

**THE EFFECTS OF POVERTY ON STUDENTS STUDIES IN KIBISH SUB-COUNTY IN  
TURKANA COUNTY IN KENYA**

**BY**

**JOSEPH WANJAMA**

**EDU-G-4-0264-17**

**ROSELYN KANANU**

**EDU-G-4-0282-17**

**NEPHAT MWIRIGI**

**EDU-G-4-0553-18**

**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION IN  
PARTIAL FULLFILMENT OF THE REQUIREMENT FOR THE AWARD OF DEGREE  
OF BACHELOR OF EDUCATION ARTS OF GRE TSA UNIVERSITY**

**NOVEMBER 2020**

## DECLARATION

This proposal is our original work and has not been presented for award of a degree or for any similar purpose in any other university.

Signature:  Date: 14/12/2020

Roselyn Kananu Ngolua EDU-G-4-0282-17

Signature:  Date: 14/12/2020

Mwirigi Mwenda Nephath EDU-G--4-0553-18

Signature:  Date: 14/12/2020

Joseph Wanjama EDU-G-4-0264-17

### Supervisor

This proposal has been submitted with my approval as university supervisor

Signature: 

Date: 14/12/2020

Name: Mr. Edwin Muna

### School of Education

**GRE TSA UNIVERSITY**

## **DEDICATION**

We dedicate this work to our parents, friends and family members for their moral, financial and spiritual support that they will be giving us during this period of the study.

## **ACKNOWLEDGEMENT**

We would like to acknowledge our parents, friends and family members for all their willingness to support us throughout the process of doing research. We would also like to extend our utmost gratitude to our supportive supervisor Mr. Edwin Muna for his commitment and professional guidance in preparing this research project.

## TABLE OF CONTENTS

DECLARATION .....	2
DEDICATION.....	3
ACKNOWLEDGEMENT .....	4
LIST OF FIGURES .....	8
LIST OF TABLES .....	9
ABBREVIATIONS AND ACRONYMS .....	10
OPERATIONAL DEFINITION OF TERMS .....	11
ABSTRACT .....	12
CHAPTER ONE: INTRODUCTION.....	13
1.1Background To The Study.....	13
1.1.1Cadastral Map Of Kibish Sub-County In Turkana County. ....	14
1.3Purpose Of The Study .....	17
1.4Conceptual Frame Work.....	17
6. Objectives Of The Study .....	21
1.6.1 General Objective.....	21
1.6.2 Specific Objectives.....	21
1.7 Research Questions .....	22
1.8 Significance Of The Study.....	22
1.9 Delimitations Of The Study.....	22
1.10 Limitations Of The Study .....	22
CHAPTER TWO: LITERATURE REVIEW.....	23
2.Introduction.....	23
2.1.1 Students performances.....	23
2.1.2 Students school attendances.....	24
2.1.3 Students class participation.....	24
CHAPTER THREE: RESEARCH METHODOLOGY.....	26
3.0 Introduction.....	26

3.1research Design .....	26
3.2study Area .....	26
3.3target Population .....	26
3.4sampling Techniques .....	29
3.5sample Size .....	29
3.7 Research Instruments .....	29
3.8 Validity Of Measurements.....	29
3.9 Reliability Of Measurements .....	29
3.10 Data Collection Techniques.....	30
3.11 Data Analysis .....	30
3.12 Logistical .....	30
3.13 Ethical Considerations.....	31
3.13.1 Psychological Harm.....	31
3.13.2financial Harm.....	31
3.13.3social Harm .....	31
CHAPTER 4: FINDINGS AND DATA ANALYSIS .....	32
Introduction .....	32
4.1 Response Rate Of Respondent’s .....	32
4.2 Introduction To Bio-Information .....	35
4.2.1 Concept Bio-Information.....	35
4.2.1.1 Literacy Levels.....	35
4.1.1.2 Gender (Sex Classification And Composition Of Respondents) .....	37
4.1.1.3 Age Bracket Classification And Composition .....	38
4.1.1.4 Working Experience Of The Respondents .....	40
4.2 Findings Of The Research Study .....	42
4.2.2 Discussion Of The Findings.....	42
To Investigate The Effects Of Poverty On Student’s Attendance In School .....	42
To Determine The Extent To Which Poverty Affects The Students Class Participation .....	42
To Determine The Effects Of Poverty On Students Performances .....	42
CHAPTER FIVE: RESEARCH FINDINGS, CONCLUSIONS AND RECOMMENDATIONS. .....	44
5.1 Introduction.....	44

5.2 Research Findings. ....	44
5.3 Research Conclusions.....	44
To Investigate The Effects Of Poverty On Student’s Attendance In School .....	45
To Determine The Extent To Which Poverty Affects The Students Class Participation .....	45
To Determine The Effects Of Poverty On Students Performances .....	45
5.4 Research Recommendations. ....	45

## **LIST OF FIGURES**

Figure 1: Conceptual Framework.....	14
Figure 1.1.1 Cadastral Map Of Kibish Sub-County In Turkana County.....	14
Figure 3.3.1 Pictorial of Form Four Class In Kibish Sub-County.....	25
Figure 3.3.2 Elite Boys High School In Kibish Sub County.....	26



**LIST OF TABLES**

Table1: The number of learning institutions.....25

## **ABBREVIATIONS AND ACRONYMS**

ECLS Early Childhood Longitudinal Study

U.S.A United State of America

N.Y.C New York City

U.S United States

M.O.E Ministry of Education

### **OPERATIONAL DEFINITION OF TERMS**

**Poverty:** Inadequacy of financial resources and essentials for minimum standard of living.

**Academic performance:** Student, teacher or institution attains short /long term education goals.

**Student:** A learner in secondary school.

**Education:** learning process taking place in formal setting.

**Class participation:** important aspect of students learning.

## **ABSTRACT**

Poverty has been noted to be one of the major factors that affect student's studies .It does so by influencing the way students attend school, how students perform in their continuous assessments tests, exams and assignments given to by their teachers for evaluation and how students participate in class during the normal learning activities. Therefore, the research aimed at finding out the effects of poverty to students studies among the selected secondary schools in Kibish sub-county. The researchers used simple random samplings in order to attain the various respondents were engaged in the research study for the sole purpose of the research study. There were a total of 50 public schools in Kibish sub-county. The research mainly focused on looking at how poverty has an impact on the students' performance specifically in these public secondary schools. The average number of students in form four is 10, therefore in 50 schools there are a total of 500 students. The sample size was 50 students of which we investigated only one respondent in each of these 50 schools in Kibish sub-county. The researchers' recommendations included: more research to be carried out in order to improve the learning of students in most learning institution, there should be further research carried out to identify and realize some of the challenges affecting students as a result of poverty.

