

**FACTORS INFLUENCING PUPIL PERFORMANCE IN KENYA
CERTIFICATE OF PRIMARY EDUCATION AMONG THE SLUM
PUBLIC PRIMARY SCHOOLS IN MAKADARA SUB-COUNTY,
NAIROBI COUNTY, KENYA**

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DECLARATION

This research project report is my original work and has not been presented for a degree in any other university.

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DEDICATION

I dedicate this work to my husband Richard, my daughters Harriet, Stacy Jolene and my son Joel for their encouragement and patience during the many times I had to leave them alone in order to make this a success.

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ABSTRACT

Primary education is a major foundation for social-economic and political development of a nation. It is in recognition of this that governments work hard to make sure every pupil get quality primary education. However, despite the efforts poor academic performance especially among pupils in slums compared to pupils in other area is an issue that needs to be addressed. It is for this reason this study was carried out to investigate factors influencing pupil performance in KCPE among the slum public primary schools in Makadara sub-county in Nairobi County. The specific objective informing this study were; to establish the influence of pupils' discipline, role of pupils motivation to learning, effects of parents income and influence of parental participation in pupils learning on KCPE performance among the slums public primary schools in Makadara sub-county. The study adopted descriptive survey design. Target population in this study was the 15 public primary schools consisting of 2,801 pupils and 220 teachers located in slums in Makadara. Pupils' respondents were chosen using stratified random sampling technique. While teachers were selected using simple random sampling procedure. Teachers and pupils' questionnaires consisting of closed and open-ended questions were used to collect the data. Quantitative data were analyzed using descriptive analysis by using the Statistical Package for Social Scientist computer software. While qualitative data were analyzed using content analysis where responses were grouped into themes based on objectives of the study. The findings were grouped thematically as per the study objective. The studies revealed that majority of the students were indiscipline. This was due to the inability of the teachers to enforce discipline and poor parentage. Pupils are motivated by a variety of factors to learn. Some of these factors include feeding programme at school, varied teaching and learning methods used by teachers, friendly atmosphere given by teachers which lack to most at home, poverty, desire to emulate eminent people successful through education, sponsorship and awarding of reward to top performers. It was further revealed that most parents live below poverty line and some are unemployed. Those who work are casual workers and runs small scale business such as 'mama mboga'. Therefore, majority of parents are not capable of providing learning resources required and some do not want their pupil to proceed in education past primary since it will strain their little resources. Finally, it was revealed that majority of parent do not participate their children learning activities. However, parents who were involved in their children learning activities their pupils had good performance than the others. The researcher recommends that school administration should support their teachers to attend workshops on discipline in order to enforce discipline effectively. Moreover, all the education stakeholders should work to ensure parent are involved in their children learning activities.

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ABBREVIATIONS AND ACRONYMS

DEO	District Educational Officer
EFA	Education for All
KCPE	Kenya Certificate of Primary Education
KICD	Kenya Institute of Curriculum Development
MDG	Millennium Development Goals
MOE	Ministry of Education
MOEST	Ministry of Education Science and Technology
NACOSTI	National Commission for Science Technology and Innovation
TSC	Teachers Service Commission

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Basic education is a foundation for social-economic and political development of a country (UNESCO, 2010). Therefore, if quality education is not offered, the schools may not impart adequate skills, knowledge and attitudes to pupils the country requires in its citizens in order to guarantee development (World Bank, 2007). One of the prerequisites of national development is the development of the knowledge and skills in the people of a nation through the education. The United Nations Committee on Economic, Social and Cultural Rights points out that education plays an important part in the safeguarding of human rights. It is a primary vehicle by which marginalized people can uplift themselves socially and economically and fully contribute in development (Kithinji, 2014).

It is in recognition of this that governments work hard to make sure that their basic education centers continue to provide mechanisms that make their citizens intellectually capable, so as to contribute to the national economy (World Bank, 2010). Despite effort made to ensure all citizens get quality education, poor academic performance especially among pupils in slums and informal settlements is a common around the globe.

A slum is characterized by dense population in urban informal settlement with substandard housing and squalor. Slums differ in size from country to country with most lacking proper sanitation, clean water supply, electricity, high

crime rate and inadequate basic services (Kimani & Ngindu, 2007). It is estimated that at least 860 million people live in slums, with the number growing by six million each year from 2000 to 2015 worldwide (UN-Habitat , 2016).

According to Shah (2013) 1.4 billion people live with less than \$1.25 per day, of these, one billion are children. It is estimated that, 22,000 of these children die as a result of poverty-related causes. Few children can access to adequate shelter, health services, clean water or education. In Nairobi capital city of Kenya 60% population inhabit the slums. The mushrooming of informal settlements has overwhelmed the environmental health resources, resulting in poor environmental conditions that predispose slum inhabitant to health hazards.

Slum dwellers have enormous challenges including access to education. Their informal jobs and poor living conditions increases their vulnerability. Studies in, for example, Bangladesh, and other South Asian countries demonstrate that rise in enrolments without a corresponding increase in the number of schools, the number of students performing poorly per school has shotup and quality of education has fallen. Factors such as the environment, adequacy of facilities, household factors and children background are some of the factors that have an impact of pupils' performance in the informal settlements (Rahman & Otobe, 2005).

A study conducted in United States by Lacour and Tissington (2011) regarding students academic performance of those living in informal settlement, revealed that the students scored below average in all years and grades tested; students who lived in poverty stricken areas scored significantly worse than other

students and schools with the high proportion of students from economically poor backgrounds scored significantly worse than other schools. Poverty directly affects academic attainment as a result of insufficient resources. According to the authors resources can include financial, spiritual, mental, emotional, and physical resources including role models support systems, and healthy relationships.

Farouk (2013) conducted a study in Ghana among the Zongo communities who have slum-like conditions characterized by poor infrastructure, poor road networks, unavailability of water and other social amenities. The study revealed that pupils performed poorly in examination. The low parental income levels, school location within the Zongo communities and poor parents' educational levels were the major reasons for low pupils performance within the Zongo communities. A similar study performed by Nabaseruka (2010) in Uganda found out that pupils from slums had low academic achievement. Reasons for the poor performance were poor feeding of students, poor sanitation, school accommodation that negatively affected their academic performance.

Majority of slums in Kenya are situated in Nairobi. Statistics from a research by Nairobi City County (2014) shows that public primary schools in the city have on average produced poor result to the private schools. Majority of these low performing primary schools are those located in slums. The report reveal that these schools perform poorly because of underdevelopment of physical infrastructure. A study by Demba (2011) in slums in Starehe division revealed that children participation in household chores in slum areas affected their performance. The impact was more on the girl child. The study also revealed that

children from the informal settlements were affected more than those in rural areas. Odera (2007) conducted a study on the effect on HIV on children education in Kibera slums. The study revealed that children had to remain at home and take care of their sick parents hence affecting their education. Ajowi (2002) revealed that children participation in the businesses of parents affected their education. The study revealed that children were forced to help their parents in their informal businesses in Mukuru slums before or after schools which affected their education.

Nairobi just like most sub-Saharan Africa towns, has an exploding population despite the growing urban poverty and dwindling livelihoods. There are nine sub-counties in the County which include; Langata, Starehe, Embakasi Kamukunji, Kasarani, Njiru, Makadara, Dagoretti, and Westlands. In the last 50 years, Nairobi's population grew almost twelve-fold, from approximately 293,000 inhabitants in 1960 to about 3.4 million people in 2010. Despite the population growth over the years, little infrastructure development has occurred. As a result, a majority of inhabitants estimated at 60 to 70 per cent of the city's population are forced to live in slum like conditions. According to World Population Review (2017) 2.5 million in Nairobi are slum dwellers. The 225 public primary schools in Nairobi County caters for a population of 193, 053 children. Majority of slums students are enrolled in complementary schools in slums because they perform better than public primary schools. According to Nairobi City County (2014) report there were 300 complementary schools in 2013 that presented 8,820 candidates for the KCPE examination that year.

