

**KAMPALA INTERNATIONAL UNIVERSITY**

**TITLE:**

**THE IMPACT OF POVERTY ON THE ACADEMIC PERFORMANCE OF  
STANDARD EIGHT CHILDREN IN MARYANGO SUB-ZONE, BAMBA  
ZONE, GANZE DIVISION, KILFI DISTRICT-KENYA**

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**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN AND  
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## DECLARATION

I, KISASIA EDWIN TEBES , BED/21781/81/DF

do declare that the information given in this research report is made by myself and has never been presented by any other person, for the award of BACHELOR of Education.

Signature:.....*Edwin*.....

Date:.....*17/4/2010*.....

## **DEDICATION**

This report has been dedicated to Mr. Richard S. Tedes plus the entire and family and Cecilia C. Birgan and the entire family who inspired me on all my academic endeavors throughout my study

## APPROVAL

This is to certify that KISASIA EDWIN TEBES , BED/21781/81/DF  
has successfully completed her / his research report and now is ready for submission with my  
approval.

Signed: .....

REV. ERICH KASIRYE

KIU SUPERVISOR

DATE.....

## ACKNOWLEDGEMENT

I would like to thank the good Lord for giving me strength and courage to compile this research report. Without God, this research would not have seen the light of the day!

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## **ABSTRACT**

The purpose of the study was to examine the impact of poverty on academic performance of learners. The objective was to establish the relationship between poverty and learners academic performance.

The researcher used cross-sectional survey design to analyze a large sample. Both quantitative and qualitative were used.

A simple random sampling design was used to select from 5 school .A totals of 40 respondents is expected to be obtained.

Data was collected using a questionnaire guide which was more appropriate in getting data amongst the respondents.

The finding indicated that majority of the learners are affected with poverty which affects their academic performance. the finding also revealed that poverty has impacted on learners attitude towards studying and commitment hence poor performance.

The researcher recommended the selected schools to help the learners with basic needs in order to improve their academic performance.



## CHAPTER ONE

### INTRODUCTION

#### **1.0 Background information:**

One of the greatest challenges facing the work of independence, some 45 years ago was how to reduce widespread poverty amongst Kenyans. This is according to the ministry of finance and planning second report on poverty in Kenya volume June 2000. Poverty, ignorance and disease were identified as the major constraints to social and economic development. While this concern has occupied a central place in Kenya's development priorities since 1963, the problem of poverty according to the Republic of Kenya consultation report for the period 2000-2004 (Kilifi District PRSP) it states that poverty has been increasing at an accelerated rate despite past efforts. This report says in 1973, there were only 3.7 million people classified as poor but by 2000, the number had increased to 15 million. With a population of more than 30 million the number of people living below the poverty line is estimated to have risen to 56%. In addressing this problem, The NARC government after taking office in December 2002 commenced the process of preparing an Economic Recording Strategy [ERS] as a national policy framework for enabling the majority of Kenyans to have access to basic social services and improve their income through job creation.

With all the above in place, still at this moment majority of parents in Bamba zone at Kilifi District cannot afford at least a meal in a day and this has made most of the children drop out of school to be employed as house boys or maids in big towns like Kilifi, Malindi and Mombasa at the end the girls indulge in commercial sex and those who remain in school perform very poorly in national examination. \*

Most of the schools in Kilifi district like Maryango, Mwakwala, Nzovuni and Chapungu are experiencing the problem of poverty among majority of the learners. Most of the learners can not afford school fees, books, school uniform which has resulted into prostitution, high school drop out , drug abuse, street children , law coming , absenteeism which has resulted into poor performance of learners in Kilifi district in Kenya

### **1.1 Statement of the problem**

Most children in STD 8 in Bamba zone, Kilifi District , Coast province Kenya do not perform well in the Kenyan Certificates of Primary Education Examination mainly due to poverty which has resulted into high school drop out, absenteeism , late coming , low commitment which has resulted into poor academic performance of STD 8 children in Bamba zone Kilifi District Kenya. .