## **CHAPTER ONE: INTRODUCTION**

This chapter is based on the background to the study, the statement of the research problem, the purpose of the study, conceptual framework, research question, and objectives of the study, hypothesis of the study, significance of the study, delimitations of the study and the limitations of the study.

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

Worldwide educations ensure that shortage levels are great in Africa as compared to those other continents. In Kenya popular number of people lives in thrilling poverty that affects students in their schoolwork. The researchers selected to do the study in Kibish sub-county because those are sub counties poverty is seen to be in elevation and students are seen to do very poorly. Poverty should be measured by examining or calculating how much it costs to buy the necessities of life, minimally adequate diets, the minimum housing unit and so forth. According to Kellerman (1980) he defined education as the process Education as the process of teaching and training of the child or the students it is about imparting skills and the acquisition of knowledge for a particular trade or profession in which appropriate methods are applied.

The determination of this study will be to explain the impact of poverty on developing academic studies that affects students' performance, school attendances, and class participation. by examining these relationships one can see ways that schools and postsecondary institutions can respond to the challenges presented by regional poverty.

Poverty also is a conditions where students with similar appearances continuously undergo denial, with respect to vital requirements such as shelter, food ,healthcare, education, and others. Poverty is unremitting and ruthless opponent with a assembly of weapon to students deaths, starvation, diseases, violence ,child trafficking and others. In a school ultimately drop out is substantial. In this study we will see how the economic restraints of students coming from families of little income have limited responsibility for low educational performances, poor

participation in class, and absenteeism leading to poor school attendances. Poverty has tattered the development of education separately and disadvantaged students from getting proper access to education. Poverty has become the chief with the help of fraud determining who should go to school and who should not. Poverty regulates child's destiny. Vast numbers of boys are perceived tumbling out of school encumbered with evil intentions and refined weapons declaring a war of robbery while girls nose-dive to complete their studies and end up in early pregnancies. Some of them are so maltreated by poverty that they have to peddle their bodies as a means of survival. The effect of poverty on students' studies is of importance and it disturbing to see students harassed and combating the sufferings of studies and poverty .this has led to greater population of poor people in the country.

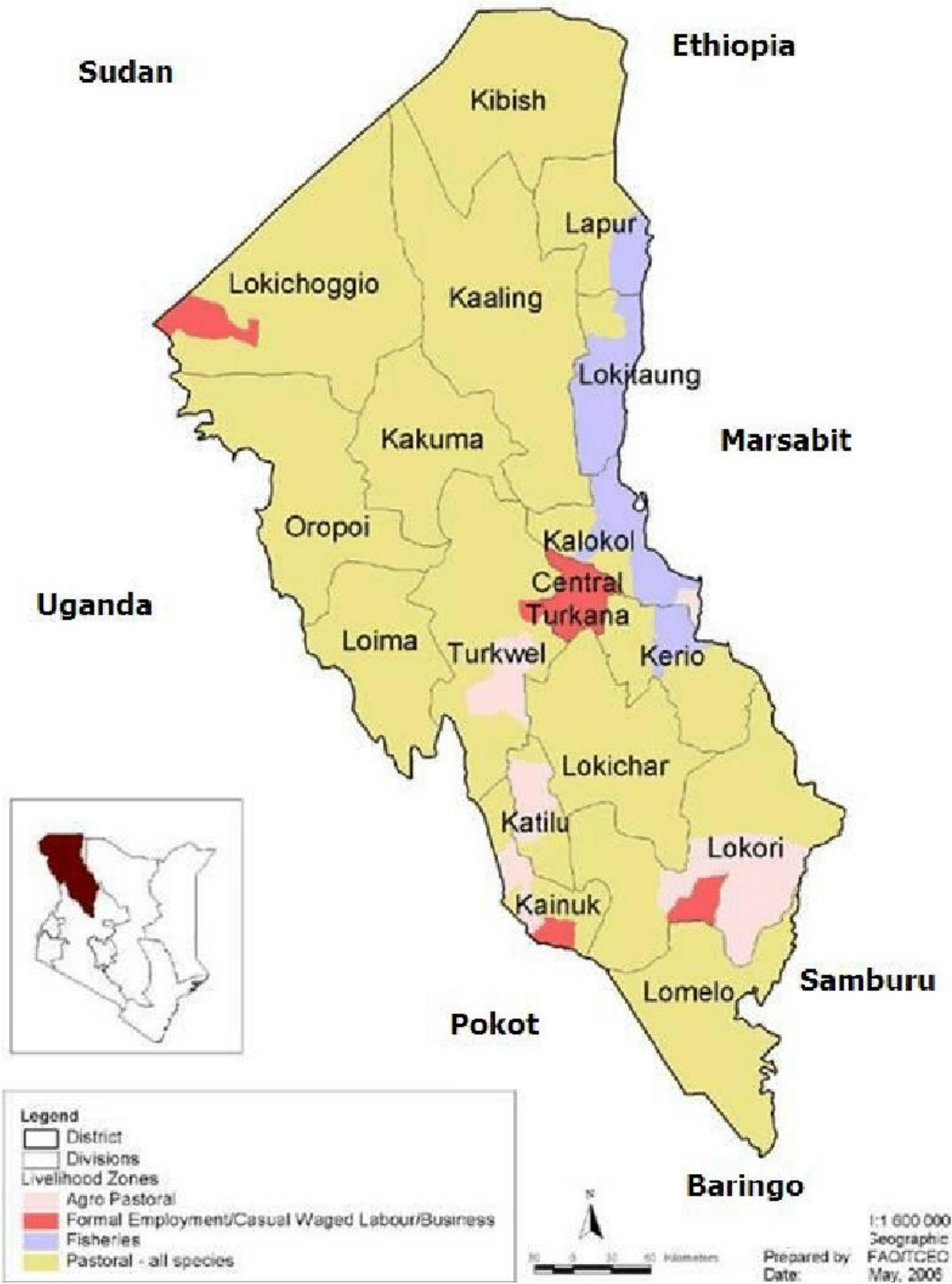
### 1.1.1 Cadastral map of Kibish sub-county in Turkana County



