

**EFFECTS OF POVERTY ON THE ACADEMIC PERFORMANCE OF  
LEARNERS IN THE SELECTED PRIMARY SCHOOLS OF  
KEIYO DISTRICT,  
KENYA**

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**A RESEARCH REPORT PRESENTED TO THE INSTITUTE OF OPEN AND  
DISTANCE LEARNING IN PARTIAL FULFILLMENT OF THE  
REQUIREMENT FOR THE AWARD OF DEGREE  
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## **DECLARATION**

I, HILLARY KIPROTICH SIALO declare that this project is my original work and has never been presented to any other university for award of any academic certificate or anything similar to such. I solemnly bear and stand to correct any inconsistency.

Signature



**HILLARY KIPROTICH SIALO**

DATE :

11 / 14 / 2009 .....

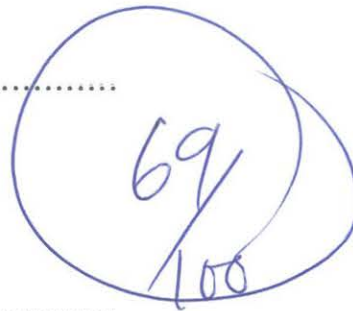
## APPROVAL

This is to acknowledge that this Report has been conducted under my supervision and with my approval, it is now ready for submission to the academic board of Kampala International University for the award of a Bachelor of Education.

Signed ..... 

**Mrs. Nabuseta Deborah Taligoola**

Date..... 



## **DEDICATION**

This work is affectionately dedicated to my beloved Wife Grace Rotich and my children Anthony, Edwin, Faith and Rinah for their support patience and understanding during this period of study not forgetting all those who constantly wished me success.

## **ACKNOWLEDGEMENT**

My gratitude first goes to God who has given me the strength and courage to undertake this research.

I also owe a lot of appreciation to all those who assisted me in carrying out this research. I am grateful to my supervisor Mrs. Taligoola who tirelessly went through my work and inspired me to dig deeper into the core of the matter. Her kind criticism, patience and understanding, assisted me a great deal.

I am indebted to my friends especially, Paul, Major, Mirriam and Mr. Cheruiyot the headmaster of Koptega primary school who gave me encouragement in time of difficulties. Thanks also go to all those lecturers who impacted professionalism into my work.

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I wish to thank my family for their love, financial support and inspiration during my stay in Kampala International University (K.I.U).

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## ABSTRACT

*The purpose of this study was to establish the effects of poverty on pupil's academic performance of the selected primary schools in Keiyo District Kenya. The specific objectives of the study were to investigate the relationship between the effects mentioned and academic performance in Southern Division, and to investigate the role of the community in alleviating poverty and improving education in Southern Division. The methods used for data collection was questionnaires to the staff members of the schools and students involved in the study. The findings were presented and interpreted in relation to the study objectives and research questions. While linking to the existing literature, results included demographic characteristics, frequency and percentages. Based on the findings it was observed that poverty affected the academic performance of students negatively. In chapter five, development of solutions to the problem, summary of the findings and conclusions were attempted. The findings suggested recommendations on areas pertaining to the provision of school facilities for students to learn well.*

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the study**

Poverty is the world's current 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. The poorest of the poor currently stand at about one sixth of humanity. They live in extreme poverty and struggle daily for survival. In the year 2001, the World Bank estimated roughly 1.1 billion people were living in extreme poverty down from 1.5 billion in 1981. Of these people, about 93% live in three regions; East Asia, South Asia and Sub-Saharan Africa. Poverty has been on the increase in sub-Saharan Africa while in East Asia and South Asia it has been decreasing. For instance, in Sub-Saharan Africa almost half of the population is deemed to live in extreme poverty and this proportion has been rising over the period. (World Bank 2001)

In Kenya, poverty has been on the increase. For instance in 1994 the welfare monitoring survey estimated the poverty index at about 47.2% while in 2004 it was estimated at about 56%. This is against government of Kenya's commitment at the time of independence in 1963, to fight illiteracy, disease, ignorance and poverty with a view to eradicate them and achieve sustainable development. A policy on poverty reduction was stated in sessional paper No. 10 of 1965 on African socialism and its application to planning in Kenya, (GOK, 1999; Republic of Kenya, 1999). Several National development plans, sessional papers, presidential commissions, Task forces and studies in Kenya have ever addressed the issue of poverty, (Republic of Kenya, 1999).

To date poverty is still a challenge and it is recognized as a major threat to a very significant section of Kenyan society including education.

## **1.2 Statement of the problem**

The incident of poverty has hit most regions of Kenya. More than 1 million Kenyans live below the poverty line, where a household is unable to feed cloth and house it. Victims of poverty are reportedly unable to meet survival needs and other basic regulations such as education and health care. Yet education has been regarded as an aspect of national development. Despite of launching of free primary education children continue to drop out of school and according to KCPE resulted there is evidence of disparity in performance between low income schools and high income urban schools. The reason behind these occurrences is poverty. The government of Kenya should not wait for this situation to worsen by creating a wider gap between the haves and have not. This study therefore is intended to examine the effects of poverty on the academic performance of learners so that appropriate measures are taken.

