

**EFFECTS OF POVERTY ON STUDENTS' ACADEMIC PERFORMANCE IN  
SECONDARY SCHOOLS IN SUNA EAST SUB – COUNTY,  
MIGORI COUNTY**

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**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION,  
HUMANITIES AND SOCIAL SCIENCE IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE AWARD OF DEGREE OF BACHELOR OF  
SCIENCE IN EDUCATION OF GREYSA UNIVERSITY**



**DECLARATION**

**Student's Declaration**

This is my original work and has not been presented either in part or full to any other University as a project for research.

Signature.....

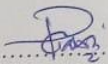
Date.....14<sup>th</sup> 12/2020

Hulder Marveline

EDU-G-4-0179-16

**Supervisor's Declaration**

This research project has been submitted for presentation with my approval as university supervisor.

Signature.....

Date.....14<sup>th</sup> Dec 2020

Mr. Gakwa

**MARCH 2020**

**DECL        ION**

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This is my original work and has not been presented either in part or full to any other University as a project for research.

Signature.....

Date.....

Hulder Marveline

EDU-G-4-0179-16

**Supervisor's Declaration**

This research project has been submitted for presentation with my approval as university supervisor.

Signature.....

Date.....

Mr. Gakwa

## **DEDICATION**

I dedicate this research project to my family for their continued support and motivation throughout my education life.

## **ACKNOWLEDGMENT**

I wish to express my gratitude to my supervisor Mr. Gakwa who provided all the important guidance through the stages that culminated to this report and my parents who provided all the necessary support I needed to accomplish this project.

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## **ABBREVIATION AND ACRONYMS**

C.S	Census survey
SPSS	Statistical Package for Social Science
NPC	Non Parental Care
KCSE	Kenya Certificate of Secondary Education
MDGs	Millennium Development Goals
BEAM	Basic Education Assistance Module

## **OPERATIONAL DEFINITION OF TERMS**

**Poverty:** Refers to lack of basic human need such as clean water, nutrition, health care education and transportation. Poverty exists when people lack the means of fulfilling the basic needs.

**Academic Performance;** is how students can perform in academic. It also refers to grades obtained by students in examination in their various schools. It can either be high or low academic performance.

**Family;** this is a social group which consist of father, mother and their children.

**Home Environment;** it refers to surrounding in which students live. It also means the adequate facility which the home has provided for students such as radio, sleeping space, television and reading room.

**Poverty alleviation ;**This is the act of reducing poverty.In this course of study, it refers to when the problem of poverty is resolved

## **ABSTRACT**

One of the most important human rights in all societies today is access to Education. Most people have not been able to attain this basic right due to poverty. Therefore this research seeks to find out the effects of poverty on school performance in the Suna East sub-county in Migori County. A major challenge when it comes to education in Suna East was school dropouts which were believed to arise from poverty. The researcher sought to explore the challenges these poverty stricken students face in their quest for education. The researcher would use case study as the research methodology whereby data such as questionnaires, face to face interviews and observation would be used to collect data. The data was then analyzed using descriptive statistics and SPSS. Lack of school fee, poor malnutrition, and poor health, lack of proper school uniforms and inadequacy of learning resources are some of effects of poverty in Suna East hence the researcher would try to reveal how these effects are relevant when it comes to the issue of poverty in Suna East community. The results obtained from this study would indicate how poverty has negatively impacted students' academic performance and how the school authorities could come in to help the students who are less privileged.

## **CHAPTER ONE: INTRODUCTION**

### **1.1 Background to the Study**

To acquire education is one of the important human rights in all societies. Poverty has remained a stumbling block for most people to achieve this basic right. Poverty stricken members of the human race have always struggled in a number of ways to attain good living standards. Poverty brings a number of challenges to its victims such as access to proper health facilities, education, nutrition, employment and the realization of personal desire.

Of particular concern to this study are challenges that poverty stricken students face in their mission for education. The danger of poverty stricken students is exasperated by stringent school policies that pertain the payment of fees, attitudes by teachers and fellow students, shortage of food, school wear and stationery. An unsupportive home environment further complicates the poverty stricken students' drive to acquire good education. The current economic crisis where the prices of basic goods are very high adds more suffering to the already poverty stricken students..

