

**THE EFFECT OF POVERTY AND ATTITUDE ON SECONDARY SCHOOL
EDUCATION; THE CASE OF OTHAYA DIVISION-
NYERI DISTRICT CENTRAL PROVINCE
KENYA**

BY

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**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF EDUCATION
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INTERNATIONAL UNIVERISTY**

DECLARATION

I, Mwaniki J.K. Ayub do declare that this information is my original work and has never been presented to any other institution of learning for award.

Signature

Date

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APPROVAL

I declare that this research project has been submitted for examination under my approval as supervisor.

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Date: ..13../04/...2010.....

DEDICATION

I dedicate this work to my late dad Ayub, and mum Annah, sisters, Eunice, Loise and Milka my son Miano and daughters Anne and Joy for their support through my education both morally and financially may God bless you all.

ACKNOWLEDGEMENT

I am thankful to the almighty God for seeing me through my entire life, it has never been an easy pass but He has enabled me and am glad that I have reached this point successfully

Am also grateful to my lecturers who were very supportive and gave me a spirit of hard work

I am thankful to my friends whom I have had a tough and easy moments with; for their support, care, and concern at every point of need.

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ABSTRACT

The study examined the effect of poverty and attitude on secondary school education; the case of Othaya division- Central Province; Kenya

The objectives of the study were:-

1. to assess the existing parent and student attitudes on education in Othaya Division
2. to investigate on the challenges facing secondary school education in Othaya division
3. to assess the levels of poverty at the household level in Othaya Division

The research was principally descriptive involving both qualitative and quantitative techniques of data analysis. Stratified random sampling techniques were also used to select respondents for the study and total of 130 respondents participated in the study.

The main instruments for data collection were questionnaires, focused group discussions and face-to-face interviews were conducted. Data collected using questionnaires and a structured interview guide was analyzed using frequency counts in form of percentages and was later tabulated to determine the level of significance.

The findings of the research showed the low attitude of parents and students is attributed to the high levels of poverty in Othaya Division that has driven many students out of schools and forced many parents to withdraw their students especially in the so-called “good schools”.

The researcher recommends among others things that government should increase financing of these educational institutions, review the educational curriculum and provide education for all through the introduction of Universal Secondary Education as this will help those students especially from the disadvantaged families to enroll and acquire basic Education.

Chapter One

Introduction

1.0 Background of the study

Education is as old as humanity. According to the World Reference Dictionary (2005), education refers to a process that leads to development of skills, knowledge and development of character. Education may also refer to the act of passing on knowledge from teachers to pupils with the hope of transforming pupils who can be transformed into higher levels of secondary education. The word 'education' comes from the English word 'educate' which means to develop the knowledge skills or character. The New Short Oxford English Dictionary (1994) defines education as the process of education or teaching. Fletcher (2000) defined education as the process of teaching especially at a School, College or University. All the definitions of education hold the view of developing knowledge thus the major purpose of education is to develop skills, knowledge and character.

Education in this study refers to the act of passing on knowledge mainly from teachers to learners with the hope of transforming pupils into meaningful thinkers who can be accepted into higher levels of secondary education. When traced properly, education begins at home with parents teaching their children life skills such as cooking, cleaning the compound and moral values. This education is mainly informal with the parents as teachers, children as pupils and every event a classroom. However, the most recognized form of education is the formal education where people go to school to learn and be instructed by teachers in a number of ways.

The purposes of education are endless and depend on society but what is important to note is that education propels society. In this modern setting, lack of education is equivalent to committing 'suicide' because it will be impossible for someone uneducated to survive in the near future. Education is the life of activity because without it, it is like a door without a key. It is the heart of the brain and activity of the world.

It is widely agreed that the relationship between poverty and education operates in two directions: poor people are often unable to obtain access to an adequate education, and without an adequate education people are often constrained to a life of poverty. However, before addressing the interrelationships between poverty and education, it is important to emphasize that due to the scourge of poverty the Education standards in Nyeri district are deplorable consequently the low overall turn out of school going children this has been attributed to the fact that most parents and children have collectively ceased to appreciate education in this region.

However this problem has not been an exemption to Nyeri District alone which is the focus of this study but to the greater rural Kenya and this situation makes one wonder why it continues to prevail in spite of all the efforts by the concerned stakeholders to eradicate poverty and foster the need for basic education thus enticing the researcher to under take a study focusing on the effects of poverty on secondary school education in Othaya Division as a logical start.

Statement of the problem

Lack of educational resources in poor schools sometimes hampers learning. Despite financial incentives, good teachers usually prefer to teach in richer schools. The correct resource combination may also be important. Without good textbooks or classroom resources, more teachers cannot necessarily improve the quality of learning. There appears to be a limit to what schools alone can do to overcome the effects of poverty on education. Educational interventions throughout the world show at best modest success. Successful interventions seem to deal well with a specific context, rather than offering models that can be copied.

A benevolent economic environment that accentuates the gains from education may be necessary for many educational interventions to have a strong effect on poverty. Poverty is strongly correlated with a range of home background variables, including parental education, which also influence children's educational outcomes. Thus it may be difficult to separate these influences and to know the extent to which the education of poor children is being held back by too few financial resources rather than other home background factors.