Table 1.1

Nairobi County Performance for the last 5years (Sub-County KCPE Means Score)

Sub-County	Number of schools	Student enrolment	2012	2013	2014	2015	2016
Westlands	26	21,477	264.63	268.12	257.43	261.78	268.23
Embakasi	41	29,834	261.27	262.31	261.36	264.21	267.35
Lang'ata	15	15,005	259.64	271.43	262.64	268.74	266.16
Starehe	30	21, 235	247.45	248.34	249.65	250.23	265.35
Dagoretti	25	20,691	245.45	265.04	255.32	265.09	265.65
Njiru	23	19, 253	245.03	265.65	256. 43	254.36	264.87
Makadara	26	20,385	242.46	248.23	247.56	267.64	264.78
Kamukunji	18	16,667	234.47	242.41	239.84	237.67	221.78
Kasarani	21	28,506	225.85	231.43	228.12	229.41	219.56

(Source: City County of Nairobi Education Department KCPE 2012-2016 yearly Analysis).

Table 1.1 indicate that Makadara academic performance is poor compared to other sub-counties in Nairobi. Makadara is number 7 out 9 sub-counties except in 2015. The reason why makadara has been chosen for this study is because of the huge difference in performance between public primary schools located in slums and public primary schools located in non-slums areas. The 15 schools located in slums in Makadara (highest number of schools located in slum areas as compared to other sub-counties within Nairobi County) had a mean score of 218.17 while the other 11 public primary school located outside slums within

Makadara have a mean score of 296.84. Therefore, there is a need to investigate factors causing the huge difference in academic performance of public primary schools in makadara since all are in the same sub-county with teachers employed by same employer.

Table 1.2

Mean score comparison between slum and non-slum primary schools in Makadara Sub-county

Makadara Public primary school in slums	Mean score	Makadara Non-slum public primary schools	Mean score
St. Catherine	248.90	Bidii	345.06
Dr Krapt	239.22	Our Lady of Mercy	332.1
Kaloreni	231.54	Harambee	327.03
St. Bhakita	229.55	Canon Apolo	322.25
Mariakani Primary	224.40	Plain view	315.18
Ofafa Jericho	220.38	St Michaels	293.00
Mukuru	219.63	Baraka	283.21
St. John	212.86	St Paul	279.97
Star Of hope Lunga Lunga	212.85	Nairobi South	265.09
Jogoo Road	214.56	St Annes	255.41
St Patricks	209.63	Martin Luther	246.98
Joseph Apundo	207.90		
Makongeni	205.84		
St. Paul	198.18		
St. Elizabeth	197.07		

Source:(City County of Nairobi Education Department KCPE yearly Analysis).

A number of factors influence academic performance. The factors to be examined in this study are pupils discipline, pupil motivation in learning, effect of parents income and influence of parental participation in pupils learning on academic performance. Discipline has been largely acknowledged to be vital for creating a positive school environment conducive for sound academic

performance (Lemessa, 2015). In a school system, disciplined students are those student whose actions behaviours and inactions align to the predetermined guidelines and rules of the school (Ali, Dada, Isiaka, & Salmon, 2014). A study conducted in U.S.A by Barley and Beesley (2012) revealed that where students are well disciplined, there is improved academic performance. On the ther hand Khaleej (2006) quoted by Karanja and Bowen (2012) opine that poor performance in academic is associated with the increasing levels of indiscipline.

Pupil motivation to learning is a factor influencing academic performance. According to Gbollie and Keamu (2017) motivation is a important ingredient for academic success. The author further asserts that motivational beliefs are vital in academic achievement in learners because they help to establish the degree to which students will value, consider, put in effort and be interested in completing tasks. Poor student achievement is often attributed to a lack of motivation (Baranek, 2012).

Parent income also contribute to poor academic performance because chidren sometime have to participate in their parent economic activities. Findings of Kithinji (2014) studyindicated that there are children in the school who participate in their parents' economic activities hence disrupting their learning and hence leading to poor performance. Moreover, poor parent are not able to provide their pupils with teaching and learning resources. Therefore, their learners are unable to complete the school tasks assigned to them in given subjects.

Parental participation in pupils learning activities is another factor affecting academic performance. According to a study conducted by Mutuku (2013) it was revealed that parental support is average although high performing schools are receiving better support as compared to low performing schools. It was further shown that on average, parents of pupils in high performing schools have attained higher levels of education and are playing a significant role in their children's academic work, therefore leading to better academic performance. Investigation of the above-mentioned factors that affect academic performance among pupils in public primary schools slums located within Makadara has not been done, necessitating doing of this study.

1.2 Statement of the Problem

Student academic achievement is an important factor in education. At the end of primary education in Kenya, students sit the Kenya Certificate of Primary Education (KCPE) examination to be placed in secondary school. The examination covers five subjects namely Mathematics, English, Science, Kiswahili, and Social Studies, and Religious Education. The score in each subject is out of 100 marks giving a total of 500 marks. A student should score at least 250 marks to be considered to have passed. A student's excellence at KCPE is a determinant in progress to secondary education. Secondary schools in Kenya are categorized into National, Extra-County, County and district schools. Those who pass KCPE exceed the number of available slots in secondary schools (Lepp, 2012). Therefore, for a primary school graduate to secure a good secondary he/she must score high marks in KCPE.

Table 1.1 shows that Makadara academic performance is poor compared to other sub-counties in Nairobi. Makadara is position 7 out of 9 sub-counties. Additionally, the 15 public primary schools located in slums in Makadara have a mean score of 218.17 (lower than Kasarani sub-county with lowest mean score of 219.56) while the other 11 public primary schools located outside slums within Makadara have a mean score of 296.84 as in Table 1.2.

The poor academic performance in public primary schools located in slums in Makadara locks majority of pupils from such schools to enroll in secondary schools. Studies have been done to investigate factors which affect academic performance in primary schools in slums in other areas outside Makadara (Demba, 2011; Odera, 2007; Ajowi, 2002). However, such a study in Makadara is yet to be done, which motivates this study.

1.3 Purpose of the study

The purpose of this study was to investigate factors influencing pupils' performance in KCPE among public primary schools in the slum within Makadara sub-county in Nairobi County.

1.4 Objectives of the Study

The study sought to accomplish the following objectives

- i. To establish the influence of pupils' discipline on performance in KCPE among the slums public primary schools in Makadara sub-county.

- ii. To find out the role of pupils motivation to learning on performance in KCPE among the slums public primary schools in Makadara sub-county.
- iii. To establish the effects of parents income on KCPE performance among the slums public primary schools in Makadara sub-county.
- iv. To find out the influence of parental participation in pupils learning on KCPE performance among the slums public primary schools in Makadara sub-county.

1.5 Research Questions

The study sought to respond to the following research questions

- i. What is the influence of pupils' discipline on performance in KCPE among the slums public primary schools in Makadara sub-county?
- ii. What is the role of pupil's motivation to learning on performance in KCPE among the slums public primary schools in Makadara sub-county?
- iii. How does parent's income affect KCPE performance among the slums public primary schools in Makadara sub-county?
- iv. How does parental participation in pupils learning affect KCPE performance among the slums public primary schools in Makadara sub-county?

