

**THE IMPACT OF SOCIO-ECONOMIC FACTORS ON ACADEMIC
PERFORMANCE OF PUPILS IN KAPTAGAT DIVISION,
ELDORET EAST DISTRICT, RIFT VALLEY
PROVINCE KENYA**

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DECLARATION:

I, Limo Jelagat Mary, declare that this research report is my original work and has never been submitted to any University for any award. Where the works of others have been cited acknowledgment has been made.

Signature.....


Limo Jelagat Mary

Date.....

APPROVAL

I certify that the work submitted by this candidate was under my supervision. Her work is ready for submission, to be evaluated for the award of a Bachelor of Education at Kampala International University.

Signature.....
Ssekajugo Derrick

Date.....

DEDICATION

This research project is dedicated to my dear husband Samwel Kimeto and to my children especially my last born daughter Rachel Jepchumba.

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Special gratitude goes to my supervisor Mr. Ssekajugo Derrick for the contribution towards the realization of this research work. My gratitude further goes to my dear husband Samwel Kimeto, my children: Nancy Risper Moses, Evans, Daisy and to my last born daughter Rachel. On the same note, I would like to thank some of the personalities who have assisted me in finishing up this course of study.

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ABSTRACT

Recent research statistics has shown that primary education level is faced by myriad of challenges. Kenyans cannot afford to be complacent about it, thus there arises an immediate need to conduct an investigation on the issue of socio-economic influences on pupils' academic performance. The study adopted a descriptive research design. This enhanced the researcher to obtain a better understanding of the socio-economic factors affecting academic performance of pupils in Kaptagat division, Eldoret East district, Kenya. The method chosen allowed a collection of comprehensive and intensive data and provided an in-depth understanding of the topic under study. Information collected was analyzed and edited to create consistency and completeness. After collecting the questionnaires they were edited for completeness and consistency across the respondents and to locate omissions. Information obtained from the research study was presented and analyzed using bar charts, narratives, and statistical figures. This report provides suggestions for more effective practice in the field of primary level education and measures based on the lessons learned from practical experience of the respondents. It is designed for policy makers, planners and stakeholders who have responsibilities in the education sector in the country.

CHAPTER ONE

INTRODUCTION

1.0 Background to the study

Academic economists and international development agencies claim that an educated population is essential for economic growth and, more generally, for a higher quality of life (Lucas, 1988; Barro, 1991; Mankiw, Romer and Weil, 1992; UNDP, 2003; World Bank, 2000). One of the eight Millennium Development Goals is that by 2015 all children in developing countries should finish primary school. Yet developing country students who finish primary school often perform poorly on academic tests (Glewwe and Kremer, 2005), and the value of a “low quality” education may be low.

Many studies have attempted to estimate the impact of school and teacher characteristics on student performance, yet most have serious estimation problems that cast doubt on their results (Glewwe, 2002, and Glewwe and Kremer, 2006). Almost all existing studies are “retrospective,” that is based on data collected from schools as they currently exist (in contrast to data collected from a randomized trial). Yet even the best retrospective studies offer only limited guidance due to their estimation problems, the most serious being omitted variable bias (unobserved school, household and child characteristics that are correlated with observed school variables), and measurement error in school data. This has led to wide variation in the estimated impacts of key variables. For example, of 30 studies from developing countries reviewed by Hanushek (1995), 8 found significantly positive impacts of the teacher-pupil ratio on student learning, 8 found significantly negative impacts, and 14 found no significant impact.

Improvement of the quality of education in Kenya has been a key feature of reform proposals of the government. These educational reforms largely focus on basic education, which in Kenya covers both primary and secondary education. Attempts towards realizing these proposals have been made in many ways.

Free primary education is now being offered to ensure every child has an equal opportunity to the primary education. While the government is trying to ensure this, a lot of work is being done to improve the quality of the same education. Focus is on better pupil achievements in all the areas covered in the syllabus at all levels.

1.1 Statement of the Problem

While the Kenyan government's investment in education has increased since independence, both in terms of real expenditure, and the percentage of government spending allocated to education, equity is still an issue, as indicated by the Kenya Country Report (Government of Kenya, 1995) and the Education For All (EFA) Assessment Report (UNESCO, 2000). There are large regional differences in access to primary education and in the quality of primary education.

This research sought to establish whether socio-economic factors are impacting on academic performance of pupils.

1.2 Objective of the Study

1.2.1 General Objective

The general objective of this research was to identify the effect of socio-economic factors on academic performance of pupils.

1.2.2 Specific Objectives

Through the production and dissemination of this research, the aim was to:

1. Investigate the relationship between family background and socio-economic factors.
2. Establish relationship between pupils and academic performance.
3. Analyze the effect of socio-economic factors on school enrolment.

