

**POVERTY AND THE QUALITY OF EDUCATION IN THE SELECTED
PRIMARY SCHOOLS IN KARACHUONYO NORTH
DISTRICTS KENYA**

**BY
ATIENO MOLLY ONYANGO
BED/ 18747/71/DF**

**A RESEARCH REPORT PRESENTED TO THE INSTITUTE OF OPEN AND
DISTANCE LEARNING IN PARTIAL FULFILMENT OF THE
REQUIREMENT FOR THE AWARD OF DEGREE OF
BACHELOR OF EDUCATION (ECPE)
OF KAMPALA INTERNATIONAL
UNIVERSITY.**

AUGUST 2010

DECLARATION

I, declare that this project is my original work and has never been presented to any other university for an award of any academic certificate or anything similar to such. I solemnly bear and stand to correct any inconsistency.

Signature

Aleno,

Date

17TH AUG 2010
.....

APPROVAL

This is to acknowledge that this report has been under my supervision as the university supervisor and is now ready for submission.

TINDI SEJE

Signature


.....

Date

17th AUGUST 2020.
.....

DEDICATION

This work is affectionately dedicated to my beloved husband Oscar, my dear dad Shem Onyango, my mother Rosemary Onyango and daughter Angel Shanice, Iran Harry and Gift. This is particularly in regard to their perseverance and moral support they accorded me during the hard moments of my study.

ACKNOWLEDGEMENT

My gratitude first goes to God who has given me the strength and courage to undertake this research. I want to thank my brothers and sisters for their contributions in my life. all your contributions are saluted.

I also owe a lot of appreciation to all those who assisted me in carrying out this research. I am grateful to my supervisor Mr. Tindi Seje who tirelessly went through my work and inspired me to dig deeper onto the core matter. His kind criticism, patience and understanding assisted me a great deal.

I am indebted to my friends who gave me encouragement in times of difficulties. Thanks also to all those lecturers who impacted professionalism into my work.

I wish to thank my family for their love, financial support and inspiration during my stay in Kampala International University (KIU).

Finally, I would like to thank all my respondents and those who responded within a short notice without which this work would not have been possible.

May God bless you all.

TABLE OF CONTENTS.

DECLARATION.....	i
APPROVAL.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT.....	iv
TABLE OF CONTENTS.....	v
ABSTRACT.....	vii
CHAPTER ONE.....	1
INTRODUCTION.....	1
1.1 Background of the study.....	1
1.2 Statement of the problem.....	2
1.3 Objectives of the study.....	2
1.3.1 General objective.....	2
1.3.2 Specific objectives will be to;.....	2
1.4 Research questions.....	3
1.5 Scope of the study.....	3
1.6 Significance of the study.....	4
CHAPTER TWO.....	5
REVIEW OF RELATED LITERATURE.....	5
2.0 Introduction.....	5
2.1 Poverty defined.....	5
2.2 Causes of poverty in Kenya.....	6
2.3 Effects of poverty on provision of quality education.....	7
CHAPTER THREE.....	9
METHODOLOGY.....	9
3.0 Introduction.....	9
3.1 Research design.....	9

3.2 Study population.....	9
3.3 Sample framework.....	9
3.3.1 Sample size.....	9
3.3.2 Sample technique.....	10
3.3.3 Sample procedure.....	10
3.4 Methods of data collection.....	10
3.4.1 Instruments.....	10
3.4.2 Sources of data.....	11
3.5 Data processing and analysis.....	11
CHAPTER FOUR.....	13
DISCUSSION OF FINDINGS AND THEIR FINDINGS.....	13
4.0 Introduction.....	13
4.1 Profile of respondents.....	13
4.2 Effects of poverty on the academic performance of the student.....	14
4.3 Limited provision of school facilities, equipment and materials.....	15
4.5 Poor nutrition, feeding habits and poor health among students in schools.....	20
4.6 Increase in school drop out.....	22
4.7 Exposure of the students and staff to indiscipline.....	24
CHAPTER FIVE.....	26
SUMMARY RECOMMENDATION AND CONCLUSIONS.....	26
Summary.....	26
Conclusion.....	26
Recommendations.....	27
REFERENCES.....	29
QUESTIONNAIRE FOR STUDENTS.....	31
QUESTIONNAIRE FOR TEACHERS.....	35

ABSTRACT

The purpose of this study was to establish the relationship between poverty and the quality of education in primary schools in Karachuonyo North District Kenya.

