

**DETERMINANTS OF ACADEMIC PERFORMANCE IN KENYA
CERTIFICATE OF SECONDARY EDUCATION EXAMINATION AMONG
PROJECT SPONSORED CHILDREN IN MACHAKOS DISTRICT-KENYA**

BY

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**A Research Project Submitted In Partial Fulfillment of the Requirement for the
Award of A Masters Degree in Project Planning and Management of the University
of Nairobi.**

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DECLARATION

This research project is my original work and has never been presented before for the award of any degree in this or any other University or Institution whatsoever.

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150/73502/2012

This research project has been submitted for examination with my approval as the University of Nairobi supervisor.

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DEDICATION

This work is dedicated to my family, my wife Esther, my sons Davis Mumo, and Wilson Muuo.

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I acknowledge my supervisor Ms Mary Mbi for her commitment and guidance. She went through my research project with great skills and her assistance led to the success of this project. I also thank my lecturers for impacting me with knowledge that was relevant to this project. I also recognize and appreciate my colleagues, friends and well wishers who stood with me to this end. Finally I thank the residents of Machakos District for providing information that was critical to the completion of this project.

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ABBREVIATIONS AND ACRONYMS

| | |
|-------------|---|
| ADP | Area Development Programme |
| AIC | Africa Inland Church |
| CDSP | Child development through sponsorship program |
| CI | Compassion International |
| CSP | Child Survival program |
| GOK | Government of Kenya |
| KCSE | Kenya Certificate of Secondary Education |
| KEF | Kenya Education Fund |
| LDP | Leadership development program |
| NGO | Non-Governmental Organization |
| SES | Social Economic Status |
| WVI | World Vision International |

ABSTRACT

This study sought to establish the determinants of academic performance in KCSE examination among the sponsored students from a project management perspective. KCSE examination was the standard the researcher used to measure the academic performance of students in sponsorship projects, in Machakos District. The research was guided by the following objectives; to assess whether the type of school influenced the academic performance at KCSE among the sponsored children, to investigate how social economic background of the sponsored children affected their performance, to determine the extent to which sponsored child's characteristics influenced his or her academic performance in KCSE and to examine the nature of sponsored programmes and their influence on the sponsored children performance in KCSE exams. The study was carried out using the descriptive research design on a population of all the 6 sponsorship project heads, ten secondary school head teachers of the schools where the sponsored form four students sat their KCSE and the 96 sponsored children who did their exam in the last 3years. The sampling design engaged was census method since the population was small. The research instruments used in the study included content analysis, scheduled interview guides and questionnaires. The scheduled interview guides were used for the project Directors and School heads, while the questionnaires were administered to the 96 sponsored. The data collected from the student respondents, Project heads and school heads was coded and analyzed using SPSS and the results presented in tables in form of percentages. The study found that most of the sponsored students attained grade C+ and below in KCSE exam because of; poor social economic background, nature of the schools they attended, their own personal attributes and the nature of the sponsor programs. The study recommends the government improves the status of all secondary schools, that the sponsors pay full school fees, and improve the social economic status of the parents and caregivers of the sponsored children.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Child sponsorship entails an undertaking to fund fully or partially education of students by a private organization like Nongovernmental organization (NGO) or by the government (Wydick, Ross and Rutledge, 2010). Current research has shown that child sponsorship has a positive effect on the sponsored child; it is conceivable that child sponsorship could affect a child's self-esteem in either a positive or a negative way. For one thing, having an older sibling who is sponsored may mean there are more resources available within the family, which can then be used on the non-sponsored child. When a child is sponsored he finds hope and security from the sponsor. However, sponsorship can make a child become proud and relax in class, thus affecting his performance (Wydick, et al, 2010)

In an attempt to help as many families as possible and to help those who most need it, Compassion has many requirements and restrictions to which sponsorship is given. First, the child must come from a poor background. In addition to being enrolled in school, the child must be between the age of three and nine and not sponsored by another organization. Compassion also limits the number of children that can be sponsored within a family. Special priority is given if a child is orphaned, living with a single parent or other family member, or a refugee. There is also priority given to children in kindergarten, first, and second grade so as to maximize the number of years a child is eligible for sponsorship (Veselka, 2009).

CI has three main programs; Child survival program(CSP),which targets a child while in the mother's womb, or a child between 0-3years,where prenatal care is given, nutrition, health care, infant survival training and spiritual guidance. The second program or stage is child development through sponsorship program (CDSP). This one targets needy children between ages 3-12, who are taken through four main domains; spiritual, physical, social, and cognitive. The final program is leadership development program (LDP), for developing leaders who excel at K.C.S.E exam with at least a grade C+ and after a rigorous selection process are taken through the university education (Compassion, 2012).

World Vision International (WVI) is a Christian non-governmental organization which has a mandate of improving the lives of children and their communities in underprivileged societies. The focus of the organization is on sustainable development projects and emergency relief. However, World Vision is perhaps best known for its use of child sponsorship programs. The organization justifies the use of child sponsorship as a primary method of generating income by noting in promotional materials that children are the best indicator of a community's social health. When children are fed, sheltered, schooled, protected, valued, and loved a community thrives (World Vision, 2012). Due to their use of television infomercials featuring celebrities with infamous portrayals of children with flies in their eyes, World Vision International (WVI) has become one of the largest and most successful child sponsorship Ngo, generating income in the billions and operating on six of the world's continents. WVI notes that child sponsorship establishes a relationship between a donor and a single child in a way that personalizes the challenges of community development while allowing donors to see how their money is making a

difference to the life of an individual child, family and their community (World Vision International, 2006).

WVI notes that funds go towards Area Development Programmes (ADPs). The aims of ADPs are to empower communities and help build capacity so that the community itself retains ownership of the development process. The community decides what its development priorities are and works alongside World Vision to achieve its goals (WVI, 2006). These ADPs are long term projects that involve such diverse possibilities in initiatives in health, education, agriculture, water, infrastructure, landmines, leadership, gender, and income generation.

Sponsorship funds in a community are pooled and then channeled into larger projects. According to World Vision Canada representative in December 2006, it was confirmed that the children do not personally see any of the funds donated by sponsors but instead, benefit indirectly along with their community (World vision, 2006).

Kenya has equally taken an initiative on children sponsorship programmes, Kenya Education Fund (KEF) scholarships are given on the basis of two major criteria: need & merit. Since 2001, the KEF has given more than a thousand needy Kenyan girls and boys scholarships to hundreds of different high schools scattered across Kenya.

The programme has been unique in that it reaches students from all eight provinces of Kenya as well as a very diverse mix of ethnic communities (Achoka, 2007).

KEF scholarship recipients range from urban slum-dwellers, rural nomadic families to refugees raised in Kenyan camps. A significant portion of the scholarship recipients represents the children of peasant farmers from across the county's rural areas. In all, the programme seeks to increase access to education for Kenyans from extremely disadvantaged backgrounds. As such the programme does not restrict scholarships to a particular city, town or ethnic group. Rather, look for children who demonstrate a commitment to furthering their education as well as significant need. Alongside with KEF other NGOs, like AIC Mungala Child Centre, Jitegemee, Terry child centre, Dorcas aid, Child fund, and Africa Inland Church Ngelani child centre, are also playing a considerable role in the child sponsorship programme (Mualuko, 2007).

Despite the initiatives by many organizations on child sponsorship programmes a number of determinants are attached to the academic performance of the sponsored children. This was the concern that the study seeks to investigate and also suggest possible remedies on the Determinants of academic performance in KCSE exams among sponsored children in Machakos District. In Machakos which is a semi-arid area, there are a number of project sponsored programs with different activities geared into helping the communities. Among them is Plan international which through child sponsorship is helping Machakos become a green belt (Plan International, 2013). The main sponsorship is for child education, agriculture and provision of water and income generating activities. There are 6 compassion funded projects supporting children by providing health education, education and skills support, and spiritual support. Others include child fund, Dorcas aid, springs of hope, Jitegemee, Heart Foundation, AIC Child care, Terry child centre and

Ahadi child centre, and many more supporting different projects through child sponsorship. Generally children in Machakos are sponsored because they come from poor backgrounds, so that they can get education and skills to become self-fulfilled adults (Compassion, 2012).

Machakos District is the administrative centre and the town is 64km from Nairobi. The town is also one of the oldest towns in Kenya. The District is hilly in terrain, mostly semi-arid and dry as regards the climate and weather patterns. Machakos District has seven wards namely; Kalama, Mua, Mutituni, Mumbuni North, Machakos central, Muviti/Kiimakimwe, and Kola (Machakos District strategic plan 2005-2010).

