

**AN INVESTIGATION INTO EFFECTS OF POVERTY ON PRIMARY
EDUCATION A CASE STUDY IN SENEKA DIVISION KISII**

SOUTH DISTRICT

BY

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DEDICATION

This research project is dedicated to my wife Monyangi, My parents Mr. And Mrs. Paul Elijah Ondara my children Vedhas, Veniah, Veryan and Villian who have willingly and lovingly offered both psychological and economic support, more so have encouraged me throughout my studies.

DECLARATION

The research project is my original work and has not been presented to any other university for any academic credit.

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The research project has been submitted with my approval as university supervisor.

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TABLE OF CONTENTS	Page.
DEDICATION	i
DECLARATION	ii
ACKNOWLEDGEMENT	iii
TABLE OF CONTENT	iv,v
LIST OF TABLES	vi
ABSTRACT	vii
CHAPTER ONE	1
1.0 Introduction	1
1.1 Background of the problem	2
1.2 Statement of the problem	6
1.3 Objectives of the study	7
1.4 Research Questions	7
1.5 Significance of the study	7
1.6 Scope and delimitations	8
1.7 Definition of terms	9
1.8 Organisation of the study	10
CHAPTER TWO	11
2.0 LITERATURE REVIEW	11
2.1 Introduction	11
2.2 Types of poverty	12
2.3 Problems facing education	22
CHAPTER THREE	26
3.0 Methodology	26
3.1 Research design	26
3.2 Population and sampling	26
3.3 Population of the instruments	27

3.4 Data collection procedure	28
3.5 Data analysis	29
CHAPTER FOUR	30
4.1 Introduction	30
4.2 The main factors that affect academic performance	30
4.3 Effects of poverty on performance	31
4.4 Effects of poverty on performance	33
4.5 Number of educated members in various families	36
4.6 The role played by the school, the church, the government and other organisation	37
CHAPTER FIVE	38
5.0 Summary, conclusion and recommendations	38
5.1 Summary	38
5.2 Conclusion	39
5.3 Recommendation	41
5.4 Suggestion for further studies	43
Selected bibliography	44
APPENDICES	
1: Pupils Questionnaire	46
2: Teachers Questionnaires	51
3: Parents interview	55
4: Interview scheduled for dropouts	56

3.1 LIST OF TABLES

Table 1	The main factors that affect academic performance	30
Table 2	Teachers view on the general performance of the pupils	32
Table 3	Pupils' view on their general performance	33
Table 4	Ten dropouts were interviewed	35
Table 5	Brothers and sisters who have completed schools, indicate	
The highest level		36

ABSTRACT

The purpose of this study was to find out the effects of poverty on primary education in Suneka Division – Kisii South District.

The study used both questionnaires and interview schedules to obtain quantitative and qualitative data. The questionnaires were distributed to ten primary schools in the Division to the teachers and pupils. An interview was conducted with the parents and dropouts who represented the community members.

The research findings showed that poverty did have an effect on the enrolment performance and completion drop out rate and the provision of teaching and learning facilities in the schools. This was because the respondent were able to maintain factors like lack of school funds, basic needs e.g food, uniform and financial strains in the part of parents.

The researcher therefore, recommended the introduction of bursary schemes at primary level. Development of agriculture extension programmes to enhance self reliance and increase support by non governmental organisations and community leaders. These recommendations would not only help to improve the conditions in the primary school, but also would have a notable impact on the performance of the pupils.

CHAPTER ONE

1.0 INTRODUCTION TO THE PROBLEM

According to the Gachathi report (1976) one of the basic requirements for the effort towards equality of economic opportunities on national unity in the country is the provision of basic education to all citizens so as to enable them to contribute fully towards social and economic development of the country. This in effect means to provide all citizens of Kenya with basic education, thus from class seven so as to enable them to contribute fully to the social, economical, political and technological development of the country. The Mackay commission of the (1980) further recommended the 8.4.4. System of education which involved and emphasised strongly for education for self reliance. It was the third president of Kenya Mr. Mwai Kibaki who in 2002 declared free education in primary schools. Which requires at least everybody to gain from this basic education especially for those parents who are unable to take their children to primary schools due to lack of school fees and learning or teaching materials like text books and exercise books.

The free education also caters for quality between both boys and girls to get equal opportunities in education for development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is character building. A good education ought to promote social equality and foster a sense of social responsibility within an educational system which provides equal opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender ability or geography environment.

However, the provision of this free education is affected by factors such as poverty.

1.1 BACKGROUND TO THE PROBLEM

According to finding of the report on ongoing operations, economic and sector work carried out by the World Bank and its members government in the African region. (It is published periodically by the Africa technical department on behalf of region) about half of Kenya's rural population (approximately 9 million people) was below the poverty line in 1992, a proportion unchanged in 1982. in the urban areas, approximately a million and a quarter persons or 30% of the population was below the poverty line. In the earlier 1980s. Kenya's social indicators were distinctly more favourable than those of most countries in the region, and there was further progress. But many indicators stagnated in the earlier 1990s. There are also persistence differences between rural and urban areas and between the poor and the rich. These finding are elaborated in Kenya poverty assessment (March 1995) which is one of the few studies in the region. A number of economic sources show that while Kenya achieved some improvement in its social indicators, the lack of sustained per capital income growth resulted in continued poverty for an increasing number and that the benefits of good health and education did not accrue to all.

In Kenya, the rural poor are predominantly subsistence farmers and families who derive the bulk of their income from the informal sector. People working in the formal sector-private and public and export farmers have significantly lower rates of poverty. The urban poor are either unemployed or in the informal sector.

A third of rural households are female headed, and as many as 60% of these have no male support. Communities interviewed classified 44% of the female headed household as "very poor" compared to 21% of the male headed households. Ownership and access to land is

critical factor. Sixty percent of the people asked how they would give all their lands to their sons. Another 8% said they would give more land to their sons. Married women enjoy usufructuary right to and but widowhood brings uncertainty and upon divorce or separation, many assets including land, became the sole property of the man. Destitute women often migrate to urban slums where they remain poor. Women have a heavier burden of work which cuts into rest.

The poor have lower schooling for their children who are more likely to be malnourished and less likely to be immunized and face higher chances of dying in infancy and childhood. They have much lower enrollment in higher school. Girls are as likely to enroll in primary school as boys but drop out or are pulled out more often. Girls from poor rural households rarely attend secondary school.

The absence of sustained per capital income growth because of low investment and an inefficient parastatal sector is the primary cause of continued income poverty in Kenya. Despite a decline in fertility in 1980, the labor force grew by 4% per annum. The slow increase of employment opportunities resulted in a fall in real wages in most sectors of the economy. In urban areas, unemployment increased from 11% in 1977 to 16% in 1986 and to 22% in 1992. If the parastatals had the same rate of productivity growth as the private sector, economic growth would have been 2% points higher. The average holding size in the smallholder sector declined from 2 hectares to 1.6 hectares and the proportion of households without land increased. Two severe droughts reduced agricultural growth to only 2.2% annually. Even in good years the yields of the staple crop, maize stagnated at less than 2 tones per hectare. The poor turned increasingly to wage-employment and self-employment, but falling real wages.

