EFFECTS OF POVERTY ON EARLY CHILDHOOD DEVELOPMENT EDUCATION IN KAMARINY ZONE OF KEIYO DISTRICT KENYA.

By

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A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN AND DISTANCE LEARNING IN PARTIAL FULFILLMENT OF THE AWARD OF DEGREE IN BACHELOR OF EDUCATION IN EARLY CHILDHOOD AND PRIMARY EDUCATION KAMPALA INTERNATIONAL UNIVERSITY

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DECLARATION.

I, Zakayo Bartonjo Komen, BED/7136/51/DF hereby declare that this research work is my own original work and not a duplication of similarly published work of any scholar. Therefore it has never been submitted to any other institution of higher learning for award of certificate, diploma or degree in Early Childhood education.

I further declare that all materials mentioned in this paper are not my own and have been duly acknowledged.

Name:…… Signature:……..

Date:……

This project has been submitted with my approval as college supervisor.

Signature: …… Date: 2nd/09/08

Name: EDABU PAUL

DEDICATION

I wish to dedicate my work to my family.

ACKNOWLEDGEMENT

My sincere acknowledgement is to the whole of KIU fraternity for their effort in imparting their knowledge to me.

Special thanks go to my research supervisor for his guidance on research writing.

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LIST OF ABBREVIATIONS.

AIDS	- Acquired Immunodeficiency Syndrome.
ECD	- Early Childhood Development
ECDE	- Early Childhood Development Education
FPE	- Free Primary Education
HIV	- Human Immunodeficiency Virus.
IFAD	- International Fund for Agricultural Development
MDG	- Millennium Development Goals.
MOEST	- Ministry of Education Science and Technology
PRSP	- Poverty Reduction Strategy Paper
UNDP	- United Nations Development Programme.
WMS	- Welfare Monitoring Survey

ABSTRACT.

In order to eliminate poverty among households, there is need to ensure that proper education is made accessible to all the Kenyans and this must begin from the basic level of education. This basic level is at Early Childhood Development.

The purpose of this study was to find out the effects of poverty on Early Childhood Education in Kamariny Zone.

The study utilizes descriptive survey where the target population includes 16 schools of which 8 will be sampled through simple random sampling technique. A total of 24 respondents will be chosen through purposive and simple random sampling method from 8 primary schools in the zone. Each head teacher from the chosen school and 2 teachers will respond to the instrument. The study will employ questionnaires, which are both open and closed-ended to collect data. The data will be analyzed using quantitative approach as an instrument of the study.

The findings of the study is hoped to provide intervention measures towards alleviation of poverty.

CHAPTER ONE.

1.0 Introduction.

The researcher was interested in finding out effects of poverty on ECD learning at Kamariny Division in Keiyo District.

Access to education has been seriously hampered by poverty which has left many school going children out of school. This poverty has been partly caused by illiteracy and unemployment rampant in the study area.

With rising poverty, a vicious cycle of poverty – illiteracy – poverty becomes the norm with few people bettering their lives. This study will explore the same in detail.

1.1 Background Information.

Early childhood is the most rapid period of development in a human life. Although individual children develop at their own pace, all children progress through an identifiable sequence of physical, cognitive, and emotional growth and change (MOEST, 2003).

But one of the major set-backs of educational development in Kenya is poverty. According to PRSP(2007) for the period 2001-2004 defines poverty as the inability to feed self and family, lack of proper housing, poor health and inability to educate children and pay medical bills.

The 1997 welfare monitoring survey (WMS) set absolute poverty at Kshs. 1, 239 (US &15) per month or 50Us cents a day in rural areas and Kshs. 2, 646(US & 33) per month , or US $1 a day in urban areas.

It is estimated that more than half of the population in Kenya are poor. At least one in every two Kenyans is said to be poor. According to Kerrow the Shadow Minister for Finance (2007) Kenyans continue to die of hunger due to poverty.

The Kenyan government has worked on an ambitious strategy to eradicate poverty since independence in 1973. The efforts made by the government since has continued to deteriorate for instance according to PRSP paper (2007) 15 millions Kenyans were poor in 1997 compared with 3.7 millions in 1972-1973 and 11.5 million in 1994. an estimated

56% of the Kenyans population (of which 8.6) million are children) now live below poverty line.

This indicates clearly that poverty has not reduced but increased at an alarming rate despite efforts exerted by the government.
This contradicts to the Millennium Development Goals (MDG) set by United Nations which aimed at reducing poverty level by 2015 to half.

People living below poverty line lack basic needs such as food, shelter, money to assess proper health care and inability of parents to provide basic school needs like uniforms, books and tuition fees, access to clean water and sanitation.
It must be noted that poverty has negative effects on learning and development of individual learners at home and in school. Poverty therefore hinders learners from learning. This mainly affects children who are orphans, neglected children, aged poor, those affected and infected by HIV/AIDS, street children female household heads, small holder, agricultural, alcoholics and those who are poor.

The most disturbing circumstance is where school-aged children fail to join ECDE centres and those who drop out of school at different boys and girls drop out of school at different classes. It is infact more serious when young boys and girls drop out of school and involve themselves in money generating activities a term normally referred to as child labour.

Kamariny Division is a densely populated area and as such land has been fragmented into small portions which do not support a family in terms of food security and farm income. Illiteracy is high in the area and as a result most of people especially the youth are unemployment hence engage themselves in idleness and alcoholism. This has led to high rates of crimes and other social evils.

Most people in the area depend on hired labour and others opt to brewing alcohol and chang'aa to earn a living. As a result of alcoholism, irresponsible behaviour of the

residents has led to breakup of families due to divorce and separation. Some have also contracted the threaded HIV/AIDS disease and as a result the children have dropped out of school to take care of their ailing parents and to tend for themselves. All these have increased the rate of poverty in the area.

These and more have motivated researcher's great concern to research into effects of poverty on learning and ways of work in order for the problem to be eradicated.

1.2 Statement of the Problem.

The ultimate goal of Early Child Development (ECD) programs is to improve young children's capacity to develop and learn. A child who is ready for school has a combination of positive characteristics: he or she is socially and emotionally healthy, confident, and friendly; has good peer relationships; tackles challenging tasks and persists with them; has good language skills and communicates well; and listens to instructions and is attentive (MOEST, 2003).

The positive effects ECD programs have can change the development trajectory of children by the time they enter school. A child who is ready for school has less chances of repeating a grade, being placed in special education, or being a school drop out (MOEST, 2004).

