

THE IMPACT OF POVERTY ON ACADEMIC
PERFORMANCE: A CASE STUDY OF GEDELI PRIMARY
SCHOOL ILEMELA DISTRICT (TANZANIA)

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A Dissertation Submitted to the Faculty of Education in Partial Fulfilment
for the Award of the Degree of Bachelor of Art with Education of
Kampala International University

June 2007

DECLARATION

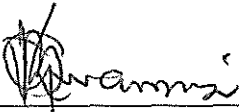
I ALICE GOMBANILA, declare that to the best of my knowledge this work has never been presented anywhere in any university for any award of a degree.

Sign 
ALICE GOMBANILA

Date: 18th MAY, 2007

APPROVAL

This is to certify that this work has been submitted for examination with my approval as supervisor.

Sign 
Mr. KWAMUSI GEOFREY

Date: 18th May 2007

DEDICATION

I dedicate this project to my parents; Mr. Abraham M. Gombanila and Mrs. Ester L. Gombanila.

I also dedicate it to Brian and Christine.

ACKNOWLEDGMENTS

I would like to thank my parents Mr. & Mrs Gombanila for their support and guidance throughout my studies. You have encouraged me and led me to this success point.

I would like to also thank my supervisor, Mr. Kwamusi Geoffrey, without whom this project would not be a success.

To my sister Angela M. Gombanila, you have been an inspiration and motivating factor in my life.

To my brother Alick M. Gombanila, your prayers have helped shape the path to my success, thank you.

I wish to thank Brian & Christine, my friends and who have been my financiers through out this project.

I wish to thank Mr. Philip Ezra Msangi, whose material support and prayer have been highly appreciated.

I wish to thank the head teachers from Gedeli Primary School; Mrs. Salome Masanja, Mr. Samwel Aron and Mr. Obed Mgeta Maega. I would also like to thank the teachers at large and students who also participated in the study, this project owes its success to you.

I wish to thank Mr. Onyum Charles of House of Information Technology for their professional services. I will remember you.

Thank you and God bless you all.

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ABSTRACT

The study sought to investigate the effect of poverty in academic performance. This was achieved by investigating the effects of poverty on academic performance and investigating solutions to the effects of poverty on academic performance.

A case study design was employed in the study. The researcher adopted this case study design because the study concentrated on a particular area, which was generalised to the rest of the region. For the study, total of 80 participants. An interview guide was constructed and used to collect information from students. A questionnaire was also designed and used to collect information from teachers. The researcher also used observation and guided discussions to get more information.

This study showed that pupils from low-income families were greatly affected by the lack of financial facilitation such as school fees and scholastic materials. Other hindrances were poor hygiene both at home and at school and a persistent ailment of malaria caused by lack of mosquito nets. This led them to miss school and fail to perform well in their academics. Lack of adequate meals accounted for the greatest proportion of poor performers as reported by both teachers and pupils. Poor learning environment was another reported major cause of poor performance. This was all due to lack of finances from both parents and school and was worsened by the sheer number of pupils that the teachers had to teach.

As a result the limited number of teachers were made to teach two sessions, one in the morning and the other in the afternoon which led them not to pay great attention to the pupils which resulted in poor performance. The study findings in general agreed with the findings of the authors cited in the literature review.

The major recommendations included the government encourage teachers through increase of their salaries and wages as the performance of the pupils depends highly on them and facilitate schools with grants to enable them purchase more scholastic materials and build class room blocks.

CHAPTER ONE

INTRODUCTION

1.0 Background

Education is as old as man. According to the world reference dictionary (2005), 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 and 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 pupils with the hope of transforming pupils into meaningful thinkers who can be accepted into higher levels of secondary education.

The word poverty is common in every day speech in Africa. The UN (2004) reports that out of the world's population of 6.47 billion people, 1.2 billion people currently live below the world's poverty line earning less than \$1 per day. 852 million people across the world are hungry, 160,000 children die from hunger related causes and one child every five seconds dies because of malaria (World Trade Organisation, 2005). Among the poor group, many people have problems of obtaining adequate nutritious food for themselves and families to the extent that 815 million people are under nourished in developing countries (UNDP, 2003).

The Scottish Poverty Information Unit (2005) reports that there is no single definition of poverty. Poverty is defined relative to the standard of living in society at a specific time. The Scottish Poverty Information Unit asserts that people live in poverty when they lack an income sufficient to acquire their material needs and when those circumstances exclude them from taking part in activities which are an accepted part of daily life in that society. A person is considered poor when his or her income level falls below some minimum level necessary to meet basic needs. What is necessary to

satisfy basic needs varies from society to society and also varies over time. (World Bank Organisation, 2004).

1.1 Statement of the problem

Poverty levels have been reported to be high in East Africa. There seems to be a great impact of poverty on the education performance of students and pupils in Ilemela District. If this situation continues without government attention, the educational products that the pupils represent are likely to be in danger of being half baked. There was therefore need to investigate the exact effects of poverty on the education performance.

1.2 Purpose of the Study

To assess the effect of poverty in academic performance.

1.3 Specific Objectives

1. To investigate the effects of poverty on academic performance
2. To investigate solutions to the effects of poverty on academic performance

1.4 Research questions.

1. How does poverty affect academic performance?
2. What are the solutions to the problem of poverty on academic performance?

1.5 Scope

The study was conducted in Ilemela District in Mwanza Region, Tanzania. Pupils and teachers of Gedeli Primary School participated in the study and the study which centred on the effects of poverty on academic performance.

1.6 Significance of the study

The findings of the study may be important in the following ways

1. It may be used by the ministry of education in formulating their policies so as to find ways of combating the effects of poverty on pupil's education achievement,
2. Teachers may use the study to understand the different needs of different pupils inflicted with poverty problems and therefore include on the time tables guides to pupils towards achieving their goals.
3. Parents may use the study to monitor their children and also be more understanding to their performance plight.

4. Leaders in society e.g. local council administration and community development officers will use this study to sensitize the people they lead to fight poverty and avoid problems that lead to poverty.
5. The study may be used by other researchers who may be studying similar studies as source of literature review.

1.7 Hypothesis

The researcher suggests that poverty affected the academic performance of pupils. The study investigated the effects of poverty on academic performance of students in Gedeli Primary School Ilemela District.