Higher needs like education can become dominant only when lower needs such as hunger and thirst have been satisfied .Secondary school students do not benefit from this program despite their family socio- economic background and status. However, Secondary School students need more food than their primary school counterparts since they belong to the adolescence stage. During adolescence boys and girls experience physical changes that prepare their body

Maximum physical, sexual and mental development. Malnutrition as a result of poor diet might lead to ill health which contributed to absenteeism at school.

Mapera, Osiyo, Oruba, Kadika, Alara Secondary Schools are the only schools that offer secondary education in the Suna East sub-county. Their feeder area comprises of ten primary schools. This therefore suggests the high possibility of long distances which some students travel on a daily basis on their way to and from school. Walking over long distances lead to late coming at school and at home after school in evening. Fatigue and hunger might lead to drowsiness during learning as a result of walking over long distances. Students from rich families would usually cycle to school. This puts them at the advantage of arriving at school early without having lost any considerable amount of energy.

The late payment of school fees, provision of stationery and presentation in complete school uniform are heavy requirements for poverty disable students to meet. School authorities set deadlines for payments of school fees and levies.

## **1.2 Statement of research problem**

Poverty is detrimental to school performance in Secondary Schools in Suna East cluster of schools in Migori County. Students from poor families suffer from starvation at home, have no proper uniforms and fail to meet payment deadlines. These problems negatively affect their learning progress hence poor performance in school.

Table 1.1 is a summary of student's performance in Mapera secondary school (2019)



**Table 1.1 Mapera secondary school students performance (2019)**

Classes	Mean grade
Form 1	B- (Minus).
Form 2	C+ (Plus)
Form 3	C. (Plain)
Form 4	C- (Minus)

### **1.3 Purpose of the Study**

The purpose of the study is to investigate the causes and effects of poverty on school performance in Secondary Schools in Suna East Sub County in Migori. This study was aimed to enable the policy makers under the ministry of education to implement strategies to eliminate causes of poverty in educational sector.

### **1.4 Conceptual Framework**

Conceptual framework is the set of broad ideas used to explain the relationship between the independent variables and dependent variables. This study was adopted concepts generated by effects of poverty which conceptualize them in framework explaining the relationship independent variables and how they affect school performance as shown below.