1.6 Significance of the Study

School administrators of schools in slum areas may find the findings of this study useful in understanding the factors affecting performance of their pupils and may adopt the recommendations for better performance. The Directorate of Quality Assurance may find the findings of this study useful in improving the

quality of resources and the teaching and learning process in slum schools. The ministry of education may find the findings of this study beneficial in improving the performance in slum schools. Researchers in education may find the study useful in enriching their literature and carrying out similar research to verify the situation in other slum areas.

1.7 Limitations of the study

Accessibility to some of the primary schools was a limitation as some are located deep in the slum. To overcome this, the researcher made pre-visits to the schools prior to the data collection exercise. Secondly, respondents were reluctant to respond to questions in the questionnaires. In order to encourage them, the researcher ensured items questionnaire were legible and captured required information in a simple way. Respondents were also assured of confidentiality and any personal identity information was not collected during data collection period.

1.8 Delimitation of the study

The study was restricted to Makadara Sub-County, Nairobi and did not cover other Sub counties in the Republic of Kenya. The study was restricted to public primary schools only. Respondents to the study were school administrators, teachers and standard six and seven pupils only.

1.9 Assumptions of the study.

This study relied on the following assumptions;

- i) The study assumed that school administrators will allow the study to be carried out in their schools.

- ii) The respondents were to be available and answer the questions honestly and thoughtfully.
- iii) The study assumed that standard six and seven pupils are knowledgeable enough to respond to questionnaire items since class eight pupils were busy preparing for the KCPE examination.

1.10 Definition of Significant Terms

Pupil Based refers to character traits that are inherent in a pupil. These are personal behaviours that can lead one to success or failure.

Discipline refers the ability for one to obey rules or a code of behaviour in a given living or association set-up that encourages harmony within the group.

Motivation refers to one's general desire or willingness to do something without being forced to do it.

Resilience refers to the process of adjusting well when faced with threats, adversity, tragedy, trauma, or significant sources of stress.

Discipline refers to the ability of a student to follow the school rules and do what is expected.

Motivation refers to the drive that inspires one to undertake tasks in order to achieve a set objective

Parental income refers to the earning a parent makes in order to meet family needs and provide to their children.

Parental participation refers to the involvement of a parent in their children's learning.

1.11 Organisation of the study

The study is organized into five chapters. The first chapter is introduction which covers background to the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitation of the study, delimitation of the study, assumptions of the study, and definitions of significant terms. The second chapter is the review of the literature. Some of the subthemes drawn from the objective include; discipline and academic performance, motivation to learning and academic performance, parental income and academic performance and parental involvement and academic performance. This is followed by summary and research gap of the literature review and finally theoretical framework and conceptual framework. The third chapter is the research methodology which covers research design, target population, sample size and sampling procedure, research instrument for data collection, validity and reliability of the instrument, data collection procedures, data analysis and ethical considerations. Chapter four covers Data presentation, Interpretation and Discussion. Lastly chapter five will cover Summary, Conclusion and Recommendations. Suggestions for further study are also be presented.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter starts with a critical review of empirical literature related to the research objectives. The review concludes with a summary of the gaps of knowledge that the study intends to fill. Finally a theory and conceptual framework related to factors affecting academic performance are presented.

2.2 Student Discipline and Students' Academic Performance

In order to attain a common objective, a group of people must be disciplined to pursue it. Discipline paves way to to an organized manner of performing tasks so as to achieve intended goals without interference. In the school situation, discipline is among the top factors put under consideration by a school administration that wishes to achieve excellence in its human resource development.

In the context of a school system, Ali at al. (2014) define a disciplined learner as that student whose, actions, inactions and behaviours conform to the set rules and regulations. On the other hand, indiscipline which is opposite of disciplined is defined as the position of being unwilling and negative to conform to the laid down standards of behaviour required to achieve the set objectives (Wambui, 2015). Ali et al. (2014) further define indiscipline as any form of misconduct that a student will show in many ways that like disobedience, destruction of faculty property, poor perspective to learning, immoral behaviour,

drug abuse, lateness, being argumentative, use of abusive or foul languages or rudeness.

Discipline is important for creating a positive school atmosphere for successful teaching and learning conducive to sound academic performance. Gitome, Katola and Nyabwari (2013) contend that where discipline is good, performance improves. However, despite acknowledgement of significance of discipline for pupils success in academics, the indiscipline menace in schools is a global problem of great concern, spanning economic, political, racial, geographical and even gender boundaries.

Cotton (2010) views lack of discipline as the most serious problem facing the education system in America's schools where many educators and students are gravely concerned about disorder and dangers such a school environment pose. Whereas in the United Arab Emirates cases of indiscipline are of great concern, Khaleej (2006) quoted by Karanja and Bowen (2012) reports that parents were getting worked up as they complained of the rising incidences of lack of discipline and violence in schools.

Ehiane (2014) contents that in Nigeria learners in secondary school are habitual late comers, go out of school without consent, they don't take their book to school, detest nauthority, don't do homework and refuse any disciplinary action against them. Similarly, Herbert (2010) reports that the increasing number of students in secondary schools in Uganda has made it imposible for teachers to effectively manage learners' discipline and thus the increasing number of

students' aggressions, students loitering during class time, which indicate disobedience to school rules. In Kenya, indiscipline in schools is one of the major challenges schools face. For instance, during the second term of the year 2008 nearly 200 secondary schools were involved in unrests (Karanja & Bowen, 2012).

Mussa (2015) conducted a research in Tanzania to find out relationship between discipline and academic achievement. The finding revealed that high performing schools had suitable school rules and regulation and applied fair and consistent punishment to curb indiscipline. Whereas least performing school had unsuitable rules and regulations implemented using unfair and inconsistent punishment. This led to high performing school students maintaining high discipline than least performing school students who had many cases of indiscipline leading to their poor academic performance. Related study in Kenya in Muhoroni Sub-County revealed that discipline related positively with students' academic performance (Simba, Agak, & Kabuka, 2016).

Despite the above-mentioned studies revealing that discipline has an influence on academic performance of the student, some studies contend that discipline has minimal, uncertain or non significant influence on students' academic performance (Gakure et al., 2013; Zimmerman & Kitsantas, 2014).

2.3 The Role of Pupils Motivation to Learning on Academic Performance

Motivation is seen as a state that empowers, directs and maintains behavior. Motivation entails goal setting and inspires activity. Goals give the impetus for and the direction of action, while action involves effort: persistence so

as to maintain an activity for a long durations (Hurst, 2017). Virtually all students are driven by one factor or another. One student could also be fascinated by schoolroom material and participate actively at school whereas concentrating on lessons resulting in high marks in examination. Another student may be interested in co-curricular activities and do more practice that may lead her/he to excell in physical education classes, while another students perhaps due to an undetected learning difficulty, a shy or a seemingly uncoordinated student avoid academics, social situations, or athletic activities (Ormrod, 2014).

According to Gbollie and Keamu (2017) motivation is a key ingredient for academic progress. The author further asserts that motivation is essential to the academic achievement of students because it enables one to determine the extent to which they will value, consider putting in effort, and be interested in the task. In support of this Kusurkar and Westers (2012) conducted an investigation on how motivation affects academic performance. The study revealed that motivation positively correlated with academic performance through deep strategy towards study and higher study effort.

