TEACHERS' PERSPECTIVES ON NEIGHBORHOOD FACTORS INFLUENCING ACADEMIC ACHIEVEMENTS OF STUDENTS IN KWA RHONDA SLUMS IN NAKURU TOWN WEST SUB-COUNTY, KENYA

BY

BERNADETTE MORAA KEANA

A Dissertation Submitted to the Department of Social Sciences in the Faculty of Social Sciences in Partial Fulfillment of the Requirements for the Award of a Master of Development Studies of St. Paul's University.

September, 2017

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TITLE PAGE

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September, 2017

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DECLARATION

This dissertation is a product of my own work and is not the result of anything done in collaboration. It has not been previously presented to any other institution. I agree that this dissertation may be available for reference and photocopying, at the discretion of the College.

Signature:_____

Date:_____

Word Count: 19793

I /we confirm that the student under my /our supervision carried out the work reported in this dissertation.

Signature Supervisor 1_____

Date: _____

Signature supervisor 2_____

Date: _____

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DEDICATION

This dissertation is dedicated to my parents Mr. Zachary and Mrs. Fridah Keana, my siblings and my son Augustine Mogeni Moraa for their support, encouragement and their prayers throughout my studies.

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ACKNOWLEDGMENTS

I would like to extend my sincere gratitude and appreciation to all those who through their assistance, constructive criticism, advice, guidance and moral support made this study a success. First, I thank the almighty God for His guidance and wisdom throughout the process. My gratitude also goes to my supervisors for their patient, technical as well as professional advice and to my family members for their patience, understanding and being at my side during the difficult times of this project work. To my friends Mr. David Kimaiyo and Mr. Wilfred Konosi, thanks for your support and encouragement. Thank you so much and may the Lord God bless you in a mighty way.

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ABSTRACT

Globally, education is regarded as a valuable resource for economic development that contributes to improvement in the quality of life and the development of a nation. However, in Kenya, academic achievement of children living in slums faces several impediments. The study stemmed out to determine neighborhood factors that influence the academic achievement of children living in slums from the teachers' perspective. Specifically, it sought to determine the effects of family economic status, cultural practices, and physical environment on academic achievement of children living in slums. The study adopted a descriptive survey research design and covered a sample of 58 teachers drawn from a total population of 142 in public primary and secondary schools in Kwa Rhonda slums in Nakuru Town West Sub-County. The collection of data was done through structured questionnaires. The validation of instruments was through consultation with the supervisors and research experts. The researcher ensured the reliability of the data collection instrument by conducting a pilot study in two secondary schools in the neighboring Kaptembwa slum. Descriptive statistics mainly frequencies and percentages were used during data analysis, facilitated by SPSS (Statistical Package for Social Science) version 21.0. Tables were used for the presentation of results. Findings showed that, according to the majority of teachers, most school-going children in Kwa Rhonda slums come from poor economic families, and are exposed to cultural practices and a physical environment that compromise their education process. A majority of teachers also held the view that family economic status, cultural practices, and physical environment in the slums have an influence on the academic achievement of children living in slums. It was, therefore, concluded that these factors should be addressed in order to improve the academic achievement of children living in slums, and consequently, change their standards of living. The study recommends that policy makers in national and county governments should develop programs that caution children living in slums from effects of their poor family economic status. The study also recommends that stakeholders should sensitize the communities living in slums on the effects of their cultural practices on the academic achievement of their children and implement initiative that would change the quality of the physical environment.

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LIST OF ABBREVIATION AND ACRONYMS

SPSS: Statistical Package for Social Science

SES: Socioeconomic Status

UNICEF: United Nation Children's Fund

UN: United Nations

U.S.A: United States of America

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CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Globally, education is regarded as a valuable resource for economic development that contributes to improvement in the quality of life and the development of a nation. Education is a vital entry into all initiatives for establishment of civilized social systems. It provides the tool for struggle against poverty, ignorance, diseases and other vices (Okumbe, 2001).Education is promulgated as the most important weapon for fighting poverty. Evidence from different parts of the world also shows that education is inverse proportionally related to poverty with societies that have higher levels of education recording fewer numbers of poor people (Awan, Malik, Sarwar, &Waqas, 2011).

A significant threat to education and the associated prosperity is the spiraling of slums in the urban areas. The United Nations defines slums as living areas that are typified by poor structural quality of housing, insecure residential status, limited access to clean water, overcrowding, and limited access to sanitation and other amenities (Sorour, 2016). Slums have become a growing phenomenon around the world due to urbanization and increase in human population. An estimated 60% and above of the urban population in the developing countries live in slum (Maiyo & Bawane, 2011). Evidence shows that slums present a myriad of health and social challenges that limit children's educational progress. Children in the slums are also more likely to drop out of school than those in non-slum areas (Mugisha, 2006). In addition, those who are able to remain in school are often unable to learn effectively.

In the United States (US), the achievement gaps among disadvantaged and advantaged students are notable (Rowan, Cohen, &Raudenbush,2004). Through multiple studies, the United States Department of Education (2001) has clearly demonstrated that student and school poverty adversely affect student achievement. The country has implemented a number of policies in recent decades with the view of addressing the impact of poverty on education. In 2001, legislators enacted the *No Child Left Behind Act* that introduced measures aimed at helping children from low socioeconomic backgrounds such allocating more funds to schools in high-poverty areas (Veney, 2013). In his fiscal 2010 budget proposal, President Barack Obama

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called for neighborhoods modeled after the Harlem Children's Zone to improve the lives of children living in poverty (Julius, 2010).

In 1989, the Canadian House of Commons voted unanimously to eliminate poverty among Canadian children by 2000 (Campaign 2000). The goal was still unachieved by 2003, as one in every six children still lived in poverty. They have been unsuccessful in eliminating poverty in children over the past decade. On the contrary, inequity of family incomes in Canada has grown and for some families, the depth of poverty has increased as well. Canadian research confirms poverty's negative influence on students' behavior, achievement and retention in school.

Children in slums across sub-Saharan Africa are less likely to attend school than non-slum children (UNICEF 2012). In Nigeria, children in slums are 35% less likely to attend school than those residing non-slum areas. The situation of slums in Kenya is similar to that of slums around the world, such as India and Bangladesh. According to Cameron (2010), there are areas in Bangladesh which lack access to government schools and which are too poor for even the lowest cost private education, meaning that they attend school infrequently, repeat years of schooling and have poor achievement.

In their study, Ramey and Ramey (1994) observe that, in third world countries, families with lower socio- economic status often lack the financial, social and educational support that characterizes high socio-economic status families. Lower socio-economic status parents have inadequate or limited access to community resources that promote and support children's development and school performance.

According to Eamon (2005),students hailing from low socio-economic status receive training at secondary school level to respect authority and obey orders that employers like in cases where they employ manual laborers. Conformity and obedience are encouraged rather than individual critical thinking and evaluative abilities amongst the students at this level. Capra (2009) also observed that secondary schools located in poor neighborhoods rarely receive advanced courses that prepare students for college life due to the perception that these schools lack eligible college candidates.

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A study carried out in Zimbabwe found that the provision of education by the government had become a challenge after independence mainly due to poverty (Mabiza, et al., 2004). Poverty has become an obstacle barring most people from accessing basic needs. Poor members of the society struggle to live decently. People living in poverty face a number of challenges ranging from lack of access to proper health facilities, education, nutrition, employment to the realization of personal aspirations. All these factors have hampered educational progress within the country.

The Kenya Government appreciates the role education is playing in economic and social development. In recent years, education has received the lion's share of government spending with 40% of the expenditure directed towards improving learning (Odumbe, Simatwa & Ayodo (2015). According to Orodho (2009),many Kenyans perceive education as a cornerstone of economic development, social development and principal means of improving the welfare of an individual. However, public schools available cannot accommodate and cater for the number of students who want to join secondary schools. It is this demand that led to the emergency of private secondary schools (Abagi &Wamahui, 1997).

The Kenyan national educational system has evolved over a time, with major changes instituted by the 1990s. In 1984, the 8-4-4 structure of learning and curricular system replaced the 7-4-2-3 in use at the time (Abenga, 2009). This structure introduced broad based curriculum at all levels with the intention of making education more relevant to the world of work and thus produce skilled and high level labor to meet the demands of the economy. Delegates at the national conference on education and training held between 27th and 29thof November 2003, noted that both the 7-4-2-3 and 8-4-4 structure and system provide sixteen years of schooling and emphasized that the content of the curriculum combined with quality and relevance of education and training are more important than structure (Muricho & Chang'ach, 2013).

The scope of the 8-4-4 structure and system was expanded to incorporate technical skills and pre- primary education (for 4-5 years old children) (Abenga, 2009). The primary education cycle caters for learners between 6-13years, secondary education targets learners of 14-17 years, while university education targets learners aged 18 years and above. In the dispensation of the new constitutional, the national and county governments share responsibility of providing education (Muricho & Chang'ach,

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2013). The national government bears most of the responsibilities as it provides primary, secondary, and higher education while the county government provides pre-primary education. Some responsibilities are delegated to autonomous agencies such as the Teachers Service Commission, the Kenya National Examination Council, and the Kenya Institute of Education.

Nakuru is the fourth largest town in Kenya. However, an estimated 190,000 people live in the slums of Rhonda and Kaptembwo (Ngeta, 2010). Only 10% of residents in these areas have access to sufficient sanitation facilities of adequate quality. The main sanitation facilities are simple pit latrines. On average 37 people share a latrine, but in some cases, more than 200 people share a single latrine (Ngugi, 2012). Due to poor construction, low coverage, poor maintenance, improper use and dilapidation, open defecation still happens. Women have problems disposing of sanitary waste for themselves and children. These conditions form the perfect environment for diseases and poverty to flourish. Children have multiple illnesses, which have a detrimental impact on their health, development and education.

1.2 Statement of the Problem

In Kenya, academic achievement has remained a definitive step in the future of citizens as evidenced by the importance attached to the students' performance in national examinations. However, poverty remains a significant challenge. According to the United Nations Children's Fund (2016), 42% of Kenyans live below the poverty line. High poverty rate has led to the proliferation of slum settlements in the major towns and cities. Slum settlements presents a number of challenges such as access to proper health facilities, education, nutrition, employment and the realization of personal aspirations. According to the World Bank (2017), 56% of urban dwellers in Kenya were living in slums in 2014.

Despite the large population of slum dwellers in Kenya, studies examining academic achievement in these informal settlements and associative factors are sparse. Most of the studies exploring education in the Kenya urban settings such as Mugisha (2006), Abuya and Ngware (2016), and Abuya,Ngware, Mutisya and Nyariro (2016) do link poverty with students' achievement. In addition, the study by Abuya et al (2016) only focused on educational challenges experienced by girls in poor urban settings while Mugisha (2006) examined the issue of school enrollment in the slum areas. In

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addition, most of these studies have examined educational issues in the slum area from the perspective of students. The value of incorporating multiple perspectives in examining neighborhood challenges experienced by students residing in informal settlement cannot be understated.

It is in this regard that the current study sought to investigate the current situation in Kwa Rhonda slums from the teachers' point of view. Of particular concern were the challenges that poverty-stricken students residing in the slum face in their quest for education. Specifically, the study aimed to establish how the economic status of their families including gainful employment, basic needs, and social class affects their pursuit for education. The researcher also aimed to examine the cultural practices of children living in the slum and their effects on the ability of students to get a good education. The study also examined the effects of physical environments in informal settlements on students' motivation for the acquisition of a decent education.