Through interviewing of some head teachers, ECD teachers, local leaders and learners on the learning progress in Kamariny Division, the researcher found that there are some parents who do not take their children to ECD centres in that they are unable to pay fees, provide their children with basic school needs for example writing materials and uniforms.

Under FPE, parents must still cover other various costs of schooling, e.g. uniforms, meals, examination fees for Standard 8, the last grade of primary education (MOEST, 2003).

Kamariny Division is a high potential area yet most of the people are very poor due to several factors. Because of land fragmentation due to high population, "shambas" have been sub-divided into small portions leading to low food production causing food insecurity. People no longer have enough food and even surplus for sale to generate income. Since the fragmented land has been over cultivated, the soils have become infertile and because the residence are poor they cannot afford to buy fertilizers to enrich the soil so as to increase crop yields. All these have resulted to poor crop production.

Affluent families and the few who are employed in different sectors have migrated to urban centres and to the former white highlands (Uasin-Gishu and Trans-Nzoia Districts). The majority who are left in the area are the unemployed who have no viable economic activity to undertake and have ended up engaging themselves in brewing and drinking of alcohol. Due to this, parents have become irresponsible and families have ended up in separation and divorce leaving he children in anguish.

Illiteracy is another major cause of poverty in Kamariny Division. Most of the parents are semi-illiterate and as a result parents do not value the education of their children. They don't take their children to school at the right age and do not even care to pay school levies promptly for them.

The area has also been stricken by the HIV/AIDS pandemic. As a result parents who are infected are unable to perform their duties well leading to low income to enable to support their families. The family resources and time are also used to care and feed the sick parents.

Poor infrastructure is another problem in the zone. During the rainy seasons weather roads are impassable hence the few available, farm produce which could otherwise be transported to the market get spoiled thus frustrating the efforts made by the farmers.
Because of the above problems, poverty has deeply rooted itself in the area. ECD learners due to lack of money to meet their basic needs and for payment of school levies have ended up dropping out of school. There is a drastic reduction of enrolment in ECD

centres in Kamariny Division. ECD School going children, due to poverty have engaged themselves in activities such as logging, charcoal burning, house-helping, baby sitting and cattle herding to generate money. Others are used even by their parents to sell illicit brew like "chang 'aa" and "busaa".

Children of school going age are supposed to attend ECD centres instead of undertaking activities meant for their parents. These children if they do not attend school, illiteracy would rise in the zone hence an increase in crime rate and social evils if any meaningful progress is to be realized in the zone appropriate intervention measures on poverty reduction has to be undertaken as a matter of urgency.

1.3 Purpose of the Study.

The purpose of the study was to investigate and establish effects of poverty on learning and possible solutions to alleviate the problem in Kamariny Division.

The researcher would also assess the extend of the problem and examine the attitudes of parents, teachers and learners towards poverty.

The result would give a way forward to all school community and local leaders to implement intervention strategies in order to empower parents and the community in order to increase their purchasing power.

1.4 Objectives of the Study.

The study will look into the following objectives: -

1. To identify the causes of poverty in Kamariny Division.
2. To investigate the poverty induced challenges faced by ECDE learners from poor families.
3. To find out intervention strategies to be used on poverty reduction in the Division.

1.5 Research Questions.

1. What are the causes of poverty in Kamariny Division?
2. What are some of the challenges faced by ECDE learners from poor families?
3. What intervention measures can be applied to alleviate poverty in the division?.

1.6 Significance of the Study.

The study of the researcher is hoped to give a way forward to the community to implement appropriate intervention measures in order to eradicate poverty. Those who will benefit from the research include learners, teachers, parents, community and the governments.

i) Learners.

The learners academic performance will improve as they will attend all the lessons taught in the ECDE curriculum. They will also be aware on the importance of education as a means of eradicating poverty and in future help them pursue their careers.

ii) Teachers.

The research will enable teachers change their attitudes towards learners learning under difficult situations. They will be able to teach them considering their individual differences and to initiate feeding programmes to motivate ECD learners to attend school regularly.

iii) Parents.

The parents will change their attitudes and see the importance of education as a means of eradicating poverty hence get motivated to help to provide them with basic necessities, also guide and counsel and realize educating their children is a long life investment.

iv) Community.

The government will be encouraged to initiate and develop income generating projects to assist the needy families hence improve standard of living.

v) Government

The government through the ministry of Education will be enlightened on the challenges facing learners from poor backgrounds. They will also be able to provide feeding programmes to all ECDE centres and even extend free primary Education to lower levels. The resolutions proposed will assist in the reduction of poverty and create a way for higher standard of education.

1.7 Limitations.

The limitations encountered by the researchers during the research period were:

1. Some respondents, especially parents, were not willing to give honest information during the questionnaire due to fear that their economic position will be known.
2. Inadequate sources of literature made it difficult during the writing of the research.
3. There was a problem in traveling from one school to another due to rough roads, a lot of rain which is impassible during rains. There was also inaccessibility to other schools because of terrain of the area.

1.8 Delimitations.

There were factors that contributed to the success of the work carried out by the researchers.

1. There was a positive and encouraging co-operation from the head teachers, teachers ECDE teachers, parents and pupils of the sample schools.
2. The researcher is well conversant with the locally spoken language and also being known in the study area.
3. There was also cooperation from some of the target group.
4. The head teacher played an important role in permitting the researcher to be out of school during the researcher study

1.9 Definition of Terms.

The following terms and abbreviations were used in this study to relay the meanings as indicated below: -

Poverty: Inability to meet basic needs of life e.g. food, clothing, proper shelter etc.

School Dropout: A person who withdraws or discontinue from school.

Child: Anybody below the age of eighteen years.

Alleviate: To reduce something as much as possible.

Logging: Term used in the locality to mean ferrying of logs from the forest to a central place where they are sawn into timber.

Guidance: An act of showing the way, directing, pointing or casting light a head.

Counseling: .It is a helping process that uses the safety of a special relationship between the counselor and counselee.

Poverty Line: A minimum level of income required to meet basic needs.

Child-Labour: Giving a child a task which is beyond child's ability.

Chang'aa: Illicit brew prepared through distillation

Busaa: A local brew made from fermented flour which is then fried and mixed with yeast induced millet.

Illiteracy: Inability to read and write.

CHAPTER TWO

LITERATURE REVIEW.

2.1 Introduction.

Over the past 30 years, poverty in Kenya has been on the rise. More than half of the country 31.3 million are poor, and 7.5 million live in extreme poverty. About 80 percent of the population, including three out of four are poor, live in rural zones (IFAD 2007).