## **1.3 Objectives of the study**

### **1.3.1 General objective**

This study was to establish the effects of poverty on pupil's academic performance of the selected primary schools in Keiyo District Kenya.

### **1.3.2 Specific objectives will be to;**

1. To find out how income affects the learners performance in schools.
2. To find out how shortage of basic needs such as food affect the learners' performance in schools

3. To assess the influence of deprived social needs on the academic performance of learners

#### **1.4 Research questions**

To what extent does the inadequate income affect the learners performance in class?

How are the children living under deprivation of basic needs affected academically?

How does low social welfare of parents negatively affect the academic performance of learners?

#### **1.5 scope of the study**

The study was conducted in Keiyo District of Kenya. It investigated the effects of poverty on the academic performance and achievement. The variables investigated are Deprivation of basic need, low social status, inadequacy of income and how they affect the learners' Academic performance and achievement. It was conducted from April 2008 up to December 2009.

#### **1.6 Significance of the study**

The study will benefit the following:

The ministry of education will be able to allocate more funds in terms of bursary especially to the students from poor, social and economic background.

To the district supervisors they will be able to identify the communities abilities and try to organize the communities in seminars and workshops

to empower them knowledge and skills on how to alleviate poverty and promote education.

The teachers will devise ways of encouraging and assisting students from poor families.

Parents will understand better their roles and work for the betterment of their community by supporting education.

Future researchers will use the information to improve on the future research and tackle on areas that were not well ventured for so as to reduce the gap in research.

### **1.7 Limitations**

Poverty and its effects was a sensitive logic in that the people were not willing to divulge much information.

Time was almost little because of post election violence that erupted

Finances were also another limitation

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 Introduction**

This chapter reviews literature as an account of the knowledge and ideas that have been established by accredited scholars and experts in the field of study. It is guided by the objectives of the study outlined in chapter one

#### **2.1 Poverty defined**

It is not easy to have a universal definition of poverty this is because there is intense debate about poverty by researchers and some institution. However, according to (Sachs, 2005) it is generally agreed that poverty can be defined in terms of three distinguishable degrees. These are: extreme poverty, moderate poverty and relative poverty.

Extreme poverty means that households cannot meet basic needs for survival. Such people are perpetually hungry, unable to access health care; they lack amenities of safe drinking water, and sanitation. They cannot afford education for their children; they lack basic shelter for their families and some articles of their clothing such as shoes. Extreme poverty occurs only in developing countries. Moderate poverty on the other hand generally refers to conditions of life in which basic needs are met, but just barely. Relative poverty is construed as a household income level below a given proportion of average national income. In high income countries they lack access to cultural goods, entertainment, recreation quality health care, education and other perquisites for upward social mobility.

In Kenya poverty has been defined in terms of the condition in which poor people find themselves in. For the purposes of this research, poverty

will be defined in its multi-dimensional nature where it includes inadequacy of income and deprivation of basic needs and rights, and lack of access to productive assets as well as to social infrastructure and markets (GOK, 1999). According to the poverty reduction strategy paper for the period 2001 -

2004, qualitative approach of measuring poverty defines the poor as those who can not afford basic food and nonfood items while the qualitative approach defines poverty as the inability of people to meet their basic needs. It is associated with features as lack of land, unemployment, inability to feed oneself and family, lack of proper housing

## **2.2 Types of poverty**

According to vision 2025 (1997) absolute poverty is a situation where a house hold is unable to feed, cloth and house itself. In other words, it is a situation where people are unable to meet survival needs and other basic requirements such as education. In the same citation, relative poverty was defined as a situation of unequal distribution of income and other valued goods and services in society. Furthermore that people feel deprived when they compare themselves with others who may be better off although there may be none living in absolute poverty. This could be measured using the social welfare such as accessibility to safe water, health care services, proper sanitation, and education services.

## **2.3 Causes of poverty in Kenya**

As reported in the poverty reduction strategy paper for the period 2001 – 2004 and the second participatory poverty assessment study in Kenya (GOK, 1997, 1999), the following are the causes of poverty in Kenya. Low agricultural livestock productivity and poor marketing.

Mostly caused by traditional farming methods, low soil fertility, drought and floods, poor and inadequate extension services, high cost of inputs,

low quality seeds, lack of credit facilities, lack of pasture and water, animal disease, lack of information and opportunities on marketing. Insecurity – e.g. banditry, hijacking, raiding, stock theft, robbery and looting, physical injury, mutilation, rape and murder; Unemployment and low wages coupled with lack of infrastructure for self-employment. Bad governance – lack of transparency and accountability in management of resources and funds meant to benefit communities (James P, 1996).