FIG 1.1.1 Cadastral map of Kibish sub-county in Turkana County



# TURKANA COUNTY LIVELIHOOD ZONES





## **1.2 Statement of the Research Problem**

The researchers have noted that the poverty level in Kibish sub-county is very high as compared to other sub-counties in Kenya. Poverty specifies the degree to which an individual does without resources. The study will examine how poverty is an unfavorable factor to the students' studies that determines their performances, school attendances and class participation. Due to poverty students are seen to perform poorly in their academics. Some are often vague from school and others fail to participate in class at all. This shows how greatly poverty affects students studies .poverty is a problem to students from poor backgrounds because when those students lack school fees and other requirements needed by the school they are forced to stay at home hence leads to poor performances, poor school attendances and poor class participation. The poverty level in Kibishsub county has continued to increase and thus the study will focus on the effects of poverty to students studies that affects them in their performances, school attendances and class participation

## **1.3 Purpose of the Study**

The purpose of this study was to investigate the effects of poverty on student's studies in their performances, class participation and school attendances in the selected schools inKibish sub-county.

## **1.4 Conceptual Frame Work**

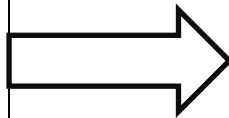
The conceptual frameworks related on the independent variables to dependent variables Poverty levels are the independent variable that affects the dependent variables which were the student's performances, class participation and school attendances.

**INDEPENDENT VARIABLES**

**POVERTY**

- Poor nutrition
- Lack of learning resources
- Lack of proper teaching materials

**DEPENDENT VARIABLES**



**1. Student performance**

- Poor class concentration
- Poor teaching methods

<ul style="list-style-type: none"> <li>• Lack of evaluation instruments</li> <li>• Lack of proper learning table</li> <li>• Lack of learning resources</li> <li>• Poor physical health</li> </ul>
<p><b>2.class participation</b></p> <ul style="list-style-type: none"> <li>• Fear</li> <li>• Absenteeism</li> <li>• Lack of class preparedness</li> <li>• Lack of comfortable classroom</li> </ul>
<p><b>3.school attendance</b></p> <ul style="list-style-type: none"> <li>• Low income households</li> <li>• Low literacy levels among the parents</li> <li>• Distance to school</li> <li>• Little value placed on education</li> <li>• Unemployment</li> <li>• Child labor</li> <li>• Poor physical health</li> </ul>

**The relationships between Independent and Dependent variables.**

**Student’s performance**

Poverty negatively affects academic achievement 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 birth defects.” This means that the shortage of adequate nutritional food leads to malnutrition which impedes proper mental and physical development. Davidoff (1987) points out that poverty is associated with a number of educational 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 academic achievements. What emerges from this review is that poverty is an overall forum of deprivation cutting across the physical, mental economic and social needs.

### **Students school attendance.**

It doesn't staple if it's a school in United States or in education institution in another part of the world, the destructive effect poverty has on school attendance is a certainty for many kinfolks.

A critique in the Jamaican-gleaner newspaper reported on a reading by a university in the west indies that beheld at 100 elementary schools over an 18-month period. It establish that more than 20% of the schools had attendance rates under, if not well below, the average. Low knowledge levels among the parents, unemployment, and little worth placed on education and child toil were cited as the main reasons children were missing school. Alike attendance, or shall we say low attendance, statistics can also be found in the US. A learning by the center for NYC affairs, for occurrence, resolute that one in five kids in NYC, which added up to more than 90,000 students, were missing a month or more of school every year. The most disturbing figure of all, according to the report, was that about 40% of kids from low-income families were frequently absent-minded.

Not amazingly, child poverty has philosophical allegations in school accomplishment states an article on first emphasis, a website committed to giving children a voice. Kids from poverty-stricken homes often face much bigger hindrances, and don't always get the same chances as their more well-to-do white nobles. The website said they're less likely, for example, to go to pre-k, to have tolerable school supplies and to get the proper nourishment. US schools apply about \$330 fewer on majority students related to white students, it supplementary.

It's not just these educations but actually the majority of the research out there shows that in order to close accomplishment breaches and rise school attendance, more attention needs to be given to children of color. Finding educational programs that support students' first language, such as the Latino family literacy project, can make an enormous difference on their general

academic and language attainment success. Teachers who join our workshops will learn how to successfully reach out to Hispanic parents for strong attendance in parent involvement program

### **Classroom participation and engagement.**

According to Jensen, He states that students from low-income families are more likely to fight with appointment: Poverty is an uncomfortable word, I'm often asked, and "What should I expect from kids from low-income households?" typically, teachers are unsure what to do differently.

Just as the phrase middle class tells us little about a person, the word poverty typically tells us little about the students we serve. We know, for example, that the poor and middle classes have many overlapping values, including valuing education and the importance of hard work (Gorski, 2008). But if poor people were exactly the same cognitively, socially, emotionally, behaviorally as those from the middle class, then the exact same teaching provided to both middle-class students and students from poverty would bring the exact same results.

But it doesn't work that way. In one study of 81,000 students across the United States, the students not in title i programs consistently reported higher levels of engagement than students who were eligible for free or reduced-price lunch (Yazzie-Mintz, 2007). Are children from poverty more likely to struggle with engagement in school?

## **1.6. Objectives of the Study**

### **1.6.1 General Objective**

The researchers general objective was to find out the effects of poverty to students studies in their performances, school attendances and class participation.

### **1.6.2 Specific objectives**

The study was guided by the following objectives: -

- I. To investigate the effects of poverty on student's attendance in school
- II. Ii) To determine the extent to which poverty affects the students class participation
- III. Iii) To determine the effects of poverty on students performances

## **1.7 Research Questions**

This study was guided by the following research questions: -

- I. What is the effect of poverty on students' performance?
- II. Ii) What is the effect of poverty in students' school attendance?
- III. Iii) What is the effect of poverty to student's class participation?

