

**THE IMPACT OF POVERTY ON ACADEMIC PERFORMANCE
OF BOYS IN KIBAIMWA LOCATION SECONDARY
SCHOOLS MARAKWET DISTRICT
KENYA**

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**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN
AND DISTANCE EDUCATION IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE BACHELORS
EDUCATION OF KAMPALA INTERNATIONAL
UNIVERSITY**

September 2009

DECLARATION

I *Kibor K Benjamin* declare that this research report titled, “*The Impact of poverty on the Academic Performance of Boys*” is my own piece of work, it has not been presented anywhere for any award or examination in any other University or College.

Sign 

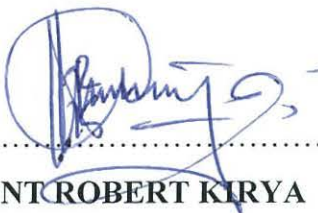
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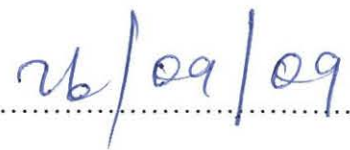
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APPROVAL

This work is submitted to the Institute of Open and Distance Learning of Kampala International University with my approval as the candidate's University Supervisor.

Sign

KENT ROBERT KIRYA

Date


Supervisor

DEDICATION

In appreciation of the profound contribution and support towards the success of this report, I dedicate this report to Sarah (wife) for her overwhelming support, patience and co-operation to my struggle.

ACKNOWLEDGEMENT

Owing to the successful completion of my research project, I wish to express my most sincere gratitude to my research supervisor, who is in department of science in Kampala International University, Mr. Kirya Kent, his continuous guidance and valuable corrections at various stages of my research, enabled me to reach the best I could in coming up with this research report.

I also owe much thanks to District Education Staff Officer Marakwet Mr. Muge, District Livestock and Fisheries Officer Mr. Rotich and District Statistics Development and Planning Officer Marakwet, all of whom dedicated their time to offer me valuable information for my research together with reading materials. I acknowledge the immense contribution of St. Mary's Mon Secondary school, staff members Mr. Titus, Mr. Kiptoo, Ms. Komen and Mr. Katam who at various levels assisted me in data collection.

I highly indebted to the various persons of Tunyo Division, especially Kibaimwa location who responded to my research questionnaires and interviews. Also teachers of Barsumbat, Mogil and St. Benedicts Arror Secondary school. The valuable information helped me to accomplish the requirements for research objectives. Finally I wish to thank my classmates, Mr. Tanui, Mr. Cheruiyot, Mrs. Cherotich, Mr. Okumu, Mr. Omweri and Mrs. Judith Mwangi for their regular interaction with me on academic and social matters drew a lot of insight into my research work and has adequately prepared me as a concern, innovative teacher, may the almighty God bless all of them abundantly.

Special thanks go out to my Lecturers who equipped me with skills and knowledge of art from the Institute of Open and Distance Learning. I can not forget the dear friends for their great encouragement and support they gave me to face the challenges I encountered. my family members, , children, Korir, Kiptoo and Kemboi and also my parents, brothers like Joseph Kener, Kosgei and above all the St. Mary's Mon Secondary School Staff, subordinate staff and entire community for whole heartedly supported me in all aspects, throughout my University Education.

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ABSTRACT

A study of the Impact of poverty on academic performance of boys in secondary schools was carried out in Kibaimwa Location, Tunyo Division in Marakwet District in Kenya. Education is both a private and social investment that is shared by individual students, their families, employees, government and other groups including international agencies. The study examines and analyses the causes of poverty and their effects on academic performance of boys in secondary schools together with their ways of alleviating poverty, and also the study follows a general research design. Data collection in the study included the use of questionnaires, observations, photography, interviewing and literature review.

The study findings revealed that the major causes of poverty in the area in a descending order are; unemployment, prolonged drought (lack of water), infertile soil, inadequate extension officer's lack of diversification of enterprises, inaccessible basic infrastructure (roads), illiteracy among the youth, lack of enough health facilities, poor land use practices, uneven distribution of state resources (bursaries) and insecurity (cattle rustling). And its major effects on academic performance are; drop out in secondary schools, increased illiteracy level among youth, increased crime and increased vicious cycle of poverty.

Therefore, the study recommends parents role in diversifying income generating activities, build up of more day secondary schools, conserve the soil and water in their respective vicinities, awarding bursaries to student from poor and vulnerable parents. The study further recommends parents to be hardworking, innovative and creative in order to invest in education of their children fully.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Quality Education is emerging issue now days as it translates better academic performance of students especially those completing their 8-4-4 system of education. February every year, minister for Education usually announce the results of K.C.S.E and he/she urges school managers to improve performance of their respective schools, for the country to move to vision 2030(years), there should be better academic performance in most secondary schools. This is seconded by the TIQET (Totally integrated Quality Education and Training), Koech report commission about quality education and training of 1999.

For the above, poor academic performance has been attributed by the poverty persisting in most regions of the country. As after students joins form one in secondary schools both in National, Provincial and District schools, majority of them had to graduate with low K.C.S.E grade denied them vacancy in public university, also the same students were having greater K.C.P.E marks/higher entry behaviour when they entered form one. Thus to get better grades or quality grades after form four, it requires parents to channel their resources for the education of their children, however this has been frustrated by poverty, coupled with economy world crisis.

According to World Bank estimates, the proportion of G.N.P devoted to education in developing countries, Kenya included rose on the average from 2.3% in 1960 to 4.5% in 1984 and the proportion of the national government budget rose from 11.7% in 1960 to 16.1% in 1984. The priorities and commitment of the Kenya government in the provision of education is reflected in the relatively large and consistent resource allocations and expenditure since 1964.

The table 1 shows the increasing trend of government expenditure on education in five fiscal years.

Table 1: Government Expenditure on Education since 1999-2004 (in Ksh.Million)

Year	1999/2000	2000/2001	2001/2002	2002/2003	2003/2004
Recurrent Expenditure	47,599.6	48,768.43	53,738.39	61,603.48	71,800.36
Development Expenditure.	660.20	1,093.36	2,597.32	4,814.44	8,434.38

Source: Economic survey 2004

Even with the country's constrained economic performance and resource constraints, education remains one of the country's highest development priorities, because of lack of finance, the Kenya government missed opportunity of having personalities with medical doctors, physicians, pharmacists, engineers, (civil, mechanical, electrical and agricultural etc) lawyers, pilots etc. as potential students drop-out of school prematurely due to school fees. Hence it's imperative to look for ways of alleviating poverty in the country.

1.2 Statement of the problem

For several years since 1990's, most students academic performance in Kibaimwa location, Tunyo Division in Marakwet District had to graduate with stagnating K.C.S.E mean grade of D+(Plus) and below, with view joining tertiary or middle level colleges. The drop-out cases in schools has accelerated illiteracy level among potential youth in the area or crime like theft, burglary, cattle rustling, thus increasing insecurity cases in the area. Bright potential youth and their life in prison or cells due to being arrested because of the crime they involved themselves with as a result of being idle at home.

The students dropped-out of school due to lack of school fees, coupled with economic crisis today, for instance, one of the student who had highest entry behaviour(K.C.P.E

marks) of 410 marks out of 500 marks secured himself a vacancy at Alliance High School in Nairobi in 2003, in Kabaimwa Location; Kirop Edwin from Lukuget primary school. So that student missed that opportunity due to school fees, as the parents were unable, then he had restarted to involve in crimes like burglary and theft of which at the moment his imprisoned for burglary in G.K Prison Eldoret. The location continues to lack experts/bright brain/talent because of poverty in the area.

However for the view students who had benefited from well wishers like local church priest or from well being/average parents manage to score highest grade in K.C.S.E- B+(Plus) and enrolled in public universities. This suggests that the area is blessed with bright brain/potential talents that if it's tapped with parents support in educating them (student) the location can have youth who will eradicate poverty in future.

1.3 Purpose of the Study

The problem of decline or poor academic performance of boys in secondary school in Kibaimwa location is a relatively recent but a gradually worsening phenomenon. If not addressed well, this would have far reaching socio economic cum ecological damages plus insecurity due to cattle rustling in the local community.

The main purpose of this study therefore was to find out the relationship between the main cause of poverty and the poor academic performance of boys in secondary school in the area of study. The study endeavored to shed some light into complex nature of the problem, hence become a foundation upon which effective alleviating measures on poverty can be generated to enhance better academic performance in the area, as the people engage themselves in income generating activities.

1.4 Objectives of the Study

- (i) To identify the major causes of poverty in Kibaimwa Location.
- (ii) To identify the effects of poverty on academic performance of boys in secondary school in the area.
- (iii) To determine the possible ways of alleviating poverty in the area.

1.5 Research Questions

- (a) What are the major causes of poverty in Kibaimwa Location?
- (b) What are effects of poverty on academic performance of boys in secondary school in the area?
- (c) What are the possible ways of alleviating poverty in the area?