In Othaya division it has been noted by the District Education officer (Mboya, 2008) that not only is the costs or the poor quality of schooling that has reduced demand for education among the poor but Othaya being in the rural area the perception that the benefits of education is low and not yet well understood is a contributing factor. According to the District Education officer, the poor, even when they are educated, have difficulty finding jobs that compensate them adequately for the education attained. (Mboya, 2008)

General objective of the study

The general objective of this study was to investigate the effects of poverty on secondary school education in Othaya Division- Kenya.

Specific objective:

Specifically, the study;

1. assessed the existing parent and student attitudes on education Othaya Division.
2. investigated on the challenges facing secondary school education in Othaya division
3. assessed the levels of poverty at the household level in Othaya Division

Research Questions

1. What are the existing parent and student attitudes on education in Othaya Division?
2. What are the challenges facing secondary school education in Othaya division?
3. What are the levels of poverty at household level in Othaya Division?

Scope of the Study

Geographical scope

This study investigated the effect of poverty in secondary school Education in Kenya. It was carried out in the Central province of Othaya division, Nyeri District and it involved students and parents from Kiamuya secondary school, and Karuthi secondary school.

Time Scope

The study was carried out for a period of six months i.e. from April to September 2009.

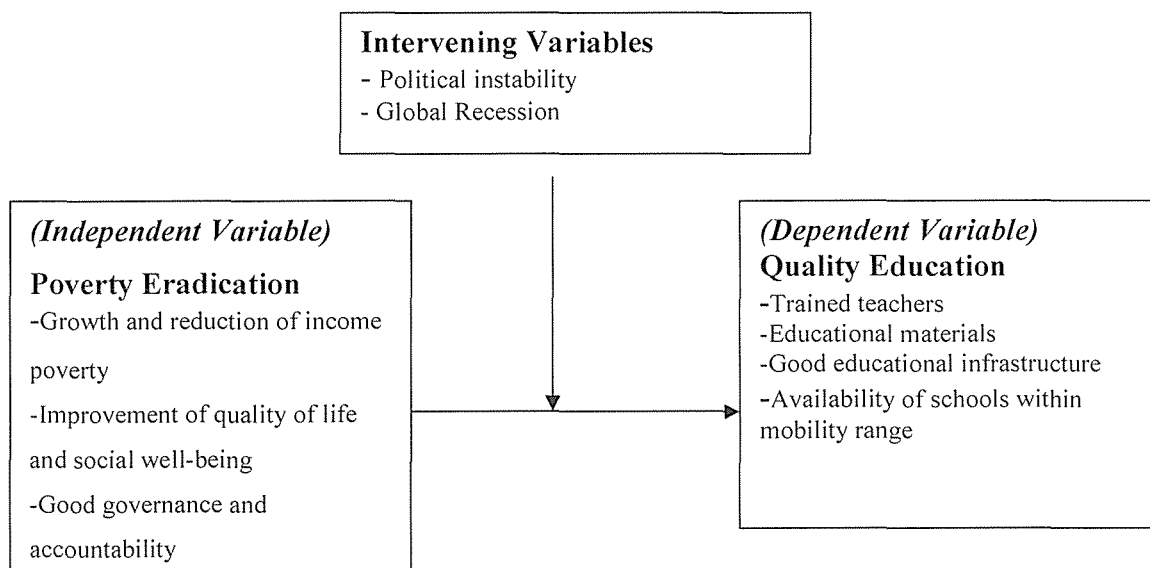
Content scope:

Content scope was limited to establishing the impact of parent and student attitudes on education, challenges facing secondary school education, and the levels of poverty at the household level in Othaya Division as factors hindering the attainment of high educational standards in Nyeri District.

Significance of the study

- i. The results of the study would be useful to future researchers who might be interested in a related field.
- ii. The result would also contribute to the existing theories on poverty and Education

Conceptual Framework



Researchers Conceptualization 2009

The Conceptual framework indicates that the results of poverty eradication is Growth and reduction of income poverty this will ensure Improvement of quality of life and social well-being and may be maintained by Good governance and accountability. This can enhance the quality of education by having trained teachers and educational materials with good infrastructure and schools within mobility range so that students do not have to labour to access education. However political instability and global recession can hinder poverty reduction thus affecting the every effort of improving the quality of education.

Chapter Two

LITERATURE REVIEW

Introduction

This chapter presents a review of literature relating to the variables under investigation; it presented the related literature. The related literature was presented with the objectives of the study and cited to suit the effect of poverty on Education. The researcher made a number of links that arose from the literature.

Poverty and Education

Educational research has consistently found home background (socio-economic status) to be an important determinant of educational outcomes, and economic research has shown that education strongly affects earnings. Poverty is not simply the absence of financial resources. According to Amartya Sen (2001), poverty is the lack of capability to function effectively in society. Inadequate education can thus be considered a form of poverty. Absolute poverty the absence of adequate resources hampers learning in developing countries through poor nutrition, health, home circumstances (lack of books, lighting or places to do homework) and parental education. It discourages enrolment and survival to higher grades, and also reduces learning in schools. The relative poverty perspective emphasizes exclusion from the mainstream in rich countries, which can reduce the motivation of the relatively poor and their ability to gain full benefits from education.