Restrictions on private trade and processing for many years and poor maintenance of infrastructure constrained the growth of rural incomes.

In this land-scarce country, a sizable proportion of land is taken up by farmers of between 500-100 hectares. These farms are capital insensitive relatively inefficient and sustained by subsidized credit, tax advantages and price supports. A production-related infrastructure including water supply and the rural roads network was not well maintained. According to Kenya poverty assessment report (1995).

The government and parents spend heavily on education. Two thirds of public spending was on primary schools and the poor receive a greater share of public subsidies than the no-poor. But parents costs were one third the total costs and poor parents spend considerably less, resulting in lower-non-teacher inputs which may have adversely influenced schooling outcomes. For the poorest, the private cost was too high and as a result, fewer children were enrolled and many dropped out. The private cost of secondary schooling was ten times as high (partly because of boarding fees) and only the non-poor could enroll their children. Public subsidies to secondary education therefore went in large measures to the rich, mainly in the urban areas.

The share of preventive health expenditures in the total doubled and explained the continued improvement in basic health indicators. However, the rural poor did not receive the same attention as urban areas. Curative expenditures which comprised 80% of the budget went mainly to hospitals which are less frequently used by the poor and away from health centres which the poor use three times as often.

According to the first report on poverty by the world bank, Kenya, in 1998, poverty is said to be multidimensional factor of social life, and a report by Gulobraith in 1979, said that poverty influences poor health, low levels of education, inability or unwilling to participate in society by performing some activities, higher rate of distributive or disorderly behaviour like committing offences i.e robbery or theft and improvidence because most developing countries, members are not educated, since education is expensive and limited hence means of living becomes difficult, such as clean water, health centers, electricity power, means of transport and communication i.e roads, railways, air transport and even means of communications like magazines, radios and other devices are not enough.

In 1994 in Kenya, an estimate of 44% of the population in rural areas was said to be classified as absolutely poor. According to Gordon and Spiker (1999), absolute poverty is a condition characterized by severe deprivation of basic human needs including food, safe drinking water, sanitation facilities, health, shelter, education and information. In 1994, an estimated income of Kshs 978 a month was used in rural areas to distinguish between those living below and above the poverty line. This had an effect on education for many parents had to cater for their children's basic needs like education. It led to unequal education opportunities, higher dropout rate, repetition and low rate of enrollment. According to FAWE (1996), in a workshop held in Nairobi. It was noted that when resources are scarce at the family level, is a girl who stays at home while the boys continue with education. According to children and poverty campaign in 2nd March 2000 by Johnson Sanster, economic, social and cultural factors keep some 121 million children especially girls from attending schools faced with difficult choices.

Parents often take girls out of school to care for younger siblings, help with household chores or work outside the home to contribute to family income. In the world's least developed countries only 14% of secondary school enrollment is female, for example a research conducted by the Ministry Of Finance and Planning in 2006 in Kisii Central the literacy rate between the boys and girls varies in the 81.7% of the poor boys are educated in comparison to 65.3% of the girls. In addition, the drop out rate in Kisii Central in 2006 was 72.121 where by 41% of the learners dropped out due to lack of learning materials and many other basic needs.

Therefore, causes of poverty have impacted negatively on primary education not only in Kisii South District but also in other districts. Parents have found it difficult to cater for the learner's educational needs leading to an increase in education wastage.

1.2 STATEMENT OF THE PROBLEM

Although there is free primary education in Kenya, in some areas there are kids who are not reaping from it because some people in the area no longer have access to education because they are unable to meet the costs.

There is a deterioration of quality education offered in the area. Performance of K.C.P.E is very poor and the drop out rate is high. Therefore, the question is could poverty be the obstacle to full realization of the fruits of the free primary education? The economic profile in the region is very low, hence the majority of people live below extreme poverty level.

This study aims in finding out the effects of poverty on primary education at Suneka Division in Kisii South District.

1.3 THE OBJECTIVES OF THE STUDY

- i) To find out effects of poverty on primary education
- ii) To find out whether poverty has any relevance to quality of education at Suneka Division
- iii) To suggest means of improving quality education and reaping the benefits of free primary education in the Division.

1.4 RESEARCH QUESTIONS

- 1. What is relationship between poverty and school performance.
- 2. What can be done to improve the performance?
- 3. What are the means to reap the full benefits of free primary education?

1.5 SIGNIFICANCE OF THE STUDY

This research is intended to clarify the impact of poverty on education to various stakeholders in education to search for better strategies of curbing the problem of inequality in education due to poverty in the areas which are affected by the same.

The study will enable the school, government, churches, NGO'S and people of good will to understand and consider the actual situation of education in Suneka Division. The research will draw attention to different institutions to draw some policies and programmes that can help to select and assist poor situations. This can be done through offering (poor) bursaries. Grants aids, loans scholarships grants or targeted mechanism may be set to reduce private costs of primary education in the poor areas and for poor students.

The study hopes to create a vision in the field of education in Suneka Division. It will thus sensitize the government on the needs that would accompany free primary education. Children cannot learn on empty stomachs. The recommendations will help stake holders of education in Kenya to make proper policies that could solve the problem of poor performance and dropout in schools due to poverty in Kenya.

1.6 SCOPE AND LIMITATIONS OF THE STUDY

1.6.1 Scope

The focus of the study are the primary schools within the Division. How many schools will be involved with? The study limits itself on the effects of poverty.

1.6.2 Limitations

1. The study was carried out in the month of January when most schools had not settled down, other teachers had been transferred to other schools and even some students were moving from one school to the other looking for vacancies to join new schools. Therefore students and teachers were not settled to give a complete information to the researcher. The researcher had to visit a school several times soliciting for the co-operation to the teacher.
2. Due to financial constraints the sample size was not as the researcher would have wanted.
3. Usually the month of January is dry, but in the year 2007 seemed to be wet with plenty of rain most of the time and this quite often inconvenienced the researcher.

4. The schools from where the information was collected were in far distance from one another at least five kilometres from one to another, which made the researcher to overstrain the trekking.

5. Only ten schools used to collect the information in a random sampling one hundred students ten head teachers and thirty teachers.

6. Reluctance of respondents to offer assistance due to interruption intern

1.7 DEFINITION OF KEY TERMS

1. Poverty – lack of means to satisfy a persons basic need for nutrition, housing, clothing and essential of life for example education.

2. Primary education- this is the basic education where people take eight years to complete after which they join secondary schools.

3. School dropout- all those who have left school before completion of sub-system because of one reason or another for example due to lack of school costs, pregnancy and others

4. Basic needs- these are things people cannot live without or necessities of life for example food, shelter and clothing.

5. Repetition- includes all pupils who in a given year remain in the same class and do the same work as the previous year. It is often calculated as follows;

Repetition for standard 1= No of repeating STD 1 in year t+1

No of pupils in STD 1 in
year t

6. Alleviate – to make the poverty situations less severe.

7. Abbreviations- (1) K.C.P.E Kenya Certificate of Primary Education

(2) Non Government organisations

iv) 3.4.4 – System of education- Kenya system of education where one studies for eight in the primary level, four years in the secondary and four years in the university.