1.6 Scope of the Study

Marakwet district is one of the 42 districts that form the Rift valley province. It borders Baringo to the East, Keiyo to the south, west Pokot and central Pokot to the North and Trans-Nzoia to the South-West. The district population stood at 148,000 people based on the Economic survey 2005. The geographical scope of the study was confined to Kibaimwa location in Marakwet District in Kenya. The location is approximately 10 km² and is composed of 7 villages within an average of 500 family units (Household) per village.

A location is a smaller administrative unit of government that is headed by a chief, in which Kibaimwa is one of the 30 locations in Marakwet district. The contextual study primarily focused on the major cause of poverty in the area cum their effects on academic performance of boys in secondary schools. The extent of the study also included the identification of what has been done to address the problem of poor academic performance due to poverty or ways alleviating poverty in the area.

1.7 Significance of the Study

To the best of researcher's knowledge, no research of this nature has ever been done in Kibaimwa Location in Marakwet District. Therefore, once this study achieves its specific objectives, just like the intentions of any other research study, it will be of great importance to the academicians in a related field and future researches. The local community members their leaders and decision markers from respective authorities like D.C and D.E.O, would find the outcomes of this study helpful and would therefore use them as a basis for proper ways of alleviating poverty in the area and achieving better academic performance among boys in secondary school, hence improving economic of the community or area as well as improved infrastructures like roads.

CHAPTER TWO

LITERATURE REVIEW

Education is the process by which people acquire knowledge, skills, value and attitudes by which they develop an appreciation of their cultural values by which they make necessary rules, laws and obligations that ensure the survival of the society and by which all these are passed from one generation to another. Education is the true bed rock of the society's culture, civilization and a powerful tool for perpetuating social economic and political development (Orodho, 2002).

The concern for national development has over the decades underscored the need to improve the quality of life of citizen of a given nation. This was Adam Smith concern when he observed that, "No society can surely be flourishing and happy of which the greater number of members are poor and miserable," (Smith, 1776).

Education has been recognized to play a pivotal role in the alienation/eradicating poverty, ignorance and disease, the three most dreaded enemies of man. When sufficiently equipped with relevant knowledge, skills and attitude in more conducive environment, we can transform our natural resources into goods and services that will serve our human needs and wants (ECA – UNESCO, 1961). According to Alistair Macbeth, the word Education entails "all circumstances and actions leading to the child's intellectual, social, moral and physical development."

The economic survey, 2004 KIHBS, poverty refers to the inability to maintain a minimal standard of living which is measured in terms of basic consumption needs or pay school fee for student or income required for satisfying them. Also parents role in education of their children by paying school fees, building more schools and equipping them, this is according mastery of modern school administration.

2.1 Causes of Poverty

The emerging land use practices such as crop cultivation, animal grazing and infrastructure establishment has put immense pressure on the available water source, as water shortage is greater cause of poverty. According to Jerome (1999) many parts of the world water supplies are inadequate and dwindling. There's an alien tree species called Salt cedar in the upper Rio- Grande Valley, New Mexico from Eurasia in the early 1960's to control soil erosion, but it spread so explosively and it consume about 45% of the total available water (Hay, 1973). According to PPAIV, Economic survey and KIHBS 2004/2005 on the poverty reduction; two thirds of the rural poor do not have access to safe drinking water and 72.2% of the poor had no access to sanitary facilities in Kenya. In urban areas, large populations living in informal settlements within the towns and cities have no access to safe water. Both women and men identified lack of water as an important aspect of poverty.

Degradation of watershed resulted largely from poor land use practices, poses a significant threat to the water resources of many countries in Southern Africa (Hirji, 2002). Also commercial forests, deforestation or sugar plantation has decreased water stream flows by up to 60% in those sub-catchments with high population pressure (Versveld, 1998). According to ecoforum magazine, 2004, the destruction of Mau and Olenguruone forest ranges has reduced greatly, watershed and the area around the Kajiado, Nakuru become dry. Low agricultural production is the cause of poverty, as aggravated by lack of access to land, poor soil fertility, high cost of inputs (seeds, fertilizers), changing rainfall patterns as no rain during anticipated long rains months like April to June and also lack of support from agricultural extension officer/field worker(KIHBS 2004-2005)

Furthermore, according to KIHBS 2004/05, poverty has been caused by low level of education or illiteracy among the household Head and also lack of health facilities like hospitals and dispensaries. For example in Mandera 15% of the population has to walk for 3 days or more to reach a health facility, even medical staff in public health facilities

have an uncaring and harsh behaviours towards the patient, hence makes some people to shy away from them (NPEP, 1978). According to retired president Moi, he said “Today hundreds of thousands of Kenyans and millions across Africa are faced with an acute food and water shortage due to poor management of our ecosystem resulting in unreliable rainfall pattern.” Hence increase poverty in the country (Standard Newspaper, Thursday August 27th, 2009).

2.2 Effects of Poverty on Academic Performance

Following the challenges in secondary school. Like poverty, this has played big effect on academic performance of students as parents are unable to pay school fees. Coupled with inadequate learning and teaching facilities in most secondary schools, therefore attributing to low academic performance for high academic potential students, thus compromise quality education (Daily Nation Newspaper, February, 9th 2003). According to psacharopoulos and woodhal, 1985 and G.O.K 1999 notes;..... as Kenya moves towards the 21st century, the greatest challenges facing the nation is that of ensuring access to Basic Education For all (BEFA), achieving equity by eliminating all existing disparities because of poverty it has contributed to lack of role models like medical doctors, doctorate personnel, professors, teachers, engineers and lawyers in an area which could improve the socio-economic aspects of the community or area.

The overall effects of poverty in most schools are that of a ritual being played out in which the participants understand and appreciate little of what is happening. It is a small wonder that students’ achievement is poor as compared to those in private schools (Daily Nation Newspaper, December 30, 2004). The parents associated this to lack of adequate learning facilities and shortage of teachers in most public secondary (East African Standard Newspaper, December, 29, 2004).

2.4: Ways of Alleviating Poverty

“Effective policies that encourage systematic and sustainable afforestation are crucial for the sub-Sahara countries” he said (Retired President Moi Standard Newspaper Thursday, August 27, 2009). Therefore environmental management was very more critical than

simply treating diseases or seeking food aid. Has its increases water supply in the country like wet lands.

It's imperative for parents to come up with more day secondary schools with an aid from government in order to enable many student from poor and vulnerable parents to be admitted, (Daily Nation, Newspaper December 9th, 2004) that's need to construct many day secondary schools. According to republic of Kenya (1985), Killick (1981) cited in Olweya (1996), starting of Harambee schools by communities with government support, also for equity in educational provision by use of the quota system of admission into secondary schools so that all regions of the republic are represented plus recruitment of the employees and posting to serve every part of the country. According to newsletter for SARDEP entitled Kabotindet volume 1, December 2000; poverty can be eradicated by farmers growing horticultural crops by supplying with irrigation, also the SARDEP programme manager said that farmers need to get used to the idea that knowledge is like any other farm inputs such as fertilizer, seeds or farm tools. Also he said further, agricultural officer can be transferred, retired or retrenched but farmers are there to stay, hence once farmers acquire knowledge it's vital for their economic survival.

The importance of vegetation cover sound land use practices for soil and water conservation it is felt that, there should be a close co-ordination among irrigation, soil conservation and forest departments both at the national and local levels (V.K Prabhakar, 200). The diversification of rural economies would also help to ease the pressure on land and water catchments areas, through reduced dependency on Agriculture. Also local community should make arrangement in order they become more responsible in protecting their local water catchments areas. Building up of more day secondary school which charges affordable fees to poor parents and disbursement of free primary funds plus ministry of education science and technology (MOEST) operates a bursary scheme at secondary school for student from poor and vulnerable parents/households (Daily Nation Newspaper, December 9th, 2004).

The main objective of the scheme is to enhance access and ensure high quality secondary school education for all Kenyans. The philosophy behind the scheme was to translate into reality the idea that no child who qualifies for secondary education should be denied access due to inability to pay school fees.

Bursaries allocation; 1999/2000 – 2002/2003

Fiscal Year	1999/2000	2000/2001	2001/2002	2002/2003
Ksh. In Million	500	536	548	770

Source: Economic survey 2004

N/B: Therefore, the government has to increase budget for bursary allocation to Ksh.50 million.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

The research was a descriptive one that sought to describe the behavior of adult learners after intervention aimed at increasing their literacy by way of imparting skills to them in semi-formal classes.

3.2 Sampling Procedure

Purposive and systematic sampling was followed. Samples of students who participated in this study were selected using the systematic sampling method. Their names were got from the office of the administrators; a sampling frame for the students was made before the actual selection of the samples.