1.3 Study Objectives

The main objective of the study was to find out the factors that affect the academic achievement of children living in Kwa Rhonda slums in Nakuru Town West Sub-County. The objectives of the study were to:

i. Examine teachers' perspective on how family economic status influences the academic achievement of children living in Kwa Rhonda slum.
ii. Explore teachers' perspective on how cultural practices influence the academic achievement of children living in Kwa Rhonda slum.
iii. Investigate teachers' perspective on how the physical environment in slums influences the academic achievement of children living in Kwa Rhonda slum.

1.4 Research Questions

i. What are the teachers' perspectives on how family economic status influences academic achievement of children living in Kwa Rhonda slum?
ii. What are teachers' perspectives on how cultural practices influence academic achievement of children living in Kwa Rhonda slum?
iii. What are teachers' perspective on how the physical environment influences academic achievement of children living in Kwa Rhonda slum?

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1.5 Justifications of the Study

The findings of the study will benefit the Kenyan education sector and other stakeholders. It will help the Ministry of Education officials, school administrators and the society to understand better the neighborhood factors that influence the academic achievement of the children living in slums. The Ministry of Education, which is charged with the registration of schools, will know what to look for before registering any school thus ensuring that the schools in slums are located in the right environment.

Findings may also be useful to policy makers as they will highlight the kind of policies needed to improve academic achievement of poor students residing in informal settlements. Results may also be useful to social welfare and development assistance organizations especially those with an interest in education and urban planning as it will provide empirical evidence for informing the development of programs that will improve level of education in the slum areas.

The findings will help school administrators to understand the factors that influence academic performance of children living in slums. The findings of this study will contribute to the body of knowledge by expanding the body of literature on factors affecting academic achievement of children living in slums. It will also generate new questions and recommend areas for future study leading to advancement of research on this subject.

1.6 Scope of the study

The study was conducted in primary and secondary schools within the Kwa Rhonda slum in Nakuru Town West Sub-County of Nakuru County. It is an informal settlement is located in the Nakuru Town West Sub-County, Kaptembwo location, Kaptebwo sub-location and Rhonda Ward (Ministry of Lands Housing and Urban Development, 2013). It shares boundaries with the Njoro River in the South, Mwariki Estate in the east, Kaptembwo settlement in the west, and Kenlands Estate in the North. This neighborhood lies on 312 hectares land area. The settlement is subdivided into seven villages; Sewage, Quarry, Posta, Ponda Mali, Market, Jasho, and Gikomba. A mixture of permanent and temporary buildings and structures characterizes the area.

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The choice of primary and secondary schools was because they are the institutions that offer basic education in Kenya. The target population comprised of teachers who have been teaching in the area for at least three years. The selection of teachers as the study informants was founded on the rationale that they possess adequate and objective knowledge of their students' living environment, as well as, their academic achievements. The study also wished to explore the challenges experienced by students residing in slum areas from a different perspective from that taken by previous studies to facilitate triangulation of findings.

Although there are numerous factors that may influence the academic achievement of students living in the slum areas, the current study focused on three main factors: family economic status, cultural practices, and the physical environment. The study settled on these variables after the review of literature, which showed that these are among the factors that have a significant influence of on students' performance in different parts of the world. The study was cross-sectional in nature. The collection of was done between March and April of 2016.

1.7 Limitations of the Study

Limitations to the study include the single instrument of gathering data, which though effective in generating new insights, bases the results too much on personal views. It would benefit the research immensely were there to be introduced other tools such as interviews to enable the researcher to question the opinions of the respondents. Secondary analysis conducted elsewhere in the study may also be used to boost the findings of the research.

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1.8 Definition of Terms

Academic achievement: The learner's output measured through a national examination as an indication of having acquired the education curriculum

Culture: The beliefs, values, behavior, and material objects that gives identity to a particular group of people and distinguishes them from others.

Cultural practices: The activities that manifest the culture of a group of people, especially the traditional and customary activities of an ethnic group.

Physical environment: Aspects of the surrounding that only incorporate natural elements such as soil, climate, and water.

Private schools*:* Learning institutions owned by individual(s). They employ their own teaching staff without government assistance.

Public schools: Government owned/run learning institutions. The government recruits and pays teaching staff.

Slums: A settlement characterized by inadequate housing and basic services.

Socioeconomic status: A comprehensive measure of a person's, family, or any other entities' economic and social position relative to others based on factors such as income, occupation, and education levels.

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CHAPTER TWO
LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter reviews theories and empirical studies that relate to the subject of academic achievement and factors that influence it especially in the urban informal settlement and other high poverty areas. The chapter is organized into various sections including Theoretical Literature Review, Empirical Literature Review, the Conceptual Framework, and Chapter Summary.

2.2 Theoretical Literature Review

A theory is a set of propositions and interrelated ideas that organizes knowledge about the world (Huggins & Johnston, 2015). Generalized philosophies that seek to explain or predict a given phenomenon, theories are important in research because they enable the researcher to conceptualize study variables and predict relationships between them (Haugh, 2012). They also provide a framework for interpreting and making sense of available data. This study was based on two theories: Model of Predictors of Academic Performance and the Structural Model of Academic Achievement.

2.2.1 Model of Predictors of Academic Performance

This model proposes that personality and intelligence interact to predict the academic performance of children. Although a model is not a theory per se, these two terms are closely related. A model is often view as an abstract representation of a phenomenon based on an underlying theory (Goldfarb & Ratner, 2008). Chamorro-Premuzic and Furnham (2003) conceived this model in a study that used path analytical approach based on recent theoretical development to account for the empirical relationships among these constructs.

In addition, two path analyses were conducted to examine the mediation effects of personality and learning approaches in the relationship between ability and academic performance, as well as whether learning approaches mediated the effects of personality on academic performance. In the model, openness and deep learning fully mediate the effects of IQ on academic performance, while conscientiousness partly mediates the link between Fluid Intelligence and Academic. This model implies that,

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on its own, high IQ cannot guarantee good academic performance. A reasonable level of industriousness and candidness, as well as, a positive attitude must accompany it.

This model has a significant implication to the current study. It suggests that in order to understand the academic achievement of children living in slum areas, the study should examine how situational factors in these areas influence the personality of the children. Of specific concern to this study is how living in slums affects children's self-efficacy/ self-concept, and academic self-discipline. Academic self-efficacy or self-concept is a person's belief regarding his or her ability to achieve academic goals while academic self-discipline refers to a person ability to pursue academic goals without external pressure.

Unless children hold the belief that they can excel academically and have the discipline to pursue academic goals, they cannot record good performance is school. Evidence suggests that community factors such as culture, identity, neighborhood perceptions, stereotypes and socio-demographic traits have an impact on children academic self-efficacy and self-discipline (Witherspoon, Daniels, Mason, & Smith,2016). In line with the propositions in the model, this study examined how family socioeconomic status, cultural practices in the slum areas, and the physical environment influence children's academic self-efficacy and self-discipline, and consequently, their academic achievement.

2.2.2 Glassman and Biniaminov's Structural Model of Academic Achievement

This model proposes that academic achievement is influence by a cluster of five variables: (1) learner's background traits, (2) education-related student characteristics, (3) learner's attitude, (4) school conditions, (5) teaching personnel and their background traits (Karip, 1996). Glassman and Biniaminov developed this model in 1981.The learner's background traits refer to family characteristics such as household income, family structure, parents' education level and occupation, and family functioning (Glassman & Biniaminov, 1981). According to the model, the home environment influences children's academic achievement by determining their school entry behaviors, attitude towards school, access to educational resources, study habits, and general well-being.

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An empirical demonstration of the connection between the learners' home environment and their academic performance exists. For instance, Igbo, Onu, & Obiyo (2016) found that the home characteristics such as mother's expectations influenced children's academic achievement by determining the number of homework hours, reading practices such as use of library facilities, time-spent watching TV, quality of schools attended, and the children's overall expectation about educational outcomes. Education-related students' characteristics refer to traits such as socio-demographic features of the school population and student attendance. The model suggests that these traits also influence the school output (Karip, 1996). For instance, a school with a large student population may not perform as well as those with a small student population because teachers may not be in a position to provide adequate and individualized attention to learners.

Learner's attitude refers to issues such as the child's academic aspiration, self-concept, and locus of control. It refers to the student's general perspective regarding education. There is overwhelming empirical evidence that support the proposition that student's attitude influences their academic performance. For instance, Coon, Carey, Fulker and De Fries(1993) found that pupil's attitude about schools was directly correlated with their scores in math and reading while controlling for the effect of IQ.

School condition encompasses issues such as adequacy of staffing, expenditures, state of physical and other leaning facilities, and quality of services. There is also empirical evidence supporting the notion that school condition influences students' achievement. A good case in point is Olasunkanmi and Mabel (2012) who found that there exist significant differences in the condition of private and public secondary schools in Nigeria and that these differences have a major influence on the performance of the schools. Maxwell (2016) also found that the condition of school buildings significantly relate to the academic achievements of NYC middle schools. Results also showed that the school attendance and perception of social climate depend on the relationship between the condition of buildings and the academic performance of students. This means that building conditions influence performance by affecting school attendance and the children's view about the social climate of their school.

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The study discussed above highlights the existence of close relationship between school condition and education-related student characteristics. Teaching personnel and background traits refer to issues such as assignment of teachers, socio-demographic characteristic of the teaching staff, attitudes of teachers, and teacher support and enthusiasm (Karip, 1996). According to the model, all these five factors interact to influence school output, and consequently, both the cognitive and non-cognitive achievement of learners. It implies that to understand factors that influence students achievement in slum areas in Kenya, the researcher should examine these five issues.

2.3 Empirical Literature Review

This section analyses primary studies exploring factors that influence the academic performance of learners especially in high-poverty areas. The goal of the exercise was to establish what the existing body of literature has already covered on this subject, as well as, pinpoint existing gaps. The review also sought to position the current study within the existing body of literature.

2.3.1 Academic Achievement

Education is a vital entry into all initiatives for establishment of civilized social systems. It provides the tool for struggle against poverty, ignorance, diseases and other vices (Okumbe, 2001).Education is one of the determinants of economic growth. It is the seed and flower of development as postulated by Janjua and Kamal (2011), who agree that the single most important key to development and poverty alleviation is education. Education is the measure or indicator of development in a particular area. Through education, there is increased productivity due to acquired knowledge and skills. The human capital theory stipulates that education is an investment that yields returns for the individual and for the society at large (Buta, 2015). The theory hypothesizes that some of the economic benefits of education include increased productivity, reduction in crime, decrease in healthcare cost, and increased welfare and standards of living.

Academic achievement also referred to as academic performance is one of the concept that people often use to judge educational progress. However, this concept is quite an elusive as it has attracted different interpretation by different scholars. York, Gibson and Rankin (2015) defined it as the level of engagement in academically purposeful

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activities, acquisition of desired competencies and skills, and attainment of educational goals. The widest-used measure of academic achievement is the scores and grades of students from tests and examinations (Allen, 2005). However, many scholars question the validity of grades as a measure of academic achievement because most academic setting grade students using standardized test that often require memorization of facts rather than acquisition of skills and competencies. Consequently, some scholars have developed new frameworks for measuring academic achievement.

In their article, York et al., (2015) recommended that academic achievement be measured by considering attainment of learning objectives, acquisition of relevant skills, student persistent in pursuance of educational goals, student satisfaction in educational outcomes, and career success. Schibeci (1987) proposed two sets of variables for measuring academic achievement. The first set comprises of cognitive variables such as students' grades and skills gained. The second set comprises of affective variables such as learner's attitude towards a given subject or education as whole. The current study focuses on both the cognitive and affective variables.