1.2.3 Research questions

1. What is the relationship between family background and socio-economic factors?
2. What is the relationship between pupils and academic performance?
3. What are the effects of socio-economic factors on school enrolment?

1.3 Significance of the Study

The researcher was able to get first hand information on the effects of socio-economic factors on academic performance of pupils.

The schools in Eldoret East district benefited from the research as it helped the administration to know how best to handle pupils from different backgrounds.

The research is of great help to other students in the faculty of education who might wish to enhance the same later.

1.4 Scope of the Study

The research was carried out between August and October 2010. The study focused on the impact of socio-economic factors on academic performance of pupils and the subsequent drop out of such pupils from school. The research was conducted in selected primary schools in Kaptagat division, Eldoret East district, Kenya.

The respondents to the research were pupils as well as the teachers in selected schools like Plateau, Chepnoet, Naiberi, and Kiluka to mention and from the parents.

1.5 Limitations of the Study

In conducting this study, a number of challenges were encountered, including:

- Attitudes Towards the Exercise - Some respondents were unwilling to freely share the information (especially negative information). This was mainly true at the local level because of fear of not knowing whether the information could go to their superiors with repercussions. Nevertheless, the researcher tried and overcame these limitations and collected sufficient and representative data to reach the conclusions made.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter gives reference to what other scholars have written about socio-economic factors on academic performance of pupils in school and resultant drop out of such pupils.

The literature review in my study concerns the socio-economic factors and academic performance of pupils. The materials used in the review included magazines and journals on teaching methods, newspapers articles and education related websites over the internet.

2.1 Ethnicity and social inequalities in Africa

Work on inequalities and education in Africa has mainly focused on gender, socio-economic status, or geographical location. The principal limitation with existing research exploring ethnic inequalities in education is that many studies fail to account for the role of political structure in the relationship between ethnicity and education, and in particular, the role of the ruling elites in African states and the impact of their exclusionary practices along ethnic lines.

Recent writing on ethnicity in Africa stresses the role of the colonial state as the architect of ethnic groups, through the creation of administrative units that were subsequently labeled in ethnic terms (Ouedraogo, 2002). This approach has emphasized the extent to which ethnic consciousness was externally imposed in a context of unequal power relations. The colonial legacy in Africa created uneven development in agrarian commercialization, transport investment and educational opportunity, and thus the location of an ethnic group's home territory determined its access of public goods, such as education. Groups

located near the colonial capital, a rail line or port, or centres of colonial commerce were well situated to take advantage of these opportunities.

Members of such groups were frequently found in schools, government offices, and commercial houses established in these areas (Horowitz 1985, p.151). In other instances, colonial powers favoured ethnic groups more systematically and deliberately. The Germans clearly favoured the Ewe in Togo, the English the Baganda in Uganda, and the Belgians the Tutsi in Rwanda and Burundi and the Lulua in Congo. These groups became more educated in comparison with their fellow countrymen and -women, a situation that helped build resentment and frustration among the excluded groups (Platteau, 2000). Even though ethnic groups were constructed by colonial administrations, the advantage or disadvantage of belonging to a particular ethnic group soon consolidated ethnic difference into material ethnic divides.

While theoretical debates about the definition of ethnicity continue (e.g. Schildkrout, 1978; Weinreich, 1973; Banton, 1998), this paper adopts a constructionist perspective on ethnicity, which argues that ethnic identity is not primordial or fixed, but “the product of human agency, a creative social act through which such commonalities as speech code, cultural practices, ecological adaptation, and political organization become woven into a consciousness of shared identity” (Young, 1994, pp.79-80, quoted in Yeros, 1999, p.4). Once constructed, ethnic identity appears to be natural, primordial, and essential. In this paper, however, we are less concerned with ethnic identity as such; rather, we are interested in how ethnic markers such as language, skin colour, or heritage become material as a result of political practices.

Relevant to these questions is a body of empirical work on the relationship between ethnic inequalities and social and economic opportunities and exclusions in Africa. Gurr's (1993) quantitative study, which attempts to make cross-regional global comparisons, indicates that Sub-Saharan Africa is the region with the largest number of politicized communal or ethnic groups, defined as groups which "experience economic or political discrimination", according to defined criteria, or groups which "have taken political action in support of their collective interests", and that these groups comprise more than 40 per cent of the population of the region (Gurr, 1993).

Another study, by Gore (1994.), in Africa, lists possible forms of ethnic inequalities arising from exclusions from access to land, to production factors (labour, inputs), to formal and informal employment, and to organizations and representation. Numerous examples of ethnic tension and violence in the African countryside are rooted in severe conflicts over access to scarce resources - including the conflicts between local Nuni and Mossi immigrants in western Burkina Faso, between farmers and Maasai herders in Kenya and Tanzania, and between local fishermen from Kayar and migrant fishermen from Saint-Louis in Senegal (Platteau, 2000).