3.3 Sample Size

A sample of 16 respondents was selected to fill in questionnaires. This means that five respondents per village in the whole location of 7 schools and five were from the local centre. The selection was also done in the two boys' secondary schools in the division where eight questionnaires forms issued to students and two questionnaires were for teachers. The selection of this large sample size was fairly representative of the entire population of Kibaimwa location, with an estimation population of 5,600 persons. These respondents to the questionnaires were heads of household, interviewing of older members of the community was also done. This was carried out on random basis throughout the location.

3.4 Research Instruments

Since both qualitative and quantitative data were collected, the following instruments were used. Questionnaires were administered to students. They were semi-structured in nature and collected data sought in the study objectives. Questionnaires were chosen for the instructors because they could read with comprehension and respond through writing in English.

3.4.1 Photography and Observation

The researcher employed the use of a camera, in order to facilitate the photography of special observable features, which was later used for data analysis and interpretation. Photography was used collaboratively with mere observation of the special features of the study.

3.4.2 Questionnaires

Questionnaires were also used in collecting non-observable aspects of the study. The questionnaires were structured in such a way that it could help the researcher to find out the historical nature of the poverty on academic performance; causes of poverty and effects of poverty on academic performance. The researcher delivered the questionnaires personally to all the 16 selected respondents in the area of study.

3.5 Research Procedure

The researcher got an introductory letter from the Institute of Open and Distance Learning after handing in his research proposal, which he presented to the relevant authorities. Students were identified from the chart in the office of the Schools. A sampling frame was made from the students registers and instructors were consulted for the physical identification of the selected samples of four learners (4) per school class.

The researcher administered questionnaires were mainly conducted at homes of respondents and interview sessions lasted for about one (1) hour and the researcher also hired the services of three (3) research assistants of whom two had Bachelor of Arts degree in Social Sciences (sociology) and one had a Bachelors of Adult and Community Education and had experience in interview administration.

3.6 Data Analysis

Qualitative data was analyzed continuously using code categories like photographs taken from the respondents' activities and visible skills, statements said and recorded as additional notes and responses. Data analysis was done using both qualitative and quantitative methods. Research objectives and research questions were used as guides while analyzing data. Analyzed qualitative data were described, while qualitative data

were presented in percentages, pie-charts and tabulations. This ensured easy interpretation of data.

3.7 Limitations of the Study

Since this study was the first of its kind to be undertaken in Kibaimwa location, the researcher encountered a number of limitations to the entire research process. The researcher faced a form of antagonistic behaviour from the local community. This is because the local community members, who consider themselves guilty by not educating their children to complete their form four education (K.C.S.E Certificate), raised suspicions and become incorporative when answering questions asked by researcher in the questionnaires. As such, they withheld some vital information, which would otherwise be valuable to the research.

The chief also feel guilty, because he/she would be the right leader to advice the local community on alternative ways of getting income by diversifying their enterprises, with support from other local leaders or experts. Therefore, become reluctant to respond to the researcher.

The problem under study was a relatively new phenomenon in Kibaimwa location. Therefore, the little documentation of information about the problem in the area becomes a limitation to the study especially in the review of secondary data. Also financial requirements was a constraints in that the local people believed that the study was funded by some big organizations like N.G.O (World Vision, CADSA, CCF) and as such they demanded monetary rewards in order for them to give out information on interviews or questionnaires.

This became a challenge to the data collection exercise. Also within the division, Tunyo, there are two boy's secondary schools namely; St.Mary's Mon boys', and Barsumbat day secondary school, thus limiting access to information as there's small sample size.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF RESEARCH FINDINGS

4.1 Chapter Over view

This chapter presents the research findings on the causes of poverty, effects of poverty on academic performance and ways of alleviating poverty in kibaimwa location in Tunyo division of Marakwet district in Kenya. The presentation of findings is guided in a logical order by the objectives of the study.

4.2 Major Causes of Poverty in the Area of Study

The study revealed that the major cause of poverty in kibaimwa location are; unemployment, water shortage, infertile soil, poor agricultural practices and lack of agricultural extension services, lack of basic infrastructure like accessible roads, health facilities, inability to diversify enterprises, poor distribution of state resources, illiteracy among the youths or (school drop-outs) and insecurity (cattle rustling). Others influx of energetic youth to urban centres from rural set-up.

The numbers of persons employed by either private or government sector were considered by the respondents cum the researcher's observation, while determining the major causes of poverty in the area. This is illustrated in the table below.

Table 2: Showing number of Persons Employed (either by Private, Self employed or Government) or unemployed by each Household.

Employee	No. of respondents	Percentage %	Rank
Government (eg teachers)	30	18.75	2
Private (like N.G.O,CADSAL, world vision)	20	12.50	3
Unemployed	100	62.52	1
Self – employed (running kiosk)	10	6.25	4
Total	160	100	

Source: From the field by the researcher.

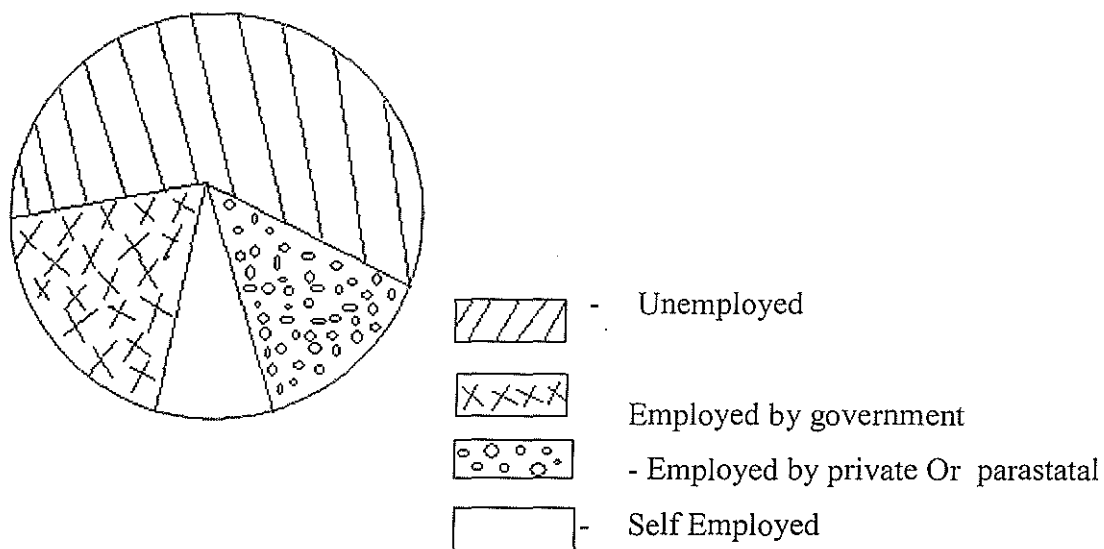


Figure 1: Percentage Representation of table 2,

From the table 2, majority of the people in the location are unemployed (62.50%) while the least of the people are self-employed (6.25%) e.g. running kiosk. Therefore unemployment is one of the contributing factor that causes poverty in the area, this is because majority of the youth drop-out of school early hence increase illiteracy level in the society as there is few qualified leavers to be employed.

Table 3: Showing other Major causes of Poverty other than Employment

Causes of poverty	No. of respondent	Percentage	Ranks
Lack of water	8	50	1
Inaccessible basic infrastructure (roads, health, facilities)	3	18.75	2
Poor distribution of state resources like bursary	1	6.25	2
Insecurity (cattle rustling)	3	18.75	2
Lack of extension service	1	6.25	4
Total	16	100	

Source: from field researcher.

Through the views of many respondents other than unemployment, lack of water or drought (50%) and also part of the area is rocky from the researcher's observation, lack of water is conspicuously the main cause of poverty in the area, other than unemployment in Kibaimwa location.

By interviewing of the elderly members of the community, it revealed that the poor land use/practice has been going on in the area, since the Marakwet is sub-tribe of the Kalenjin, originally traditional cattle keepers which got influences from the Bantus cultivators in the 18th century. Also charcoal burning resort to indiscriminate felling down of trees hence reduces rain catchments area.

From the table 3, the second to follow lack of water (50%) is insecurity (cattle rustling) and lack of basic infrastructure (like roads) (18.75%). For the case of insecurity, like cattle rustling its common in the area from 1990 as Pokot raids the community and they go with cattle and shoats, other than killing people. While in the extension service and poor distribution of state resources like bursaries. Even deforestation is one of the causes of poverty in the area but not mentioned by respondents as they neglect it.