2.3.2 Family Economic Status and Academic Achievement

For decades, especially in western countries, researchers, both theoretical and empirical, have asserted that socio-economic status is one of the best predictors of academic performance. Home background influences the academic and educational success of students and schoolwork, while socio-economic status reinforces the activities and functioning of teachers and students (Program for international student assessment, 2002). Marzano (2002)noted that the family socioeconomic status is the most powerful predictor of school performance. He observed that the higher the socioeconomic status of the student's family, the higher the academic performance.

According to Emmon (2005), socioeconomic status predicts a variety of outcomes including grades, achievement, intelligence test scores, high school dropouts, plans for college attendance, and total amount of formal schooling. Studies have repeatedly found that socioeconomic status affect students' outcome. Socioeconomic statuses also override other educational influences such as parental involvement (Mcneal, 2001). The United States Department of education (2000), observed that the relationship between poverty and students performance is not simple and direct. The

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study indicated that poverty is an important factor accounting for differences in performance across sub-urban and urban districts, but not the only variable that account for all differences in performances of students.

Low self-efficacy of children relates to the low socio-economic status of parents. Parents with high efficacy assist their children's learning and participate actively in their school life (Igbo et al., 2016). In contrast, parents who doubt their efficacy turn over the children's education entirely to teachers. Socioeconomic status is a wide area of study. The proxies used for socio-economic status include parental income, education level of the parent, parental occupation, and family structure of the learner. Below is a brief discussion of each of these variables.

According to Jeynes (2002), parental income is a cogent factor that has a huge impact on the academic and vocational success of students. When parental income cannot support the student's needs, it affects them psychologically by way of low concentration, feeling of frustration, sickness and emotional disability. Fordham and Ogbu (1986) reported that, in America, unemployment rates are high among black Americans and that they face wide spread discrimination in hiring and promotions. This makes black Americans pessimistic about the future prospects of higher education and hence loose motivation to study.

Low socio-economic status (SES) negatively affects academic achievement because it prevents access to vital resources and creates additional stress at home (Emmon, 2005). These economic hardships, in turn, lead to disruption in parenting, an increasing amount of family conflict, and an increased likelihood of depression in parents especially among single parent households. Sorour (2016) also found that socioeconomic status of families has a major effect on children access to healthcare, and consequently, their physical wellbeing. Consequently, many students from low socioeconomic families miss school or are unable to concentrate because of poor state of health.

In his paper, Basil (2007) designed a study to examine the socio-economic factors influencing academic performance in Oyo state in Nigeria. His respondents consisted of 120 students. The results revealed that insufficient parental income, family type, and lack of funding by the government were the factors influencing academic

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performance in the State. Sorour (2016) found that the education level of parent, their occupations, and the household income were the main socioeconomic factors that statistically affect the academic performance of children living in Slams in Cairo, Egypt. Results revealed that children whose parents had a higher level of education qualifications and formal employment performed better than their counterparts whose parents were unlearned and unemployed. Students from high-income families also performed better than those who came from low-income families.

Dubow, Boxer, &Huesmann (2009) identify children from a lower class as slow learners, aggressors and truants. His study also compared the relative intelligence of children from high and low socio-economic background. He found that those from high socio-economic background had higher test scores than those children from low socioeconomic background. The differences are more marked in later childhood and adolescence than in infancy. This find suggests that the difference in academic performance between poor and well-off children goes beyond access to opportunities. It submits that poverty also impairs the brain development process of children.

The assertion that poverty has an effect on brain development is reinforced in the study by Hair, Hanson, Wolfe and Pollak (2015) where it was found that poverty was connected to structural variances in some areas of the brain that are responsible for school readiness skills. Results showed that children from poorest households had a developmental gap of 8-10% in these areas of the brain. The authors linked the developmental impairment to less parental nurturing, exposure to high levels of stress and violence, and family instability.

In another study, Hanson, Hair, Shen, Shi, Gilmore, Wolfe and Pollak (2013) also found that infants from low socioeconomic households had low volume of gray matters in the frontal and parietal lobes of the brain. Given that the grey matter as the tissues that are primarily responsible for processing of information and execution of tasks; children having low volume of these tissues are likely to experience learning difficulties. This study linked the hampered brain development to exposure to pathogens and noise, crowding, environmental stimulation, nutrition, and parental stress.

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Igbo et al., (2016) found that the timing of poverty also have an effect on children academic outcomes with children who experience poverty during the preschool years being at higher risk of dropping out than those who experience it in later years.This implies that early interventions are necessary to address the impact of poverty on education. Odumbe et al. (2015) also found that low family income and low level of parental education were strongly associated with poor academic performance among secondary school children in Migoro Sub-County, Kenya.

The finding above is in line with Saifi and Mehmood (2011), who established that parental occupation, which dictates the level of income, has a significant effect on children's academic achievement. Good parental occupation has a positive effect on the academic achievement of students. This study focused on examining the effect of socio-economic status on students' achievement and considered several factors including family income, parents' education and occupation, material possessed at home, transport and servants as the indicators of socio-economic status. However, this study was conducted in a setting that was significantly different from Kenya; hence, may not reflect the Kenyan situation.

Parental employment hypothetically has significant effects on the welfare of their children. Bakken (2003) contends that, as far as academic performance is concerned, parental occupation might have both positive and negative impact. Firstly, the source of income is essential for meeting the child's educational needs as well as participating in social activities. On the other hand, possessing a job also reduces the time available for parents to spend with their children and to involve themselves in their life at school.

Emmon (2005)observed that low parental income bars children from getting good education, and thereby, improving the future prospects of their life. Wilkerson and Kim (2010) argued that parents of low socio-economic status have low involvement in school activities, provide little educational guidance for their children, and do not know how to help their children. Such parents are also intimidated by the school, which rarely initiates contacts with them. In addition, children from poor families are likely to attend poor schools with fewer resources, which also affect their performance negatively.

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Staff, Schulenberg and Bachman(2010)observed that adolescents from poor families are more likely to work after school hours and this may be harmful to school achievement if work hours are extremely long. The main explanation for this observation is that work shifts the child effort and time away from task that promote academic achievement such revising. Paid work also has a detrimental impact on motivation. Mugisha (2006) found that urban non-slum areas in Kenya had higher school enrollment rates than urban slum areas. Results also showed that urban slum areas had higher enrollment than rural areas but only up to the age of 11 for males and 9 for females. After this age, school enrollment in the slum areas decline at a faster rate than that of rural areas. The study associated this decline to poor quality of primary schools, high vulnerability to coerced sexual activities, inadequate access to secondary education, high rates of child labor, and disabling home environment within the slum areas.

In their paper, Fulong & Forsyth (2005), observed that a number of reasons seem to lie behind low academic achievement among poor children in the higher education setting. These reasons include lack of familiarity with higher education, which often results in young people enrolling for inappropriate courses or at unsuitable institutions, feeling of cultural isolation, particularly at the more prestigious institutions that compromise the disadvantaged student's identity, lower the morale, and lessen their continued study. Students who have low socio-economic status earn low-test scores and are more likely to drop out of school. Lower socio-economic students score about 10% lower on the national assessment of education programs than those who come from higher socio-economic classes (Wilkerson & Kim, 2010). In a study in America, Floods and Anders (2005) established that not only do children fail more frequently in high poverty schools; poor students perform better than children from richer background when they attend middle-class and when they attend effective schools in poor neighborhood.

Adolescents from poor families are likely to lack academic skills and to have repeated a grade as children (Wilkerson& Kim2010).They are also at a risk for poor health and nutrition, a factor that could affect their ability to concentrate in the classrooms. In another study, Dryfous (2005)found that children in social welfare systems in America were much more likely to develop learning mental and health problems

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when compared to those who had well to do parents taking care of them(Dryfous, 2005).

2.3.3 Cultural Practices Influence and Achievement

Culture refers to the way of life of a given group of people at a given time (MacDonald, 2015). The term refers to the general customs, traditions, and beliefs of a particular group of people. Often, people use this term in reference to the typical orientation of ethnic groups (Rathje, 2009). However, other social units such as organizations, schools, families, gender, cities, nations, and neighborhoods can also have their cultures. The current study pays specific attention to the culture exhibited by people living in informal settlements. According to Belshek (2005), culture influences everything that people do in their communities because it shapes their ideas, attitudes, values, and expectation. He describes it as a collective programming of the mind that gives identity to a particular group of people and distinguishes them from other groups.

The influence of culture on education is a subject that has attracted substantial attention in the scholarly world. Most studies examining cultural influences on academic performance are conducted in the United States and mainly focus on comparing academic performance of Caucasian and African Americans (Cotto& Milan, 2013). For African-Americans, many studies highlight the anti-achievement alignment of the black culture (McWhorter, 2001). The studies portray African American culture as having endemic resistance to educational progress (O'Connor, Lewis, & Mueller, 2007). In contrast, for some immigrant minority groups such as Asian Americans, the literature links ethnic culture with desirable traits such as strong family and cultural values toward hard work, effort, and achievement (Louie, 2004).

Early research on cultural practices and their influence on academic achievement postulate that cultural differences and racial differences in academic achievement are attributable to a lack of social and cultural identity (Warikoo& Carter, 2009).The assumption was that students had rejected the dominant cultures because of negative perceptions drawn from their culture, lack of personal identity and feelings of exclusion. Gay (2013) argued that “oppositional culture” stems from differences in academic achievement between blacks and whites. Black youths thus reject the mainstream expectations for reasons of “acting white” accusations.

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Researchers assume that this refusal to adapt to the dominant culture is a means of asserting one's cultural identity. Huge amounts of research data has been gathered and interpreted to expand on the ideas of cultural identity and acculturation in an academic setting (Warikoo& Carter, 2009). Research gathered on acculturation's effect on achievement has provided varied results. Acculturation refers to an adaptation and absorption of dominant cultural practices and values by an outside ethnic minority group (Eng, Kanitkar, Cleveland, Herbert, Fischer, &Wiersma, 2008). In one study, participants demonstrated higher levels of academic success on standardized testing when they positively identified with some aspect of their ethnicity.

Americans have demonstrated an acceptance of a multicultural identity, such as identifying oneself as Mexican American (Zarate, Bhimji, &Reese, 2005). Some research states that having a positive association with American culture while preserving one's ethnic language and culture enables the student to take a more open-minded approach toward the education system(Castro-Salazar &Bagley, 2010). However, other researchers have proved that acculturation can have detrimental effects on academic success under certain circumstances. While some research suggests that acculturation supports academic growth, other studies have indicated that acculturation can actually produce the opposite effect.

In a study comparing achievement differences among Chinese and Filipino American students, Eng et al., (2008) found that when the native culture places a large importance on educational values as a form of betterment for society as a whole, acculturation actually provides the adverse effect on academic achievements. Often times, these cultures perceive academic successes as a means of supporting the growth and progression of society. This adaptation to a more individualized culture may actually weaken academic progress because the importance of benefitting society is no longer as aspect of the dominant culture (Eng et al., 2008). Cultural values and identities have been a key contributor to the research gathered regarding ethnicity and academic achievement.

Castro-Salazar and Bagley (2010) showed that a student with more open minded approach towards the education system are able to preserve one's ethnic language, as well as, associate with the American culture. In relation to disadvantaged

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neighborhoods, Wilson's Theory posits that the concentration of poverty, social isolation, crime, and unemployment creates an oppositional culture where youths tend to tolerate deviant behaviors and values such as violence, drug abuse, and school dropout (Stewart, Stewart, & Simons, 2007). This oppositional culture also lowers children expectations regarding their futures giving them little motivation to study.