The specific objectives of the study were to investigate the relationship between the effects mentioned and academic performance in primary schools Karachuonyo North District, and to investigate the role of the community on alleviating poverty and improving education in primary schools in Karachuonyo North District.

The methods used for data collection was questionnaires to the staff members of the school and students involved in the study.

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

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

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

In Kenya, poverty has been on the increase, for instance, in 1994 the welfare monitoring survey estimate the poverty index at about 47.2% while in 2004 it was estimated at about 56%. This against government of Kenya's commitment at the time of independence in 1963, to fight illiteracy, disease, ignorance and poverty with the view to eradicate them and achieve sustainable development. A policy on poverty eradication was stated in sessional paper No. 10 of 1965 on African Socialism and its application to planning in Kenya, (GOK, 1999; Republic of Kenya, 1999).several National development plans, sessional papers presidential commission, task forces and studies in Kenya have ever addressed the issue of poverty, (Republic of Kenya, 1999). To date poverty is still a challenge and it is recognized as a major threat to a very significant section of Kenyan society including education.

1.2 statement of the problem

The study intended to investigate the effect of poverty on the academic performance of students in primary schools in Karachuonyo North District. From the researcher's personal teaching experience, poverty is a major influence in the academic performance of students and yet it's not given much attention. This lack of attention to the most important drive to academic achievement drove the researcher to carry out the study.

1.3 objective of the study

1.3.1 General objective.

This study was to establish the effects of poverty on students' academic performance in primary schools Karachuonyo North District.

1.3.2 Specific objectives will be to:

1. Determine the profile of the respondents in regards to:
 - 1.1 social demographic data
 - 1.1.1 Age
 - 1.1.2 Gender
 - 1.1.3 Academic level
2. Determine the effects of poverty on academic performance of learners in primary schools in Karachuonyo North District.
3. Determine the role of the community in alleviation poverty and improving education in primary schools Karachuonyo North District.

1.4 Research questions.

What are the effects of poverty on academic performance of learners in primary schools in Karachuonyo North District?

What is the role of the community in alleviation poverty and improving education in primary schools in Karachuonyo North District?

1.5 scope of the study

The study was conducted in Karachuonyo North District Kenya. The study was limited to the objectives of the study. Any other aspect of the topic apart from that mentioned in the objectives was not investigated because of resource and time constraints.

1.6 significance of the study

The study will benefit the following:

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

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

The teachers will be devise ways of encouraging and assisting students from poor families.

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

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

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

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

2.1 definitive review of poverty

It is not easy to have a universal definition of poverty, this is because there is intense debate about poverty by researchers and some institution. However, according to (Sachs, 2005) it is generally agreed that poverty can be defined in terms of three distinguishable degrees. There are: extreme poverty, moderate poverty and relative poverty. Extreme poverty means that households cannot meet basic needs for survival. Such people are perpetually hungry, unable to access health care; they lack amenities of safe drinking water, and sanitation. They cannot afford education for their children; they lack basic shelter for their families and some articles of their clothing such as shoes. Extreme poverty occurs only in developing countries. Moderate poverty on the other hand generally refers to conditions of life in which basic needs are met, but just barely. Relative poverty is construed as a household income. In high income countries they lack access to cultural goods, entertainment, recreation quality health care, education and other prerequisites for upward social mobility.

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

associated with features as lack of land, unemployment, inability to feed oneself and family, lack of proper housing.