## CONCEPTUAL FRAMEWORK

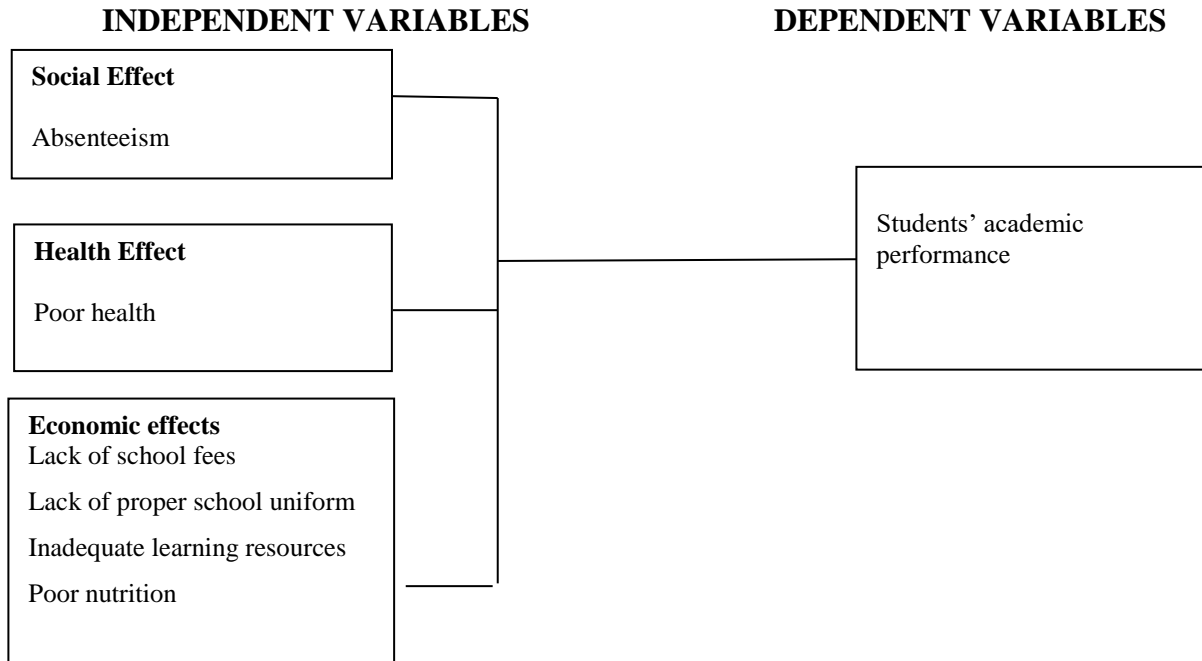


Figure 1: Conceptual Framework

### 1.5. Research Objective

#### 1.5.1 General objective

To investigate the effect of poverty on school performance in secondary schools in Suna East Sub county in Migori.

#### 1.5.2 Specific objective

1. To establish the influence of lack of school fee on students' academic performance in secondary schools in Suna east sub-county.
2. To determine the influence of inadequate of learning resources on students' academic performance in schools in Suna east sub-county..

3. To investigate the influence of poor malnutrition on students' academic performance in Secondary schools in Suna east sub-county.

4. To establish the influence of lack of proper school uniform on students' academic performance.

### **1.6 Research question**

1. Do lack of school fee affect students' academic performance in secondary schools in Suna east sub-county.?

2. Do inadequacy of learning resources affect student academic performance in secondary schools in Suna east sub-county?

3. Do poor malnutrition affect students' academic performance in secondary schools in Suna east sub-county.?

4. Do lack of proper school uniform affect students' academic performance in secondary schools in Suna east sub-county?

### **1.7 Hypotheses of the study**

The study assumes that the respondents were willing to give the feedback with almost good faith.

### **1.8 Significant of the study**

This study is important when looked at the concept of poverty and three factors such as national level, the committee level and the family background which influence students' educational need. It is hoped that the study definitely identifies some of the initial factors

existing in the various level as they influence school performance. The study will give solution on how to improve school performance. The study will also focus on the needs for government and parents in planning for students. Many parents know the best environment under which their students at home will learn and other variable which affect their performance. The study also enables us to know that poverty has become serious problem in Kenya therefore leading to political, social and economic difficulties.

### **1.9 Delimitations**

The study focused on students from five Secondary Schools in Suna East Sub-County in Migori and not from any other area in Kenya.

### **1.10 Limitations**

Some school authorities, teachers and respondents would opt not to co-operate with the researcher. The study will also handicap by financial constraints that limit the amount of information gathered. Due to rising costs of traveling expenses and stationery, the researcher limit the frequency of traveling and the amount of questionnaires for circulation.

The limitations cited above were minimized by the researcher through creating good report with school authorities and respondents, so that they co-operate with the carrying out the research.

### **1.11 Assumptions**

This study based on the assumption that the participants would provide honest and reliable data and that the sample used representative of the population. The study also assumes that, the instruments used were valid and reliable for data collection.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

Browne (1992) defines Poverty as a condition where an individual struggle to afford, shelter, health and education. According to the IMERCSA FACTSHEET Number 12 (2000) poverty is a deprivation in health and survival, lack of knowledge; denial of opportunities for a creative and productive life as well as deprivation in income. What emerges from these citations is that poverty is a condition where an individual struggle to afford, shelter, health and education Poverty is normally consistent over a long period in one's life.

### **2.2 Theories and Models of Poverty**

Various theories and models of poverty were identified and was group in the following categories.

### **2.3 Individual Deficiencies Theories**

Individual deficiencies theories argue that poverty can be avoided by working harder and making better choices. They also contend that poor lack incentives for improving their own condition because of an over-reliance on welfare systems. These theories have received a lot of attention and have been cited in writings on how to improve one's well-being through well planned goals. Critics of these theories argue that they are a lame excuse for social inequality. (Fischer et al, 1996).

### **2.4 The Culture of Poverty Theories**

These theories state that, it is the characteristics of poor themselves, their values and culture that cause poverty. These theories hold the poor responsible for their fate.