With the creation of more Districts Machakos has become smaller and currently the District Borders Kathiani District at Ngelani, Mwala, District at Kaseve, Movoko District at Kyumbi, and Makueni District at Kalama.

1.2 Statement of the problem.

The six different projects mentioned herein, i.e. AIC Mun'gala child centre, AIC Ngelani child centre, Jitegemee, Child Fund, Terry child centre and Dorcas aid, offer support to needy children in diverse ways, which include payment of school fees so that children may excel in academic performance(Wess, 2007). Despite that in Machakos District, many of the sponsored children in secondary school education level have not been performing well in their final examination KCSE. For instance, in a project like AIC Manza Child development centre, which had 26 candidates who sat the K.C.S.E exam last year (2013) only two students attained grade C+ and above, the rest got grade C- and below (AIC Manza Child centre, 2013). The situation is similar at Tumaini International

organization where 59 children sat for K.C.S.E exam in 2013 and out of those, only 9 attained grade C+ and above, in 2012 60 children sat for K.C.S.E, in the same centre and only 10 attained grade C+ and above (Tumaini International, 2013).Such statistics caught the researchers' attention thus creating the interest in investigating the determinants of academic performance in KCSE exams among the sponsored children in Machakos District.

Other related research would include work done by Rachel Ndungi (2012) who studied factors influencing performance in secondary schools in Ndeiya on compassion funded projects. Her work is limited to compassion funded projects; however this study will cut across different funded projects.

1.3 Purpose of the study

The purpose of this study was to examine the determinants of academic performance in KCSE among the project sponsored in Machakos District.

1.4 Research Objectives

The study was guided by the following research objectives;

1. To establish how social economic background of sponsored children affected their performance in KCSE.
2. To assess how the type of school influenced the academic performance at KCSE among the sponsored children in Machakos District
3. To determine the extent to which the sponsored child's characteristics influenced their academic performance in KCSE in Machakos District.
4. To examine the nature of sponsor programmes and their influence on sponsored children performance in KCSE exams in Machakos District.

1.5 Research Questions

The following are the research Questions

1. How does the socio-economic background of the sponsored children affect their performance in KCSE in Machakos District?
2. How does the type of school influence the academic performance of the sponsored child at KCSE exam in Machakos District?
3. How does the characteristic of the sponsored children affect their academic performance at KCSE in Machakos District?
4. How does the nature of the sponsor programme influence the performance of the sponsored children in KCSE exam in Machakos District?

1.6 Significance of the study

The findings of this research were relevant in the following ways;

The study will be of significance to the residents of Machakos District specifically, the inventory will be important to the sponsor of children education, Ministry of Education and the community at large as it will unveil the real socio-economic status of the community.

The study will be important to the policy makers in coming up with better policies in the academic sectors that influence academic performance among the sponsored children.

1.7 Delimitation of the study

The study focused on the determinants of academic performance among the six sponsor Projects in Machakos District namely; AIC Mung'ala Child centre, AIC Ngelani Child centre, Terry Child centre, Jitegemee, Dorcas aid Eastleigh, and Child fund. The target

population was the 96 sponsored children, 10 head teachers and the 6 project heads in Machakos District, making a total of 112.

1.8 Limitations of the study

Some of the main respondents, who were the sponsored children who had cleared, form four and out in the community were difficult to find since some had moved to different towns, however the researcher made follow ups through the project staff on these students to ensure a significant response rate.

1.9 Assumptions of the study

The study had the following assumptions;

That the respondents would be available and be well prepared to provide the researcher with accurate, reliable and honest information.

1.10 Definition of significant terms

Academic Performance- Academic performance refers to the educational outcome of the sponsored child in secondary level of education after completing the four year course. In this study, C+ grade will be considered as a pass.

Kenya Certificate of Secondary Education- This refers to the final examination which is taken at the end of the secondary education in Kenya administered by the Kenya National Examination Council.

Social Economic Factors- This touches on the level and status of the parents or caregivers of the sponsored children in relation to their economic power in terms of income, education, family size, and occupation.

Sponsor Programs. These are policies and structures guiding sponsorship and are pegged on such aspects as behaviour change, finance and policy.

Sponsored Children- These are children whose education and general welfare has been financially funded by other people apart from the parents, until the child becomes self-sufficient or goes through his or her education pursuit, for the purpose of this study, sponsored children in Machakos District will be considered.

Students Characteristics- This refers to a student's well-being, motivation, and attitude in relation to a certain environment.

Type of School- This refers to nature and characteristics of the secondary schools that the sponsored children attend.

1.11 Organization of the study

This study was organized into three main chapters; Chapter one comprises of the background of the study, statement of the problem, purpose of the study, research objectives, research questions, and limitations of the study, delimitations of the study, definition of significant terms and organization of the study. Chapter Two takes through the introduction, meaning and nature of sponsorship programmes, theoretical Framework, empirical review on the type of school of the sponsored children, the socio-economic background of the sponsored children, the characteristics of the sponsored children and the nature of the sponsored programmes in Machakos District, Conceptual frame work and summary of the research gap. Chapter Three consists of Introduction, Research Design, Target population, Census Method, Research instruments, Validity and

reliability of instruments, Operational definition of variables, Data collection procedures, Data analysis and Ethical consideration. Chapter four presents data analysis, presentation interpretation and discussion, while chapter five presents summary, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature review related to this study was undertaken under four main themes. The first theme focused on the meaning and origin of Education sponsorship programmes and how the nature of these sponsored programmes influenced performance, the second theme sought to demonstrate different socio-economic background perspectives of the sponsored children, by highlighting the main socio-economic determinants related to the performance of the sponsored children. The third theme outlined the characteristics of the sponsored children in relation to their performance in KCSE. The fourth theme gave more light into the nature of these sponsored programmes and their impact in the academic performance and finally a summary of the gaps.

2.2 Academic Performance

Academic performance is affected by a number of factors including admission points, social economic status and school background. Geiser and Santelices (2007), Acato (2006), and Swart (1999) all argue that admission points which are a reflection of the previous performance influence future academic performance. The Secondary school Admission Centre (2006) reports that schools in Kenya have found that focusing on the sponsored children and based on a student's overall academic achievement is the best single predictor of student's success for most schools. The researcher agreed with the scholars that sponsored student academic performance in school was affected by a number of factors and that is why according to the Kenyan secondary school and Other

Institutions Act (2001), the basis for entry into other colleges depended on the external factors which contributed greatly to determine the academic outcome.

2.3 The meaning and origin of Education sponsorship programme

There is very little research on child sponsorship; however, the little research that exists, shows that sponsorship leads to a higher self-esteem level than their non-sponsored peers (Wydick et al, 2011). However, there is an abundance of research suggesting that there are spillover effects ranging from performance in school to the use of drugs and alcohol between children (Kling, 2007).

According to (Wydick et al, 2010) the research that exists has found that there is a positive effect on the sponsored child with regards to years of education completed, the probability of employment, occupational choice, age of marriage and child-bearing, community leadership, dwelling quality, and life satisfaction. In addition to these findings, Ross (2011) found that sponsored children scored higher than their non-sponsored peers on a scale adapted from the Rosenberg Self-Esteem Scale. After surveying 337 sponsored children in Kenya and 233 of their non-sponsored siblings, Ross (2011) found that sponsored children scored 0.924 points higher on a self-esteem scale, where 13.7 percent more were likely to expect a professional occupation, and are expected to achieve 0.460 additional years of education when compared to their non-sponsored siblings. Here, Ross (2011) compared both younger and older siblings to the sponsored child.

2.4 The socio-economic background and Academic performance

Social Economic Status (SES) according to Considine and Zappala (2002) is a person's overall social position to which attainments in both the social and economic domain contribute. They add that social economic status is determined by an individual's achievements in, education, employment, occupational status and income. Social economic status (SES) is characterized by family income, parental education and parental occupation. Graetz (1995) argues that children from high social economic status families perform much better at school compared to children from low SES families. Most of the students who seek sponsorship programmes have come from low socio economic status.

Many studies have been performed to measure the relationship between low socioeconomic status among the sponsored students and academic performance. Rouse & Barrow (2006) state that socioeconomic status show effects on educational outcomes that include test scores, and continue to affect the child throughout their adulthood (Rouse and Barrow, 2006). The researcher also states that some studies find small, but positive relationship, between socioeconomic status and sponsored student academic achievement (Rouse & Barrow, 2006).

