

**POVERTY AND ACADEMIC PERFORMANCE OF PRIMARY SCHOOL  
PUPILS IN GARSEN ZONE, GARSEN DIVISION, TANA DELTA DISTRICT ,  
COAST PROVINCE, KENYA**

**BY**

**ABDI BILE SULEIMAN  
BED/14930/62/DF**

**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN AND  
DISTANCE LEARNING IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE AWARD OF DEGREE OF BACHELOR  
OF EDUCATION IN EARLY CHILDHOOD OF KAMPALA**

**INTERNATIONAL UNIVERSITY**

**DECEMBER 2009**

### DECLARATION

I, **Abdi Bile Suleiman**, do declare that this is my original work and has never been presented to any other university for any academic award.

Signature.....

**Abdi Bile Suleiman**

Date : <sup>15</sup>11-12-2009.....

### Approval

This is certify that this entire study has been under my supervision as a university supervisor and now ready for submission.

Signature -----

Ssekajugo Derrick

Date -----

11/12/2009

## **DEDICATION**

This entire study is dedicated to my beloved wife, my father Bile Suleiman and to my mum Habiba Bare and to all my family members.

## **ACKNOWLEDGEMENT**

The most immediate inspiration goes to my supervisor Mr. Ssekajugo Derrick for having devoted his time and for having accepted to be my supervisor. On the same note, I would wish to express my gratitude to my wife Hasna Ismail.

## **TABLE OF CONTENTS**

DECLARATION .....	i
APPROVAL .....	ii

DEDICATION.....	iii
ACKNOWLEDGEMENT .....	iii
TABLE OF CONTENTS.....	iv
LIST OF TABLES .....	vii
ABSTRACT .....	viii
 <b>CHAPTER ONE.....</b>	 <b>1</b>
<b>INTRODUCTION .....</b>	<b>1</b>
1.0 Background of the study .....	1
1.1 Statement of the problem .....	2
1.2 Objectives of the study .....	2
1.2.0 General objective.....	2
1.2.1 Specific objectives .....	2
1.3 Research questions .....	3
1.4 Scope of the study .....	3
1.5 Significance of the study.....	3
 <b>CHAPTER TWO.....</b>	 <b>5</b>
<b>LITERATURE REVIEW .....</b>	<b>5</b>
2.0 Introduction.....	5
2.1 DEFINITIVE REVIEW OF POVERTY.....	5
2.2 Causes of poverty in Kenya.....	6
2.3 Effects of poverty on provision of quality education.....	7
 <b>CHAPTER THREE .....</b>	 <b>10</b>
<b>METHODOLOGY .....</b>	<b>10</b>
3.0 Introduction.....	10
3.1 Research Design .....	10
3.2 Study Population.....	10
3.3 Sample Size.....	10
3.4 Sample Technique.....	11

3.5 Sample Procedure .....	11
3.6 Methods for Data Collection.....	11
3.7 Sources of Data.....	12
3.8 Data Processing and Analysis .....	12
<b>CHAPTER FOUR .....</b>	<b>14</b>
<b>DATA PRESENTATION, INTERPRETATION AND ANALYSIS OF THE</b>	
<b>FINDINGS .....</b>	<b>14</b>
4.0 Introduction.....	14
4.1 Profile of Respondents .....	14
4.2 Effects of poverty on the academic performance of pupils .....	15
4.3 Limited provision of school facilities, equipment and materials.....	17
4.4 Less staff development and training opportunities.....	18
4.5 Poor nutrition, feeding habits and poor health among pupils in schools .....	19
4.6 Increased school drop outs.....	21
4.7 Exposure of pupils and staff to indiscipline .....	22
<b>CHAPTER FIVE .....</b>	<b>24</b>
<b>RECOMMENDATIONS AND CONCLUSIONS .....</b>	<b>24</b>
5.0 SUMMARY .....	24
5.1 Conclusion.....	24
5.2 Recommendations.....	25
<b>REFERENCES .....</b>	<b>27</b>
<b>QUESTIONNAIRE FOR STUDENTS.....</b>	<b>29</b>
<b>QUESTIONNAIRE FOR TEACHERS.....</b>	<b>31</b>

## LIST OF TABLES

Table 1: Categories of Sample .....	11
Table 2: Respondents by Age .....	14
Table 3: Respondents by gender.....	15
Table 4: Respondents by educational level .....	15
Table 5: Provision of school facilities .....	17
Table 6: Less staff development and training opportunities.....	18
Table 7: Poor nutrition, feeding habits and poor health among pupils in schools	19
Table 8: Increased school drop outs.....	21
Table 9: Exposure of pupils and staff to indiscipline .....	22



## **ABSTRACT**

The purpose of this study was to establish the effects of poverty on pupil's academic performance of the selected primary schools in Garsen Central Zone, Tana Delta District Kenya.