However, they are questioned over their explanation of blaming the poor for their poverty as if to imply that if the poor would change their values, then poverty would cease. Poverty is created by the transmission over generations of a set of maladaptive beliefs, values and skills that are socially generated but individually held (Bradshaw, 2006)

### **2.5 Economic and Political Distortions**

These theories attribute poverty to the economic, political and social system which causes people to have limited opportunities and resources; they argue that the economic system is structured in such a way that poor people fall behind regardless of how competent they may be. These theories also explain poverty in terms of the inability of the poor to influence and take advantage of the political system. Research has shown that the poor are less involved in political discussions, and their interests are more vulnerable in the political process and they are excluded at many levels.

### **2.6 Effects of Poverty on school performance**

Poverty negatively affects school performance in a number of ways. Poverty retards proper human development in physical, mental language and social domains. One's educational achievement is also grossly affected by poverty in sense that poor parents fail to provide adequate financial and material resources that are a pre-requisite to admission at school. Gibson (1981) says that "...the poor tend to suffer from severe health problems directly linked to mental and physical impairments and other defects." Davidoff (1987) said that poverty is associated with a number of education disadvantages that entail poor attitudes to school, low academic skills, little interest in formal lessons and pessimism on the part of parents.

In this way, lack of motivation on the part of students and parents leads to academic incompetence by poor students and active parental support. The absence of these two aspects yields low levels of school performance.

What emerges from this review is that poverty is an overall forum of deprivation cutting across the physical, mental economic and social needs. The causes of poverty are varied. Theorists explain the causes of poverty from different perspectives however not a single theory can sufficiently explain this phenomenon's. Literature also exposed the various ways in which poverty negatively affects school performance.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.0 Introduction**

Descriptive survey design was employed to reveal the effects of poverty on student academic performance in secondary schools in Suna east sub-county Migori County. The total population for the study was 1000 members of students. The sample size used for the study was 40 which represented 10% of the study population. The study also employed stratified sampling techniques. The instrument for data collection was used of questionnaire design by the researchers, observation and interview (face to face method).

### **3.1 Research Design**

The methodology that guided this is case study. The case study also allows the researcher to explore a bounded system through detailed, at collection involving multiple sources of information ( interviews, observations and questionnaires ) ( Creswell, 2007). In this study , the data gathered was about secondary school students who came from impoverished backgrounds. The design was adopted a descriptive survey approach with respect to the sampling techniques, data collection methods, Reliability and validity research instruments and data analysis methods. The descriptive survey approach was adopted in order to choose a smaller number to represent the whole population. The survey was also affording the study to collect data through the use of questionnaires, interviews and content analysis.

### **3.2 Study Area.**

This study took place in five secondary schools in Suna East sub-county in Migori County. It has many poor villages living around it. The poor living condition in Suna east



sub-county is coupled with economic hardships which predisposes villages to critical effects of poverty to particular student.

### **3.3 Target Population**

This study was carried out in five different secondary schools in suna east sub-county in Migori County, targeting 100 students from each school and 4 teachers from each school were randomly selected.

The study sought their views on the effects of poverty on academic performance and the competence of poverty stricken secondary school students based in their experience with the students during the learning and teaching process.

### **3.4 Sampling techniques.**

The simple random sampling procedure was used to select poverty stricken students from each school in the Suna East Sub-County. The reason for choosing this sampling was that the sample represented the larger population.

Secondary school Students that took part in the study are randomly select from the Basic Education Assistance Module application list with 100 names. 60 respondents were selected from this group of students and teachers. The students were selected through the ballot method. They picked cards with numbers 1 to 100 in a hat at random. Those who picked cards number 1 to 60 were participated in the study. The same procedure was applied to teachers.

### **3.5 Sample size**

The target population was 500 students from these secondary schools. The sample size was 15% of target population according to BOEM (2010). The sample size was 100

students from each school but as a result of the researcher opted to work with a sample of 60 respondents. Sample techniques were used and this made every participant to have equal chance of being considered in study.

### 3.6 Measurements of variables

Objectives	Variables	Tools of analysis	Data collection	Type of data analysis
Lack of school fees	independent	Statistical package for social science	Questionnaire	quantitative
Inadequate learning resources	independent	Statistical package for social science	Questionnaire	quantitative

Table 1:Measurements of variables

### 3.7 Data collection method.

Primary and secondary data was used. The primary data such as questionnaire, interview and observation was used from the field of the study. Questionnaire was given to respondents of the study by the researcher and was then collected later to give the respondent enough time to respond to the question posed questionnaire. Research was interviewed respondents face to face method therefore the interview took place free without interfering with their activities. Secondary data such as newspaper, scholarly work of researchers, book was used to review the existing literature on the related topic.