Post-colonial undemocratically elected governments in Africa, often brought into power by an interest group or ethnic group, are responsible for creating inequalities among the communities through exclusionary practices. Their weak legitimacy incites them to adopt a divide and rule approach, and to create marked inequalities in access to resources, frequently manipulating and exacerbating the language of ethnicity (Sindzingre, 1999).

According to Bardhan (1997), the political machinery of patronage is used in many African states to exclude certain groups from decision-making at all levels, whether local, regional or national.

An example of the material effect of preferential access to resources along ethnic lines is the study conducted by Brockerhoff and Hewett (1998). They found ethnicity to be a significant factor in explaining the pattern of child mortality in Kenya, where children of the ethnic group of the country's president, the Kalenjin, were 50 per cent less likely to die before age five years than others, despite their almost exclusively rural residence. The researchers also discovered that levels of complete childhood immunization were significantly higher among groups with high-level government representation, because such political influence gave them better access to health clinics and well-paved roads. Stewart (2002) equally observed that social and economic inequalities in Uganda were predominantly between the centre/south and the north, and between the Bantu and non-Bantu-speaking peoples.

According to Ouko (2002) and Oyugi (2000), the allocation of government resources in postcolonial Kenya has followed an ethnic pattern, in which important political and administrative individuals have favoured the home region, own tribe or clan. During President Kenyatta's regime (1963- 1978), certain parts of the Kikuyu community gained considerably, while President Moi (1978 - 2002) granted similar advantages to his tribe - the Kalenjin. These practices resulted in seriously unbalanced modern development and

inequalities in the country, and contributed to ethnicity becoming an important site of identification and conflict.

2.2 What are the socio-economic factors bearing on school attendance?

Children and Health -children are very susceptible to environmental health related diseases such as diarrhoea and worm infestations due to their under-developed immune systems. Children bear almost seventy percent of the diarrhoea disease burden in Kenya and this is largely attributed to unsafe water and poor sanitation.

School Attendance - in rural Kenya, a significant amount of children's time is spent fetching water for cooking and washing or taking animals' long distances to drink water. This has an impact on school attendance. Girls and Education -lack of, or inadequate, sanitation in schools, especially toilets, affects girls more than boys due to their special hygiene needs. This is especially so for those who have attained the age of puberty, Abagi, O. et al. 1993.

In Kenya, the primary causes of many childhood illnesses and poor health (diarrhoea, schistosomiasis, trachoma and scabies), are water- and sanitation related. Children have the right to be as healthy and happy as possible. Being clean, healthy and having access to clean water and proper sanitation facilities contributes to a happy and healthy childhood. Worm infection, which is one of the main causes of disease in children between five and fourteen years in Kenya, is mainly spread through inadequate water and sanitation e.g. skin and eye infections. In families and villages without improved water sources, children have to fetch water from rivers, dams and open wells. This exposes them to risk of drowning

and injuries. The spread of malaria, the leading cause of death among children less than five years in Kenya, is accelerated by poor sanitary conditions such as the existence of open pools of water around homes, which act as breeding sites for mosquitoes. Where sanitation and hygiene facilities are absent in schools, or they are poorly maintained, schools become health hazards and an impediment to effective learning.

Improving sanitary conditions in schools, in the community and around the homes, together with improvements in hygiene, drastically reduces the incidence of diarrhoea and helminthes infections among school children. A study conducted to quantify the effects of various water and sanitation interventions on health has demonstrated that the simple act of washing hands at critical times can reduce the incidence of diarrhoea by up to 35%. (Sifuna, D. N. 2003). Access to improved water and sanitation, especially in poor peri-urban areas, is a crucial element in reducing morbidity and mortality among the under fives and school age children. Health improvements in children resulting from improved water, sanitation and hygiene education lead to increased school attendance and eventually better performance. Over 50% of the populations in rural areas, particularly in arid and semi-arid regions of Kenya, have no access to water. As a result many children are regularly forced to miss school to look for water for domestic and animal use, Cocclough, C. (1986).

According to ministry of health report (2001) the incidence of common illness such as diarrhoea and intestinal worm infections in informal settlements related to inadequate water, poor sanitation and hygiene are the causes of frequent absenteeism by pupils.

Children with worm infestation experience higher rates of absenteeism from school than non-infected children. Consequently, they spend less time in school and are disadvantaged

in the learning process. Teachers often have to turn children away from school if they are not clean or their clothes are dirty. In crowded places where there is not enough clean water, skin diseases like scabies spread quickly.

The provision of safe water and sanitation in schools is key to realizing national commitments on “basic education for all” by the year 2015. The availability of water and sanitation reduces the time spent fetching water, especially by girls. This allows them to concentrate on schoolwork.