Wilkerson and Kim (2010) posit that poor neighborhoods often lack positive role models, adult supervision, and connections to good schools. This kind of environment often prevents students from creating healthy social networks, which in turn leads to lack of motivation and low academic performance. This position is reinforced by Odumbe et al., (2015), who found that schools located in rural and urban poor neighborhoods of Migori in Kenya had poor performances in the national examinations (the Kenya Certificate for Secondary Education) mainly because students lack role models in their immediate environment. Acharya (2010) argue that slums have become a way of life in many urban areas of developing countries with specific values and norms that often reflect poor health practices, social isolation, and deviant behaviors.

According to McDevitt and Ormrod (2010), academic achievement depends on social and cultural identities. Parental figures influence the cultural identities and expectations although at times parental influence may differ with institutional expectations, resulting to a negative effect on a person's identity. Negative personal identity exhibits through culture shock, which in many occasions, leads to a deterioration in the student's academic performance or undesired behavior in school. In another study, Merolla (2016) found that neighborhoods that are high in levels of cultural heterogeneity have negative effect on the academic performance of children because this environment makes children less capable of translating self-efficacy into better achievement.

Culture has big influence on the girl child academic achievement in some part of Kenya. The two conducted a study in Kisumu East District that revealed that only five girls from the Nyanza made it to the list of top 100 students in the country as opposed to 25 boys in the 2008 KCSE. The study also established that cultural factors were at the core of the poor academic performance by girls in the Nyanza region. Results showed that assigning domestic chores, giving preferences to boys when allocating

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resources such as school fees, and marrying-off daughters at an early age were common practices in the region and that these practices had a negative effect on the performance of girls in school.

The Constitution of Kenya 2010 outlaws discrimination based on gender, tribe or region, and emphasizes social justice and equal opportunities with regard to education(Government of Kenya, 2010). Other policy documents also seek to reinforce a policy of equal opportunities regardless of social-cultural, religious, regional and gender barriers. Disparities between gender and regions in the end widen the gap between individuals in life and more importantly create a vacuum in socio-economic status between communities. From the socio-cultural point of view, key factors responsible for disparities include cultural and religious beliefs, attitude and practice and social norms that restrict individuals from participating in learning such as age group circumcisions, early marriage among girls, and the Moran culture among boys.

According to Abdinoor (2012), disparities in education among pastoralist communities mainly result from cultural conservatism that considers modern education as irrelevant especially for the girl child. Some of the parents in these communities still prefer to marry off their daughters at an early age instead of maintaining them in school. Even those who are not married lack the motivation to work hard because they know after all they are not going to complete school; hence, the cause for their poor performance. A study by Shoola (2014) found that girls in sub-Saharan Africa do not do well in school because most parents believe that the social benefits derived from female education are not likely to have much impact on the family's private investment decision. This cultural perspective has been detrimental to the progress of women especially in the area of education.

2.3.4 Physical Environment and Academic Achievement

Physical environment refer to physical factors such as climate, soil, air, temperature water, roads, and structures and other tangible facilities. Byoung-suk (2012) argues that, for children to learn and grow they need a safe, healthy, and stimulating environment. During the school year, children can spend 6 to 8 hours at the school where the environment plays a significant/critical role in child development. More of the time is spent in the schoolyard or travelling to and from school. This condition

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requires careful planning and designing to optimize experiences that support education, health and stewardship. Therefore, the school environment is of paramount importance in shaping and reshaping intellectual ability.

In the experimental study Suleman and Hussain (2014), found that supportive and favorable school environment enriched with enough learning facilities, and favorable climate makes students more comfortable, more concentrated on their academic activities resulting in high academic performance. The study applied a pre-and-posttest equivalent group design where two groups of students were subjected to a baseline test, underwent six English Lessons in different class environment (one group was in a more favorable environment than the other) and then subjected to a test at the end of the classes. Results showed that the difference in pre and post lessons test scores for the group taught in a more favorable environment was higher than that of the other group.

According to Kekare (2015), physical environmental forces influence the growth and development of the individual right from the womb of his mother. The process of development occurs in physical, social, cultural, and psychological environments. A proper and adequate physical environment is very much necessary for a fruitful learning of the child. The favorable school environment provides the necessary stimulus for learning experiences.

Eric (2005)postulates that the school environment has broad influence on students' learning and growth, including a significant aspect of their social, emotional and ethical development. Students are less likely to be violent and abuse drugs if they find their school environment supportive and caring, translating to sense of belongingness and connectedness thus fostering positive outcomes. Schapps (2015) also assert that students who perceive their school as a caring community become more motivated and engage in their learning. In particular, students' active connection with teachers and their perceptions that teachers care about them are what stimulate their effort and engagement. Physical facilities such as building and layout play a major role in creating a supportive, caring, and engaging environment.

Another research by Oworye (2011) showed that there is a significant difference between the academic achievement of students in rural and urban secondary schools

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as measured by senior school certificate examinations. To him, the geographical location of schools has a significant influence on the academic achievement of students. He also pointed out that uneven distribution of resources, poor school mapping, facilities, problem of qualified teachers refusing appointment or not willing to perform well in isolated villages, lack of good roads, poor communication, and nonchalant attitude of some communities to school among others are some of the factors contributing to a wide gap between rural and urban secondary schools. Schools located in rural areas lack qualified teachers because many teachers do not want to go to rural areas that lack social amenities.

Crosnoe, Monica and Glen(2004)suggested that the suitability of the physical environment of schools depends on two components namely: the school sector (public or private) and the class size. They argued that since most private schools have better funding they tend to have better facilities than public schools; hence, they often record better academic performance. Eamon (2005) also found that most private schools have essential resources such as computers, which have immense contribution to academic achievement. According to Bali and Lavarez (2003), a student's academic performance largely depends on the teacher's experience. Consequently, students in schools with higher number of experienced teachers tend to perform better and vice versa.

Physical facilities in terms of adequacy and quality have a great impact on the performance of students in examination. A study by Ekudayo (2011) found that school facilities significantly affected the well-being of students emotionally and psychologically. The study was conducted among public secondary schools in Southwest Nigeria where data was collected from a sample of 1200 teachers. These findings are reinforced the study by Owoeye (2011) that found that facilities are a critical determinant of the performance of secondary school students in Nigeria. Specific facilities that were determined to have a noteworthy impact on performance were library and laboratory facilities. The quality of classrooms also influences the potential of students to perform well.

There is also evidence that school environment has a direct impact on performance among the students in developing countries. In a study that sought to find out factors affecting academic performance of public secondary school students in Maseno

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Division of Kisumu County, Ayoo (2002) found that the quality of learning facilities was among the factors that had a significant effect on performance. Since learning facilities are a major part of students' physical environment, this finding supports the notion that the physical environment influences academic achievement. Chuma (2012) also observed that the student-teacher ratio directly affects academic performance since issues such as overcrowding in classrooms make it difficult for pupils to write. The teacher is also unable to move around the class to assist needy pupils and this affects the teaching-learning process. On the other hand, learners in schools built near a market center or in an industrial area are distracted with the noise, leading to low concentration and affecting the process of teaching and learning.

Crowded classroom conditions not only make it difficult for learners to concentrate but inevitably limit the amount of time teachers can spend on innovative teaching methods such as cooperative learning and group work. Majanga, Nasongo and Sylvia (2010) found that the FPE policy had led to high enrollment in public primary schools resulting in enlarged class sizes and high pupil-to-teacher ratio. The study further revealed that large class sizes have hand a negative implication of academic achievement as it has reduced the quality and quantity of interaction between pupil and teachers.

School location variables such as rural versus urban status, economic status of the neighborhood, clans, and activities taking place in the vicinity affect the teaching-learning process (Ahmen, 2003). The potential for the enhancement of the quality of learning for pupils depends on the location of the school. For example, for a school built near a market center, the noise from the market will distract the learners from concentrating, thus affecting the process of teaching and learning. Ferguson, Cassells, Mac Allister and Evans (2013) also found that physical factors such as chaos, crowding, noise, and pollution also affect the socio-emotional and cognitive development of children. Impaired development, in turn, affects academic performance negatively.

The view that neighborhoods' physical environment affects academic achievement is also reinforced in the study by Lei (2006) that utilized nationwide data from the 2010 China Family Panel Studies. The aim of the study was to examine the effect of neighborhood socioeconomic status on the test scores of children in urban areas and

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the mechanisms through which neighborhood factors influence performance. Results revealed the existence of a significant and positive association between neighborhoods' socioeconomic status and children's test scores after control various family and individual characteristics. The study established that neighborhood structural and compositional features such as level of order and pollution are the main mechanism of transmitting neighborhood effects to academic performance.

In their study, Leventhal and Brooks-Gunn (2005) found that neighborhood effects on academic performance depend on two main factors: (1) institutional resources, and (2) relationships and ties. The authors argue that conditions in the neighborhoods influence development and access to institutional resources such as recreation, health, education, and employment, which in turn, affects the learning and academic performance of children. They also assert that neighborhood shapes relationship and ties between residents, which also affects academic performance. For instance, neighborhoods with weak social controls tend to encourage development of conflicts between residents, which interferes with children learning processes.

Poor physical environment is one of the features that define a slum. Goswani (2014) described it as on overcrowded place that has poorly built dwellings, unhygienic condition, inadequate sanitary facilities, and poor infrastructure. Acharya (2010) found that slum dwellers in Kathmandu of Nepal often miss government services and facilities. People in the informal settlements live in substandard housing units with narrow physical spaces and deficient hygienic and sanitary facilities. The settlements are mostly overcrowded and have inferior electric facilities, drainage, roads, and refuse disposal services.

The situation is not significantly different in the slums within sub-Saharan Africa. Hove, Ngwerume, and Muchemwa (2013) found that overcrowding and poor management of human activities in the slum areas in Sub-Sahara Africa had resulted in different forms of water, land, and atmospheric pollution that jeopardize human security. Rapid expansion of human population in these areas had also constrained the provision of shelter and basic services such as water, health, and sanitation. Mutisya and Yarime (2011) found that, in Kenya, slum dwellers struggle with high levels of unemployment, inadequate schooling facilities, and lack of energy, high crime rates,

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and poor drainage systems. Garbage, human refuse, dust, soot, and other wastes heavily pollute some of areas. The occasional burse of sewages worsens this situation.

2.4 Conceptual Framework

A conceptual framework is a graphical representation of the study variable and the relationship between them (Huagh, 2012). It is useful in the research process as it helps the researcher to communicate the scope of the study in terms of variables and related concept. Figure 2.1 presents the conceptual framework for this study. The framework has been developed based on the model of predictors of academic performance theory, the Structural Model theory, and the literature review.