## **1.8 Significance of the study**

This study looked to generate suitable data on the effects of poverty to student's studies in their performances, attendances in school and class participation in Kibish sub-county.

Consequently, the results of this study were beneficial in several ways. The Ministry of Education (MOE) used the results in handling with effects of poverty on education through public progressive campaigns in schools, promotion of awareness on the effects of poverty in education the student's individual, the family and the society at large. The government may put in modalities to reinforce the guidance and counseling Department in schools through taking the teachers to training. The findings will be used to campaign for the affected students to have sureness in their education parts since poor or rich students both end up doing well in their academics.

## **1.9 Delimitations of the Study**

The study was restricted to selected public and private secondary schools in Kibish County. The study was limited to few selected students from form two to form four who are badly affected with poverty obviously on their performances, absenteeism due to lack of school fees and poor class participation as indicated by their class teachers. The research will be partial to these students because they are more skilled in school and can give fully specifics as to why they have got poor performances, poor class participation and why they are always absent in school. The results in the study will be used to simplify the percentage of students who are affected by poverty.

## **1.10 Limitations of the Study**

**Covid-19 pandemic.**

Due to the covid-19 pandemic which led to the closure of all schools, the researchers were not lucky enough to get in touch with the students in one gathering and this made researchers to correct data from one student at a time.

### **Lack of co-operation**

Questionnaires were used as data collection technique to obtain data from the respondents. Some respondents were unwilling to respond to questions on the questionnaires.

(Indicate the mitigation strategy employed.)

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

This chapter is organized to include the findings of past researchers and how various scholars have looked at the effects of poverty on students' studies. Some of the issues addressed will be: Students' performances, students' school attendances and students' class participation.

### **2.1 Students Performances**

Poverty has advanced effects on students' participation in school and this is evidence by students' rate of poverty which is below grade at much higher rates and thus they generally have

poor or average grades. These education deficits provide a serious handicap for students in poverty,(Murphy and Tobin,2011).

Jensen has suggested that there are several factors involved that play part in student's performances as follows: healthy and nutrition, vocabulary, effort, hope and growth mind sets cognition, relationships and distress of the students. With high rate of poverty students are more likely to be exposed to food with little or no nutritional value which affects cognitive functioning which in turn has adverse effects on academic achievements.Restricted list of words can affects performance and the use of language in low socioeconomic cases.

(Pungello, Iruka ,Dotterer, Mills-Koonce, and Reznick ,2009) the research of Butterworth ,Olsen, and Leach (as cited in Jensen ,2013)has indicated that students failure to achieve academically due to low socioeconomic status is correlated with depressive symptoms.

### **2.1.2 Students school attendances**

According to the result obtained from the district education officer (DEO) office in the month of May 2019 show that more than 20% of the schools had attendances rates which are below the standard level. Low literacy levels among the parents, unemployment rate,and low effort towards value placed on education. Education and child labor were cited as the main reasons children were missing school. Students from poverty stricken homes face much bigger obstacles and don't always get the same opportunities.

### **2.1.3 Students class participation**

Students with disadvantage will find it difficult while learning and this make them not to understand the taught curriculum. This enables them to develop negative attitudes towards their education. This leads to poor participation in class as expected of them because sometimes they are out of school and they might find the topic of discussion as new to thembecause they were absent due to some reasons: school fees and others.Poverty is a condition where an individual struggles to afford, shelter, health and education. Poverty is normally Consistence over long period of time.According to 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.





## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.0 Introduction**

This chapter gives an overview of the study under the following sub headings: research design, study area, target population, sampling techniques, sample size, measurements of variables ,research instruments ,reliability of the measurements, data collection techniques, data analysis and logistical and ethical considerations.

### **3.1 Research Design**

The researcher used descriptive survey design as asserted by Kothari (2004). The researcher used descriptive survey design as asserted by Kothari (2004). It was concerned with describing, recording, analyzing and interpreting people's conditions, relationships, opinion process and effects that exist or existed. In survey method, data was collected through questionnaires, interviews and observation. The data collected using this method was qualitatively or quantitatively analyzed.

This research design was mostly concerned with people's livelihood, behavior and how they contribute to the commonly prevailing problems. The descriptive survey design was cost effective as one can study a large sample within a short period of time, it allows the use of multi data gathering procedures that explore the underlying factors of the study and the results can be generalized.

### **3.2 Study Area**

The study was carried out in Kibish sub-county. Kibish sub-county is a sub-county in Kenya that is specifically in Turkana County.

### **3.3 Target Population**

According to the Social intelligence report that was carried out pertaining Kibish sub-county, there was an increase in the number of public schools that were been started by the county ministry of education. The numbers of learning institutions were as follows:

Education Sector	Number of schools/institutions	
Secondary schools	public schools	Private schools
	50 6	

Thus the research study mainly focused on only public secondary that are mainly in Kibish sub-county.

**3.3.1 Pictorial of form four class in Kibish sub-county**



**Fig3.3.1 Pictorial image of form four class in Kibish sub-county**



### **3.4 Sampling Techniques**

The researchers used simple random sampling in order to attain the various respondents that were engaged in the research study for the sole purpose of the research study.

### **3.5 Sample Size**

There are a total of 50 public schools in Kibish sub-county. The research focused on looking at how poverty has an impact on the students' performance specifically in these public secondary schools. The average number of students in form four is 10, therefore in 50 schools there are a total of 500 students.

According to Routh (2018) he suggested that 10% of the sample size shall be considered viable for the research study. In this factor the sample size shall be settled at 50 students of which we shall investigate only one respondent in each of this 50 schools in Kibish sub-county.

### **3.7 Research Instruments**

The research instruments that were used in this study was questionnaires. This is a type of research instrument that gathers data of a large sample. Questionnaires were administered to students, guidance and counseling teachers and principals. The first part sought information on effects of poverty on students study hand suggestions which could help to curb these effects.

