them selves physically and mentally.

4.2.2 Social-cultural factors

Culture in broad is a stream lined way of life. Some cultures and tradition are considered to be outdated and highly discouraged in the most sophisticated society of today. Cultures such as not paying much attention to education. Ignoring technological innovation i.e. the use of present machineries that speed up the rate of production etc. 10% of the respondents claim that rigid cultures and traditions lower rate of development hence promotes poverty.

In addition, 8.75% of the respondents say that alcohol brewing and consumption of waragi leads to poverty. This is where by the affected population involves in most drinking and neglecting responsibilities that may reduce poverty in the society. According to the respondents young and old both men and women indulge in the consumption of alcohol.

4.2.3 Other factors

Poverty in Usuk County Katawi district is not only caused by economic and social cultural irregularities. There are other factors such as illiteracy high population, laziness, HIV/AIDs.

4.3 Effects of poverty on the population of Usuk county Katawi district.

Poverty is the world's current and greatest threat to peace and stability more than terrorism and other highly publicized struggles. According to Sachs 2005, more than eight million people around the world die each year because they are too poor to stay alive. Their plight is hardly articulated because the public hardly comments about it.

Table 4.4 profile showing effects of poverty

Effects	Frequency	Percentage
School dropouts	14	17.5
Poor standards of living	20	25
Increase in crime	13	16.25
Drug abuse	7	8.75
Poor health	8	10
Low level of development	6	7.5
Exploitation of the poor	10	12.5
Migration	2	2.5
Total	80	100

Source: field data 2012

The table above shows the effect of poverty. The effects that were given by the respondents were presented by the following percentage 17.5% for school dropouts, poor standards of living took 25% that was agreed by respondents. For the respondents who agreed on increased crime was effect of poverty was 16.5% and drug abuse was said to be the effect of poverty as 8.75%.

10% of the respondents agreed that poor health is effect of poverty, for low level of development 7.5% of the respondents agreed while 12.5% of the respondents agreed that exploitation of the poor was effect of poverty and those who agreed that migration was the effect of poverty were 2.5%.

As a result of poverty in Usuk county 25% of the total respondents exhibited poor standards of living as one of the effects.

When a particular population is poor, then it follows that their standards of living will be pathetic. People in Usuk county Katawi district have poor standards of living. For example they lack good shelter, affording three required meals a day is like a dream, clothing is a problem having medical care is not easy and has a high mortality rate.

Poverty has also led to drop out of school children both in primary and secondary and even those who are admitted in tertiary institution by 17.5%. Due to poverty children have resorted to work for other people like taking care of animals, farming from well to do families.

16.25% of the respondents agreed that increased crime is a result of poverty because people want needs met. They resulted into robbery petty theft, girls have indulged in prostitution.

Poverty has led to migration of some people according to 2.5% of the respondents. They believe that the people migrate to another district to try their luck there.

Poor health was also suggested by the respondents to be the effects of poverty that was 10% and 7.5% was on a low level of development also 12.5% agreed that exploitation of the poor by the rich (average) is the effect of poverty because the poor want to only get from the rich without saving so that they can try out business and jump the poverty line.

Drug abuse is 8.75% of the respondents who said drug abuse was the effect of poverty because people do not want to think of their fate and they are not productive in what they do such that their minds are busy.

Diseases in Usuk County are causing untold suffering and claim a lot of

life each year. They include malaria, respiratory infections, Diarrhea diseases bilharzias, typhoid and others.

4.3.1 Categories of Respondents Affected By Poverty in the County.

Table 4.5. Showing categories of people who are most affected by poverty.

Category	Respondents who agreed	Percentage%
Men	48	60
Women	18]	22.5
Children	14	17.5
Total	80	100

Source: field data 2012.

In the table above it shows that 60% of the respondents agreed that men are the most affected people with poverty, 22.5% agreed that women are the most affected with poverty while 17.5% agreed that the most affected people are children.