According to Adams, (1996) socioeconomic status of the sponsored students is one of the most researched and debated factor among educational professionals that contribute towards the academic performance of students. The most prevalent argument is that the socioeconomic status of sponsored learners affects the quality of their academic performance since most of these students experience financial challenge in the pursuit of

their education. Most of the experts argue that the low socioeconomic status has negative effect on the academic performance of sponsored students because the basic needs of these students remain unfulfilled and hence they do not perform better academically (Adams, 1996). The low socioeconomic status causes environmental deficiencies which results in low self-esteem of the sponsored students which contribute to low academic performance in school (US Department of Education, 2003).

The effects of SES are prevalent at the individual level (Capraro & Wiggins, 2000). The SES can be deliberated in a number of different ways; it is most often calculated by looking at parental education, occupation, income, and facilities used by individuals separately or collectively. Parental education and family SES level have positive correlations with the student's quality of education achievement (Caldas & Bankston, 1997). The students with high level of SES perform better than the middle class students and the middle class students perform better than the students with low level of SES (Garzon, 2006; Kahlenberg, 2006; Kirkup, 2008) though in most cases students whose seek sponsorship programmes are coming from low socio economic background.

2.5 School characteristics and Academic Performance

Regarding the relationship between school resources and sponsored students' academic achievement measurements are inconsistent. According to Parcel & Dufur, (2001) student to teacher ratio greatly contributes to the performance of the students. Students attending schools where the student to teacher ratio is 20 or more are 1.8 times less likely to have low academic performance than students attending schools where this ratio was 10 or less (Parcel et al, 2001)

The importance of human and material resources in achieving better schooling outcomes, including such factors as school infrastructure, class size, teacher experience and qualifications and availability of instructional leadership skills which have been emphasized largely in low-income countries cannot be over emphasized (Bacolod & Tobias, 2005). According to Bacolod & Tobias (2005) the role of schools and proxies for school quality in explaining increases in student achievement level in developing countries, have not been fully supported by the school characteristics.

Class size has been the most widely examined variable in educational policy studies among the various school characteristics, however, the effects of class size on school achievement are inconsistent. Wobmann (2003) contrary to expectation, smaller class size was significantly related to inferior student performance in maths and science, whereas Lindahl (2005) found that some minority and economically disadvantaged groups in Sweden benefited from smaller classes. International comparisons have failed to show any significant improvements in academic achievement as a result of smaller teacher-student ratios.

Teachers' quality and commitment are the key input in educational production to perform better achievement. An apparent implication is that it may be a better policy to devote the limited resources available for education to employing more capable teachers rather than to reducing class sizes moving more to the quality side of the quantity quality trade-off in the hiring of teachers (Wobmann & West, 2006).

Wobmann & West (2006) also argued more specifically that good teaching is more powerful than class size. Teaching emotional and social skills is very important at school, it can affect academic achievement positively not only during the year they are taught, but during the years that follow as well. They stated that conventional estimates of class-size effects on academic achievement. They come across from the study of class-size, noteworthy class-size effects are observed only in countries with relatively low teacher salaries.

The central problem in estimating class size effects is that various placement decisions obscure the causal relationship between class size and student performance. Other aspects of educational resources other than class size that may influence student performance would include for example, lack of suitable instruments. We may then say that there are effects of class size on student achievement and any other resource inputs with which it is associated. If smaller classes are also more likely to receive more of other resources that increase achievement, the results would overstate the effect of class size on achievement (Wobman & west, 2006)

Teaching skills has a long-term effect on achievement of the students. Hence, attention needs to be directed at more careful curriculum specification, higher quality teaching, and higher expectations that students can meet appropriate challenges. Wobman & West (2006) carried out an educational research in schools and pointed to teachers 'contribution to students' academic achievement, for example, clarity of teacher's

presentation, variability of teacher's classroom activities, teachers' enthusiasm, degree to which the teacher was task or achievement oriented.

The finding of the research (Wobman & West,2006) on education as afore mentioned, suggest that there is a relationship between teacher's characteristics and academic achievement such as pupil's taught by female and long experienced teacher's performed significantly better than pupils taught by male and teachers with short experience. The case was not only in the student overall performance but also in subjects such as Mathematics, English and Science and Social Studies. Lindahl (2005) argued that the general overall picture is that male teachers are better at teaching Science and Mathematics, whereas female teachers are good at teaching language and related subjects.

2.6 Students' characteristics and Academic Performance.

Students' characteristics refers to student well-being, perception of the school environment, motivation, involvement in scholastic and co-curricular activities and efforts of students, perception of students' on parental support and involvement, and locus of control in all areas have significant effect on a students' academic achievement (Engin-Demir, 2009). Konu and Rimplela (2002) as cited in Engin-Demir (2009) there are four areas of well-being dimensional phenomenon of students conceptualized as school condition, social relationships, and means for self-fulfilment and health status, which affects both their behaviour and their examination results in school.

In schools, students' well-being depends upon other factors including their opinions on rules and regulations of school and relations with their teachers and schoolmates. In addition, scholastic activities and individual efforts are important for academic achievements. Regardless of intelligence, students spent more time on doing assignments; project works, home works and class works are very important activities to improve their grades. Students' amount of time invested on homework and other related activities has also been found to be strongly related to a student's motivation to achieve and their positive feelings with achievement have positive effect on actual academic achievement. Therefore, school attendance has a significant correlation with individual academic performance.

Heady (2003) argued that there is negative relationship between academic achievement and work, which includes assignments and additional hours of study. As Akabayashi & Psacharopoulos (2009) found that additional, working hours decreases a child's reading and computational ability, whereas with additional hours of school attendance and study the reading and computational ability increased. From their findings, Ray & Lancaster (2003) concluded that time spent at work had negative impact on education variables with marginal impact weakening at higher levels of study hours.

Unbalanced demand of work and education, places of physical and mental strain on students often leads to poor academic performance. In relation, students' academic achievement motivation is influenced by the students' perception of parental support and involvement. If students' perception is positive on their parents support and involvement,

they will achieve well. Engin Demir (2009) argued that student' perceptions that their parents were involved and interested in their affairs in school influenced positively their performance. Through their involvement, parents convey the message that school is important and provide their children with positive emotional experiences in relation to school. Fuchs & Wobmann (2004) observed that students performed worse in reading, maths and science in schools whose principals reported that learning was strongly hindered by the lack of parental support. However, some research has shown most aspects of the relationship between educational support of parents and scholastic achievement of children to be negative. School attendance of the sponsored child remains a key strategy for addressing low academic performance of the sponsored students. Data modelling shows that students absent from school for 105 days or more were two times more likely to have low academic performance compared with sponsored students that were absent for 10 days or less (Vilinsky,2009). According to Lancaster (2003) there is a close association between a range of physical health indicators and sponsored students' academic performance. Sponsored students that had trouble saying certain sounds; and students that needed help with the basics of daily living such as eating, dressing and bathing are likely to report low academic performance as compared to students who rarely experience such challenges.

2.7 The nature of sponsorship programmes on Academic Performance

Programs and policies of child sponsorship have been able to facilitate transnational bonds between sponsors in the Northern and Western worlds with recipients in the Eastern and Southern areas that united Christians in giving and caring for less fortunate students, sponsorship programmes are directly linked with performance of the students.

This began as a direct transference of funds from sponsors to children and is now a phenomenon whereby mostly white, Christian middle-class or pensioning Westerners donate monthly to support community development projects (McDonic, 2004). According to Bacolod (2005) child sponsorship connects sponsors in developed nations with children in developing nations through late-capitalist and transnational forms of accumulation, further noting that through crossing national boundaries and coordinating fiscal flows of humanitarian aid, NGOs encourage ideas of helping and humanitarianism, redistributing transnational accumulation and effectively unifying people across borders (Mc Donic, 2004). Child sponsorship programmes have through its well-coordinated programmes enhanced the academic performance of the students.

Upon navigation of the Canadian, American, and International websites of World Vision, it is clear that the actual workings of child sponsorship are purposefully convoluted for the potential sponsor. The very term sponsorship implies a personal system of responsibility to a single individual; in this case, it entails a personal relationship between a sponsor and child, with monthly payments being sent by the sponsor in exchange for a picture of the child, letter exchanges, an annual report on how the child is progressing, and a general sense of connection, this will ensure that the child is not sent out for school fees and thus enjoys full learning privileges.

Compassion international has four major pillars to their Program, Spiritual, Cognitive (education and skills), physical (health) and social (Compassion, 2006). In this study it will be imperative to examine how much input has been committed to education and

academics in terms of finances and motivation. John (2009) argued that students can only be retained in school when full fee is paid. Thus, he asserts that payment of school fees has a direct relationship in terms of academic performance.