Poverty is strongly correlated with a range of other home background variables, including parental educational attainment, thus it is difficult to separate the effects of limited financial resources from other home background factors. Poverty and education gradients (between home background and achievement) differ greatly among countries, some schools manage to reduce the gradient by improving performance of poor students.

High financial costs of schooling make education less affordable to the poor, who are very cost sensitive (demand is price elastic). Opportunity costs of education are often also high (for example, children may work in agriculture or do domestic chores such as fetching water). In many societies, the benefits of education may be low or not well understood, particularly for girls. Lack of educational resources in poor schools sometimes hampers learning. Despite financial incentives, good teachers usually prefer to teach in richer schools. The correct resource combination may also be important. Without good textbooks or classroom resources, more teachers cannot necessarily improve the quality of learning.

The Concept of poverty

The concept of poverty, when applied in both developing and developed country contexts, needs to be broadened beyond a uni-dimensional concentration on a person's lack of financial resources. It is widely agreed that the relationship between poverty and education operates in two directions: poor people are often unable to obtain access to an adequate education, and without an adequate education people are often constrained to a life of poverty. However, before addressing the interrelationships between poverty and education, it is important to discuss the concept of poverty.

Poverty has many dimensions and does not merely entail low levels of income or expenditure. The work of Amartya Sen (1992, 2001) has broadened our understanding of poverty by defining it as a condition that results in an absence of the freedom to choose arising from a lack of what he refers to as the capability to function effectively in society. This multidimensional interpretation moves far beyond the notion of poverty as being solely related to a lack of financial resources. For example, Sen.'s viewpoint would suggest that inadequate education could, in itself, be considered as a form of poverty in many societies.

When considering poverty's linkages with a lack of sufficient financial resources it is useful to consider the two distinct components of absolute and relative poverty. Absolute poverty is the absence of financial resources required to maintain a certain minimal standard of living. For example, an absolute poverty line can be set, based on factors such as the financial resources needed for the most basic needs Education in rich or the income level required to purchase basic food needs (Fields, 2000; Deaton, 1997). Such poverty lines need to be adjusted for inflation if they are to be used at different time points. A poverty line commonly used by the World Bank for making international comparisons is US\$1 per person per day, or sometimes US\$2 per person per day. This kind of absolute poverty line provides a fixed yardstick against which to measure change. For example, to see whether a country is making any progress in reducing poverty, or to compare several countries or several regions.

By absolute poverty standards, such as the designation of US\$1 per person per day, few people in developed countries may be considered poor yet a considerable proportion of the population in these countries might be considered to be relatively poor because they are excluded from the mainstream of economic and social life. Such people might experience poverty via sources such as social marginalization, lack of education, low income, poor language skills, and other factors that prevent a genuine integration into mainstream society. Both absolute and relative poverty are relevant for education.

Lack of financial resources may limit school attendance among the absolutely poor in developing countries. The relatively poor in developed countries, however, often feel excluded from the school community, or the whole school community itself may feel excluded from the wider society. Such exclusion affects their ability to gain the full benefits from education or to translate the benefits of education into remunerative employment. This also has a potential impact on motivation to

participate or to do well in education. Where absolute poverty is considered, the focus will be on developing (poor) countries. In contrast, where relative poverty is considered, the focus will usually be on developed (rich) countries (even though relative poverty is also widely present in poor countries).

Education's linkages with economic growth

Education's linkages with economic growth Education stimulates economic growth and the development of poor countries, when both the quantity and the quality of education are considered. This also makes it possible for individuals to earn more. The evidence showing that the quantity of education makes a difference to economic growth is not as strong as is often thought (Filmier and Pritchett, 1999; Pritchett, 2001). In fact, the recent international literature (for example, Pritchett, 1996; Temple, 2001; Krueger and Lindahl, 2001) shows no simple causal relationship between education and economic growth.

Education is often poorly measured, and the impacts do not always show up as statistically significant in cross-country growth regressions (Levine and Renelt, 1992). This may be because large variations in the quality of education make it difficult to measure its impact across different countries. Research in this field has been hampered by suspect data and difficulties in specifying or measuring human capital and technology variables. Maddison (1989) made the following remark: *...the economic impact of better education is not easy to measure.*

Poverty is strongly correlated with a range of home background variables, including parental education, which also influence children's educational outcomes. Thus, it may be difficult to separate these influences and to know the extent to which the education of poor children is being held back by too few financial resources rather than other home background factors. Because such factors are so difficult to disentangle, researchers often treat all mechanisms operating via socio-

economic status as a single effect. Educational outcomes generally improve as the socio- economic status (SES) of children rises “in all countries, at all age levels, and for all subjects” (UNESCO EFA, 2004).

This has come to be referred to as the socio-economic gradient (Williams, 2006). SES is usually measured as a constructed variable that includes parental education. Most studies do not separately distinguish the effects of parental education, financial resources, and other home background factors. Thus, it is not clear whether there is also a socio-economic gradient for children of parents with a similar education (that is, if higher parental incomes always improve educational outcomes for given levels of parental education). In other words, it is not clear exactly what the impact of financial resources is, separate from other factors.