According to Baranek (2012) poor student action is commonly attributed to a scarcity of motivation. The author more asserts that prime student action comes from students are motivated from within, therefore, educators ought to endeavor to encourage their student as such. Baranek (2012) further argue that educators can easily deal with misbehavior if they try to recognize the motivational basis of misbehavior. Ndura (2013) conducted a study in Kibera to determine factors that motivate primary pupils to perform well in exams. The

study revealed that poverty was one factor that motivated student to put extra effort in academics so as to move from Kibera to a better place and live better life in future. Other factors that motivated the student to work hard in academics were free primary education and some teachers that motivated their students in various actions.

2.4 Parent's Income and Academic Performance

Research done shows that there is a correlation between parent income and academic achievement (Usaini & Abubakar, 2015). Even in cases where education is free there are some expenses the parent are required to meet, such as transport, lunch and buying some education facilities such as pens, books among others. To parent especially those living in Urban slums where majority live below the poverty line providing learning resources is a major challenge which affect pupils performance. Families from a lower socio-economic status often struggle with providing tutorial support for his or her children. Restricted time and monetary resources make it troublesome for these families to make a good learning atmosphere for children's reception. Lack of a positive learning atmosphere reception negatively affects their tutorial action at school (Humlum, 2011).

According to Muriungi (2017) socio-economic status contributes greatly to behavior. Children broughtup in poverty do not behave differently by choice but they are subjected to overwhelming difficulties that the affluent children may never confront. This undermines good performance. Some behavior challenges that children frompoor families have to contend with include, emotional and

social problems as a result of the weak and anxious emotional attachments acquired at a tender age. In impoverished families there tends to be a better prevalence of such adverse factors as immature relationship, depression and inadequate health all of that cause diminished sensitivity towards the child and later poor performance and behavior of the child (Mayer, 2012).

Parents whose income is low are many at times overwhelmed by low self-esteem, powerlessness depression, and inability to tackle situations. These feelings are passed to their children in by negativity, insufficient nurturing and general failure to provide for the child (Chevalier & Harmon, 2013). In support of this a study conducted by Gabriel, Muli and Mukhungulu (2016) revealed that parent who are educationally privileged, economically and socially, promote high achievement levels in their offspring since they provide more psychological support to their children by giving an enriched atmosphere that promotes and encourages the development of skills necessary for academic success.

2.5 Parental Participation in Pupils Learning and Academic Performance

Past analysis has brought into being that parental participation is expounded with the educational accomplishment of youngsters where parental motivation, attitude, support and commitment have an effect on children to try and do well at school (Lemessa, 2015). Parental participation in pupils learning include activities like helping children in reading, encouraging them to try and do their prep severally, observation their activities within the house and providing employment services to uplift their learning in several subjects.

A study conducted in the United States by Jeynes (2007) showed that involving parents contributed to youth success in academic. This is because students who previously were not hard working in school may begin to view school as valuable when parents actively show the value of school through involvement. Another study in the United Kingdom conducted by Wilder (2014) demonstrated a positive relationship between parental involvement and academic achievement.

A study in Pakistan conducted by Rafiq, Fatima and Saleem (2013) assessing impact of parent involvement on secondary school student achievement in academics revealed that parental participation in student learning enhanced the academic achievements of their children. A similar study in Ghana conducted by Chowa, Masa and Tucker (2013) revealed that parental involvement at home was positively associated with academic performance, while school-based parental involvement had a negative association. The researcher further concluded that parents can model positive attitudes and behaviors toward. Contrary to the above discussed studies Topor and Keane (2012) reported that a rise within the parent's school activities, like enhanced variety of parent-teacher contacts, was related to worsening accomplishment, as hyperbolic contacts might have occurred to assist the teacher manage the child's existing behavior issues.

2.6 Summary and Research Gap of the Literature Review

There are a number of factors that affect student academic performance, such as discipline, learners motivation to learning, parent income and parent participation in pupils learning. The literature reviewed revealed that discipline

significantly affect academic performance of the students (Wambui, 2015; Ali et al. 2014). While on the contrary few studies have shown that discipline is uncertain or non-significant in influencing academic performance (Gakure et al., 2013; Zimmerman & Kitsantas, 2014). Therefore, studies on effect of discipline on academic performance are inconsistent and inconclusive necessitating investigating of the relationship of discipline and student academic performance in Makadara.

Learners motivation influence success in academics because it determine the degree to which students will value, consider putting more effort and show interest in the academic activities (Gbolli & Keamu, 2017). It is not known whether pupils at Makadara slum primary school are motivated toward academic or to avoid academic.

Additionally, reviewed literature shows that parent income affect academic achievement (Humlum, 2011). However, no such study was found to have been done in Makadara linking parent income with student academic performance. Finally parental participation in pupils learning was found to be associated with academic performance. Studies reviewed affirm that parent involvement in school activities enhances student academic performance (Chevalier & Harmon, 2013; Chowa, Masa, & Tucker, 2013). However, one study reviewed associate increased parent activity in school with worsening of academic performance (Topor & Keane, 2012). Thus, studies associating parent involvement with student academic performance are inconsistent and inconclusive.

2.7 Theoretical Framework

This study will be guided by functionalist perspectives theory whose key proponents were Herbert Spencer, Talcott Parsons and Robert K. Merton. Functionalism view the society as a system of interconnected sections that work together in harmony to maintain a state of social equilibrium for the entire society (Mooney, Schacht, & Knox, 2014).

The functionalist perspective emphasizes the interconnectedness of a society by laying emphasis on how each part is influenced by and influences other parts. In case of this study, the parents, teachers, students and school play a role for smooth continuation of primary school education system. Parents are required to pay for tuition and provide scholastic materials such as textbooks and stationery. Parents are also expected to create a home environment conducive to proper learning of their children. Parent participation on Pupils learning activities is also vital towards achieving educational goal. Parents who earn low income may not meet some of above mentioned responsibilities that are vital to maximize their children's academic potentials leading to poor academic performance (Maeke, 2010).

The student body forms the second component of a primary education system. To the functionalists, students must accept and adhere to the rules, regulations and values within the education system. They must be disciplined so as to achieve the educational goal. The educational goal is achieved by attaining high academic performance that is dependent on student discipline. Poor academic performance denies student opportunities and therefore not able to take

up societal responsibilities competitively like others thus his role in future is unreliable.

The school itself in terms of material and non-material facilities is seen as another component of the education system. The school atmosphere in term of facilities and teachers should motivate students toward academics success. This will enable the school to perform its role in preparing the learners towards achieving their educational objectives.

The functionalist members of this group see themselves as part and parcel of the education system and therefore should contribute to the achievement of the goals that are desired from them for the benefit of the society which belongs to them. The roles played by the above-mentioned components must be seen as complementing each other for in the event of one being faulty the whole system will most likely not to be in a position to produce the intended goals (high academic performance).

2.8 Conceptual Framework

Conceptual framework may be a diagrammatic illustration that shows the connection between dependent variables and independent variables (Kothari, 2010). They are four independent variable (student's discipline, pupil's motivation to learning, parent income and parent participation in pupils learning activities) in this study and one dependent variable the academic performance. Discipline is essential for creating a positive school climate for successful teaching and learning conducive to sound academic performance. Pupil motivation to learning is important to student academic performance because it determine the effort student put toward academics. Parent income affect academic

performance because they provide educational facilities such as books, pen and pencil that are required for learning. Moreover, parental participation in pupils learning activities contribute to student academic success. This is because students who aren't working hard in class could begin to understand school as valuable once parents actively demonstrate that they value school through involvement. The figure 1.1 depict the diagrammatic link between the independent variables and dependent variables.