Land issue – Landlessness, squatterdom, communal ownership customary laws governing land and fragmentation; inadequate roads – poor road network which causes lack of access to schools, markets and hospitals; Cost of social services – health, education etc; HIV/AIDS – Young and energetic die leaving the old, widows and orphans. Causes high dependency and wastage of time caring for the ill; Gender imbalance – e.g. lack of ownership and control over productive assets such as land by women, lack of authority to decide on economic activities at family level by women, lack of access to credit due to lack of collateral; This makes female headed families vulnerable; Disability – Disabled people are denied access to public utilities, good health care, basic education and vital information leading to lack of employment opportunities; Personal causes – Laziness and social breakdown

### **2.3 Effects of poverty on provision of quality education**

Having articulated the indicators of Quality Education in schools, it is worthy to note that all aspects of quality cannot be achieved because of the effects of poverty in financing education in Kenya which include: Limited provision of school facilities, equipment and materials. Such affects the quality of teaching and learning. Less staff development and training opportunities; Poor nutrition and feeding habits in schools; Poor



health among some students; Poor time management especially when learning is interrupted as students are sent for fees in some schools; Exposure of students and staff to indiscipline; Exposure of students, parents and staff to stressful situations; Creation of poor relations between the school and some parents; Creation of strained relations with the community; Poor working relations in schools; Lack of development of certain skills in students due to inadequacies of the curriculum some schools adopt and Increase school drop out. (Vision 2025, 1997)

The list of the effects is long depending on the nature and type of school and the environment in which the school is situated. For instance schools in the arid and semi arid areas are more vulnerable compared to schools in high and medium economic potential areas. Equally, schools attracting students from among the urban poor are more susceptible to poverty compared to school children of the well to do in society. Worst affected are girls in some communities where they may be denied education in favor of boys. In other situations the girls may be married off to counter the perennial poverty in their home as the parents hope to be paid some dowry (Government of Kenya, 2003).

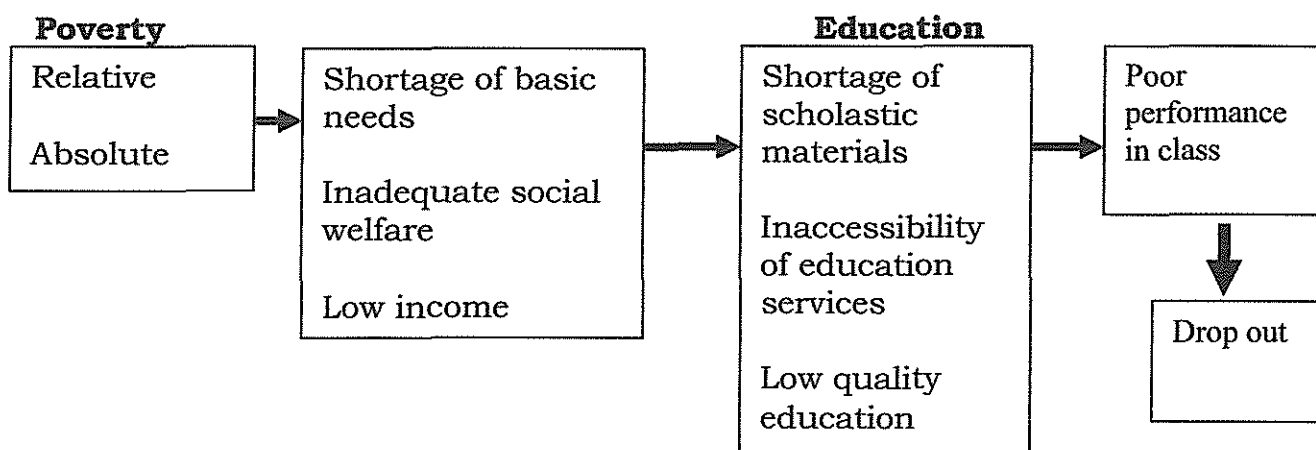
Day schools are most affected especially schools in the low income areas. Other school, attract very few students such that they can not enjoy economies of scale in financing educational activities and programmes. Where the average poor struggle to educate their children putting almost all the family income in financing of the education of their children, the poorest of the poor do not access this service. Contrary, the non poor appear to be benefiting from the cost sharing arrangement in financing secondary education hence the escalation of the gap between the rich and the poor in society. The school is the most important functional point for achieving the educational goals. (Abagi and Odipo, 1997).

In Kenya, many children who enter the school system at the primary level do not complete the cycle pupils drop out at various stages of the education system. Several factors are responsible for high-dropout rates and hence low completion rates among primary school pupils. Schools require pupils to have uniforms, textbooks, and stationary and pay tuition building fund and activity fees. Due to high cost of these items, children, whose parents cannot afford to provide all or most of these requirements, are always under pressure from the schools' administrators. The frustrations these pupils go through affect their academic performance: they lose interest in education and, eventually, drop out (Government of Kenya, 2003).

Elimu Kenya (2006) also while reporting on free primary education in Kenya, cited that much as the Government of Kenya had endeavored to implement the above innovation, the children continuously dropped out of school. The most affected were reportedly those from low income families.

It went to highlight some reasons of dropping out of school mentioning poverty as one of them.