An analysis of two large international educational assessment studies, PISA (the Programme for International Student Assessment) and TIMSS (the Third International Maths and Science Study), shows that the socio-economic gradient differs greatly among countries. However, there is also evidence that some schools can reduce the gradient by improving the performance of poor students. However, it also appears that the poverty level of the whole school community has an additional negative effect, over and above the poverty level of an individual, even for schools with similar resources. Thus, children attending schools where most students are poor are at an even greater disadvantage than poor children attending more affluent schools (Williams, 2006).

Absolute poverty reduces the ability to learn in developing countries, widespread absolute poverty hampers education through poor nutrition and health, low parental education, limited financial resources for education, and poor home circumstances. Absolute poverty (where people have very few resources and where their most basic needs are not met) is most common in developing countries, particularly in rural areas, although pockets of absolute poverty also exist in developed

countries. It results in poor home circumstances for learning (for example, no books, lighting, or places to do homework), affects children's physical wellbeing and ability to learn, is associated with low parental education, and limits resources for investing in education.

Poverty reduces educational enrolment. High financial and opportunity costs of education (for example, children who work on farms or in households) and limited perceived benefits of education sometimes limit the demand for education among the poor in developing countries. Many studies in developing countries have shown that access to education differs depending on income level. Systematic investigation of this difference across countries is now easier using Demographic and Health Surveys, which have been carried out in many developing countries. Such studies show large differences in enrolment in Grade 1 in many countries, but also that fewer poor children remain in school to higher grades (Filmier and Pritchett, 1999 and 2001; Orazem, Glewwe and Patrinos, 2007).

Quality of Education

The demand for education depends on a number of things, such as the financial and opportunity costs of education, the quality of education, and its perceived benefits. The financial costs of schooling are often high, making it difficult for poor parents to afford schooling for their children. Such financial costs include not only school fees, but also other direct costs such as the costs of transport, school uniforms, and school books. In addition to financial costs, there are also non-financial costs, such as the opportunity cost of sending children to school. Particularly in rural areas, many children may be involved in agricultural work or domestic duties (for example, fetching wood or water), so sending them to school involves an opportunity cost to the household. There is usually a strong gender dimension to this choice: girls often have more household responsibilities, and there may be fewer well-paying jobs available for educated girls than for boys.

However, the poor also seem to be more responsive to school quality. If educational quality is poor, then poor people are more likely not to attend than rich people (Morrison, 2002). Thus an increase in educational quality is another strong incentive for the poor to attend school, again increasing enrolment. It is not only the costs or the poor quality of schooling that reduce demand for education among the poor. In many societies, and particularly in rural areas, the benefits of education may be low or not yet well understood. Often the poor, even when they are educated, have difficulty finding jobs that compensate them adequately for their education.

This may be because the education they receive is of a lower quality, or may be perceived to be of a lower quality, than is the case in schools in richer areas. It may, however, also be because jobs are scarce in rural areas, where many of the poor live, and the economic benefits of education are therefore not apparent to parents. This is particularly true for girls, adding to the trend towards lower enrolment ratios for girls.

Poor schools usually have fewer resources

In many of the poorest countries, the right combination of resources may also be quite important (World Bank, 2004). Without good textbooks or other classroom resources, more teachers cannot necessarily improve the quality of learning. Thus, studies show great positive effects of more good textbooks, effects that often appear to be larger than those of additional teachers. How resources are combined and how they are used in the classroom, may be of great importance to gain optimal benefit from them.

Part of the resource constraint in poor schools may result from inequitable distribution of resources. Often, resources are more widely available in urban than in rural areas, or in rich than in poor neighborhoods within cities. Even in countries where public resources are equitably distributed between schools; good teachers may avoid poor schools because of the greater difficulty of teaching

poor children. Developing countries find it difficult to get good teachers to teach in rural areas; in rich countries, good teachers often avoid poor schools. Financial incentives have not been very successful at attracting better teachers to poor schools. This is partly because of the extreme difficulty of teaching poor children, often in deprived circumstances, and the preference of good teachers to teach in more affluent schools.

Escaping poverty requires more than education for schools to assist children to escape poverty requires a mixture of special interventions and favourable economic circumstances. For education to offer a route out of poverty on a substantial scale often requires special interventions or favourable economic circumstances. A large number of interventions have been implemented to overcome the negative impact of poor home background in countries throughout the world, with varying degrees of success. These interventions include remedial education measures, nutritional support, social work in the community, attempts by school authorities to involve poor parents in their children's education, adult literacy campaigns, and anti-poverty policies, to name a few.

In countries that experience rapid economic growth, the benefits of education become more apparent as school leavers are drawn into good jobs. This opens up possibilities for upward social mobility and provides incentives for parents and children to invest more time and effort in education. This benevolent environment may be a requirement for many other education interventions to have a strong effect.

Poor parents can sometimes provide little support at home, or support to schools; there are often few books at home; home conditions for doing homework may be bad; children are poorly motivated to do well at school because they do not perceive the benefits of it, and so forth. Parental involvement appears to make a greater difference to performance in some situations than differences between schools, and parental programmes may bring some benefits (Raffo *et al.*, 2007). Because poor

parents typically have less affluent social networks, this reduces the future benefits of additional education for poor children, as they are less likely to be able to obtain good jobs.