### **3.8 Reliability and validity of Research instrument.**

According to Gibson (2007), reliability is a measure of the degree to which a research instruments yields consistent results after repeated trials. Piloting was conducted with the use of 5 respondents and 5 respondents for a retest to ensure the results are consistent and reliable. Questionnaire was first given to 20 respondents and after one week another 20 respondents were given the questionnaire this was to compare the data provided as well as interviews. The researcher sought the expertise of the university supervisor for the content validity to ensure that the mistakes noted are rectified and appropriate language and words are used.

### **3.9 Data Analysis and presentation**

Data collected was analyzed qualitatively and quantitatively. Data was first analyzed then type base on the themes after every theme, it was quantified in percentage and frequency and was presented in frequency table.

### **3.10 Logistical and Ethical consideration**

The study has a research work plan to ensure the research work was done within the period. Researcher estimated budget for the study to ensure all cost incurred were budgeted. Respondents were given an introduction letter from the researcher to notify the reason of conducting the research. Respondents participated on their own without coerces. Researcher got permission from the relevant authority to conduct the research in those 5 secondary schools. The study was conducted in a manner that respects the values and society of the respondents.

## **CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRENTATION**

### **4.0 Introduction**

The focus of this study was to analyses and interpret data variable of the study namely the effect of poverty on students' academic performance in secondary schools in Suna east sub-county.

These variables were lack of fee, poor nutrition, poor health, lack of proper school uniform and inadequate learning resources.

Data was collected using two questionnaires for student and teachers and also oral interview was used.

### **4.1 Response Rate**

Out of 200 questionnaires dispersed to the students in five secondary schools who were both boys and girls 180 were returned complete and only 20 were not returned therefore 90% of student responded.

All the questionnaire sent to teachers in the school were returned at 100% however, the data collected was very reliable and acceptable as the better social research on effect of poverty.

Demographic characteristics of the study and the response rate were first presented hence it was followed by the presentation of findings based on the objective of the study.

## **4.2 Demographic characteristics of respondents**

In this section it presents the demographic characteristics of the respondents in terms of age, gender and how students performed in their exams. Therefore it highlighted the majority a characteristic of the target population which includes teachers and student in the study which was necessary in the shedding lights on the students' performances and their background.

## **4.4 Data on teachers and their performance**

The data looked at in this section was gender, age, effect of poverty and academic performance of students.

### **4.4.1 Students performance**

According to results shown in the table 1.1 the majority of stricken students with poverty were 90% while only 10% of students were from better family. In these secondary schools the academic performance of students is poor in that, most of the students are sent home for school fee hence missing lessons taught and learning resources were also not enough for the student i.e. practical equipment hence students are not familiar with them this leads to poor academic performance.

In suna east sub-county most students are day scholars due to poverty in their homes hence they face various problems i.e. walking over long distance to reach school this leads to wastage of time on learning.

#### 4.4.2 Age of teachers

The teachers' views on their age were taken and they are summarized in table 4.1

**Table 4.1 Age of teachers**

Respondents	Frequen	Percen	Valid	Cumulative
age	cy	t	Percent	Percent
25 to	8	40.0	40.0	40.0
Val 35				
id Above	12	60.0	60.0	100.0
35				
Total	20	100.0	100.0	

Table 2:Age of teachers

The response from the teachers as shown in table 4.1 indicated that 60% of teachers are in the age of 30years old and above while 40% are in the age between 25 to 30 years old therefore this can be interpreted to mean that most of the teachers in Mapera secondary school are aged therefore this is disadvantageous to student since most student are used to young teachers who can give them pieces of advice on how to cope with poverty.

#### 4.4.3 Gender of teachers

The teachers gender was also appropriate in determine balance in school therefore it was summarized in table 4.2.