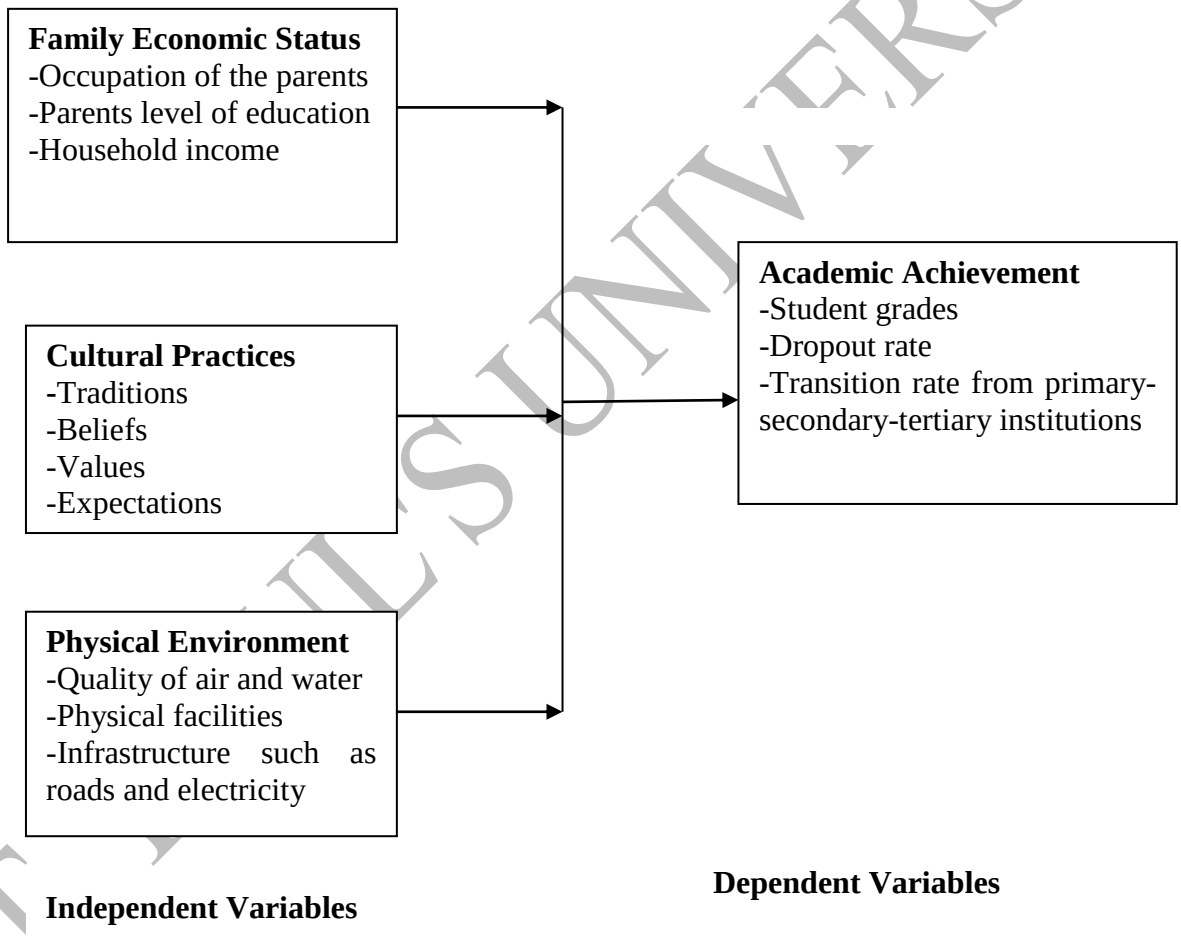


Figure 2.1: Conceptual Framework for Studying Factors that Influence Academic Achievement

As the figure illustrates, the study has three independent variables namely; family socioeconomic status, cultural practices, and the physical environment as perceived by teachers. The study hypothesizes that these three factors interact to shape the level of academic achievements of children residing in the slum areas.

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For this study, student grades, dropout rate, and transition to higher education connote academic performance. As the dependent variable, it is affected by the economic status of students' families, the cultural practices of their ethnical groups, and the physical environment of the slum dwellings. The relationship between the two variables is cyclic in that improvement or deterioration in one leads to a direct change in the other.

2.5 Chapter Summary

The goal of the chapter was to review theory and empirical studies that are relevant to the study issue. The review process has established that numerous theories have been developed to explain and predict factors that influence academic performance. However, the current study settled for the Predictors of Academic Performance Model, and the Glassman and Biniaminov's Structural Model of Academic Achievement. The researcher selected the two theories because they present concepts and preposition that are relevant to the objectives of the study.

The empirical review process established that there is a vast body of empirical studies conducted to investigate academic achievements and associative factors. However, the context of most of these studies was developed countries, particularly the United States. Consequently, their findings may not reflect the situation in the Kenyan context. In addition, most of these studies explore academic achievement in the general population as opposed to population living in informal settlements. There is a gap in information on levels of academic qualification achieved by students living in slums and the factors affecting these levels.

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CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the process used in the study to obtain findings relevant to their search objectives. In particular, the chapter presents the research design adopted, the study population covered, sampling frame, sample and sampling technique, research instruments, data collection procedure, and data processing and analysis in that order.

3.2 Research Design

The study sought to obtain descriptive and self-reported information from the teachers in both primary and secondary schools in Kwa Rhonda slums in Nakuru Town West Sub-County. Therefore, a survey method was the most appropriate. In a survey, information is collected using data from respondents about their experiences and opinions about a particular topic under study in order to generalize the findings to the population that the sample represents (Palinkas, Horwitz, Green, Wisdom, & Hoagwood, (2013). This design is the most appropriate for obtaining factual and attitudinal information or for research questions about self-reported beliefs, opinion, and characteristics from present or past behaviors (David & Sutton, 2004). The design also allowed establishment and explanation of relationships among the study variables, more so how factors influence academic achievement of children in slums. This allowed the researcher to expose the respondents to a set of questions in order to allow comparison. This method assumed that all the respondents had information or experiences that relate to the problem under study.

3.3 Population of the Study

Target population is the population to which the researcher wants to generalize the results (Mugenda & Mugenda 2003). The study population for this research included all the teachers in both primary and secondary schools in Kwa Rhonda slums in Nakuru Town West Sub-County. Data obtained from the Nakuru Town West Sub-County Education offices indicates that there are 111 teachers in 5 primary schools and 31 teachers in 2 secondary schools in the area.

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Table 3.1: Population distribution

Position of Respondent	Number	Proportion in Population
Principal/Head Teacher	7	4.9%
Deputy Principal/Head Teacher	7	4.9%
HOD	13	9.2%
Teachers	115	81.0%
Total	**142**	**100%**

Source: Nakuru Town West Sub-County Education Office Records

3.4 Sample and Sampling Technique

The research involved58 respondents in a stratified manner so to make the same a true representation of the population. The research used the Nassiuma (2000) formula in the calculation of the sample size as outlined below:

$$n = \frac{NC^2}{C^2 + (N-1)e^2}$$

Where: n, N, C and e represent the sample size, the population, the coefficient of variation (0.5), and the precision level (0.05) respectively. The formula is used to calculate the sample as shown

$$n = \frac{142 \times 0.5^2}{0.5^2 + (142-1)0.05^2}$$

n = 58 respondents

The selection of sampled respondents followed the proportionate stratified random sampling technique (see Table 3.2).

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Table 3.2: Distribution of the sample

Position of Respondent	Sample size	Proportion insample
Principal/Head Teacher	3	5%
Deputy Principal/Head Teacher	3	5%
HOD	5	9.3%
Teachers	47	80.7%
Total	**58**	**100%**

Proportionate stratified random sampling is a multistage sampling technique that divides the population into strata (homogenous groups) according to the teachers' positions such as Principal, Deputy Principal, or HOD (Teddlie& Yu, 2007). Participants were then selected randomly picked from each stratum. The proportion of the strata in the study population determined the number of the participants selected from each stratum. This probabilistic sampling method gave all members of the population an equal chance of selection, eliminating sampling bias. The stratification also ensured that participants represent all sub-populations, increasing the representativeness of the sample.

3.5 Research Instrument

Questionnaires were the main instrument of data collection in this study. The questionnaires were structured in nature as they contained a five point Likert scale (5-strongly agree, 4-agree, 3-neutral, 2-disagree and 1-strongly disagree). Each questionnaire had five sections: Section A captured the general individual information regarding the respondents. Sections B – D on the other hand captured data regarding family economic status cultural practices and physical environment variables. Section E captured data touching on academic achievement. The use of questionnaire was preferred because they enable collection of data from a large sample with short duration and at a reasonable cost (Cooper & Schindler, 2013). The questionnaires were structured so as to facilitate the comparison of responses using statistical methods.

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3.6 Data Collection Procedure

The researcher collected data by issuing self-administered questionnaires. Before administration, the researcher obtained a Letter of Approval to collect data from the school of Department of Social Science of St Pauls University. The researcher also sought for permission from the relevant authority in the area covered by the scope. The researcher used the drop-off and pick-up method of distribution the questionnaires where she delivered the questionnaires to the selected respondents in person and picked the completed forms later. This method was preferred to mailing and other distribution strategies because it has been proven to increase response rate by enabling the research to create a rapport with potential respondents (Allred & Ross-Davis, 2011). The researcher collected the completed questionnaires at a date agreed upon with the respondent.

3.7 Pilot Testing and Reliability of the Research Instruments

To determine its reliability and validity, the researcher conducted a pilot study using the research instrument. Fourteen (10% of population) respondents drawn from the neighboring Kaptembwa slum participated in the pilot study. The essence of carrying out a pilot study is to look for any potential weaknesses in the instrument by determining both its reliability and validity.

3.8 Data Processing and Analysis

The Collected data was processed, coded and analyzed using Statistical Package for Social Sciences (SPSS) version 21.0. Descriptive statistics were used in the analysis mainly percentages and frequencies. The presentation of results of the study was done in tables and prose.

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CHAPTER FOUR
DATA ANALYSIS INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter presents the findings of the data analysis process accompanied by pertinent discussions. Notably, the chapter starts by presenting demographics of the respondents and then the descriptive statistics in line with the research objectives and study variables.

4.2 Response Rate

The researcher had administered structured questionnaires to 58respondents. Fifty-five participants filled the questionnaires. The researcher later collected the completed questionnaires for analysis. This represented a 94.8% response rate. The 94.8% response rate enhanced the credibility of the study, as the percentage was enough to provide the basis for arriving at the conclusions of the study. According to O. Mugenda and A. Mugenda (1999), a response return rate of more than 75% is enough for the study to proceed. Similarly, the non-responses were not significant enough to create concern about non-response bias.

4.3 Background Characteristics of the Respondents

This section examines the demographic and other characteristics of the study sample. Examining the characteristics of the study sample enables the researcher to determine the representativeness of sample, and consequently, the generalizability of findings.

4.3.1 Age of Participants

The first trait examined was the age of respondents. A majority of the study participants (36.4%) were in the 40-49 years age bracket. This distribution is consistent with the age distribution in the general teacher population in the country. According to the Kenya Teachers Service Commission (2005), a majority of teachers employed in Kenya are in the 40-49 age brackets.

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Table 4.1 Sample Distribution by Age

Age Bracket	Frequency	Percentage
Below 30 years	10	18.1
30- 39 yeas	16	29.1
40-49 years	20	36.4
50 and above	9	16.4
Total	**55**	**100**

Source: Author (2017)

4.3.2 Gender of Participants

The researcher also examined the distribution of the sample by gender. As Table 4.2 indicates, the majority of the respondents (56.4%) were female. This gender distribution is not congruent with the distribution in the general teacher population. According to the Ministry of Gender, Children, and Social Development (2010), the proportion of female teachers was 46% in primary schools and 35.3% in secondary schools in 2008. However, evidence suggests that gender distribution in the teaching workforce varies from one context to another. For instance, Ojwan'g (2016) found that females accounted for 61.3% of the total teaching workforce in Nakuru Town West sub-County, 44% in Nakuru North, and only 28.9% in Subukia. This implies that the gender distribution of the sample may actually reflect the composition of the teaching population in Kwa Rhonda especially because this settlement is in Nakuru Town West sub-County.