### **1.2 Purpose of the study**

The study will examine the effect of poverty on the academic performance of STD 8 Children of Bamba Zone of Kilifi District Bamba zone.

### **1.3 Objectives of the study**

The objective of the study will.

To identify causes of poverty among learners in Bamba Zone

To examine the impact of poverty and academic performance of learners.

To establish the relationship between poverty and academic performance.

#### **1.4 Research questions**

The objective of the study will.

What are the causes of poverty among learners in Bamba Zone?

What is the impact of poverty and academic performance of learners?

What is the established relationship between poverty and academic performance?

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

This study was conducted in Bainha zone Kilifi District Before the creation of the new Districts by his Excellency the president of the Republic of Kenya Hon Mwai Kibaki, Coast province used to have seven District Kilifi being one of them. It used to be between 3 16 south and 4 c south and 3905 east and 40 east. The distance used to cover an area of about 4779.2 km.

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

The study will enable the policy makers in school to adopt strategies of helping poor students with the basic needs such food, clothes and other items.

The study will enable the government find ways of fighting poverty through encouraging free primary education.

The study will be used by different scholars in schools and public place

The study will add on already existing literature on poverty and academic performance of the learners.

## CHAPTER TWO

### 2.0 Definition of poverty

According to poverty reduction strategy plan (PRSP) Poverty is multi-dimensional .It includes inadequacy of income and deprivation of the basic needs rights and lack of access productive assets as well as social infrastructure and markets.

Different scholars defined poverty differently: poverty may mean lack of food, shelter and clothing. To other people, the word poverty may mean lack of money to buy the basics need. Other, poverty could mean lack of luxuries that make life more comfortable. Level of poverty depends on the general standard of the people in a country e.g. Here in Kenya, when we say people are poor, it categorically means that these people have no food, no clothing, no shelter etc These are people with many problems and requires help from every quarter. In America or in Britain, where the standard of living are high, a poor man has all his basic needs provided. The poor man in America is even able to drive his /her own car. To him poverty may mean that he we do not have all the money he would want to have which is the opposite of what we have here in Kenya. The level of poverty from one person to the other will depends on the economic gap A poor man in Japan in America has all his basic needs provided. What he may be lacking is experience luxuries e.g. an air craft to make his life more comfortable. Poverty is the inability to meet basic needs such as food, clothing, housing health and education for children.

In the analyzing of welfare Monitoring Survey 11 (WMS11) of 1994 , poverty was defined in terms of total house hold consumption expenditure include the amount of money the household spend on buying food and basis non food items as well as the value of own food produced and consumed at home. A member of the household is considered to be poor if he!

she cannot afford some recommended minimum expenditure on food [in a representative food basket] plus a minimum allowance for non food item.

In the Kenya participatory impact monitoring KEPIM [perspectives of the poor on credit and extension policies ] August 2003 poverty was defined as lack of income often expressed as access to money , and lack of food which also incorporates the lack of means to produce food. Level of school one can afford to educate their children to the existence of disease and illness and the quality of and housing.

In the second Report on poverty in Kenya volume 1 incidence and Depth of poverty of June 2000 for the Ministry of finance and planning, it defines poverty as the inability to afford minimum basic human needs, comprised of food and non food item.

## **TYPES OF POVERTY**

Muriuki (Mrs.) on her broke poverty Eradication Education Review comes up with the following types of poverty.

1. Intellectual poverty: -- This is caused by lack of education with education according to Muriuki, once is able to understand the past cope with our present and determine the future. One is able to turn obstacles into opportunities. It is also taken to be the greatest equalizer and can turn dreams into reality.
2. Financial poverty: --- This is lack of money
3. Material poverty :---- This is lack of land , building ,plot etc
4. Moral poverty: ---- This refers to immoralities e.g. prostitution , adultery alcoholism , drug addiction etc

5. Spiritual poverty: ---This is caused by men's lack of knowledge of God. The Bible, says man is created in the image of God so-that he can know Him and fellowship with Him in life one has to remain connected to the maker failure to can lead to problems. Including poverty. Disobedience with-holds God's blessing and rains his curse on us .You cannot become the rebelling against Him. You will never be fulfilled without God for you are looking for what God has
6. Psychological poverty: — This is caused by negative beliefs, disbeliefs, lack of motivation, lack of ambition, lack of self confidence, lack of determination e.t.c.
7. Physical poverty:--This is mainly caused by disability and sickness that can lead to poor health.