2.2 causes of poverty in Kenya

As reported in the poverty reduction strategy paper for the period 2001-2004 and the second participatory poverty assessment study in Kenya (Government of Kenya, 1999), the following are the causes of poverty in Kenya. Low agricultural livestock productivity and poor marketing ; mostly caused by traditional farming methods, low soil fertility, drought and floods, poor and inadequate extension services, high cost of inputs, low quality seeds, lack of credit facilities, lack of pasture and water, animal diseases, lack of information and opportunities on marketing. Insecurity- e.g. banditry, hijacking, raiding, stock theft, robbery and looting, physical injury, mutilation, rape and murder. Unemployment and low wages coupled with lack of infrastructure for self-employment. Bad governance –lack of transparency and accountability in management of resources and funds meant to benefit communities. Land issue – landlessness, squatterdom, communal owner customary laws governing land and fragmentation. Inadequate roads- poor roads network which causes lack of access to schools, markets and hospitals. Cost of social services- health, education etc. HIV/ AIDS- young and energetic die leaving the old, widows and orphans. This causes high dependency and wastage of time caring for the ill. Gender imbalances –e.g. lack of ownership and control over productive assets such as land by women, lack of authority to decide on economic activities at family level by women, lack of access to credit due to lack of collateral. This makes female headed families vulnerable. Disability-basic education and vital information leading to lack of employment opportunities. Personal causes – laziness and social breakdown (Government of Kenya, 1999).

2.3 effects of poverty on provision of quality education

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

Limited provision of school facilities, equipment and material, such affects the quality of teaching and learning. Less staff development and training opportunities. Poor nutrition and feeding habits in schools. Poor time management especially when learning is interrupted as students are sent for fees in some schools. Exposure of students and staff to indiscipline. Exposure of students, parents and staff to stressful situations. creation of poor relations between the school and some parents. Creation of strained relations with the community. Poor working relations in schools. Lack of development of certain skills in students due to inadequacies of the curriculum some schools adopt. Increased school drop out.(Government of Kenya, 1999).

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

Day schools are most affected especially schools in the low income areas. Other school, attract very few students such that they can not enjoy economies of scale in financing educational activities and programmes. Where the average poor struggle to educate their children, their children putting almost all the family income do not access this service. Contrary, the non poor appear to be benefiting from the cost sharing arrangement in financing secondary education hence the escalation of the gap between the rich and the

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

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

CHAPTER THREE

METHODOLOGY

3.0 Introduction

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

3.1 Research Design

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

3.2 Study Population

The study was carried out in the selected Primary schools of Karachuonyo North District Kenya. The study involved students, teachers and parents.

3.3 Sample framework

3.3.1 Sample size

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

Table 3.1: Categories of Sample

Categories of Respondents	Sample
Teachers	15
Students	40
Parents	20
Total	75

Source: Primary data

3.3.2 Sample Technique

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

3.3.4 Sample Procedure

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

3.4 Methods for Data Collection

3.4.1 Instruments

- **Questionnaires**

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

- **Interviews**

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

3.4.2 Sources of Data

This study used both primary and secondary data

Primary data was collected using Questionnaires and interviews Guides, which was given to students, parents and teacher respectively.

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

3.5 Data Processing and Analysis

Qualitative data involved three sets of activities which included editing, coding and frequency tabulations. Editing was done by looking through each of the field responses from questionnaires and interview guides ascertaining that every applicable question has an answer and all errors eliminated for the completeness, accuracy and uniformity.

The researcher then proceeded on to coding the various responses given to particular questions that lack coding frames, he then established many times each alternative response category was given an answer using tally marks which was later added up.

Data was then presented in frequency tabulations rendering it ready for interpretation. Quotations and field notes made were also included.

CHAPTER FOUR

DISCUSSION OF FINDINGS AND THEIR FINDINGS

4.0 Introduction

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

4.1 Profile of Respondents

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

Table 1: Respondents by Age

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

Source: primary data

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

Table: 2 Respondents by gender

Gender	Frequency	Percentage
Male	40	53.3
Female	35	46.7
Total	75	100

Source: primary data

According to table 2 the male respondents were the majority that is 53.3% and the female respondents were 46.7%.

Table: 3 respondents by educational level

Educational level	frequency	percentage
None	5	6.7
Primary	10	13.3
Secondary	30	40
College/University	30	40
Total	75	100

Source: primary data

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

4.2 effects of poverty on the academic performance of students

Research findings reveal there is a relationship between poverty and academic performance of students. It was revealed that the traditional division of labor stipulates that girls and boys perform certain tasks within the domestic economy as unpaid family labor. In many poor families labor is not only a cultural demand, but in many cases it may be absolutely imperative for family survival. The relatively greater value place on the unpaid domestic labor results in frequent absenteeism, chronic fatigue and hence poor performance and then school drop out.