2.8 Theoretical framework

All the theories of learning were based on the presenter's perception about the nature of man. Scientists, psychologists and educationists proposed theories of learning totally depend on the assumption about knowledge, society and man. A survey of research literature reveals that particular learning theories emphasize particular kind of learning and learning environment, while they neglected others.

2.8.1 Behaviouristic Learning Theory

This study adopted the behaviouristic learning theory and Humanistic learning theory to explain the major determinants of academic performance among the sponsored children in Machakos District. The theory holds a strong correlation between learning and environmental factors of the child. The major proponents of Behaviouristic theory were Thorndike, Watson, Skinner and Guthrie. Behaviourists said that behaviour and environment are the most important component of learning. Reeves (2007) said that changes in the environment would result in change in behaviour.

Individual differences are less important to them, because their goal is to produce desirable behaviour or reduce the frequency of undesirable behaviour. Same views were presented by Pavlov who says learning is a change in the way people act overtly observable behaviour observable change. They believe that learning occurs through a

process of contiguity i.e. learning is the result of events occurring at the same time (Malone, 2006).

Whenever two events occur together over and over again, they will become associated. The best contiguity theory is classical conditioning, which involves the pairing of a stimulus and a response. The stimulus leads to the response without any prior learning, for every stimulus there is a natural response as for every action there is a reaction. Pavlov discovered the phenomenon of classical conditioning while conducting research on the digestion system of dogs (Malone, 2006). He noted dog salivated when food is presented to it. Thus, the theory supports that several factors which interplay subsequently during learning are vital to explain the major determinants of academic performance of the child. The theory relates to the study in the sense that sponsored child have increased self-esteem due to the recognition; this increased self-esteem has some correlation with increase in academic performance of the child. The theory supports that stimuli leads to response, this explains on the different conditions that do exist which contributes on influencing the academic performance among the sponsored children. This theory will therefore add value in quest to understand how various determinants of academic performance among the sponsored children interplay to determine the academic outcome among those sponsored children in Machakos District.

2.9 Conceptual framework

The conceptual framework was based on the determinant of academic performance among the sponsored children in Machakos District. There are other factors that could equally contribute to determine the academic performance among the children of

secondary school in a hypothetical environment like socio-cultural factors; however it is important to appreciate that the study was limited to investigate certain determinants, to achieve this study the researcher examined the four major determinants of academic performance in KCSE among the project sponsored children in Machakos District. The study assessed the children characteristics, school characteristics, socio-economic background of the child and the nature of the sponsorship programmes.

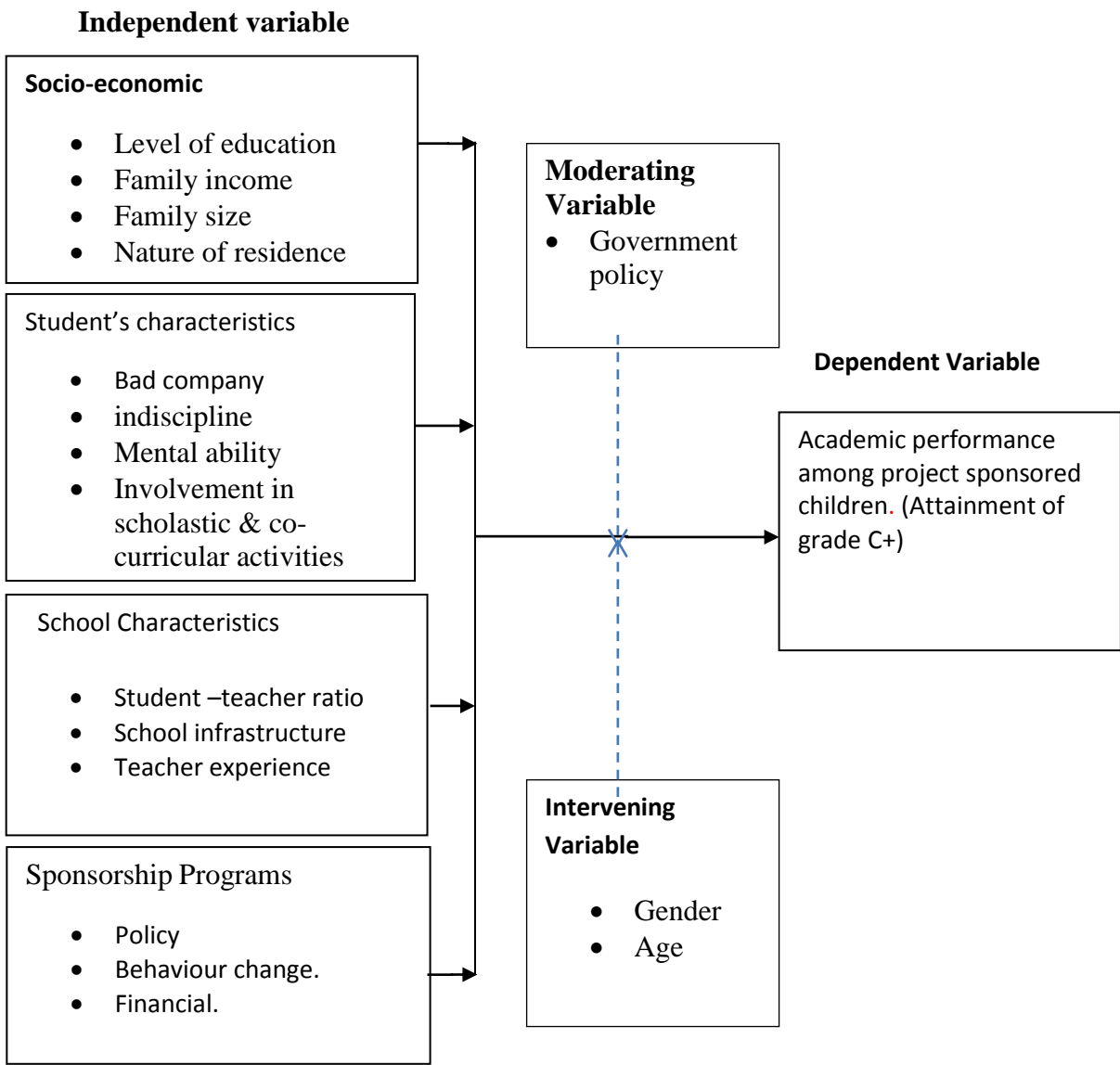


Figure 1 Conceptual framework

2.9.1 Interpretation of the conceptual framework

Towards the realization of the determinants of the academic performance among the project sponsored children in Machakos District, four main determinants were pinpointed for the purpose of this study: socio-economic factors, this were measured using ,level of education family income, family size and nature of residence as the main indicators, positive peer pressure influenced positively on the performance of sponsored children, well established family background contributed positively to the performance of the sponsored children unlike children from poor family background.

Student's factors/ characteristics were measured using students' well-being, bad company, mental ability and students' involvement in scholastic and co-curricular activities as the main indicators; a well-motivated student was seen to perform in school as compared to those who were poorly motivated. School characteristics were measured using students-teacher ratio, school infrastructure, and teacher experience and qualification as the indicator, schools with well-furnished infrastructure were regarded to contribute positively to the performance of the student.

2.10 Knowledge gaps

The following gaps were observed by the researcher based on the analysis of the above literature; That many scholars in their findings have pointed out the determinants of academic performance and how they can contribute towards the performance of the students however a clear demonstration of the relationship between these factors to the sponsored child was not clear especially in the Kenyan context, the researcher therefore

explored into the issue and unearthed more insights on the complex perception that whenever a child was sponsored performance was likely to be positive.

2.11 Summary of literature review

Geiser and Santelices (2007), Acato (2006), and Swart (1999) all argue that admission points which are a reflection of the previous performance influence future academic performance. The Secondary school Admission Centre (2006) reports that schools in Kenya have found that focusing on the sponsored children and based on a student's overall academic achievement is the best single predictor of student's success for most schools. According to (Wydick et al, 2010) the research that exists has found that there is a positive effect on the sponsored child with regards to years of education completed, the probability of employment, occupational choice, age of marriage and child-bearing, community leadership, dwelling quality, and life satisfaction. Ross (2011) also found that sponsored children scored higher than their non-sponsored peers on a scale adapted from the Rosenberg Self-Esteem Scale.

According to Considine and Zappala (2002) is a person's overall social position to which attainments in both the social and economic domain contribute. Rouse & Barrow (2006) state that socioeconomic status show effects on educational outcomes that include test scores, and continue to affect the child throughout their adulthood. The researcher also states that some studies find small, but positive relationship, between socioeconomic status and sponsored student academic achievement (Rouse & Barrow, 2006).