This exhibits the total respondents in regards to those affected by poverty in Usuk County. The sampled respondents were men, women and children their total was 80 where by those who agreed that men are the most affected by poverty were 48 and for women there were 18 respondents yet 14 respondents is said it was children who were most affected.

4.4 Solutions to poverty according to the respondents of both schools in Usuk County.

Although poverty has claimed to be the key of poor living researchers have come up with solutions of reducing it. The solutions to poverty are interrelated in that one leads to another. The following therefore are some of the solutions to poverty as indicated in the table below.

Table: 4.6 showing the solutions to poverty.

Solution to poverty	Frequency	Percentage
Proper resource utilization	14	17.5
Doing away with rigid cultures and traditions	10	12.5
Gender equality	6	7.5
Better farming methods	5	6.25
Better farmer price	3	3.75
Development of infrastructure	4	5
Anti-corruption programmes	3	3.75
Hard work	10	12.5
Minimizing alcohol transactions	6	7.5
Mass mobilization against HIV/AIDS	15	18.75
total	80	100

Source: field data 2012

The table above shows solutions to poverty as they were suggested by the respondents 17.5% of the respondents agreed that with education right from primary and through secondary to institutions of higher learning poverty can be dealt with as time goes on and people would have learnt to be innovative.

The respondents who agreed that better utilization of resources were 12.5% removal of cultures and traditions were 7.5% then 6.25 of the respondents agreed that gender equality should be up lifted, for better farming methods there 5% respondents who agreed to that mean while 3.75% of the respondents agreed on better farmers prices, development of infrastructure was 5% of the respondents for anticorruption they were 3.75% those who agreed on hard work to change for better life was 12.5% not only that those in favour of banning of alcohol brewing and consumption were 7.5% and lastly those who favoured mass mobilization

against HIV/AIDS were 18.75%.

For secondary education system to truly respond to the needs of the poor children and society at large it needs to take the issue of poverty into special consideration in the planning of education services.

Essentially it has to stress the preparation of all children to achieve at school and empower them by heightening the awareness of their rights and responsibilities their abilities and enhance their self confidence to enable them improve.

Education promotes a healthy society through child health care, reproductive health nutrition and hygiene that can be learnt from secondary education levels and learners can put into use what they have learnt.

According to Daivan (1999), secondary education raises individuals and community welfare, people who are educated have living standards and live better lives than those who are uneducated. When a secondary school applies theory and practical skills in their education syllabus that would put higher chances of productive citizens because those who can not continue will use the acquired skills.

According to 12.5% of the respondents if the population increase control is inevitable then there are no doubts that poverty can be tamed. Population increase is brought about by poor method of family planning. The more people increase in number, the less capacity in food production.

As some respondents suggested that hand work pays that was 12.5% of the total respondents who agreed on it. If people of Usuk County in

Katakwi district will cultivate that spirit of hard working within themselves then poverty would be eliminated hard work entails putting much effort in the production level knowing it's long term positive impact.

Also according to Daivan (1999), if better methods of farming are used, the rate of production will increase. Also if the farmers have successfully managed to harvest in large productive quantitative fair prices have to be given. This will give the farmers opportunity to profits which in term help the farmers increase their standards of living of which 5% seconded the idea of better farming methods and 3.75% suggested increase in farm produce prices as suggested by Daivan.

7.5% of the respondents support that if a ban in alcohol brewing and consumption is introduced, a good number of affected people will result on doing things which are more constructive such as engaging in day to day skilled labours. Over consumption of alcohol distorts an individuals plan this gives rise to laziness and idleness which are neighbours to poverty. In addition also people will be sensitized on HIV/AIDS pandemic risks involved which result into poverty will be minimized by 18.75%.

If corruption can be taken care of in a given state, poverty can be decreased to a certain percentage because the absence of corruption leads to activities being done using the right procedure for example sharing and distributing of resource equally. Following right channel to acquire properties. This idea was supported by 3.75% of the respondents.