Action Taken to Eradicate Poverty

The poverty and welfare indicators are used here to rank the twenty regions in Kenya the analysis is preliminary; needs further refinement, and therefore, should be used with caution. The intention is to provoke the usage of poverty and welfare monitoring indicators by various actors. According to the composite ranking North Eastern Province and Eastern Province are ranked the most deprived. Rift-valley Nyanza, Western and Central Kenya are least deprived with the same ranking. Poverty remains predominantly a rural phenomenon, although the number of poor in urban areas (Slums), mainly the unemployed and those engaged in the informal sector, is growing fast. In both rural and urban areas the poor typically lack capital and human assets: they are less educated, of ill health and have large families. The vulnerability of poor is increased by preponderance of disease, including the rapid spread of HIV/AIDS

Since independence in 1963, the government of Kenya has had poverty eradication as its main goal. One of the intervention measures suggested is the introduction and implementation of social and economic policies which address the issue of poverty both at national and individual level. This may necessitate increased state intervention in education and other social welfare service (Collin Barrow, 1997).

In addressing the key challenge of strategizing to reduce pervasive poverty Kenya prepared and adopted Development Vision 2025 in 1999 and the National Poverty Eradication Strategy (NPES) in 1997, which spell out a vision for the society with abject poverty and improved social condition. The NPES that was adopted in 1997 aimed at providing guidance to all stakeholders in identifying, formulating, implementing and evaluating their poverty. The overall goal of NPES was to provide a

framework, to guide poverty eradication initiative in order to reduce absolute poverty by the year 2025. For achieving the goals of NPES the government identified five key sectors: education, health and nutrition, water, agriculture and rural roads. The NPES has identified three areas of strategic interventions namely: those creating an enabling environment for poverty eradication, those building the capacity for poverty eradication and those eradicating poverty. The strategy has also spelt out roles at various levels for poverty eradication initiatives. This Vision 2025 is in line with international development goal remains a point of references for current poverty reduction actions.

In June, 1999, the government issued “Poverty and Welfare Monitoring Indicators”, a document intended to provide the basis for monitoring the implementation and evaluation the impact of poverty eradication programmes. The indicators will facilitate the development of baseline data for assessing the status of poverty and welfare, in order to guide policy and programmes for reducing poverty. The NPES and Poverty and Welfare Monitoring Indicators were developed in collaboration with a wide range of stakeholders. In line with the NPES, the government has identified priority areas for public expenditure in the context of the Medium Term Expenditure Framework (MTEF) whose implementation is monitored under the annual Public Expenditure Review (PER) process involving a wide range of stakeholders. This is the process that has guided the budget frames for three years. This budget management system will be embedded in overall development strategy, which coordinates external assistance.

Strategies to Eradicate Poverty

The strategy is viewed as an instrument for channelling national efforts towards broadly agreed objectives and specific inputs and outputs. The elaboration and implementation of the strategy are fundamentally ongoing processes. While a wide variety of key interventions has already been

launched, the preparation of strategies for a certain sectors such as agriculture and education are still underway. Moreover, the implementation of reforms aimed at shifting the responsibility for formulating implementing and monitoring poverty reduction intervention by districts, municipalities, and communities at the grassroots has started, but it will take some time to complete. The overall strategy of poverty reduction will therefore need to be managed flexibility to accommodate additional action plans and activities emanating from the ongoing work. The poverty reduction strategy is to large extent, an integral part of ongoing macro-economic and structural reforms that are being supported under the Poverty Reduction Growth Facility (IMF) and the Poverty Structural Adjustment Credit (World Bank).

Poverty Analysis

Poverty entails more than the lack of income and productive resources to ensure sustainable livelihoods. Its manifestations include hunger and malnutrition, limited access to education and other basic services, social discrimination and exclusion as well as the lack of participation in decision-making. Various social groups bear disproportionate burden of poverty. A social perspective on development requires addressing poverty in all its dimensions. It promotes people-centered approach to poverty eradication advocating the empowerment of people living in poverty through their full participation in all aspects of political, economic and social life, especially in the design and implementation of policies that affect the poorest and most vulnerable groups of society.

An integrated strategy towards poverty eradication necessitates implementing policies geared to more equitable distribution of wealth and income and social protection coverage. A social perspective on poverty should contribute to the debate on the effectiveness and limitations of current poverty reduction strategies. Poverty analysis from a social perspective requires thorough examination of the impact of economic and social policies on the poor. A social perspective on

development requires addressing poverty in all its dimensions. It promotes people-centered approach to poverty eradication advocating the empowerment of people living in poverty through their full participation in all aspects of political, economic and social life, especially in the design and implementation of and other vulnerable social groups.

Chapter Three Methods

Introduction

This Chapter highlights on the research design that was used, area of the study, population of the study, sample selection methods and size, data collection methods, validity and reliability, procedures of data collection and analysis methods that were used.

Research Design

This study adopted a descriptive survey design. Macmillan and Sally (2001) contends that descriptive survey techniques were considered the most appropriate approaches as they seek to find out factors associated with certain occurrences ,outcomes and conditions of behaviors. This study design enabled the researcher to gain understanding on the effect of poverty on the academic performance of secondary school pupils.