The most prevalent argument is that the socioeconomic status of sponsored learners affects the quality of their academic performance since most students experience financial challenge in the pursuit of their education. Most of the experts argue that the low socioeconomic status has negative effect on the academic performance of sponsored students because the basic needs of these students remain unfulfilled and hence they do not perform better academically.

United States Department of Education, (2003) states that the low socioeconomic status causes environmental deficiencies which results in low self-esteem of the sponsored students which contribute to low academic performance in school.

Finally, According to Bacolod & Tobias (2005) the role of schools and proxies for school quality in explaining increases in student achievement level in developing countries, have not been fully supported by the school characteristics.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter dealt with research design, target population, sampling techniques, and sample size and data collection methods and data analysis.

3.2 Research Design

This study used a descriptive survey design. According to Orodho (2005) a descriptive survey strategy is useful in gathering information by interviewing or administering questionnaires to a sample of individuals to obtain data useful in evaluating present particulars which have not controlled or manipulated the situation.

This study employed both quantitative and qualitative methods of data collection. Qualitative data was used to get respondents opinion on the determinants of academic performance among the sponsored children. On the other hand quantitative examined performance of the project sponsored children over the last three years.

3.3 Target Population

The target population of this study were the six sponsorship projects in Machakos District, namely; AIC Mungala child dev centre, Jitegemee, Dorcas aid-Eastleigh, Child fund, Terry Child Centre, and AIC Ngelani rural dev. Head teachers, Project directors, sponsored students formed the sample size in this study. Daniel (2007) defines a target population as consisting of all members of a people or objects to which the results of the investigation are generalized. The total population was 112.

3.4 Sampling Procedure

The researcher used census method for study. Census method was suitable for the study because the population was small in size and if sampled the results would not have been representative enough. The 6 project heads, 10 secondary school head teachers, and 96 sponsored children were censused for study making a total of 112 respondents.

3.5 The research instruments

Data for this study was collected by use of three instruments namely; a questionnaire (Appendix II), for the 96 students, an interview schedule for the 10 head teachers (Appendix III) and another one for the 6 projects heads (Appendix IV). The questionnaire was preferred because it is time saving and allows collection of data from a larger sample of individuals as in the case of the study (Kathuri and Pals, 1993). The questionnaire was used because it is quick to administer and the researcher can collect information from many respondents simultaneously. The questionnaire contained close-ended questions and open ended questions. The extent of existence for all variables in the research area was measured on a five-point LIKERT Scale ranging from strongly agree to strongly disagree. Ranging from 1 to 5; Strongly Agree (1), Agree (2), Neutral (3), Disagree (4), Strongly Disagree (5). The questionnaires were subdivided into two sections. Section A gathered demographic information of the respondents like age, gender, and level of education. Section B collected data on the determinants of academic performance of sponsored children students in public secondary.

Document analysis was done by perusing through the selected student's admission files and their examination records for comparison purposes in order to establish the trends of

performance in national examinations. From the students file the research got the background information on variables such as parental social economic status, family size and students entry marks while the examination records raw scores were obtained from records of the terminal continuous assessment and examinations administered to the form four students in the selected schools.

3.6 Validity of the research instruments

To ensure validity in this study the researcher carried out a pre-test of the scheduled interview guides to three project heads and five secondary school head teachers. Daniel (2007) defines validity as the accuracy of the instruments used to obtain information in research. The purpose of pre testing the interview guides will be to establish whether the scheduled interview guide will provide data needed for the study, verify if the interview guide is clear to the respondents and to assess and identify any problems respondents will possibly encounter in answering the questions provided.

3.7 Reliability of the research instruments

To ensure reliability the researcher carried out a pilot study by use of the test- retest technique where the scheduled interview guides were used twice to the same group of respondents. Time lapse between the first and the second test was two weeks. Reliability refers to how consistent a research procedure or instrument is. It therefore, means the degree of consistency demonstrated in a study (Daniel, 2007). Mugenda & Mugenda (2003), states that pre-testing helps in enhancing the reliability of the instrument as being a consistent measure of the concept being measured

3.8 Data collection procedures

This study was conducted in Machakos District. The researcher went to the schools to collect data from the selected respondents after receiving permission from the National Council for Science and Technology (NCST). A courtesy visit was also made to the respective District Education Officers (DEOs) in each district. This was necessary so as to enable the DEOs to introduce the researcher to the school headmasters. After the introduction the researcher made an appointment with the head teacher. On the agreed dates the researcher went to the 10 schools to interview the head teachers. The 6 project heads were also interviewed after authorization. Questionnaires for the 96 children were given through the individual projects on drop and pick system.

3.9 Ethical competence

Data analysis was based on the research questions designed at the beginning of the research. The collected data was inspected and edited to ascertain their accuracy, completeness and uniformity. The data was organized according to the instrument used to avoid any mix up. The researcher calculated the percentages and frequencies. Statistical analysis was carried out using the Statistical Package for Social Sciences (SPSS). This computer program was used to help in analyzing the data after it had been inspected, edited, coded and classified. Descriptive statistics was used to find out the effects of sponsorship on academic performance of the sponsored secondary school students. After analyzing the data, the researcher then presented the data in Tables.

3.10 Ethical Considerations

Mugenda & Mugenda (1999) defines ethics as that branch of philosophy, which deals with one's conduct and serves as a guide to one's behaviour. In order to obtain the

required information, it was necessary to guarantee respondents' anonymity. The respondents' names were not recorded in the final project. Children fell in the category of vulnerable groups and informed consent was therefore sought from the management of the sponsor projects. The researcher also committed himself in releasing accurate research findings irrespective of the findings from the study. Therefore as a researcher, it was necessary to exhibit ethical virtues and maintain confidentiality.

Table 3.1: Operational definition of variables

| Objective | Type of variable(INDEPENDENT) | Indicators | Measurement scale | Research instrument | Methods of analysis |
|------------------------|--------------------------------------|--|--------------------------|----------------------------|----------------------------------|
| Socio-economic factors | Socio-economic factors | -Family income -Family size -nature of residence -level of education | Nominal/ordinal/ | Qualitative/quantitative | Descriptive statisticalAnalysiss |
| Type of school | Characteristics of school | -Students teacher ratio -School infrastructure -Teacher Experience and qualification | Nominal/ordinal/ | Qualitative/quantitative | Descriptive statistical Analysis |

| | | | | | |
|--|---|--|------------------|--------------------------|----------------------------------|
| | | | | | |
| Students characteristics | Students characteristics | -Bad company -indiscipline -Involvement in scholastic and co-curricular activities | Nominal/ordinal/ | Qualitative/quantitative | Descriptive statistical Analysis |
| Nature of sponsorship Programmes | Sponsorship programmes | -Sponsorship policy -Spiritual -Financial | Nominal/ordinal/ | Qualitative/quantitative | Descriptive statistical Analysis |
| Academic performance among project sponsored children KCSE performance | Academic performance(DEPENDENT) | KCSE Examination scores | Nominal/ordinal/ | Qualitative/quantitative | Descriptive statistical analysis |
| | Government Policy(MODERATING) | | | | |
| | Gender (Intervening Variable) Age (Intervening Variable) | | | | |

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter dealt with data analysis, presentation and interpretation of findings. It provided the overall findings based on primary and secondary data which were collected from the field. This section was measured by use of seven questions, five of which were closed ended and two which were open ended. The results are shown in Tables 4.2 – 4.6.

4.2 Questionnaire Return Rate.

Table 4.1 Respondent's questionnaire return rate.

| Respondent | Population size | Frequency | Percentage |
|-------------------|------------------------|------------------|-------------------|
| Student | 96 | 87 | 90.6 |
| Head teachers | 10 | 10 | 100 |
| Project directors | 6 | 6 | 100 |

In this Study the researcher analyzed 87 returned student questionnaires, 10 head teachers' interview schedules and 6 project directors' interview schedules. The interview schedule responses from the head teachers and project directors were taken down in line with a formal interview guide. The study targeted 96 children, 10 school heads and 6 project directors.

Out of the 96 questionnaires distributed 87 (90.6%) student questionnaires were returned. This is because some students had moved to other towns in search of jobs and while others had joined colleges. The 10 (100%) head teachers targeted for interview responded, as well as the 6 (100%) project directors, the reason being that they were

readily available and within the vicinity of the researcher, therefore it was easy for them to be reached.

4.2.1 Gender of the students

The data in Table 4.2 shows the gender of the respondents who participated in this survey.

Table 4.2 Gender of the respondents

| Gender | Frequency | Percent |
|---------------|------------------|----------------|
| Male | 49 | 56.3 |
| Female | 38 | 43.7 |
| Total | 87 | 100.0 |

Table 4.2 shows that more boys 56.3% than girls were enrolled in the sponsor projects and sat the exam. Though the males who responded to this study were more than females in terms of the research the gender is representative enough, because it was almost half for each.