**Table 4.2. Gender of teachers**

Gender of respondents	Frequency	Percent	Valid Percent	Cumulative Percent
Male	11	55.0	55.0	55.0
Female	9	45.0	45.0	100.0
Total	20	100.0	100.0	

Table 3: Gender of teachers

From this table the findings were found that out of 20 teachers interviewed 11 were male converting to 55% and 9 were female converting 45% therefore is likely to show that there gender disparity in the teaching profession.

#### **4.5 Data on students and their performance**

This section looked at students and the category of their age, gender, class, academic performance and background of students. According to the research have carried out all the respondents sampled to give their feelings and perceptions of their performance was poor as shown in the table 1.1 in that, a students perform very well at time of admission but as the time goes by school fee becomes a problem hence leads to absenteeism.

##### **4.5.1 Age category of students**

Age of a student is important because it reflects on the years of schooling of the responding students. In order to establish if the study was dealing with correct age category students were required to give their age category as shown in table 4.3

**Table 4.3 age category of students**

Respondent age	Frequency	Percent	Valid Percent	Cumulative Percent
14 to 16	25	62.5	62.5	62.5
16 to 20	15	37.5	37.5	100.0
Total	40	100.0	100.0	

Table 4: Age category of students

According to the table, findings on the age of students indicate that the majority of the respondents, 25/40 students translating to 62.5% were aged between 14 to 16 years and 15/40 students converting to 37.5% were aged 20 years and above.

#### **4.5.2 Performance of respondent in KCSE results in 2019**

This section shows perception of the respondent in performance in results (2019)

This findings revealed that majority of the respondents, 20/40 students were not satisfied with their performance, 9/40 students performed very poor translating to 22.5%, 5/40 students felt that they are satisfied with performance, 5/40 performed very well and lastly 1/40 was reported to be performing very well hence the results of students in 2019 was not pleasing. Therefore the respondent said that the results were not pleasing due to poverty affecting most scholars.



**4.6 Data on effects of poverty on students’ academic performance.** This section sought to get information from respondents on effects of poverty on students’ academic performance. Table 4.4 summarized the findings from students.

**4.6.1 Students perception on lack of school fee affecting academic performance.**

**Table 4.4**

**perception of lack of school fee**

perception	Frequen	Percen	Valid	Cumulative
	cy	t	Percent	Percent
Val	Yes	31	77.5	77.5
id	No	9	22.5	100.0
	Tot	40	100.0	100.0
	al			

Table 5: Perception of lack of school fee

The findings from the table revealed that lack of school fee affect academic performance of students. 31/40 respondents at 77.5% said yes on lack of school fee, 9/40 at 22.5% of respondents said no. Therefore it can be deduced that majority of students are being send home for school fee this affect their academic performance.

**Table 4.5 Teachers views on lack of school fee.**

Lack of school fee	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	16	80.0	80.0	80.0
No	4	20.0	20.0	100.0
Total	20	100.0	100.0	

Table 6: Teachers views on lack of school fee.

Findings in this table show that teachers response to question asking if lack of school fee affect academic performance. 16/20 converting to 80% of teachers who responded said yes it affect while 4/20 at 20% of teachers said no. This can be attributed to what students reported earlier on lack of school fee hence it is a serious effects of poverty which affect students' academic performance in these five secondary schools.

#### **4.6.2 Students perception on lack of proper school uniform.**

The respondents gave their views on how lack of proper school uniform affected their academic performance as shown in table 4.6

Influence of lack of proper school uniform as perceived by the students

**Table 4.6 extent lack of proper school uniform affect performance as perceived by students**

Extent	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	33	82.5	82.5	82.5
No	7	17.5	17.5	100.0
Total	40	100.0	100.0	

Table 7:lack of proper school uniform

In this table, 33/40 at 82.5% of students reported that lack of proper school uniform affect their academic performance while 7/40 at 17.5% of respondents it is not. Therefore lack of proper school uniform could be said to be negatively effects of poverty on students' academic performance.

#### **4.6.3 Influence of lack of proper school uniform as perceived by teachers.**

Teachers gave their view regarding on influence of lack of proper school uniform on the students' academic performance as shown in table 4.7.