## **CAUSES OF POVERTY**

According to Muriuki (Mrs.) poverty Eradication Education Renew there are so many causes of poverty. The following are some of the causes.

1. Mental bankruptcy; ---Dullness and the in capabilities to make wise and sound decision have made so many people becoming poor. People perish due to lack of the knowledge, Hosea 4:6 poverty of the mind is very devastating because a person is made to believe that he is not capable of doing anything good. This belief of being useless, hopeless and helpless make a person not being able to support him! her self Dr Kabitha in his book "psychology and youth" clearly states that real poverty starts in the mind in the book "you can think if you can" by no man Vincent pear teaches that -man is a product of his thinking. In the Bible, Jesus confirms this which he told his disciples "As a man think on so he is

2. Inherited poverty; --- Muriuki states that at times poverty can be inherited .There are people who are born in very poor families.

These people sometimes grow up with the mentality that they are born poor and are defined to live and die in poverty. They develop the same attitudes on what happens. They are convinced beyond reasonable doubt that nothing can change their states of poverty

**3. Death of a bread earner;** ---When both parent die and children are orphaned and left without somebody to take care of them. These children especially in their tender age are once unable to receive good education .Due to the poor upbringing these children may live to be poor for the rest of their lives. This also appears when a wife loses a supportive husband and she is unable to provide for the family needs. These eventually turn to food and such as the one being provided by the world food programs' through the Red Cross society.

#### **4. Laziness (Idleness)**

The greatest sin is that one can commit to himself is laziness. Muriuki states that many people in the community are poor not because they do not have resources but simply because they are lazy. Idle mind is the devil's workshop this is in Thessalonians 3:1-10, the Christians had stopped working because they were waiting for the second coming of Jesus. As time went by they experienced all kinds of problems and eventually became extremely poor and people started laughing at them. One may have resources like a piece of land, a regular employment, a business but such a person will remain poor due to laziness there is a proverb " you can take the donkey to the river but you cannot make it drink the water". In the book of proverbs laziness is condemned Paul challenged the Thessalonians Christian not to eat if they are not going to work. "No food no work [2Ud Thessalonians 3:10].

## **5. Lack of ambition to do better**

An ambition is a strong desire to achieve something good, great or big. It is the desire to be successful, prosperous, famous or rich. They said "A man without ambition is like a woman without beauty." Ambition is very important in a person's life because it makes one to work hard, utilize the available resources and to maximize one's effort so that maximum achievement is obtained. In our community, we have people who in spite of having resources and ability remain poor because they have no desire to achieve or to be anything. They are not interested in anything and will not actively seek success, wealth, status etc. These people have given up in life and are very difficult to change monetarily and economically. A man without ambition is like a ship in the open deep sea that has no compass to give it a sense of direction [Muriuki]

## **6. Procrastination**

This is postponing our action to a later date in life. Delaying of action kills potential. If you wait for perfect conditions you will never get anything done, procrastination after grown out of discouragement. Muriuki stated when we became discouraged, we stop finding reasons for doing what we know we can do. Procrastination eats away at the very core of our time and motivation but

Do not put off till tomorrow or next week but you can attack any problem with as much energy as possible, the more likely that problem will be resolved. The longer it hangs on, the more it grows out of hand.



