

**EFFECTS OF POVERTY ON THE ACADEMIC PERFORMANCE OF
LEARNERS IN THE SELECTED PRIMARY SCHOOLS
OF LWEBITAKULI DIVISION SEMBABULE
DISTRICT OF UGANDA**

BY

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**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN AND
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REQUIREMENTS FOR THE AWARD OF DIPLOMA
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UNIVERSITY**

AUGAST, 2010.

DECLARATION

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

Signature:



TURINAWE PAUSON

DATE:

25th / 08 / 2010.

APPROVAL

This is to acknowledge that this Report has been conducted under my supervision and with my approval; it is now ready for submission to the academic board of Kampala International University for the award of Bachelor of Education science.

Signed.....

MR. OCHENG' MOSES (SUPERVISOR)

Date.....

DEDICATION

This work is affectionately dedicated to my dad John Rugirehe, my mum Vairot Bandima, my brother God Bishusha and my sister Komugisha Mediyaasi ,for their support, patience and understanding during this period of study, and all those who constantly wished me success.

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ABSTRACT

The purpose of this study was to establish the effects of poverty on learners' academic performance of the selected schools in Lwebitakuli Division, Sembabule District Uganda. The specific objectives of the study were to investigate the relationship between the effects mentioned and academic performance in Lwebitakuli Division, and to investigate the role of the community in alleviating poverty and improving education in Lwebitakuli Division. The methods used for data collection were questionnaires to the staff members of the schools and learners involved in the study. 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 learners 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 learners to learn well.

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the study

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

In Kenya, poverty has been on the increase. For instance in 1994 the welfare monitoring survey \estimated the poverty index at about 47.2% while in 2004 it was estimated at about 56%. This against government of Uganda's commitment at the time of independence in 1962, to fight illiteracy, disease, ignorance and poverty with a view to eradicate them and achieve sustainable development. A policy on poverty reduction was stated in sectional paper No. 10 of 1965 on African socialism and its application to planning in Uganda, (GOU, 1999; Republic of Uganda, 1999). Several National development plans, sessional papers, presidential commissions, Task forces and studies in Uganda have ever addressed the issue of poverty, (Republic of Uganda, 1999).

To date poverty is still a challenge and it is recognized as a major threat to a very significant section of Ugandan society including education.

1.2 Statement of the problem

The incident of poverty has hit most regions of Uganda. More than one million Ugandans live below the poverty line, where a household is unable to meet survival needs and other basic regulations such as education and health care. Yet education has been regarded as an aspect of national development. Despite of launching of the free primary education, children continue to drop out of school and according to UNEB results; there is evidence of disparity in performance between low income schools and high income urban schools. The reason behind the occurrences is poverty. The government of Uganda should not wait for this satiation to worsen by creating a wide gap between the haves and have not. This study therefore is intended to examine the effects of poverty on the academic performance of learners so that appropriate measures are taken.

1.3 Objectives of the study.

1.3.1 General objective

This study was to establish the effects of poverty on learners' academic performance of the selected schools in Lwebitakuli Division Sembabule district Uganda.

1.3.2 Specific objectives

1. Find how income affects learners' performance in schools.
2. To find out how shortages of basic needs such as food affect the learners' performance in schools.
3. To asses the influence of deprived social needs on the academic performance of learners.

1.4 Research questions

1. To what extent does the inadequate income affect the learners' performance in class?
2. How are the learners living under deprivation of basic needs affected academically?

3. How does low social welfare of parents negatively affect the academic performance of learners?

1.5 Scope of the study

The study was conducted in Lwebitakuli Division, Sembabule district of Uganda. It investigated the effects of poverty on the academic performance and achievement. The variables to be investigated were Deprivation of basic needs, low social status, inadequacy of income and how they affect learners' Academic performance and achievement. It was conducted between the months of April and August 2010.

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 knowledge and skills on how to alleviate poverty and promote education.

The teachers will device ways of encouraging and assisting learners 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.

1.7 Limitations.

Poverty and its effects was a sensitive logic in that the people were not willing to divulge much information.

Time was almost little because of the violence that erupted.

Finances were also another limitation.

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 Poverty.