Poverty impact on learning and its reduction methods had been addressed by other researchers. The researcher therefore has reflected on the contributions made by such individuals. This information was gathered from print media including books newspapers and internet.

In this chapter the researcher has organized and presented under sub-themes.

2.2 Definition of Poverty.

The researcher defines poverty as a state whereby one cannot afford primary needs vital for life such as food, shelter and clothing she associates poverty with low-income poor health, unemployment, abandoned children and inability to educate children.

According to Carter (1994) states that by the year 1994 an estimated of 194 million children lived in the streets of the world; and the number keeps on growing.

The poor refers to people who are not able to meet basic needs in the society.

According to Barrientos et al (2004) associates poverty as absolute deprivation; the fact that a person suffers undernourishment and or malnutritional frequently has to consume contaminated food and water, suffers from a variety of diseases and parasites for which he knows not treatment or cannot afford to have cured, and lives in physical condition which impair his health, personal security and earning capacity.

The poor refers to people who are not able to meet basic needs in the society. This concurs with the article w.w.w.earthinstutute.colombia.edu (2007) which defines poverty in terms of people who live on less that $1 per day.

2.3 Categories of Poverty.

According to the Kenya's poverty reduction strategy paper (2001-2004), poverty was classified into two categories.

1. Food poverty which is as a result of inadequate food.
2. Overall poverty where people are deprived of other primary needs e.g. food, clothing, shelter, education and sanitation.

None of the above categories of poverty favours learning. Learners falling under any of the two categories might not attend an ECDE centre. Akatch (2004) says, "If a child does not have food, it is not realistic to expect him or her to stay in school.

In such a situation, education becomes very secondary and the need to get something to ea becomes the key focus."

Therefore it is the feeling of the researcher that both categories need to be addressed in action.

2.4 Extent of Poverty.

For many children in Sub-Saharan Africa (SSA), primary school interventions are already too late to prevent irreversible disability or to allow for the development of full adult capacity. Many of the same conditions of poverty that previously placed the under-5 at risk of death later leave them at the risk of poor health, malnutrition and impaired mental, social and emotional development. The following statistics present a grim picture.

- Approximately 30% of children under 5 suffer from chronic malnutrition.
- Only 63% of the region's children have been immunized against tuberculosis and less than 50% against DPT, polio and measles.
- Beyond the age of 5, an African child's chances of entering a primary school are less than 50%, of completing primary school, less than 35%, of finishing secondary school, less than 12%, and of entering university, less than 2%.
- Of the nearly 5 million orphans and 20 million refugees in SSA, 80% are female.

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The youngest and most vulnerable children suffer the highest poverty rates of any age group in the United States. Nearly one in five children under age six lives in poverty, and the number is rising (http://www.unesco.org/education/earlychildhood/brief)

Otieno (2007) in a UNDP report reveals that 50 percent of Kenyans are living below poverty line. The report states that four out of eight provinces recorded an increase in poverty levels in 2005 compared to 2004.

It continues to state that in every two live below poverty line, while the number of those living in abject poverty has deepened. These are the Kenyans without access to health services including doctors, water and proper nutrition.

After independence in 1963, the Kenya government declared war against three hindrance to development namely poverty, ignorance and diseases. From the researcher's view little has been done and therefore the effort of fighting should be doubled.

Poverty has deprived learners from low income homes the right to education which goes against the vision for education for all which aimed at expanding and improving Early Childhood Education and providing free and compulsory primary education by 2015. This also applies to Kamariny Division where 48% of the totals Zone population who live under absolute poverty. (Population and housing census 1999).

Despite the governments offer for free primary education, parents still find it hard to meet pre-school costs and secondary school fees.

2.5 Characteristics of Poverty.

Poverty is characterized by many factors such as lack of housing, low-income, malnutrition, illiteracy, hunger and inaccessibility to essential social services such as education, health, water and sanitation.

Other situations where poverty manifests itself include the group of female-headed, households, the handicapped the landless, the squatters, AIDS orphans and alcoholics

Bock (1996) also indicates that one parent families, most often headed by women, make up more than one-half of all poor families and estimated three-fourths of all homeless families.

As a result of the above situation the researcher was provoked to establish the root causes and intervention measures to the problem of poverty.

2.6 Causes of Poverty.

There are several factors which cause poverty. This is a problem which lowers the living standards among people in a society.

2.6.1 Insecurity.

The greatest problem the country faces today is that of insecurity. One of the major reasons why insecurity has risen steadily is unemployment. More and more young people are graduating from high school and tertiary institutions and there are no hopes for ever finding jobs.

What policy makers fail to realize is that as long as the gap between the rich and poor continues to widen security will be a serious concern. Onyari (2007) suggested the use of military to curb insecurity, however living under the poverty line the challenge will be to improve national security.

The Jesuit Refugee Service – East Africa and the International Displaced Persons Network claim there are about 54, 000 displaced persons living in abject poverty in the country. UNDP (2007) also mentions cattle rustling in pastoral communities, orchestrated to expand grazing space, raising pride price and to a lesser extend demonstrate heroism as one of the leading causes of chronic poverty in arid and semi-arid districts. Clashes which continue to take place has left many Kenyans homeless and refugees in their own country contributing to high poverty rates. Omondi (2006) adds that insecurity had become a sensitive issue because school drop outs took part in criminal activities. Insecurity therefore makes the economy lag behind because people have to leave what they have worked for and start life a fresh.

2.6. 2 Illiteracy.

This is one of the biggest problem in the world which brings about poverty as Martin (1996) asserts that 27 million Americans are functionally non-readers. Each year, the ranks of the national illiterate grow by an estimated 2.3 million, including newcomers from abroad. In addition, some 40 million more adults are considered barely competent in literacy skills and that number is growing too. Many are among the nearly 1 million high school students who drop out of school each year.

Dakar Framework for Action (2006) indicated illiteracy among children and adults as one of the reasons that hinders progress in Africa. High cost education, low completion rates, limited resources for financing education were also mentioned in the framework-sums up to illiteracy. The 1999 population census indicated that 4.2 million adults were illiterate with another 3.5 million classified as semi illiterate as reported by Mbugua (2005). Thus illiteracy of the parents affects education of their children as they don't see the benefit of doing so.

Illiterate people cannot provide skilled labour. From this point of view, it should be noted that it is difficult to have a working nation when half of the population is poor and ignorance being one of the component behind.

When parents fail to know the immediate consequences of education , they get discouraged in educating their children. The result is no education, no employment hence poor living standard.