In nomadic communities in Kenya the provision of a safe and reliable water supply would facilitate a sedentary lifestyle, hence making it easier for the authorities to set up long-term educational facilities like classrooms for the children. Abagi O (1999). Children who suffer severe early childhood diarrhoea enter school later than their classmates, and perform worse in non-verbal intelligence tests.

Water and hygiene are contributing factors to malnutrition especially helminthes infection. This has an adverse effect on a child's school performance. Arsenic exposure in unsafe drinking water has been shown to retard children's intelligence. Lack of safe water and adequate sanitation facilities means children especially from arid and semi-arid lands (ASALs) sacrifice part of their school time to look for water hence have less time for studies, Abagi, O. et al. 1993.

The provision of safe water and sanitation facilities reduces the incidence of childhood diarrhoea, allowing uninterrupted attendance at school. A reduction in helminthes infections through the provision of safe water, improved sanitation and hygiene promotion,

reduces malnutrition among children, giving them the opportunity to perform better at school.

The provision of an improved water supply ensures water for drinking is safe from potential chemical pollutants that could easily interfere with the development of children's brains and eventually affect academic performance.

Girls require sanitary facilities that give them privacy and dignity. Lack of sanitation facilities causes girls to drop out of schools, due to the embarrassment of sharing toilets with boys, especially when they reach puberty. Absenteeism is one of the causes of poor academic performance and girls are more likely to be regularly absent from school due to poor, or lack of, sanitary facilities in schools.(Abagi, O. 1999)

Culturally, children and particularly girls are supposed to help their mothers with water collection and other domestic chores. This means they are not able to attend school and are denied an opportunity to enjoy their right to education. Inequalities in access to safe water especially in rural areas, forces young girls to spend hours daily fetching water, causing an enormous drain on their energy, productive potential and health. This disrupts their academic activities.

Installing separate toilets for girls and boys at school can help bring teenage girls into the classroom and ensure regular attendance. Providing water and sanitation at school is one of the best ways of bringing equal opportunity to children born into a world of disparities, particularly girls.

Making water and sanitation facilities accessible means girls have more time for their studies and as a result concentrate on improving their academic performance. Improving water and sanitation in schools enables girls at puberty, who have special sanitary needs, to practice proper personal hygiene thus reducing the incidence of water-related diseases.

Retention and recruitment of teachers is problematic where schools lack adequate water and sanitation facilities especially in arid and semi-arid regions. When teachers fall sick from water- and sanitation-related diseases, they are more likely to be absent from school, and this will consequently affect performance of students. Abagi, O. 1999.

Water- and sanitation-related diseases are some of the major opportunistic infections common among people living with HIV/AIDS (PLWA), which has resulted in the deaths of many teachers leaving many schools with a shortage of teachers. Improved water and sanitation facilities reduces water and sanitation related morbidity hence teachers are less likely to be absent from school and therefore are able to devote more time and concentrate on teaching.

A majority of female teachers have to set up time for domestic duties including water collection. Providing safe water and sanitation facilities to households leaves teachers with time to concentrate on their work. The government should strengthen the implementation of school health activities with emphasis on water, sanitation and hygiene through appropriate policy support. Sifuna, D. N. 2003.

The government should prioritize resource allocation for water, sanitation and hygiene in the health sector in general and school health in particular. The government should

incorporate into the teacher training curriculum, basic training and refresher courses related to sanitation and hygiene. There is a need to develop and implement cost effective and sustainable models for promoting hygiene and sanitation in schools and informal settings.

2.3 Overview of socio-economic factors

Until 1945 the problem of social class in education was seen by social investigators and policy makers alike primarily as a "barrier to opportunity" (Olive Banks, 1976). There are, however, factors of considerable importance which have been seen for many years as a serious handicap to good school progress among the children from disadvantaged backgrounds.

One of these factors adversely affecting school attendance of children is poverty. Poverty may be due to low wages, unemployment, large family or the loss of family breadwinner. There are many ways in which extreme poverty might be expected to exert an influence on school attendance.

Malnutrition and poor living conditions are bound to have an influence on the health of the child, and so directly or indirectly affect his ability to learn. Pre-natal damage may occur in the child as a result of inadequate pre- natal care limited incomes among lower class families have been found to restrict the provision of school books, building funds, and other necessary materials to ensure good performance and attendance at school, (Kinyanjui, 1979).

On the other hand lower class families have been found to have lower aspiration for their children than upper class families due to opportunity cost of the child according to (Michael Todaro, 1977). Some of the studies have concluded that, the intellectual

stimulation that reinforces the schooling experience is less likely to be present in lower income families; and that socio-economic background contributes to absenteeism and dropout rates (Kinyanjui K. 1977).

Rural studies in United States of America provided valuable insight that appeared to provide a most important factor governing the school attendance. McIntire, 1918 in effects of Agricultural Employment upon school attendance; and (Folks 1920) reported a strong influence of seasonal farm demands on pupils' attendance.