CHAPTER FIVE

SUMMARY FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0. INTRODUCTION

This research presented the summary of the findings, conclusions and recommendations. The researcher dealt with the role of secondary education in reduction of poverty, causes of poverty and solutions to the poverty, research questions were formulated at the beginning of this study. Those questions were answered, a conclusion given and recommendations stated.

Poverty is an obstacle which has retarded the growth and development of bigger population in east Africa but since education is one of the saviour in eliminating it there are not doubts that one day people will forget the existence of poverty.

5.1 Summary of findings.

Although the factors leading to poverty are abundant, secondary education plays a big role in reducing it. In the findings the cause of poverty have been put into categories i.e. economic factors social-cultural factors and also other factors have been put into consideration. The effects and solutions of poverty have been summarized as follows.

5.2 Causes of poverty.

The causes of poverty are many and complex. Many explanations for causes of poverty have been advanced. They include

Governance: bad governance is unquestionably a big the most important causes of the social-economic crisis facing Africa. The loss of democracy after independence and the development of autocrats have bad

disastrous consequences for African economies.

Poor autocracy leadership has been a terrible disaster for practically every African country. Political oppression and the monopolizing of decision making by dictators and their associates have caused wide spread a apathy which has deepened with the deteriorating economic and social conditions. Corruption, theft of national resources by those in authority and gross incompetence has played havoc with African economics leaving not a single African nation with a sound economy.

Militarization, necessary keep illegitimate regimes in power, had been extremely costly for Africa. Huge amounts of money have been squandered on the purchase of arms and on the upkeep of bloated armies.

Africa spends more money on the military than on education and combines. In 1990 military expenditure amounted to 3.8% of GDP. Compared to 0.7% in 1960. millions of Africans have been killed. The only beneficiaries of militarization are the western arms manufactures and dealers and the African ruling elite.

The church also plays an important part in the misrule of Africa. Whether she recognizes or not the church is a major political factor in Africa,. This is clearly true of countries where Christians from a substantial proportion of the population whole recognizing the anomalous contribution that missionaries made to the development of modern Africa, who must also agree with the historian. Jm Roberts when he says "the missionaries, often in spite of themselves, became instruments of the process of domination and subjugation which run through the history of Europe's union with the rest of the globe".

In east Africa, missionary actively prepared the group for colonization

and provided the justification and pretext for annexation of countries like Buganda and Malawi.

Since independence the church has contributed substantially to misrule by default. That is through silence and in action. Failure to resist evil means acceptance of evil with all the consequences. Uganda and South Africa are examples of the triumph of evil while the church, like the priest and Levite, who passed on the other side. In Uganda a few leaders like Archbishop Janani Luwum and Bishop Festo Kivengere did at some point confront Idi Amin and Milton Obote but it was too late, the nation had already been ruined. In South Africa the silence of the church allowed apartheid to take root.

The World Economic order, the international economic system contributed enormously to the improvement and under development of Africa. The west tries to play down or ignore this factor but it is a reality which must be faced by any one seriously seeking lasting solutions to Africa's economic and social problems. The international economic system serves to keep the north rich and [powerful at the expense of the poor and powerless south. The south serves as the source of cheap agricultural and raw materials and provides a captive market for the manufactured goods of the north.

Poor management is an academic disease throughout Africa. It is a characteristic of all African institutions from the state, through cooperatives and churches to business undertakings, hospitals and schools. Institutions that have efficiently and productively been managed by foreigners usually decay when they are taken over by African managers. Ali Mazrui describes well the reversal of efforts to modernize Africa and the sad decay of infrastructure all over Africa "poor management is a terrible drag on process.

Moral capital; development ought to be an improvement in the quality of life such that all human beings share their basic needs (food, clothing, shelter and health education).

Must adequately, their dignity and self esteem respected, their freedom honored and their potentiality given full scope of realization. Such duty is only possible if it is based on biblical morality which being God given, his universal application, moral failure is at the heart of the prevailing social economic crises in Africa.

