

POVERTY AND SCHOOL ENROLMENT IN NAIRUTIA WARD, NYERI

NORTH DISTRICT, KENYA.A CASE STUDY OF

ST.JUDE MUGUNDA DAY SECONDARY

SCHOOL

BY

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DECLARATION

This research work is my original work and has never been submitted for any academic award.

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My sincere thanks go to my supervisor Mr. Fred Ssemugenyi for his timely advice and tireless effort to make this work a success.

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Thank you all and may the Lord bless you.

DEDICATION

I dedicate this research project to my wife Liz, my sisters; Joyce, Ann and Mary and my brother Ben.

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ABBREVIATIONS

N.G.OS-Non-governmental organizations

K.W.S-Kenya wildlife service

S.D.S.S-St.jude day secondary school.

ABSTRACT

Background of the study dwells on the development of poverty profile in the world which is narrowed to the developing world and then to Kenya. It also gives enrolment records of S.D.S.S. from 1996 to 2006. Also indicated is the school fees arrears for the same period of time.

The literature review demonstrates the overview of research on poverty as done by various scholars and organisations. This clearly indicates the interrelationship between factors affecting enrolment, which are related to poverty.

Research methodology used is by use of questionnaire to parents and students which was given to them through systematic random sampling. To parents the researcher used non-probability approach. Data for the account clerk was obtained through an interview on appointment.

On research results the investigator used tables and discussion method to represent and analyze the findings as per the objectives of the study. Conclusion and recommendations answers the research questions i.e. there is profound effect of poverty in enrollment in S.D.S.S.

research recommendations includes a further research on a broad spectrum in order to get more data and also as policy more financial assistance should be channeled to s.d.d.s for bursaries to poor students who make up the majority of the school population

CHAPTER ONE

1.0 BACKGROUND TO THE STUDY

1.1 Introduction

Poverty implies lack of means or inability to satisfy ones basic needs like food, clothing, shelter, education, health e.t.c

Lack of basic needs leads to slow or no economic growth in the society and the world at large. This leads to inability to achieve the country's objectives such as industrialization, provision of universal education, provision of health facilities, employment opportunities among other things.

Poverty profile analyses the root causes and contributing factors of poverty. Poverty is contributed by sources and levels of income, economic abilities of people, and consumption patterns of a society or country access to services such as health, education lack of industries, employment e.t.c

According to the Ministry of Finance and economic planning; government of Kenya "poverty reduction strategy paper year 2000". Poverty in developing regions showed that 1,115 millions of people live below the poverty line and percentage incidence of poverty is at an average of 18% by June 2004.

TABLE I

POVERTY IN DEVELOPING REGIONS

REGION	INCIDENCE OF POVERTY IN %	NO OF POOR IN MILLIONS IN YEAR 2000
Sub-Saharan Africa	43.1	265
East Asia	4.0	70
China	2.9	35
South Africa	26.0	365
India	25.4	255
Esther Europe	7.9	5
Other parts of Europe	22.6	60
Latin America	11.4	. 60
Average Incidence of Poverty	16.91	.
Total		1,115

From World bank estimate 1985 — population and poverty in developing world.

Overview of Kenya poverty profile has been continually constructed by the Ministry of Finance and Economic planning from 1994. From this profile the total number of absolute poor in the country rose from 11.5 millions in 1994 to 12.6 million 1997, which is a 2% rise. This level continued to rise and by the year 2000, half of the Kenyan population was living below poverty line. By today more than half of our Kenyan population lives below the poverty line.

The rural areas account for about 90% of the absolute poor as per the Ministry of Planning and National Development. This increase in poverty has contributed to negative or zero economic performance with the education sector being the worst-hit. Rural schools like St Jude day Secondary School feel the pinch of poverty at very high magnitude and this has affected enrolment negatively.

In Nairutia the community has been depending on food crops like maize and wheat for consumption and to earn income. Over the years, climatic conditions have continued to change and their produce has reduced thus only to sustain their families with food. This leads to no income at all.

1.2 Rationale of the study

The purpose of the study was to investigate the effects of poverty on school enrolment with reference to S.D.S.S.

This is in terms of academic achievements and general development of Nairutia and S.D.S.S.

1.3 Objectives of the study

1.3.1 General objective

To find out the effects of poverty on school enrolment in St.Jude Day Secondary School

1.3.2 Specific objectives

To find out diversity of poverty in Nairutia area.