ORGANISATION OF THE STUDY

This research study is divided into five chapters starting from chapter one as an introduction. it shows some light into the problem of effects to poverty on education in general and particularly in Suneka Division Kiisii south District. However it includes the background to the problems. The objectives of the study, the scope and limitations of the key terms.

In chapter two deals with the literature review, it will look into the view of different outer concerning the problem. Chapter three deals with design and methodology. It regroups also the description of instruments data collection and data analysis. Chapter four deals with presentation and discussions of findings of the study and interpretation and also chapter five entails summary, conclusions and recommendations.

CHAPTER TWO

2.0 LITERATURE REVIEW

This chapter deals with the effects of poverty on primary education from the perspective of available literature. Education is generally a valued good hence dropping out of the school or missing school is an issue of concern. The literature review is divided into three sections.

The first deals with poverty in general. The second deals with the effects of poverty on education in general and the last part looks at the effects of poverty on education in the division (Suneka)

2.1 INTRODUCTION

According to the ministry of planning and natural development (1998) poverty is a situation where one fails to attain a level of well being considered by the society that as reasonable standards of living as possible. By this determination, poverty is and should necessarily be treated in relation to the societal level. Relative deprivation is a function of style of living prevailing in each community and may extend beyond the care of absolute poverty.

According to Garrison K.(1995) poverty is multi dimensional and manifests itself in various ways like consumption, expenditure e.t.c. the level of poverty is drawn using two popular money metric concepts that is absolute and relative poverty. The three poverty line namely, a food overall and hard core are discussed based on the absolute concepts of poverty definition. Concepts poverty can thus be defined as the inability to attain a certain predetermined minimum level of consumption at which basic needs are assumed to be certified. Applications of the concept absolute poverty live below the subsistence circumstances. One may be

concerned with looking into the situation of those in absolute deprivation rather than with the relative deprivation.

In absolute terms, definition of poverty attempts to specify the level of absolute deprivation on the basis of items which identify the minimum requirements in terms of food and non-food universal basic needs. The FAO and WHO minimum recommended day energy allowance of 2250 calories per adult is used to derive food poverty line. However, poverty in relative terms corresponds to terms that endeavor to specifically take into account the actual deprivation with respect to the average levels of satisfaction of needs in the society.

2.2.1. Types of Poverty

Poverty can be classified according to various dimensions of time or duration (long or short term or cyclical), distribution (widespread, concentrated, individually) attitudes towards the poor and presumed causes. The later two dimensions are particularly important because of their relation to the kind of efforts that are used in the attempt to ameliorate poverty. According to David L. (1968) poverty has a destructive influence upon standards of social behaviour. For instance crimes, upon mental health and happiness. It is important to discuss some forms of poverty.

2.2.2 Social Poverty

Social poverty does not imply merely economic inequality in level of income or living standards, but social inequality that relates to inferiority dependence or exploitation in other words it implies the existence of a social status definable by among other things like lack of wealth in the sense poverty is relative implying to particular levels of income or amount of

poverty although in pre-industrial and undeveloped economics, the level normally qualifying the individual (but not always the class) as poor is not removed from subsistence.

2.2.3 Pauperism

Pauperism describes a category of people unable to maintain themselves at all or to maintain themselves at the level conventionally regarded as minimal without outside assistance. This implies the fixing of a minimum standard below which human beings are not supposed to fall below. Also it implies a model of social relations of an indication to the one who claims upon public assistance and who is to assist him/her.

2.2.4 Moral poverty

Moral poverty defines the place of poverty in the value system of a society or within its subgroups and institutions. Whether poverty is morally acceptable and what status it counters or prevents the poor one from enjoying life (David L. 1968)

2.2.5 Characteristics of the poor

As in most Sub-Sahara countries the rural poor are predominantly subsistence farmers and families who derive the bulk of their income from the informal sector. People working in the formal sectors private and public and export farmers have significantly lower rates of poverty. The urban poor are either unemployed or in the informal sector. Assessing poverty in Kenya by world banks (March 1995) noted that a third of rural households are female headed and as many as 60% of these have no male support. Communities interviewed classified 44% of the female headed households as very poor compared to 21% of the male headed households.

Ownership and access to land is a critical factor sixty percent of the people asked how they would sub-divide land among their sons responds as follows said sons, 8% said they could give all their land to their sons. The other percentage was undecided. Married women enjoy usufructuary rights to land but widow hood brings uncertainty and upon divorce or separation many assets including land become the sole property of the man. Destitute women often migrate to urban slum where they remain poor. Women have a heavier burden of work which cuts into rest.

The poor have lower schooling rate for their children who are also more likely to be malnourished and less likely to be immunized and face higher chances of dying infancy and childhood. They have much lower enrollment in high school. Girls are as likely to enroll in primary school as boys but drop out or are pulled out more often. Girls from poor rural households rarely attend secondary school.

They own only small piece of land and less cattle and fewer consumer durable such as radios and bicycles content walls or iron sheet roofs. They have significantly less access to safe water. They depend on rivers and rain water have no access to piped water or electricity. In urban areas slums are worst hit, with very poor sanitation and inadequate water supply.

The land question in Kenya still labours under the British colonial legacy. They brought here the institution of the title deed, which they had in Britain, Henry George had predicted bad laws prevent farmers from enjoying the fruit of their labour. The agricultural boards another British legacy are institutions run at their beginning by the (settlers) farmers themselves. After independence the boards were nationalized. Little by little tightening the noose round the

(African) farmers neck. Payments of farmers were increasingly delayed at times by years movements of produce was restricted lifted upon requested by international monetary fund and world bank (IMF/WB). A police road block will demand to see the "license" and if the driver objects that it is no longer required he will be detained long enough to ruin the fresh the produce he is transporting also the consequence is that their produce get ruined resulting in grave losses cum-stone house was unable to make ends meet in finding employment in Nairobi as a driver another as a small scale usurer a third as a high school factotum poverty assessment of Kenya. March (1995).

Nganda and Mwabu (1998) carried out study on health and poverty in Kenya where they examined the pattern of health status in relation to poverty. The study showed that most of the diseases in which Kenyans spend a lot of money to treat are the disease of poverty, if poverty is eradicated it could lead to significant improvements in general health status. According to them poverty, manifests itself in many forms that impact on health including poor housing, poor sanitation and poor water supply e.t.c. uncontrolled vectors unemployment, low education achievement, high mobility and mortality and poor access to health services they demonstrated by using simple descriptive statistics that poverty in areas where there was poor health status. Mobility and mortality data gave a general perspective on provision and utilization of health services in Kenya where to approach the problems of assisting those who are most at risk. The social economic characteristics of the population appeared important in identifying those at risk.