**Table 4.7. Perception of teachers on lack of proper school uniform**

Perception	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	14	70.0	70.0	70.0
No	6	30.0	30.0	100.0
Total	20	100.0	100.0	

Table 8: Perception of teachers on lack of proper school uniform

From the findings on table 4.7, there was an undisputed response towards the extent that lack of proper school uniform has on students' academic performance in that 16/20 teachers converting to 70% said yes to the effect while 6/20 teachers converting to 30% said No. This is a clear indication that lack of proper school uniform was among the influential effects affecting students' academic performance in exam as most of the students were disturbed mentally when they were sent home and failed to return on time.

#### **4.6.4 Inadequate of learning resources.**

This section sought to get information from the respondents on how inadequate of learning resources affects academic performance of students. Table 4.8 summarized the findings from the students and Table 4.9 show the findings from the teachers.

**Table 4.8 inadequate of learning resources influence performance in students' point of view**

Extent		Frequency	Percentage	Valid Percent	Cumulative Percent
	Yes	29	72.5	72.5	72.5
Valid	No	11	27.5	27.5	100.0
	Total	40	100.0	100.0	

Table 9: inadequate of learning resources influence performance in students' point of view

**Table 4.9 teachers' views on inadequate learning resources affect performance**

<b>Inadequate of learning resources</b>					
Extent		Frequency	Percentage	Valid Percent	Cumulative Percent
Valid	Yes	16	80.0	80.0	80.0
	No	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

Table 10: teachers' views on inadequate learning resources affect performance

The findings from the table 4.8 revealed that inadequacy of learning resource affects students' academic performance. 29/40 respondents at 72.5% said yes, 11/40 respondents

at 27.5% said No therefore it can be deduced that majority of students cannot perform well due to inadequacy of learning resource.

The findings in table 4.9 show the teachers responses to the question on inadequacy of learning resources, 16/20 teachers said yes at 80% while 4/20 said No, hence it could be the cause of poor performance in these secondary schools.

#### **4.6.5 The extent to which poor nutrition affect performance as per the students and teachers.**

From objective five of the study which sought to find the extent to which poor nutrition affect academic performance of students, hence the respondents who were interviewed gave their views as summarized in table 4.10 for students and table 4.11 for teachers.

**Table 4.10 poor nutrition affect performance as perceived by students**

Extent		Frequen	Percen	Valid	Cumulative
		cy	t	Percent	Percent
Val id	Yes	36	90.0	90.0	90.0
	No	4	10.0	10.0	100.0
	Tot al	40	100.0	100.0	

Table 11:poor nutrition affect performance as perceived by students

**Table 4.11 Poor nutrition affect performance as perceived by teachers**

Extent		Frequen	Percen	Valid	Cumulative
		cy	t	Percent	Percent
Val id	Yes	15	75.0	75.0	75.0
	No	5	25.0	25.0	100.0
	Tot al	20	100.0	100.0	

Table 12:Poor nutrition affect performance as perceived by teachers

Findings from the students who responded were as follows, 36/40 converting to 90% felt that poor malnutrition had many effects, 4/40 translating to 10% said No to the effect on students' academic performance.

The results collected from teachers on how poor nutrition affect the performance of students were as follows, 15/20 converting to 75% teachers said yes and 5/20 translating to 25% teachers said no. Therefore it indicates that the majority of students who were day scholar are most affected by these effects of poverty due to poor health hence lead to poor academic performance.

#### **4.11 Principal interview.**

Qualitative data from principal whose views were collected through an oral interview were the leading contributing effects of poverty that was affecting students' academic performance; lack of school fee out of the 80% of the students in the school lack school fee and therefore were being sent home every week hence missing lesson that leading to poor performance. Only 20% of students are left in school to continue with their study hence the teacher become discouraged to teach one student in class during his or her lesson.

Principals of these secondary schools reported that schools around Suna east sub-County are scattered therefore the distance covered by students to reach school is long. This leads to poor academic performance since the students get tired before even starting lesson.



## **CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.**

### **5.1 INTRODUCTION.**

The purpose of this study was to examine the effects of poverty on students' academic performance in secondary schools in suna east sub-county , Migori County. This chapter summarizes findings of the study based on empirical findings in chapter four. It also presents the summary of findings, conclusions and recommendation.