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

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

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

4.3 Limited provision of school facilities, equipments and materials

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

Table 4 provision of school facilities

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

Source: primary data

Chart 1: provision of school facilities

The table and chart show that 58% disagree that they have enough text books, 54% said they have enough classrooms, 60% said the practical materials were not enough, 51% do not have the necessary laboratories, and school uniforms and 30% do not have enough chairs and blackboards. These all naturally affect the academic performance of students. In interviews held with the teachers they revealed that lack of these facilities led to children performing poorly since they did not have what to use to study.

4.4 Less staff development and training opportunities

The findings of the study are presented in the following table and chart below:

Table 5 less staff development and training opportunities

	Item	Strongly agree	Agree	Diagree
1	We have few teachers	31%	29%	40%
2	We have few trained teachers	59%	19%	22%
3	Classes are large for the teachers	60%	10%	30%
4	We do not understand anything since the classes are large	51%	4%	45%
5	Teachers do not teach all lessons since they are few	54%	14%	30%
6	Because teachers are less paid they get frustrated and don't teach well	57%	7%	36%

Source: primary data

Chart ii: less staff development and training opportunities

The table shows that 31% strongly agree that they have few teachers, 59% have few trained teachers, 60% have large classes, 51% do not understand anything since they are few and 57% say that teachers do not teach well due to frustrations. These are all effects of poverty which affect the academic performance of the students.

According to the teachers they are less paid and yet they handle large classes and teach for many hours. They also revealed that they had less training and this so because they did not have funds to cater for their training.

4.5 Poor nutrition, feeding habits and health among students in schools.

Table 6 poor nutrition, feeding habits and poor health among students in schools

	Item	Strongly agree	Agree	Disagree
1	We have feeding programs at school	20%	30%	50%
2	The diet is balanced	10%	20%	70%
3	We eat all necessary meals and well prepared	40%	20%	40%
4	The school environment is clean and disease free	45%	5%	50%
5	The school has good health facilities	30%	15%	55%
6	Few students fall sick	10%	40%	50%

Source: primary data

Chart iii: poor nutrition, feeding habits and poor health among students in schools

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

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

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

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

4.6 increased school drop out

Table 7 increased school drop outs

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

According to the table 70% of students dropout due to poverty, 59% have to work at home before they go to school which lives them tired and therefore cannot concentrate in class, 60% leave school because the school environment is not good and this includes large classes few instructional materials among others. 50% agree that long distances for students are burden and there fore students ended up dropping out and 40% said that parents forced girls to leave school early to get married due to poverty.

The study found out that from poor families found it very difficult to cope with the school environment since they lacked many things that is they did not have enough or good food

to eat, they did not have school uniforms and were always sent home for school fees these alone leads to frustration and the child hating the school environment and this therefore leads to school drop out.

4.6 Exposure of students and staff to indiscipline

Table 8 Exposure of students and staff to indiscipline

Code	Item	Strong agree	Agree	Disagree
1	Students turn to drugs due to poverty	80%	10%	10%
2	Students turn to deviant behavior when they lack something in life	59%	19%	22%
3	The teachers do not care about students from poor families and therefore they behave the way they want	60%	10%	30%
4	Students perform poorly in class because they lack materials and this leads to students losing interest in education and hence indiscipline cases	40%	20%	40%
5	Children from poor families are the most undisciplined	40%	20%	40%
6	Because teachers are frustrated they do not care about the discipline of the students	60%	15%	25%

Source: primary data

The table clearly shows that students who come from poor families are likely to abuse drugs because they are frustrated and 80% agree to that. Teachers revealed that students who come from poor families are willing to study but because of what they lack that is

parental love, good food, and good clothes among others discourages them and therefore turn to deviate behaviors. The study also found out that to poverty the relationship between the teachers, parents and students is not good since every one is frustrated, the teachers are not well paid and they look at the poor students as the cause of all these and the parents are frustrated since their children are always being sent home and the students also get tired of all these. These are a hindrance to academic performance.

