

**POVERTY AND PUPILS' ACADEMIC PERFORMANCE IN SELECTED
PRIMARY SCHOOLS IN YATTA ZONE, YATTA DIVISION,
KITUI DISTRICT, KENYA**

BY

KEKU MARGARET NDUNGI

BED/40262/91/DF

**A RESEARCH PROJECT SUBMITTED TO THE INSTITUTE OF OPEN
AND DISTANCE LEARNING IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR AWARD OF A BACHELOR OF
A DEGREE OF BACHELOR OF EDUCATION IN EARLY
CHILDHOOD AND PRIMARY EDUCATION OF
KAMPALA INTERNATIONAL UNIVERSITY**

DECEMBER 2010

DECLARATION

I declare that this research project is my original work and has never been submitted to any academic award. Where the works of others have been cited acknowledgment has been made.


Signature.....

Keku Margaret Ndungi

Date.....16/12/2010.....

APPROVAL

I certify that the work submitted by this candidate was under my supervision and that it is ready for submission, to be evaluated for the award of a Bachelor of Education in Early Childhood and Primary Education of Kampala International University.

Supervisor.....

Ssekajugo Derrick

Date.....16/12/2020

DEDICATION

I dedicate this research work to my dear children: Mercy, Joy and Gedion and not forgetting my beloved grand daughter Faith.

ACKNOWLEDGEMENT

My sincere gratitude goes to my supervisor Mr. Ssekajugo Derrick for the guidance in the writing of the research project. On the same note, I would like to extend my appreciation to the Area Education Officer and the District Educational Officer of Kitui district, all KIU lecturers and all those people who assisted me in the course of my studies. May God bless you all.

TABLE OF CONTENTS

DECLARATION:	I
APPROVAL.....	II
DEDICATION	iii
ACKNOWLEDGEMENT.....	iv
TABLE OF CONTENTS	V
CHAPTER ONE.....	1
1.0 INTRODUCTION.....	2
1.1 Background of the study.....	2
1.2 Statement of the Problem	3
1.3 Objective of the Study	4
1.3.1 General Objective.....	4
1.3.2 Specific Objective	4
1.4 Research questions	4
1.5 Significance of the study	4
1.5 Scope of the study	5
1.6 Limitations of the study.....	5
CHAPTER TWO.....	6
LITERATURE REVIEW.....	6
2.0 Introduction	6
2.1 Ethnicity and social inequalities in Africa.....	6
CHAPTER THREE	20

RESEARCH METHODOLOGY	20
3.0 INTRODUCTION.....	20
3.1 Research design.....	20
3.2 Population of study.....	20
3.3 study sample	20
3.4 Research instruments.....	20
3.5 Research procedure	21
3.6 Data analysis and interpretation	21
CHAPTER FIVE.....	31
SUMMARY, CONCLUSION AND RECOMMENDATIONS	31
5.0. Introduction	31
5.1. Summary	31
5.2. Conclusionsw	32
5.3. Recommendations	33
5.4 Suggestions for further research.....	33
APPENDIX I.....	36
BUDGET	36
APPENDIX II.....	37
TIME FRAME	37
APPENDIX III	38
QUESTIONNAIRE FOR TEACHERS	38

ABSTRACT

This study was intended to identify the effect of poverty on academic performance of pupils in Yatta zone, Yatta division, Kitui district, Kenya. In the review of related literature, all relevant sources were revisited and these greatly assisted the researcher in getting a clear picture of what the entire study was meant to entail.

A descriptive design was adopted for this particular study since, it was all about descriptive of a scenario. Questionnaires formed the basis of gathering data by serving as the main instruments for data collection. Data collected was sorted, coded and prepared in frequencies and percentages which in this case had to be presented in tables. The findings from the study revealed that education and academic performance of learners are adversely affected by different social economic factors such as food availability as well as proper nutrition. Recommendations were made which called for sensitization of the public of the importance proper and stable family background and how they influence child development

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of 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 (see 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.

1.2 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 poverty is impacting on academic performance of pupils.

1.3 Objective of the Study

1.3.1 General Objective

The general objective of this research was to identify the effect of poverty on academic performance of pupils.