4.2.2 Age of Student respondents.

The researcher categorized the respondents into two categories. These age categories were between 18-20 years, and 21 years and above. This is because this study was concerned with secondary school and majority of the students finish school at ages of 18 years and above.

Table 4.3 Age of the respondents.

| Age of respondents | Frequency | Percentage |
|---------------------------|------------------|-------------------|
| 18-20 years | 74 | 85.1 |
| 21 years and above | 5 | 14.9 |
| Total | 87 | 100.0 |

Majority of the respondent's 85.1% finished school between 18-20 years. This is because the regular entrance age to class one is 6 years, which would mean that a child who goes through the 8-year primary education and the four-year secondary education smoothly would finish at 18years.The age above 21years also attracted a smaller percentage of 14.9. Consequently, the parents in this area under study took education seriously and enrolled their children in school at the right age.

4.2.3 Year Student respondents completed secondary education

The interviewer concentrated on the last three years for this research. These are 2011, 2012 and 2013. The results in table 4.1 shows the percentages based on the years of the 87 student respondents who participated in this research

Table 4.4 Year respondents completed secondary education

| Year | Frequency | Percent |
|--------------|------------------|----------------|
| 2011 | 29 | 33.3 |
| 2012 | 28 | 32.2 |
| 2013 | 30 | 34.5 |
| Total | 87 | 100.0 |

The data in Table 4.4 shows that 33.3%, 32.2% and 34.5% of the respondents completed school in 2011, 2012 and 2013 respectively. The percentages are almost equal which is good for each year is well represented.

4.2.4 Respondents' parents living or late.

The researcher sought to find out among the sponsored students if all their parents were alive.

Table 4.5 Respondent's family status.

| Response | Frequency | Percent |
|-----------------|------------------|----------------|
| Orphaned/Single | 56 | 64.4 |
| With Parents | 31 | 35.6 |
| Total | 87 | 100.0 |

From Table 4.5, 64.4% respondents came from a single parent or were orphaned. This is that most projects recruit orphaned children from the society who are deemed vulnerable. This shows that the respondents had poor social background. 60% of the project directors expressed their feeling that the term 'orphan' in vernacular was a stigma that affected the self-esteem of some students which was reflected in their performance. The word implied hopelessness and desperation coupled with isolation from the society

4.3 Academic Performance of the student respondents

The researcher sought to get the actual grades of the sponsored children to establish the real position on the ground. This he did through content analysis from records kept by the

directors by visiting the project offices after making prior arrangements with them. After getting the results in the six projects, the researcher analyzed them through descriptive analyses and presented them in Table 4.6.

4.3.1 Respondents' grades

Table 4.6 Respondents' grades (source content analysis)

| Respondent grade | Frequency | Percent |
|-------------------------|------------------|----------------|
| A | 1 | 1.1 |
| A- | 1 | 1.1 |
| B+ | 4 | 4.6 |
| B | 5 | 5.7 |
| B- | 6 | 6.9 |
| C+ | 7 | 8.0 |
| C | 8 | 9.2 |
| C- | 13 | 14.9 |
| D+ | 25 | 28.7 |
| D | 12 | 13.8 |
| D- | 4 | 4.6 |
| E | 1 | 1.1 |
| Total | 87 | 100.0 |

The data in Table 4.6 is not normally distributed. It is skewed towards the left with majority of the responds attaining between C and D. This performance is poor especially for a group that is sponsored for the purpose of alleviating poverty.

4.4 Social economic factors in relation to academic performance.

This section was measured using a LIKERT scale question where responds were asked to indicate in their own opinion the extent to which they agreed with the statements they had been given using a five rate scale namely; **Note** D =Disagree, SD=Strongly Disagree, A= Agree, SA=Strongly Agree, U=Undecided

Table 4.7 Social economic factors in relation to academic performance.

| Response | D | SD | A | SA | U | TOTALS |
|---|----------|-----------|----------|-----------|----------|---------------|
| | % | % | % | % | % | % |
| Estimated income and academic performance | 2 | 7 | 60 | 10 | 11 | 100.0 |
| Family size and academic performance | 8 | 10 | 52 | 20 | 10 | 100.0 |
| Nature of residence | 3.5 | 7.5 | 60.5 | 15.3 | 13.2 | 100.0 |
| Influence of SEs on academic performance | 2.1 | 6.9 | 55.8 | 19.2 | 16 | 100 |

Table 4.7 represents findings on four factors that contribute to social economic status.10%of respondents agreed that family income was a major determinant to social economic status, while 60% strongly agreed on the same.

Concerning family size and performance, 10% agreed while 62% strongly agreed that the number of children per family greatly influenced social economic status. In other words, the larger the family the lower the social economic status. Since most of the parents or caregivers were illiterate or semi illiterate they did not practice family planning methods which meant that they gave birth to many children. Despite the sponsorship many were still poor since sponsor organizations majorly attend to the specific sponsored child not all the children in the family. 15.3 % agreed while 60.5% strongly agreed that the nature of residence also determined the social economic status. A closer look at the nature of the residence indicated that a majority of the parents 80% came from semi-permanent homes.

The conclusion from this showed that 75% of respondents agreed that social economic status has a correlation to academic performance among project sponsored children. Many of the sponsored children live in homes under the care of parents or caregivers.

4.5 School characteristics and academic performance.

This part examined the school-based resources together with teachers and their relationship to performance among project sponsored students. There were 2 closed ended questions and 16 other questions that were measured using a LIKERT scale. Note D =Disagree, SD=Strongly Disagree, A= Agree, SA=Strongly Agree, U=Undecided

Table 4.8 School based characteristics and academic performance.

| Response | D | S D | A | S A | U | Totals |
|------------------------------------|----------|------------|----------|------------|----------|---------------|
| | % | % | % | % | % | % |
| Student teacher ratio | 3 | 5.5 | 54.6 | 18.3 | 18.6 | 100.0 |
| Teacher Student Relations | 5 | 2.3 | 59.8 | 20.7 | 12.2 | 100.0 |
| Teacher Experience | 2.3 | 3 | 57.5 | 21.8 | 15.4 | 100.0 |
| Teacher Subject Mastery | 3 | 6 | 62.1 | 20.4 | 8.5 | 100.0 |
| Clarity in presentation | 2 | 8.2 | 60.3 | 19.5 | 10 | 100.0 |
| Availability of Learning Materials | 6.9 | 2.3 | 53.7 | 19.5 | 17.5 | 100.0 |
| School rules and regulations | 5.7 | 1.1 | 57.1 | 23 | 13 | 100.0 |

Table 4.8 examines the general school characteristics in relation to performance. In regards to student teacher ratio, a majority of the respondent's 54.6% agreed while 18.3% strongly agreed that the teacher student ratio determined performance among project sponsored students. In regard to teacher student relations 59.8% agreed, 20.7% strongly agreed that the relationship between teachers and students was significant in academic performance among project sponsored children.

When it came to teacher experience 57.5% agreed, while 21.8% strongly agreed the experience of a teacher determined output which translated to performance among students. 53.7 % and 18.3% agreed and strongly agreed respectively that the nature and availability of learning materials contributed to the performance of project sponsored children. In other words all the school factors studied in this study were found to have a lot of influence on the sponsored children's performance. 80% of the head teachers agreed that the nature of the school based resources contributed significantly to the performance of students.

Finally, pertaining obedience to school rules and regulations 57.1% agreed while 23% strongly agreed that disobedience to such rules contributed negatively to performance by project-sponsored children.

4.6 Students Characteristics and academic performance.

This section had 5 closed ended questions, 1 open question and 6 other questions that were measured using a LIKERT scale where 1 represented strongly agree, 2 agree, 3 undecided, 4 disagree and 5 strongly disagree. The intention was to get to know how the specific characteristics of the sponsored children influenced their performance. Note D =Disagree, SD=Strongly Disagree, A= Agree, SA=Strongly Agree, U=Undecided.