## **7. Lack of motivation**

To motivate is to cause somebody to act in a particular way. Motivation is stimulating the interest of somebody to want to do something. One may want to work hard in order to achieve an objective. Many people have skills of resources, facilities and potential that could take them up high in the academic social economic and political position but they have motivation and due to this, they are poor and chance of improving are not there

## **8. Lack of vision**

Muriuki states -- The poorest of men are Those without a vision. A vision is mental images that project into the future. Vision is a mental image that project into the future. Your vision which you inwardly see as mental pictures controls your life and determines your future. It forms the mental blueprint which directs how your life will be built up. The mental pictures empower us and guide our lives confidently to our goals. Visualizing is also referred to as mental engineering at its best

Our future will be what our mental pictures will be for we can conceive what we perceive and behave (Proverbs 23:7)

## **9. Lack of innovation**

Success is a journey of discovery and adventures as you explore your God given talents and potential for this glory. Muriuki continues to state to be innovative is to be creative and ventures some, always eager to try new ideas. Creativity is taking an idea, an object a method a group of people or something that has been around stand back and look at it with new perspectives and give it a different twist and meaning. True creativity can also be defined as "doing a common thing uncommonly well"

For example, one can become the best maid in the world and people will compete to live to pay highly and to treat wonderfully [Refer to Sanyo Carson in the book "Think big" "An innovative person is a risk taker and one is very comfortable with a high degree of uncertainty]

## **10. Unemployment**

This is the state of being without a paid job Unemployment is a big problem in Kenya. This has been caused by a steady rapid population growth over the years. In the 1970's, the Kenyan population was about 7 millions people. Since then , the population at Kenya has increased 34millions people]but the job market has not expanded instead the jobs that were then in 1970's are the same job that are there and very many Kenyan who are unemployed and have no means of earning their livelihood [Muriuki ] Mrs.

## **11. Literacy level**

Muriuki states that out of 34 million people living in Kenya, 90% of them are illiterate and semi illiterate. These people have no skills and therefore are not legible for regular employment. The school leavers are not qualified for salaried employment because they are unskilled. They have not been trained in specified areas that may recur specialist. As such jobs for highly skilled people are there but the people available are not qualified for the jobs. The illiterates and semi-illiterates are poor people with no decent means of earning a living .These people are very many in the big towns like Nairobi and living in pathetic condition e.g. Mathare slum

## **28. Physical and mental Deformity**

Some people are poor not through their own choices but because physically mentally they are not able to participate in economic activities that can give them a decent living e.g. the blind people have very limited option at earning their own living. Similarly the crippled and the mentally handicapped people These people depend on others for their survival. These are times when help is not forthcoming and they suffer a great deal. In fact many of these a great deal. In fact many of these people survive by begging assistance from well wishers and good Samaritans

## **29. Natural Disasters e.g. fire out breaks flood, persistent drought etc**

All of these have left many nations and individuals poor e.g. a lot of property worth millions of shilling has been destroyed by fire e.g. in Gikomba market [[Nairobi] .The owners of the kiosk are made poor overnight These people may takes long to recover from such losses and at times they may never takes off

## **30. Being selective in the jobs we do**

Today some people are poor not because there is no work to do but simply because they are choosy and selective. Many educated people want white color jobs. They work down on manual work like farming, carpentry and misery. At times these people may be offered well paying jobs but will not take. it simply because they are selective.

31 The report prepared by AMREF and the human Resources social services Department of the office of the vice president and Ministry of planning and National Development -- 1997 came up with the flowing causes of poverty

a, Historical ---Evictions of s4uatters e.g. from forest areas

- b. Demographic ---This touched high level of dependence and Reluctance to practice family planning
- c. Environmental ----Drought and lack of water for irrigation , crop failure due to climate, unreliability , water health in fresh water lake especially lake Victoria , live stock diseases
- d. Economic ---Lack of employment opportunities high cost of living, corruption, over -- reliance on cash crop economy , poor extension services at all level and in all sector, slow growth in industrial sector, Landlessness,
- e. Personal --- Laziness, social breakdown
- f. Political --- Ethnic clashes, insecurity in urban as well as rural areas