2.6.3 Unemployment.

Unemployment is a major challenge in achieving improved lifestyles of Kenyans.

The Human Development Report released on February 28 2007 reports that more than two million Kenyans were not gainfully employed. The economic consequences of unemployment on the nations production of good and services or gross domestic product are significant. "Idle human resources represent a loss of goods and services and loss of real income"(Barasa, 2007).

Unemployment and lack of livelihood contributed to insecurity and crime.
According to Atwoli (2005) over 600, 000 school leavers join the labour market to look for jobs every year. The country's economy can only manage to produce formal jobs below 30, 000 annually. Some of these people are overworked and paid below the living wage.

From the above statement people who are underpaid can hardly afford food, clothing proper housing and education to their children. This results to one not able to meet high education cost resulting to high drop-out to their children. As a result the country will loose bright learners from poor families who would later invest in the governments economy.

The researcher also feels that unemployment school leavers and presence of school drop-outs negatively impacts learning, as learners have no role models whom they can emulate and boost their morale in learning.

2.6.4 Poor Government.

Nyong'o (2005) attributed the widespread of poverty to corruption and economic mismanagement of past governments. Poor economic governance including high levels of corruption and poor management of public resources is the impediment'' he said.
It has distorted the role of law and weakened the institutional foundation on which economic growth depends. He warned poverty levels estimated at 56 percent of the population may reach intolerable levels and force the poor to target the rich.
Wanjiru (2006) that aid advanced to Africa has in the past misappropriated by the elite while the better portion of money has gone back to donor countries as way of paying expatriates or professional to win contracts or donor projects.

A recent research by action aid indicates that 46 percent of aid money does not go to alleviating poverty. This is illustrated by the fact despite Africa having received billions of shillings in aid, poverty has been escalating and the continent is now home to a greater percentage of the world's I billion poor who survive on less than a dollar a day.

Opiyo (2005) blamed Kenyans human development record on the politics of patronage. He fingered the skewed sharing of the national cake by the ruling elite – largely for political convenience – in total disregard of development needs of various areas. He warned that unless the distribution of national resources was reassessed, the country would slide further down the list of the world's poorest.

2.6. 5 Hunger.

One out of every five children lives in poverty and sometimes goes hungry. Child poverty reached its highest level in 30 years in 1994, according to the children's advocacy group. One in three children can expect to fall below poverty line at sometime before age 16. The poverty line for a family of three is an annual income of department of Health and Human Services as reported by Martin (1996).

In Africa, Butler (1993) about 40% of the population are hungry, and the total number has almost doubled in the last 20 years and is still rising drastically. This concurs with Cheyne (1996) who says that there are between 13-18 million deaths from hunger and hunger related diseases every year. Malnutrition is the underlying or associated cause in one third of all deaths of the worldwide under five population.

Today some of the world's poorest nations representing almost 900 million people do not meet minimum caloric needs in their population. Majority of these live and work in rural areas.

A child who is hungry will not attend school instead goes to find something to eat. Such a learner when in class will not concentrate in his/her class work because of hunger.

2.6.6 HIV/AIDS.

Poverty has been aggreviated by HIV/AIDS pandemic which is not only a health problem but also a development one as it encompasses socio-economic and cultural-dimensions.

The pandemic has killed more than 20 million people and infected 40 million in Africa due to poverty as people are forced to engage in unsafe sex which trickles them into AIDS catastrophe (Martin, 1996).

Since the Acquired immune deficiency syndrome (AIDS) burst into scene in 1980, more than million people have died of the disease worldwide. An estimated of 18 million adults and 1.5 million children around the world have been infected with the human immunodeficiency virus (HIV) which causes aids. And the aids epidemic continues to spread (Martin, 1996).

In a study by International Food Policy Research Institute (IFPRI) of the 12 countries with the highest levels of hunger 9 were affected by civil war or violent conflicts. Countries with high HIV infection index relative to their level of economic development, highlighting the links between AIDS and hunger.

An estimated 700 Kenyans die daily of HIV/AIDS related causes, HIV/AIDS leaves orphans and women headed households even more vulnerable to poverty. The burden of the disease weighs heavily on both the country and Kenyan families, affecting income, food security and development potential (IFAD 2007)

Awori (2007) says that it is estimated that there are 2.4 million orphaned children in the difference in income per capital between the developed and less developed and less developed nations will widen from about and $ 4, 000 in 1975 to some $ 7, 000 within countries. These disparities may even be larger. For every 1 dollar increase in gross national product per capita in less developed countries a & 20 increase is projected for the industrialized countries.

Due to HIV/AIDS scourge children are forced to go out of school to care for the sick and work to supplement family income. Furthermore, children are kept out of school when families cannot afford school fees, clothing and other essential needs due to the HIV/Aids illness or death. Such learners drop out of school and lead a miserable life. AIDS continue to leave in its wake thousands of orphans who are forced to work to survive.

2.6.7 High Depending Ratio.

Poor families in Kenya have got large families whom they cannot feed, cloth and even shelter. Ondieki et al (2004) described Africans to be social beings who provides support for family members including extended family. He continue to say that dependency ratio is high if the number of people working is far much lower than the number of dependants. The researcher concurs with this statement because in Kamariny Division, one person who is employed can be a bread winner of all school going children and the old. Such a worker cannot invest the country because of his or her support towards the family members who depend upon him/her for every need.

Majority of the population in Kamariny Division are small scale farmers and food produced is only for consumption. Few people who are employed provide for all family members including school going children.

2.7 Challenges Faced by Learners from Poor Families .

The problems for children and society that result from childhood poverty cry out for effective policy solutions. Poor children often have inadequate food, safety, shelter, and health care. In school, poor children too often fall far short of achieving their academic potential, making them more likely to enter adulthood lacking the skills to compete in the global labor market. As adults, they are more likely to suffer from poor health and participate in crime and other antisocial behavior; these children are also less likely to grow up to be gainfully employed and contributing to economic growth and community well-being (Unesco, 2005).

Nothing makes an individual as humble and unsure of themselves as poverty does. When a family is extremely poor, it means that the basic necessities and other needs cannot be provided and this affects the child's education and behaviour (Module, 2001).

Children from poor families are withdrawn, truant delinquent and experience psycho-social problems hence look down upon themselves due to their socio-economic background.

Parents of such children cannot meet their own basic needs leave alone of their children therefore the researcher feels that it would be wrong to blame parents for not providing basic needs to their children. Because of this children from poor families are forced to take manual jobs to earn a living and supplement the family income. This leads to absenteeism which inturn lead to poor academic performance. This concur with Okoth (2006) who admits child labour is a pressing social, economic and human right issue. It is estimated that close to 250 million children worldwide are working, deprived of adequate education, good health and basic freedoms.