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

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

In Kenya, poverty has been defined in terms of the condition in which poor people find themselves in. For the purposes of this research, poverty will be defined in its multidimensional 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 (GOK, 1999). According to the poverty reduction strategy paper for the period 2001-2004, qualitative approach of measuring poverty defines the poor as those who cannot 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 the

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

2.2 Types of poverty

According to vision 2025 (1997) absolute poverty is a situation where a house hold is unable to feed, cloth and house itself. In other words, it is a situation where people are unable to meet survival needs and other basic requirements such as education. In the same citation, relative poverty was defined as a situation of unequal distribution of income and other valued goods and services in society. Furthermore those people feel deprived when they compare themselves with others who may be better off although there may be not living in absolute poverty. This could be measured using the social welfare such as accessibility to safe water, health care services, and proper sanitation and education services.

2.3 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 (GOK, 1997, 1999), the following are the causes of poverty in Kenya. Low agricultural and live stock 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 (James P, 1996). Land – issue Landlessness, squatterdom, communal ownership customary laws governing land and fragmentation; inadequate roads-poor road network which causes lack of access to schools, markets and hospitals; Cost of social services – health, education etc; HIV/AIDS – Young and energetic die and leave the old, widows and orphans. Causes high dependency and

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

2.4 Effects of poverty on provision of quality education.

Having articulated the indicators of Quality Education in schools, it is worthy to note that all aspects of quality cannot be achieved because of the effects of poverty in financing education in Kenya which include: limited provision of school facilities, equipment and materials. Such affects the quality of teaching and learning. Less staff development and training opportunities; Poor nutrition and feeding habits in schools; Poor health among learners; Poor time management especially when learning is interrupted when students are sent home for fees in some schools; Exposure of learners and staff to indiscipline; Exposure of learners, 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 learners due to inadequacies of the curriculum some schools adopt and increase school dropout.(Vision 2025,1997)

The list of the effects is long depending on the nature, type of school and the environment in which the school is situated. For instance, schools in the arid and semi arid areas are more vulnerable compared to schools in high and medium economic potential areas. Equally, schools attracting learners from among the urban poor are more susceptible to poverty compared to school children of the well to do in society. Worst affected are girls in some communities where they may be denied education in favor of boys. In other situations the girls may be married off to counter the perennial poverty in their homes as the parents hope to be paid some dowry (Government of Kenya, 2003).

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

Where the average poor struggle to educate their children putting almost all the family income in financing of the education of their children, the poorest of the poor do not access this service. Contrary, the non poor appear to be benefiting from the cost sharing arrangement in financing secondary education hence the escalation of the gap between the rich and the poor in the society. The school is the most important functional point of achieving the educational goals. (Abagi and Odipo, 1997).

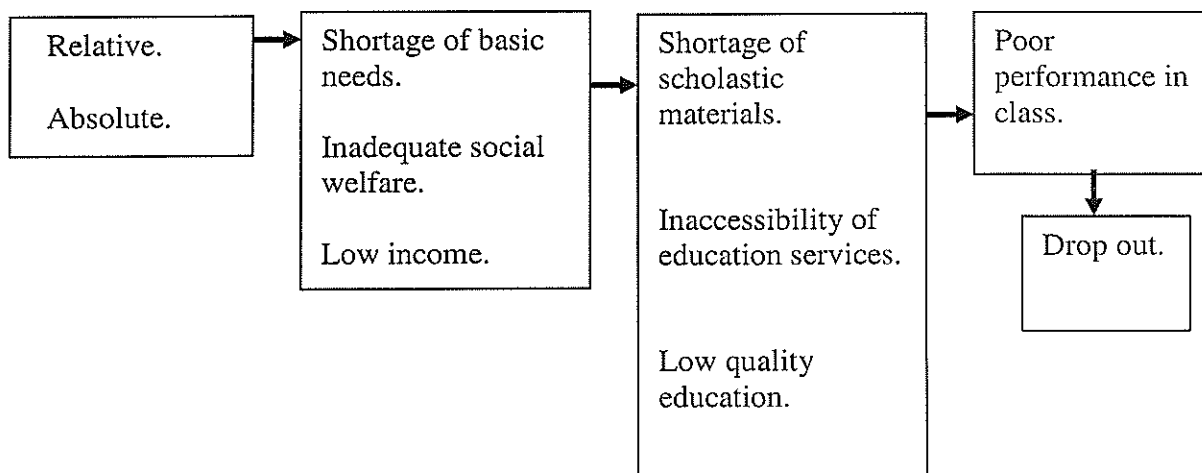
In Kenya, many children who enter the school system at the primary level do not complete the cycle pupils drop out at various stages of the education system. Several factors are responsible for high-drop out rates and hence low completion rates among primary school pupils. Schools require learners to have uniforms, textbooks and stationary and pay tuition fees, building fund and activity fees. Due to high cost of these items, children whose parents cannot afford to provide all or most of these requirements are always under pressure from schools' administrators. The frustrations these learners go through affect their academic performance: they lose interest in education and eventually drop out (Government of Kenya, 2003).