### **EFFECTS OF POVERTY**

- a. Frustration ----Muriuki states that it is good directed activity. It occurs when a person is prevented from reaching a goal or is delayed in attaining it .To be poor is not a personal choice. Everyone would want to be rich but for one reason or another, it is not possible hence frustration has set in
- b. Low standard of living e.g. poor housing condition poor sanitation, poor feeding and clothing, for the majority of people.
- c. Hunger starvation and death -- Many people in North Easter Kenya, Eastern province and parts of the Rift Valley have died due to extreme poverty.
- d. Literacy level is very low -- in poor families children are never taken to school due to lack of school fees. Other children drop out of school before completion due to poverty related problem. Research in North Eastern Kenya has shown that house hold headed by

educated people have a low poverty level index [12.1%] compared to household headed by uneducated people [76%].

e. Malnutrition and other nutritional diseases .These have been witnessed in many poverty stricken areas due to poor feeding.

f. High crime rate -- Due to poverty e.g. pick pockets robberies and forgivers are very common.

g. Suicides cases on rise -- Many poor people are depressed .Some have given up in life and have and up committing suicide.

h. Prostitution --- In many poor countries prostitution is on the rise as an alternative way of earning a living.

i. Broken families -- When the bread earner is, unable to meet the financial obligation of the family, children may run away from home wives may divorce their husbands etc.

j. Street children -- In some poor families, children have run away from home and become street children where they depend on well wishers and good Samaritans for their livelihood. Some of these children have resulted to stealing and pick pocketing.

k. Street families --Street children mature and pair hence street families. This is a very serious issue in Kenya and is threat to security. Many street families are living in extreme poverty

l. Child labour --- Children from 'poor families have gone looking for employment in people's farms and homes In many cases , these children are over worked and underpaid

m. Child abuse -- When young boys and girls run away from home and has shown that they end up being sexually abused

- n. Alcoholism -- Many poor people have turned to Alcohol taking due to frustration and despair. Drug Addiction --- Research has shown that many drug addicts are frustrated and disappointed people due to extreme poverty.
- o. Unhappiness in the family --- When a family lacks the basic needs , the family is likely to disintegrate .Children lose confidence and trust in the parent and the couple no longer trust each other
- p. HIV/AIDS ,STDS /STI diseases --With prostitution and other immoral practices , many people end up contracting HIV/AIDS that eventually leads to death
- q. Poor health --- This affects the majority of the people. The situation is made worse if these people contract HIV /AIDS
- r. Orphaned Children --- Due to HIV/AIDS many children have been orphaned in our Kenyan Society .Majority of these children have no one to provide for their basic needs and they live in extreme poverty
- s. Windowed partners -- Many spouses have lost their marriage partners due to HIV/AIDS infection. This has greatly affected their financial status and chances of being poor are very high.
- t. Child headed families --- When parents die due to HIV/AIDS the older children drop out of school and start taking care of school and siblings .This has become a very common phenomenon in the Kenyan society and it is an issue of great concern as these children are likely to be poor for a long time if interceptive measures are not put into place.
- u. Stress --This is an internal response at an individual to stressors. Stress occurs when a person perceives an external demand as exceeding her capacity to deal it .Poverty is a very stressful event not only to individuals but to many people.

## **RELATIONSHIP BETWEEN POVERTY AND ACADEMIC PERFORMANCE**

Research indicates that poverty has a major impact on academic performance of the learners. There is also a positive relationship between poverty and academic performance. Most children from poor families are unable to pay school fees, they start school late, they are constantly absent, they lack basic needs and this all has a major impact on their academic performance (Nyambetha, 1999).

## **SOLUTION TO POVERTY**

- a. Lead a God -- Centered life -- Leading a God centered life is the way forward for great men stands on God, God's anointing upon our lives points to his great love for us Psalms 37:1-5, when people delight in the Lord, He shall give them the desire of their heart. In the Bible, men of God are rich e.g. Abraham, Job, David etc. Also in Psalms 127 :1 "Unless the Lord build the house, all who build it labour in vain".
- b. Have set Goals -- The goals we set for ourselves, gives us a sense of direction of what to do, why we should do it, how to do it, where to do it and when to do it. Muriuki also states that in setting goals, let it be a sharply focused goal, that you will think about obsessively, committing it into writing and placing it in a strategic position where you can see it every time and every day, commit it to memory, talk about it, pray about it, invest a lot of time and energy in the pursuit of it, work hard to attain it and to remain focused until it is accomplished.
- c. Maximizing our potential --- Endeavour to maximize your potential. Maximum according to Muriuki is defined as the supreme, greatest, highest and ultimate. It implies the

highest degree possible. To maximize is to express, exposes, experiences and execute all the hidden God given abilities talent, gift and potential.