Selfishness on the part of the rich western nations and the ruling African elite is largely responsible for the crisis. Tribalism, corruption, dishonesty, laziness and embezzlement are wide spread in African societies. They contribute significantly to the social and economic problems facing us and are major obstacles to development.

Education; everyone agrees that education is fundamental to economic and social development. Most people would agree that widespread of illiteracy low educational standards and in appropriate education contribute significantly to Africa's economic and social under development. Education must receive atop priority in any serious attempts to find lasting solutions to Africa's problems. Only education will give the people the understanding knowledge, skills and confidence necessary for life in the modern world.

Population increase. The main reason for this growth is decline in infant mortality rate. There is greater availability of health care for mothers and children hence an increase in a number of women with secondary education that enables them to take care of children.

This high population has brought problems to the economies and there is

a lot of dependence on food imported from foreign charity.

Science and technology. There is perhaps no better indication of Africa's economic backwardness than the rudimentary state of science and technology on the continent. Nothing shows the terrible vulnerability of Africa like our complete dependence on the west for most basic needs of material.

5.1.2 Effects of poverty.

Poverty being a major hindrance to development it has led to increase in backwardness. Backwardness is the state of remaining behind in everything.

Behind in the sense that the level of development is still buried.

Backwardness may be categorized under economically. Socially, politically and educationally. A part from school drop outs, poor standards of living increased crime, drug abuse, poor health, migration poverty has led to the factors discussed below.

It has led to unemployment. This is caused by population increase and rural-urban migration. People do migrate to towns with hope of getting employment. They go in large numbers that arouse into overcrowd in few chances hence other in the long run don't get employed thus resulting to crime as the only means of survival.

Extreme poverty in most affected areas result into hunger. Hunger is caused by lack of enough food to feed the targeted population when there is more hunger in society death rates also increases.

5.1.3 Solutions of poverty.

A combination of economic growth and a decelerating population growth are clear avenues for poverty reduction is but there are also several

sector specific and program specific avenues that must be pursued in the interest of reducing poverty.

The suggested sections below cover some of the principles solutions that are to be addressed in this regard.

The government strategy for poverty reduction should hinge on sound microeconomic policies, promoting an open and private sector-based economy along with sound social policies aimed at improving quality and efficiency in provision of social services.

This approach calls for fastening and a conducive environment for accelerated and sustained economic growth and development creation through market based economic and sectoral policies.

The development of micro and small scale enterprises will offer one of the most potent means of reducing poverty. The micro and small scale enterprises have a range of characteristics which place them in strategic position to contribute significantly to the attainment of poverty reduction.

The enterprise normally employ less than five people. They tend to use low cost and labor-intensive technologies provide openings for people who may not be highly educated but have in born talents drive and are entrepreneurial in inclination.

There is need to a lot of trained man power but for it to be productive it must have a cultural environment that requires and thus promotes efficiency and productivity.

The quality of the product of secondary education must not only promote academic training of the highest quality but should also produce

students who have character imagination and initiative.

There is need to encourage parents to have smaller families in order to educate, cloth, fed and tackle adequate care of their children. The western nations consider the growing population of Africa, Asia and Latin America a threat to their affluent life style and to their political and economic interest so they advocated for population control measure and they finance them.

On the science and technology people must recognize that they can become self reliant. They must over come the mystique that is often associated and beyond African ability to select, adopted and innovatory use of imported technology.

Apart from science and technology factors such as doing away with rigid culture and tradition, killing corruption, avoid careless drinking of alcohol and putting more emphasize on secondary education poverty will be reduced.

5.2 conclusion

Society is affected by poverty in a number of ways. For example inadequate food, medical care and education reduces the economic and social contribution of the poor.

A person who is ill or has not reached the level of secondary education is less likely to become a productive worker.

Poverty is associated with crime areas inhabited by poor people and have high rates of violent crimes and drug abuse.

Poverty in Usuk county Katawi District has variety of causes such as improper use resources, culture and many drop out of school at primary level.

Poverty stricken people suffer from lack of many things they need, for example they are less likely to receive adequate medical care or eat the food they need to stay healthier.