2.2.6 Poverty Situations in Kenya

The number according to the bank poverty assessment in Kenya (2003) of the poor has been on the upsurge increasing from 3.7 million in 1973 to 11.5 million in 1994. 12.5 million in 1997 and is currently estimated at 17 million or 56% of the total population. The incident of poverty varies from one area to another. In 1994 North Eastern Province recorded the highest level of poverty at 58 percent. Eastern had 57 percent coast 55 percent and Nyanza had 42 percent while Central record the lowest level of 32 percent by 1997 poverty had increased rapidly and its distribution pattern changed with Nyanza recording the highest level of 63 percent and Central 31 percent. North Eastern was partially covered by the 1997 welfare monitoring survey due to the EL-NINO rains that made some areas inaccessible.

The incident of poverty also varies from rural to urban area. In 1997, it was estimated that 75% to 80 % of the poor live in the rural areas. In the rural areas food poverty was estimated at 51% while absolute poverty was 53%. In urban areas food poverty was estimated at 38% while the absolute poverty was 49% the overall national incidence of poverty stood at 52 %. In the urban areas, Kisumu recorded the highest 63% followed by Nairobi 50% Nakuru 41% and Mombasa.

The poor areas identified to include the aged pastoralists, physically challenged persons female headed household without formal education child headed household. Casual labourers, Aids orphans, youth. Among the poor persons. Women are more vulnerable to poverty than men. For instance 69% of the active female population work as a subsistence farmers compared to 43% of the men. To explain the high incidence of poverty are factors such as the declining economics growth which contracted to the negative 0.3% in the year 2000 gender disparities

had governance corruption. Inefficient delivery of services, HIV/AIDS environmental factors and the adverse effects of structural adjustment programmes.

2.2.7 Poverty and Education

In most developing countries in Africa, education for the greatest number of children terminates at primary school level. The high degree of interest shown by parents and children alike in school, education is often killed on discovery that not every child who completes primary school education has no access to secondary school education. In Kenya for example even with the organization of education at all levels to bring down unit costs it will take more than a decade before the great majority of students are able to proceed to secondary school (Jeer. R. Betherman (1998).

According to facts about children campaign (2003) in Kenya had 13 million children between the age of 7 to 18 have never been to school. Girls are more likely to go without schooling than boys. In the Middle East and North Africa, girls are three times more likely than boys to be denied education for every year of education wages increases by world wide averages to ten percent (10%) educated mothers tend to send their children to school, he begins to break the cycle of poverty.

The Kenya government and parents spend heavenly on education. Two thirds of public spending goes to primary school and poor receive a great share of public subsidies than the non-poor. The parental costs were one third of the total cost and poor parents spent considerably less , resulting in lower non-teacher inputs which may have adversely influenced schooling outcomes for the poorest the private cost was too high and as a result fewer

children were enrolled and many dropped out. The private costs in secondary and primary schooling are very high because of boarding and tuition fees and only the non-poor can enroll their children. Therefore, public subsidies to secondary school education go largely measure to the rich and mainly in the urban areas.

In most nations in black Africa, secondary education continues to be a privilege a few. The termination of education of primary school level is a problem facing most nations in black Africa. This has resulted in child labour which has worsened the situation. These lack the skills that are obtained from education. Therefore, the four gainful employment and the investment in their education both by the government and the parents cannot be said to have yielded any financial returns.

According to the Ministry Of Planning And National Development July (1998) the analysis of poverty and education reveals that 93% of primary level students who attended school never completed, both the non-poor and the poor. In secondary education is quite different only 14 percent of the poor completed compared to 28 percent of the non-poor managed to complete this level. However, in the part of rural are only 21.7 percent of non-poor against the 28.4% percent of the urban poor completed the level. It can therefore be concluded that, it matters more with respect to the likely good completing secondary school when a child is living in urban area, than in rural area. The non poor had a larger proportion reporting to have reached post secondary and university levels 3.7% compared to 0.8 % for the poor. The combined effects that is non- poor do better than the poor and the urban population do better than the rural becomes a very important determinant of who makes it to post secondary and university level. The enrolment rate for primary school and tertiary level for both poor and non-poor are

quite comparable. The difference is found in secondary education where the non-poor reported more than double the class enrolment rate of the poor.

Primary Education.

In primary education level, most developing countries, both access and costs influence demand primary schools are significant determinant of household enrolments. Government expenditure on primary school has no significance impact on the likely hood of a child enrolment. So the quality of schools does not seem to influence enrolment decision. Direct costs (books, uniforms and transport) and household income also do not affect enrolment significantly. The opportunity costs children's time particularly (girls) is a significant determinant of enrollment if opportunity costs are high in relation to household income and expected future earning then household may forego schooling.

Parents' education has positive and significant impact on the probability of enrolment. The levels of mothers education exerts a particularly strong influence on the like hood of girls enrolling in school Mason and Khandker looked at enrolment factors and found that the essence of electricity appears to have a positive impact on the probability of enrollment.

2.2.8 Significance.

According to Eshiwani (1993) primary education in 8.4.4. System aims at providing primary pupils with adequate intellectual and practical skills for living in both urban and rural areas. It is basically organized in away to provide learning opportunities which enable pupils to:

- i) Acquire literacy, numeracy and manipulative skills.

- ii) Develop self expression, self discipline, self reliance and full utilisation of child's senses.
- iii) Develop ability for clear logical thought and critical judgement
- iv) Acquire a suitable basic foundation for the world of work in context of economic and manpower needs of the nation.
- v) Develop a constructive and adaptive attitudes to life based on moral and religious values and responsibilities the community and the nation.
- vi) Grow towards maturity and self fulfilment as useful and well adjusted members of the society. The implication here according to a Got and Pate (1983) is that education is expected to provide opportunities for the fullest development of the individual talents and personality. The school droplets therefore are likely to lead unsuccessful lives with little confidence.

2.2.9 Education as an investment and empowering

Education is empowering it strengthens individuals families and communities believe that working to improve the quality and accessibility of basic education is one of the best investments we make in efforts to overcome poverty. We seek to ensure that the right to education is fulfilled, even in the most difficult circumstances and for the most vulnerable groups, such as refugees, children and people living with AIDS CARES educational campaign (1994) in Malawi to improve education.

2.2.10 As a means of meeting other basic needs.

According to Millwood D (1977) education influences and is turn influenced by access to other basic needs, adequate, safe drinking water, health services and shelter.

Improvement in nutrition particularly in infants and young greatly improves their learning productivity and income. So while clean water cannot make an important contribution to better health, whether it will do so depends on the education and understanding of its users.

2.2.1. As an activity that sustains Accelerates Developments.

i) Education develops individual talents and personality helps children to develop their potential and abilities to manage capital technology services and economy and administration in every sector.

ii) Through trained personnel developed methodologies and institutional setting education facilities the advancement of knowledge.

iii) Education raises consciousness of people and provides knowledge skills and trained manpower to deal with the environment issues.

iv) Education in rapid economic growth technological advancement of social change transforms the relationship between the individual and society and may tear down the traditional supports that have provided framework for individual. To identify with their changing culture and find constructive rules in society depends on a large extent on what education can provide self understanding better knowledge of the choices available to the society and critical view of the culture World Bank (1996).