Elimu Kenya (2006) also while reporting on free primary education in Kenya, cited that as much as the government of Kenya has endeavored to implement the above innovation, the children continuously dropped out of school. The most affected were reportedly those from low income families.

It went to highlight some reasons of dropping out of school mentioning poverty as one of them.

2.5 Conceptual framework.

Poverty



(Researchers own formulation)

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Research design

This study used a descriptive cross sectional survey. The research drew from both the qualitative and quantitative analysis approaches in order to get a bigger picture both in number and data.

3.2 Research environment

This study was conducted in selected in selected schools of Lwebitakuli Division, Sembabule District, Uganda.

3.3 Respondents

This study obtained information from teachers, learners and parents/guardians.

3.4 Sample population

The study employed random sampling for the learners as they were many. Purposive sampling was used on the teachers and parents. This was so because the researcher chooses the teachers and parents to interview. 60 questionnaires were distributed to learners. The researcher hopes to interview 14 teachers and they were considered representative of the population.

3.5 Instruments of data collection

Questionnaires were used to extract information from teachers and learners. Focus group discussion was used to get information from parents. Open ended questionnaires were suitable for investigating deeper the subject matter.

3.6 Data collection procedure

A letter of introduction from the institute of continuing education was sent to facilitate in the data collection exercise. The letter was handed to the head teacher before

Questionnaires are distributed to teachers and learners. The data collected was sorted and categorized after which it was analyzed. The conclusions and recommendations were made.

3.7 Statistical treatment of data

The frequencies and percentages were used to determine the number of sample respondents used in the research process and the number that participated positively in contribution to the research.

Formula;

$$\text{Percentage (\%)} = \frac{F}{\text{Total number of respondents}} \times 100$$

Where F = number of respondents

Observed (researcher own formulation)

Qualitative analysis; Data from questionnaires was standardized hence requiring categorization. Such data was presented in a descriptive form above which was used to discuss the results of quantitative data.

CHAPTER FOUR

PRESENTATION OF DATA, ANALYSIS OF FINDINGS AND DISCUSSION.

4.0 Introduction

The purpose of this study was to investigate the effect of poverty on the academic performance of learners. The components of poverty investigated included lack of school basic needs, deprivation of rights, low income and accessibility of social services. The aspects of academic performance that were measured included; attendance, motivation, mental ability and accessibility of relevant study materials. This chapter presents the responses and makes an analysis on them. The findings are discussed in comparison with what other researchers cited.

4.1 Low income and academic performance

Low income in other words deprivation of income was one of the components of absolute poverty as cited in the definition of poverty by vision 2025 (1997). In this study, the researcher wanted to find out from the teachers and parents whether income of parents low affects the performance of learners.

Table 1 presents the responses of teachers as to whether income affects educational performances of learners.

Income and performance	Frequency	Percentage (%)
Agree	12	80
Not sure	1	7
Disagree	2	13
Total	15	100

Out of 15 teachers, 12 of them agreed that the income status of parents had an effect on the academic performance of children. But one was not sure about the assumption and two respondents did not agree.

4.2 Provision of basic needs and academic performance

The basic needs in the context of this study included shelter, clothes and facilitation of education. In the study the researcher wanted to estimate whether there was any link between lack of basic needs and performance of learners in class.

Table 2 show the distribution of responses on the parents' provision of basic needs and performance

Basic needs and performance	Frequency	Percentage (%)
Agree	12	80
Not sure	1	7
Disagree	2	13
Total	15	100

Out of 15 teachers, 12 of them agreed that the provision of basic needs by parents had an effect on the academic performance of children. But one was not sure about the assumption and two respondents did not agree.

4.3 Poor learners lack of scholastic materials

The teachers were further asked if children from poor families lacked scholastic materials.

Table 3 shows the distribution of respondents according to whether the poor learners lack scholastic materials and whether this affects their performance.

Scholastic materials and performance	Frequency	Percentage (%)
Agree	15	80
Not sure	-	-
Disagree	-	-
Total	15	100

All the respondents agreed that learners from poor families lacked scholastic materials and therefore performed poorly. This agrees with what was cited by Ngaroga (2003) who, when talking about challenges of free primary Education hinted on children with limited resources were adversely affected in accessing education.