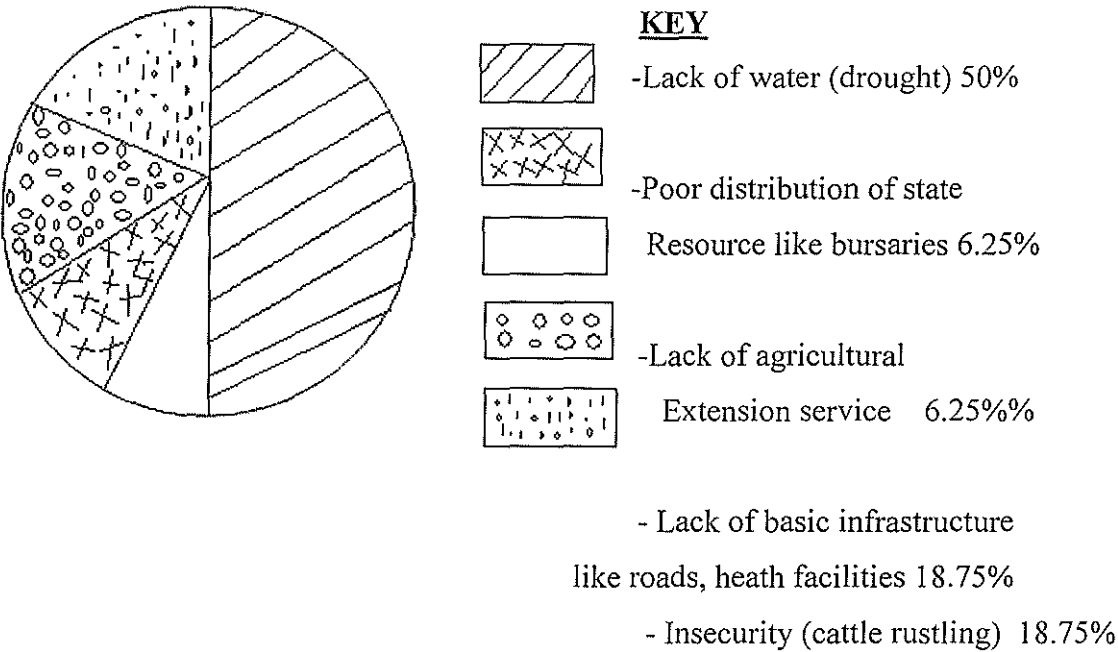


Figure 2: Show Percentage Representation of the table 3

For the figure 2, lack of basic infrastructure like roads, makes or hinder transport of goods and services in and out the location. Also poor distribution of state resources like government bursaries to needy or from poor and vulnerable parents, thus makes them (students) to drop-out of school early, then contributes to poverty in the area (vicious cycle of poverty).

4.3 Effects of Poverty on Academic Performance of Boys in Secondary School in the Area

In kibaimwa location, the impacts of poverty on academic performance identified by study were looked at in terms of the effects of poverty in the area with respect to its (poverty) causes. Therefore, number of boys enrolled for K.C.P.E and their respective K.C.S.E grades, also the college or university joined. However, the study dwelled mostly on those in secondary school by comparing K.C.P.E results with respective K.C.S.E results.

Table 4; Showing K.C.P.E Results and their Respective K.C.S.E results of Students from St. Mary's Secondary School in the Year 1999 (for 10 students)

Name of student	K.C.P.E marks out of 700 for 1995	K.C.S.E 1999 grade from E to A	Tertiary college enrolled or university	Occupation in the year 2009
Mark Kaino	390	C (plain)	Tambach teachers college	Primary teacher
Kemboi Chelang'a	400	C- (minus)	Nil	unemployed
Benard Yego	415	D+ (plus)	Nil	Unemployed
Reuben Kanda	500	B-(minus)	Kikanjo police training college	Police officer
Obadiah Yego	520	C (plain)	Nil	Unemployed
Ben Omari	380	D- (minus)	Nil	unemployed
Gideon Gong'a	350	D (plain)	Nil	Unemployed
Tarus Komen	411	C- (minus)	Nil	Self-employed
Titus Kibor	400	C- (minus)	Nil	unemployed
Karanja Fred	450	B (plain)	Egerton University	Secondary teacher

Source: From field research (in the office of director of studies (D.O.S) OF St. Mary's Mon secondary school).

From the table 4, most of the students had performed well in primary education that is above average in their K.C.P.E marks (above 350). However, they end up joining district secondary school which is situated within the location understudy; St. Mary's Mon secondary of which most of them had admission letters from provincial's secondary schools.

Following the case of a well performed student, Karanja Fred (450 K.C.P.E marks) who scored K.C.S.E mean grade of B plain and he had joined Egerton University, pursued a degree in Bed science (Maths/Chemestry subject combination) currently government employee at St. Paul's Kapkondot Secondary school, this is ideal case where the student is from average or well being parents, while for the case of the other students they come from poor and vulnerable parents thus they were absent from school most of the time due to school fees problem resulting to poor performing in secondary school education. As I interviewed one of the relative of Reuben Kanda who scored B- (Minus) in K.C.S.E grade, why not join Diploma course or college rather than joining police force, he said that, his parents were unable to pay for his college fees.

From analyzed data, its true that poverty affects academic performance of students especially in secondary schools, therefore for community to excel in academics, its scholars/elite should strive ways of alleviating poverty in the area. The researcher point of view, it's analyzed that for ideal situation, a student with 350 K.C.P.E marks out of 700 or 250 K.C.P.E marks out of 500 will attain K.C.S.E mean grade of C (plain) and above if there is supportive parents in their education. But, because of poverty students with 400 or 390 K.C.P.E marks managed to score K.C.S.E mean grade of C and bellow, as he/she had missed most of the lessons in secondary school due to being at home for school fees.

4.4 Ways of Alleviating Poverty

Wetlands should be protected so that to increase supply of fresh water for drinking, irrigation, hence increase agricultural production of food supply in the area. Also planting of trees in a bare ground or afforestation and reforestation. This will conserve the ecosystem.

Population control is imperative in poverty eradication as the government should make compulsory on family planning such that each member should have only two children. Both the couple should understand the importance of family planning, as the few children will enjoy utilization of parents' resource effectively.

The community should get educated on various ways of involving themselves in income generating activities that is, diversifying in the enterprises they undertake, for example, growing horticultural crops, cereal crops rearing animals (livestock), bee keeping, fish farming and doing small scale business in the area.

The government extending bursaries to secondary school students especially from poor and vulnerable parents, so that all students in the location complete form four education or A-Level certificate, that can secure them to get employment either from government or private parastatal organization. Furthermore, for the cattle rustling case, peace negotiators should be in a place to educate the people the importance of co-existence with neighbours or trading with them. For example catholic peace and justice of Kenya (C.P.K.J) assist very much in bridging peace among Pokot, Marakwet, Samburu and Turkana communities, because rampant cattle rustling in such areas, thus more peace builders are required.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 SUMMARY

5.1.1 Major Causes of Poverty

From the findings in chapter four, it can be concluded that the major causes of poverty in Kibaimwa location are; unemployment, increased population pressure, increased level of illiteracy, shortage of water/drought, lack of accessible infrastructure like roads and inadequate extension officer not diversifying in local economy.

Indiscriminate felling down of trees (deforestation) and poor land use like, burning vegetation in clearing land, cultivating along river banks and cattle rustling is another cause of poverty because it had left people with no livestock, since people are pastoralists especially in Kibaimwa location along Kerio Valley in Marakwet district over the last ten years.

5.1.2 Effects of Poverty on Academic Performance

The study revealed that, the above causes of poverty have had the following impacts on academic performance in Kibaimwa location. Low K.C.S.E mean grades as majority have bellow D+ (plus) poor academic performance. Highest drop-out amongst boys in the location which later engaged themselves in bad practices like crime, cattle rustling, theft, burglary, robbery due to being idle and spent their time taking alcohol and bhang.

Also due to the poverty existing in the location, there are few or no scholars who can be the role model of the student beside them improving the economy of the location. For the few students (boys) who excel academically, came from average or well being parents economically but those from poor or vulnerable parents though with highest entry behaviour (K.C.P.E marks) like 390 out of 500 end up attaining K.C.S.E mean grade of C+ (plus) and below instead of B+ (plus) and above if they were from well being/average parents economically.

The location has missed opportunity of getting students who would join public universities to pursue courses like medicine, law, information technology (I.T), engineering, aviation, teacher and pharmacist of which they could have developed the location economically, this is because of poverty.

5.1.3 Ways of Alleviating Poverty

Despite being aware of the impacts of the poverty on academic performance, the local community has not done anything to curb this problem, that has resulted to highest drop-out of students in secondary schools and poor academic performance, therefore, parents together with well wishers like N.G.O'S (World Vision, CADSAL, C.C.F) with government support to build more day secondary schools plus awarding assistance to needy students from poor families in school fees and learning materials.

Government should make parents aware of family planning, only bear 2-3 children that they are able to afford, hence reduce population pressure. Farmers should employ proper land use practices in order to conserve soil and water in the area with an aid of extension officers. N.G.O'S like world vision, ox farm, need to assist the community in pumping and piping water for irrigation other than domestic uses. Also the use of recent and improved crop varieties which are resistant crop pests and disease attack, tolerant to high temperature and drought is good measure of eradicating poverty in the area.