In Kenya the roles of boys and girls before and after school during harvests do influence their attendance at schools. Over 80% of the people in Kenya live in the rural areas, and derive their income from farming. It has therefore been observed that poor families who cannot afford to employ casual labourers during land preparations, ploughing and harvesting draw their children from school to work on the family farm or look after cattle (Raju B. 1973).

Studies in Tanzania by Mbilunji, 1974 and others on the school community and class found that regional and locational effects are less important than the set up of the child's family background, traditional social structure, and stratification among peasant and traders in rural areas.

Sharma and Sapra (1971) in their Indian study, found dropouts and non dropouts to differ in their attendance rates. Pupils with less than 60% attendance rate were seen to be

potential dropouts. Jamison and Mc Nally (1975) found attendance to fluctuate with the farming calendar in rural areas.

According to researches done (e.g. Dentler 1965); the attributes that are considered as a disadvantage leading to dropout are only aspects of a general pattern of stratification but are circular statements of what is involved in school withdrawal. They pointed out that socio- economic disadvantage is the equivalent of an educational disadvantage which in turn is productive of poor school performance , repetition, disinterest and even withdrawal.

The concept of social class is useful because it refers to more than just the effect of parental education, occupation, incomes or any of a number of correlated variables that are used to measure socio- economic status.

Kohu, Melum, 1963 in his contribution on "Social class and Parental-child Relationship has pointed out that, "members of different social classes, by virtue of enjoying (or suffering) different conditions of life, come to see the world differently and to develop different conceptions of social reality, different aspirations, hopes and fears and different conceptions of the desirable".

The definition of social reality and its concomitant aspirations may be the root to explaining the barriers which operate to reduce educational participation of children from lower class origins relative to those from higher ones. Levin, H.M., 1976 concluded that

there are those barriers that are within the school structure. Levin pointed out that the external barriers may include family expectation, limited incomes.

The lower class family may have lower expectations for its children with respect to Education. Similarly, lower incomes may restrict the provision of funds for tuition, books, uniforms and other charges for special courses or examinations. The barrier within the school structure includes the systematic differences in educational resources between school registering different students clienteles. For instance better teacher's better facilities and other educational facilities are available to children from higher social class origins compared to those of low class background.

Several studies on the causes of absenteeism and dropouts have been undertaken in developed countries (Beim et al 1972). Miller, 1964) their limited focus to these countries reduces their activities for purposes of educational planning in developing countries. For a poor country like Kenya where a large amount of its GNP is spent in Education, incidence of absenteeism and dropout rates can be seen as wastage of national resources. This is a major concern among academic and official circles and has been referred to once and again in many previous researches and official reports for example (Raju, 1973). Mutua, (1975).

In Kenya an investigation on the effects of the social – economic determinants of repetition and early school withdrawal at the primary level and their implications for Educational Planning was conducted by John A. Nkinyangi (1977). His study revealed that the socio-economic background of a family influenced the rate of drop out and attendance

throughout the educational levels. He concluded that because of the interaction between school fees and school attendance on one hand, and performance on the other, it may be that repeaters are more likely to be from families which cannot best provide the necessary tuition, additional books, private coaching and other necessary preparation to ensure selection to a secondary school.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This section entails the approach, population, instruments used to collect the data and data analysis.

3.1 Research design

The study adopted a descriptive research design. This enhanced the researcher to obtain a better understanding of the problem of socio-economic factors on academic performance of pupils. The method chosen allowed a collection of comprehensive intensive data and provided an in-depth study on why past initiatives have not produced the desired results.

3.2 Population of study

The populations of study were teachers, pupils and parents in the selected ten primary schools of Kaptagat division, Eldoret East district.

3.3 Study sample

With regard to above the study s stratified sampling was employed

Sampling as follows: -

1. Pupils 30 of the sample suffice.
2. Teachers- 3 teachers from each school.
3. Parents 10 of the sample size sufficed

3.4 Research instruments

Questionnaire

Primary data was collected by use of questionnaire and interviews, filled by relevant parties to obtain ideas on what constitutes teaching methodology. These were designed in both open and closed ended form. The method ensured high proportion of responses and higher returns rate.

Interview method

This took face-to-face interactions with the teachers in the school.

Secondary data were obtained from the ministry of education magazines annual report records and other researches done. This gave other information required in the research.

3.5 Research procedure

The researcher had an introductory letter from the University and presented it to the area authority to obtain permission for study. This gave directive to the local administrators at grass root level for acceptance. After acceptance by the authorities the major task of collecting data begun immediately.

3.6 Data analysis and interpretation

The information collected were analyzed and edited to create consistency and completeness. After collecting the questionnaires they were edited for completeness and consistency across the respondents and to locate omissions. Information obtained from the research study was presented and analyzed using bar charts, narratives, and statistical figures. That is:-

Descriptive statistics: This was used to measure central tendency, variability and relationship between variables. It included proportions, mean scores and percentage.