### **Conceptual Framework**



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter explains the methods that the researcher will use to select the geographical areas, from which research was carried out and methods of selection of respondents. It also explains the methods used to collect process and analyze data.

#### **3.1 Research Design**

This study followed a descriptive research design because the researcher used one Division in the District as a case study. Both qualitative and quantitative methods were used. The quantitative and qualitative techniques were used to collect and analyze data on the parenthood practices.

#### **3.2 Study Population**

The study was carried out in Keiyo District Kenya. The study involved students, teachers and parents.

#### **3.3 Sample Framework**

##### **3.3.1 Sample Size**

A total of seventy respondents were used from the total population of the schools which will be used for this study as illustrated by the table 3.1

**Table 3.1: Categories of Sample**

<b>Categories of Respondents</b>	<b>Sample</b>
Teachers	15
Students	40
Parents	20
<b>Total</b>	<b>75</b>

### **3.3.2 Sample Technique**

Using a convenient sampling technique, a total of seventy respondents were picked at random to participate in this study.

### **3.3.3 Sample Procedure**

In carrying out research the researcher first got a release letter from the course administrators which the researcher took to the schools under study. The researcher then was given permission by the authority to access information from the school.

## **3.4 Methods for Data Collection**

### **3.4.1 Instruments**

- **Questionnaires**

These were used to collect information from some students since these respondents are literate and are able to understand the language being used.

- **Interviews**

Interviews were held with teachers and parents since they are busy and have no time to answer questionnaires.

### **3.4.2 Sources of Data**

This study used both primary and secondary data:

Primary data was collected using Questionnaires and Interview Guides, which was given to students, Parents and Teachers respectively.

Secondary data was through Document analysis in the form of Reports, training manual, news papers, and journals for the period under study was read and the required data collected from them.

### **3.5 Data Processing and Analysis**

Qualitative data involved three sets of activities which included editing, coding and frequency tabulations. Editing was done by looking through each of the field responses from questionnaires and interview guides ascertaining that every applicable question has an answer and all errors eliminated for the completeness, accuracy and uniformity.

The researcher then proceeded on to coding the various responses given to particular questions that lack coding frames, he then established how

many times each alternative response category was given an answer using tally marks which was later added up.

Data was then presented in frequency tabulations rendering it ready for interpretation. Quotations and field notes made were also included.

## CHAPTER FOUR

### PRESENTATION OF DATA, ANALYSIS OF FINDINGS AND INTERPRETATION

#### 4.0 Introduction

The purpose of the study was to investigate the effect of poverty on the academic performance of learners. The components of poverty investigated included lack of school basic needs, deprivation of rights, low income and accessibility of social services. The aspects of academic performance that were measured included; attendance, Motivation, mental ability and accessibility of relevant study materials. This chapter presents the responses and makes an analysis on them. The findings are discussed in comparison with what other researchers cited.

#### 4.1 Low income and academic performance

Low income in other words deprivation of income was one of the components of absolute poverty as cited in the definition of poverty by vision 2025 (1997). In this study, the researcher wanted to find out from the teachers and parents whether low income of parents, affects the performance of learners.

**Table 1 presents the responses of teachers as to whether income affects educational performance of learners.**

Income and performance	Frequency	Percentage (%)
Agree	12	80
Not sure	1	7
Disagreed	2	13
Total	15	100

Source: Field data 2008

Out of the 15 teachers, 12 if them agreed that the income status of parents had an effect on the academic performance of children. But one was not sure about the assumption, and two respondents did not agree.

The findings indicate that the income of parents directly affects the academic performance of learners

#### **4.2 Provision of basic needs and academic performance**

The basic needs in the context of this study included shelter, clothes, and facilitation of education. In the study the researcher wanted to estimate whether there was any link between lack of basic needs and performance of learners in class.

**Table 2 shows the distribution of responses on the parents' provision of basic needs and performance**

Basic needs and performance	Frequency	Percentage (%)
Agree	12	80
Not sure	1	7
Disagreed	2	13
Total	15	100

Source: Field data 2008

Out of the 15 teachers, 12 if them agreed that the provision of basic needs by parents had an effect on the academic performance of children. But one was not sure about the assumption, and two respondents did not agree.

The findings indicate that parents provide basic needs to their children.

##### **4.2.2 Poor children lack scholastic materials**

The teachers were further asked if children from poor families lacked scholastic materials.



**Table 3 shows the distribution of respondents according to whether the poor children lack scholastic materials and their for perform poorly**

Scholastic materials and performance	Frequency	Percentage (%)
Agree	15	100
Not sure	-	-
Disagreed	-	-
Total	15	100

Source: Field data 2008

All the respondents agreed that children from poor families Lacked scholastic materials and therefore performed poorly. This agrees with what was cited by Ngaroga (2003) who, when talking about challenges of Free primary Education hinted on children with limited resources were adversely affected in accessing education.