Table 4.2: Distribution of the Sample by Gender

Gender	Frequency	Percentage
Male	24	43.6
Female	31	56.4
Total	**55**	**100**

Source: Author (2017)

4.3.3 Participants Education

As shown in Table 4.3, the majority of the participants (22%) had the diploma level of education. This distribution is consistent with the distribution in the general teacher population within the country (Kenya Teacher Service Commission, 2005).

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Table 4.3: Sample Distribution by Highest Education Level

Qualification	Frequency	Percentage
P1	15	27.2
Diploma	22	40.0
BED	14	25.5
MED	4	7.3
Total	**55**	**100**

4.4 Descriptive Analysis of Academic Achievement

The study sought to find out how the respondents perceived the academic achievement of students living in Kwa Rhonda slum. Consequently, participants were asked to indicate the extent to which they agree with a set of statements on a five-point *Likert*-type scale. The findings of the descriptive analysis are as shown in Table 4.4.

Table 4.4: Descriptive Statistics for Academic Achievement

	n	SA %	A %	N %	D %	SD %
Education is perceived as a cornerstone of economic development, social development and principal's means of improving the welfare of an individual	55	24.1	36.2	22.4	13.8	3.4
Students in our schools record high performances in internal, regional, and national examinations	55	5.2	22.4	10.3	39.7	22.4
Through education there is increased productivity due to acquired knowledge and skills	55	5.2	19.0	15.5	43.1	17.2
The academic achievement of the children is affected by the economic status of the family, cultural practices and physical environment of school in the slum	55	24.1	36.2	22.4	13.8	3.4

Source: Author (2017)

The first statement sought the view of the respondents regarding the perception of education in the area. As Table 4.4 reveal, the majority of participants either strongly agreed (24.1%) or agreed (36.2%) that residents of Kwa Rhonda slum perceive education as a cornerstone of economic and social development and a principle mean of improving welfare. This finding is encouraging as it suggests that the Kwa Rhonda community has not lost hope of changing their living condition. Previous studies such as Castro-Salazar and Bagley (2010) found that adverse condition in the slum often dashes the hope of residents of ever changing their lives even through education.

The second statement was that students in our schools record high performances in internal, regional, and national examinations. A majority of participants either strong disagreed (22.4%) or disagreed (39.7%) with this statement. This implies that most teachers in the area feel that their pupils and students do not perform well in examination. This finding is not surprising, as previous studies have shown that schools in slum areas lack adequate facilities. Previous findings also indicate that the children living in slums experience economic hardships at home, encounter negative cultural practices and live under deplorable physical conditions. These conditions are proven to have a negative effect on academic performance.

A majority of the participants either strongly disagreed (17.2%) or disagreed (43.1%) with the statement that through education there is increased productivity in Kwa Rhonda due to acquired knowledge and skills. Acquisition of knowledge and skills is one of the indicators that are used to measure academic achievement (York et al., 2015). On its own, acquisition of skills and knowledge is difficult to measure; hence, scholars utilize proxies such as change in productivity to measure this phenomenon. The fact that a majority of the teachers feel that productivity in the areas has not improved due to education means that students are not acquiring the desired knowledge and skills from their educational experiences.

4.5 Family Economic Status and Academic Achievement

The first objective was to establish the influence of family economic status on academic achievement. To realize this objective, participants answered a set of statements aimed at obtaining their views on the effects of their students' financial status on the academic performance of students. They were required to rate the extent

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to which they agree with each statement on a five point Likert-type scale. Table 4.5 presents the findings:

Table 4.5: Descriptive Statistics for Family Economic Status and Academic Achievement

Statement	n	SA %	A %	N %	D %	SD %
A majority of the children in your schools come from low socioeconomic households.	55	55.2	31.0	8.6	1.7	3.4
The family economic status predicts a variety of outcomes, including grades, achievement, intelligence test scores, high school dropouts, plans for college attendance and total amount of formal schooling	55	24.1	44.8	20.7	8.6	1.7
Low economic status affects the child psychologically by way of low concentration, feeling of frustration, sickness and emotional disability.	55	22.4	37.9	15.5	17.2	6.9
Low self-efficacy of children is linked with low socio-economic status of parents	55	29.3	32.8	24.1	12.1	1.7
Low economic status affects academic achievement because it prevents access to vital resources and creates additional stress at home	55	51.7	27.6	12.1	5.2	3.4
Low economic status is closely tied to home environment and thus it dictates the quality of life and education for children	55	22.4	43.1	17.2	15.5	1.7
Insufficient parental income, family type, and lack of funding by the government influence academic performance in slums	55	19.0	43.4	12.1	8.6	6.9

Source: Author (2017)

The first statement sought respondents' views regarding the socioeconomic background for the majority of their students. The majority of participants (86.2%) were of the view that most of their students come from low socioeconomic households. This finding is consistent with Sorour (2016) who found that, among children attending schools in Cairo, 82% come from households where the fathers has no education, 74% come from households where the fathers is manual workers, 91.4% living in households where the mother has no education, and 45.1% live in household with insufficient income. The finding is not surprising since poverty is main factors that push individuals to the slums. Consequently, the research expects that most households in informal settlement will be of low socioeconomic status.

The second statement was that the family economic status predicts a variety of outcomes, including grades, achievement, intelligence test scores, high school dropouts, plans for college attendance and total amount of formal schooling. About 68.9% of the respondents either agreed or strongly agreed with this statement. This finding is consistent with Sorour (2016) who found that parents' education, parents' occupation, and the family income of children living in slums in Cairo significantly affected the children's performance in school. Dubow et al. (2009) also found that children from poor households had lower IQ test scores than those from middle and high-income households especially in the late childhood and teenage years. Odumbe et al. (2015) also found that low family income was associated with poor academic performance among secondary schools students in Migori Sub-County. It is therefore not surprising that respondents felt that the socioeconomic status of families in Kwa Rhonda slums influences educational outcomes of students.

The third statement was that low economic status affects the child psychologically by way of low concentration, feeling of frustration, sickness and emotional disability. In line with expectations, a majority of the participants (60.3%) either agreed or strongly agreed with this statement. This view is congruent the study by Emmon (2005)where it was found that low socioeconomic status leads to parental stress, which is often relayed to the children. Jeynes (2002) also found that children from households with insufficient income tend to have limited access to quality nutrition, healthcare services, housing, and other necessities, which affects their physical and emotional

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stability. It is expected that when a child's emotional and physical wellbeing is affected, he or she will not be able to perform exceptionally in school.

The majority of the respondents also agreed (32.8%) or strongly agreed (29.3%) that low self-efficacy of children is linked with low socio-economic status of parents, parental income is a strong factor having an impact on the academic and vocational success of students. This finding matches those of previous studies such as Saifi and Mehmood (2011) who stated that the motivation of children often suffers when they experience poverty especially at an early age. Self-efficacy generally refers to a person's belief regarding own ability to determine his destiny or self-outcome. Many children in these areas believe that they cannot do anything to change their future unless they receive help from outside.

Findings of the current study suggest that family's socioeconomic status play a central low in the development of low self-efficacy. This position makes a lot of sense as conditions such as low income and unemployment can easily cause disillusionment within a given population. This sense of disillusionment discourages children from working hard at school because they feel that education will not change their destiny. Other variables such as parent education also affect the child motivation to pursue educational goals. Evidence suggests that children tend to low their academic goals if their parents do not have high educational attainment.

The next statement was that low economic status affects academic achievement because it prevents access to vital resources and creates additional stress at home. The majority of the participants (79.3%) either agreed or strongly agreed with this statement. The finding is in line with common expectations. Since most educational resources such as books, uniform, and computers are expensive, the study anticipates that the economic conditions of families will determine children's access to these resources. This findings is congruent the finding by Sorour (2016) that many of the children living in slum areas do not have adequate access to healthcare. The study further revealed that limited access to health services correlated with poor academic performance.

The finding is also congruent with Odumbe et al. (2015) who found that secondary students in poor areas of Migori Sub-County lacked access to transport services

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compelling them to work long distances to school. The study confirmed the negative effect of this scenario on the students' performance in the Kenya Certificate of Secondary Education exams. This finding highlights the need to caution poor students by availing requisite educational resources. Scrapping schools fees without guaranteeing access to these resources has only increase school enrollment but has not resulted in a meaningful impact on the lives of poor children these children cannot engaged in meaningful learning due to lack of essential resources.

About 65.5% of the respondents also agreed or strongly agreed that low economic status is closely ties to home environment and thus it dictates the quality of life and education for children. This finding is also consistent with common expectations. Family socioeconomic status determines the ability of its members to access basic commodities and services such as food, healthcare, clothing, and transport among others. The research predicts that families with low socioeconomic status will find it difficult to avail these basic goods and services to its members resulting in a poor quality of life. Quality of life refers to the overall experiences of an individual. A child cannot perform well in school when he or she is not living in acceptable conditions.

The finding also reflects findings in the study by Hanson et al (2013) that children from low socioeconomic families have high exposure to parental stress, violence, noise, and poor nutrition. According to this study, families are more likely to experience conflicts when there is scarcity of resources. The poor economic conditions also exert strain on family members especially parent who become increasingly worried about the future of their families. Similarly, Wilkerson and Kim(2010)found that children in high poverty areas are likely to experience poor nutrition and health affecting their concentration in the classroom. These environmental exposures have a negative effect on the brain development process, and consequently, their academic performance.

4.4.2 Cultural Practices Influence and Achievement

In line with the second objective, the study purposed to investigate the opinions of the respondents on the effects of cultural practices on the academic performance of students. Respondents received a set of statements related to this issue and asked to

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the rate the extent to which they agree with each on five-point Likert-type scale. The findings are as shown in Table 4.6:

Table 4.6: Descriptive statistics Cultural Practices Influence and Achievement

Statement	n	SA %	A %	N %	D %	SD %
Children in slum exhibit particular shared practices, tastes, or other behaviors that have an adverse impact on their academic well-being or social attainment	55	56.9	29.3	8.6	3.4	1.7
Academic achievement of children in slums is influenced by negative perceptions of their academic ability and low self-esteem	55	25.9	46.6	20.7	6.9	0
A majority of the students in schools tend to have a negative and oppositional attitude towards education	55	20.7	37.9	22.4	13.8	5.2
Academic achievement is affected when children are subjected to domestic chores daily as per the culture of the family.	55	27.6	34.5	19.0	15.5	3.4
The academic achievement of girls is affected by the culture of early sex and early marriages.	55	24.1	32.8	24.1	17.2	1.7
Cultural beliefs, attitude and practice such as age group circumcisions for boys and early marriage among girls restrict individuals from participating in learning	55	22.4	34.5	20.7	19.0	3.4

The first statement sought respondents' views on whether children in slums exhibit particular shared practices, tastes, or other behaviors that have an adverse impact on their academic well-being or social attainment. As illustrated in Table 4.6, a majority of the participants either agreed (29.3%) or strongly agreed (56.9%) with this statement. This finding is consistent with Sorour (2016) who found that children living in slum areas in Cairo, Egypt had higher rates of substance abuse that affected their academic performance. It is also consistent with Stewart et al. (2007) who found that poor neighborhood tend to reinforce a culture of defiance by instilling hopelessness among children.