5.2 CONCLUSION

Despite being aware of the lack of adequate resources and facilities in some of their schools, parents and pupils, during time for filling questionnaires and interviews with the researcher, strongly condemned the methods teachers use to teach. They saw this as the major cause for the poor participation and performance of boys. Teachers were blamed for their unimaginative teaching methods and for not using practical approaches for teaching and for not relating the approaches to life experiences and the environment of the student. The teachers, on the other hand, being aware that adequate resources and facilities are crucial for a qualified teacher to engage students in an exciting, captivating and enriching lessons, strongly recommended that the governments should make or

enforce policies on the minimum physical facilities and teaching resources in all schools at each level.

The researcher, however, noted that although there appeared to be great goodwill from all who participated in the study towards finding solutions to the problems of facilities and resources facing most of the schools, the solutions they suggested were almost all pointing at the government or some NGO, who it was hoped would come to their aid. A change of attitude among teachers and head teachers was considered crucial for them to begin to seek their own solutions to some of these problems.

5.3 RECOMMENDATIONS

5.3.1 Community Education and Awareness

- It was established that most of the local community members in Kibaimwa location are aware of the problem of decline in academic performance amongst students in secondary schools in the location due to poverty. Therefore, a comprehensive community education and awareness of causes of poverty in the location and its effects on academic performance together with ways of eradicating poverty in the area.
- The awareness should be conducted by government officers like D.E.O, D.A.O, D.A.L.O and N.G.O'S (cadsal) on ways of eradicating poverty after understanding the causes of poverty, in opportunities as public meeting chief's, barazas, church gatherings, agricultural field day and during school activities like sporting day, A.G.M (annual general meeting). Therefore, public awareness should be collective responsibility whereby both the modern day experts in relevant fields and older members of the community with vast knowledge of traditional ways on economic survival.

5.3.2 Diversification of the Local Economy by Enterprising

- From the socio-economic point of view, the research findings, clearly showed that the local economy is entirely dependent on land, crop cultivation (drought resistant crops and early maturing), livestock keeping, forestry, bee keeping and involved in running small scale business (kiosk) and also minor land use practices. Even crafts and Jua kali artisan (artisanship) in economy generating activities should involved by the youths and women than men who are always out of home, thus improve their well being.

5.3.3 Piped Water Supply

- Most of the households in Kibaimwa location do not access to piped water. This is because of poverty or inadequate accessibility of well wishers like N.G.O'S who would donate pipes in the area and ministry of water and irrigation or banking institution like A.D.B (African development Bank), who would be called upon to assist the community.
- So the community members should write proposals to various well wishers to request for pipes donation in both the government sector and N.G.O'S. this will enable the community to get safe water for domestic use and irrigation for small scale farming. The piped water not only benefit crop for irrigation and domestic use, but also for livestock use also building of tanks and dams for water harvesting in the area is very vital.

5.3.4 Bursary Awards to Needy Student

- The policy makers in the ministry of education science and technology, should come up with mean testing guidelines that will enable the bursary scheme committee identify the most needy students. Also the government spending

should be re-structured to reflect increased relative budgetary support to secondary education sub-sector, particularly regarding development expenditure, as education is one way of eradicating poverty in place unlike illiteracy which accelerates poverty. Policy makes in HELB should come up with innovative ways of accessing student needs that take into account specific local circumstance after extending their hand of loan or bursary award from university level through tertiary/middle level collages to secondary school students especially bright students from poor and vulnerable parents/households.

5.2.5: Role of Parents and Location Stakeholders on Education

- Awareness campaigns on the importance of education should be intensified; this can be done by teachers, social workers and civic leaders in order to change the prevailing negative attitude among some parents and locational leaders.
- Parents who have difficulties in paying school fees should be encouraged to start diverse income generating projects. The government should also assist the financially needy students by employing their parents to work in road repair and maintenance and other sectors in other ministries even for contract renewal.
- The most imperative thing that a parent should do is to invest in education of their children the way they struggle for sick person in the household. Hence parents should be hardworking and innovative in order to educate their children but however fails to educate the child should be given strict penalty or arrested by locational chief. “As every child has a right for education.

5.3.6 Affiliation of Government, N.G.O'S and Community Based Organization (C.B.O'S) in Project Collaboration.

- The government ministries like agriculture, water and irrigation and finally livestock and fisheries should collaborate with C.B.O (Community based organization) and other N.G.O'S like world vision, CCF, CADSAL, F.B.O'S (Faith based organization), cite and research bodies like K.A.R.I (Kenya agricultural research institutes) in striving to improve the food security situation in the project area, hence eradicate, poverty in the area with presence of positive collaboration among the organization.

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APPENDIX: 1 RESEARCH QUESTIONNAIRE

Dear Respondent,

I am **Kibor K Benjamin**, a student of Kampala International University. I am carrying out a study on *"impact of Poverty on the Academic Performance of Boys in Kibaimwa location"*. The study is in partial fulfillment of the requirements of the award of a Bachelors of Education. This therefore serves to call for your participation in this study. The information given herein will be handled confidentially.

Instructions to respondent

- (i) Read each question carefully before answering
- (ii) Tick in the provided box or write your answer in the spaces provided.

Section A: Personal information

Name of village/secondary school

Age

Sex

Occupation

Occupation of parents (Answered only by student)

Educational level:

(a) None ☐

(b) Primary school ☐

(c) Secondary school ☐

(d) Tertiary or university ☐

Section B: Major causes of poverty in the area

1. (a) How many people in your family are employed by government
- (b) How many people in your family are privately or parastatal employees
- (a) How many members of your family are neither employed by government or parastatal employees.
- (b) How many members of your family are self-employed (e.g. running a small scale business)
2. (a) Estimate amount of rainfall your area do receive annually (in mm per year)
- (b) How many months of long rains, short rains and dry months does your area receives per year.
 - (i) Long rains months
 - (ii) Short rains months
 - (iii) Dry spell months
3. Which of the land use practice do your family members undertakes?
 - (i) Crop cultivation
 - (ii) Livestock keeping
 - (iii) Agro-forestry
 - (iv) Bee keeping

(v) Fish farming

(vi) Others
(specify).....
.....

4. Which land use practices in (3) above is the most common in Kibaimwa location?

5. Does your school have enough school facilities?

(a) Yes

(b) No

If your answer is NO, explain briefly.....

.....

..... (Answered by student only)

6. (a) Where do you get water for drinking

(i) Spring

(ii) Well

(iii) Borehole

(iv) River

(v) Tap (piped)

(vi) Lake/ocean

Justify the quality of water in your area.....
.....

(c) Do you experience situation where there is no water in your vicinity (water source) and for how long do you take to travel to the source of water?

7. (a) Is there a road connecting to your home or school from main road?

Yes

No

If yes, is it tarmacked or graveled or not?

(b) How do you find transporting perishable goods like milk, tomatoes or mangoes to urban market/centres in terms of time taken to reach market?

.....

8. How many Non-governmental organizations (N.G.O'S) or C.B.O (Community based organization) that support development in your location and state the type of N.G.O'S present

Section C: Effects of Poverty on Academic Performance of Boys' in secondary schools in the area.

9. (a) In Kibaimwa location, how many student graduated their secondary education (A-level) last year K.C.S.E 2008 with mean grade of C+ (Plus) and above and also how many attained K.C.S.E mean grade C (plain) and below

(i) Those with K.C.S.E mean grade of C+ and above

(ii) Those with K.C.S.E mean grade of C (Plain) and below

(b) How many students have joined public universities in your area or school since the year 1999 to 2008?

Give the number of student pursuing the following courses;

(i) Teaching profession

(ii) Medicine

(iii) Law

(iv) Business administration

(v) Bachelor of commerce (B.com)

(vi) Engineers (civil, electrical etc)

(vii) Pharmacy

(viii) Horticulture (BSC)

(c) How many students had enrolled in form one and drop out in between without completing form four or having K.C.S.E certificate in your area

Give reasons why they drop out of school prematurely especially boys

.....
.....

(d) Give reasons as to why student perform well in K.C.P.E primary education and does poorly in K.C.S.E, secondary education

.....

Section D: Ways of Alleviating Poverty in the Area

(a) What is the major economic activity of people in your area?

(b) From their income, can it support to educate their children pursuing parallel degree programme?

Yes

No

If your answer is NO, give reasons and ways of increasing family income
.....

(c) Enumerate possible ways by which people in this location can alleviate poverty.

(d) Whom do you think is more responsible in carrying out the poverty eradication in the location cum in the country at large?