### **3.8 Validity of Measurements**

A study was done to help the researchers in identifying items in the research instrument that could be irrelevant information. The items which were found to be ambiguous in eliciting the relevant information were reconstructed

### **3.9 Reliability of Measurements**

Reliability of a research instrument is a measure of the degree to which the instrument yields consistent data after repeated trials (Mugenda&Mugenda, 2003). Reliability of a questionnaire was concerned with the consistency of responses to the researchers' questions. Responses of

each question in the questionnaire will correlate with those of other questions in the questionnaire. A few questionnaires will be given to a few respondents before the actual study to determine whether the questions are understood by the respondents.

### **3.10 Data Collection Techniques**

Ghauri and Gronhaug (2005) Collection of data is important in answering the research questions. The types of data that were employed in the study were primary data. The primary data collected by use of questionnaires that will be distributed to the students through their parents' email. The questionnaires were the most appropriate tool to use because it contains both open and closed-ended questions. The open-ended questionnaires allowed for free responses from the respondents without providing or suggesting any structure for replies whereas the structured questionnaires allowed for responses from the respondents to be restricted to the stated alternatives. The alternatives were designed in such a way that it was simple and easy for the respondents to understand. Structured questionnaires were used to avoid the responses of the respondents to be influenced by the external variables Collis and Hussey, (2009) as regards to the open ended questions that gave respondents total freedom to express their views in unbiased manner. Interviews were considered for teachers whereby researchers interviewed them through the phone.

### **3.11 Data Analysis**

The data collected was analyzed using simple statistics. The completeness, accuracy of information and uniformity. The questionnaires were checked to see if there were errors and omissions, adequate information and legibility and relevant responses. Data was analyzed using statistical package for social sciences software program me. Qualitative data was used to clarify give explanations and that might not have been identified in the questionnaires.

### **3.12 Logistical**

The researchers sought a clearance form from Gretsia University so as to be allowed to continue with the research.

### **3.13 Ethical Considerations.**

In carrying out this research, the researchers took cognizance of the ethical guidelines in order to protect the participants and the researcher himself. The following ethical issues were addressed:

#### **3.13.1 Psychological harm**

This involves a person making threats about someone or something that matters to the person for example when researching the effects of poverty on students' performance may ask participants questions that might offend them.

#### **3.13.2 Financial harm**

finding out ethical behavior within a given school could provide management with information on individual employees that results in an individual getting fired or undertaking industry-based research may adversely share sensitive information with a school 's competitor resulting in financial harm of the school.

#### **3.13.3 Social harm**

Researching how poverty affects student's studies may lead to knowing about confidential information about the participant that they wanted to keep confidential.

## CHAPTER 4: FINDINGS AND DATA ANALYSIS

### Introduction

This section mainly contains the various data analysis that was carried out by the researchers as well as the various related findings of the research study

### 4.1 Response Rate of Respondent's

Response rate refers to the various respondents who in turn were able to respond back to the various questionnaires that had been issued by the various respondents in the research study.

According to the research study, there were a large number of respondents who in turn were able to be engaged in the research study for the purpose of meeting the objectives of the research study. Due to various differentiated reasons or the other, the respondents were some not able to carry on with the aspect of data entry (responding back to the questionnaires) and thus only a portion of the respondents were able to carry on with the process of answering the questionnaires.

Upon an analysis of the data below. The research study was able to carry on with the process of the analysis of data for the understanding of the respondent's response rate. It was a common observation that the response rate of the questionnaires issued by the researcher was as below;

**Table 4.1 Descriptive statistics**

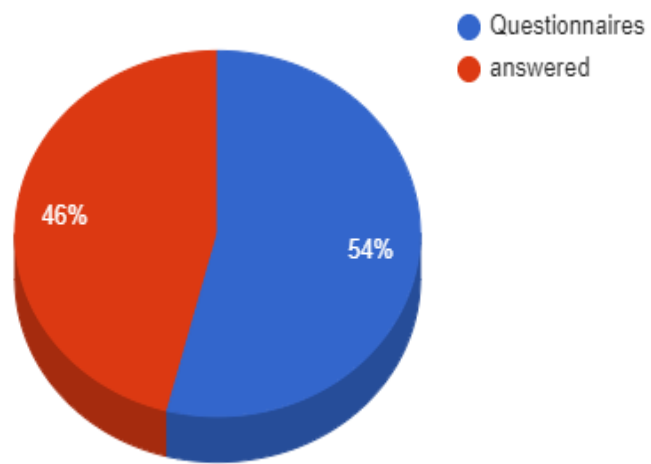
#### Descriptive statistics

	Frequency	Percent	Valid percent	Cumulative percent
Questionnaires answered back	27	54%	54.00%	54%
Questionnaires not answered back	23	46%	46.00%	46%

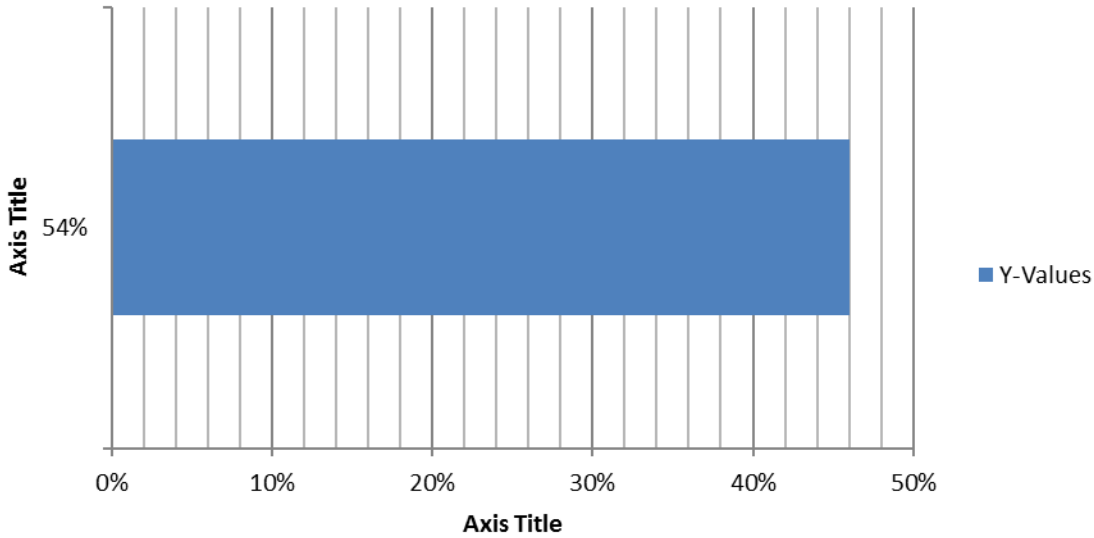


--	--	--	--	--

### RESPONSE RATE OF RESPONDENTS



# Response rate of respondents



## 4.2 Introduction to Bio-Information

### 4.2.1 Concept bio-information

Bio-information refers to the various information that in turn gives out the description of the various respondents who in turn were engaged in the research study and their various attributions towards the way they answered the research instruments by the researcher.