Child labour exposes children into exploitative condition such as drug abuse, prostitution and being given tasks beyond their effort.

Children from poor families achieve little as their minds keep on wondering on how to get out of the problem. They try to match with those from rich families and at long run develop low self-esteem leading to lose of confidence which contributes to poor participation in learning activities.

The socio-economic status of a family greatly influence individual child's behaviour as a result of the interactions of a child between and within family and school system.

Good behaviour is associated with academic performance. Children who are from poor families tend to portray unacceptable behaviour for example fighting others, making noise, shouting and talking anyhowly. These are also unable to relate well with other children especially from affluent family. They are tempted to steal from those who have since they tend to lack most of the basic necessities. The mode of dressing of such children makes them shy because they unfit uniforms making them unable to compete favourably with others. They also lack concentration in their classwork.

2.8 Intervention Measures for Poverty Alleviation.

The election of the current government in December 2002 signalled a major political change. Carrying forward a strong anti-corruption and pro-growth agenda, the government pursues the objectives of economic growth and poverty reduction. The blue-

print for these efforts is the Economic Recovery Strategy for Wealth and Employment Creation, which builds upon poverty reduction strategy paper (2001-2004) which aimed at improving governance and reducing corruption providing better health services and education.

When such positive steps are taken by the government it will stop corruption and improve transparency hence funds set a side for improving the economy and alleviating poverty will be used properly.

Agriculture being the backbone of the country's economy should be improved and expanded in order to alleviate the same.

In order to improve farm produce, farming methods should be improved, the cost of farm inputs such as fertilizers should be reduced and the Ministry of Agriculture should familiarize farmers on improved farming methods. If all this is done the researcher feels that there will be sufficient food security and even for sale hence improved living standards.

Kamunge report (1988) recommended regular teachers to be trained in guidance and counseling to enable them effectively teach children with emotional and behavioural problems punishing such children will not correct their behaviour but doubles the problem. Guiding and counseling learners with behavioural problems is the best option of helping them.

Aids has left many children orphans and hence should be addressed seriously. Measures that encourage preventive behaviour through better preventing counseling by religious and other leaders. Bursaries should also be increased for children who could otherwise drop-out of school due to an Aids related ailments or death in the family.

CHAPTER THREE.

RESEARCH METHODOLOGY

3.1 Introduction

The research was carried out in Kamariny Division of Keiyo District. This is because the researcher comes from the area and understands the language spoken by people. This enabled the researcher to conduct the research with ease.

There is high level of poverty in the zone therefore there is need to find out its impact on ECD education as well as ways of alleviating it. Discussed below are the research approach, research design, population size, sample size, sampling procedures, instruments/ tools and the procedure of the study. It also highlighted data analysis.

3.2 Research Approach.

Questionnaires were used as instruments of data collection. This was to reduce the cost of using other tools such as observation or interviews to reach the respondents on the target population. A questionnaire as a tool saves time because the researcher only sends questionnaires to respondents. Although questionnaires are convenient method of collecting data, the respondents might delay mailing them back to the researcher in time.

3.3 Research Design.

The researcher used the survey design in carrying out the research by selecting samples of individuals to collect data from. Questionnaires were used to collect data where open-ended and closed-ended questionnaires were administered to the respondents. The data was then analyzed and discussed using pie-charts, frequency distribution tables and bar-graphs.

3.4 Population of the Study.

The researcher collected information from head teachers and teachers. The researcher was able to do this by use of questionnaires in order to utilize time and also to reach many respondents within the stipulated time.

The researcher targeted a population of about 120 teachers in the division from the 12 schools. This was because teachers were conversant with the learners home background as well as their environmental factors.

3.5 Sample and sampling techniques.

From the 12 schools the researcher specifically sampled 5 schools using simple random sampling. In each school, purposive sampling was used to select head teachers whereas simple random sampling was used to pick teachers. Total of 5 head teachers and 10 primary teachers.

The researcher chose the five schools in order to utilize available time and to reach many respondents within the scheduled time.

3.6 Research Instruments.

The questionnaires were used by the researcher to collect the quantitative data. The researcher prepared questionnaires in respect to the population chosen. The questionnaires were made simple, clear and to the point for the purpose of collecting relevant data. Open-ended and closed-ended questionnaires were used to enable respondents to give their own views.

3.7 Data Collection Procedure.

The researcher asked for permission from the headteacher to carryout the research. The researcher further sought permission from the head teachers of the schools and pre-schools targeted to enable administration of the questionnaires to the teachers.

The researcher then visited the targeted schools in person and briefed the concerned teachers on the objectives of the study. Then issued the questionnaires to the sampled respondents and left with them self-addressed envelopes so that they mail the completed questionnaires after one week.

3.10 Data Analysis.

The data collected was analyzed and presented by use of frequency distribution tables, pie-charts, bar-graphs and percentages showing distribution of the respondents' opinions.

CHAPTER FOUR.

DATA PRESENTATION, ANALYSIS, AND DISCUSSION

4.0 Introduction.

This chapter gives the results of the study. The researcher prepared questions for the headteacher, lower primary teacher and the ECD teacher and another set for the assistant chief.

The raw material taken from questionnaires responses were presented and discussed on the tables as follows: -

4.1 General Information

4.1.1 Gender of the respondents

Gender	Head teachers		ECD/Lower teachers	
Male	4	80	3	30
Female	1	20	7	70
Total	**5**	**100**	**10**	**100**

Source: Primary data 2008

From the table 4.1.1, 80% of the head teachers and 30% of ECD/Lower primary teachers were male while the rest were female. It is evident that many headship positions in the zone are held by males whereas female teachers dominate in the ECD section.

Table 4.1.2 Qualifications of the respondents.

Qualification	Head teachers		ECD/Lower teachers	
Diploma	2	40	2	20
Certificate	3	60	6	60
Form Four	-		1	10
Std 8	-		1	10
Total	**5**	**100**	**10**	**100**

Source: Primary data 2008

From the table 4.1.2, 40% of the head teachers were holders of diploma whereas 60% were in possession of certificate. About the ECD/lower primary teachers, 80% had at least above certificate while 10% each were form four and standard 8 graduates. The assistant child had form four certificate.