To find out the relationship between poverty and enrolment in St.Jude Day Secondary School.

To find out the ways of improving school enrolment in St.Jude Day Secondary School.

1.4 Null hypothesis

There is no significant relationship between poverty and school enrolment in Nairutia ward.

1.5 Significance of the study

This study gives indicators that will enable the school administration improve on academic enrolment in SD.S.S. in the midst of poverty.

The study highlights the need of education in fighting poverty.

The study will enable the community to become aware of ways and means of fighting poverty for societal goals and finally achievement of national goals of industrialization and manpower development.

This will be enhanced by utilization of community resources like *water*, cooperative societies,land etc for their own and school benefits.

1.6 Limitations of the study

This study might not give a real picture as it covers only Nairutia area which is a small area compared to the rest of the country.

This will serve to enlighten other researchers and help others to undertake more research studies.

1.7 Assumptions of the study

- i) The students enrolled in the school come from the study community.
- ii) The source of income of the community members are similar ie they do not vary too much.
- iii) The school depends solely on school fees for its growth and development.
- iv) All the community members value education.

CHAPTER TWO

2. O LITERATURJE REVIEW

2.1 Introduction

Poverty has been a major concern all over the world due to its impact on social systems in society eg Education, health, political and economical institutions.

Poverty has been growing year after and indicators are long term rather than short term. Over the years, enrolment in some educational institutions have been dividing proportionally as a result of poverty. Due to this, it requires a detailed, systematic approach on how to counter the effort in long term and short term strategies or policies.

On diversity of poverty, Alloys a. Yoko and Musambeji Katumanga on “Review of poverty in Kenya”, showed that the rural areas account for 90% of absolute poor while 10% are in *urban* area. They also noted that poverty level has risen to 46% by 2004. In support, a research by CIDA on gender equity support programme” showed that poverty is widely spread in rural areas with the worst-hit being women.

Their research was based on survey to give a generalization on four districts like Nakuru, Machakos, Uasin Gichu, Wanjir, Taita Taveta in Kenya which may not give authentic data though may give the right picture.

As a result the researcher has adopted a case study to come up with specific information on diversity of poverty which will be an indicator of un development in Nairutia ward.

According to “Basic Education resource Centre for East Africa or Basic Education in semi-arid areas in Kenya- a preliminary report of a workshop held at Kenyatta University college- Nairobi 18” — 27” December 2002” stated that children in most developing countries not only lack opportunities to acquire basic education but they are frequently’ hungry and in poor health

Accordingly, it states that in Tanzania, 28% of the children born in that country die before the age of five years and two million children do not go to school due to poverty and diseases which could be prevented. This deplorable situation prevails everywhere in the third World countries (Kenya included). This supports the researcher’s objective on enrolment in academic, social and economic performance. As per the above research on “Basic education in semi arid areas of Kenya”, it gives indicators of poor performance on the social context but had indicated the effect on enrolment in education system/institutions, the research came up with a clear relationship of the same.

According to the “Ministry Finance and Economic Planning- Government of Kenya, poverty reduction strategy paper year 2000” agrees with he researchers view which indicates that the high drop out rate in primary and secondary has been attributed to poverty. It continues to say that 3 million children are out of school because they cannot afford school fees.

The researcher will explain the impact of drop out and low enrolment in the research school in achieving societal objectives and finally national objectives/goals of education.

Table II

It shows the number of students enrolled in Form one and those who successfully completed form four and sat for KCSE from the year 1999 to 2006.

YEAR	1996- 99	1997- 2000	1998- 01	1999- 02	2000- 03	2001- 04	2002- 05	2003- 06
NO ENROLLED	64	73	74	80	88	87	88	91
NO COMPLETED	48	52	54	58	63	65	61	68

Field Survey 2007

In 1996 — 1999 cycle only 75% Students completed

1997 - 2000 cycle only 71% Students completed

1998 —2001 cycle only 73% Students completed

1999 — 2002 cycle only 72.1% Students completed

2000 — 2003 cycle only 71.6 Students completed

2001 —2004 cycle only 74.7% Students completed

1 2002 — 2005 cycle only 69.3% Students completed

1, 2003- 2006 cycle only 74.7% Students completed

Field survey — 2007

‘1From the data above then have been average 27.275% drop out rate which is high. This drop out may be contributed by poverty.