Our problems today arise because our potential remains buried untapped, level, and Unreleased. Potential demands that you should never settle for what you have accomplished

Muriuki also says the greatest tragedy in life is not death but a life that never realised its full potential.

d. Make maximum use of the available resource Muriuki suggest that the responsibility to use what God has given you is yours alone .Resources cannot be and should not be substituted for the source. You cannot overcome poverty unless you learn what resources you have and you use them effectively .Do what you can with what you have where you are e.g. land. Try to form your piece of land to the maximum. Put manure and fertilizers before planting so that you will be able to get maximum yield. Proper maintenance and preservation of the available resources.

Any available resources should be taken good care of eg building clothing furniture, utensils etc. Harvested food stuffs should be preserved carefully and wisely to ensure that they help the family maximally until the next harvest is round the corner. Harvested grains e.g maize, beans, peas, cowpeas, etc should b



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introductions**

This chapter present the methodology aspects it describes the research design sampling design, study area and sample size ,research procedure , data collection instruments, data analysis and limitations of the study .

#### **3.1. Research Design**

The researcher used cross – sectional survey research design .Quantities research design will be used to collect data to examine a large sample.

#### **3.2. Target population**

The researcher target primary school in Bamba zone Kilifi district coast province Kenya. The researcher had pupil as respondents from STD 7 and 8 classes Questionnaires tools were used and given to 40 respondents.

#### **3.3. Sample size.**

The method of selecting the sample was random sampling from 4 school .A totals of 40 respondents is expected to be obtained

#### **3.4. Research procedure**

The researcher will begin by getting an introduction letter from Kampala international university which will be presented to the selected school in Bamba Zone, Kilifi District Kenya.

### **3.5. Data collection instruments**

The research will use questionnaires to collect the required data. The questioners will contain Questions on both personal and general issues.

### **3.6. Questionnaires**

Well typed questions with brief introduction which familiarizes the respondent will be given to the relevant people with request to answer the question .The question are simple to answer but will help to identify the poverty level of learners in Bamba zone primary school .

### **3.7. Data Analysis**

The statistical package for social scientists SPSS will be used for processing and analysis of Quantitative data .The researcher will generate frequencies and cross tabulations

### **3.8. Limitation**

- The researcher being an employee will have limited time
- Lack of funds will limits the research to progress
- The respondents may not be willing to answer the question

## **CHAPTER FOUR**

### **DATA PRESENTATION**

#### **4.0 Overview**

In this chapter, the researcher presented and analyzed raw data extracted from collected questionnaires from respondents. The data was entered in drawn tables that showed the categories of responses and percentage presentation at the frequencies. The researcher then analyzed the findings and made comments based on the findings, with additional information based on literature review.

**TABLE 4.1 SEX**

CATEGORY	FREQUENCY	PERCENTAGE %
Male	25	62.50%
Female	15	37.50%
TOTAL	40	100%

According to table 4.1 the majority of the respondents were male, who make 25 out of 40 Having 62.50% and the remaining who are female made 37.50%.

**TABLE 4.2 AGE**

CATEGORY	FREQUENCY	PERCENTAGE %
16-20	17	40%
11-15	17	40%
21-25	3	10%
7-10	3	10%
TOTAL		100%

The above table indicates STD 7/8 According to the 4.2 majority of the pupil who are in primary school of Bamba zone who makes 40% are in the age between 16-20 .The percentages of those who are between 11-15 is 40 . There were a few between the ages 21-25 year about 10% but and between the age 7-10 in the two classes in most of the school with 10%.