(i) government

(ii) C.B.O'S (community based organization)

(iii) N.G.O'S

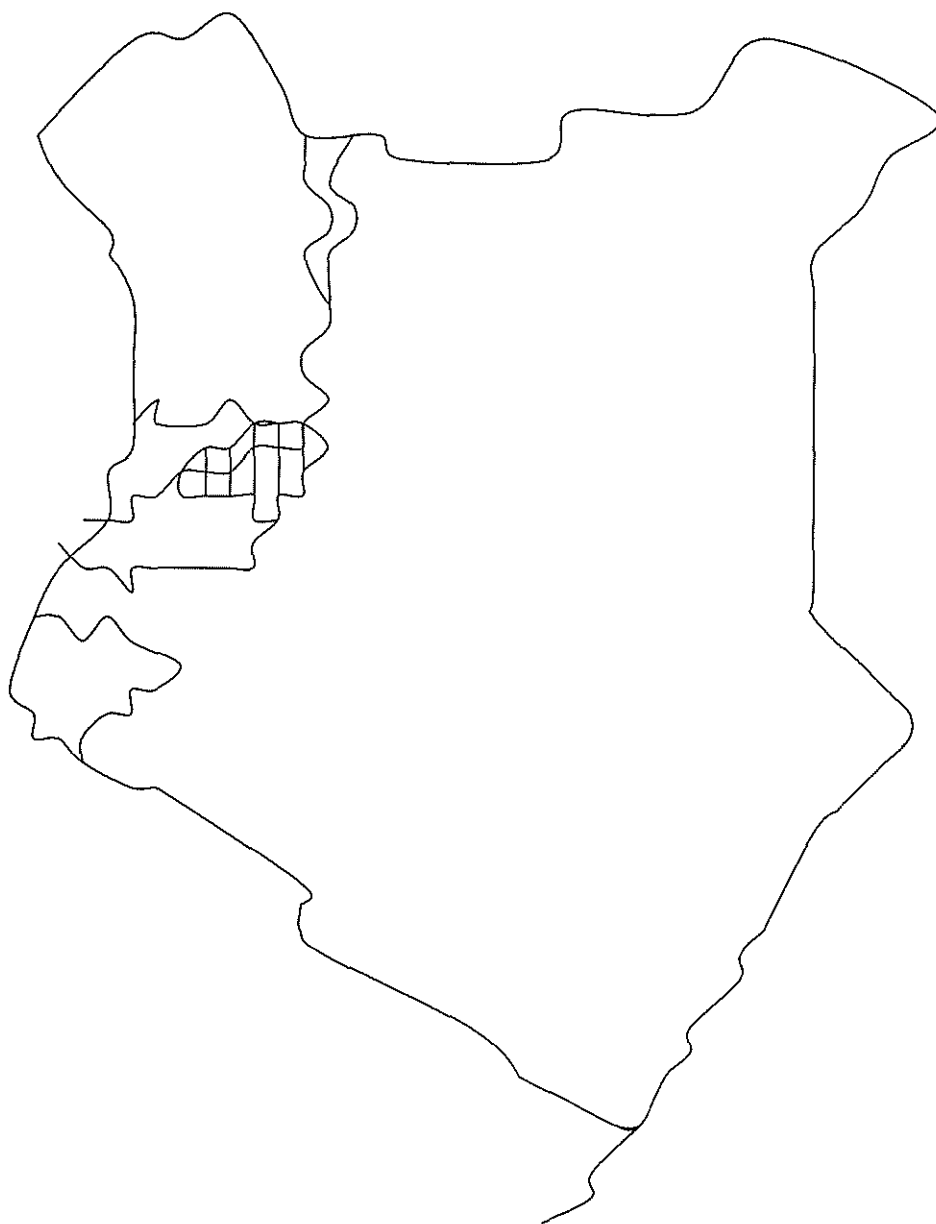
(iv) Local community

(v) Others (specify)
.....

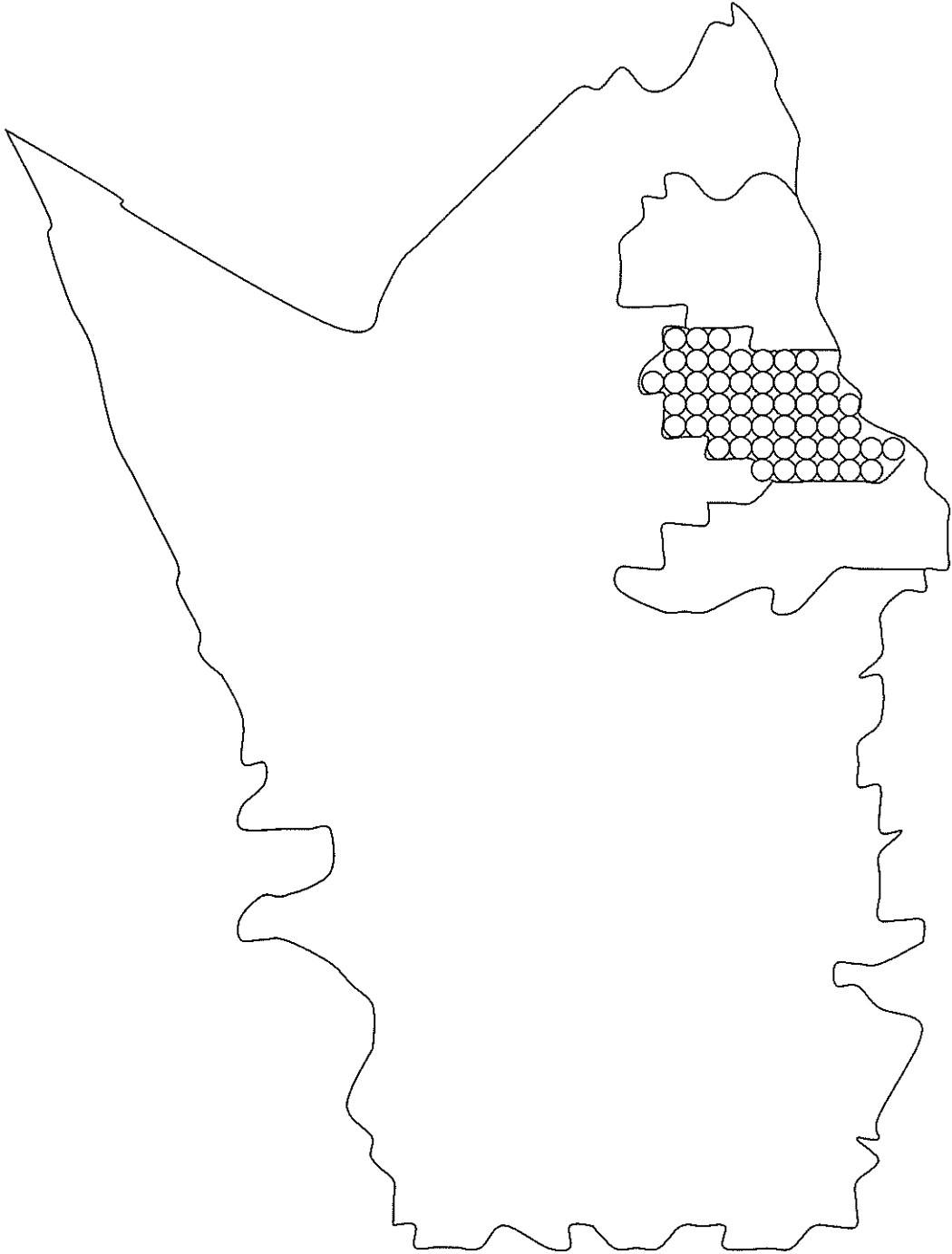
APPENDIX 2: LIST OF MAPS AND PLATES

MAP OF KENYA SHOWING LOCATION OF MARAKWET DISTRICT

LOCATION OF THE DISTRICT



MAP OF MARAKWET DISTRICT SHOWING KIBAIMWA LOCATION



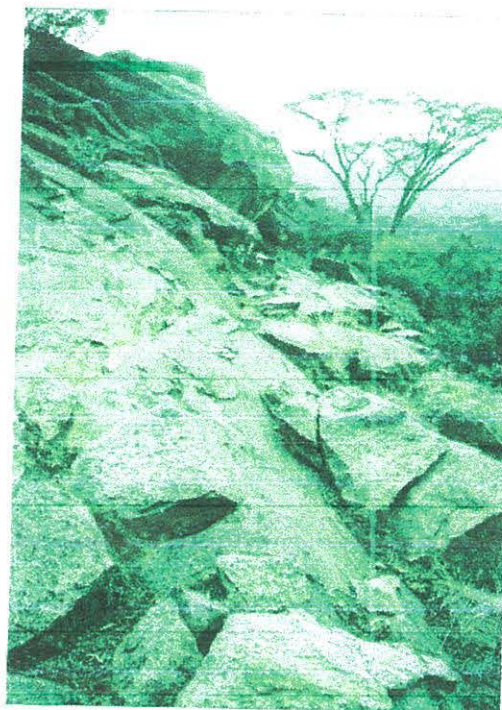
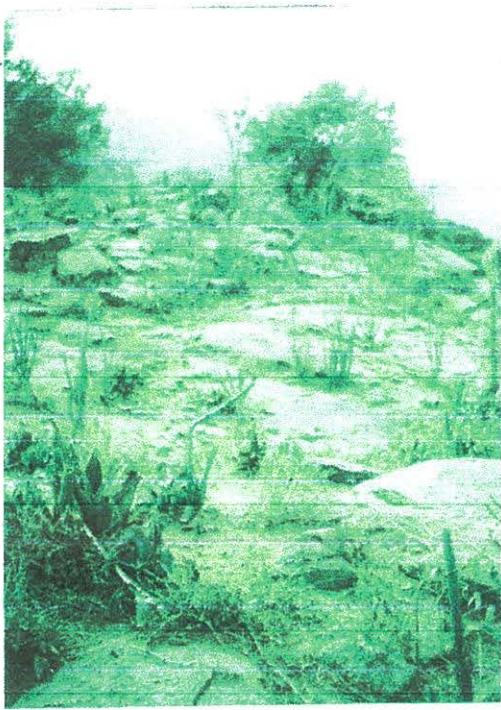