Area of study

The study was carried out in the Central province; Othaya division; Nyeri District, and it involved students' school from Karuthi secondary school, and Kiamuya secondary school. This area was chosen because of the biting poverty levels in the Division that prompted many parents to withdraw their students from school due to their inability to meet the school dues, which is increasing day by day.

The study population

The study population constituted the Head teachers, students and parents of selected schools which included Kiamuya secondary school, and Karuthi secondary school in each school their were forty respondents. The heads of the schools and parents/households were only used as informants on the

effects of poverty on education because they experience an impact on educational performance that was critically investigated.

Table (1) Shows the Distribution of Respondents

	SCHOOL	POPULATION SIZE(N)	SAMPLE SIZE(n)
Students	Karuthi secondary School	200	40
		350	40
	Kiamuya secondary School		
Parents			50
Total			130

Sample Size and Selection

The selection of respondents employed stratified sampling techniques by proportional allocation. However, some administrators were chosen through purposive sampling methods. Two Secondary Schools were randomly selected as being representative of other secondary school in the District. The number of schools selected included one mixed school and one single school

Data Collection methods

Data collection was from two main sources; primary and secondary. Secondary sources and included relevant documents and reports. Secondary data was collected by reviewing available literatures/publication in relation to the topic. The researcher employed the technique to pick information that was available from these reports. In using Primary sources, data was collected from selected respondents. Primary data was gathered using focused group discussions guides and questionnaires.

Instruments for data collection

The questionnaire

The semi –structured questionnaires and structured questionnaires were the main instrument of the study to be administered to the respondents. It involved both qualitative and quantitative approaches. The use of the two approaches at the same time in basic research was recommended by Gay (1996) as the best way to get sufficient results. Both approaches were adopted to enable the researcher to get relevant information concerning the effects of poverty on academic performance in secondary schools in Kenya.

The researcher preferred to use this method because of its ability to solicit information from respondents within a short time as supported by Gupta (1999). Moreover, respondents were given time to consult records so that sensitive questions could be truthfully answered as supported by (Proctor 1997). Both Open and closed ended questionnaires were administered, this is because Closed ended questionnaires were easier to analyze since they were in an immediate usable form and again each item was followed by alternative answers. Open ended questions permit a great depth of response, when a respondent was allowed to give a personal response, usually reasons for the response given were directly or indirectly included. They are simpler to formulate mainly because the researcher would not labour to come up with appropriate response categories.

Focused Group Discussions

Focused group discussions were used to generate information from the respondents. The composition of the groups was limited to those with similar characteristics, such as socio- economic status, so that the members could feel free in contributing to the issues at hand. This allowed respondents to share their views, experiences and opinions. Thus creating interpersonal interactions creating a free and enjoyable environment, Krueger (1996). Focus group interviews are groups of

people whose opinions and experiences are solicited simultaneously. This was efficient in that it generated a lot of dialogue.

Validity and reliability of instruments

The validity of the questionnaire was established by expert judgment method proposed by Gay (1996). Two experts in the field of research were contacted to judge the materials. The researcher adjusted the materials according to the expert's recommendation and analysis.

Data Processing and Analysis

Fully filled and completed questionnaires formed the basis of quantitative analysis. Data was collected from the field then edited for completeness and accuracy to ensure that maximum data quality was achieved. Data analysis used descriptive statistics including frequency tables to describe, analyze and present the study findings.

Limitation of the study

The limitations included possibility of bias due to the sampling method and data collection due to the likelihood that some of the respondents did not consent to participate in the study. Time factor was also of essence due to academic pressure.

Chapter Four

Data Presentation, Interpretation & Analysis of Findings

Introduction:

In this chapter, the results of the study are presented, analysed and interpreted in the context of the purpose, objectives and research questions as they were formulated at the beginning of the study. The study was intended to investigate the effect of poverty and attitude on secondary school education in the Central Province of Kenya.

Table 1: Gender of Respondents

Students	Males	40
	Females	40
Parents	Male	35
	Female	15
Total		130

Table 1 indicates that male respondents (75) were more compared to their female counterparts (55). Indicating that more males have either accessed education compared to females or male enrolment is more compared to that of females.

Table 2: Distribution of Respondents by Age

Response	Frequency	Percentage
10- 15	12	9.2
16 - 21	60	46.2
22 – 27	08	6.2
28- Above	50	38.5
Total	130	100

Responses in table 2 indicate that most of the respondents (46.2%) were between 16-21 years of age, followed by 28 and above (38.5%), 10-15 (9.2%), and 22-27 (6.2%). Indicating that most respondents had attained school going age or had gone through the education system.

Table 3: Period of Stay at School

Response	Frequency	Percentage
2-5	76	95
5-10	04	5.0
10-Above		
Total	80	100

It is observed in table 3 that most of the respondents 76 (95%) had stayed in their respective schools for a period of 2-5 years, while 5 percent had stayed for a period 5-10 years. This indicates that most respondents do not stay longer in their schools hence keep moving from school to school to obtain better standards.