1.9 Definition of Terms

Education:	The formal instruction of learners to acquire new skills and concepts that will enable them be successful in the world today.
GDP:	Gross Domestic Product
Performance:	The level of school achievement by pupils
Poverty:	Condition of having insufficient resources or income.
UK:	United Kingdom
UNDP:	United Nations Development Program
USA:	United States of America

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This section was concerned with presenting existing information on the study or work of other scholars, who have studied similar studies.

2.1 General Effects of Poverty on Academic Performance

The literature reviewed showed lasting negative impact of poverty on the life style of people. Beverly¹ reports that poor people when they are not part of the network which supports most people in ordinary life. They are left out in networks of friends, family, community and employment. There is also social stigma, social isolation and failure in social protection. One is excluded because poverty does not leave him with the potential to participate in normal activities. Wikipedia² discovered that the poor are denied social justice. They are not given their due within society as a whole. This is because they don't have the power to oppose those who deny them their rights. Poor people cannot meet the needs of their children such as love, security, new experiences, recognition and responsibility³.

Naik⁴ reports that over 80 percent of the poor in a country belong to the socially disadvantaged groups and other backward groups. Statistics show that human development indexes such as literacy levels, gender disparity indices such as literacy levels, gender disparities, provision of basic needs such as drinking water and health care are poor among the poor people.

Roth⁵ discovered that poverty breeds violence. He conducted a study among poor women and discovered that men and women living under poverty were at a risk of violence such as rape, child molestation and other forms of violence. Socially, the lack of food erodes relationship and brings shame so that those most in need of food are least able to call for it⁶.

Lynch (2004) observed that poor families often have inadequate food, safety, shelter and health care. In school, children from poor families often fall short of achieving their academic potentials making them more likely to enter adult hood lacking the skills to compete in global labour markets and as adults. Mantal (2004) conducted a study in Canada and discovered that as family income rises, children's chances of developing to their full potential also rise but when family incomes go down, the child's chances of thriving also go down. Montague (2005) reports high mortality rates among the poor people. He noted high health problems among the poor people and diseases were frequent in environments of poor people. Kaplan (2001) also conducted a study on mortality rates among infants in Colombia and concluded that mortality rates were high in areas where people had poor incomes.

Poverty produces the culture of poverty. The poor people are denied effective participation and integration in major institutions of society. This leads to their continuous lack of economic resources⁷. The Ministry Of Foreign Affairs Of Japan⁸, reports that poverty goes beyond incomes. It encompasses economic, social and governance dimensions. The Ministry noted that the poor are not only deprived of incomes but also opportunities and markets are difficult to access. Asiku (2000) reported that poor health due to inadequate nutrition and hygiene further limit the poor people's prospects for work and from using their mental and physical potentials.

Coriell (1997) observed that the structure in society denies the poor the opportunity to participate in decision making, Bamusubire (2000) also noted that environmental effects such as crowding, sub-standard housing, lack of good water bring down the efforts on mental and physical development of the poor and worsens poverty. The UK National Centre for Health Statistics confirmed that lack of health insurance as a result of poverty leads to low health well being.

Poverty puts pressure on government to focus on programs of social change as a way of reducing the impact of poverty. As a result of poverty, the government spends a lot of money on education, health and other services⁹. Governments also struggle to bring down the social impact of poverty. Poverty widens the income gap between the rich and the poor and the government spends a lot of resources to bridge this gap (Kumi, 2005). The USA Institute of Poverty Eradication (1999) agrees with Kumi. The

institute reported that poverty costs a lot to bring every one's income up. Doing this is equivalent to sacrificing a country's GDP to fighting poverty only, Rondon, (2000) discovered that the poor consume a lot of time securing food and spend a lot of energy looking for shelter. This allows less time for work to earn income.

2.2 Academic Performance and Poverty

Illiteracy and lack of education are common in poor countries. Governments of developing countries often cannot afford to provide for good public schools, especially in rural areas. Whereas virtually all children in industrialized countries have access to an education, only about 60 percent of children in sub-Saharan Africa even attend elementary school¹⁰. To make the situation even worse, the lack of proper facilities and educational aids makes it difficult for the teachers to put across the information that they are teaching while the pupils find it difficult to comprehend what the teachers are teaching.

The National Initiative Concerning Poverty in Namibia¹¹ reports that firms are poorly managed and products are of poor quality because most businessmen received informal education. The report puts forward poverty as a major hindrance to motivation of teachers as effective trainers of tomorrows which inadvertently leads to them poorly training the children who in turn suffer from decreased performance rates.

Endnotes

¹ Beverly J, 2005

² Wikipedia, 2006

³ Beverly J, 2005

⁴ Naik, 2005

⁵ Roth, 2003

⁶ Viola, 2002

⁷ Abro, 1999

⁸ Ministry Of Foreign Affairs Of Japan, 2000

⁹ World Bank, 2006

¹⁰ Roth, (2003)

¹¹ The national initiative concerning poverty in Namibia, 1998

CHAPTER THREE

METHODOLOGY

0 Introduction

This part of the study was concerned with the way the study was conducted. It explained in detail methods of data collection and analysis. It showed the instrument used to collect data, research area and design. It also showed the sample and how the sample was selected.

1 Research Design.

The researcher used questionnaire interviews as main methodologies. This helped her to get information that could not be directly observed. Therefore the research design used is non-experimental, descriptive and analytical.

2 Study Area.

The study was carried out in Gedeli Primary School in Ilemela District. This area was chosen for the study because there were many primary schools in this sub county, which have a high population of students afflicted by poverty.

3 Sample and Sampling Technique.

The study used random sampling technique for selecting pupil respondents and teachers. Purposive sampling method was used for selecting the administrative staff of the school. This reduced bias in the selecting of the participants while ensuring that the appropriate participants are selected. For the study, 30 pupils, 25 Teachers, 5 administrative staff members and 20 parents were selected for the study. This made a total of 80 participants.

.4 Research Instruments.

An interview guide was constructed and used to collect information from pupils. A questionnaire was also designed and used to collect information from teachers and administrative staff. The researcher also used observation and guided discussions to get more information.