Summary statistics: This was used in the presentation of analysis. It included use of mean & percentages, summarized tabulations and frequency distribution.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

4.0 Introduction

The chapter is a presentation; interpretation and discussion of the findings. The results are presented in form of tables and frequency counts and percentage. The objectives of the study were to: Investigate the relationship between family background and socio-economic factors. Establish relationship between pupils and academic performance. And to analyze the effect of socio-economic factors on school enrolment

4.1 Profile of the respondents

Table 1: Profile of the respondents.

Respondents	Frequency	Percentage
Sex		
Male	11	55
Female	9	45
Total	20	100
Marital status		
Single	8	40
Married	12	60
Total	20	100
Age		
19-24 yrs	4	20
25-30yrs	10	50
31 and above	6	30
Educational level		

Certificate	6	30
Diploma	9	45
Degree	5	25
Total	20	100

Source:Primarydata (2010)

Twenty five (25) questionnaires were distributed to the teachers and 20 were filled and returned .This therefore represents 80% of the total number of questionnaires that were distributed.

The study covered 20 randomly selected teachers of whom 11 (55%) were male and 9 (45%) were female. Of the 20 respondents, 8 (40%) were single while 12 (60%) were married.

The age category of the respondents was divided in three groups that is 19-24 years were 4 which was 20%, 25-30 were 10 (50%) and 31 and above were 6 representing (30%) of the respondents.

The academic level of the respondents was divided in three categories that is certificate, diploma and degree. 6 (30%) of the respondents had certificates, 9 (45%) had diplomas and 5 (25%) had degrees.

Interviews were carried out with 10 parents both male and female. Six 6 of the parents were male while four 4 were female.

Focus group discussions were used to extract data from the pupils. 25 pupils were included in the discussion of which 14 were boys and 11 girls.

4.2 Environmental factors.

The respondents were asked whether environmental factors affect academic performance.

Table 2: Responses as to whether environmental factors affect academic performance.

Response	Frequency	Percentage
Yes	13	65
No	7	35
Total	20	100

Source: Primary data (2010)

The table 2 shows that 13 (65%) of the respondents agree that environmental factors affect school performance and 7 (35%) disagree. According to the parents the environmental factors were affecting on performance because it is a contributing factor to educational achievement. In a focus group discussion with the pupils they also agreed that the school provided them with food at lunch time and porridge at break time and therefore they concentrated well in class.

4.3 The influence of socio-economic factors on school achievement

The respondents were asked whether other socio-economic factors were impacting on performance of pupils in class and this was their response

Table 3: response as to whether socio-economic factors lead to poor performance of pupils in class.

Response	Frequency	Percentage
Strongly agree	10	50
Agree	8	40
Strongly disagree	-	-
Disagree	2	10
Total	20	100

Source: Primary data (2010)

10 (50%) of the respondents strongly agree that poor nutrition leads to poor performance of pupils in class while 8(40%) agree and 2 (10%) disagree. The parents agreed that socio-economic factors contributed to academic performance because children who are healthy are capable to concentrate in class which leads to performing well.

4.3.1 The relationship between socio-economic factors and learners concentration in class

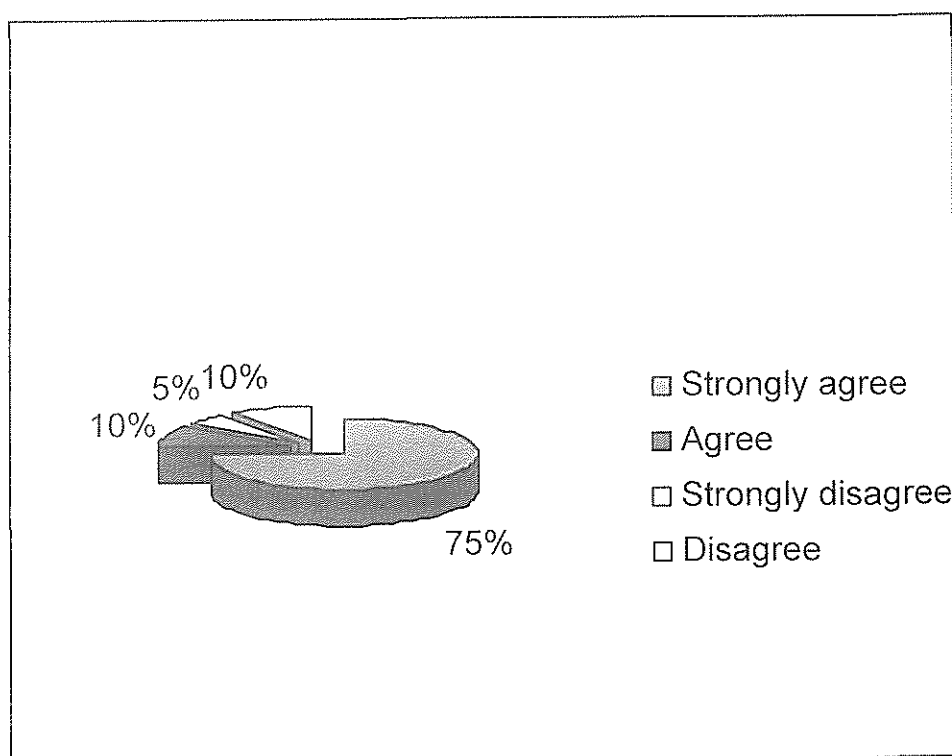
The respondents were asked whether children affected by socio-economic factors do not concentrate in class and this was their response