The poor have more diseases and they die at a young age than other people. They stay in sub-standard houses in poor neighbour hoods.

Its is through secondary education that people can understand what poverty is, its causes and solutions and as they move on wards they will know how to combat poverty and reduce it.

Through secondary education the farmers or those who left school at secondary stage can plan well in their farming because they would have learnt about agriculture on how to get better yields like inter cropping applying manure to the garden and others.

Thus through secondary education people can open their minds and get to know how to reduce poverty and also teach other people.

However secondary education is not away to escape poverty but it's a way of fighting it.

5.3 Recommendations

The government should give more funds to the Ministry of Education and Sports so that it can eliminate illiteracy hence reducing it through universal secondary education.

Education programmes should be designed to give the knowledge and skills they need to support themselves after primary education including those in secondary they should be given practical skills like home economics, computer lessons and others.

Scholarship, loans and study programmes should be provided to help many needy students who can not afford secondary education attain it and ever further their students.

The education programmes should be in such away that they should produce job creators not job seekers.

Quality basic secondary education for all vital to society because it produces people who can contribute to the economic and social development that is required to eradicate poverty.

The three most important goals to pursue are improving the education attainment of females increasing primary school enrolment rates in the rural areas and lowering repeating classes.

It is recommended that resources to primary health care and preventive medicine be increased the drug procurement /and distribution system be reformed, preventive care be given priority in the allocation to public sector resources for health care and an effective HIV/aids programmes be improved upon.

There is need to develop a family planning program by launching information education and communication on campaigns targeting social constraints to family planning reinvigorating family planning services by increasing the professionalism of it volunteers, improving management care and logistics in the public health system. Interventions that

accelerate the growth of the agriculture sector are likely to be particularly beneficial to the poor.

Public expenditure should focus on increasing opportunities of the poor to improve their income by providing infrastructure roads markets.

Government must ensure effective implementation of poverty reduction programmes.

In conjunction with poverty assessment institution mechanism for integrity quantitative and qualitative data must be established. This is necessary because quantitative information will highlight on the many questions that have been raised on the basis of quantitative analysis.

Appendix A: time frame proposed

Period	Activity
10 th January 2012	Proposal writing
13 th Feb 2012	Submission of proposal to supervision
27 th Feb 2012	Gaining access to the area of research
16 th March 2012	Collection of data
12 th March 2012	Data analysis and interpretation
19 th March 2012	Preparation of first draft
16 th April 2012	Writing of the final report
24 nd May 2012	Submission of the report

Appendix B: budget proposed

Particular	Quantity	Cost per unit	Total cost
Secretarial	1		15,700
Transport	To and from	25000	50,000
Printing	45	50	2250
Binding	3	6,000	18,000
Internet		10,000	10,000
Total			95,950

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Questionnaires

Name: Akol Maria Gorretti

Reg No: BAE/40442/91/DU

Dear respondent.

This research is to enable me to collect data on education and poverty reduction to enable me accomplish my research project on the same. This will be a partial fulfillment for the award of Bachelor of Arts with education degree of Kampala international university.

The information you will provide will be kept confidential than you.

Below are questions.

1. Age 11-15 ☐ 16-19 ☐ 20-23 ☐

2. Sex male ☐ Female ☐

3. Level of education secondary ☐

4. What is poverty?
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5. What do you think are the causes of poverty in the society?
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6. What are the effects of poverty?
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7. What can be the possible solutions to poverty?

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8. Do you think secondary education plays a role in reducing poverty

Yes ☐ No ☐

Explain:.....
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.....
.....

9. Do children from poor families' access secondary education?

Yes ☐ No ☐ Not sure ☐

10. Do they benefit from secondary education?

Yes ☐ No ☐ Not sure ☐

11. Are there any children from poor families who have benefited from secondary education?

Yes ☐ No ☐ Not sure ☐

Give how these individuals have benefited from secondary education.

.....
.....

13. What are some of the effects of poverty in

The children

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The parents

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The society

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