Table 4.9 Sponsored students characteristics and academic performance.

| Response | D | SD | A | SA | U | TOTAL |
|-------------------------------|----------|-----------|----------|-----------|----------|--------------|
| | % | % | % | % | % | |
| Bad company | 11.8 | 5 | 51 | 23 | 9.2 | 100.0 |
| Parental moral Responsibility | 12.6 | 2.3 | 51.7 | 13.8 | 13.8 | 100.0 |
| Discipline | 17 | 2 | 56.3 | 12.6 | 9.2 | 100.00 |
| Student Overall behavior | 2 | 4 | 70 | 10 | 14 | 100.00 |
| Mental ability | 3 | 7 | 20 | 60 | 10 | 100.00 |
| Self esteem | 7 | 14 | 57 | 10 | 13 | 100.00 |

The results in Table 4.9 show that 51% agreed while 23% strongly agreed which translated to 74% of the majority that keeping bad company led to poor academic performance. Concerning parental support 51.7% agreed while 13.8 % strongly agreed that many of the caregivers and parents did not motivate their children to excel in academics. The reason behind this is because many of the parents were either illiterate or semi illiterate, therefore they did not see the importance of an education they did not have.

In regards to discipline, 56.3% and 12.6% of the student respondents strongly agreed and agreed respectively that discipline was a great determinant to academic performance. It was also agreed by a majority i.e 20% agreed while 60% strongly agreed that the mental capability of a student contributes immensely to academic performance. 57% agreed while 10% strongly agreed that self-esteem was closely related to academic performance of the project-sponsored students. Because of the poor background and the orphaned

status, many of the students had suffered from low self-esteem leading to poor performance.

4.7 Sponsorship programs and academic performance.

This area was evaluated with 4 closed ended questions and 1 open question.

The idea was to establish the relevance and adequacy of the sponsor programs and especially as it relates to academic performance among project sponsored children. The results are presented in Table 4.11. **Note D** =Disagree, **SD**=Strongly Disagree, **A**= Agree, **SA**=Strongly Agree, **U**=Undecided

Table 4.10 Sponsor Programs and academic performance.

| Response | D | SD | A | SA | U | TOTALS |
|--|----------|-----------|----------|-----------|----------|---------------|
| | % | % | % | % | % | % |
| Adequacy of Ed.Support | 5 | 50 | 20 | 10 | 15 | 100.0 |
| Adequacy of payment of school fees | 60 | 10 | 10 | 15 | 5 | 100.0 |
| Availability of motivational programs for education. | 58 | 20 | 12 | 10 | 4 | 100.0 |
| Availability of behaviour change programs | 15 | 20 | 45 | 15 | 5 | 100.0 |
| Adequacy of general sponsor programs | 53 | 12 | 27 | 4 | 4 | 100.0 |
| Availability of programs For improving SES | 60 | 10 | 5 | 10 | 15 | 100.0 |

The results in Table 4.10 shows that the 50% strongly disagreed that those programs for improving academic performance were sufficient while 20% disagreed on the same. This added up to 70% of the majority suggesting that the programs were not adequate in enhancing academic performance.

In response to payment of school fees a majority, constituting of 60% of those who disagreed and 10%, who strongly disagreed that school fees payment was sufficient. Most of the sponsor organizations (95%) paid a portion of the school fees. 80% of the project directors who are employees, held the opinion that it was prudent to pay full school fees to enable the child remain in school and empower the parents so that in future they can also take up the responsibility of paying school fees hence create a chance to support another needy child.

Talking about motivational programs, 58% and 20% of the respondents disagreed and strongly disagreed that there were proper motivational programs for children to excel in academics. 22% of the respondents who were project directors hailed some programs in some of the projects that developed leaders who attained grade C+ and paid all their expenses at the university.

On behaviour, 45% of the respondents agreed that there were programs geared to behaviour change while 15% strongly agreed making it 60% of the majority who agreed that they had behaviour change programs for the students. This is because behaviour of the students was closely linked to performance. 60% and 10% of the respondents

disagreed and strongly disagreed respectively that there were no effective programs to improve the social economic status of the parents. Many projects paid attention to the sponsored child and left the parents poor whom they gave hand-out's which did not work.60% of the project directors said that for an effective sponsorship program it was prudent to have workable mechanisms to improve the SES of parents to eradicate dependency and bring about sustainability.

Finally 60% and 10% disagreed and strongly disagreed (70%) respectively that generally the sponsor programs were adequate to meet the academic requirements of the sponsored children.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS.

5.1 Introduction

This chapter presents the summary of the research findings, discusses them and draws conclusions based on the findings. From the conclusions, drawn, in this same chapter recommendation as well as further research is provided so as to mitigate the problems associated with poor performance among project sponsored children in Machakos District. The Chapter begins by giving the summary of the research findings, and then provides the conclusion based on the findings, and finally provides both the policy recommendations and recommendations for further research as the final section of the report.

5.2 Summary of the findings.

This study found that project sponsored students were affected by the four factors that were studied resulting to poor performance at KCSE exam. The Questionnaire return rate for student respondents was good as 87 (90.6%) were returned out of the targeted 96. All the 10 head teachers responded as well as the 6 project directors. The gender of the respondents was fair as 56.3% who were boys responded while 43.7 representing the girls responded. Most of the respondents came from single parents or were orphaned (64.4%) which was a major factor in relation to social economic factors. On social economic factors and academic performance, a majority of the respondent's 62.7% agreed that all tested factors i.e. size of the family, nature of residence and estimated monthly income affected sponsored children. Since most of the respondents were supported while in their

homes the nature of the social economic status contributed significantly to their academic performance.

The overall school based factors which included teacher student ratio, teacher student relations, and general school resources were 4.1.2 Gender of the students considered significant when it came to sponsored students. A majority of the respondents 77.68% affirmed that this was true.

A majority of the respondent's 72.5% overwhelmingly agreed that the characteristics of the sponsored student which ranged from discipline, mental ability, and self-esteem to bad company determined their academic performance. Looking at the sponsor programs a majority of the respondents 62.5% agreed that those programs were not sufficient and especially in relation to academic performance. In as much the sponsors were doing a lot to alleviate poverty much was not done to improve the education of the children.

5.3 Discussions of the study

This section discusses the findings based on each objective and then it is compared to the literature reviewed.

5.3.1 Social economic status and academic performance.

The social economic status mentioned here is for the care givers and parents where the sponsored children came from. These social economic factors contributed largely in the performance of the sponsored children. This is in agreement with Graez (1995) who argued that children from high social economic status perform better than those from families with low social economic status. In this particular study, most of the student

respondents came from low social economic families. It was only 10% of the directors that were found to have working and sustainable mechanisms of economic empowerment and capacity building on the caregivers or parents of the sponsored children.

5.3.2 The type of the school and academic performance.

This area dealt with the teacher student ratio, experience, mastery, teacher student relations and the general school based resources and their contribution to academic performance. The importance of human and material resources for good academic performance is underscored by Bacold and Tobias (2005) who lists resources such as class size, teacher experience and qualification, and availability of instructional materials.

In this study, the majority of the respondents 77.68 percentage agreed that the former mentioned variables affected academic performance of sponsored students and consequently are in agreement with Bacold (2005).

5.3.3 Student's characteristic and academic performance.

The characteristics of the student which included bad company, discipline, and self-esteem among others were associated with bad performance among project-sponsored children. Engin Demir (2009) defined student's characteristics as those touching the student's well-being, motivation, parental support and involvement in both curricula and co-curricular activities. A majority of the students 75.5% held the view that poor parental support led to poor academic performance. This statement is in agreement with Fuchs and Wobman (2003) who said that performance was low in maths and science in schools with low parental support.

5.3.4 Sponsor programs and academic performance.

Contrary to the argument by MC Donic (2004) who asserts that child sponsorship has enhanced academic performance, in this particular area under study performance has been generally poor. One of the reason being, the partial payment of school fees. John (2009) says that children are allowed to stay in class on payment of school fees.

Most of the sponsor programs 80% paid a portion of the school fees which led to some of the children being sent home and thus not able to attend to classes. They were doing so to enhance participation of the parents which is good but they forget that some of the parents are too poor to pay anything in terms of school fees and need to be empowered. The sponsor programs focus majorly on the sponsored child forgetting where the child comes, or even the school they attend, which affects their performance.

5.4 Conclusion.

From this study, we can clearly say that the four factors under study contributed to the academic performance of project sponsored in KCSE exam in those periods under study. Therefore it is necessary to take seriously the following recommendations, so as to improve academic performance among project sponsored children in Machakos district.

5.5 Recommendations.

Based on the strength of the findings of the study enumerated in the previous section, and conclusions, a number of recommendations are made.

5.5.1 Sponsor Projects.

The sponsor projects should pay full school fees so that children are not sent away. They should consider empowering the caregivers with programs that can improve their social economic status and eradicate dependency. This will even ease the burden and the elevated parents will be able to support other children. The sponsors should come up with comprehensive programs to check on the behaviour of the sponsored children since most of them are vulnerable. The sponsors may consider participation in the improvement of the schools where these children go.