Fig: General landscape of the study area

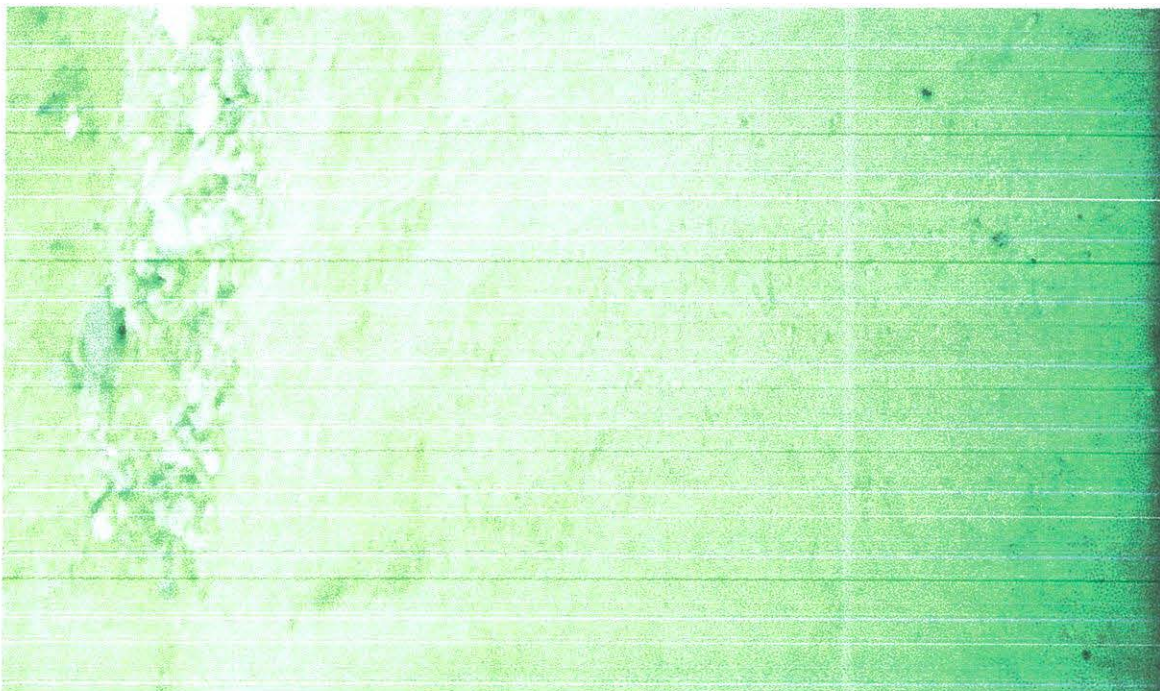


Fig: Untarmacked road connecting the area of study

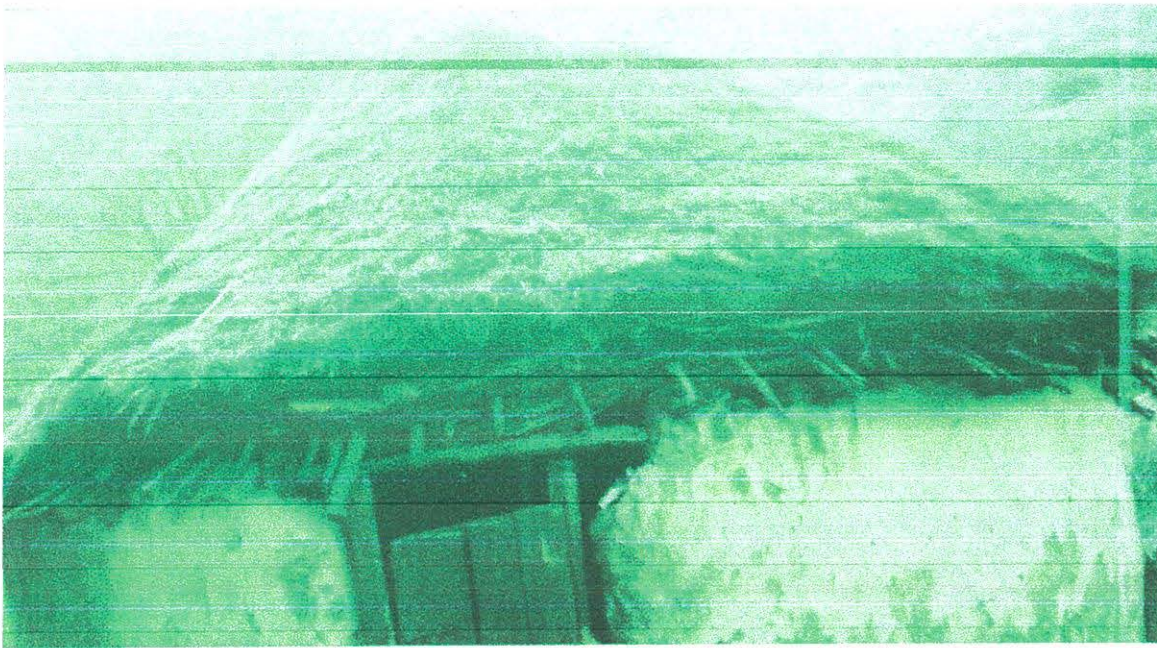


Fig: Example of housing existing in the area of study

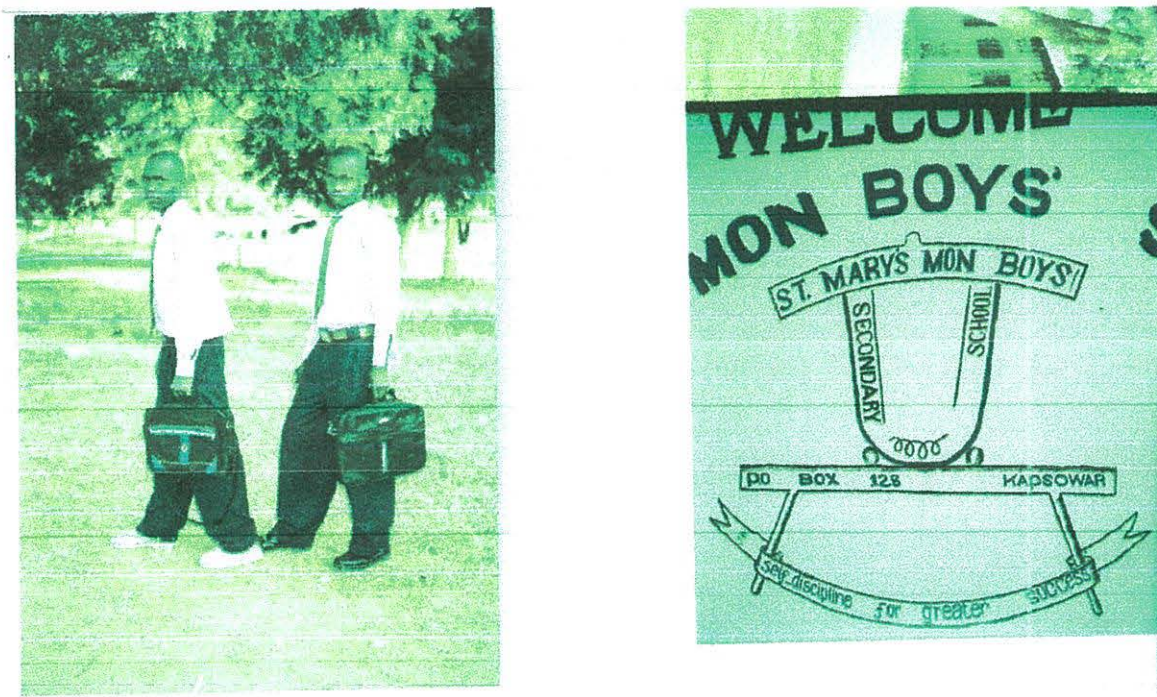


Fig: Students send home for school fees



Fig: Water from a spring used for domestic purpose and irrigation



Fig: Vegetables, kales



Fig: Banana crop and vegetables (kales)