**TABLE 4.3 CLASS**

CATEGORY	FREQUENCY	PERCENTAGE%
Upper	40	100%
Lower	0	0%
TOTAL	40 .	100%

## Observation and analysis

According to table 4.3 all the respondents were from upper making 100% none of them were from lower primary.

**TABLE 4.4 ENCOURAGEMENTS AT SCHOOL**

CATEGORY	FREQUENCY	PERCENTAGE %
NO	30	75%
YES	10	25%
TOTAL	40	100%

According to table 4.4 most respondents were not being encouraged at school. This make 75% only 25% said they were encouraged.

**TABLE: 4.5 SCHOOL ENVIRONMENTCONDUCTIVE FOR LEARNING**

CATEGORY	FREQUENCY	PERCENTAGE %
NO	25	75%
YES	15	25%
TOTAL	40	100%

**Table 4.5**

**Observation and analysis**

According to table 4.5 75% of the respondents said the school environment was not conducive for learning only 25% said it was conducive for learning

**TABLE 4.6 MISSING SCHOOL**

CATEGORY	FREQUENCY	PERCENTAGE
Three	20	50
Two	10	25
One	5	10
Four	3	10
Five	2	5
TOTAL	40	100%

According to table 4.6 .Most of the respondent miss school 3 times a week making 50% .25% miss 2 times, 12% miss 1 time while 4% are not at school every day of the week.

**TABLE 4.7 PARENTS FOR CHILDREN**

CATEGORY	FREQUENCY	PERCENTAGES
One	20	70%
More	11	20%
Two	9	10%
Total	40	100%

**Table 4.7**

According to table 4.7, 70% of the respondents came from single parents. 27.50 are orphans and 23.3% have their parents.

**TABLE 4.8 MEALS PER DAY**

CATEGORY	FREQUENCY	PERCENTAGE
One	25	70
Two	10	20
More than two	5	10
TOTAL	40	100%

According to table 4.8, 70% of the respondents have a meal in a day. 20% get two meals a day and 10% get more than two meals a day.

**TABLE 4.9 SUPPORTS IN EDUCATION**

CATEGORY	FREQUENCY	PERCENTAGE %
Relative	20	60
Mother	15	30
Father	5	10
TOTAL	40	100%

According to table 60% of the respondents get support in their education from relatives. 30% are supported by their mothers. 10% do get support from their fathers.

#### **4.10. POVERTY AFFECTS LEARNING**

**TABLE 4.10**

CATEGORY	FREQUENCY	PERCENTAGE %
YES	30	80%
NO	10	20%
TOTAL	40	100%

**Table 4.10**



**TABLE 4.9 SUPPORTS IN EDUCATION**

CATEGORY	FREQUENCY	PERCENTAGE %
Relative	20	60
Mother	15	30
Father	5	10
TOTAL	40	100%

According to table 60% of the respondents get support in their education from relatives. 30% are supported by their mothers. 10% do get support from their fathers.

#### **4.10. POVERTY AFFECTS LEARNING**

**TABLE 4.10**

CATEGORY	FREQUENCY	PERCENTAGE %
YES	30	80%
NO	10	20%
TOTAL	40	100%

**Table 4.10**

## Observation and analysis

According to table 4.10, 80% of the respondents said poverty affects their learning. While 20% said poverty does not affect their learning.

### 4.11. BROTHERS AND SISTERS OUT OF SCHOOL

**TABLE 4.11**

CATEGORY	FREQUENCY	PERCENTAGE %
YES	30	80%
NO	10	20%
TOTAL	40	100%

According to table 4.11, 75% of the respondents have their brothers and sisters who are out of school while 25% said they have no brothers and sisters who are out of school.

### 4.12. LOOK FOR MANUAL WORK ON HOLIDAYS

**TABLE 4.12**

CATEGORY	FREQUENCY	PERCENTAGE %
YES	35	90%
NO	5	10%
TOTAL	40	100%

TABLE

The above table indicates that majority of the respondents agreed that they look for manual work in holidays as a way of looking for money .