The specific objectives of the study were to investigate the relationship between the effects mentioned and academic performance in Garsen Central Zone, and to investigate the role of the community in alleviating poverty and improving education in Garsen Central Zone.

The study employed a descriptive research design and the instruments used for data collection were questionnaires to the staff members of the schools and pupils involved in the study and interview guides.

The findings were presented and interpreted in relation to the study objectives and research questions. While linking to the existing literature, results included demographic characteristics, frequency and percentages. Based on the findings, it was observed that poverty affected the academic performance of pupils negatively. The findings suggested recommendations on areas pertaining to the provision of school facilities for pupils to learn well.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Background of the study**

Poverty is the world's current greatest threat to peace and stability more than terrorism and other highly publicized struggles. According to (Sachs, 2005) more than eight million people around the world die each year because they are too poor to stay alive. Their plight is hardly articulated because the public hardly comments about it. The poorest of the poor currently stand at about one sixth of humanity. They live in extreme poverty and struggle daily for survival. In the year 2001, the World Bank estimated roughly 1.1 billion people were living in extreme poverty down from 1.5 billion in 1981. Of these people, about 93% live in three regions; East Asia, South Asia and Sub-Saharan Africa. Poverty has been on the increase in sub-Saharan Africa while in East Asia and South Asia it has been decreasing. For instance, in Sub-Saharan Africa almost half of the population is deemed to live in extreme poverty and this proportion has been rising over the period. (World Bank 2001)

In Kenya, poverty has been on the increase. In 1994 the welfare monitoring survey estimated the poverty index at about 47.2% while in 2004 it was estimated at about 56%. This is against government of Kenya's commitment at the time of independence in 1963, to fight illiteracy, disease, ignorance and poverty with a view to eradicate them and achieve sustainable development. A policy on poverty reduction was stated in a sessional paper No. 10 of 1965 on

African socialism and its application to planning in Kenya, (GOK, 1999; Republic of Kenya, 1999). Several National development plans, sessional papers, presidential commissions, Task forces and studies in Kenya have ever addressed the issue of poverty, (Republic of Kenya, 1999). To date poverty is still a challenge and it is recognized as a major threat to a very significant section of Kenyan society including education. This study was therefore intended to determine the effects of poverty on the academic performance of learners in Garsen central zone, Garsen division, Tana Delta district of Kenya.

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

The study intended to investigate the effect of poverty on the academic performance of primary school pupils in Garsen Central zone.

### **1.2 Objectives of the study**

#### **1.2.0 General objective**

This study was intended to establish the effects of poverty on pupil's academic performance in selected primary schools in Garsen division, Tana Delta District Kenya.

#### **1.2.1 Specific objectives**

This study was intended to:

1. Determine the profile of the respondents in regard to;

## 1.1 Social demographic data

### 1.1.1 Age

### 1.1.2 Gender

### 1.1.3 Academic level

2. Determine the effects of poverty on academic performance of learners in Garsen division.

3. Determine the role of the community in alleviating poverty and improving education in Garsen division.

## 1.3 Research questions

1. What are the effects of poverty on academic performance of learners in Garsen division.?
2. What is the role of the community in alleviating poverty and improving education in Garsen division?

## 1.4 Scope of the study

The study was conducted in Garsen division, Tana Delta DISTRICT Kenya. The study was limited to the objectives of the study.

## 1.5 Significance of the study

The study was thought to be of great benefit to the following:

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

To the district supervisors they will be able to identify the communities abilities and try to organize the communities in seminars and workshops to empower them knowledge and skills on how to alleviate poverty and promote education.

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

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

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

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

#### **2.1 DEFINITIVE REVIEW OF POVERTY**

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

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

recreation quality health care, education and other perquisites for upward social mobility.