Table 4.1.3 Age of the respondents

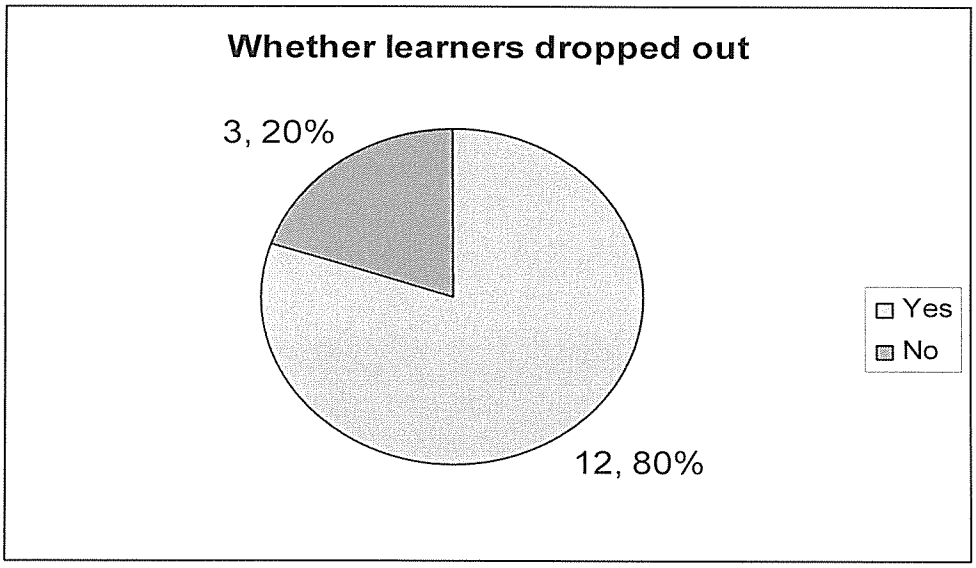
Age	Head teachers		ECD/Lower teachers	
Below 30	-	-	3	30
31-40	4	80	3	30
41-50	1	20	4	40
Total	**5**	**100**	**10**	**100**

Source: Primary data 2008

According to the table 4.1.3 findings, 80% of the head teachers were aged between 31-40 years while 40% of those teaching ECD level were between 41-50 years. Only 30% of the ECD/lower were below 30 years.

4.2 School drop outs

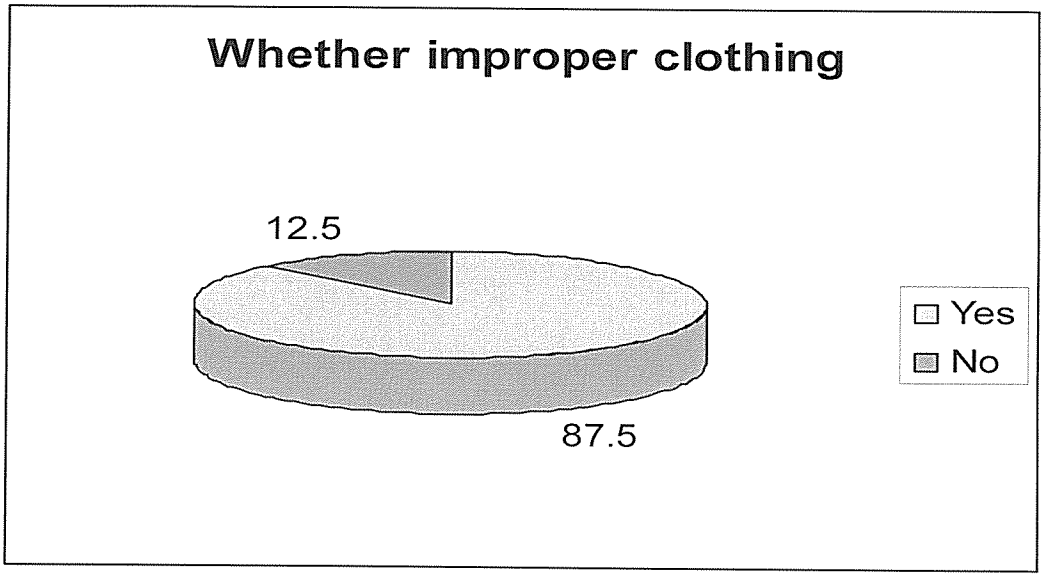
Figure 4.2.1 whether learners dropped out of the school.



From the observation, 80% of the respondents show presence of school-dropouts between ECD and lower primary. Parents who are unable to pay fees for the pre-school contribute to children dropping out of school. The other 20% felt that drop out rates do not exist.

It was also found that besides the government provision of free primary education, there are learners who drop out due to inadequate basic needs. Inability to educate children and provide for basic needs is a characteristic of poverty.

Fig 4.2.2 Whether improper clothing influence learning.

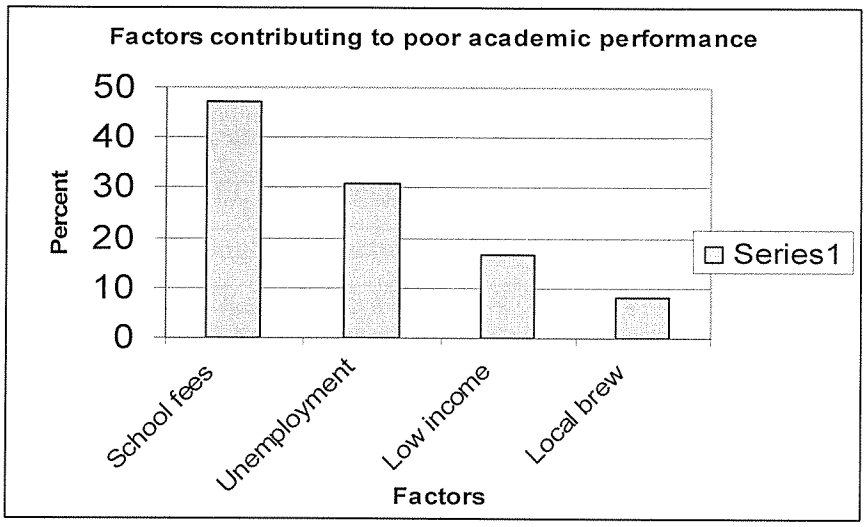


The responses given by 87.5% of the respondents shows that improper clothing affect learners participation in the learning process hence affecting learning negatively. Those who felt that improper clothing does not affect learning were 12.5% Learners with worn out clothes rarely interact with peers. Interaction amongst learners promotes learning. It is important therefore to note that proper clothing promotes learning.

Figure 4.2.2 Responses on whether there are families which cannot afford food.