A majority of the participants (72.5%) also agreed or strongly agreed that negative perceptions of their academic ability and low self-esteem affected the academic achievement of children in Kwa Rhonda slum. This view is congruent with the finding by Odumbe et al. (2015) that the education performance of secondary school students in Migori Sub-County is affected by their attitude towards schools and lack of role models in the immediate environment. The United States Department of Education (2000) also supports this position by asserting that the conditions in poor neighborhoods tend to create a culture where children have negative perception about their academic abilities and the possibility of changing their lives through education. When children develop a negative attitude regarding their ability to excel in academics, they are less likely to work hard resulting in poor performances.

A majority of the respondents also agreed (37.9%) or strongly agreed (20.7%) that many of the students in their schools have a negative and oppositional attitude towards education. This finding is congruent with the proposition made in Wilson Theory that disadvantaged neighborhoods tend to create an oppositional culture than encourages children to tolerate deviant behaviors such as school failure and dropout (Stewart et al., 2007). The theory posits that conditions that characterize poor neighborhoods such as high crime rates and unemployment reduce students' expectations regarding their future, resulting in the development of a negative attitude towards education. These conditions make children question the benefits and long-term pay-off of education with many scaling back the educational aspirations. Fordham and Ogbu (1986) explained that disadvantaged youths tend to resist education as way of establishing a cultural identity. These youths feel that education

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is an elitist idea and tend to resist it as way of rejecting the elite culture and creating their cultural identity.

About 62.1% of the participants either agreed or strongly agreed that the subjection of children to domestic chores daily as per the culture of the family affects their academic performance. This sentiment is congruent with D'Allant (2013), who explained that circumstances forced children in informal settlements to grow up fast to help alleviate the struggles experienced by their families. Most of these children step into responsibilities such as fetching water, watching over siblings or elderly, and even engaging in paid jobs when still in their teenage years. The practice of assigning chores to girls in Kisumu was affecting the girl's performance in the Kenya Certificate of Primary Education. There is a close connection between assigning chores to schoolchildren and the socioeconomic status of families. Since most families in the slum have low income, they cannot afford to hire house helps to fill in when parents go to work; hence, children are compelled to take over this role.

A majority of the participants (56.9%) reported that the culture of early sex and marriages affect the academic achievements of girls. About 56.9% either agreed or strongly agreed that cultural beliefs, practices, and attitudes such as group circumcision restrict individuals from learning. These finding are congruent with Mugisha (2006) who found that urban slum areas in Kenya had high rates of school dropout because children are more vulnerable to coerced sexual activities. The findings are also in line with Wilson's Theory propositions that conditions in poor neighborhoods tend to create a rebellious attitude that encourages children to engage in deviant behaviors such as drug abuse and irresponsible sex (Stewart et al., 2007).

4.4.3 Physical Environment and Academic Achievement

The third objective of the study was to examine how the physical environment in the slums affects the academic achievement of primary and secondary school children. To realize this objective, participants indicated the extent to which they agree with a set of statements on a five-point liker-type scale. Table 4.7 outlines the findings:

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Table 4.7: Descriptive Statistics for Physical Environment and Academic Achievement

Statements	N	SA %	A %	N %	D %	SD %
Our school has a supportive and favorable learning environment including proper structures and good learning facilities.	55	3.8	12.7	20.3	40.5	22.8
Supportive and favorable school environment enriched with enough learning facilities, and favorable climate makes students more comfortable, more concentrated on their academic activities that resulted in high academic performance.	55	21.5	50.6	20.3	5.1	2.5
The noise from the environment eg from the moving lorries destructs the concentration of the students hence disrupting effective teaching and learning process.	55	19.1	37.9	31.6	8.9	3.8
The houses surrounding the school pose a threat to the safety of the students.	55	32.9	43.0	22.8	1.3	0
High levels of pollution e.g. soil, water and air affects students' academic performance.	55	29.1	48.1	19.0	2.5	1.3
The school has a large student population, which has a significant influence on the academic achievement of students.	55	25.3	54.4	17.7	2.5	0

Source: Author (2017)

The first statement sought respondents view regarding the condition of the learning environment in their respective schools. A majority of the participants (63.3%) either disagreed or strongly disagreed with the statement that their schools have a supportive and favorable learning environment including proper structures and good facilities.

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This finding is consistent with Mutisya and Yarime (2011), who found that most informal settlements in Kenya do not have adequate schools and educational centers. The finding is also congruent with Crosnoe et al. (2004) who found that public schools are often poorly equipped that private school. Given that most schools serving the informal settlement were public, it is not surprising to find that the majority of teachers are not happy with the learning environment in the schools.

About 72.1% of the respondents either agreed or strongly agreed that a supportive and favorable school environment enriched with enough learning facilities, and favorable climate makes students more comfortable, more concentrated on their academic activities that resulted in high academic performance. This finding is consistent with previous studies such as Schapps (2015) which found that the physical environment of the school fosters learning by creating a sense of community and belonging. Arul-Lawrence (2012) also found that the school physical condition affects availability of qualified teachers, delivery of instructions, teaching technique, and relationships.

In addition, the majority of participants (57%) agreed or strongly agreed that the noise from the environment e.g. from the moving vehicles destructs the concentration of the students hence disrupting effective teaching and learning process. This finding is congruent with Acharya (2010) and Goswani (2014) who found that slum areas are often congested and characterized by uncontrolled human activities that result to numerous forms of pollution. Hanson et al. (2011) argue that environment factors such as noise not only affect the concentration of children but also the brain development process. This implies that the noisy environment in Kwa Rhonda slums might be having a negative effect on the children cognitive development processes.

About 75.9% of respondents also agreed or strongly agreed that the houses surrounding the school pose a threat to the safety of the students. As Byoung-suk (2012) explained, an environment that the children perceive to be a threat to their safety affects their ability to learn. Children need to feel safe in order to learn effectively. As the studies by Mutisya and Yarime (2011) and Hove et al. (2013) demonstrated, the sense of insecurity is not limited to the Kwa Rhonda slums. These studies revealed that crime and disorder is a typical feature of many informal settlements because of deplorable social conditions such as lack of employment.

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Lastly, 79.7% of the participants either agreed or strongly agreed that the geographical location of the school has a significant influence on the academic achievement of students. This view is consistent with Odumbe et al. (2015) who found that secondary schools located in poor neighborhoods in Migori Sub-County recorded low mean scores in KCSE that their counterparts in affluent areas due to factors such as inadequate number of qualified teachers and poor physical and learning facilities. The view is consistent with Stewart et al (2007) who found that condition in given location influences the culture and attitude of children with poor condition reinforcing a culture of deviant behaviors.

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CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study aimed to investigate neighbourhood factors that influence the academic achievement of children residing in slums from the perspective of teachers. This chapter presents a summary of the study findings, conclusions, and recommendations.

5.2 Summary

Literature suggests the existence of a strong link between poverty and education attainment. There is evidence that children from poor background tend to perform below their peers when it comes to academics. Statistics show that over half of the Kenya urban population resides in informal settlements where there are high levels of poverty. Despite this scenario, there were no studies exploring the academic achievements in these settlements and associated factors. This study sought to address the gap by examining factors that influence academic achievement of children living in Kwa Rhonda slum.

5.2.1 Family Economic Status

Family economic status was one of the factors that formed the focus of the study. The researcher sought to examine how the social and economic situation of the family affected the academic achievements of children. Findings revealed that, according to the majority of teachers, most children attending schools located in Kwa Rhonda slum come from families with low economic status. Most of the families in the study area are characterized by low income, parents with low level of education, parents engaging in informal employment while others are unemployed and limited access to basic goods and services. Majority of the respondents also indicated that the economic conditions of families influences the academic performance of the children by affecting their level of concentration in class, access to basic education resources, physical and psychological health, quality of life, and motivation to pursue education goals. Socioeconomic status was also found to have a negative effect of the children self-efficacy (the belief that they are in control of their own destiny and that they can change it through their own effort), which has a negative influence of academic performance.

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5.2.2 Cultural Practices

Another factor that the study investigated was the cultural practices in Kwa Rhonda settlement. Results revealed that, from the point of view of the majority of teacher, most children in slum areas are predisposed to cultural practices that have a negative influence of academic performance. Such cultural practices include early marriages, alcohol and drug abuse, and teenage sex. The study also established that the deplorable conditions in the slums reinforce a rebellious culture where people tend to tolerate deviant behaviors such as violence, substance abuse, teenage sex, and school dropouts. This opposition culture portrays these deviant behaviors as "cool" and encourages children to adopt them. In addition, most children in the slum have low sense of self-identity, self-esteem, and academic self-concept due to their living conditions.

5.3.3 The Physical Environment

The study also examined the influence of the physical environment on the academic performance of children in Kwa Rhonda slum. Findings revealed that a majority of teachers felts that schools in the study area are located in congested and noisy areas, which affect the concentration of children. Shanty houses surrounding the schools also create a security concern for the school-going children. Poorly lit neighborhoods further compromise the security of children. The environment is also highly polluted, affecting the physical health of children and resulting in high rates of absenteeism. Available evidence suggests that the physical environment in slum areas not only reduce resources and opportunities available to students but also hamper the brain development process resulting in poor academic outcomes.

5.3 Conclusions

Findings of the study have led to the conclusion that family socioeconomic status, cultural practices, and the physical environment are among the major neighborhood factors that influence the academic achievement of children residing in slum areas. It has become apparent that most of the children in the slum areas come from families with low income, parents with low education attainment, and parents who are either unemployed or employed in the informal sector. These factors have an adverse influence on the performance levels in schools as they negatively affect students' access to learning resources, quality nutrition, health, self-esteem and self-efficacy.

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The study has revealed that informal settlements such as Kwa Rhonda slums are characterized by cultural practices that have a negative influence on the attainment of education. Results shows that the poor socioeconomic environment within the slum areas tends to encourage the development of an oppositional culture. This culture makes youths to view deviant behavior such as dropping out of school and violence as fashionable. In addition, the poor socioeconomic environment encourages negative cultural practices such as early marriages, child labor, and irresponsive teenage sex. These practices also have a negative influence on academic achievement as they limit the students' ability to concentrate on education.

With respect to the physical environment, the study has established that the informal settlements such as Kwa Rhonda have a physical environment that makes it difficult for students to learn. More challenges includes a lot of noise, high level of air pollution that affects student health and development, poor housing and lighting that threaten security of students. The areas of lack reliable transport services; hence, some students have to walk long distances to and from school

Consequently, it is not enough for the government to spend a lot on the education sector. Increased spending in the education sector must correspond to improvements in other social aspects. Education is one of the main drivers of economic development and a chief weapon for fighting poverty. To promote economic and social equality in the country, there is a need to address socioeconomic, cultural, and physical factors within the slum areas in order to promote educational progress among children residing in these areas.

5.4 Recommendations

The conclusions drawn from the study have led to a number of key recommendations pertinent to the study objectives. The first recommendation entails the development of policies that address the socioeconomic conditions of children living in the slum areas. Although the Government of Kenya has introduced several initiatives aimed at assisting needy students such as free primary education (FPE), scrapping of tuition fees in secondary schools, and elimination of examination fees; there is need for more policies that would address these students' needs. Existing programs should be upgraded to also offer uniforms, school supplies, and basic healthcare services free of charge.

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Policy makers both at the national and country government should also develop programs for improving the psychosocial wellbeing of children living in slums. For instance, the government should strengthen the guidance and council departments with the slums' schools so as they can offer support that will improve the students' self-esteem and academic self-concept. Governments should also support school sports program to create social spaces where children in the slum areas can interact, improve the physical health, and strengthen their self-concept. Supports for other co-curricular activities such as community service project and debates will also improve the experiences of schoolchildren in the slum areas.