In Kenya poverty has been defined in terms of the condition in which poor people find themselves in. For the purposes of this research, poverty will be defined in its multi-dimensional nature where it includes inadequacy of income and deprivation of basic needs and rights, and lack of access to productive assets as well as to social infrastructure and markets (Government of Kenya, 1999). According to the poverty reduction strategy paper for the period 2001 -2004, qualitative approach of measuring poverty defines the poor as those who can not afford basic food and nonfood items while the qualitative approach defines poverty as the inability of people to meet their basic needs. It is associated with features as lack of land, unemployment, inability to feed oneself and family, lack of proper housing

## **2.2 Causes of poverty in Kenya**

As reported in the poverty reduction strategy paper for the period 2001 – 2004 and the second participatory poverty assessment study in Kenya (Government of Kenya, 1999), the following are the causes of poverty in Kenya. Low agricultural livestock productivity and poor marketing. Mostly caused by traditional farming methods, low soil fertility, drought and floods, poor and inadequate extension services, high cost of inputs, low quality seeds, lack of credit facilities, lack of pasture and water, animal disease, lack of information and opportunities on

marketing. Insecurity – e.g. banditry, hijacking, raiding, stock theft, robbery and looting, physical injury, mutilation, rape and murder. Unemployment and low wages coupled with lack of infrastructure for self-employment. Bad governance – lack of transparency and accountability in management of resources and funds meant to benefit communities. Land issue – Landlessness, squatterdom, communal ownership customary laws governing land and fragmentation. Inadequate roads – poor road network which causes lack of access to schools, markets and hospitals. Cost of social services – health, education etc. HIV/AIDS – Young and energetic die leaving the old, widows and orphans. Causes high dependency and wastage of time caring for the ill.

Gender imbalance – e.g. lack of ownership and control over productive assets such as land by women, lack of authority to decide on economic activities at family level by women, lack of access to credit due to lack of collateral. This makes female headed families vulnerable. Disability – Disabled people are denied access to public utilities, good health care, basic education and vital information leading to lack of employment opportunities. Personal causes – Laziness and social breakdown (Government of Kenya, 1999).

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

Having articulated the indicators of Quality Education in schools, it is worthy to note that all aspects of quality cannot be achieved because of the effects of poverty in financing education in Kenya which include:



Limited provision of school facilities, equipment and materials. Such affects the quality of teaching and learning. Less staff development and training opportunities. Poor nutrition and feeding habits in schools

Poor health among some students. Poor time management especially when learning is interrupted as students are sent for fees in some schools. Exposure of students and staff to indiscipline. Exposure of students, parents and staff to stressful situations. Creation of poor relations between the school and some parents. Creation of strained relations with the community. Poor working relations in schools

Lack of development of certain skills in students due to inadequacies of the curriculum some schools adopt. Increase school drop out. (Government of Kenya, 1999),

The list of the effects is long depending on the nature and type of school and the environment in which the school is situated. For instance schools in the arid and semi arid areas are more vulnerable compared to schools in high and medium economic potential areas. Equally, schools attracting students from among the urban poor are more susceptible to poverty compared to school children of the well to do in society. Worst affected are girls in some communities where they may be denied education in favor of boys. In other situations the girls may be married off to counter the perennial poverty in their home as the parents hope to be paid some dowry. (Abagi and Odipo, 1997).

Day schools are most affected especially schools in the low income areas. Other school, attract very few students such that they can not enjoy economies of scale in financing educational activities and programmes.

Where the average poor struggle to educate their children putting almost all the family income in financing of the education of their children, the poorest of the poor do not access this service. Contrary, the non poor appear to be benefiting from the cost sharing arrangement in financing secondary education hence the escalation of the gap between the rich and the poor in society.

The school is the most important functional point for achieving the educational goals. (Abagi and Odipo, 1997).

In Kenya, many children who enter the school system at the primary level do not complete the cycle pupils drop out at various stages of the education system. Several factors are responsible for high-dropout rates and hence low completion rates among primary school pupils Schools require pupils to have uniforms, textbooks, and stationary and pay tuition building fund and activity fees. Due to high cost of these items, children, whose parents cannot afford to provide all or most of these requirements, are always under pressure from the schools' administrators. The frustrations these pupils go through affect their academic performance: they lose interest in education and, eventually, drop out (Abagi and Odipo, 1997).