.5 Procedure.

The researcher obtained a letter of introduction from the university and used this letter as proof that she was a student of Kampala International University. She showed it to the head master while seeking permission to conduct the study. She made a programme with the head teacher and on the day of conducting the study, the researcher sampled teachers and gave them questionnaires. She also sampled pupils and conducted the interviews. The researcher then thanked the participants.

6 Data analysis.

The researcher put data into tables, calculated percentages, and made deductions and conclusions in relation to the objectives and research questions.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

This part of the study presented the results from the investigation in the field. It also presents the analysis of the data that was done using Microsoft Excel program.

4.1 Background Characteristics

The background characteristics of the respondents were investigated and the results are shown below:

4.1.1 Age of Respondents

The age of the respondents was investigated and divided into five age groups as shown in the figure 2 below;

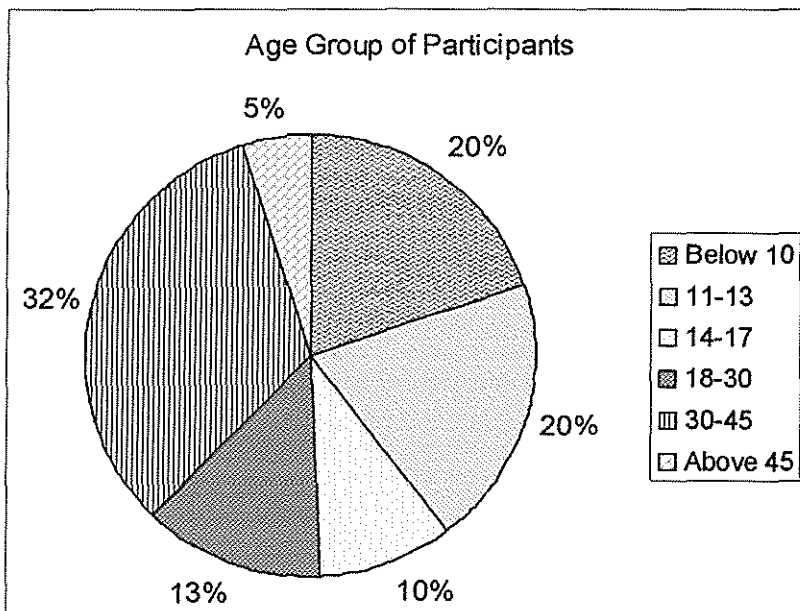


Figure 1: Pie-chart Showing Age group of Respondents

Source: Primary Data

The majority of the respondents (32%) were aged between 30-45 years while those below 10 years and 11-13 years were the second biggest age category at 20%. The other age groups; 18-30, 14-17 and those above 45 represented 13%, 10% and 5% respectively 4.1.2.

1.2 Designation of Participants

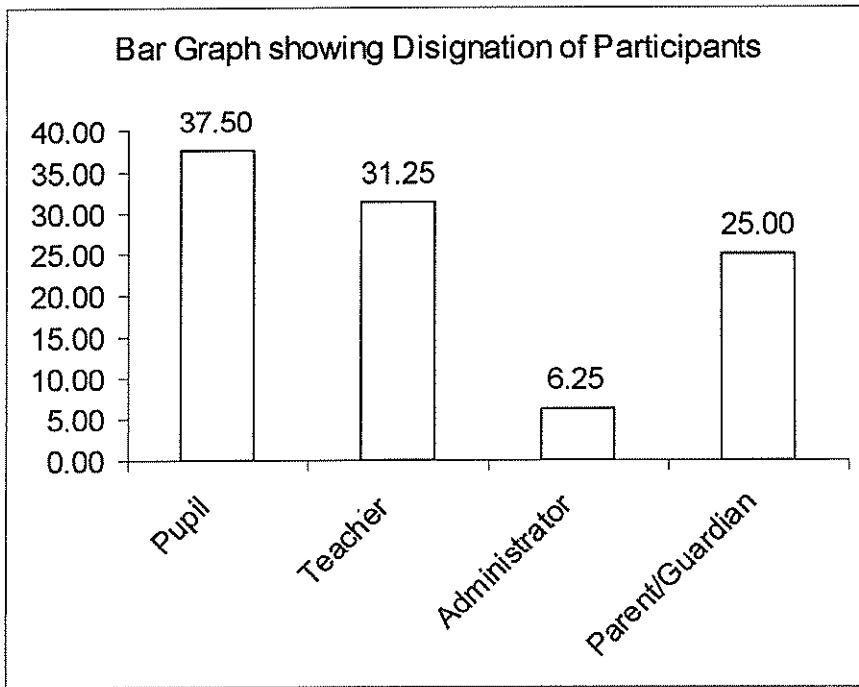


Figure 2: Bar Graph Showing Employment Status of Respondents

Source: Primary Data

The designation of the respondents was in line with the methodology and consisted of 37.5% pupils, 31.25% teachers, 25% parents/guardians and 6.25% administrators.

.2.0 Effects of Poverty on Academic Performance

An investigation into the effects of poverty on academic performance and the results are shown in the figures below.

.2.1 Economic Reasons

The investigation revealed that the pupils were affected as follows;

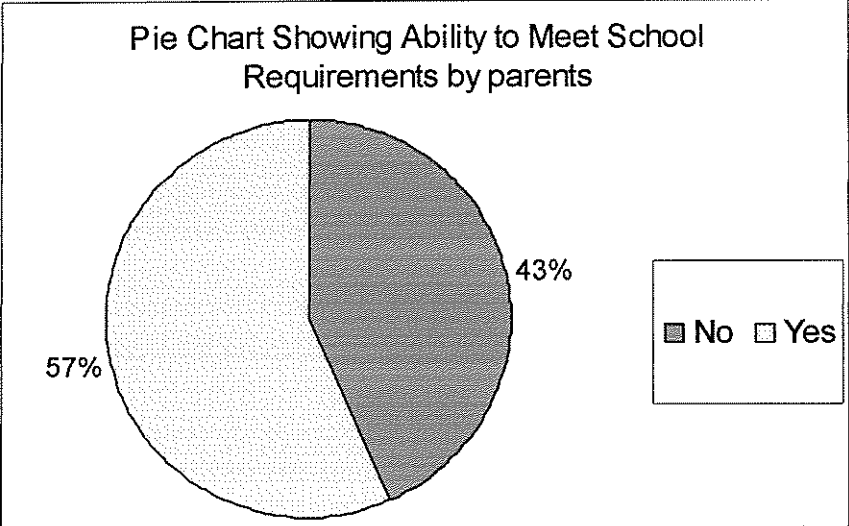


Figure 3: Showing Ability of Guardians to meet School Requirements

Source: Primary Data

The majority of pupil's parents were not able to meet all school requirements. Some added that this caused them to perform poorly. Forty three percent of the respondents however said their parents were able to meet school requirements.