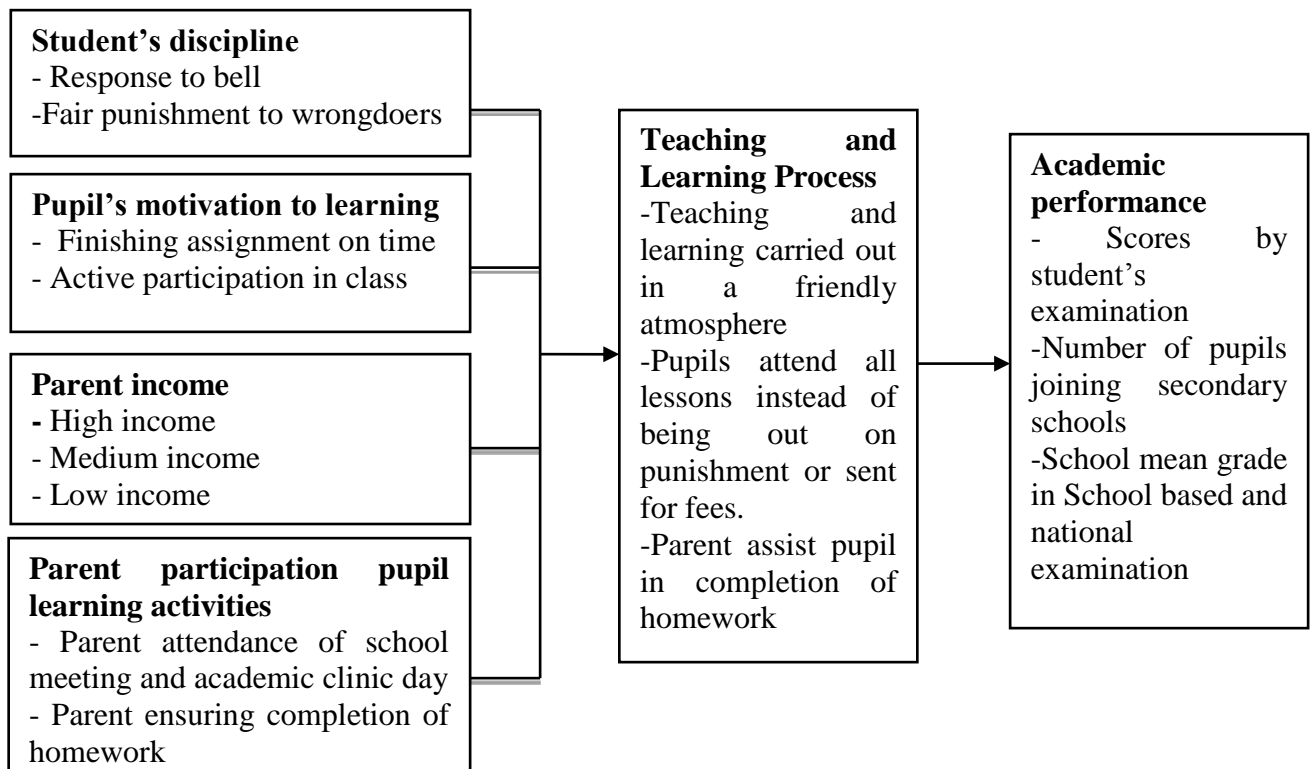


Figure 1.1 Factors Affecting Pupils Academic Performance

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter lays down the stages and phases that were followed in undertaking the study. It covers the research design, target population, sampling size and sampling procedure, research instrument for data collection, data collection procedures, data analysis and ethical consideration.

3.2 Research Design

The study adopted descriptive survey design. Descriptive survey is a research method for collecting data from a representative sample of individuals using questionnaires, observations and interviews (Orodho, 2009). Descriptive design is a widely used non-experimental research design across disciplines that collects large amounts of survey data from a representative sample of respondents sampled from the targeted population. The design enabled the researcher to collect information about factors contributing to poor academic performance of public primary schools located in slums in Makadara.

3.3 Target Population

A population refers to an entire group of individuals, units, events or objects in the universe of interest for a particular study having a common observable attributes or characteristics (Mugenda & Mugenda, 2012). Target population in this study were the 15 public primary schools consisting of 2,801 pupils and 220 teachers located in slums in Makadara. Classes six and seven pupils constituting a sample of 316 pupils were targeted since they were considered knowledgeable

enough to respond to the questionnaires (Makadara Directorate of Education Office, 2016).

3.4 Sample Size and Sampling Procedure

Sampling entails selecting a certain number of respondents from a defined population. While a Sample is part of the entire population selected for study to obtain information on the whole set of human respondents from the population (Kothari, 2006). The sample size was calculated using the formula $S = \frac{X^2 NP}{(1-P) \div d^2 (N-1) + X^2 P (1-P)}$ used to make Krejcie and Morgan sample size (Kenya Institute of Management, 2009). By using the formula, 341 respondents were selected to form the sample size from 3021 total population. This consisted of 25 teachers and 316 pupils calculated in proportion to their numbers (for teachers $220 \div 3021 \times 341$).

Pupils' respondents were chosen using stratified random sampling technique. They were divided into two clusters of boys and girls. Simple random sampling was used to select respondents from each cluster where 145 girls and 171 boys were selected. In each school, ten girls, eleven boys and two teachers were chosen. Teachers were selected using simple random sampling procedure.

3.5 Research Instruments.

The researcher utilized two sets of the questionnaires. One set of questionnaire was used for student respondents and the other for teacher respondents. The questionnaires included questions on student discipline, student motivation to learning, parent's income and parent participation in pupils learning. Mugenda and Mugenda (2003) contend that questionnaires are commonly used to obtain

important information because they can be developed to address a specific objective.

3.5.1 Validity of the Instruments

Validity is the degree to which a test measures what it supposed to be measuring (Orodho 2009). Content validity was carried out to ascertain whether the content of the questionnaires are appropriate and relevant to the study purpose. Two experts in this field of study were used to review independently the relevance of each item in the questionnaires as per the research objectives. Validity was ascertained through piloting the research instruments in two schools in Makadara Sub-county, which were not included in the sample studied.

3.5.2 Reliability of the Instruments

Reliability is the degree to which an instrument will give similar results for the same individual at different times. Blischke and Murthy (2011) define reliability as a measure of the extent to which a research instrument produces consistent results or data when used repeatedly. It is verified by the consistency of the results from an instrument. In this study, test-retest technique was used to determine the reliability of the research instruments. The method involved administering the same instrument twice to the same group of subjects. After the first test, the same instruments were administered to the same subjects after one week. This was followed by a reliability coefficient which was computed using Pearson-product moment correlation coefficient (r).

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2] [n \sum y^2 - (\sum y)^2]}}$$

Where n = number of pairs of scores $\sum y$ = sum of y scores
 $\sum xy$ = sum of the products of paired scores $\sum x^2$ = sum of squared x scores
 $\sum x$ = sum of x scores $\sum y^2$ = sum of squared y scores

A correlation coefficient of 0.70 at a significance level of 0.05 is generally acceptable and used by most researchers (Mugenda & Mugenda, 2003). Instruments in this study gave a co-efficient of above 0.7 and were used because it gave a high degree of reliability of the data and thus suitability of the research instruments.

3.6 Data Collection Procedures

After successful defense and approval of the proposal, the researcher was issued with an introduction letter from University of Nairobi which was used to apply for a research permit from National Commission for Science Technology and Innovation (NACOSTI). This was followed by seeking permission from the Makadara District Education Officer followed by a visit to the schools and booking of appointment. On the appointment date the researcher collected data from the sampled respondents. Respondents were divided into clusters based on gender and sampled. Questionnaires were administered to the sampled respondents and picked after being filled.