#### **4.2.3 Parents view on provision of scholastic materials**

Parents were required to cite some challenge they were facing in providing necessary school requirements for their children. The following were the responses that were given by the parents

**Table 4: provision of school requirements by parents**

Parents responses	Frequency	% age
Cannot provide enough books	18/20	90%
Uniforms are too expensive	10/20	50%
No money to buy sets pens and pencils	05/20	75%
We are supposed to pay for desks	16/20	60%

The findings showed that 18 parents out of 20 commonly contributed that they were finding difficulty in providing their children with enough exercise books. 10 out of 20 parents said that they could not afford pens and pencils. And 16 out of 20 parents complained about their inability of paying for school facilities such as desks. This inability of parents to meet the basic needs of learners while at school greatly hampers their children efforts to perform well and therefore lowers their educational expectations and attainment. This again concurs with Ngaroga's citation

### **Observation**

During the study the researcher observed that children who were supposed to be in school were selling products in the market to earn a living for the family. According to the children their parents could not afford paying for their school fees and therefore they had no choice than to sell products to sustain them. Most of the children had started school and could not go further due to lack of school fees.

The parents revealed that the educational cost they had to bear in order to educate their children was high and therefore they couldn't afford it. Education is poorly supported in many African countries (Nikinyangi, 1980). In Kenya for example, the lack of proper governmental support places a considerable economic burden (with regards to funding) on parents and children. According to Tomasevsky (2003), Kenya has a legal guarantee of free education. However, despite the legal guarantee primary school fees continue to be charged—a situation, which according to the school authorities, forces parents to withdraw their children from the school system.

According to the teachers some of the children were always sent home due to non payment and because of that they would miss classes and hence poor performance. The teachers also revealed that because of

poverty children are forced to do work at home before they come to school and this leaves them very tired and therefore cannot concentrate in class which leads to poor performance.

#### **4.3 Basic needs and academic performance**

Food has been stated as one of the basic needs of man. Yet under nutrition famine and hunger remains the most serious health and welfare problem affecting in particular the children from poor families. The majority of children do not receive the recommended nutrition simply because their parents are poor. Kimuyu (1997) in Nsereko also forwarded his view that when children are malnourished they become stunted and more to that they are mentally affected. In this research the influence of nutrition on the child's performance had to be tested.

**Table 5 shows the distribution of respondents according to their view about the influence of nutrition and academic performance.**

Malnourished children do not perform well in class	Frequency	Percentage (%)
Agree	15	100
Not sure	-	-
Disagreed	-	-
Total	15	100

Source: Field data 2008

The above analysis indicates that all the respondents were of the view that malnourished children do not perform well in class.

#### **4.4 Provision of school facilities and academic performance**

Kinoti (1997) in his paper highlighted that many African governments spend large shares of their budget on education, but their efforts were totally inadequate. He further advised that if Africa is to develop, then the quality of institutions must improve in order to produce graduates who have character, imagination and initiative.

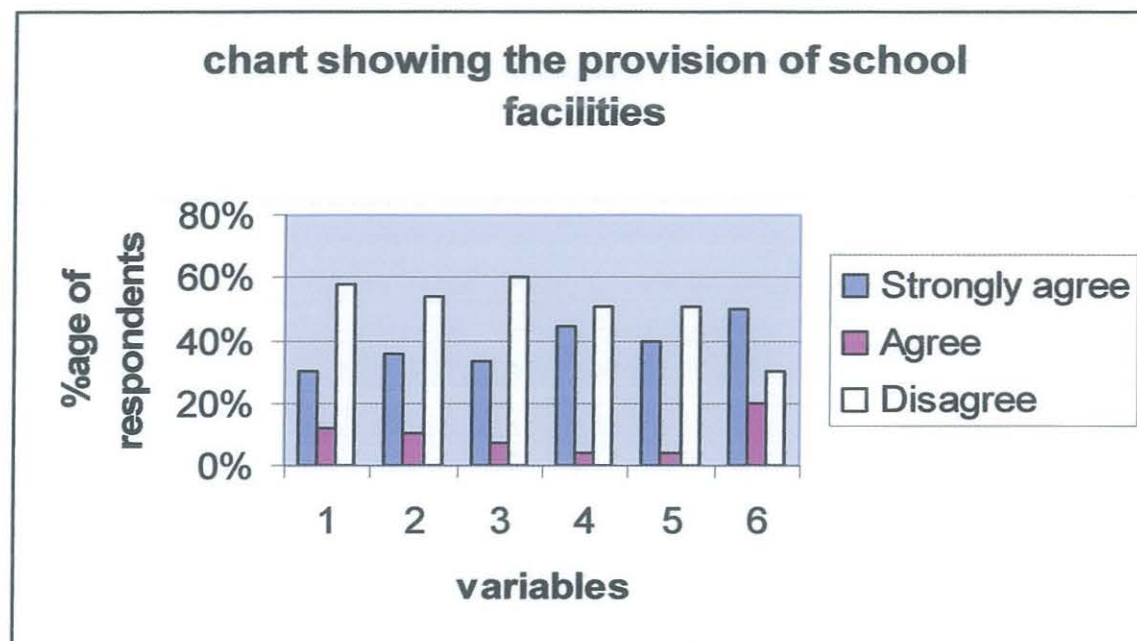
This study sought to establish if there was adequate provision of education in schools.