‘On the main causes of poverty “World Bank development report on poverty 1990-World indicators” says that poverty in sub-saharan Africa indicates that consumption per head stagnated at less than one dollar per day. It says that the burden of poverty is spread unevenly with population factors and environmental factors being intertwined. The researcher has tried to find out the population factors as a cause of poverty and whether the environment has any substantial effort on poverty.

The report continues to explain that the weight of poverty falls most heavily on certain groups. Women in general are disadvantaged due to poor households. They often shoulder more of the workload than men, they are less educated and don’t have remunerative activities. The researcher investigated whether the incidences or causes of poverty is the same short of the population below the poverty line or is due to disparity per gender as per world bank.

The study investigates the causes of poverty in the grassroots levels than at the policy level and on bureaucracy implementation level, which are explained by World bank, National media group, CIDA etc.

The researcher has highlighted the society or individual contributor to causes of poverty rather than government failure.

On the effect of poverty on education system; World Bank discussion paper number 338, “cost of sharing in the sub-Saharan Africa — impact on the poor” it stated that education should receive the highest public priority because of its high social rate of return. The

World Bank educational policy overview (1 IOs), makes a strong statement against fees at the primary level. It says that cost sharing with communities is normally the exception of free basic education (World Bank 1995). It goes further to encourage targeted subsidies for the poor to cover indirect costs of education.

To improve on education the paper continues to declare that more educational attainment could be achieved with the same or even less public spending especially on the lower level and increasing its internal efficiency. The paper call for scholarships of the poor and selective charging of fees up to upper secondary education.

On improving enrolment in the study school¹ the researcher will show the short term and long term strategies in improving enrolment in S.D.S.S unlike the research done by the Ministry of National Planning 1997 which indicated that by increasing performance and enrolment can be improved by increasing enrolment and raising the literacy levels of the society. But the question the research asks is, how do you increase enrolment when students or parents cannot pay fees? This will lead to collapsing of the education system leading to further rise in poverty.

On poverty alleviation the researcher views some relationship with other researchers like the World Bank, CIDA, Government of Kenya poverty reduction paper e.t.c.

A World bank research “poverty reduction in East Asia- a silent revolution by Frida Johansen 203 World bank discussion paper” came up with the policies of fighting poverty and improving the quality of life. In 1970 the attention shifted to the director of

provision of health, nutrition and education of the poor was important in promoting growth incomes.

The World Bank came up with two policies;

- i. To provide the productive use of the poor's most abundant asset ie labour.
This calls for policies that harnessing market incentives, social and political institutions, infrastructure and technology.
- ii. To provide basic social services to the poor eg, health, nutrition and education.

The two elements reinforce one another. In support CIDA'S policy on poverty eradication states "the key aspect in fighting poverty is recognizing and developing the potential of the poor by increasing their participation in society" It continues to say that poverty reduction must focus on improving the social, economic and environmental conditions of the poor and their access to decision making.

It further says that empowerment of both men and women is in taking control of their life, setting their own agenda, gaining skills, building of self confidence and solving poverty related problems.

It concluded that poverty can be reduced not only by a collective, social and political process but also by individual effort.

In support, the Ministry of Finance and Economic planning of the Government of Kenya on the poverty reduction strategy paper (2000), points out that poverty can e reduced by; promoting economic growth to benefit the poor since the average per capital income in

country is less than 1,000 dollars per year. All means should be used to raise this level at national level. This paper further argues that poor people have been excluded from vital decisions making about policies affecting their own future. This should involve the poor by enlightening them through education. The report further states that National consensus on how to tackle problems of poverty is necessary in order to gain domestic support for reform.

The researcher will try to find out whether the community has undertaken any steps to alleviate poverty to reduce the encroaching problems emanating from poverty.

2.2 Summary

I There might be significant relationship between the researchers view on poverty alleviation and the views of other researcher's —CIDA, Ministry of Finance and National Planning. The diversity, incidence and impact of poverty may show different indicators compared to that of the other researcher's although there might be some correlation.

Though there might be some relationship, the research on this subject is purely an independent investigation based on facts from S.D.S.S and Nairutia community.