1.3.2 Specific Objective

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

1. Investigate the relationship between ethnicity and socio inequalities on education.
2. To investigate the socio-economic impact on education.
3. Analyze the effect of socio-economic factors on school attendance.

1.4 Research questions

1. What is the relationship between ethnicity and socio inequalities on education?
2. What is the socio-economic impact on education?
3. What are the effects of socio-economic factors on school attendance?

1.5 Significance of the study

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

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

The research will be of great help to other students in the Institute of Open and Distance learning who might wish to enhance the same later.

1.5 Scope of the study

The research was carried out between Sept 2010 and Dec 2010. The study focused on the impact of socio-economic factors on academic performance of pupils. The research was conducted in Yatta Zone, Kitui district. The respondents to the research were pupils as well as the teachers and parents in selected primary schools.

1.6 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. This maybe 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 to collect sufficient and representative data to reach the conclusions herein.

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.

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 (Oucho, 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 favored ethnic groups more systematically and deliberately. The Germans clearly favored 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 (eg. 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 , and between the Bantu and non-Bantu-speaking peoples.

According to Oucho (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 favored 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.

This review section has shown that ethnicity is the important criterion according to which groups define and identify themselves in Africa. It is through this ethnic identification that competition for influence in the state and in the allocation of resources takes place. Our general concern with the relationship of state policy and issues of inequalities is explicit within the educational arena.

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

Performance at School - improved water supply and sanitation in schools reduces incidences of water-related diseases among pupils. This translates into regular school attendance and consequently higher academic performance. Teachers - may not be willing to accept postings in areas where there is inadequate water and sanitation.

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, Coclough, C. 1986.

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.

Social-economic implications on education

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 (Beirn 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 methods used to collect the data necessary to answer the research.

It is divided into;

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 had not produced the desired results.

3.2 Population of study

The populations of study were teachers, pupils and parents in selected primary schools in Yatta zone.

3.3 study sample

With regard to above the study employed stratified sampling as follows: 50 Pupils of the sample suffice.3 teachers from each school. 10 parents 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 a high proportion of responses and higher returns rate.

Interview method

This took face-to-face interactions with the teachers in the school. Secondary data was 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 directives 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 was analyzed and edited to create consistency and completeness. After collecting the questionnaires they were edited for completeness and consistency across the respondents to locate omissions. Information obtained from the research study was presented and analyzed using bar charts, narratives, and statistical figures. That is:-

Descriptive statistics: These were used to measure central tendency, variability and relationship between variables. They included proportions, mean scores and percentage.

Summary statistics: These were used in the presentation of analysis. They 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.

4.1 Profile of the respondents

Table 1: Shows the 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: Primary data 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: whether environmental factors affect academic performance.

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

Source: Primary data 2010

The table show 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 Ethnicity and social inequality and academic performance

The respondents were asked whether some tribes of people were more educated than others and this was their response.

Table 3 some tribes are more educated than others

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 some tribes are well educated than others, 5 (25%) agree while 1 (5%) strongly disagree and 4 (20%) disagree.

4.4 Socio- economic factors and 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 4 whether socio-economic factors leads 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.