2.2.12 Parents` Attitudes

It is the society which creates and supports the school. This is because it is not possible for the government to provide facilities to match the rapid rise in population. Otiende (1992) reports that the public resources cannot effectively expand population

Parents and local communities at primary and secondary levels will be expected to play an increasingly active role in the provision of educational facilities in the future.

When a child starts going to school, a special relationship between the parents and the school begins. The child is the link between the school and the parents. All parts of pupils, teachers, administrative staff and parents must work together to achieve the common goal of education for the child.

Parents' attitudes therefore contribute a lot to school development and stability. Where parents are enlightened. They involve themselves seriously in both informal and formal education for their children. This shapes their children's attitudes towards education and has a bearing on the children's performance in examinations on the other hand. If parents have negative attitude towards education and therefore not committed to the contributions required in the school their children are forced to dropout of school.

2.3 PROBLEMS FACING EDUCATION

Education is regarded as essential in developing the human potential. Among the less developed nations of Africa, Asia and Latin America where man power needs are acute the demand for formal education is very high indeed (unreported 1981).

The World Bank report (1995) noted that the government and parents spend heavily on education tow thirds of public expenditure was on primary school education. Parents are spending greater parts of their measure financial resources in education. The national burden of education is often paralleled by burden of poverty in the parents who are often forced,

especially in rural areas to send the children several kilometers from home, who cannot afford to fee cloth the children property.

Many national governments in Africa as well as in Asia and America have tended to listen more to economic planers than to educationist and have been persuaded to review the formal education curriculum in order to make their work-examined at every terminal level. Formal education in most less developed countries faces a great number of problems some of them may be explained in the following.

1. Staffing

Less developed countries, if they are no maintain high quality education in the face of rapid quantitative expansion at every given level of formal system they will have to depend mainly on the quality of teachers. However, two problems fall on this namely lack of sufficiently qualified teachers and low commitment to teachers.

In many African countries the supply of qualified teachers in primary schools has a major problem especially in the high or rapid expansion of schooling opportunities to meet the increasing demands for education. Onditi (1996) blames Kisii central district's poor performance in national examinations on shortage of teachers. The district continues to perform poorly in the national examinations due to the serious cases of under staffing. There are numerous and unnecessary transfers of teachers to school outside the district. A teacher who is always being transferred may find it hard to co-ordinate his teaching and this may cause a negative effect on the students' performance and some schools may have very few teachers to

the extent that the students are idle and some easily discontinued with education. However the quality of education especially at primary school level as long as it suffers.

The problem of staffing schools with properly qualified local teachers in Africa is crucial one if quality of education in Africa is to be matched with quantity. The problem can either be solved by perpetual importation of teachers not by continued retention of untrained teachers. The only way to expand is training programmers locally in order to meet the demand by Mbiti (1981).

2. Commitment among the Teachers.

A big number of teachers are committed in their teaching profession, but it should also be admitted that a large number of them entered teaching profession because there was no any alternative of any job some where else, therefore they are not serious in their work in other words they are lazy others are lowly motivated in their work partly because of inadequate training which should give them profession depth to make them confident of their work and satisfied with it. The problem of the uncommitted teachers is partly the result of the government policy in many countries which regard teachers as essential but rather cheaply hired or paid poorly members of the society. Therefore, the government should consider it genuinely and do the necessary motivation. (Mbiti 1981).

3. Availability of teaching resources.

Resources play an important role in helping teachers in the teaching process. Resources are the things that assist a teacher in the learning process. The two great accumulation and transition of knowledge have been people and textbooks.

Jacinta (1981) notes that the maximum number of pupils who can share a book in the course of assess is three. If there are no enough books for that ratio, the teacher will need more teaching aids, will have to use the chalkboard more and possibly have some of the material printed on a large chart for all to read.

Some schools have not got enough desks to seat all pupils comfortably. If pupils are squeezed together they become hot and uncomfortable. They are unable to do written or practical work effectively so pushing and pinching results. The Gachathi report (1976) recommended the improvement of teaching facilities and an increase use as well as supply of locally made teaching aids. Success depends on the sources at a school's disposal. However, where the resources are extremely few teachers become disillusioned and pupils dropout rate is high or poor performance results of examinations.

CHAPTER THREE

3.0 METHODOLOGY

This chapter discusses the methodology of study, the sampling procedures. Description of instruments, data collection procedure and data analysis.

3.1 RESEARCH DESIGN

The purpose of this study investigate the effect of poverty on education at primary school level in Suneka division of Kisii south district. Ten primary schools were randomly selected from the study. The researcher used exposit factor design in his research because it covered a large area where changes occurred naturally without the researcher's control. A survey method was therefore found to be the most suitable for the researcher to collect the information. It is a descriptive research and the researcher used survey design, sample survey was conducted in the selected schools.

3.2 POPULATION AND SAMPLING

The population under study was composed of ten primary schools of Suneka division out of an estimate number of forty schools with a population of about three hundred and twenty teachers, sixteen thousand pupils. A sample of ten schools was selected out of the forty schools in the division. This sample represented a quarter of all the schools in the division. A sample of the respondents for this study was derived from ten randomly selected schools using simple random sampling method. A total of hundred and sixty students were selected to constitute the sample of the study. A total of thirty teachers was randomly selected from the ten schools. The description of the sample and sampling procedures of class teachers students, head teachers including the stake holders of the school. Same dropouts and repeaters were also

Interviewed. Questionnaire was only distributed to students of class six. Seven and eight the lower classes were granted on oral interview.

3.3 DESCRIPTION OF THE INSTRUMENTS

The research used both questionnaire and interviews to obtain the primary data. The secondary data was obtained from CUEA and Kisii libraries. The questionnaires were of two categories for the teachers and for the pupils. The questionnaires were mainly for open-ended questions. These questions enabled pupils not to select the relevant answers but also to give their point of view.

The second category of questionnaire was mainly of open-ended questions. This was because the researcher wanted the respondents to express themselves without restraint. In addition the researcher prepared an interview schedule that was used as a guide to gather the information from the parents, dropouts, and the interview schedule had a total of questions that enabled the researcher to draw out information from the parents and dropouts. Teachers view and options were based on the following.

- i) Effects of poverty on provision of education.
- ii) Poverty and students performance in learning and exams.
- iii) Relationship between poverty and absenteeism.
- iv) Lack of teaching facilities and poor physical infrastructure in primary school.
- v) Poverty and quality of teachers.
- vi) Poor situations at home affected attainment.

vii) Suggestions made to solve the problem.

Viii) Shortage of teachers.

ix) Models in the society.

x) Poverty and dropouts.

The objective of the questionnaire was to get teachers view and options and use them to extract the problem caused by poverty. A similar questionnaire was developed as well as the interview schedules for parents and school dropouts.

The researcher prepared interview schedules for parents and school dropouts. Simple random sampling method was used to select the parents and the school dropouts. A total of five parents and ten school dropouts were used for the survey. Research instrument are here questionnaire and interviews. The questions in the interview schedule were concerned about poverty and the consequences of poverty in education.