From the above figure 38% indicates the presence of those families which cannot afford food. The few who are unable to provide food for their children hinder the learning of such children because when they are hungry they cannot concentrate on classwork for they lack energy for functioning n motor and cognitive activities. However most of the families can afford food as it is shown by responses of 62%.

Figure 4.4 Factors contributing to poor academic performance.



The highest contributor of poor performance is schools fees problem as shown in the pie-chart which carries the highest portion of 47.3%.

The community who are the employers of the ECD teachers do not pay fees for heir children promptly leading to delay on payments resulting into the learners being send home to collect money. When learners miss lessons their learning often lags behind.

Teachers who are not paid regularly and given little money lack morale and render poor services. Unemployment of people and schools leavers in the community creates a bad image. Parents at the long run do not see the need of educating then children, parents expect immediate fruits of education through employment of their children. School leavers who are not employed finally engage themselves in illicit brews and crimes. This creates a bad image on the importance of education hence making it meaningless.

Low income affects learning, 16.7% of the responses illustrates that there are families who receive low income not enough to meet their basic needs.

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APPENDIX 1

QUESTIONNAIRE FOR HEADTEACHER

This questionnaire is to get information on "**the effects of poverty on school drop out of ECD pupils in Kamariny Zone**". Please all the information given will be treated confidentially; therefore be honest in your answers. Do not write your name or your ECD centre anywhere in this questionnaire.

(Please, kindly respond by putting a tick (√) or writing briefly where appropriate.

Section A: General Information

1 What is your gender?

Male [ ] Female [ ]

2 What is the category of your school?

Public school [ ] Private school [ ]

3 State your pupils' enrolment

25 and below [ ]

26-35 [ ]

36-45 [ ]

46-55 [ ]

56 and above [ ]

4 What is your qualification?

Graduate [ ]

Diploma [ ]

Certificate [ ]

Other (specify) .....

5 Indicate your age

20-30 years [ ]

31-40 years [ ]

41-50 years [ ]

Over 50 years [ ]

6 How long have you been a head of this institution?

Less than 2 years [ ]

3-4 years [ ]

6-10 years [ ]

Over 10 years [ ]

Section B Causes of Poverty

Using the likert scale given below, indicate your level of agreement with regard to the causes of poverty. Tick appropriately.

Key: SA- Strongly Agree

A- Agree

U - Undecided

D- Disagree

SD – Strongly Disagree

	Cause of poverty	**SA**	**A**	**U**	**D**	**SD**
1	Unemployment					
2	High dependency Ratio					
3	Diseases such as HIV/Aids					
4	Illiteracy among residents					
5	Poor governance in institutions					
6	Insecurity within the area					

Section C: Poverty induced Challenges faced by ECDE Learners.

1 Children from poor families often drop out of school to engage in economic activities to feed the family.

True [ ]

False [ ]

Don't know [ ]

2 Truancy and absenteeism is very rife among children drawn from poor families.

Strongly Agree [ ]

Agree [ ]

Undecided [ ]

Disagree [ ]

Strongly Disagree [ ]

3 Well to do households exploit children from poor backgrounds hence fail to attend and complete their formal education.

Very often [ ]

Often [ ]

Don't know [ ]

Not often [ ]

Rarely [ ]

4 Illiterate parents fail to appreciate the significance of education for their children.

Strongly Agree [ ]

Agree [ ]

Undecided [ ]

Disagree [ ]

Strongly Disagree [ ]

5 Poor parents who are also sick have their children drop out of school to act as their caregivers.

True [ ]

False [ ]

No idea [ ]

6 Children from poor families end up having low self esteem unlike those from well to do backgrounds.

Strongly Agree [ ]

Agree [ ]

Undecided [ ]

Disagree [ ]

Strongly Disagree [ ]

Section D: Intervention Strategies

1 How does the school help children from the poor families?

Subsidize their fees [ ]

Give them bursaries [ ]

Look for sponsors [ ]

Other (specify) .....

2 Do teachers use guidance and counseling as a tool meant to reduce drop out rate among children from poor families?

Yes [ ]

No [ ]

If yes, are these teachers well trained and equipped to guide and counsel?

Explain .....

3 Orphans in school have been taken care of by guardians, foster parents or relatives.

Strongly Agree [ ]

Agree [ ]

Undecided [ ]

Disagree [ ]

Strongly Disagree [ ]

4 Government has set up strategies aimed at alleviating poverty in poor families.

True [ ]

False [ ]

No idea [ ]

5 Governance has improved among the government organs and agencies aimed at fostering the distribution of resources.

Strongly Agree [ ]

Agree [ ]

Undecided [ ]

Disagree [ ]

Strongly Disagree [ ]

6 Suggest three probable measures aimed at alleviating poverty in the study area.

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APPENDIX 2

QUESTIONNAIRE FOR TEACHER

This questionnaire is to get information on the effects of poverty on school drop out of ECD pupils in Kamariny Zone. Please all the information given will be treated confidentially. Therefore be honest in your answers. Do not write your name or your ECD centre anywhere in this questionnaire.

(Please, kindly respond by putting a tick (√) or writing where appropriate.

Section A: General Information

1 What is your gender?

Male [ ] Female [ ]

2 What responsibility do you have in your school?

Senior teacher [ ]

Counselor teacher [ ]

Teacher [ ]

3 State your pupils' enrolment

25 and below [ ]

26-35 [ ]

36-45 [ ]

46-55 [ ]

56 and above [ ]

4 What is your qualification?

Graduate [ ]

Diploma [ ]

Certificate [ ]

Other (specify) .....

5 Indicate your age

20-30 years [ ]

31-40 years [ ]

41-50 years [ ]

Over 50 years [ ]

6 How long have you been a head of this institution?

Less than 2 years [ ]

3-4 years [ ]

6-10 years [ ]

Over 10 years [ ]

Section B Causes of Poverty

Using the likert scale given below, indicate your level of agreement with regard to the causes of poverty. Tick appropriately.

Key: SA- Strongly Agree

A- Agree

U - Undecided

D- Disagree

SD – Strongly Disagree

	Cause of poverty	**SA**	**A**	**U**	**D**	**SD**
1	Unemployment					
2	High dependency Ratio					
3	Diseases such as HIV/Aids					
4	Illiteracy among residents					
5	Poor governance in institutions					
6	Insecurity within the area					

Section C: Poverty induced Challenges faced by ECDE Learners.