CHAPTER THREE

3.0 METHODOLOGY

3.1 Introduction

The research was based on a rural setting (Nairutia). It was a highly descriptive study based on the data collected. The researcher localized the study so as to have a clear picture of the effects of poverty on enrolment in most rural schools where poverty is high.

- The study adopted a case study design. This *was* in order *to* collect comprehensive, systematic and intensive information on poverty in Nairutia ward with reference to S.D.S.S. and the impact on enrolment.

The study focused on Nairutia ward and S.D.S.S. in Kieni West division, Nyeri district in the Central province of Kenya. The communities experience a lot of problems like lack of food, water, long spells of drought, lack of cash crops and high rate of dependency on NGOs *and* other charitable organizations.

These factors have a negative effect on enrolment in S.D.S.S. as the sources of income in the community are scarce and it is in this community where students are expected to come from.

3.2 Population of subjects

The sample population of Nairuti targeted included;

- ✓ Students
- ✓ parents or community members
- ✓ School accounts clerk/ bursar

This sample population was chosen as it was found to be the appropriate resource people for the research.

Student's population targeted

TABLE III

CLASS	FORM 1	FORM 2	FORM 3	FORM 4
LNO. OF STUDENTS	8	8	12	12

Parents! Community members targeted — 30

School accounts clerk — 1

The total targeted population of the subjects was 71.

3.3 Sample and sampling population

The researcher had a sample of 71 subjects which included 40 students, 30 parents and 1 bursar/accounts clerk

This sample was chosen randomly. Every student for instance had an 'equal chance of being chosen.

The researcher used systematic random sampling technique.

The researcher used non-probability approach where the parents and the community members filled questionnaires from the church compound. They were allowed 30 minutes to fill the questionnaires independently without any group discussions.

3.4 Research instruments

The following research instruments were used;

1. Questionnaires for the students and the parents/community members- these will have both open ended and close ended questions.

2. Interview schedule for the bursar/accounts clerk.

3.5 Data collection procedures

The data was collected in the following manner;

From the students

The researcher used systematic random sampling techniques

The *target* population was 67 as per the class register. The sample size was 8.

a) Form 1

The sampling constant (k) = target population

Sample size

K=67

8

K = 8

The interval in this case is 8.

The first student was selected randomly (lottery method) where the first 8 students as they appear in 'the admission register were given papers with one marked 'YES'. The student who picked the one marked 'YES' determined the sequence of the students to be issued with questionnaires e.g. if the student who picked was number 3 then the 3rd, 11th, 19th, 27th, 35th, 43rd, 51st and 59th students were issued with questionnaires.

NB! The same method was used in the rest of the classes.

Parents/community members

The researcher used non- probability approach where the community members were given questionnaires to fill from the church compound. This is because the community members are ardent church goers. The community members! parents were given a lapse of 30 minutes to one hour to fill the questionnaires.

School accounts clerk/bursar

The researcher gathered information as per the background of the study by conducting an interview with the accounts clerk on 17th October 2007.

3.6 Data analysis technique

The analysis of data was highly descriptive as most of the information on poverty, its diversity, effects and alleviation is quantitative as enrolment is. In relating the two, the data was descriptively analyzed through frequency tables and percentages.

CHAPTER FOUR

4.0 PRESENTATION OF THE FINDINGS, ANALYSIS AND DISCUSSION

4.1 Introduction

The following results were obtained as per objectives of the study

TABLE IV

TYPES/ FORMS OF POVERTY	POSITIVE	%	NEGATIVE	%	TOTAL
i. Those who go for bursaries	12	40	18	60	30
ii. Those with two or most children who did not complete school	18	60	12	40	30
iii. Those who have problems in fees payment	25	83.3	5	16.7	30
iv. Everybody lives below poverty line	30	100	0	0.0	30
v. Those who agreed their problems results from poverty	28	93.3	2	6.7	30

Source; Field survey 2007

As per the results in average

$$\frac{12+18+25+30+28}{5} = \frac{113}{5} = 22.6$$

5

5

This is approximately equal to 23 parents out of 30 who filled the questionnaires. These 23 parents agreed in general that poverty is widespread in the community.

In percentage $23/30 \times 100 = 76.67\%$

And so 77% of the community members agreed that poverty is widespread in Nairutia ward.