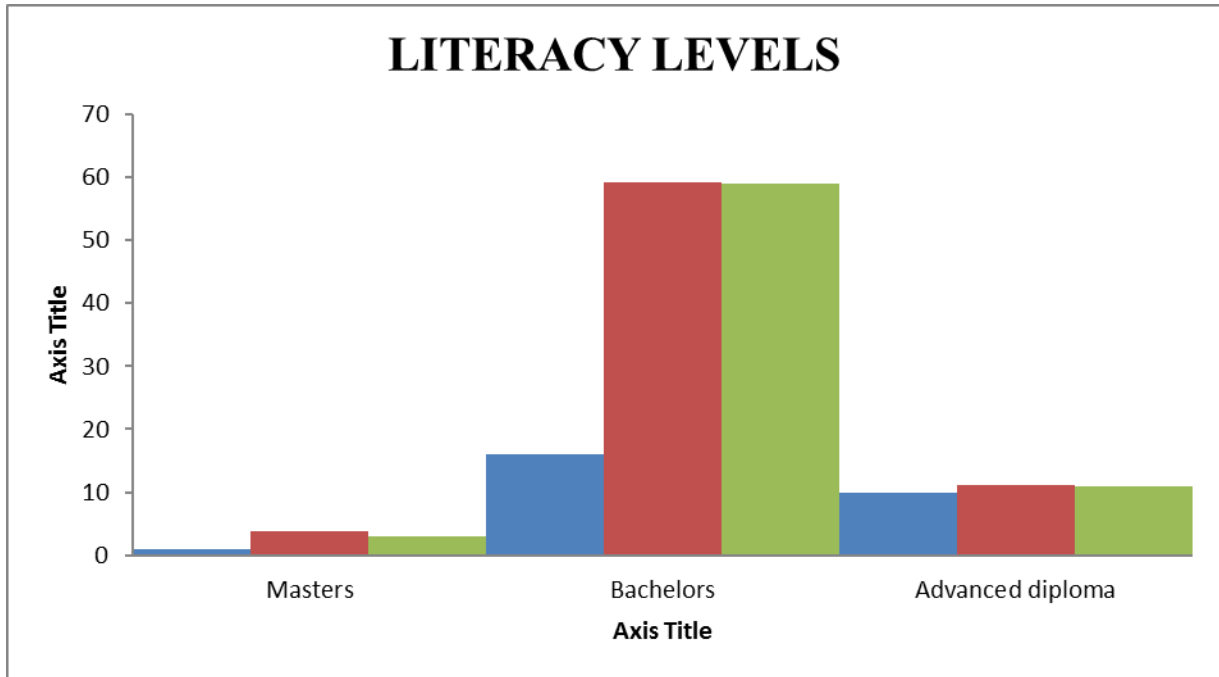
According to the research study so far carried out, there were several attributions on the various respondents; literacy levels, gender and sex of the respondents, age classification and composition as well as other related patterns of concern that were mainly observed in a research study.

#### 4.2.1.1 Literacy levels

The research study sought to carry out an analysis of data that was obtained in the research study. The study was able to attain out various correlation findings that were able to justify on the various research respondent's data on literacy levels. The research study was able to identify a number of factual evidences pertaining the various literacy levels of various respective respondents who were in turn engaged in the research study.

	<b>Calibrated log</b>	<b>Percent</b>	<b>Valid percent</b>	<b>Cumulative percent</b>
Master's degree	1	3.703	3	3.703
Bachelor's	16	59.25	59	59.25
<b>valid</b> Advanced diploma	10	11.11	11	11.11
Diploma				