4.4 Parents view on provision of scholastic materials

Parents were required to cite some challenges they were facing in providing necessary school requirements for their children. The following were the responses that were given by the parents.

Table 4: provision of school requirements by parents

Parents responses.	Frequency	%ge
Cannot provide enough books.	18/20	90%
Uniforms are too expensive.	10/20	50%
No money to buy sets, pens and pencils.	05/20	75%
We are supposed to pay for desks.	16/20	60%

The findings showed that 18 parents out of 20 contributed that they were finding difficulty in providing their children with enough exercise books. 10 out of 20 parents said that they could not afford pens and pencils. And 16 out of 20 parents complained about their inability of paying for school facilities such as desks. This inability of parents to meet the basic needs of learners while at school greatly hampers their children efforts to perform well and therefore lowers their educational expectations and attainment. This again coincides with Ngaroga's citation.

4.5 Observation

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 to pay their school fees and therefore they had no choice but 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, lack of proper governmental support places a considerable economic burden (with regards to funding) on parents and children. According to Tomasevsky (2003), Kenya has a legal guarantee of free education. However, despite the legal guarantee, primary school fee continue to be changed – a situation, which according to the school authorities, forces parents to withdraw their children from the school system.

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

4.6 Basic needs and academic performance

Food has been stated as one of the basic needs of man. Yet under nutrition, famine and hunger remains the most serious health and welfare problem affecting in particular the children from poor families. The majority of children do not receive the recommended nutrition simply because their parents are poor. Kimuyu (1997) in Nsereko also forwarded his view that when children are malnourished they become stunted and more to that they become mentally affected. In this research the influence of nutrition on the child's performance had to be tested.

Table 5 shows the distribution of respondents according to their view on the influence of nutrition and academic performance.

Malnourished children do not perform well in class.	Frequency	Percentage (%)
Agree	15	80
Not sure	-	-
Disagree	-	-
Total	15	100

The above analysis indicates that all the respondents were of the view that malnourished children do not perform well in class.

4.7 Provision of school facilities and academic performance

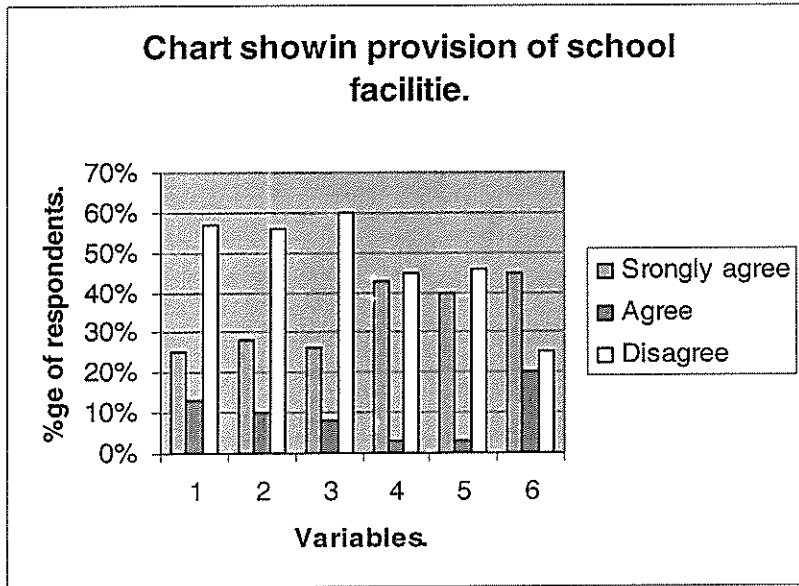
Kimoti (1997) in his paper highlighted that many African governments spend large shares of their budget on education, but their efforts were inadequate. He further advised that if Africa is to develop, then the quality of institutions must improve in order to produce graduates who have character, imagination and initiative.

This study sought to establish if there was adequate provision of education in schools.

Table 6 shows teachers responses about how education is provided for in schools

	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%

Chart1: provision of school facilities



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

4.8 Availability of teachers in schools and the teacher, pupil ratio.

Poverty is reported to have many effects including the ability of government to acquire and train human resources. In this study, the researcher sought to establish if there were any teachers in school.

Table 7 showing the distribution of teachers and their responses about their ability and motivation to work.

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

The table above shows that 31% strongly agree that they have few teachers, 59% have few trained teachers, 60% have large classes, 51% do not understand anything since the classes are large and 54% say teachers do not teach all subjects since they are few and 57% say that teachers do not teach well due to frustrations. These are all effects of poverty which affect the academic performance of the learners.