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

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

#### **3.1 Research Design**

This study employed a descriptive research design since the study was about explaining a scenario or an event. Both qualitative and quantitative methods were used. The quantitative and qualitative techniques were used to collect and analyze data on the parenthood practices.

#### **3.2 Study Population**

The study was carried out in Garsen division, Tana Delta District Kenya. The study involved students, teachers and parents.

#### **3.3 Sample Size**

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

**Table 1: Categories of Sample**

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

Source: Primary data

### **3.4 Sample Technique**

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

### **3.5 Sample Procedure**

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

### **3.6 Methods for Data Collection**

#### **Instruments**

- **Questionnaires**

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

- **Interviews**

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

### **3.7 Sources of Data**

This study used both primary and secondary data:

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

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

### **3.8 Data Processing and Analysis**

Qualitative data involved three sets of activities which included editing, coding and frequency tabulations. Editing was done by looking through each of the field responses from questionnaires and interview guides ascertaining that every applicable question has an answer and all errors eliminated for the completeness, accuracy and uniformity. The researcher then proceeded on to coding the various responses given to particular questions that lack coding frames, he then established how many times each alternative response category

was given an answer using tally marks which was later added up. Data was then presented in frequency tabulations rendering it ready for interpretation. Quotations and field notes made were also included.

## CHAPTER FOUR

### DATA PRESENTATION, INTERPRETATION AND ANALYSIS

#### 4.0 Introduction

This chapter deals with the analysis and interpretation of the data collected. The results are presented in tables and in form of frequency counts and percentages.

#### 4.1 Profile of Respondents

A total of 75 respondents were selected. The tables below show the various types of respondents that were selected.

**Table 2: Respondents by Age**

Age brackets	Frequency	Percentage
13-19	10	13.3%
20- 25	20	26.7%
26- 30	15	20%
31- 35	10	13.3%
36- 40	15	20%
40 and above	5	6%
<b>Total</b>	<b>75</b>	<b>100</b>

Source: primary data

The table shows that the majority of respondents 60% were in the age brackets of 26-30 and 31-35.

**Table 3: Respondents by gender**

Gender	Frequency	Percentage
Male	40	53.3
Female	35	46.7
Total	<b>75</b>	<b>100</b>

Source: Primary data

According table 3, the male respondents were the majority that is 53.3% and the female respondents were 46.7%.

**Table 4: Respondents by educational level**

Educational level	Frequency	Percentage
None	5	6.7
Primary	10	13.3
Secondary	30	40
College/university	30	40
Total	<b>75</b>	<b>100</b>

Source: Primary data

The table above shows that the majority of the respondents that is 30(40%) had a level of secondary and college education and 10(13.3%) had primary level while 5(6.7%) had no education.

#### **4.2 Effects of poverty on the academic performance of pupils**

Research findings reveal there is a relationship between poverty and academic performance of pupils. It was revealed that the traditional division of labor



stipulates that girls and boys perform certain tasks within the domestic economy as unpaid family labor. In many poor families labor is not only a cultural demand, but in many cases it may be absolutely imperative for family survival. The relatively greater value placed on the unpaid domestic labor results in frequent absenteeism, chronic fatigue and hence poor performance and then school drop out.

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

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

According to the teachers some of the children were always sent home due to non payment and because of that they would miss classes and hence poor performance. The teachers also revealed that because of poverty children are forced to do work at home before they come to school and this leaves them very tired and therefore cannot concentrate in class which leads to poor performance.

#### 4.3 Limited provision of school facilities, equipment and materials

The study revealed that due to poverty school facilities and equipment materials were scarce and therefore the students did not perform well in class because they could not understand what the teachers were teaching. The findings relating to limited provision of school facilities, equipment and materials were captured and presented in percentages using frequency counts in form of the table below

**Table 5: Provision of school facilities**

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

Source: Primary data

The table above shows that 58% disagree that they have enough text books, 54% said they did not have enough classrooms, 60% said the practical materials

were not enough, 51% do not have the necessary laboratories, and school uniforms and 30% do not have enough chairs and blackboards. These all naturally affect the academic performance of students. From the interviews held with the teachers they revealed that lack of these facilities led to children performing poorly since they did not have what to use to study.