**Table 6 shows teachers responses about how education is provided for in schools.**

	Item	Strongly agree	Agree	Disagree
1	We have enough text books	30%	12%	58%
2	We have enough classrooms	36%	10%	54%
3	Practical materials are enough	33%	7%	60%
4	We have all the necessary laboratories	44%	4%	51%
5	All students have school uniforms	40%	4%	51%
6	We have enough chairs and black boards	50%	20%	30%

Source: Field data 2008

**Chart I: provision of school facilities**



Source: Field data 2008

The table and chart show that 58% disagree that they have enough text books, 54% said they did not have enough classrooms, 60% said the practical materials were not enough, 51% do not have the necessary laboratories, and school uniforms and 30% do not have enough chairs and blackboards. These all naturally affect the academic performance of students. In interviews held with the teachers they revealed that lack of these facilities led to children performing poorly since they did not have what to use to study.

**4.4.3 Availability of teachers in schools and pupil ratio.** Poverty is reported to have many effects including the ability of government to acquire and train human resources. In this study the researcher sought to establish if there were any teachers in school.

**Table 7 showing the distribution of teachers and their responses about their ability and motivation to work**

	Item	Strongly agree	Agree	Disagree
1	We have few teachers	31%	9%	40%
2	We have few trained teachers	59%	19%	22%
3	Classes are large for the teachers	60%	10%	30%
4	We do not understand anything since the classes are large	51%	4%	44%
5	Teachers do not teach all lessons since they are few	54%	14%	30%
6	Because teachers are less paid they get frustrated and don't teach well	57%	7%	36%

Source: Field data 2008

The table shows that 31% strongly agree that they have few teachers, 59% have few trained teachers, 60% have large classes, 51% do not understand anything since the classes are large, and 54% say teachers do not teach all subjects since they are few and 57% say that teachers do

not teach well due to frustrations. These are all effects of poverty which affect the academic performance of the students.

According to the teachers they are less paid and yet they handle large classes and teach for many hours. They also revealed that they had less training and this so because they did not have funds to cater for their training.

#### **4.4.4 Proper nutrition has been linked with proper mental and physical development**

Kimoti (1997) in his paper highlighted that many malnutrition among children meant retarded physical growth and mental development. These have been observed as some of the factors that influence learning negatively. These have been linked to poverty.

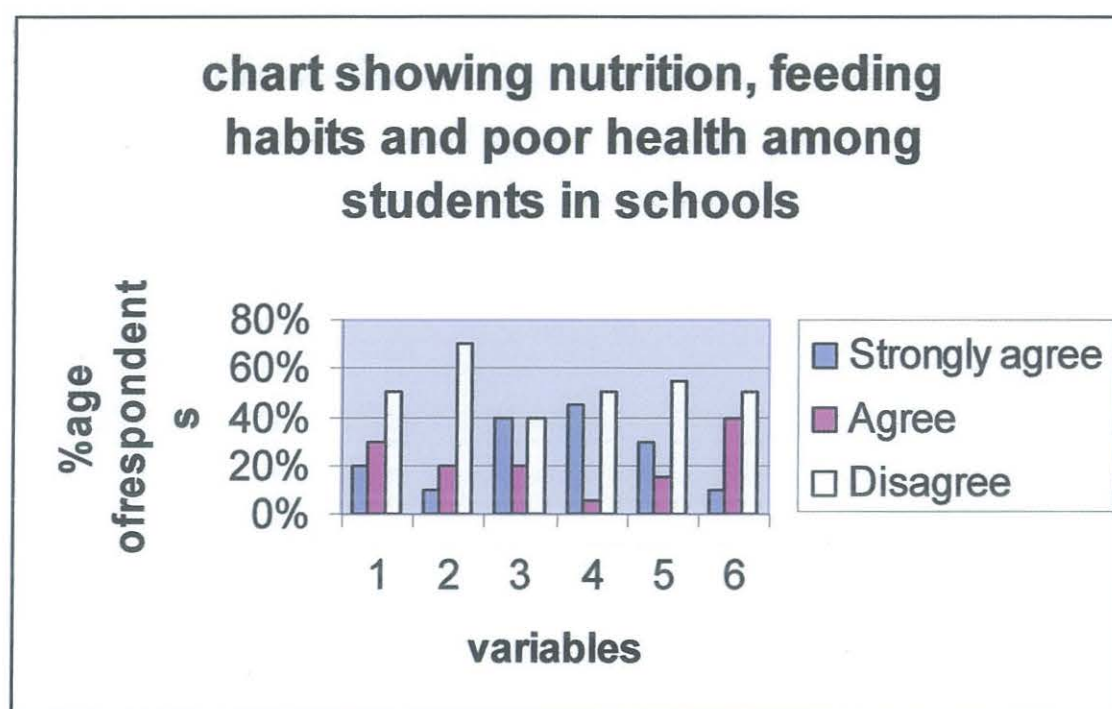
**Table 8: the distribution of teachers' response on whether the schools had proper school feeding programs**