#### YEAR MEANSORE

SCHOOL	2005	2006	2007	2008
MANYANGO	224.32	202.11	230.45	224.00
NZORUNI	240.45	234.42	224.62	218.51
MWAKWALA	231.64	204.45	218.12	221.42
CHAPUNGU	204.47	200.68	240.13	235.14

#### K.C.P.E MEAN SCORE

The data showed that children do not attend school regularly, 50%go to school 3 times while.25% two times a week while 8%go to school 4 times a week and 4%go to school every day.

According to the data the researcher found that 50% of the children come from single parents and 23.5 % are orphans.

The data showed that 65% of the children have one meal a day 25% have two meals while only 2.5 can afford more than 3 meals a day.

According to the data children in Bamba Zone do not get support in their education from their parents. 50% get support from relatives which is very minimal. Only 37.5% get support from their mothers while 12.5% get support from fathers.

The data show that 75% of the children are affected by poverty in their learning.

According to the data 75% of the children have their brothers and sisters dropped out of school to look for manual work in towns. While the children who are at school spread a lot of their time during school holidays, looking for manual work to subsidize their learning.

## **CHAPTER FIVE**

### **DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS.**

#### **5.0 Introduction**

This section will discuss the findings, draw conclusion and make recommendation with suggestion for further research.

#### **5.1 Discussion**

In implementing the United Nations universal declaration of human rights (1948) article 26, education for all principles it came up with strategies to ensure that all children access education regardless of gender and disability.

According to the data collected 65% of school going children in Bamba zone are boys compared to girls 37.5%.

The researcher notes that majority of the children in STD 7/8 in Bamba zone are between the ages of 16-20 making 50%. 11-15 ages are 42%. also there are learners between the ages 21-25 years in primary school in Bamba zone.

The data showed that most pupils are not encouraged at school making 75%.

According to the data collected 65.5% of the responded the school saw the school environment not conducive for learning while only 37.5% saw it conducive for learning.

The data showed that children do not attend school regularly 50% was school 3 times a week 25% two times a week while 8% was school every day.

According to the data the researcher found that 50% of the children come from single parents and 23.5% are orphans.

The data showed that 65% of the children have one meal a day 25% have two meals while only 12.5 can afford more than 3 meals a day.

According to the data children in Bamba zone do not get support in their education from their parents 50% get support from relatives which is very minimal .Only 37.5% get supports from their mother while 12.5% get support from their father.

The data show that 75% of the children are affected by poverty in their learning

According to the data 75% of the children have their brother and sister dropped out of school to look for Manual work in towns .While the children who are at school spend a lot of their times during school holidays working for manual work to subsidize their learning.

## **5.2Recommendations**

The government should support free primary education as a way of helping learners from very poor families.

The government should also support children with basic need to enable their effective performance.

The schools should also support learners from poor families with free food and school uniform.

The non governmental organizations should also come up to support learners by paying them school free and other scholastic materials.

### **5.3 Areas for further studies**

The study wilt' be widened to cove more on the impact of poverty related issues such as diseases and academic performance.

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## QUESTIONNAIRE TO STUDENTS

Kindly complete the questionnaire by taking your most appropriate answers. All responses will be treated confidentially.

Do not write your name:-

1. Sex

Male-----

Female-----

2. Age

7—10years -----

11—15 years -----

16—20 years -----

20—25 years-----

3. Class

Lower-----

Upper-----

4. Do you feel encouraged at school?

Yes -----

No -----

5. Is the school environment conducive for your learning?

Yes -----

No-----

6. How many times do you miss school in a week?

One-----

Two-----

Three-----

Four-----

Five-----

7. How many parents do you have?

a. One -----

b. Two-----

c. None -----

8. How many meals do you take per day?

a. One -----

b. Two -----

c. More than one -----

9. Who supports your education?

a. Further -----

b. Mother -----

c. Relatives -----

10. Does poverty affects your learning?

a. Yes -----

b. No-----

11. Do you have brothers and sisters who are out at school?

a. Yes -----

b. No -----

12. Have you ever gone to look for manual work during school Holidays?

a. Yes -----

b. No-----