#### 4.4 Less staff development and training opportunities

The findings of the study are presented in the following table and

**Table 6: Less staff development and training opportunities**

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

Source: primary data

The table shows that 31% strongly agree that they have few teachers, 59% have few trained teachers, 60% have large classes, 51% do not understand anything since the classes are large, and 54% say teachers do not teach all subjects since they are few and 57% say that teachers do not teach well due to frustrations. These are all effects of poverty which affect the academic performance of the students. According to the teachers they are less paid and yet they handle large classes and teach for many hours. They also revealed that they had less training and this so because they did not have funds to cater for their training.

#### **4.5 Poor nutrition, feeding habits and poor health among pupils in schools**

**Table 7: Poor nutrition, feeding habits and poor health among pupils in schools**

	Item	Strongly agree	Agree	Disagree
1	We have feeding programs at school	20%	30%	50%
2	The diet is balanced	10%	20%	70%
3	We eat all necessary meals and well prepared	40%	20%	40%
4	the school environment is clean and disease free	45%	5%	50%

5	The school has good health facilities	30%	15%	55%
6	Few students fall sick	10%	40%	50%

**Source: Primary Data**

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

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

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

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

#### 4.6 Increased school drop outs.

**Table 8: Increased school drop outs**

	Item	Strongly agree	Agree	Disagree
1	Most pupils drop out due to poverty	70%	20%	10%
2	Children have to work at home before they come to school an hence perform poorly which leads to poor performance and hence drop out	59%	19%	22%
3	The school environment is not good due to poverty and hence students drop out	60%	10%	30%
4	Children do not have what to eat and study when hungry yet they do not understand and hence drop out	60%	15%	25%
5	The distances from home to school are long and pupils reach school when they are tired and therefore cannot concentrate in class which leads to school drop out	50%	20%	30%
6	Parents are poor and therefore their daughters drop out of school to get married so that they are paid dowry.	40%	5%	55%

**Source: Primary Data**

According to the table 70% of pupils drop out due to poverty, 59% have to work at home before they go to school which leaves them tired and therefore cannot

concentrate in class, 60% leave school because the school environment is not good and this includes large classes few instructional materials among others. 50% agree that long distances for students are a burden and therefore students ended up dropping out and 40% said that parents forced girls to leave school early to get married due to poverty.

The study found out that students from poor homes found it very difficult to cope with the school environment since they lacked many things that is they did not have enough or good food to eat, they did not have school uniforms and were always sent home for school fees these alone lead to frustration and the child hating the school environment and this therefore leads to school drop out.

#### 4.7 Exposure of pupils and staff to indiscipline

**Table 9: Exposure of pupils and staff to indiscipline**

	Item	Strongly agree	Agree	Disagree
1	pupils turn to drugs due to poverty	80%	10%	10%
2	pupils turn to deviant behavior when they lack something in life	59%	19%	22%
3	The teachers do not care about students from poor families and therefore they behave the way they want	60%	10%	30%
4	pupils perform poorly in class because they lack materials and this leads to students losing interest in education and hence indiscipline cases	40%	20%	40%
5	Children from poor families are the most	40%	20%	40%

	undisciplined			
6	Because teachers are frustrated they do not <i>care about the discipline of the students</i>	60%	15%	25%

**Source: Primary Data**

The table clearly shows that pupils who come from poor families are likely to abuse drugs because they are frustrated and 80% agree to that. Teachers revealed that students who come from poor families are willing to study but because of what they lack that is parental love, good food, and good clothes among others discourages them and therefore turn to deviant behaviors.

The study also found out that due to poverty the relationship between the teachers, parents and students is not good since every one is frustrated, the teachers are not well paid and they look at the poor pupils as the cause of all these and the parents are frustrated since their children are always being sent home and the students also get tired of all these. These are a hindrance to academic performance.



## **CHAPTER FIVE**

### **RECOMMENDATIONS AND CONCLUSIONS**

#### **5.0 SUMMARY**

From the study it can be noted that poverty has a direct relationship on academic performance of the pupils

#### **5.1 Conclusion**

Education is widely accepted as the main exit route from poverty. It is the backbone of growth and development of individuals and the nation. However, its achievement continues to elude many Kenyans who are poverty stricken.