CHAPTER FIVE

SUMMARY RECOMMENDATIONS CONCLUSIONS

Summary

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

Conclusion

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

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

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

These teachers render them too uncompetitive in the job market. However, the efforts by the Government of Kenya to avail educational opportunities to the poor are welcome especially the proposed tuition waiver in secondary schools. Because this will not fully solve the problem of the poor in accessing secondary education the educational stake holder future augment government efforts in financing education.

Recommendations

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

Waiving duty on learning and teaching materials

Encouraging industry to assist in financing of education especially through scholarships.

Encouraging community initiatives in financing of schools.

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

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

Encourage clubs and to start of income generating activities.

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

Mounting training courses to community members with the resources available in schools e.g. workshops, computer laboratories, home science room, sick bays etc may be new ways to raise funds for school. Diversification of the income generating activities requires some amount of inputs in terms of finances which otherwise may not be readily available in most poverty stricken schools. Approaching financial institutions to advance to finance feasible income generating activities may be explored.

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

REFERENCES

- Achoka JSK, Odebero SO, Maiyo JK, Ndiku JK (2007) Access to basic education in Kenya; Inherent concerns. Paper presented in the first KAEAM conference. Eldoret, Kenya April 9th -11th.
- Cheng YC, Tam WM (1997) "Multi-models of Quality education" In Quality assurance in Education Vol. 5No.1
- Commonwealth Secretariat (1993) Monitoring school effectiveness. London; Commonwealth Secretariat.
- Government of Kenya (2003) Economic Recovery Strategy for wealth and employment creation 2003-2007, Nairobi; Government Printer.
- Government of Kenya (1999) First Poverty Report in Kenya, Nairobi, central Berea of statistics and Human Resources and Social services Departments.
- GOK (2001) Poverty Reduction. Strategy Paper for the period 2001- 2004, Nairobi; Government Printer.
- GOK (2001), National Poverty Eradication Plan 1999-2015, Nairobi; Government Printer.
- Government of Kenya (1997) The Second Participatory Assessment study, Nairobi; Human Resource Department and the Ministry of Planning and National Development.
- James P (1996) Total Quality Management. An introductory Text London; Prentice Hall.

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

MOEST (2003) Draft Education Sector Plan 2003-2007, Nairobi; Government Printer

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

Public of Kenya, (2004) Draft Sessional Paper on Policy framework for the Education S sector, Nairobi; Government Printer.

Sachs JK (2005) The of poverty, Economic possibilities of our time, New York; The Penguin press.

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

QUESTIONNAIRE FOR STUDENTS

Dear respondent,

I am a student of Kampala international University carrying out an academic research on the topic “the effects of poverty on pupil’s academic performance of the selected primary schools in Karachuonyo NorthDistrict Kenya.” You have been randomly selected to participate in the study and are therefore kindly requested to provide an appropriate answer by either ticking the best option or give explanation where applicable. The answers provided will be used for academic purposes and will be treated with utmost confidentiality.

NB; do not write your name anywhere on this paper.

A) Personal information

1. GENDER

MALE

Female

2. AGE

20-25

26-30

31-35

36 and above

Evaluate the following statements using the following;

Strongly	Agree	Disagree
3	2	1

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

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

(b) less staff development and training opportunities

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

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

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

THANK YOU

QUESTIONNAIRE FOR TEACHERS

Dear respondent,

I am a student of Kampala international University carrying out an academic research on the topic “the effects of poverty on pupil’s academic performance of the selected primary schools Karachuonyo North District Kenya.” You have been randomly selected to participate in the study and are therefore kindly requested to provide an appropriate answer by either ticking the best option or given explanation where applicable. The answers provided will only be used for academic purposes and will be treated with utmost confidentiality.

NB; do not write your name anywhere on this paper

A) Personal information

1. GENDER

Male

Female

2. Age

20-25

26-30

31-35

36 and above

Evaluate the following statement using the following

Strongly agree	Agree	Disagree
3	2	1

a) Increase school drop out.

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

(b) Exposure of students and staff to indiscipline

1	Students turn to drugs due to poverty
2	Students turn to deviant behavior when they lack something in life
3	The teachers do not care about students from poor families and therefore they behave the way they want
4	Students perform poorly in class because they lack materials and this leads to students losing interest in education and hence indiscipline cases
5	Children from poor families are the most undisciplined
6	Because teachers are frustrated they do not care about the discipline of the students

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

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