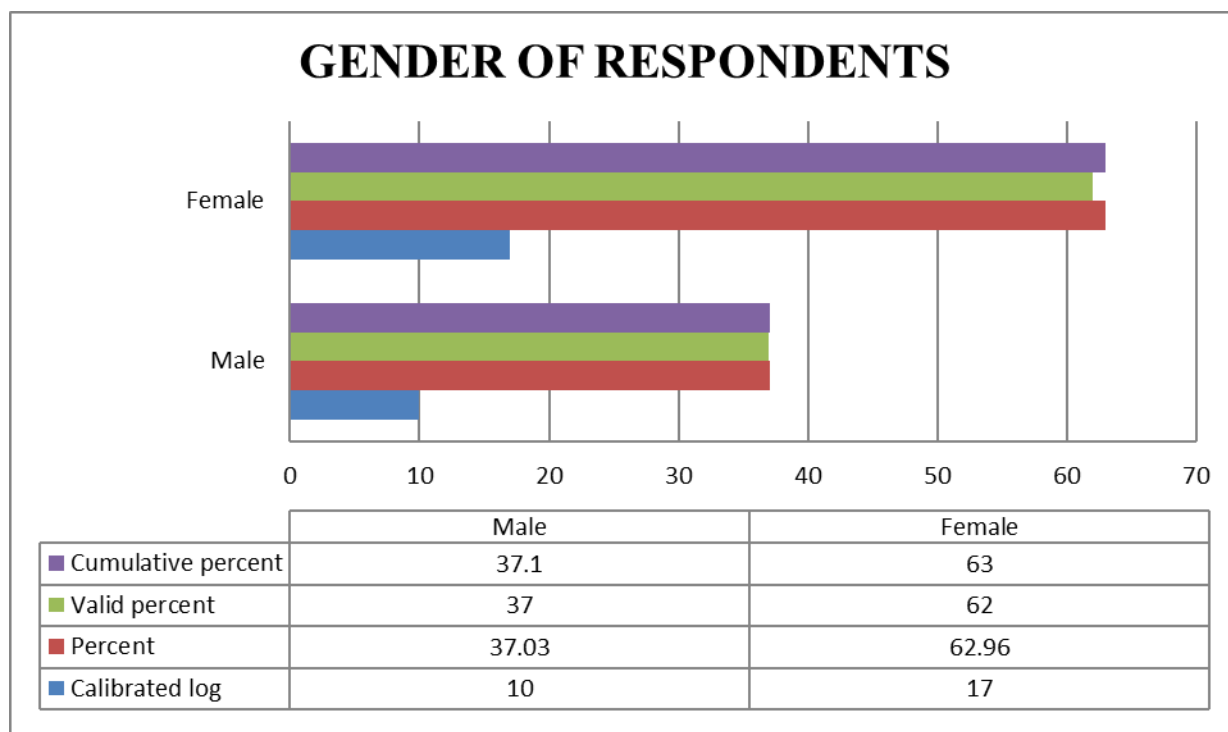
# LITERACY LEVELS



#### 4.1.1.2 Gender (Sex classification and composition of respondents)

The research study was able to carry out a proper analysis of the various outcomes that in turn would contribute towards the findings of data pertaining the gender or the cluster (Composition of the respondents).

	<b>Calibrated log</b>	<b>Percent</b>	<b>Valid percent</b>	<b>Cumulative percent</b>
Male	10	37.03	37	37.1
Female	17	62.96	62	63

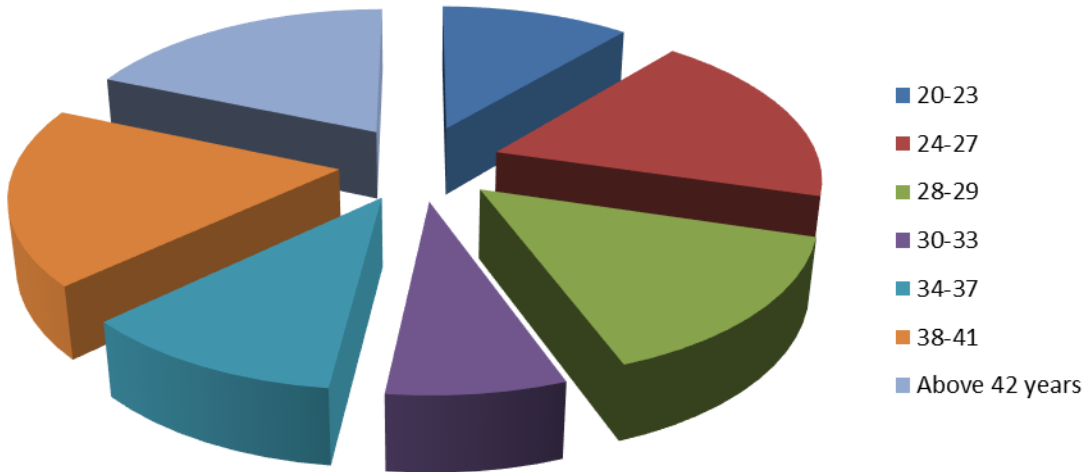


#### 4.1.1.3 Age Bracket Classification and Composition

The research study also carried out an extensive research pertaining the various information on the various respondents' age bracket classification. The various age bracket compositions was analyzed and clustered into various categories as derived in the figure below:

	<b>Calibri log</b>	<b>Percent</b>	<b>Valid percent</b>	<b>Cumulative percent</b>
20-23	3	11.11	11	11.2
24-27	5	18.51	18	18.6
28-29	4	14.81	14	14.9
30-33	2	7.41	7	7.4
34-37	3	11.11	11	11.0
38-41	5	18.51	18	18.6
Above 42 years	5	18.51	18	18.6

## AGE BRACKET CLASSIFICATION AND COMPOSITION



#### 4.1.1.4 Working experience of the respondents

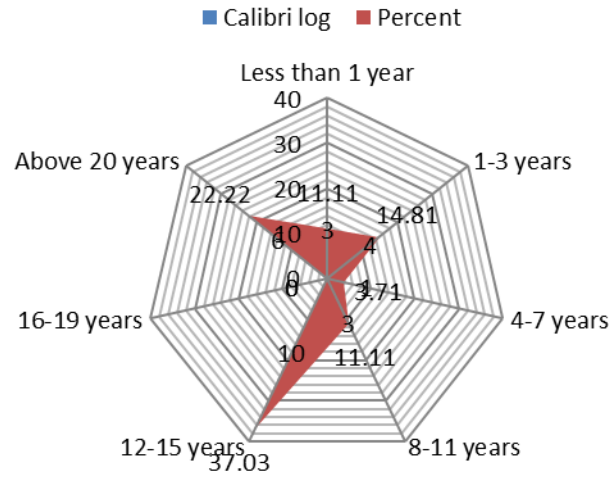
The research study was able to give out an analysis of the various working experience that the various respondents were able to have in terms of the respondents who were working with the various departments within the case study organizations.

Upon proper calibration and estimation of the data accrued, the working experience of the respondents were as clustered as in the below table.

	<b>Calibri log</b>	<b>Percent</b>	<b>Valid percent</b>	<b>Cumulative percent</b>
Less than 1 year	3	11.11	11	11.2
1-3 years	4	14.81	14	14.9
4-7 years	1	3.71	3	3.7
8-11 years	3	11.11	11	11.2
12-15 years	10	37.03	37	37.1
16-19 years	0	0	0	0
Above 20 years	6	22.22	22	22.3



# WORKING EXPERIENCE OF THE RESPONDENTS



## **4.2 Findings of the Research Study**

### **4.2.2 Discussion of the Findings**

The research study was able to analyze various aspects in the research study and several information was obtained that in turn was suitable towards the research study. Some of the various findings that the researcher was able to obtain were that:

#### **To investigate the effects of poverty on student's attendance in school**

The research study carried out was able to determine the various effects of poverty towards students attendance in learning institutions. This was seen whereby, a student who in turn may be suffering from poverty may in turn be in a suffering condition whereby the student may not be able to access the learning institutions at some specific cases due to either financial need or any other necessities.