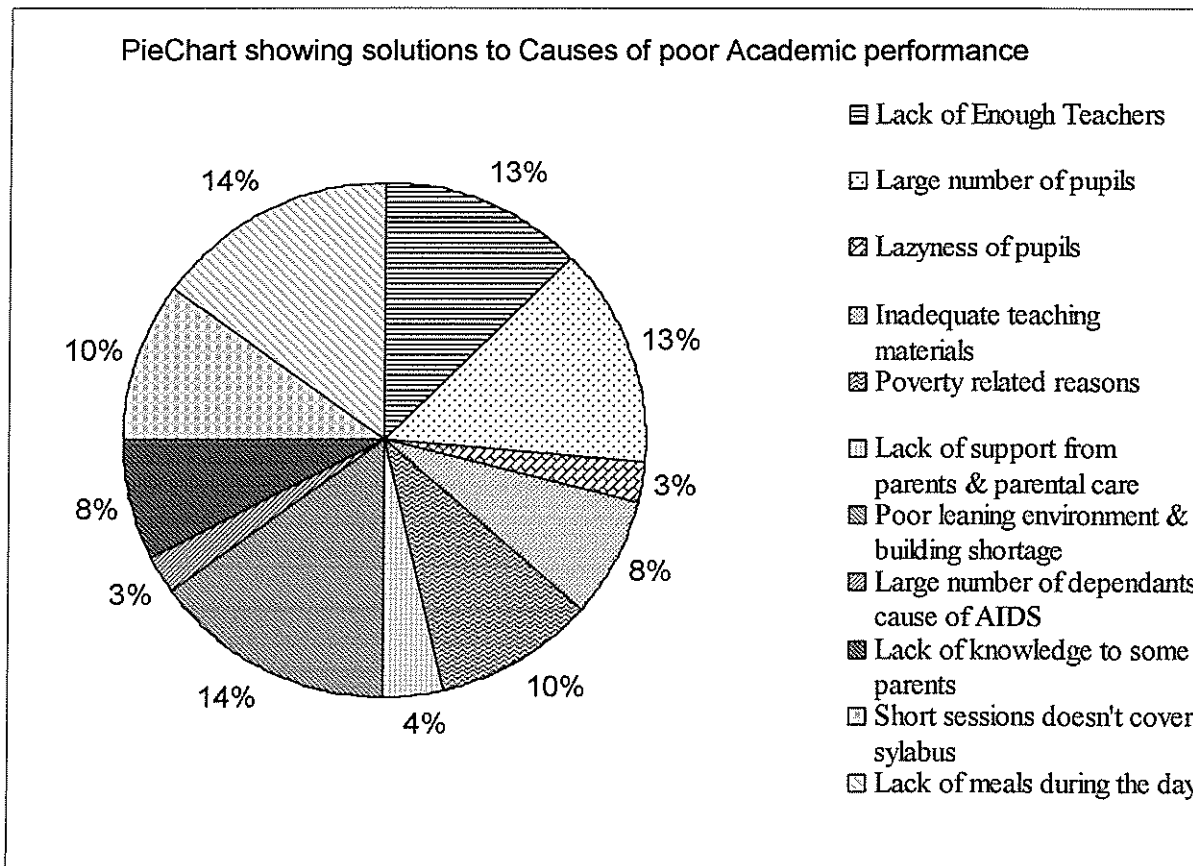


Figure 4: Pie Chart Showing the Causes of Poor Performance from the pupil's perspective
Source: Primary Data

In the figure above, lack of adequate meals accounted for the greatest proportion of poor performers as reported by both teachers and pupils. Poor learning environment was reported by 14% of the respondents as being a cause of the poor performance. Lack of enough teachers and large number of pupils were reported by the respondents at 13% each as another factor causing poor performance. It was also found that poverty related reasons and two sessions of pupils a day; one in the morning and another in the afternoon, also caused poor performance as reported by 10% of the respondents each. Other causes were Inadequate teaching aids (8%), lack of knowledge of importance of education by parents (8%), large number of dependants as a result of aids (3%), lazyness of pupils (3%) and lack of support from parents & parental care (4%).

2.2 Health Related

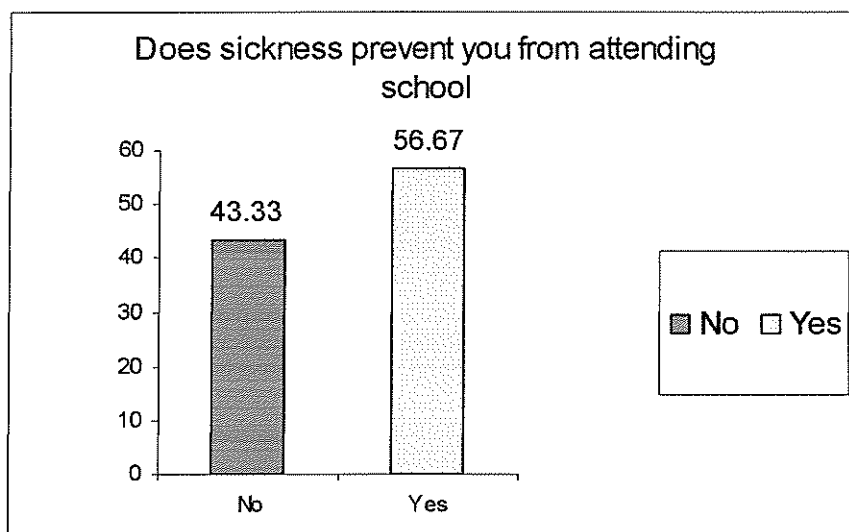


Figure 5: Bar Graph showing health reasons for poor academic performance

Source: Primary Data

When investigated to establish how sickness and ill health affected their performance, the majority of pupils said that when ill they usually stayed away from school. However, 43.33% said they still went to school even when they were not feeling well.