APPENDIX 3 ILLUSTRATIONS

Problem Tree (Causes of Poverty)

Low standard of living

Low labour productivity

Increased water borne diseases

Low food production

Dry water

Low crop yields

Increased land unproductive

Siltation of springs

Low soil fertility

Gully formation

Soil erosion

Increased Deforestation

Poor farming methods

Increased overgrazing

Rampant wild fire on vegetation

Increased Demand for land for construction

Increased demand for firewood

Increased need to expand farm land

Shifting cultivatin

Monocropping

Hgih annual population

Traditional ways of opening land

Honey harvest

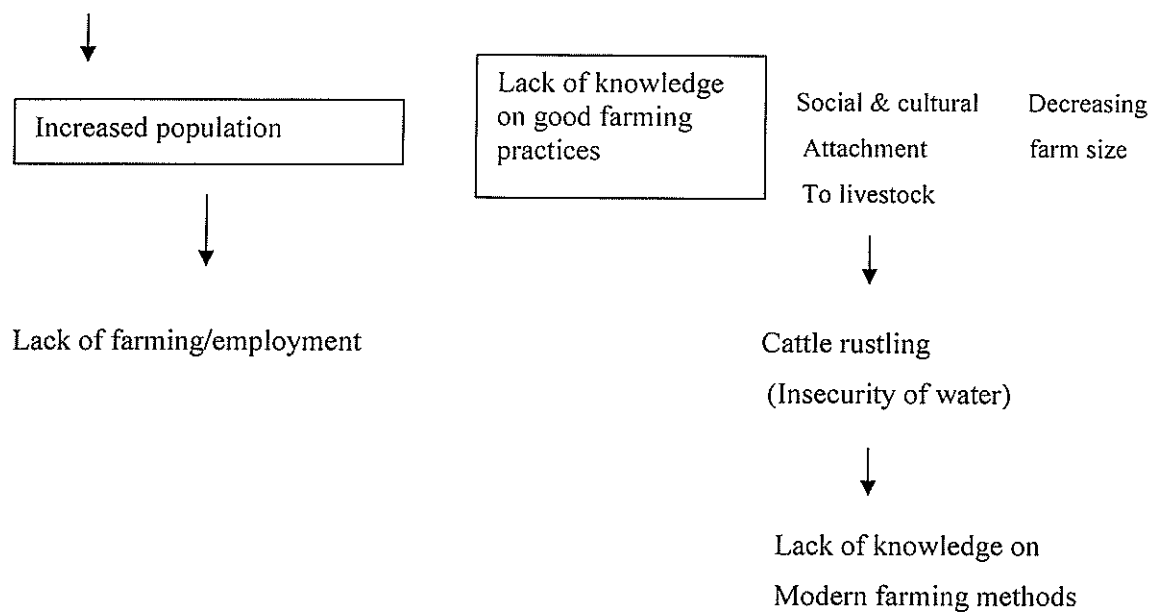
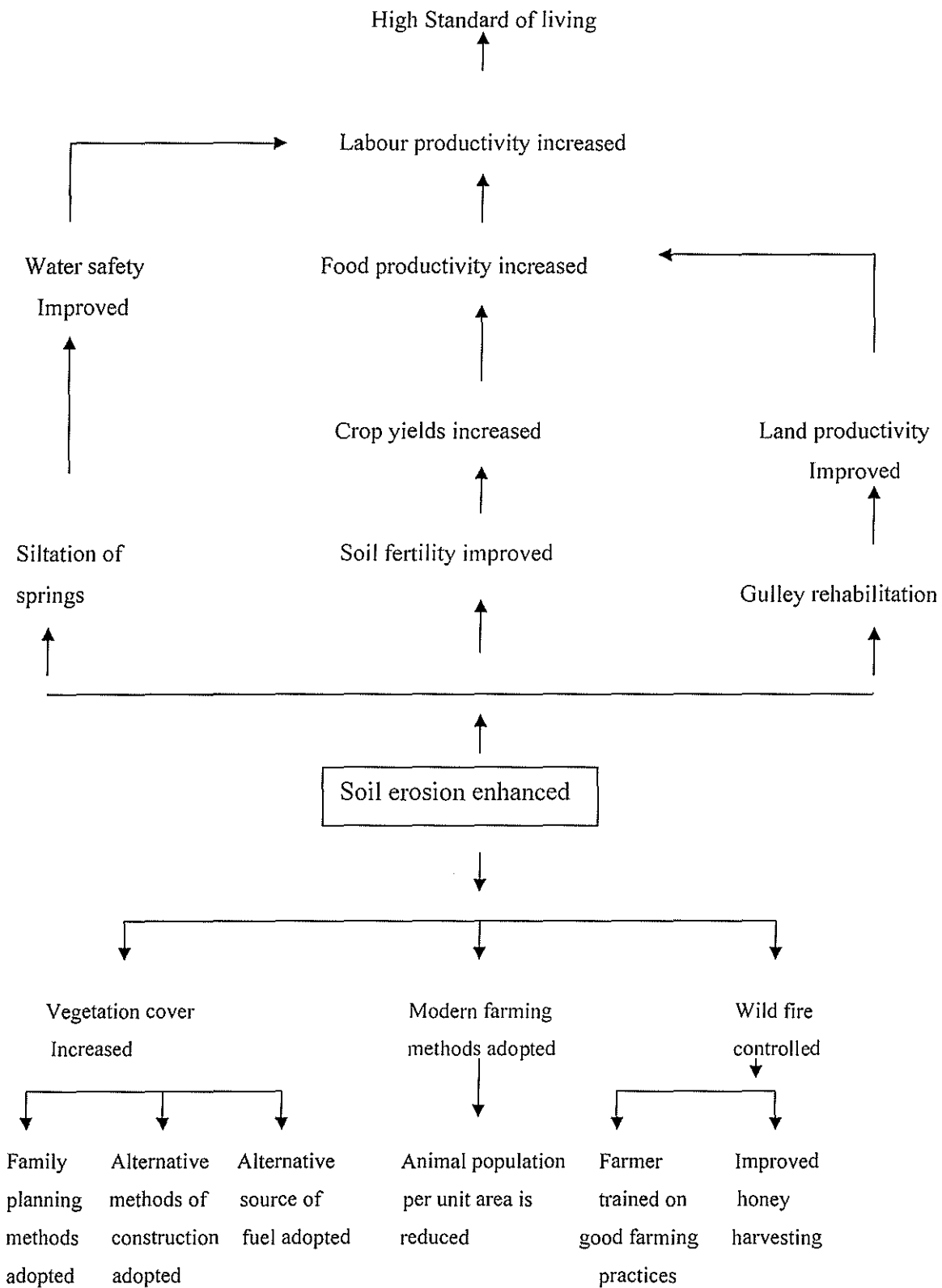


Fig: SARDEP APPROACHES

Objective tree (Eradicating Poverty)



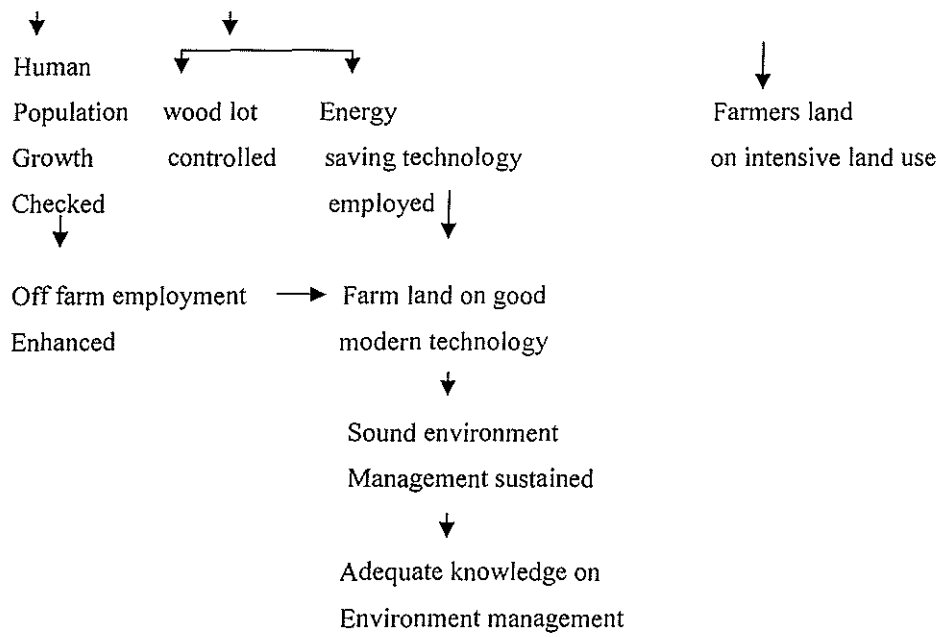


Fig: SARDEP APPROACHES