It was found out that poverty has a great impact onto most students who in turn suffer a lot due to the fact that most of them may not clear out learning due to hard financial constrains that may cause them not to be in school because of lack of either school fess or other basic necessities.

#### **To determine the extent to which poverty affects the students class participation**

The research study acclaimed that poverty has a significant milestone in making it effective for student's participation not in classes to be low. This was factual due to the fact that poverty has rendered a great number of students were no effective in terms of class attendance due to the fact that most of them are poor and may in turn be forced to make efforts and strides in coming up with mechanism that may in turn help them in their survival.

#### **To determine the effects of poverty on students performances**

It was observed that poverty has a great impact towards the development of student's performance. This was evident due to the fact that the respondent's argued that at most instances, students suffering from poverty may have great significance in low student performance due to the aspect on not having the proper environment of studying due to some significant challenges that may sometimes occur in life.



## **CHAPTER FIVE: RESEARCH FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.**

### **5.1 Introduction.**

This chapter mainly highlights on the research study, research findings, research conclusions and the research recommendations as well as the suggestions for further studies.

### **5.2 Research Findings.**

The researcher was able to conduct out a wide research in the respective case study area at large. Some of the challenges that the researcher was able to overcome in order to ensure that the research study is successful is the aspect whereby the researcher had not all of the questionnaires returned towards him for the aspect of data analysis and thus resulted towards impartial data that was analyzed by not the exact number of sampled respondents used in order to facilitate them with the aspect of analyzing and drawing out conclusions of the research study.

The other research finding that the researcher was able to identify was the fact that there was necessary information on the aspect of data compiled with respect to the gender of the respondents. The researcher was able to identify and find out that in turn a higher percentile number was significantly evident towards the aspect of female population compared to the amle population of the sample size at large.

The researcher was able to find out at large that most of the literacy levels of the respondents were mainly clustered into between three common levels which were mainly respectively, masters, and Bachelor's degree and diploma holders whereby 40% of the respective sample size were classified as Bachelor's degree holders.

### **5.3 Research Conclusions.**

The research study was able to analyze various aspects in the research study and several information was obtained that in turn was suitable towards the research study. Some of the various findings that the researcher was able to obtain were that:

### **To investigate the effects of poverty on student's attendance in school**

The research study carried out was able to determine the various effects of poverty towards students attendance in learning institutions. This was seen whereby, a student who in turn may be suffering from poverty may in turn be in a suffering condition whereby the student may not be able to access the learning institutions at some specific cases due to either financial need or any other necessities.

It was found out that poverty has a great impact onto most students who in turn suffer a lot due to the fact that most of them may not clear out learning due to hard financial constrains that may cause them not to be in school because of lack of either school fess or other basic necessities.

### **To determine the extent to which poverty affects the students class participation**

The research study acclaimed that poverty has a significant milestone in making it effective for student's participation not in classes to be low. This was factual due to the fact that poverty has rendered a great number of students were no effective in terms of class attendance due to the fact that most of them are poor and may in turn be forced to make efforts and strides in coming up with mechanism that may in turn help them in their survival.

### **To determine the effects of poverty on students performances**

It was observed that poverty has a great impact towards the development of student's performance. This was evident due to the fact that the respondent's argued that at most instances, students suffering from poverty may have great significance in low student performance due to the aspect on not having the proper environment of studying due to some significant challenges that may sometimes occur in life.

## **5.4 Research Recommendations.**

Some of the researcher's recommendations were as of the following:

- a. The research recommends more research to be carried out in order to improve the learning of students in most learning institutions

- b.** The research gives out recommendations that there should be further research carried out to identify and realize some of the challenges affecting students regarding poverty.

## REFERENCES

- Gibson, J.T. Goals of educational psychology in teacher preparation discipline approach.  
Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C. , 197
- Bradshaw, T.K(2005) Theories of Poverty and Ant Poverty Programs in Community Development *Rural Poverty Research Centre Working Paper No. 06-05*
- Fischer, CS, Hout, M, Jankowski, MS, Lucas, SR, Swidler, A & Voss, K. (1996). *Inequality by Design: Cracking the Bell Curve Myth*. Princeton University Press, Princeton.
- Murphy & Tobin .(2011) Jensen has suggested that there are several factors involved that play a part in students' performance as follows
- Mugenda, O. M. & Mugenda, A. G. (2003). *Research methods: Quantitative and Qualitative Approaches*. Nairobi: Number 122000. Poverty. Gaborone: Musokotwane Environment.
- Bradshaw, Gibson, J, 1981. *Psychology of the classroom*, New York: Pretense Hall. IMERCSA
- FACTSHEET T.K, 2006. Theories of poverty and anti-poverty programs in Community development RPRC Working paper NO. 06-05, Rural poverty Research Centre
- Davidoff, L, 1987. *Introduction to psychology*. New York: mc Graw-Hill Book Company.
- Fischer, CS, M. Hont, M.S. Lucas, A. Swidler and K.voss,(1996). *Inequality by design; cracking the bell*: Princeton University Press.
- Case & Ray, (1989). *Define poverty as people with low income*.

Murphy & Tobin, (2011) Jensen suggested factors involved in students' performance

Kombo et al;(2006). Sought authority from the National Council for science Technology and a s  
Innovation to carry out research.

Mugenda, O.M and Mugenda, AG. (2003). Research methods and Qualitative data A



## APPENDICES

### Appendix 1: Questionnaires

Please tick the appropriate response or fill in with the appropriate word(s) as applicable. Please note that the information you supply in this questionnaire will be used purely for research purpose. And all the information will be treated with high confidence.

1. Name Of School: \_\_\_\_\_

2. Age:  
\_\_\_\_\_

3. Sex:  
\_\_\_\_\_

4. Form: \_\_\_\_\_

5. caregiver income

a. Self employment

b. Monthly income

c. Civil servant

d. farmer

6. Occupation of parents (PLEASE INDICATE)

a. Father:

---

b. Mother:

---

Indicate and specify: \_\_\_\_\_

7. How does poverty affects your class participation?

a. absenteeism

b. fear

c. poor nutrition level

d. poor class preparedness

e. Others (specify): \_\_\_\_\_

8. Has poverty affected the choice of your future career?

.  Yes

No

a. No