Table 4: Response as to whether children affected by socio-economic factors concentrate in class.

Respondents	Frequency	Percentage
Strongly agree	15	75
Agree	2	10
Strongly disagree	1	5
Disagree	2	10
Total	20	100

Source: Primary data (2010)

Figure 1: Response on class concentration



Source: Primary data (2010)

15(75%) of the respondents strongly agreed that pupils do not concentrate in class because of socio-economic factors, 2 (10%) agreed while 1(5%) strongly disagreed and 2(10%) disagreed. the parents said that it was obvious one could not concentrate on an empty stomach especially children. The pupils revealed that in some cases when the teacher delays them in class and they have to go for lunch they do not concentrate in class. They also revealed that in some cases school uniform was a problem to pupils.

The relationship between socio-economic factors and enrolment

The respondents were asked whether socio-economic factors contribute to low enrollment of pupils and this was their response.

Table 5: Response as to whether socio-economic factors contributes to low enrollment of pupils.

Response	Frequency	Percentage
Strongly agree	8	40
Agree	6	30
Strongly disagree	2	10
Disagree	4	20
Total	20	100

Source: Primary data (2010)

The table shows that 8 (40%) of the respondents strongly agree that socio-economic contributes to low enrollment of pupils, 6 (30%) agree while 2 (10%) strongly disagree

and 4 (20%) disagree. According to the parents children who are not well fed always fall sick and therefore cannot attend school which means that the enrollment is affected.

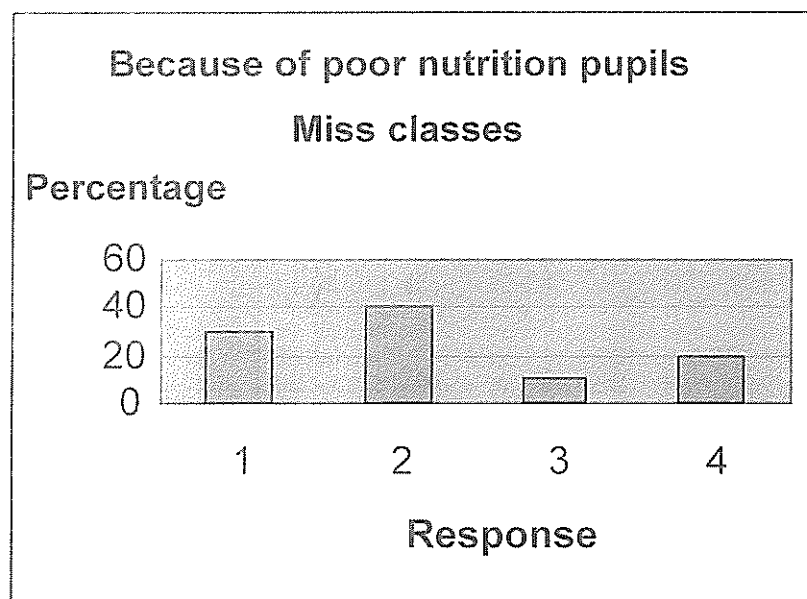
The respondents were asked whether pupils miss classes because of poor nutrition and this was their response.

Table 6: Responses as to whether pupils miss classes because of poor nutrition.

Response	Frequency	Percentage
Strongly agree	6	30
Agree	8	40
Strongly disagree	2	10
Disagree	4	20
Total	20	100

Source: Primary data (2010)

Figure 2: Response on whether poor nutrition makes pupils miss classes



Source: Primary data (2010)

6 (30%) of the respondents strongly agreed that because of poor nutrition pupils miss classes, 8(40%) agreed while 2 (10%) strongly disagreed and 4 (20%) disagreed.

According to the parents many children miss classes because they have not had anything to eat and sometimes they refuse to go to school because they have nothing to eat there.

The pupils revealed that they could not attend classes when they were hungry and sometimes they missed classes because of sickness which could be caused by poor nutrition for example diarrhea and stomachache.