3.4 DATA COLLECTION PROCEDURE

The prepared questionnaire for both the teachers and the pupils were taken by the researcher. The researcher sought the assistance of the head teacher on arrival in the school. The head teacher helped in randomly selecting the pupils and the teachers to be used in the carrying out the research. There were given the questionnaires to fill.

Where some of the teachers were not present, the researcher left the questionnaire with the head teacher. When the questionnaires were filled, the head teacher collected from both the teachers and the pupils. The researcher collected the already completed questionnaires from the head teacher.

A date was arranged to meet a particular parent or a school dropout. The respondents were encouraged to talk freely on the effects of poverty in education. Eventually a total of five parents and ten school dropouts were interviewed.

3.5 DATA ANALYSIS

The data collected using the questionnaire and interview scheduled were analyzed using descriptive statistics. The results are shown in the next chapter. The data obtained will be analyzed and interpreted in a form of tables. Percentage will be calculated by using formula:-

$$F/N * 100 = \% = N = \text{Total number of population}$$

F = Frequency

CHAPTER FOUR

After collecting analyzing and interpreting the whole information collected through the use of questionnaires and interview guide, the researcher analyzed and formulated data in a form of tables. The tables comprised of the findings, respondents, frequencies and percentages respectively.

4.2 THE MAIN FACTORS THAT AFFECT ACADEMIC PERFORMANCE

TABLE 1

FACTOR	RESPONDENTS 100%	PERCENTAGE (%)
Economic problems	78	78
Health problems	10	10
Social problems	20	20
Other problems	2	2
total	100	100

The table above shows that of all the factors that impact on the people. The economic problems is their leading by 78%. Majority of the students are of the opinion that academic performance is affected greatly by poverty which brought about lack of adequate teaching and learning facilities, like books, and other necessary learning materials. The respondents said that the economic is the worst of all the factors which are affecting their academic performance in all.

levels of education They remarked that their parents do not have financial resources which could enable them have a comprehensive learning facilities like tables, chairs and even paraffin to light their lamps during the time of doing their school assignment at night or in the evening. Hence they end up in doing poorly in their studies

The second factor is health problem , 10% of those who responded noted that has negative effect to academic performance .The reason given were that , they do not get proper dieted food clean drinking water and there is insufficient food in their homes and more especially during lunch time they even do not take any food Their concentration in studying becomes low. However, this is because their parents are unable to cultivate enough food for their children or buy for them, because of poverty.

The other factor is social problem, another 10% of the students said that, since they do not have their parents who should work for them at home , they strain in doing every work at home, finally they do not have time to study or do their assignment given by their teachers from school. Consequently, these causes affect academic performance. Some students said that the lack of parental guidance and encouragement which affected their academic performance.

4.3 EFFECTS OF POVERTY ON PERFORMANCE

The researcher sought to identify the effects of poverty on the performance of the pupils.

The researcher obtained data from the teachers and the pupils

The table below shows the teachers views on the performance of their pupils.

Table 2: Teachers view on the general performance of the pupils

RESPONSE	RESPONDENTS N-30	PERCENTAGE (%)
Between 0%-10%	2	7
Between 10%- 20%	3	10
Between 20%- 30%	5	17
Between 30%- 50%	14	46
Above 50%	6	20

Table 2 shows that 20% of the teachers felt that the pupils' performance was good. The reasons given for the response were that despite the lack of adequate teaching and learning facilities, some of the pupils took education seriously and understood its value therefore they worked hard in school. These teachers also said that the performance was good because as teachers they were hard working and learning environment of the school was conducive in terms of the climate conditions and the peace that prevailed in the area.

However, 46% of the respondents felt that the pupils' performance was average and 17% said that it was below average, 10% remarked that the performance was poor while 7% said that the performance was very poor. The reasons given were that many parents were poor and this caused the pupils to be away from school most of the time thus affecting their performance. Lack of adequate teaching staff and learning facilities especially books and poorly built classrooms affected the pupils' concentration and performance. On the other hand teachers attributed the pupils' attitude as a main reason of their poor performance, since the majority of them lacked seriousness and therefore ended up dropping out of school or repeating

On the contrast the majority of the pupils felt that their performance was average. The reasons given by the pupils were that they lacked adequate teaching and learning materials i.e. books and teachers and lack of time to study as they have to go home and assist in the domestic work. Lack of paraffin to facilitate learning in the evening was sighted as another reason for average performance

4.4 EFFECTS OF POVERTY ON PERFOR MANCE

Table 3: Pupils' view on their general performance

RESPONSE	RESPONDENTS NO 100	PERCENTAGE (%)
Above 50%	23	23
30-50 %	28	28
20-30%	44	44
10-20%	5	5

Table 3 shows that 23% of the pupils felt that their performance was above average. The reason given for this was that they had access to view books therefore they performed well in class and attained the top position. 28% o f the pupils said that their performance was between 30-50%. The reason given was that they had good teachers who availed them the help that they needed and therefore performed fairy in class. On the contrary 44% of the pupils felt that their performance was between 20-30%. The reasons given were that they lacked adequate teaching and learning materials namely books and enough teachers. They also said that they had no time to study in the evening because they h ad to go home and do manual work. La ck of paraffin to

provide light in the evening was another reason given to aver age performance .In addition lack of school fees/funds that led the absenteeism. Lack of parental guidance and support. Lack of food .sickness and death leading to orphans greatly affected pupils' performance. The remaining number of the pupils said that in addition to the aforementioned reasons their performance was poor because of lack of lack of seriousness.

Some of the pupils felt that their performance could improve if they were provided with the books. While some said that if libraries and classrooms were built they could also improve. In addition 5 % of the pupils felt that if social amenities like electricity, transport, good health facilities to study, food and clothing in terms of uniform they would have the ability to study at night and concentrate in class thereby improving their performance.

Finally pupils felt that if inter-school exams and competitions were introduced they could be able to gauge there performance and improve in the necessary areas. According to the research made by the Ministry of Planning and National Development (1993) 33% of families in Kenya are single parents in Suneka division the number goes up and is estimated to be 36 %, where the majority of them were women in providing for education of the children.

Poverty being a major factor of enrolment rate of pupils in primary schools the researcher aimed at finding out the effect of poverty and the completion all drop out rates of pupils in Suneka division. The teachers stated that pupils do drop out of schools before completing the system. The table below summaries the reason given by the dropouts.

Table 4 Ten dropout were interviewed

FACTORS	RESPONDENTS N- 10	PERCENTAGE (%)
Economic problem	5	50
Peer group	2	20
Single parent hood	1	10
Early pregnancies	2	20
Total	10	100

Table 4 shows that 50% of the respondents stated that poverty was reason for high drop out rate in the area. This was evident because the school lacked school facilities like uniforms, books and other necessary educational accompaniments. This made the students miss the school for a long period and at end drop out of school.

Another reason is pregnancy where by 20% of the dropouts said that many girls dropped out of school due to unwanted pregnancies which lead to early marriages or single parenting. In addition 20% of drop out stated that lack of guidance and encouragement lead to high drop outs. The reason given to this was that economically strained parents made their children work in the farm to generate an income. This made it difficult for children to study due to lack of time and in the end this children resort to living school to assist in home. The increase number of orphans also led to high dropouts. This was supported by 10 % of the drop outs who said that many orphans end have living because of lack financial support to advance in school.