	Item	Strongly agree	Agree	Disagree
1	We have feeding programs at school	20%	30%	50%
2	The diet is balanced	10%	20%	70%
3	We eat all necessary meals and well prepared	40%	20%	40%

4	the school environment is clean and disease free	45%	5%	50%
5	The school has good health facilities	30%	15%	55%
6	Few students fall sick	10%	40%	50%

Source: Field data 2008

**Figure: Poor nutrition, feeding habits and poor health among students in schools**



Source: Field data 2008

The table and chart shows that 50% do not have feeding programs, 70% do not eat a balanced diet, 40% do not eat all the necessary meals, 50% are in a school environment that is not safe and could fall sick any time while 55% say the schools do not have good health facilities and 50% say that most students fall sick at school.



According to the students the meals prepared was always posho and beans and it was not well prepared. they revealed that those who came from rich families could afford to buy whatever they wanted to eat but those who came from poor families had no choice than to eat what the school prepared even though it was not good.

The teachers who also ate the same food provided for the students admitted that the food was not well prepared bit they also had no choice to eat the food. The headmaster revealed that the food was not well prepared because of lack of funds to buy the necessary ingredients for the food.

The schools did not also have enough money to equip the school dispensaries and because of this the children do not have enough medical attention when they fall sick. All these are barriers to academic performance.

## **CHAPTER FIVE**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

The preceding chapter analyzed the field data on poverty and academic performance. The objectives that guided this study included;

- i) To find out how income affects the learners performance in schools.
- ii) To find out how shortage of basic needs such as food affect the learners' performance in schools
- iii) To asses the influence of deprived social needs on the academic performance of learners

#### **5.1 Summary of the Findings**

The following were established after the analysis of the data;

Majority of the teachers agreed that low income negatively influence the learners' academic performances in that parents with low income could not prove for their children.

The findings also showed that lack of provision of basic needs such as uniforms greatly affected the children's academic performance.

It was also established that children's lack of scholastic materials adversely affected their academic performance in class.

Lastly, it was discovered that the big child ratio in schools due to poverty has adversely affected the academic performance of learners.

#### **5.2 Conclusion**

Education is widely accepted as the main exit route from poverty. It is the backbone of growth and development of individuals and the nation.

However, its achievement continues to elude many Kenyans who are poverty stricken.

This has perpetuated the vicious circle of poverty so much that the gap between the rich and the poor has kept on widening as the extreme poor are denied access to education.

Equally access to quality education among some of the poor has constantly been affected by poverty in that some access education that is marred by lack of the right instructional facilities and equipment, poor processes of delivery, in-conducive and unattractive learning environments etc .

These render them too uncompetitive in the job market. However, the efforts by the Government of Kenya to avail educational opportunities to the poor are welcome especially the proposed tuition waiver in secondary schools. Because this will not fully solve the problem of the poor in accessing secondary, the educational stake holder should further augment government efforts in financing education.

### **5.3 Recommendations**

The government and school managers may consider following in the financing secondary education to reduce the burden of financing education among the poor.

Waiving duty on learning and teaching materials

Encouraging industry to assist in financing of education especially through scholarships

Encouraging community initiatives in financing of schools

Setting up of education insurance for the poor especially the orphaned and other vulnerable groups

At school level, schools should be encouraged to diversify the income generating activities by for example setting up production units in the workshops and laboratories.

Encourage clubs and to start of income generating activities.

Schools should be encouraged to keep good relations with the communities to attract well wishers who would wish to give some assistance.

Mounting training courses to community members with the resources available in schools e.g. workshops, computer laboratories, home science rooms, sick bays etc may be new ways to raise funds for school.

Diversification of the income generating activities requires some amount of input in terms of finances which otherwise which may not be readily available in most poverty stricken schools. Approaching financial institutions to advance loans to finance feasible income generating activities may be explored.

School leaders should embrace school based management and develop the knowledge base associated with efficiency and effectiveness in school management for the purposes of achieving the educational goals for the learners. Owing to the effects of poverty in provision of education, school governing structures should strategize on the school aspects which need more emphasis compared to others to meet the expectations and interests of the most important constituent – the student.

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## APPENDIX I: TRANSMITAL LETTER



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P.O. Box 20000, Kampala  
Tel: +256-41-266813 / +256-41-26676  
Fax: +256-41-501974  
E-mail: admin@kiu.ac.ug  
Website: www.kiu.ac.ug

### OFFICE OF THE DIRECTOR INSTITUTE OF OPEN AND DISTANCE LEARNING (IODL)

DATE: . . . . .

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR HILLARY K. SIALO . . . . .