Table 4: Respondents Level of Education

Response	Frequency	Percentage
O'Level	80	61.5
A' Level	20	15.4
University	30	23.1
Total	130	100

Most respondents from table 4 observed that they had attained O' level (61.5%), followed by University (23.1%), and finally A' level (15.4%). This implies that most of the respondents had acquired some level of education irrespective of the level attained.

Table 5: Causes of Poverty at Othaya Division

Response	Frequency	Percentage
Limited employment opportunities	80	61.5
Poor Education system	20	15.4
High birth rates	18	13.8
Extended family	12	9.2
Total	130	100

From **table 5**, responses indicate that most of the respondents 80 (61.5%) agreed that limited employment opportunities is the major cause of poverty, followed by poor education system (15.4%), high birth rates (13.8%) and extended families (9.2%).

Table 6: Whether Poverty affects educational standards at Othaya Division?

Response	Frequency	Percentage
Yes	103	79.2
No	27	20.8
Total	130	100

Responses in **table 6** indicate that most of the respondents (79.2%) accepted that poverty has a tremendous effect on academic performance and the general educational levels in the Division. However, 20.8 percent indicated that poverty does not affect educational standards. This may be attributed to the fact that parents who are rich take their children to good schools compared to the poor ones.

Table 7: Whether there are means to Eradicate Poverty

Response	Frequency	Percentage
Yes	105	80.8
No	25	19.2
Total	80	100

Findings from **table 7** indicate that there are means to eradicate poverty at Othaya Division.

Respondents (80.8%) accepted that poverty can be wiped out of Othaya While 19.2 percent had a divergent view on the same.

Table 8: Whether Education is a means to Poverty Eradication

Response	Frequency	Percentage
Yes	110	84.6
No	20	15.4
Total	130	100

From table 8, responses indicated that majority of the respondents 110 (84.6%) accepted that education is a means to poverty eradication, while 20 (15.4%) opposed the idea of reducing poverty through education. This implies that majority of the respondents are embracing education as a means to eradicating poverty in the division.

Table 9: Whether there are any Factors affecting Education in Othaya Division

Response	Frequency	Percentage
Yes	97	74.6
No	33	25.4
Total	130	100

Table 9 shows that most of the respondents 97 (74.6%) accepted that there are factors affecting education at Othaya Division, while 33 (25.4%) held a negative attitude as to whether there are factors affecting education. This implies that there are a lot of factors affecting education system in education.

Table 10: Whether there are Strategies put in place to Eradicate Poverty

Response	Frequency	Percentage
Yes	96	73.8
No	34	26.2
Total	130	100

From table 10, It is observed that most of the respondents 96(73.8%) acknowledged that strategies have been put in place to reduce incidences of poverty in the Division; While 34 (26.2%) opposed the idea of eradicating poverty. This is attributed to the notion that the Division is investing in education as a means to end poverty.

Chapter Five

Discussion, Conclusion and Recommendations

Discussions

The main research objective for this study was to investigate the effect of poverty and attitude on secondary school education in the Central Province of Kenya. The study was centered around three objectives. Both students and the parents interviewed acknowledged that availability of resources was an important aspect in enhancing academic performance at both levels of education.

Objective One assessed the existing parent and student attitudes on education in Othaya

Division: Responses revealed that despite improvements in academic performance in Nyeri District, there are enormous factors that hinder the attainment of quality education. Accordingly, the World Bank Report (2004) noted that without good textbooks and other scholastic and instructional materials, student learning is impaired and this hampers teachers' efforts in committing to the quality of education and enhancing student learning. In countries that experience rapid economic growth, the benefits of education become more apparent as school leavers are drawn into good jobs. This opens up possibilities for upward social mobility and provides incentives for parents and students to invest more time and effort in education.

Objective Two investigated the challenges facing secondary school education in Othaya

division: Analysis of findings indicated secondary school students and parents confront a myriad of challenges in trying to attain and access secondary school education for their children at Othaya Division Nyeri District. Amongst the challenges reported included limited attention to students in terms of contact hours. In order to maintain good performance, head teachers, parents and teachers have to provide the students with adequate facilities and it's from such activities that students will improve on their performances. The idea of not providing students with adequate facilities like

books; lab equipment good classrooms etc leads to poor performance. However, the biggest challenge reported by all respondents was that of poverty as it has had detrimental effects on household income; affecting their ability to access quality and reliable education among the residents of the Nyeri District. This is in agreement with Amartya Sen (2001) who observed that the socio-economic status is an important determinant of educational outcomes as it hampers learning through discouraging enrolment. Early marriage or pregnancy is another factor reducing female education. In many countries the legal minimum age at marriage, and the actual age, are lower for females than for males. Early marriage therefore probably acts as a deterrent to female education more than male. Pregnancy also disrupts girls' schooling, and in many countries, girls are automatically expelled if pregnant. The early marriage of girls links to poverty as poor households may push daughters to marry for economic reasons to save on their upkeep, or to obtain bride wealth. As illustrated above, girls' from poor households may also be more likely to engage in sexual survival strategies to secure support for their schooling, risking pregnancy and the curtailment of the education.