Finally drop outs gave peer pressure as reason for high dropouts. They explained that many pupils were influenced by their peers who were out of school to live school and form cliques or groups. This cliques encourage members to engage in the activities that do not motivate them to remain in school.

4.5 THE NEXT QUESTION CONCERNED ITSELF WITH THE NUMBER OF NUMBER EDUCATED MEMBERS IN VARIOUS FAMILIES COMPLETED THE GIVEN LEVELS OF EDUCATION IN SUNEKA DIVISION

Table 5: How many brothers and sisters have completed schools indicate the highest level?

LEVELS	RESPONDENTS N-100	PERCENTAGE (%)
Primary	40	40
Secondary	34	34
University	12	12
None	24	24
total	100	100

The data shows that majority of students terminate their education in primary school level due to lack of finance or money. Poverty could not let them proceed to other higher levels of education.

4.6 THE ROLE PLAYED BY THE SCHOOL, THE CHURCH, THE GOVERNMENT AND OTHER ORGANISATIONS.

When the researcher asked the respondents to know if there was any assistance towards the poor students, only 25 % of the respondents answered positively and the majority 75 % said that they didn't receive any assistance. The researcher was further interested to know where the assistance to some of the needy come from. Some students mentioned Suneka Catholic Church, Nyabururu Catholic Church and Deliverance Church. Both the teachers and head teachers also said there is an assistance which is given to small number of poor children in form of bursary. It was also noted that Plan International provides textbooks, stationeries and exercise books, the physical educational facilities are provided by the government through primary education programme and constituency development fund. However the money from CDF and free primary education are not enough for physical facilities e.g. class rooms for higher enrolment of pupils and staffing of teachers.

CHAPTER FIVE

5.0 SUMMARY CONCLUSION AND RECOMMENDATION

5.1 SUMMARY

The study aimed at finding out the effects of poverty on primary education in Suneka Division. The research addressed itself to the following objectives.

- i) To determine the effect of poverty on the provision of primary education
- ii) To determine the rate of those of complete schooling in relation to those who enroll.
- iii) To determine the effects of poverty on the completion rate of pupils in primary school in the Division.
- iv) To make recommendations on alleviation of problem caused by the poverty on education.

The achievement of these objectives is tabulated by the researcher by use of the descriptive research design. Which involves a systematic collection and analysis of data? The research was both qualitative and quantitative in that it involved the use of interviews and questionnaires to collect data. The questionnaires were distributed to a sample of thirty teachers, one hundred pupils, five parents and ten dropouts.

The researcher sampled ten primary ten primary schools to select these one hundred pupils. The researcher used the interview scheduled prepared as a guide while interviewing parents and school dropouts in the community. This comprised only the primary data. The secondary data was collected from various references in Kisii and K. U. libraries. Books, newspapers, journals and related materials from government reports on poverty. The qualitative data collected was analyzed and interpreted for better understanding.

related materials from government reports on poverty. The quantitative data collected was analyzed and interpreted for better understanding.

Tables were drawn to identify the frequency of distribution with regards to the various objectives. The researcher converted frequencies into percentage so as to determine the rate at which poverty did affect primary education in the division, the researcher then established that poverty did affect the provision, performance, completion and enrolment of pupils in the primary school. The responses given showed that poverty made it difficult for the schools to have adequate teaching and learning facilities. They also showed that pupils performance was affected by poverty in that many lacked adequate learning facilities and basic needs like food, clothing and even light to study. Regards to the issue of enrollment and completion, the responses showed that in case of financial strains the parents found it costly to enroll their children in school. Further, they stated that due to financial strains many pupils had to work in farms so as to assist the parents. However, these greatly affected their performance in school.

5.2 CONCLUSION

According to the research finding it is clear that poverty is identified as the major factor that affects individuals in day to day life, poverty is the major menace to education: it hinders the progress of educational institutions. It affects the school performance and can lead to school dropouts. It is manifested by various factors such as unemployment and low level of income, lack of healthy facilities, insufficient clean water, single parent hood, high population growth, low level of literacy rate: plot of varied diseases. Child labour and lack of financial resources. All these factors lead to general low standards of living.

In this division economic poverty affects really education especially at primary level. From the findings poverty in the division has reached to a higher level because a big number of parents are unemployed and some families are single parented with a lot of children. The area is not fertile and the land is not sizable enough for cultivation of some of the cash crops like tea, coffee and cotton ; all these affect school performance because students lack necessary school requirements like uniforms, food which influence classroom's attention.

From the research findings economic poverty has a serious consequence on school performance. A child from a poor family may be forced to dropout because of no other means of living in their family a part from child labour in which they are involved as house maids (girls) and boys join " jua kali sector " or get some hand work, may sell news papers, cigarettes, sweets, car washing e.t.c. in these cases some as alcoholic beers like changaa and others like bhang, cocaine, cigarettes all these may cause confusion or anxiety or even severe mental disturbance or disorders thus ends in serious criminology in such as robberies, theft, prostitution in both cases girls and boys hence their lives are destroyed because of sexual transmitted diseases e.g syphilis gonorrhea and HIV. Consequently they end up in alcohol and drugs. The ultimate end in increase in crime and deaths resulting from diseases such as HIV/AIDS.

The large proportions of families are run by women really struggle for the basic needs of their children's education. Most of them have started some small business to keep them push on life with their students (families). However, with high population the women or single parented families may not be able to afford, in caring for their children therefore they need assistance in providing scholarship to very poor students.

It is clear as shown in the tables that although parents' attitude towards education is improving, the head teachers and the school committee should educate parents on the importance of education. So as to struggle very hard and find the financial resources to support their students school basic needs.

The shortage of teachers in some schools can be solved by balancing the deployment of teachers or employment of teachers should be done by the government so as to curb the great number of students' enrolment in primary schools.

Early pregnancies were noted to be a major factor among the poor students in dropout causes; they should be guided and counseled by parents and teachers. However, this is because of poverty which cause frustration in them and seek refuge in sex.

5.3 RECOMMENDATIONS

The significance of this study was to expose the effect of poverty on education in primary school level. The researcher was able to come up with the following recommendations as a way of improving education in this area by alleviating poverty and other problems related to it.

- i) To assist the poor parents who cannot both provide balanced diet to their children and also meet the school expenses, the government should provide food to school for the poor students. Parents should also be organized to contribute food stuffs to schools after harvesting so that the food can be prepared for all the children. This can be affected by the school committees.