When further asked about what caused their illness majority students (43%) attributed the illness to little or no water, both at home and at school. Thirty percent said it was because of dirty toilets while 27% said lack of proper nutrition was to blame for their illness. This is shown in figure 8 below.

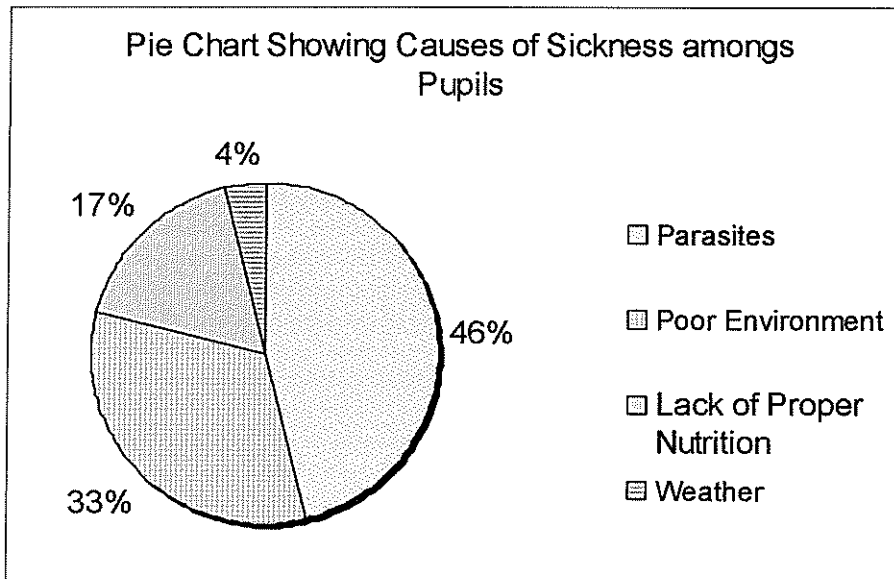


Figure 6: Showing causes of sickness amongst pupils

Source: Primary Data

The figure above shows that the majority of the students (46%) that missed attending school regular had malaria as their major reason followed by those that were afflicted by poor hygiene related sicknesses at 33%. Poor nutrition and bad weather accounted for 17% and 4% of the reasons for pupils missing schools.

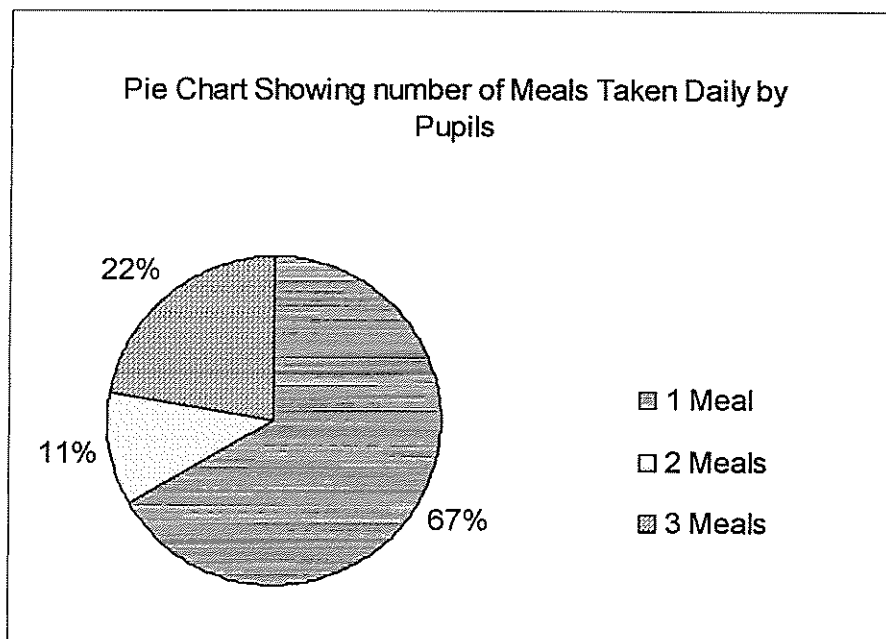


Figure 7: Showing number of Meals taken daily by Pupils

Source: Primary Data

It was found that 67% of pupils had only 1 (one) meal a day. Only 22% had 3 or more meals daily while 11% said they had at least 2 meals daily.

2.3 Home Related

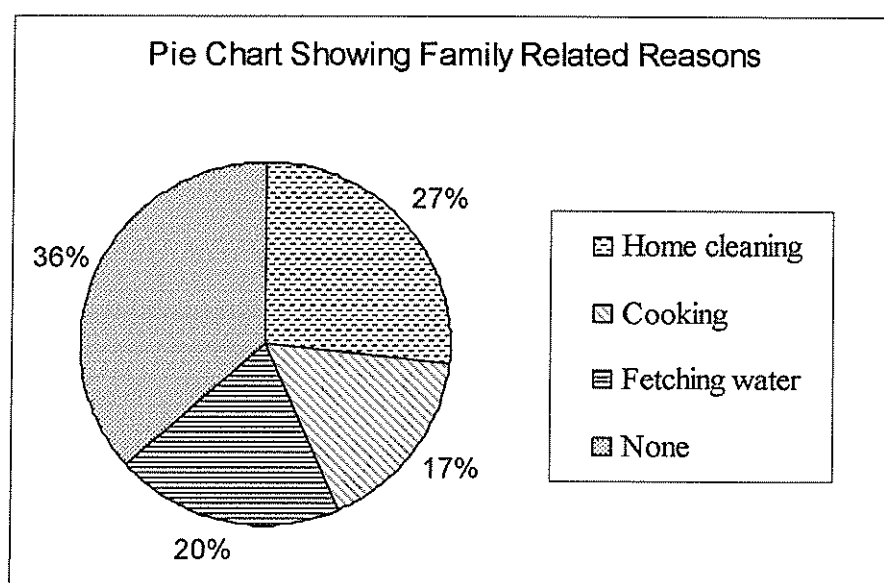


Figure 8: Showing the Proportion of Students that feel tired while in class

Source: Primary Data

The cause of the pupils' feeling tired in class was investigated and it was found that 63.3% of the pupils did house work at home. From the figure 10 above, it shows that the biggest proportion of those that did work at home (27%) these mostly did general home cleaning. Seventeen percent of the pupils said they did cooking at home for the family while 20% said they fetched water.