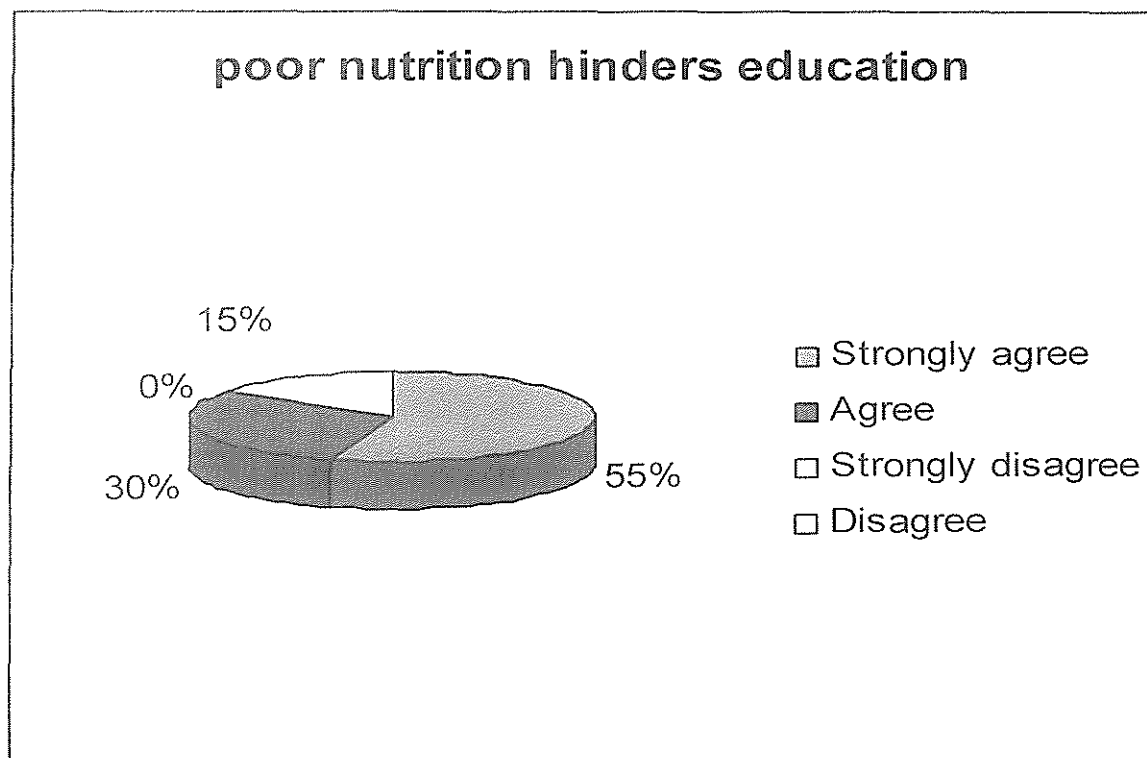
4.4 The relationship between nutrition of children and their academic performance.

Table 7: Responses as to whether poor nutrition hinders the achievement of education.

Response	Frequency	Percentage
Strongly agree	11	55
Agree	6	30
Strongly disagree	-	-
Disagree	3	15
Total	20	100

Source: Primary data (2010)

Figure 3: Response as to whether poor nutrition hinders education



Source: Primary data (2010)

The table shows that 11(55%) of the respondents strongly agreed that poor nutrition hinders the achievement of education, 6 (30%) agreed and 3 (15%) disagree.

The parents agreed that poor nutrition hindered academic achievement in a way that if pupils cannot concentrate in class then the performance will not be good which leads to repetition and hence school drop out. This means that the goal of government is not realized that is achieving education for all.

4.4.1 Good feeding and better academic performance.

Table 8: Responses as to whether well fed children perform well in class

Response	Frequency	Percentage
Strongly agree	10	50
Agree	5	25
Strongly disagree	1	5
Disagree	4	20
Total	20	100

Source: Primary data (2010)

10 (50%) of the respondents strongly agree that children who were well fed in early years perform and learn well in class. 5 (25%) agree while 1 (5%) strongly disagree and 4 (20%) disagree.

The parents agreed that it was obvious children who were well fed in their early ages grew up to be strong and healthy. They stressed the importance of early childhood feeding and therefore called for parents to make sure they fed their children and right in their early years.

4.4.3 The relationship between poverty, nutrition and academic performance.

Table 9: Responses as to whether parents know the importance of nutrition on educational outcome.

Response	Frequency	Percentage
Strongly agree	9	45
Agree	5	25
Strongly disagree	2	10
Disagree	4	20
Total	20	100

Source: Primary data (2010)

9 (45%) of the respondents strongly agree that most parents do not know the importance of nutrition on educational outcome, 5 (25%) agree while 2 (10%) strongly disagree and 4 (20%) agree.

The parents disagreed that they knew the importance of nutrition on academic achievement and revealed that the hindrance to good nutrition was poverty that is some parents do not have enough money to buy what is important for the children.