- ii) The poor students should be assisted not only being given free education, but also other school materials e.g uniforms among others.
- iii) Access to primary Health Care should be given to those poor families and also safe drinking water in each poor household.
- iv) A targeted mechanism to reduce private costs of primary education the poor areas or families or far poor students, a system of bursaries for the poor, should be administered by community and local authorities.
- v) The government should encourage the parents by giving them loans to form self help projects and create jobs in order to enable them take care for their children's education.
- vi) The government should establish projects in the Division which will help local people to get employment and then be able to support their families economically and be able to cater for the requirements of their children's education.
- vii) Family planning education should be talked to local people in Suneka Division in order to be able to give birth to a number of children; the family is able to provide the necessary requirements for both life and education.
- viii) Guidance and counseling for both parents and pupils should be promoted so that the parents will be able to know how to overcome various problems. They are faced with and in turn to enable them to control their children and advice them in the right manner to behave.
- ix) Non-governmental organizations and community leaders can also be encouraged to assist in providing educational facilities like books and physical facilities.
- x) To help reduce the problems of lack of learning facilities and dependence in building funds to provide these facilities, the schools can be encouraged to be self

reliant. This can be done if they utilized their compound and grew some food. Cash crops and kept cattle to provide milk. This produce would be sold and little money collected used to build facilities.

xi) To help reduce the problem of unemployment, it could be helpful if agriculture extension programme will enable them to learn new ways of utilizing their small pieces of land and thus self reliant.

5.4 SUGGESTION FOR FURTHER STUDIES

This study only covered a small area that is ten schools in the whole Division because some major reasons, such as inadequate time and lack of funds. Therefore similar study should be conducted to cover other areas. The study made a lot of recommendations about how education should be assisted and be promoted by helping poor students to continue with their studies. However the similar study should be carried out and various recommendations should be made. This will help the education policy makers to come up with solutions that will favor the poor students. The policy may have solution to alleviate poverty not only in this area of Suneka Division but in the whole country.

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APPENDICES I PUPILS QUESTIONNAIRE

Dear pupils,

You have been selected to help fill this questionnaire which will aid in the partial fulfillment of a Bed at KIU. Please answer all the questions and where necessary respond by using a tick ☐ or filling the blank spaces provided.

All the information will be treated as confidential and therefore do not write your name on the questionnaire. Your co-operation is highly appreciated

Thank you

SECTION A BACKGROUND INFORMATION

1. Sex male ☐ 2. Age _____

Female ☐ 3. Name of the school _____

4. Class _____

SECTION B:

5. How many are you in your family ?

6. Who do you stay with ? Parents Guardian If any

Explain _____

7. What problems mostly affect your academic performance?

a) Social Problems b) Economic problems

c) Health problems d) Other specify _____

8. Who pays your school items/fees ? Parent Government

Others specify _____

9. How many members of your family go to school? _____

10. How many of your brothers or sisters have completed school? _____

Please indicate the highest level primary Secondary

University

11. Have any one failed to complete school ? Yes ☐ No ☐ if yes

Explain _____

12. What is your parent occupation? _____

13. What is the highest qualification of your parent ? Primary ☐

Secondary ☐ University ☐

14. In case of inadequate funds in your family, who normally get the priority to go to

School? Boys ☐ Girls ☐ please explain _____

15. In which kind of house do you live a) Estate, Single house made of sheets

b) Single house made of stones / bricks ☐ others ☐ specify ☐

16. What source of light do you use, Electricity ☐ Para fine ☐ solar ☐

Firewood ☐ others specify _____

17. How do you reach your school ? a) By bus of the school ☐

b) By public means ☐

c) On foot ☐

d) Other means ☐

e) Specify ☐

18. How do you pass your lunch time? a) Go home for lunch ☐

b) Eat food that you carry to school ☐

c) Your food canteen near the school ☐

d) You stay without food ☐ other means specify _____

19. Do you receive any assistance from your school, the church the local authorities, or any other governmental organization? Yes ☐ No ☐ if specify

From which _____

20. what problems apart from availability of books would affect your academic performance?

a) Social problems ☐ b) psychological problems ☐

c) Economic problems ☐ others specify _____

21. Give any suggestion on how education in this division can be improved

Thank you for responding

APENDIX NO 2

QUESTIONNAIRE OF PRIMARY SCHOOL TEACHERS & HEADTEACHERS

Dear sir/madam,

You have been selected to help fill this questionnaire which will aid in the partial fulfillment of BED at KIU.

Please answer all questions and where necessary respond by a tick

Filling the blank spaces provided. All the information will be treated as confidential and therefore do not write your name on the questionnaire. Your co-operation is highly appreciated.

SECTION A: BACKGROUND INFORMATION

1) Sex Male ☐

Female ☐

2) Age _____

What are the main problems facing your school?

3) How would you estimate the number of your students who come from poor families?

- a) Below 10% b) Between 10%-20% c) Between 20%-30%
d) Between 30%-50% e) Above 50%

4) Does poverty influence the students' performance in your school? Yes

No

If yes explain

5) How do you try to overcome the problem of poor students in your school?

6) (a) What are the factors that cause poverty in this area of Suneka division

(b) Does the school have adequate physical facilities? Yes No

Explain if not yes _____

7 (a) How many students were enrolled at the beginning of last academic year in your school?

Boys	Girls	Total
------	-------	-------

?	?	?
---	---	---

(b) How many students approximately have dropped out of the school

Boys	Girls	Total
------	-------	-------

?	?	?
---	---	---

(c) How was the situation during the previous three years academic year?

	2004	2005	2006
Boys	_____	_____	_____
Girls	_____	_____	_____
Total	_____	_____	_____

8. That do you think are the main reasons that contributed to students dropout?

9. What is the role played by women in providing education to the children in this area? _____

10. Is there any assistance given to poor students from the government .school .good aiders or willing people or non Governmental organization? Yes ☐

No ☐

If yes explain from which and how _____

11. As by your opinion how does economic poverty affect education?

12. How do you find the general performance good ☐ excellent ☐

poor ☐ average ☐ Give reason for this response _____

13. What possible solution can you suggest to solve problems facing education?

(a) In Kenya as a whole _____

(b) In Suneka division _____

APPENDIX 3

Interview schedule for parents

1. What do you do for a living?
2. How many children do you have?
3. Are all of them in school if not why
4. What are the causes of poverty in this area division?
5. What are the effects of poverty a education?
6. As a parent what problems do you face in educating your children?
7. In case of financial strains which gender would you give priority?
8. How many of your children have completed school? What level? Primary?
Secondary? University/
9. Is there any financial assistance given to community members for the education of
their children?
10. Is a community how do you think primary education in this division can be
improved?



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DEPARTMENT OF IN-SERVICE

..... August 2009

TO WOM IT MAY CONCERN:

Dear Sir/Madam.

RE: INTRODUCTION LETTER FOR MS/MISS/MRS/MR

ONDARA BYANIS M. ADBE

The above named is our student in the Institute of Open and Distance Learning (IODL), pursuing a Diploma/Bachelors degree in Education.

He/she wishes to carry out a research in your Organization on:

AN INVESTIGATION INTO EFFECTS OF POVERTY
ON PRIMARY EDUCATION A CASE STUDY
IN SUMBIYA DIVISION IGISI SOUTH
DISTRICT

The research is a requirement for the Award of a ~~Diploma~~/Bachelors degree in Education.

Any assistance accorded to him/her regarding research will be highly appreciated.