The study also recommends that government and other stakeholders increase investment in the physical infrastructure within the slum areas. For instance, installing streetlights in the neighborhoods would enhance security making it possible for children to go to school early. Providing water and sanitation services will also have a positive effect on children health reducing the rate of absenteeism. Stakeholders in the education sector should also consider creating flexible education programs such as evening classes for secondary students residing in the slam areas. The flexible programs would allow those children whose circumstances compel them to take-up household responsibility to continue with their education.

The study also has several implications for those teaching in schools located in slum areas. Findings suggests an urgent need for a paradigm shift in the way teaching takes place in Kenyan public schools. It is important to change the current approach where the education system is teacher centered and oriented towards passing exams. A new student centered approach that tailors methods of teaching, as well as, instructional content to fit the specific needs of children will be more beneficial to slum dwellers. Teachers should design their lessons plans to fit the realities and resources of slum children so as to increases chances of academic success.

Schools in the slum areas should also build a strong relationship with the surrounding communities. They should engage community members in schools activities such as inviting people to speak to the children. Schools should also participate in community activities such as conducting clean-up exercises within the neighborhoods and providing basic entrepreneurship training to locals. This will not only create a safe and conducive social environment for the children, but will also give schools an

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opportunity to change the socioeconomic, cultural, and physical environment of the areas.

5.4.1 Suggestions for Further Studies

The present study investigated how family socioeconomic status, cultural practices, and the physical environment influence the academic achievement of children in the slums. The quantitative approach made it possible to describe how these factors affect academic performance. However, this approach could not facilitate an in-depth inquiry as to why these factors exist, and reasons that make them instrumental to students' academic achievements. Future studies should consider employing the qualitative approach to develop deeper insight regarding why these factors have an influence on student's academic achievement. Future studies should also consider replicating the same study in other slum areas in order to enhance the generalizability of findings. The studies may also explore other factors such parent education level, and parent's occupation.

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APPENDICES

Appendix 1: Introductory Letter

Bernadette Keana

P.O. Box 3705

Nakuru

0721393004

Dear Respondents,

I cordially invite you to participate in a case study that constitutes part of my masters in Development Studies at St. Paul University Nakuru Campus. The case study is about looking in the factors influencing academic achievement of children living in slums in Kenya. The questionnaires will take not more than 10 minutes of your precious time and is voluntary.

I assure you complete anonymity and confidentiality of the information you will give since this is a purely an academic research. I would request you to answer the questions with utmost honesty to help this research establish to a high degree of accuracy from the results of the case study. The response will be used for analysis only and no persona details will be divulged in the result publication.

In case of any question, do not hesitate to contact my supervisors Dr. Koome and Dr. Gichuhi.

Thank you for your gesture of co-operation and assistance.

Yours sincerely,

Bernadette Keana

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Appendix II: Questionnaire

This questionnaire is aimed at collecting data to facilitate the study titled "Factors Influencing Academic Achievement of Children Living in Slums in Kenya; A Case of KwaRhonda Slums in Nakuru Sub-County". The questionnaire forms an integral part of the study and the respondents are kindly requested to respond to the questions and/or statements herein. Utmost integrity and ethics will be observed by ensuring that the data collected will exclusively be for academic purposes and will as such be treated with strict confidentiality.

Section A: Respondents' Profile

1. What is your gender?Male [ ] Female [ ]
2. What is your age?

   Below 30 years [ ]

   30- 39 years [ ]

   40 - 49 years [ ]

   50 years and above [ ]

3.

   a. What is your professional qualification?

   PI [ ] Diploma [ ]BED [ ]MED [ ] Others [ ] Specify…

   b. For how long have you been teaching in this school?

   1–5 years [ ] 11–15 years [ ] 6–10 years [ ] above 10 years [ ]

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Section B

On a five-pointscale, kindly comment on the statements under each of the four sections where

1: Strongly Agree, 2: Agree, 3: neutral, 4: disagree, 5: Strongly disagree

Family Economic Status and Academic Achievement

Statements	1	2	3	4	5
A majority of children in your school come from low socioeconomic households.					
The family economic status predicts a variety of outcomes, including grades, achievement, intelligence test scores, high school dropouts, plans for college attendance and total amount of formal schooling.					
Low economic status affects the child psychologically by way of low concentration, feeling of frustration, sickness and emotional disability.					
Low self-efficacy of children linked with low socio-economic status of parents.					
Parental income is a strong factor having an impact on the academic and vocational success of students					
Low economic status affects academic achievement because it prevents access to vital resources and creates additional stress at home					
Low economic status closely ties to home environment and thus it dictates the quality of life and education for children.					
Insufficient parental income, family type, and lack of funding by the government influence academic performance in slums.					

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B. Cultural Practices Influence and Achievement

Statements	**1**	**2**	**3**	**4**	**5**
1. Children in slum exhibit particular shared practices, tastes, or other behaviors that have an adverse impact on their academic well-being or social attainment.					
2. Academic achievement of children in slums is influenced by negative perceptionsof their academic ability and low self-esteem					
3. Many students in our schools have negative and oppositional attitude towards education.					
4. The academic achievement of students is affected when they are subjected to domestic chores as per the culture of the family.					
5. The academic achievement of girls is affected by the culture of early sex and early marriages.					
6. Cultural beliefs, attitude and practice such as age group circumcisions for boys and early marriage among girls restrict individuals from participating in learning					

C. Physical Environment and Academic Achievement

Statements	1	2	3	4	5
Our school has a supportive and favorable learning environment including proper structures and good learning facilities.					
Supportive and favorable school environment enriched with enough learning facilities, and favorable climate makes students more comfortable, more concentrated on their academic activities that resulted in high academic performance.					

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The noise from the environment eg from the moving lorries destructs the concentration of the students hence disrupting effective teaching and learning process.					
The houses surrounding the school pose a threat to the safety of the students.					
High levels of pollution e.g. soil, water and air affects students' academic performance.					
The school has a large student population, which has asignificant influence on the academic achievement of students.					

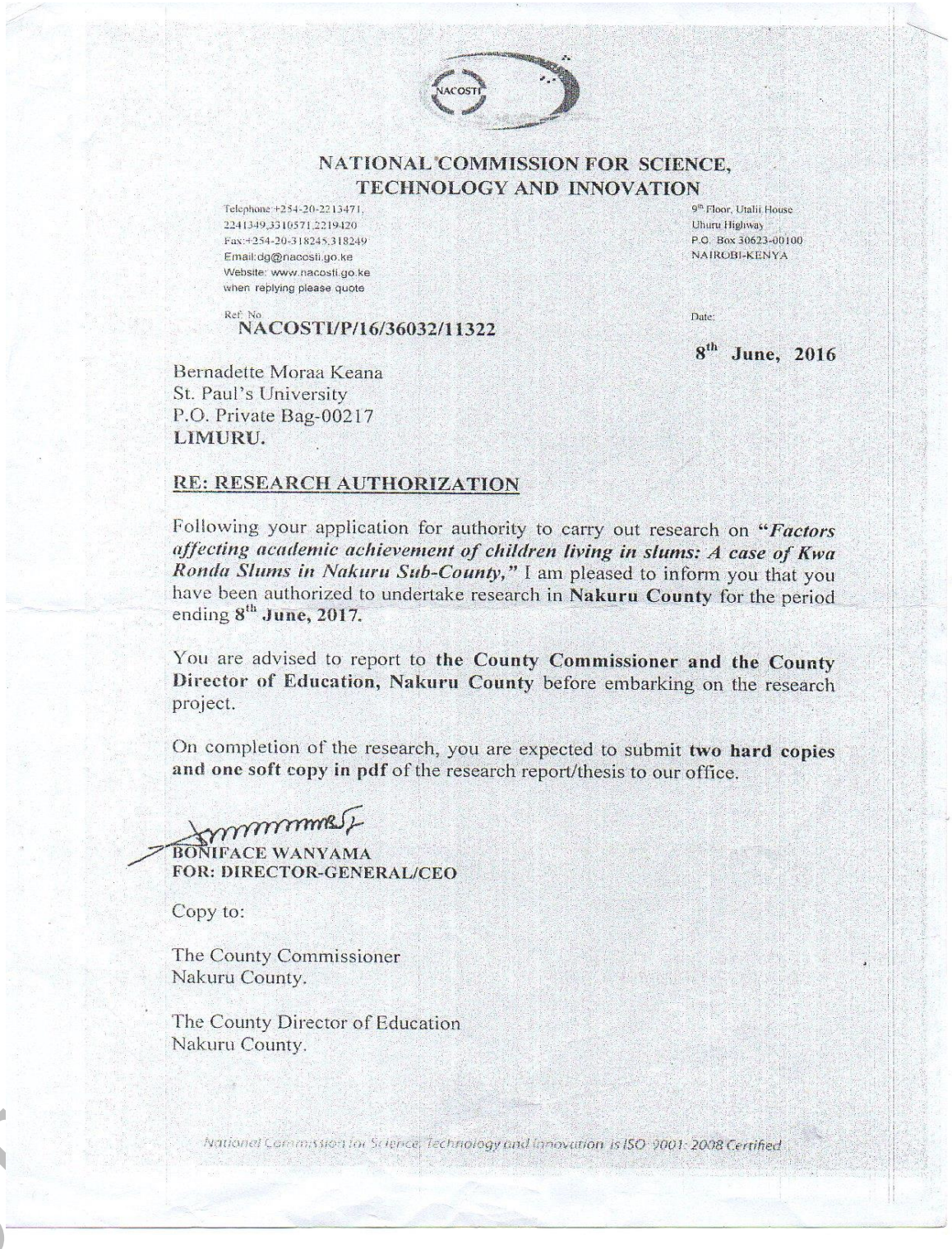
D. Academic Achievement

Statements	1	2	3	4	5
Education is perceived as a cornerstone of economic development, social development and principal's means of improving the welfare of an individual					
Students in our schools record high performances in internal, regional, and national examinations					
Througheducation there is increased productivity due toacquired knowledge and skills					
The academic achievement of the children is affected by the economic status of the family, cultural practices and physical environment of school in the slum					

Thank you for your time and cooperation.

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Appendix III: Approval Letter from NACOSTI



NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone +254-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318249
Email:dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref No.
NACOSTI/P/16/36032/11322

Date:
8th June, 2016

Bernadette Moraa Keana
St. Paul's University
P.O. Private Bag-00217
LIMURU.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Factors affecting academic achievement of children living in slums: A case of Kwa Ronda Slums in Nakuru Sub-County,"*** I am pleased to inform you that you have been authorized to undertake research in **Nakuru County** for the period ending **8th June, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Nakuru County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nakuru County.

The County Director of Education
Nakuru County.

National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified

Appendix IV: Research Permit



THIS IS TO CERTIFY THAT:
MS. BERNADETTE MORAA KEANA
of ST. PAULS UNIVERISTY, 3705-20100
NAKURU,has been permitted to conduct
research in *Nakuru County*

on the topic: *FACTORS AFFECTING ACADEMIC ACHIEVEMENT OF CHILDREN LIVING IN SLUMS: A CASE OF KWA RONDA SLUMS IN NAKURU SUB-COUNTY*

for the period ending:
8th June,2017

Permit No : NACOSTI/P/16/36032/11322
Date Of Issue : 8th June,2016
Fee Recieved :Ksh 1000

Applicant's Signature

Director General
National Commission for Science, Technology & Innovation

ST. PAUL'S UNIVERSITY