The government on the other hand should improve all schools regardless whether they are national schools, county schools or district schools, so that children get quality education and sit at the KCSE exam almost if not equal on a fair platform or same level ground. This includes good infrastructure, adequate teachers, and sufficient school based resources.

5.5.2 Recommendations for Further research.

This study was limited to Machakos District and thus a similar study could also be in another area. Another study could also be done to compare performance between sponsored and non sponsored students.

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APPENDICES

APPENDIX 1: TRANSMITTAL LETTER

I am a postgraduate student pursuing Masters Degree in Project Planning and Management at the University of Nairobi. I am conducting a research of my final year project, which is a requirement of the degree program.

I therefore, kindly request you to spare a few minutes to respond to the questionnaire and to be taken through a brief interview by the researcher .This is purely an academic exercise and your sincere responses will be highly appreciated and treated with a lot of confidentiality.

Yours faithfully,

Michael K Kisaila,

Project Planning and Management student.

University of Nairobi.

Contact.0721-710630.

APPENDIX 11: QUESTIONNAIRES FOR THE STUDENTS

Kindly feel the Questionnaire as required;

Section A: DEMOGRAPHIC INFORMATION

1. Gender Male [] Female []
2. Age Below 18-20[] Over 21[]
3. Year of completion 2011 [] 2012 [] 2013 []
4. (i) Are all of your parents alive Yes [] No []
(ii) If No which of the following describes you
Single parented [] orphan []
5. Please indicate what you attained in your KCSE

6. Kindly indicate the education level of your parent
Primary [] Form four [] Tertiary College [] University []
Other _____ (specify)
7. Which sponsorship organization are you attached to_____

(optional)

Section B: School characteristics and its influence on academic performance

1. From your opinion does teacher student ratio contribute to influence the sponsored children performance?
Strongly agree [] agree [] Undecided [] disagree [] strongly disagree []
2. Student teacher relations contribute in the performance of the sponsored children
Strongly agree [] agree [] Undecided [] Disagree [] strongly disagree []

3. (i) In your own opinion how satisfied are you with the following school characteristics in your school (Use the Likert scale of 1-5 where 1=strongly disagree, 2=disagree, 3= Undecided, 4=agree, 5= strongly agree

| School factors | 1-Strongly disagree | 2- Disagree | 3- Indifferent | 4- agree | 5- Strongly Agree |
|---------------------------------------|----------------------------|--------------------|-----------------------|-----------------|--------------------------|
| Availability of learning materials | | | | | |
| Teacher to child ratio | | | | | |
| Teacher experience and Qualifications | | | | | |
| School rules and regulations | | | | | |

(ii) In your own opinion rate the level at which the following school characteristics affect performance (Use the Likert scale of 1-5 where 1=very poor, 2=poor, 3= Average, 4=good, 5= Very good

| School factors | 1-very poor | 2- poor | 3 Average | 4 Good | 5- Very good |
|---------------------------------------|--------------------|----------------|------------------|---------------|---------------------|
| Availability of learning materials | | | | | |
| Teacher to child ratio | | | | | |
| Teacher experience and Qualifications | | | | | |
| School rules and regulations | | | | | |

4. (i) In your own opinion how satisfied are you with the following teacher factors in your school (Use the Likert scale of 1-5 where 1=very poor, 2=poor, 3= Average, 4=Good, 5= Very good) rate.

| Teacher factors | 1-very poor | 2- poor | 3- Average | 4- Good | 5- Very good |
|----------------------------------|-------------|---------|------------|---------|--------------|
| Clarity of teacher' presentation | | | | | |
| Mastery of the subject | | | | | |
| Teacher enthusiasm | | | | | |
| Teacher qualification | | | | | |

(ii) The following information relates to the teachers characteristics, rate the level at which they contribute to the performance of students. (Use the Likert scale of 1-5 where 1=very poor, 2=poor, 3= Average, 4=good, 5= Very good)

| Teacher factors | 1-very poor | 2- poor | 3- Average | 4- Good | 5- Very good |
|----------------------------------|-------------|---------|------------|---------|--------------|
| Clarity of teacher' presentation | | | | | |
| Mastery of the subject | | | | | |
| Teacher enthusiasm | | | | | |
| Teacher qualification | | | | | |

Section C: SOCIO-ECONOMIC BACKGROUND

1. Did the sponsoring organization provide you with other support a part from paying school fees?

Yes [] no []

2. Did your sponsoring organization pay the full school fees?

Yes [] no []

3. What is the estimated monthly income in your family? Choose and tick appropriately.

[] Below ksh.5000.Ksh [] between kshs5000-Kshs.10000 [] above ksh10000

4. According to you, did your social economic background contribute to influence your academic performance in school?

Yes [] no []

5. According to you does social economic status contribute in affecting self-esteem?

Yes [] no []

a. If yes did your self esteem status contribute to academic outcome?

Yes [] no []

b. Explain your

argument.....

The following information relate to the performance and the socio economic status of 6. In your own opinion to what extend do you agree with the following statements? Using a LIKERT scale of 1-5 where 1=strongly agree, 2=agree, 3= Undecided, 4=disagree, 5= strongly disagree, kindly rate how they relate to academic performance.

| <i>Information relating to socio-economic status</i> | 1 | 2 | 3 | 4 | 5 |
|--|----------|----------|----------|----------|----------|
| (i) Socioeconomic status effects on performance outcomes that manifest through test scores | | | | | |
| (ii) There is no relationship between socioeconomic status and academic achievement of the sponsored student | | | | | |
| (iii) Socioeconomic status of sponsored learners affects the quality of their academic performance. | | | | | |
| (iv) The low socioeconomic status causes environmental deficiencies which results in low self esteem of the sponsored | | | | | |
| (v) SES can be deliberated by looking at parental education, occupation, income, and facilities used by individuals separately or collectively | | | | | |

Section D: student’s characteristics and its influence on academic performance

1. The factors below show the aspects of students’ characteristics that influence the academic performance of sponsored children negatively. Kindly tick in the box that corresponds with the response that best describes your level of agreement with the factors in your school.

| Students aspect | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|----------------------------|-----------------------|--------------|----------------|-----------------|--------------------------|
| Bad company | | | | | |
| Peer influence | | | | | |
| Low self esteem | | | | | |
| Low parental moral support | | | | | |
| Indiscipline | | | | | |
| Poor mental ability | | | | | |

2. From your opinion does the level of subject mastery among the sponsored children contribute in their aggregate performance?

Strongly agree [] agree [] Undecided [] disagree [] strongly disagree []

3. From your opinion does obeying the school rules and regulations contribute to influence the academic performance among the sponsored children?

Strongly agree [] Agree [] Undecided [] Disagree [] strongly disagree []

4. From your observation does the level of self-esteem among the sponsored children contribute towards student's performance?

Yes [] no []

5 Does mental capability of the sponsored children affect their academic performance of these children yes [] no []

6 Explain your argument in no. 5 above.....

7. Did your attitude towards sponsorship affect your academic performance?

Yes [] No []

Section E: Nature of sponsorship on the performance of sponsored children

1. From your opinion does the sponsoring organization provide sufficient educational support to sponsored children?

Strongly agree [] Agree [] undecided [] disagree [] strongly disagree []

2. Does the sponsoring organization contribute to behaviour change among the sponsored students?

Yes [] no []

3. Is the sponsoring organization concerned about the sponsored student well being a part from paying the school fees?

Yes [] no []

4. What challenges did you face that are related to the sponsor organization that affected your academic performance? List

5. Rate the adequacy of the sponsorship programmes you received while you were a student

Very adequate [] Adequate [] Average [] Less adequate [] not adequate [] **END**

APPENDIX III: SCHEDULED INTERVIEW GUIDE FOR THE SECONDARY SCHOOL HEAD TEACHERS

Kindly I invite your attention in attending to the following Questions

1. Does social economic background of the sponsored child affect their academic performance? Explain.
2. Does the overall school based resources determine the performance of sponsored children?
3. From your opinion what is the relationship between academic performance and self-esteem of the sponsored child?
4. Does the behaviour of sponsored child affect his or her performance at KCSE?
5. Is there a relationship between performance of project-sponsored students and self sponsored students? If yes explain.....

APPENDIX IV: INTERVIEW GUIDE FOR THE PROJECTS HEADS

- 1 Do you provide full tuition and related costs to your sponsored children? Give details.
2. Does the type of school which you sent these students determine their performance?
3. Does the social economic background of the sponsored child affect their performance?
If yes how?
4. Do you have programs that encourage and motivate your children to do well in school?
5. Do you have programs geared towards improving the social economic status of the parents or caregivers of the sponsored children?