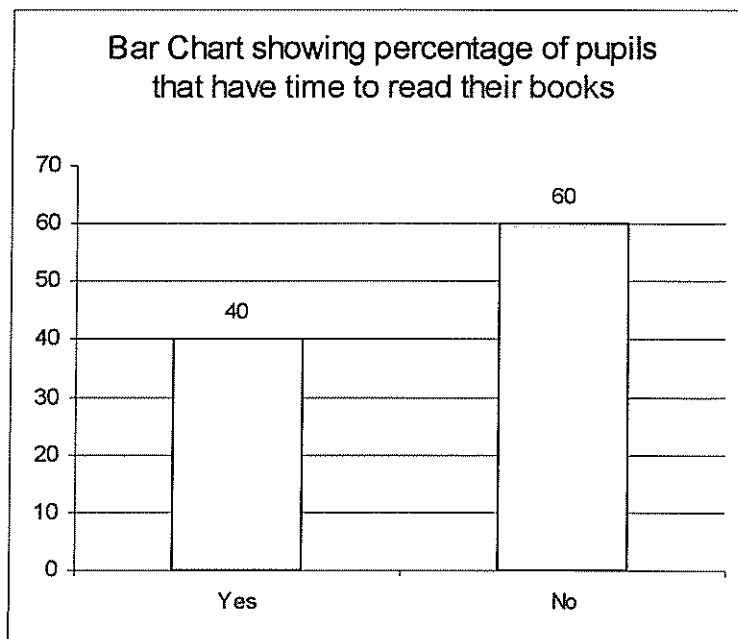


Figure 9: Bar Graph showing pupils that have time to read their books.

Source: Primary Data

It was discovered that the majority of pupils do not have time to read their books. This was 60% of the pupils that participated in the study. Only 40% said they had time to read their books. It was also observed that the majority of those that did not have time to read their books, did house work at home.

1.3.0 Solutions

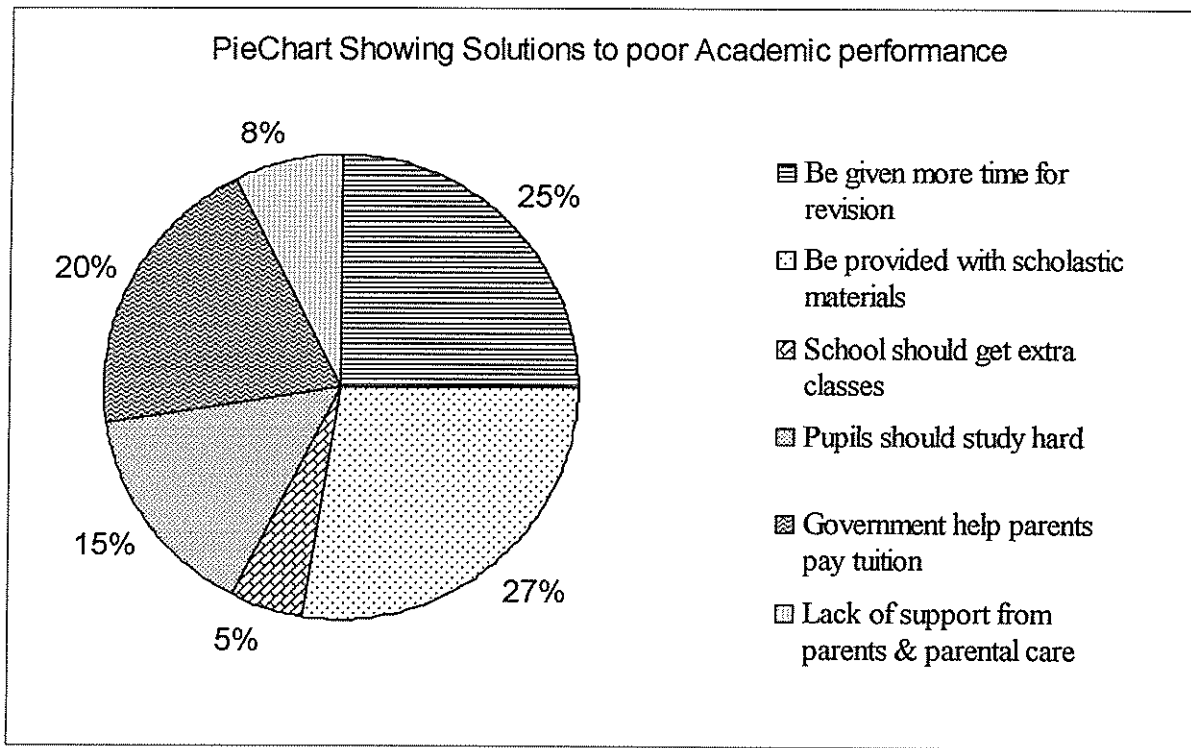


Figure 10: Solutions to poor academic performance

Source: Primary Data

The figure shows that the majority of respondents stated that providing them with scholastic materials such as books, pencils and text books would increase their performance while 27% said that increasing the time they had for revision would improve their performance. 20% said that government should step in to improve the situation so as to result in better performance by helping parents pay tuition. Fifteen percent said that pupils should also study hard while teacher attendance would result in better performance of pupils. Eight percent said that parents should be encouraged to participate in the education of their children and show parental care and support.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter included the summary of the study, conclusions that were made after discussing the findings and recommendations were then made.

5.1 Summary

The study sought to investigate the effect of poverty in academic performance. This was achieved by investigating the effects of poverty on academic performance and investigating solutions to the effects of poverty on academic performance.