3.7 Data Analysis Techniques

According to Orodho (2009) data analysis involves searching and arranging of data collected from the study in groups or classes on the basis of common characteristics. In this study quantitative data, which include responses in the questionnaires were tabulated, coded and analyzed using the Statistical Package for Social Scientist (SPSS) computer software. Descriptive statistics used

included frequencies, percentages, means, frequency polygons and pie-charts. They were used to analyze quantitative responses. Qualitative data were analyzed using content analysis where responses were grouped into themes.

3.8 Ethical Considerations

The researcher sought clearance from the University and got the permit prior to carrying out the research. A visit to the schools to book appointment with head teachers was done. On the data collection day the researcher explained the purpose of the study to the respondents. Those who accepted to participate in this study were assured of confidentiality. Respondents were not required to give their names or any other identifying information.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents data analysis, interpretation and discussion of the findings. The chapter is organized starting with Demographic data, and effect of pupil's discipline, motivation to learning, parent income and parental participation in pupils learning on academic performance.

4.2 Response Rate

The researcher delivered a total of 341 questionnaires which included 25 questionnaires for teachers and 316 questionnaires for pupils. The questionnaires were filled out and collected by the researcher. A total of 285 questionnaires were returned, 262 (82.9%) from the pupils and 23 (92.0%) from teachers. This represents a return rate of 83.5 percent. Mugenda and Mugenda (2003) contend that a return rate of over 70% is very good. Therefore, the response rate in this study was a sufficient representation of the target population that can be reliable for data analysis.

4.3 Demographic Characteristics

4.3.1 Respondents' Gender

This section aimed at establishing the gender distribution among pupils and teachers in the slum public primary school in the slums within Makadara Sub-County in Nairobi County. The findings of the gender of the primary school pupils that participated in this study are presented in the pie chart below.

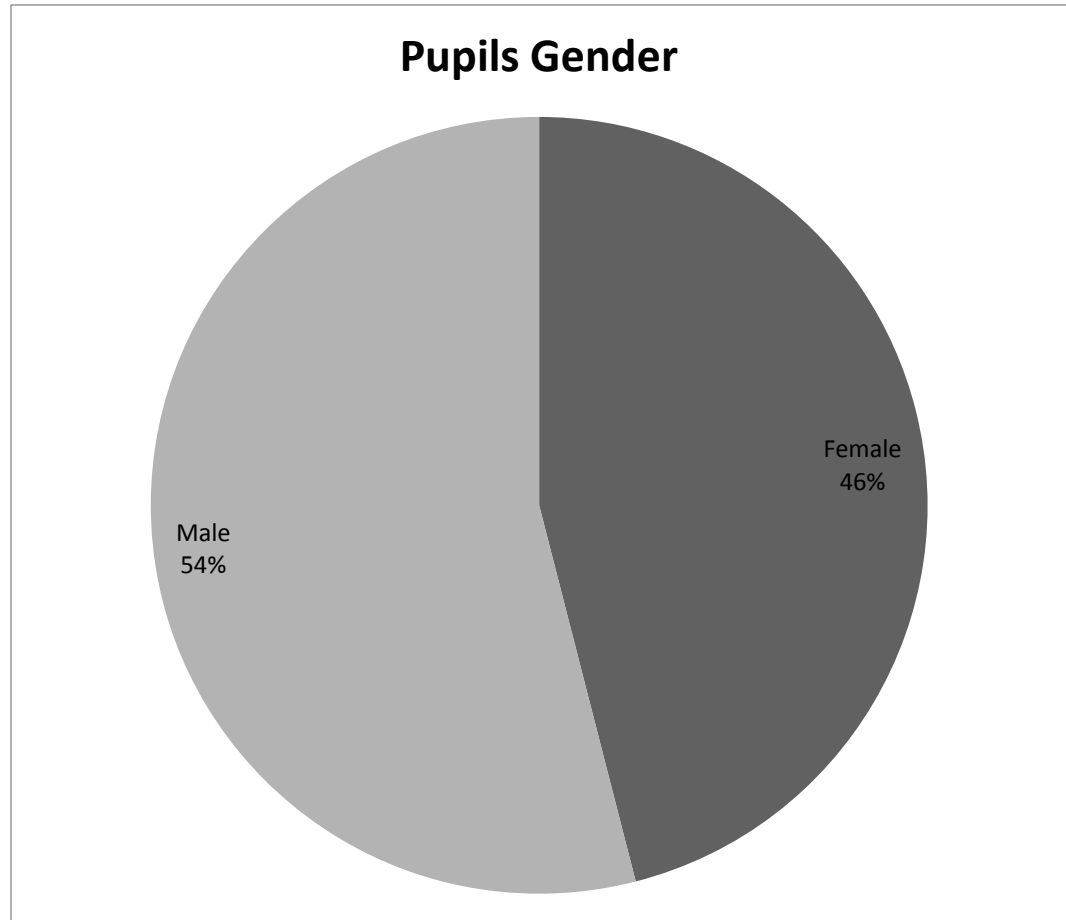


Figure 4.1 Pupils' Gender

The finding on figure 4.1 shows that there were 54 percent Male and 46 percent female pupils' participants in this study. This is an indication of almost gender balance, although males are more than females by a smaller difference. The findings in this study are consistent with a study by Demba (2011) in slums in Starehe division which revealed that children participation in household chores in slum areas affected their performance which impact more on the girl child. This study showed more male children participate more in school than their female counterparts.