5.2 From the analysis of data collected for the study a number of finding emerge as presented in the preceding chapter.

#### **5.1.1 Lack of school fee.**

The reference from objective one which sought to investigate the influence of lack of school fee on academic performance of students in secondary schools students, teachers and principal agreed that lack of school fee lead to poor academic performance where by students are always on move out ,this affects the attendance of in school hence leads to school dropout also principal agreed that lack of school fee affects most of students on their academic performance because they stay long at home when they sent for school fee hence missing whatever is taught when out. His was elaborated in the following ways 77.5% of students who responded agreed that most students lack school fees and cannot continue with their studies.80% of teachers agreed the same.

### **5.2.2 Lack of proper school uniform.**

In regards to research question four which intended to achieve objective two; the influence of lack of proper school uniform to students, the principal, teachers and students agreed on the influence of lack of proper school uniform on academic performance of students. There was a common response with the teachers at 70% said yes that lack of proper school uniform bequeathed on students were injurious to their academic performance and similar views were given by students at 82% who also said yes since some of them were being sent home to look for school uniform hence missing the lesson taught.

### **5.2.3 Poor nutrition**

For objective three which sought to find out the extent to which poor malnutrition affect students' academic performance, it was found out from the students responses at 90% said yes, 75% of teachers also said yes that poor malnutrition also affect academic performance of students, students especially those who are day scholars cannot pay attention since they are mentally disturbed, some of them fell sick and cannot afford proper medication hence ending up missing lessons.

### **5.2.4 Inadequate of learning resources**

Finally, in response to objective two which sought to investigate the extent of the influence of inadequacy of learning resources on students' academic performance, the students at 72.5% said yes and 80% Of teachers also said yes that inadequate of learning resources influence student academic performance in secondary schools lack all the facilities that are required by students to carry out their learning activities i.e. lack of

proper practical equipment and also having less teachers therefore teachers are over worked.

### **5.3 Conclusion**

The study found that there are numerous effects of poverty in secondary schools in suna east sub-county, Migori County such as lack of school fee, lack of proper school uniform, inadequate of learning resources and poor nutrition. Poverty present a number of students' academic performance therefore it was noted that most stricken students eat two meal or one meal in a day, walk for a long distance to school hence arriving late.

Most stricken student reveal that they had been suspended from attending lesson due lack of school fee thus losing valuable learning time. School dropout reveal that their main reason for not completing school is lack of school fee which is economic effect of poverty. The school records on students' academic performance revealed that poverty stricken students performed lower than their counterpart. The majority of students were beneficiaries of the government support like bursary which wasn't enough for all students.

### **5.4 Recommendation**

The findings of this study have revealed that the effect of poverty on students' academic performance include; lack of school fee, lack of proper school uniform ,inadequacy of learning resources and poor malnutrition.

To improve on academic performance of students the study made the following recommendation

1. The administrators should find more positive ways on helping poverty stricken students.
2. The school heads should look for donors to assist poor students in paying their school fee.
3. The government should set a way to help poverty stricken student i.e. through paying their school fees to help them remain in school.
4. The government should set aside fund to provide the poor with good food to improve their health standard.
5. The parents should be advised to set up business activities to improve their leaving standard hence helping them to pay their students school fee.

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## APPENDICES

### Questionnaire

Please enter the choice you have made by ticking the answer in the space corresponding to your choice for structured question, write the open ended question in the space provided.

Your name will be treated with strict confidentiality and will not be published in this study.

### Appendix 1

#### Section 1 General Information for Students

Gender; Male ( ) Female ( )

Age; 14to 18 ( ) 18 to 21 ( )

Class; Form1 ( ) Form2 ( )

Form3 ( ) Form4 ( )

#### Section 2 Specific information

Below are some of the effects of poverty on the students' academic performance show your level of agreement i.e. Yes or No

Effects of poverty	Agreement	
	Yes	No
1. Lack of school fee		
2. Inadequacy of learning resources		
3. Poor malnutrition		

4. Lack of proper school uniform		
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## APPENDIX 2

### Section 1 General Information for Teachers

Gender Male ( ) Female ( )

Age 25 to 35 above 35 ( )

### Section 2 Specific Information

Below are some of the effects of poverty on students' academic performance show your level of agreement i.e. Yes or No

Effects of poverty	Agreement	
	Yes	No
1. Lack of school fee		
2. Inadequacy of learning resources		
3. Poor malnutrition		
4. Lack of proper school uniform		