Table iv shows that only around 40% people get the bursaries. This is very little number because most of the population is poor. This number is very low if we compare the number of parents who have two or more children who did not complete their education due to lack of fees.

The table further reveals that more than 25 parents had problems in fees payments but they (pupils) did not drop out of school.

The table further shows that most of the community members live below the poverty line (income of one dollar a day)

Finally the table shows that about 93.3% of the community members agreed the main causes of their problems in poverty. This clearly shows how poverty is widespread in the area. So we can conclude that poverty is a threat to daily activities in Nairutia ward.

TABLE V On the relationship between poverty and enrolment

CAUSES OF LOW ENROLMENT	POSITIVE	PERCENTAGE	NEGATIVE	PERCENTAGE	TOTAL
i. Poverty	67	94.37	4	5.63	71
ii High Education cost	64	90.14	7	9.36	71
iii. Lack of facilities	57	80.28	14	19.72	71
iv. Drop out	57	80.28	14	19.72	71
v. Teachers	27	32.03	14	61.97	71

Table V clearly shows that poverty is the major cause of low enrolment in S.D.S.S. It accounts for about 94% because all the first four items of table 4.2 (ie poverty, high education lost, lack of facilities and drop out rate) all poverty related or poverty originated problems)

As per this results therefore, poverty contributes significantly to the low school enrolment than high lost or education which is related to poverty since if the community members are rich, then cost of education would not be a factor. Drop out from school and lacks of facilities are other factors that affect enrolment. Here, the main contributing factor is poverty (which is widespread in the community), drug abuse, peer influence, unwanted

poverty (which is widespread in the community), drug abuse, peer influence, unwanted pregnancies, lack of better school financial management which would support school development projects. Such as laboratories, libraries and workshops.

The teachers affect school enrolment to a very little or minute extent. The investigator noted that laxity of teachers, time wastage and their general conduct towards pupils may result to inadequate or minimal coverage of the syllabus and this might in the long run affect school enrolment.

If poverty and drop out rates are reduced, facilities put up and the cost of education subsidized the enrolment can be improved.

4.4 On the main causes of poverty.

From the questionnaires fill in by both the parent and the pupils the following results were obtained

TABLE VI

CAUSES OF POVERTY	POSITIVE	PERCENTAGE	NEGATIVE	PERCENTAGE	TOTAL
i. Weather conditions	51	72.93	19	27.07	70
ii. Lack of resources	46	65.78	24	34.22	70
iii. Lack of government Aid	43	61.49	27	38.51	70
iv. Social problems	34	48.62	36	51.38	70
v. Lack of education	26	37.18	44	62.82	70

Table VI Clearly shows the above major cause of poverty in Nairutia Ward.

- a. Lack of government assistance in provision of water, infrastructure, lack of market of their farm produce (milk, potatoes and maize) and lack of a cash crop. This makes the community to believe that the only way out of poverty is through government assistance, through provision of water, food and all weather roads and ready market for their little farm produce.
- b. Weather condition is the other main cause of poverty. The area often has a very long dry spell of drought and unpredictable weather that cause mass crop failure and by extension and death of their livestock.
- c. Lack of resources, this includes lack of capital, loan facilities and even knowledge that would help the community members initiate and maintain income generating activities.
- d. Social problems like lack of priorities, lack of knowledge on factors causing and means of overcoming those problems is another cause of poverty. Some community members also in antisocial behaviours eg drinking of alcohol, crime and other unconomical activities and other minor causes of poverty.
- e. Lack of education contributes to some extent on causing poverty. Though the investigator believes that this is the main cause of poverty, but the community members don't want to admit their low literacy level contribute to poverty.

4.5 Ways of alleviating poverty

Data presentation and analysis on ways of alleviating poverty, the researcher obtained the following results

WAYS OF FIGHTING POVERTY	POSITIVE	PERCENTAGE	NEGATIVE	PERCENTAGE	TOTAL
By education of youth and community	59	84.37	11	15.63	70
Employment of School leavers	52	74.36	18	25.64	70
Improvement of infrastructure, water supply_etc	47	67.21	23	32.79	70
Improved participation N.G.O's to community	38	54.34	32	45.66	70
Improvement of security	3	4.29	67	95.71	70
Government improving morale_of farmers	8	11.44	62	88.56	70

The research found out that poverty can be fought in the following ways in Nairutia Ward.