1 Children from poor families often drop out of school to engage in economic activities to feed the family.

True [ ]

False [ ]

Don't know [ ]

2 Truancy and absenteeism is very rife among children drawn from poor families.

Strongly Agree [ ]

Agree [ ]

Undecided [ ]

Disagree [ ]

Strongly Disagree [ ]

3 Well to do households exploit children from poor backgrounds hence fail to attend and complete their formal education.

Very often [ ]

Often [ ]

Don't know [ ]

Not often [ ]

Rarely [ ]

4 Illiterate parents fail to appreciate the significance of education for their children.

Strongly Agree [ ]

Agree [ ]

Undecided [ ]

Disagree [ ]

Strongly Disagree [ ]

5 Poor parents who are also sick have their children drop out of school to act as their caregivers.

True [ ]

False [ ]

No idea [ ]

6 Children from poor families end up having low self esteem unlike those from well to do backgrounds.

Strongly Agree [ ]

Agree [ ]

Undecided [ ]

Disagree [ ]

Strongly Disagree [ ]

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Section D: Intervention Strategies

1 How does the school help children from the poor families?

Subsidize their fees [ ]

Give them bursaries [ ]

Look for sponsors [ ]

Other (specify) .....

2 Do teachers use guidance and counseling as a tool meant to reduce drop out rate among children from poor families?

Yes [ ]

No [ ]

If yes, are these teachers well trained and equipped to guide and counsel?

Explain .....

3 Orphans in school have been taken care of by guardians, foster parents or relatives.

Strongly Agree [ ]

Agree [ ]

Undecided [ ]

Disagree [ ]

Strongly Disagree [ ]

4 Government has set up strategies aimed at alleviating poverty in poor families.

True [ ]

False [ ]

No idea [ ]

5 Governance has improved among the government organs and agencies aimed at fostering the distribution of resources.

Strongly Agree [ ]

Agree [ ]

Undecided [ ]

Disagree [ ]

Strongly Disagree [ ]

6 Suggest three probable measures aimed at alleviating poverty in the study area.

.....

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Office of the Director

24th April 2008

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR ZAKAYO BARTONJO KOMEN

REG. # BED/7136/511DF

The above named is our student in the Institute of Open and Distance Learning (IODL), pursuing a Diploma/Bachelors degree in Education.

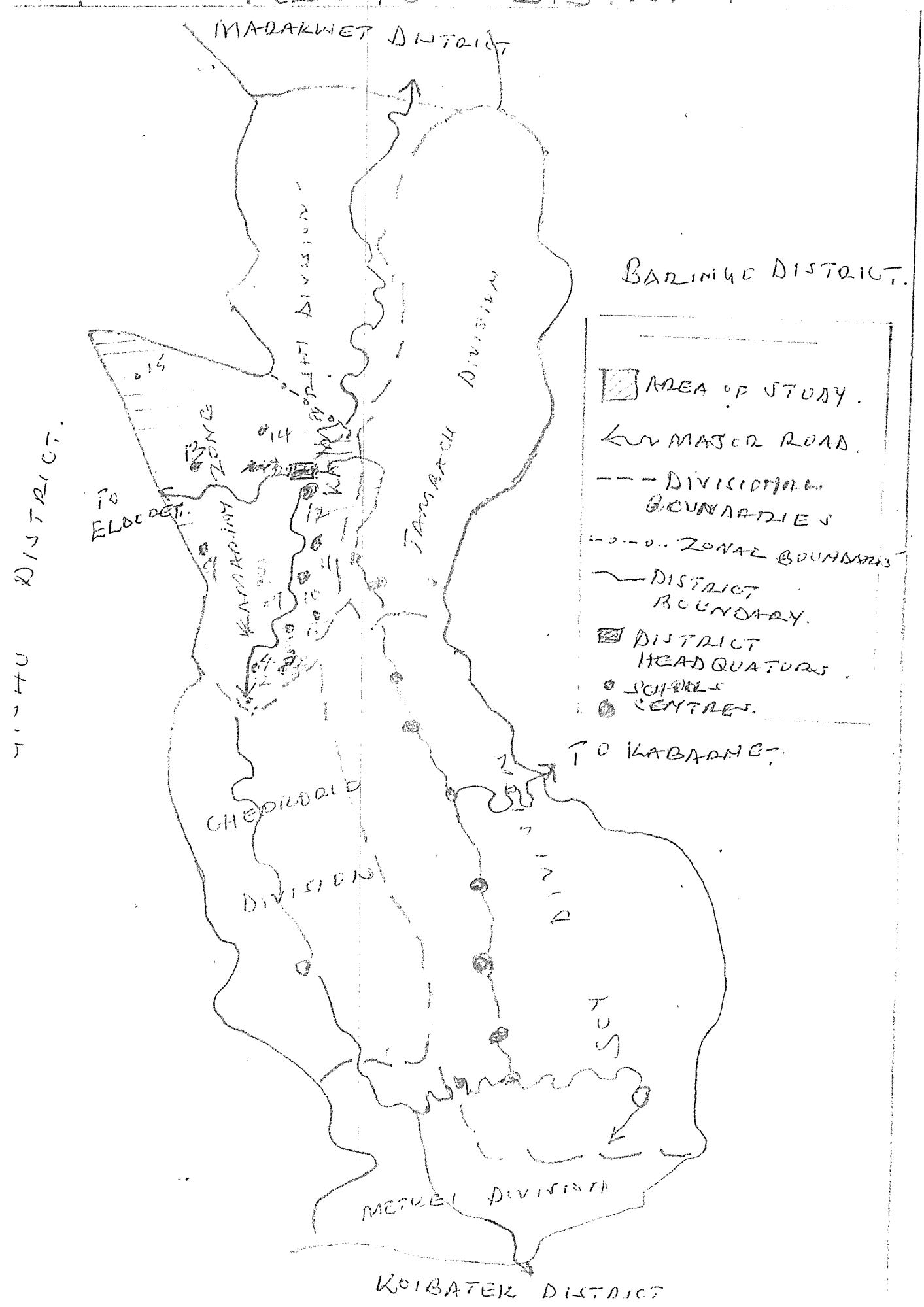
He/she wishes to carry out a research in your Organization on:

EFFECTS OF POVERTY ON EARLY CHILDHOOD DEVELOPMENT EDUCATION IN KAMARINY ZONE KEIYO DISTRICT

The research is a requirement for the Award of a Diploma/Bachelors degree in Education.

Any assistance accorded to him/her regarding research will be highly appreciated.

Yours Faithfully,

MUHWEZI JOSEPH
HEAD, IN-SERVICE

MAP KEIYO DISTRICT