The above named is our student in 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:

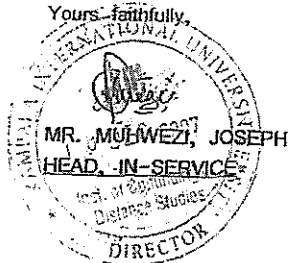
EFFECTS OF POVERTY ON THE ACADEMIC PERFORMANCE OF  
LEARNERS IN THE SELECTED PRIMARY SCHOOL

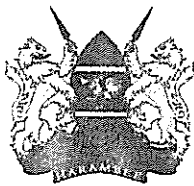
Case Study: KEIYO DISTRICT

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

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

Yours faithfully,





# MINISTRY OF EDUCATION

## KEIYO DISTRICT

THE D.E.O KEIYO  
P.O BOX 214,  
ITEN  
DATE: 14<sup>TH</sup> MAR., 2008

TO WHOM IT MAY CONCERN

Dear Sir/ Madam

**REF: INTRODUCTION LETTER FOR MR. HILLARY K. SIALO**

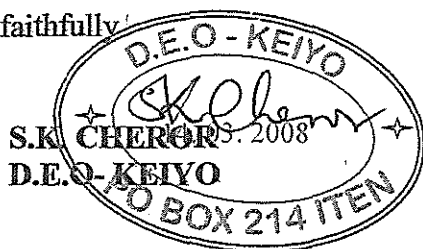
The above named is our teacher in Keiyo District pursuing a degree in Education at Kampala International University.

He wishes to carry out a research in your school on  
**EFFECTS OF POVERTY ON THE ACADEMIC PERFORMANCE OF LEARNERS IN THE SELECTED  
PRIMARY SCHOOLS OF KEIYO DISTRICT**

The research is a requirement for the award of bachelors' degree in Education.

Any assistance accorded to him regarding research will be highly appreciated

Yours faithfully,





### APPENDIX III: QUESTIONNAIRE FOR STUDENTS

**Dear respondent,**

I am a student of Kampala International University carrying out an academic research on the topic “the effects of poverty on pupil’s academic performance of the selected primary schools in Keiyo District Kenya.” You have been randomly selected to participate in the study and are therefore kindly requested to provide an appropriate answer by either ticking the best option or give explanation where applicable. The answers provided will only be used for academic purposes and will be treated with utmost confidentiality.

NB: do not write your name anywhere on this paper.

#### **A) Personal Information**

##### **1. GENDER**

Male ☐ Female ☐

##### **2. AGE**

20-25 ☐ 26-30 ☐

31-35 ☐ 36 and above ☐

**Evaluate the following statements using the following;**

Not sure	Disagree	Agree
<b>3</b>	<b>2</b>	<b>1</b>

#### **(a) Limited provision of school facilities, equipment and materials**

1	We have enough text books	
2	We have enough classrooms	
3	Practical materials are enough	
4	We have all the necessary laboratories	
5	All students have school uniforms	
6	We have enough chairs and black boards	

**(b) Less staff development and training opportunities**

1	We have few teachers	
2	We have few trained teachers	

3	Classes are large for the teachers	
4	We do not understand anything since the classes are large	
	Teachers do not teach all lessons since they are few	
	Because teachers are less paid they get frustrated and don't teach well	

**(c) Poor nutrition, feeding habits and poor health among students in schools**

1	We have feeding programs at school	
2	The diet is balanced	

3	We eat all necessary meals and well prepared	
4	the school environment is clean and disease free	
	The school has good health facilities	
	Few students fall sick	

**THANK YOU**

## APPENDIX IV: QUESTIONNAIRE FOR TEACHERS

**Dear respondent,**

I am a student of Kampala International University carrying out an academic research on the topic “the effects of poverty on pupil’s academic performance of the selected primary schools in Keiyo District Kenya.” You have been randomly selected to participate in the study and are therefore kindly requested to provide an appropriate answer by either ticking the best option or give explanation where applicable. The answers provided will only be used for academic purposes and will be treated with utmost confidentiality.

NB: do not write your name anywhere on this paper.

### A) Personal Information

#### 1. GENDER

Male ☐ Female ☐

#### 2. AGE

20-25 ☐ 26-30 ☐

31-35 ☐ 36 and above ☐

**Evaluate the following statements using the following;**

Not sure	Disagree	Agree
<b>3</b>	<b>2</b>	<b>1</b>

**(a) Increase school drop out.**

1	Most students drop out due to poverty	
2	Children have to work at home before they come to school and hence perform poorly which leads to poor performance and hence drop out	
3	The school environment is not good due to poverty and hence students drop out	
4	Children do not have what to eat and study when hungry yet they do not understand and hence drop out	
5	The distances from home to school are long and students reach school when they are tired and therefore cannot concentrate in class which leads to school drop out	
6	Parents are poor and therefore their daughters drop out of school to get married so that they are paid dowry.	

**(b) Exposure of students and staff to indiscipline**

1	Students turn to drugs due to poverty	
2	Students turn to deviant behavior when they lack something in life	
3	The teachers do not care about students from poor families and therefore they behave the way they want	
4	Students perform poorly in class because they lack materials and this leads to students losing interest in education and hence indiscipline cases	
	Children from poor families are the most undisciplined	
	Because teachers are frustrated they do not care about the discipline of the students	