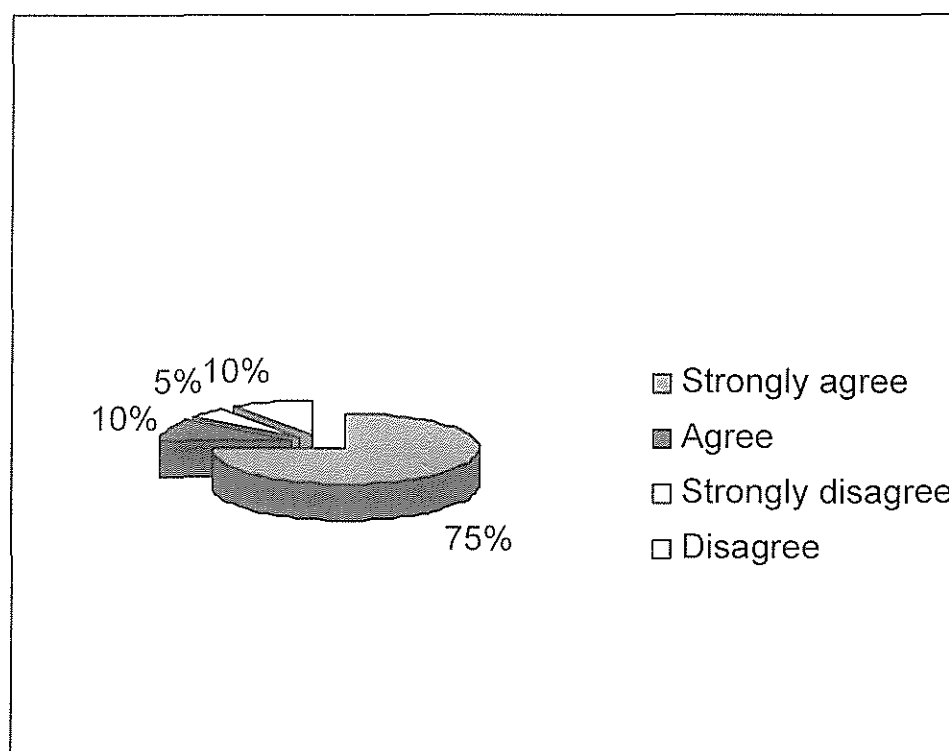
The respondents were asked whether children affected by socio-economic factors do not concentrate in class and this was their response

Table 5 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

Chart 3



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

Table 6 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 schools which were well facilitated perform better than those that are not and this was their response

Table 7 poor facilities 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

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

The parents agreed that poor facilities 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.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0. Introduction

The major purpose of the study was to establish the effects of social economic factors and how they affect academic performance. This chapter focuses on the summary of the findings, conclusions and recommendations. Finally the chapter ends with suggestions for further research.

5.1. Summary

The first objective was to determine the effects of social economic factors and how they affect academic performance. The study revealed that education and academic performance are adversely affected by different social economic factors such as food availability as well as proper nutrition. They also agreed that nutrition is very important in the growth and development of children and this is supported by Levinger Beryl (2000) that nutritional programs facilitate the growth of a child in all dimensions and have considerable long lasting effects on a child's life.

The second objective focused on poor nutrition and school achievement and 50% of the respondents strongly agreed that poor nutrition leads to poor performance of pupils in class. According to Grantham McGregor (1991) school attendance and achievement are affected by a host of variables including the capacity of a child as a biosocial organism to process and respond to stimuli. The study also revealed that children from poor families

did not perform well in class because of hunger and therefore did not perform well and this is supported by FAO (2000) hunger hinders school achievement.

The third objective focused on the relationship between social economic factors such as family background and the health of pupils and how they affect performance 30% of the respondents agreed that they had children who were sick due to malnutrition. According to WHO (2000) malnutrition in all its forms increases the risk of disease and early death.

Finally the study focused on the importance of nutrition and 30% of the respondents said that nutrition is very important on early childhood and primary education. According to Berkeley Seth and Dean Johnson (1991) nutrition is important for a development of a country because if children are healthy they study well and become future leaders.

5.2. Conclusion

The main purpose of the study was to determine the effects of social economic factors on academic performance. It was established that nutrition was very important to the growth and development of a child and that poor nutrition led to diseases hence poor school attendance leading to poor performance. Poor nutrition leads to poor performance in class and children who are hungry cannot concentrate in class. The study also revealed that poor nutrition affected the enrollment of pupils.

The study found out that poor nutrition led to diseases and therefore because of diseases children do not perform well in school. The study also found out that nutrition was very important and that for a country to develop it had to focus on nutritional programs.

5.3. Recommendations

The government should make sure that it focuses on nutritional and feeding programs in schools.

The parents and the community should be sensitized on the importance proper and stable family background and how they influence child development.

Parents should make sure that they provide food for their children as they go to school so that they do not go hungry and fail to concentrate in class.

A topic or subject on nutrition should be taught to the pupils so that as they grow up they know the importance of nutrition and how to eat right.

5.4 Suggestions for further research

More research should be done on the effect of nutrition on early childhood primary education.

REFERENCES

Abagi, O. 1999. Education for the Next Millennium in P. Kimuyu, M. Wagacha and O. Abagi (eds.) Kenya's Strategic Policies for the 21st. Century: Macro and Sectoral Choices. Nairobi, Institute of Policy Analysis & Research, 1999.