By education of the youth and community members such that they can get enough means of fighting poverty. If the youth and community members can be educated, they would enhance their chances of being employed and hence increase their income and hence reduce their incidence of poverty.

Secondly if the school leavers are employed, their incomes would rise and their incidence would reduce. This is a good way of fighting poverty

Thirdly, if the infrastructure and water supply were improved then the community members would be able to improve their food crop harvest and accessibility to market this produce. In the long run this would reduce their incidence of poverty.

Fourthly, on participation by NGO's to the community, this would enable the NGO's to understand the community's problems. The NGO's are believed to provide or assist the community with money or funds which would enable them to initiate income generating projects which would reduce poverty.

Finally, if the government improves the morale of farmers that could be by subsidies or farm inputs and provision of ready market, this would encourage farmers to realize high yields and so achievements would be more. This leads to reduced poverty.

4.6 Effects of poverty to the society and the Nation at larger.

The researcher received the following result pertaining to the effect of poverty in achievement of National goals and societal goals.

Then will be increased social evils like violent robberies, prostitution, drug abuse to escape From the reality, mugging and collapse of the society coherence.

Rise in illiteracy levels which leads to unachievement of societal goals and finally national goals eg industrialization and provision for tapped water for all.

CHAPTER FIVE

5.0 SUMMARY CONCLUSION AND RECOMMADATION

5.1 Introduction

This chapter gives the summary and answer to the text question on poverty effect to enrolment in 4 S.D.S.S.

5.2 Summary

Poverty has been found to have a major negative effort in S.D.S.S which is finally reflected in the society, and affect the nation as a whole.

The researcher found out that poor attendance in class, time wastage by the students as they go out to look for fees, high cost of education and lack or very little government participation in the community are the main causes of low enrolment in S.D.S.S.

The research found that lack of facilitation our school and poor response or insensitivity by the community on the importance of education to them as the other effect of poor or low enrolment. Sale of drugs by the community to the students fraternity, negative talks against the teachers and the school to the students which leads to their low enrolment, low motivation and low academic achievement.

5.3 Conclusion

Poverty was noted to be the major stabling block to the enrolment in S.D.S.S and the community. Poverty makes the members poor and they feel that the cost of education is too much for them to bear. This has led to most of the students drop out; the school cannot be fully developed, equipped and maintained as most of the time it operates in deficit due to low fees payment.

5.4 Recommendations

The researcher noted that enrolment can be improved in S.D.S.S. by increased allocation of bursaries to the poor students in the community, reduction of the cost of education by the government, NGO's participation in activities that would benefit the community financially, community involvement in initiating viable income generating activities to boost their earnings, eg commercial farming programmes eg pyrethrum, cabbages and other greens, involvement in communal self help groups, dairy farming, rabbit keeping, poultry, pig rearing among others.

Also, improvement on community participation in the school should be enhanced, for instance, invitation of experienced community members (doctors, lawyers, politicians, counselors and other people in authority) to interact with the students on topical issues would enhance good atmosphere between the school and the community.

5.5 Areas for further research

The researcher recommends more research on means of alleviating poverty i.e. which would improve school enrolment in S.D.S.S and other schools of facing similar problems.

APPENDICES

6.1 QUESTIONNAIRE FOR STUDENTS

This questionnaire is designed for the purpose of collecting information on impact of poverty in Kenya. The information you will provide will be treated in confidence and will be used only for research purposes.

Attempts will be made to avail the findings of the research to you.

Please indicate your responses (answers) in the spaces provided.

1. Age in year

Sex

☐

Male

☐

Female

☐

2. Family background

a. How many brothers and sisters do you have?

Brothers

Sisters

b. How many have completed school?

i. Primary level

ii. Secondary level

iii. University/College

c. How many have dropped out of school at;

i. Primary

ii. Secondary

iii. University/college

d. Why did they drop out of school?

- i. Lack of fees
- ii. Poor performance
- iii. Other reasons

(specify)

e. What is the occupation of your parents

Father Mother.....

i. Working Class..... Working class

ii. Peasant farmer..... Peasant farmer

iii. Others (specify) Others (specify)

f. What is your parents' level of education?