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 is so because they did not have funds to cater for their training.

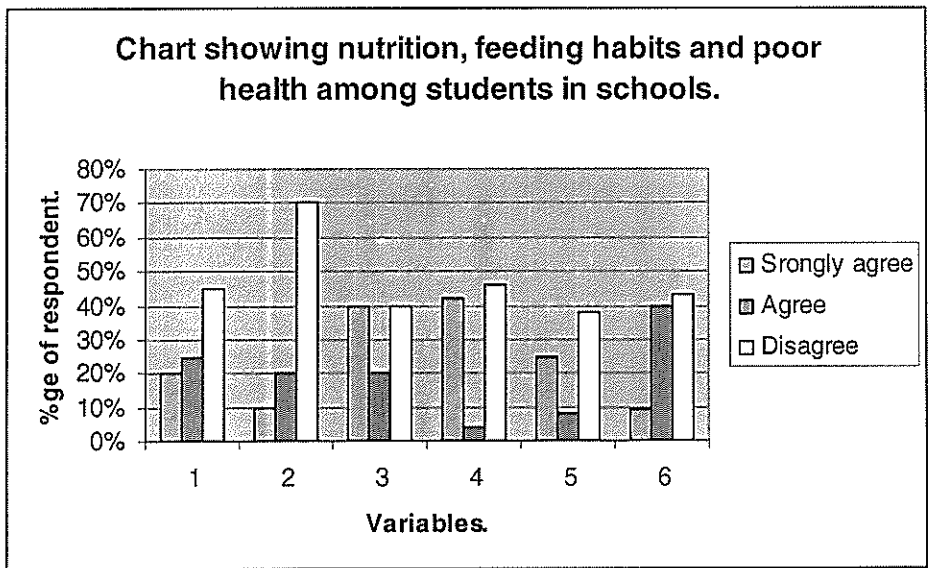
4.9 Proper nutrition has been linked with proper mental and physical development.

Kimoti (1997) in his paper highlighted that many African malnutrition among children meant retarded physical growth and mental development. These have been observed as some of the factors that influence learning negatively. These have been linked to poverty.

Table 8: the distribution of teachers' response on whether the schools had proper feeding programs

	Item	Strongly agree	Agree	Disagree
1	We have feeding program at school.	20%	30%	50%
2	The diet is balanced.	10%	20%	70%
3	We eat all necessary meals and are 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 learners fall sick.	10%	40%	50%

Figure 2: Poor nutrition, feeding habits and poor health among learners in schools.



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

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

The teachers who also ate the same food provided for the pupils admitted that the food was not well prepared but they also had no choice but 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 learners do not have enough medical attention when they fall sick. All these are barriers to academic performance.

4.10 Summary of the findings and further discussion

The following were established after the analysis of the data.

Majority of the teachers agreed that low income negatively influence the learners' academic performances in that parents with low income could not provide for their children.

The findings also showed that lack of provision of basic needs such as uniforms greatly affected the learners' academic performance.

Lastly, it was discovered that the high teacher, child ratio in schools due to poverty has adversely affected the academic performance of learners.

CHAPTER FIVE CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The preceding chapter analyzed the field data on poverty and academic performance. The objectives that guided this study included;

- I). To find out how income affects the learners' performance in schools.
- II). To find out how shortage of basic needs such as food affects the learners' performance in schools.
- III). To assess the influence of deprived social needs on academic performance of learners.

5.1 Conclusions

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

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

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

These render them to uncompetitive in the job market. However, the efforts by the Government of Uganda 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 should further augment government efforts in financing education.

5.2 Recommendations

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

Waiving duty on learning and technical 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.

Encourage clubs and to start income generating activities.

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

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

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

School leaders should embrace school based management and develop the knowledge base associated with efficiency and effectiveness in school management for the purposes of achieving the educational goals for the learners. Owing to the effects of poverty in provision of education, school governing structures should strategize on the school

aspects which need more emphasis compared to others who meet the expectations and interests of the most important constituent – the learner.

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QUESTIONARE 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 learners’ academic performance of the selected primary schools.” 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 provide 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.

14 – 16

18 – 19

20 -22

23 and above

Evaluate the following statements using the following;

Not sure	Disagree	Agree
3	2	1

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

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

b) Less staff development and training opportunities.

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

c) Poor nutrition, feeding habits and poor health among learners in schools.

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

Thank you