A case study design was employed in the study. The researcher adopted this case study design because the study concentrated on a particular area, which was generalised to the rest of the region. For the study, 30 pupils, 25 Teachers, 5 administrative staff members and 20 parents were selected for the study. This made a total of 80 participants. An interview guide was constructed and used to collect information from students. A questionnaire was also designed and used to collect information from teachers. The researcher also used observation and guided discussions to get more information.

This study showed that pupils from low-income families were greatly affected by the lack of financial facilitation such as school fees and scholastic materials. Other hindrances were poor hygiene both at home and at school and a persistent ailment of malaria caused by lack of mosquito nets. This led them to miss school and fail to perform well in their academics. Lack

of adequate meals accounted for the greatest proportion of poor performers as reported by both teachers and pupils. Poor learning environment was another reported major cause of poor performance. This was all due to lack of finances from both parents and school and was worsened by the sheer number of pupils that the teachers had to teach. As a result the limited number of teachers were made to teach two sessions, one in the morning and the other in the afternoon which led them not to pay great attention to the pupils which resulted in poor performance. The study findings in general agreed with the findings of the authors cited in the literature review.

.2 Conclusion

The study made some findings, which highlighted the major effects of poverty on academic performance. These agreed with some other authors who had conducted similar studies. It was found that;

Absenteeism of pupils from school. Pupils who had poor attendance for reasons other than illness were more likely to perform poorly. The absenteeism was due to poor nutrition and hygiene and a search by teachers for better paying ventures. This in turns leads to pupils not attending school even when they are not ill because they waste time when the teacher is not there.

Children from low income families fell ill due to sanitary and parasitic infections more often and this caused them to perform poorly. Another factor was the lack of poor classroom facilities which resulted in congestion and lack of concentration on the particular student individuals and this caused poor performance.

3 Recommendations

The government should foster teacher guidance of pupils with special needs such as those who do a lot of manual work at home. This will encourage them to work harder besides their hardships.

The government should train the teachers to be able to establish the root cause of pupils poor performance and help guide the particular pupil.

The government should work with NGOs so as to educate the public about the benefits of sending children to school over the disadvantages of keeping children working in the home.

The legislative organs should put in place stringent and very punitive measure for those engaged in corporal punishment of children in primary schools.

The government should encourage teachers through increase of their salaries and wages as the performance of the pupils depends highly on them.

Government should facilitate schools with grants to enable them purchase more scholastic materials and build class room blocks.

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APPENDICES

APPENDICE I: PROPOSAL BUDGET.

The Researcher hopes that the study will be guided by the following budget

BUDGET OF STUDY

ITEM	COST/Tshs
Typing and Binding	100,000
Literature collection	140,000
Transport	220,000
Air Time	180,000
Food and Beverage	160,000
Lodging and Upkeep	90,000
Total	890,000

Table 1: Budget of the Study

TIME FRAME OF THE STUDY.

The researcher conducted the study in the following time schedule.

TIME	EVENT
Proposal Writing	November 2006
Construction of Interview Guide	November 2006
Data Collection	November-December 2006
Dissertation Writing	January – June 2007
Handing in	June 2007

Table 2: Time frame of the Study

APPENDICE II: QUESTIONNAIRE

**THE IMPACT OF POVERTY ON ACADEMIC PERFORMANCE: A CASE STUDY
OF GEDELI PRIMARY SCHOOL ILEMELA DISTRICT (TANZANIA)**

The purpose of this interview guide is to get information on the impact of poverty on education performance. The study is purely academic and high confidentiality for the respondents is assured.

**SECTION ONE
BACKGROUND INFORMATION**

- | | |
|---|--|
| 1. Age
a. Below 10 <input type="checkbox"/>
b. 11 - 13 <input type="checkbox"/>
c. 14 - 17 <input type="checkbox"/>
d. Above 18 <input type="checkbox"/> | 2. Designation
Pupil <input type="checkbox"/>
Teacher <input type="checkbox"/>
Administrator <input type="checkbox"/>
Parent/Guardian <input type="checkbox"/> |
| 3. Marital Status
Single <input type="checkbox"/>
Married <input type="checkbox"/>
Cohabiting <input type="checkbox"/>
Others <input type="checkbox"/> | 4. Religion
Protestant <input type="checkbox"/>
Catholic <input type="checkbox"/>
Muslim <input type="checkbox"/>
Pentecostal <input type="checkbox"/>
Others <input type="checkbox"/> |

**SECTION TWO
HOW DOES POVERTY AFFECT EDUCATION PERFORMANCE?**

FOR PUPILS

1. Are your parents working?
.....
2. Are they able to provide you with all the education requirements you need?
Yes
No
3. When you get ill/sick, are your parents able to get you treated?
Yes
No
4. What do you think are the causes of your sickness?
.....
.....
5. How many meals do you eat in a day?
.....
6. How many meals do your friends eat in a day?
.....

7. Do you miss any meals during the day?
Yes No

If not, why do you miss some meals?
.....
.....

8. Do you feel tired while in class?
Yes
No

9. Do you do any house work before or after school?
Yes
No

10. What house work do you do?
.....
.....

11. Do you have time to read your books?
Yes
No

12. Do you have enough books to read?
Yes
No

13. Do you have enough school materials like books, pens, pencils for class work?
Yes
No

14. Do you some times miss school?
Yes
No

If yes, why?
.....

SECTION THREE
WHAT ARE THE SOLUTIONS TO THE PROBLEM OF POVERTY ON
EDUCATION PERFORMANCE?

PUPILS

1. What do you think should be done to help you improve your performance?
.....
.....

2. Do you think your teachers can help improve your performance?
Yes
No

If yes, how?
.....
.....

3. Do you need more time to read your books?

.....
.....

4. If yes, how can you get more time to read your books?

.....
.....

**THE IMPACT OF POVERTY ON ACADEMIC PERFORMANCE: A CASE STUDY
OF GEDELI PRIMARY SCHOOL ILEMELA DISTRICT (TANZANIA)**

The purpose of this interview guide is to get information on the impact of poverty on education performance. The study is purely academic and high confidentiality for the respondents is assured.