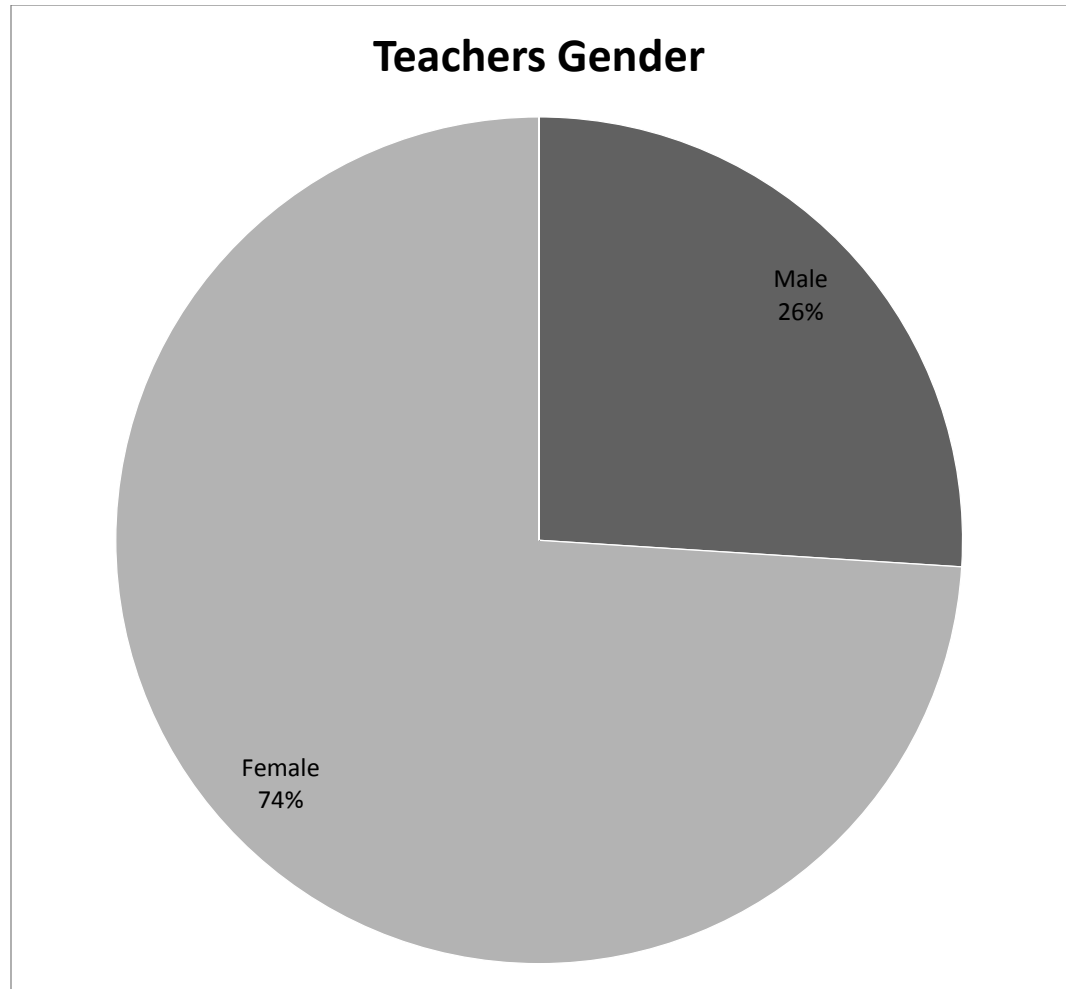


Figure 4.2 Teachers Gender

The finding in figure 4.2 shows that 74 percent female and 26 percent male teachers participated in this study. This is because majority of the primary teachers in Makadara are females. The inclusion of gender data was essential since it helped to reflect the manner in which respondents provided ideas to the study. Gender had significant influence in the way they responded and this assisted the researcher to analyze the data more objectively. For instance females were more detailed in their open-ended questions in the questionnaire than male respondents.

4.3.2 Teachers Professional Qualification

The study sought to find out the level of education teachers teaching in slums primary schools in Makadara had attained. The result are presented in the figure 4.3

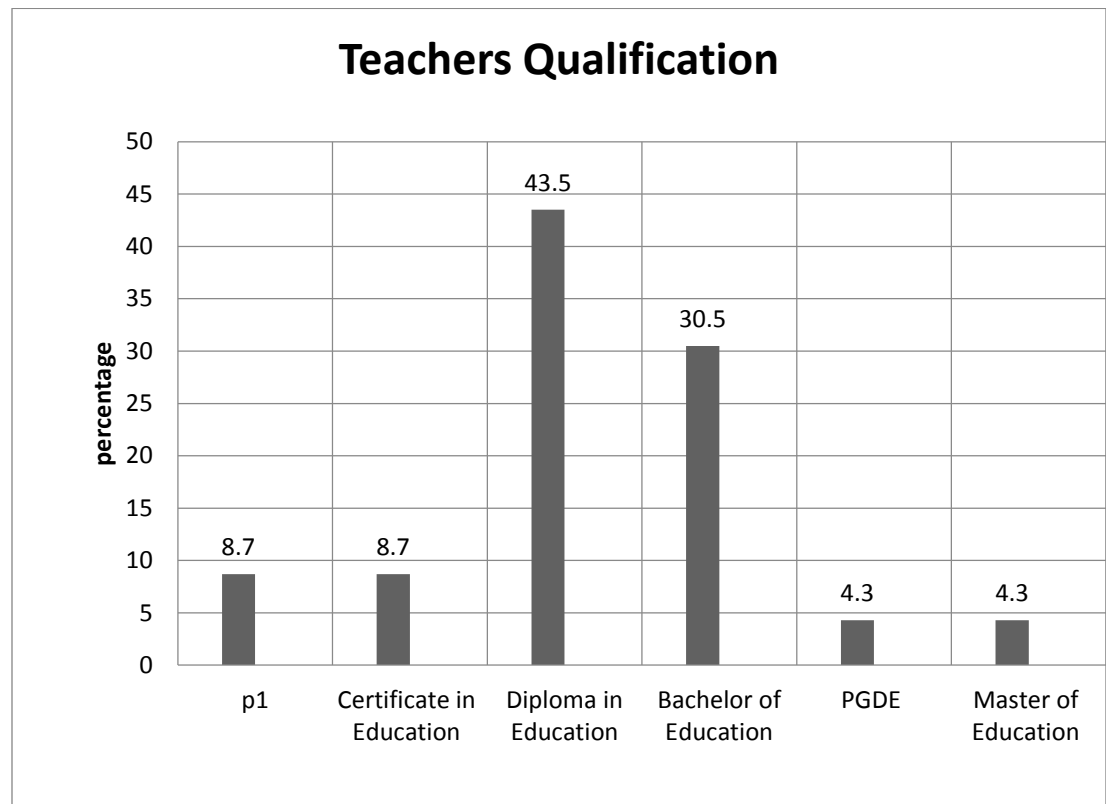


Figure 4.3 Teachers Professional Qualification

The result in Figure 4.3 shows that 8.7 percent of teachers had certificate in education and P1 qualification, 43.5 percent diploma in education, 30.5 percent bachelor of education, 4.3 percent postgraduate diploma in education and master of Education. This is an indication that a larger proportion of teachers have an education background course. Nganga (2010) argues that subject content is necessary but not enough in developing effective teachers since in addition to the subject matter, the teachers need to know how to transfer the knowledge to the

students. Therefore, in addition to the subject matter, the qualification of pedagogical knowledge in developing effective teachers is also important.

In Kenya, pedagogy is learnt while the teachers are being trained in professional qualifications such as Diploma in education, Bachelor of education and Postgraduate training in education institutions (Nganga, 2010). Since all the teachers have pedagogical qualification they can thus be able to transfer education effectively to produce good academic performance in primary schools in slums areas within Makadara.

4.3.3 Teachers Experience

The study sought to find out experience of the teacher teaching in slum public primary schools in Makadara. This was evaluated based on the number of years the teachers had been doing the teaching job. The result are presented in figure 4.4

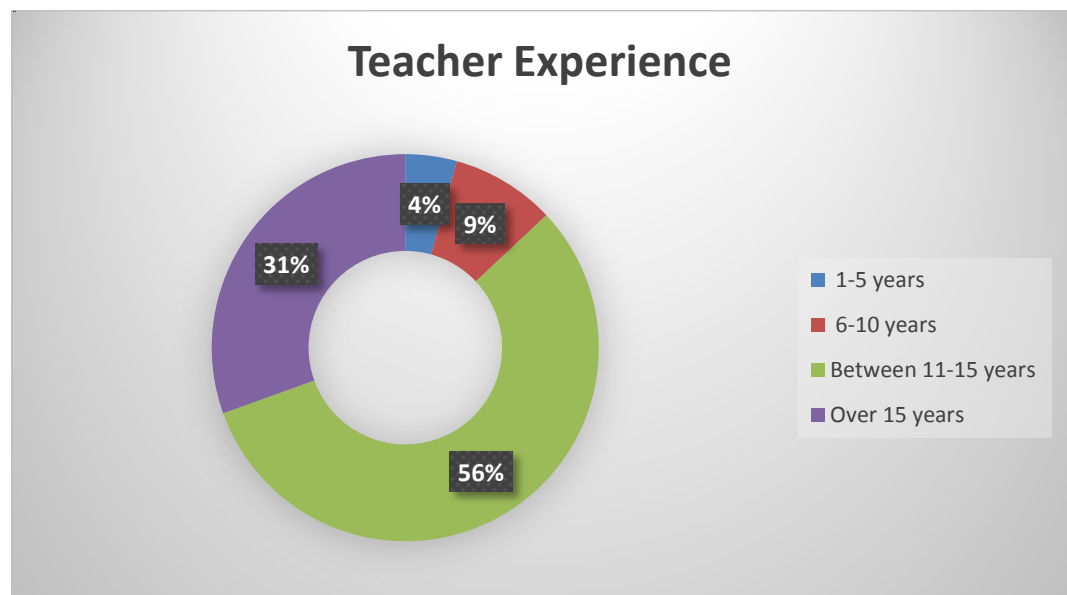


Figure 4.4 Teachers Experience

The result in Figure 4.4 shows about 87 percent of teachers respondents have more than 10 years experience. Teachers experience is important in the quality and effectiveness of instruction in the classroom. The long serving teachers are always more acquainted with the realities of classroom management. A study conducted by Rivkin, Hanushek and Kain (2005) showed that students of experienced teachers achieved better than students of new teachers (those with one to three years of experience). Therefore, since majority of teachers teaching in slum public primary school in Makadara have taught for many years, they are capable of producing better academic performance than current results.