Objective Three assessed the levels of poverty at the household level in Othaya Division:

Empirical findings indicated that poverty is at the helm of institutional collapse in higher academic institutions. Many parents have withdrawn their students from schools citing inadequate financial resources to support the learning process of their children. High financial costs make education less affordable to the poor who are very cost sensitive. The costs of education to households affect both the enrolment and the drop out rates. Even when children are attending school, they are still required to help with household chores, which can hamper their achievement in school and thus their possibility of continuing in education.

Conclusions

The conclusions drawn are judged from the research questions and research findings. The research questions were used to derive the actual relationship between poverty and attitude of parents and students on Secondary School Education therefore; the findings obtained confirm the relationship between the two variables. The results confirmed that when poverty levels are high among most communities in the Division, the attitudes towards education by both parents and students is low.

The study further revealed that improved supply of school facilities especially in rural areas was insufficient to increase attendance and attainment, particularly of females. It was concluded that complementary investments in rural infrastructure and productive capacity are also needed. It was found that improvement in infrastructure and instructional materials such as roads, rural electrification and rural water supply, scholastic materials will change parents and students' attitude on education hence creating a conducive environment for students' enrolment in secondary schools.

Recommendations

From the results obtained, the researcher would like to make the following recommendations:

1. The government should increase financing of these educational institutions such that instructional materials and infrastructure are improved to make the learning environment conducive.
2. The government should also review the educational curriculum whereby vocational courses may be introduced to empower students with skills to withstand the ever-changing socio-economic conditions.
3. The government should devise drastic measures aimed at improving and providing education for all through the introduction of Universal Secondary Education. This will help those students especially from the disadvantaged families to enroll and acquire basic Education.

Areas for Further Research

The researcher recommends the following areas for further research:

1. Poor people's perceptions of education and the education system.
2. Further analysis of benefit incidence of public expenditure on education, across different income groups.
3. An important area for future research is an assessment of the impact of the curriculum on girls' performance and effects changing gender stereotypes on performance outcomes

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STRUCTURED INTERVIEW GUIDE

1. What are the existing parent and student attitudes on education in Othaya Division?
2. What are the challenges facing secondary school education in Othaya division?
3. What are the causes of poverty and ways of eradicating it in Othaya division?
4. What are the ways in promoting education in Othaya division?
5. Do you get support from government fiscal and or policy wise?
6. What are the challenges facing students in your school?
7. What best solutions do you propose for these challenges?
8. How do you rate the performance of your school

THE EFFECTS OF POVERTY ON SECONDARY SCHOOL EDUCATION AT OTHAYA DIVISION IN KENYA

Dear respondents as part of my requirements for the award of a Degree in Education at Kampala International University. I am administering this questionnaire to collect information on the “effects of poverty on secondary school education at Othaya division in Kenya”. Information sought is for academic research only and will be treated confidential.

INSTRUCTIONS:

- 1 Do not sign your name anywhere on this questionnaire.
- 2 For Section A, and B, Just tick and fill in for other sections.

QUESTIONNAIRE FOR PARENTS

SECTION A: RESPONDENT BACKGROUND (TICK WHERE APPROPRIATE)

Name of School.....

1.1 Gender: Male ☐ Female ☐

1.2 Age: 20-29 ☐

30-39 ☐

40-49 ☐

50-59 ☐

60-above ☐

1.3 Number of years in the School

2-5 ☐ 5-10 ☐ 10-above ☐

1.4 Educational Level

O-Level ☐ A-Level ☐

SECTION B:

2.0 Do you feel there are any factors affecting the Education in Othaya Division?

Yes ☐ No ☐

2.1.1 If yes, what are these factors?

.....

3.0 What are the challenges facing students from your perception?

.....

3.1 What best solutions do you propose for these challenges?

.....

4.0 Are there any strategies put in place to deal with poverty eradication?

Yes ☐ No ☐

4.1 If yes please specify

.....

5.0 What are the causes of poverty in Othaya Division?

.....

6.0 How do you rate educational performance in Othaya Division?

.....

THE EFFECTS OF POVERTY ON SECONDARY SCHOOL EDUCATION AT OTHAYA DIVISION IN KENYA.

Dear respondents as part of my requirements for the award of a Degree in Education at Kampala International University. I am administering this questionnaire to collect information on the “effects of poverty on secondary school education at Othaya Division in Kenya”. Information sought is basically for academic research and will be treated confidential.

INSTRUCTIONS:

- 3 Do not sign your name anywhere on this questionnaire.
- 4 For Section A tick and fill the blank spaces in Section B.

QUESTIONNAIRE FOR STUDENTS

1.1 Gender: Male ☐ Female ☐

1.2 Age: 10-15 ☐

16-21 ☐

22-27 ☐

28 -Above ☐

Name of school.....

1.0 How long have you been a student at this school?

2-5 ☐ 5-10 ☐ 10-above ☐

2.0 What are the challenges that you face as a student

.....

3.0 Are you provided with any solutions to your challenges?

Yes ☐ No ☐

4.0 If yes who provides the solutions

Parents ☐ Teachers ☐ Community ☐

NGO ☐ Government ☐

5.0 Do you believe that there are means of poverty eradication?

Yes ☐ No ☐

6.0 Do you believe that Education is means to poverty eradication?

Yes ☐ No ☐