**SECTION ONE
BACKGROUND INFORMATION**

2. Age

- a. Below 18
- b. 18 - 30
- c. 30 - 45
- d. 45 and Above

3. Designation

- Pupil
- Teacher
- Administrator
- Parent/Guardian

4. Marital Status

- Single
- Married
- Cohabiting
- Others

5. Religion

- Protestant
- Catholic
- Muslim
- Pentecostal
- Others

**SECTION TWO
HOW DOES POVERTY AFFECT EDUCATION PERFORMANCE?**

FOR TEACHERS, PARENTS & ADMINISTRATION

1. Are you in position to care for children in terms of feeding, housing, medical care and school fees?

- Yes
- No

2. Are you working?

- Yes
- No

3. In case you get money (income), which needs do you first attend to?

- Food
- Medical
- School fees
- Other

4. What do you think are the cause of poor performance of the pupils?

.....
.....
.....

5. How many pupils do you teach?

- 25-40

41-60
60+

6. Are you satisfied with the salary you are getting?

Yes
No

7. Are there times you fail to come to teach?

Yes
No

If yes, why?

.....
.....

8. Do your children do house work before or after school?

Yes
No

9. Do you think the children have enough time to read their books?

Yes
No

If no, why?

.....
.....

10. Do the pupils have the right materials for aiding their educational performance?

Yes
No

SECTION THREE
WHAT ARE THE SOLUTIONS TO THE PROBLEM OF POVERTY ON
EDUCATION PERFORMANCE?

TEACHERS, ADMINSTRATORS AND PARENTS

1. What do you think can be done to help improve the performance of the pupils?

.....
.....

2. Is government action needed to improve the situation?

.....
.....

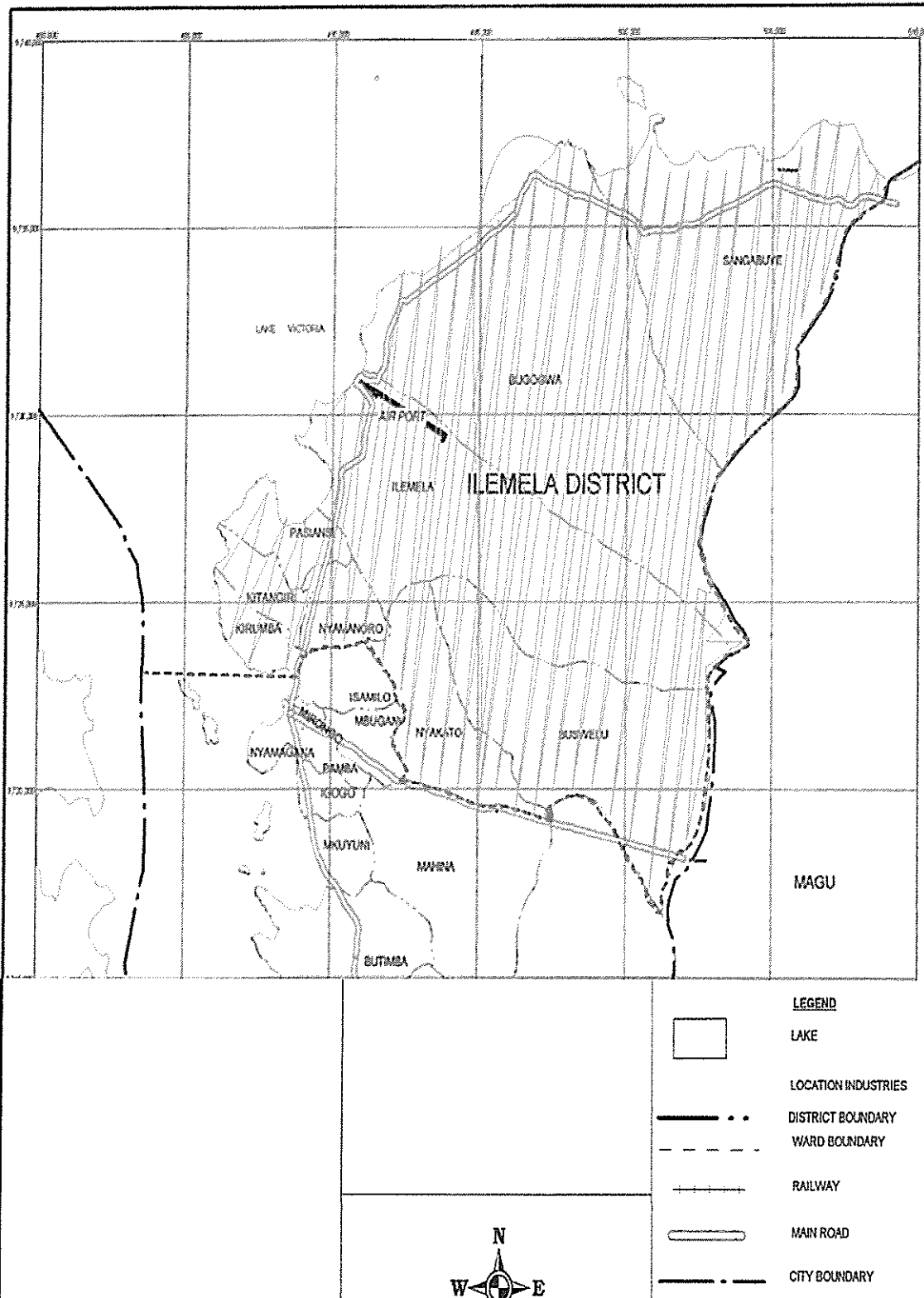
3. If yes, what can the government do?

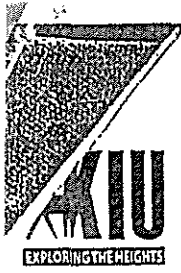
.....
.....

4. What can you as a parent do to help the children perform better?

.....
.....

APPENDICE III: MAP OF ILEMELA DISTRICT





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FACULTY OF EDUCATION

December 11, 2006

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

This is to introduce to you Mr. /Ms. ALICE GOMBANILA. Registration No. BAE/13305/4/11/DF who is a student of our University in the Faculty of Education.

He/She is undertaking a resource project which requires your input as part fulfillment for the completion of his/her programme of study.

I kindly request you to avail him/her with all the necessary assistance.

Thank You.

With kind regards,

OKIRIMA MICHAEL
DEAN, Faculty of Education
Kampala International University
PO BOX 20000, KAMPALA