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

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

These render them too uncompetitive in the job market. However, the efforts by the Government of Kenya to avail educational opportunities to the poor are welcome especially the proposed tuition waiver in secondary schools. Because

this will not fully solve the problem of the poor in accessing secondary, the educational stake holder should further augment government efforts in financing education.

## **5.2 Recommendations**

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

Encouraging industry to assist in financing of education especially through scholarships

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

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

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

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

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

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

## REFERENCES

Achoka JSK, Odebero SO, Maiyo JK, Ndiku JM (2007) Access to basic education in Kenya: Inherent concerns. Paper presented in the first KAEAM conference. Eldoret, Kenya April 9th- 11th.

Cheng YC, Tam WM (1997) "Multi-models of Quality education". In Quality assurance in Education Vol. 5 No.1

Commonwealth Secretariat (1993), Monitoring school effectiveness. London: Commonwealth Secretariat

Government of Kenya (2003) Economic Recovery strategy for wealth and employment creation 2003 – 2007, Nairobi; Government Printer.

Government of Kenya (1999) First Poverty Report in Kenya, Nairobi; central Bureau of statistics and Human Resources and Social services Departments.

GOK (2001) Poverty Reduction. Strategy Paper for the period 2001 – 2004, Nairobi: Government Printer

GOK (1999), National Poverty Eradication Plan 1999 – 2015, Nairobi: Government Printer.

Government of Kenya (1997) The Second Participatory Assessment Study, Nairobi: Human Resources, Social Science Department and the Ministry of Planning and National Development.

James P (1996) Total Quality Management. An introductory Text,, London: Prentice Hall

Ministry of Education Science and Technology (2003), National Action Plan on Education for all, Nairobi: Government Printer.

MOEST (2003) National Conference on Education and Training Report on Meeting the challenges for the Education and Training in Kenya in 21st Century. Nairobi MOEST.

Republic of Kenya, (2004) Draft Sessional Paper on Policy framework for the Education Sector, Nairobi: Government Printer.

Sachs JD (2005) The end of poverty, Economic possibilities of our time, New York: The Penguin press.

UNDP, (1998) Progress Against Poverty in Africa, New York: UNDP

## APPENDICES

### APPENDIX I

#### QUESTIONNAIRE FOR STUDENTS

**Dear respondent,**

I am a student of Kampala International University carrying out an academic research on the topic "the effects of poverty on pupil's academic performance of the selected primary schools in Garsen division, Tana Delta District Kenya." You are therefore kindly requested to provide an appropriate answer by either ticking the best option or give explanation where applicable. The answers provided will only be used for academic purposes and will be treated with utmost confidentiality.

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

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

Male

☐

Female

☐

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

20-25

☐

26-30

☐

31-35

☐

36 and above

☐

Evaluate the following statements using the following;

Not sure	Disagree	Agree
3	2	1

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

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

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

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

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

1	We have feeding programs at school	
2	The diet is balanced	
3	We eat all necessary meals and well prepared	
4	the school environment is clean and disease free	
5	The school has good health facilities	
6	Few pupils fall sick	

**Thank You**



## APPENDIX II

### QUESTIONNAIRE FOR TEACHERS

**Dear respondent,**

I am a student of Kampala International University carrying out an academic research on the topic "the effects of poverty on pupil's academic performance of the selected primary schools in Garsen division, Tana Delta District Kenya." You are therefore kindly requested to provide an appropriate answer by either ticking the best option or give explanation where applicable. The answers provided will only be used for academic purposes and will be treated with utmost confidentiality.

#### A) Personal Information

##### 1. GENDER

Male ☐ Female ☐

##### 2. AGE

20-25 ☐ 26-30 ☐

31-35 ☐ 36 and above ☐

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

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

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

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

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

1	pupils turn to drugs due to poverty	
2	pupils turn to deviant behavior when they lack something in life	
3	The teachers do not care about pupils from poor families and therefore they behave the way they want	

4	Students perform poorly in class because they lack materials and this leads to pupils losing interest in education and hence <i>indiscipline cases</i>	
5	Children from poor families are the most undisciplined	
6	Because teachers are frustrated they do not care about the discipline of the students	

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

1	The school has feeding programs at school	
2	<i>The diet is balanced</i>	
3	pupils eat all necessary meals and well prepared	
4	the school environment is clean and disease free	
5	The school has good health facilities	
6	Few students fall sick	

**Thank you**