Abagi, O. et al. 1993 Household Factors as Determinants of School Participation of Girls in Kenya: The Case of Nairobi and Siaya District. Nairobi, African Academy of Sciences.

Banton. 1998. Economic Survey, 1998, Nairobi, Spear printers.

Coclough. C. 1986 Primary Schooling and Economic Development. Washington World Bank Staff Working Paper No. 399

Horowitz. 1985. Reform Agenda for Education Sector in Kenya, Nairobi.

Horowitz. 1988. Reform Agenda for Education Sector in Kenya, Nairobi.

Platteau. 2000 Children and Women in Kenya: A Situation Analysis 2000 Nairobi, UNICEF Kenya Country Office.

Ministry of Education Science and Technology. 2003. Free Primary Education: Every Child in School. Nairobi.

Stewart. 2002. Totally Integrated Quality Education and Training TIQET: Report of the Commission of Inquiry into the System of Education in Kenya. Media plus.

Sifuna, D. N., 1990, Development of Education in Africa: The Kenyan Experience, Nairobi. Initiatives Ltd.

Sifuna, D. N. 2003 The Pastoralist Communities and Free Primary Education in Kenya: A Preliminary Survey. Nairobi. MoEST, and Action Aid-Kenya 2003.

Weinreich, 1973, African Education system, 1973, Nairobi.

Weinreich, 1978, African Education system, 1978, Nairobi.

APPENDIX I

BUDGET

NO.	ACTIVITY	COSTS	
		Kshs	Ushs
1.	STATIONARY	3,000	100,000
2.	TYPING AND PRINTING	2,500	62,500
3.	TRANSPORT	2,500	75,000
4.	MEALS	2,000	70,000
5.	PHOTOCOPY	1,500	37,000
6.	INTERNET AND AIRTIME	1,000	25,000
7.	MISCELLANEOUS	5,000	125,000
TOTAL		17,500	424,500

APPENDIX II

TIME FRAME

ACTIVITY	PERIOD	OUTPUT
Proposal writing	Sept 2010	Proposal submission for approval
Field customization	Sept 2010	initial information collection
Developing instruments	Oct 2010	Developing of instruments
Data collection	Nov 2010	Coding and entering of data
Data analysis	Nov 2010	Analyzing and interpretation of data
Preparation of report	Dec 2010	Submission of dissertation

APPENDIX III

QUESTIONNAIRE FOR TEACHERS

Dear respondent,

I'm, a student from Kampala International University, Institute of Continuing and Distance Learning collecting data in relation to poverty on academic performance on pupils in Kenya. I request for your cooperation and I promise not to take much of your time.

Please note that we do not mention people's names to ensure privacy and confidentiality.

TICK WHERE APPROPRIATE

General instructions

- a) This questionnaire is to be filled by teachers
- b) Please assist and answer the appended questions after reading carefully
- c) Please tick in the space of choice provided
- d) Write comments in the provided space where necessary
- e) Do not write your name on the questionnaire.
- f) The information collected will be confidentially kept and will only be used for academic purpose

Personal details

At Sex:

☐

Male

☐

Female

B) Age

Age bracket	Tick where appropriate
12-16 years	
18-25 years	
25 years and above	

C) Education class level

Please indicate your educational level

Educational class level	Tick where appropriate
Class five	
Class six	
Class seven	
Class eight	

PART TWO: IMPACT OF POVERTY ON ACADEMIC PERFORMANCE OF PUPILS.

TICK WHERE APPROPRIATE

i) Are socio-economic factors affecting academic performance at your school? If yes give reasons.

.....

.....

.....

ii) Is the ministry of education doing enough to address the issue?

.....

.....

.....

iii) What other factors are impacting on academic performance of pupils at your school?

.....

.....

.....

iv)What challenges do pupils encounter in their quest for education at your school?

.....

.....

v) are socio-economic factors related to ones background?

.....

.....

vi) Give examples of those tribes that are

a) more educated

.....

b) less educated

.....

Give reasons for this

.....

.....

vii) How does poverty affect the performance of your school? Explain

.....

.....

viii) Do boys perform better than girls?

Yes ()

If yes give reason.....

No ()

If no give reason.....