Father Mother

i. Primary Primary

ii. Secondary..... Secondary

iii, University/college University/college

iv. Illiterate Illiterate

g. What is the main source of your family's income?

i. Salary

ii. Farm produce

iii. Friends/relatives

iv. Others (specify)

3. Fill the table below by ticking the correct answer

QUESTIONS

ANSWERS

		Very much	much	little	Very little	Not known
a.	Do you have problems in fees payment?					
b.	Do your parents have enough for domestic use and fees?					
c.	Does payment of fees affect enrolment in your school?					
d.	How often are you sent home for fees?					
e.	Do your parents of depend on grants for fees?					
f.	Does teaching take place when others are at home for fees?					
g.	Do you think your community requires assistance from government, charitable organizations? NGO's and					
h.	Does poverty affect enrolment in your school?					

How many students have dropped out of your school due to lack of fees? (Tick one)

i. Very many ☐

ii. Many ☐

iii. Don't know ☐

iv. Very few ☐

c. What do you think can be done to reduce poverty in your community?

i. Be given assistance

ii. Improving agriculture/infrastructure

iii. Reducing cost of education

iv. Others (specify)

d. How can community participation in your school be improved in order to improve the standards of the school?

Thanks

6.2 QUESTIONNAIRE FOR THE PARENTS/COMMUNITY MEMBERS

This questionnaire is meant for collecting data on impact of poverty in Nairutia ward.

The Information you will provide will be treated in secrecy and used for research only.

Attempt will be made to avail to the results/findings of the research.

Back ground information

1 Age

L Sex Male ☐ Female ☐

2. What is your education level?

Primary

Secondary

University/college

Did not attend school

3. Do you have any children?

If yes, how many?

In school?

Completed school?

Not started school?

Dropped from school

4. What is your approximate annual expenditure on;

i. Food?

ii. Clothing?

iii. Education?

iv. Other (specify)

5. How do you raise the money above?

6. a. How often do you go for bursaries, loans, grants from friends, relatives and other

sources

(tick one)

Very much ☐

Much ☐

Never ☐

Rarely ☐

Very rarely ☐

b. If you go for the above (bursaries, loans, grants) why do you go for them?

i. Lack of food

ii. Lack of fees

iii. To boost your income

iv. Other reasons (specify)

7. a. Do you have any children who did not complete School?

If yes, at what level?

Primary

Secondary

College/university

b. Why didn't they complete school? (rank them in order)

i. Lack of fees

ii. Lack of resources in the school

iii. Poverty

iv. Drop out

9. How does poverty affect education development in S.D.S.S?

.....

10. What is the long-term effect of low school enrolment in S.D.S.S?

.....

11. What do you think can be done to improve enrolment in S.D.S.S?

.....

12. Do the community members live below the poverty line? (tick one)

Strongly agree

i. Agree ☐

ii. No ☐

iii. Disagree ☐

iv. Strongly disagree ☐

13. What are the main causes of problems in your community? (rank them)

i. Poverty

ii. Social causes

iii. Lack of government support

iv. Others (specify)

14. How can the community overcome the problems you have ranked above? Rank your answers.

i. Through education

ii. Government to employ school leavers

iii. Improvement of infrastructure

iv. Improvement of security

v. Others (specify)

15. How is education important to you and your community?

.....

16. What are the causes of poverty in your community?

.....

Thanks.

6.3 INTERVIEW SCHEDULE FOR A CCOUNTS CLERK.

1. Good morning *sir*?
2. What is your name?
3. For how long have you been here?
4. How do you (school) collect fees?
5. Do all students pay in time?
6. Do all students pay in full?
7. If no, why don't they pay in full?
8. What do you do to those who don't pay in full?
9. Do the parents complain that fees is high?
- If yes, why do they make this complain 2
10. Do the parents pay fees in other forms(may be labour at school, beans, Onions, Milk, maize e.t,c.)
11. How many students have fees balances as at now?
- Form 1
- Form2
- Form3
- Form 4
12. Flow many apply for bursaries among those with fees balances?
- Form1
- Form2
- Form3

Form4

13. What reasons do they give in order to b awarded bursaries? –

.....

14. Is the bursary given adequate?=

15. What are the school fees arrears from 1999 to 2007?

1999

2000

2001

2002

2003

2004

2005

2006

2007

16. What are the effects of these fees arrears to the school?

.....

17. What can be done in order to sustain smooth running of the school despite those fees
arrears?

.....

Thanks.

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