4.3.4 Average Number of Pupils per Class

The study sought to find out the average number of pupils per class as reported by teachers. The finding are presented in the table 4.1

Table 4.1 Number of Pupils per Class

Number of pupils per class	Frequency	Percentage %
Less than 20	0	0
20-25	0	0
26-30	0	0
31-35	12	4.4
36-40	22	8.7
41-45	12	4.4
46-50	34	13.0
51-55	34	13.0
56-60	80	30.5
More than 60	68	26

n = 262

The result in Table 4.1 shows that 82 percent of classes in slums public primary schools in Makadara contain more than 46 pupils. This is because many parents in slums are poor and take their pupils to the few public primary schools within the area. Class size is a vital factor with affecting academic performance of students. There is agreement among researchers and educational scholars that, student's achievement diminishes with increase in class size. In Kenya the

recommended class size is 40 pupils per teacher, so that a teacher can be able to effectively cater for each student. Therefore, the increased number of pupils per class could be a factor contributing to poor academic performance at Makadara.

4.4 Influence of Pupils Discipline on Academic Performance

The study sought to establish the influence of pupils discipline on performance in KCPE among the slum public primary school in Makadara. This was evaluated based on questions related discipline of the student and teachers questionnaire.

The findings are presented in the table 4.2..

Table 4.2 Student Rating of School Discipline

Statement	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
The head teacher of this school is strict on students' dressing code	68	26.0	124	47.0	28	11.0	42	16.0	0	0.0
It is a must for student to get permission before leaving school ground	124	47.0	68	26.0	0	0.0	28	11.0	42	16.0
Teachers ensures students attend all classes and school activities	0	0.0	28	11.0	79	30.0	134	51.0	21	8.0
School has clear rules and regulations	232	89.0	30	11.0	0	0.0	0	0.0	0	0.0
Punishment is fair and consistence	0	0.0	42	16.0	0	0.0	124	47.0	96	37.0
The school has a record of misbehavior for all students	0	0.0	28	11.0	42	16.0	68	26.0	124	47.0
Punishment are given to students on the spot	24	9.0	137	52.0	46	18.0	47	18.0	8	3.0
Teachers are punctual in attending all classes.	0	0.0	13	5.0	21	8.0	144	55.0	84	32.0

The findings on Table 4.2 show that the school does not enforce discipline effectively. This is because for the statement “Punishment is fair and consistence” 84 percent disagreed with the statement. According to Mussa (2015) in school where student are higly disciplined the school have suitable school rules and regulation and apply fair and consistent punishment to curb indiscipline.

The teachers were asked to rate the pupils discipline. The result revealed that 24 percent rated discipline as good, 53 percent as average and 23 percent as bad. One of the teacher response in describing discipline of the pupil was, “*There is alot of truancy among pupils in this school, this is because parent are poor role models*’.

Gitome, Katola and Nyabwari (2013) undercore the importance of good discipline in improving academic performance. There is need to harmonize standards of discipline among pupils to realize good performance. This can be achieved well by sensitizing teachers through workshops and seminars. In this study, teachers were asked the number of times they had attended workshop on discipline. The result are presented in figure 4.5

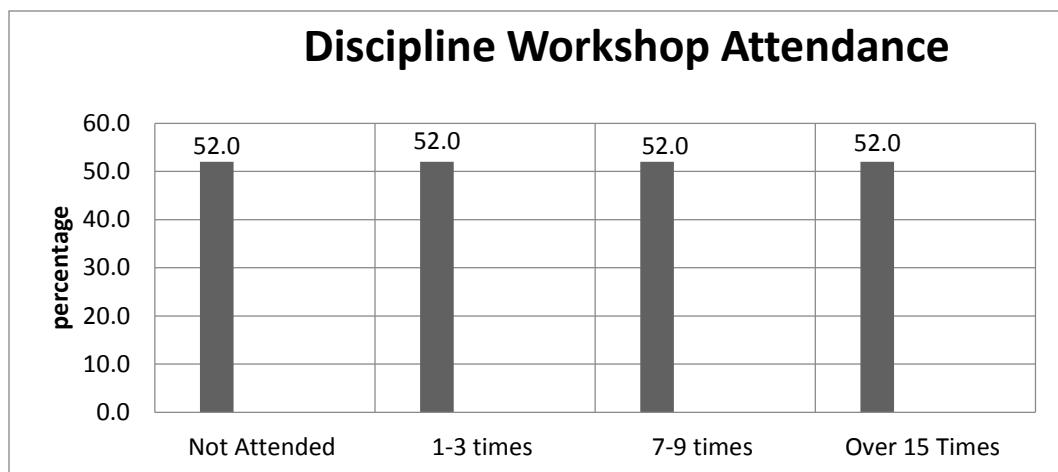


Figure 4.5 Teachers Attendance Workshop on Discipline

The Figure 4.5 show that 52 percent of teachers have not attended any workshop on discipline. This may be the reason why they are ineffective in enforcing discipline to the pupils. The teacher were further asked to give their opinion of how discipline affect student performance. Majority were of the opinion that disciplined students perform well in academics while indisciplined student perform poorly in examination. A sample of one of the response is that discipline in school ensures there is order and all lerners are now keen enough to adhere to all activities including learning process which leads to high performance. Some teachers were of the opinion that withdrawal of corporal punishment had contributed to rise of indiscipline cases. An example of such response from one teacher was, *“Most student are unruly due to withdrawal of corporal punishment. This has resulted to indiscipline since learners know that they will be done nothing. The result is that most learners do not obey teachers, they do not do classwork, they incite other learners into wrongdoing. This strongly affect performance in our school”*.Therefore, discipline is one of the factors contributing to poor academic performance in slum public primary schools in Makadara.

4.5 Role of Pupils Motivation to Learning on Academic Performance

The study sought to determine what motivate pupils to learn at Makadara. The pupils responses are presented in the table.

Table 4.3 Pupils Motivation to Learning

Statement	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
My teachers are source of motivation to learning	187	71	59	23	13	5	3	1	0	0
Poverty motivates me to work hard in school	169	64	81	31	14	5	0	0	0	0
My parents motivates me to work hard	0	0	26	9	33	13	115	44	88	34
Am naturally good in class	11	4	18	7	77	29	144	55	12	5

The result on Table 4.3 reveals that majority of pupils agree that they are motivated to learn by their parent (94%) and poverty (95%). This is an indication that slum student are motivated to learn, which according to Gbollie and Keamu (2017) is a fundamental recipe for academic success. Teachers were asked to describe what motivate their students to achieve good grades in academics. The motivators included the feeding programme at school, varied teaching and learning methods used by teachers, friendly atmosphere given by teachers which lack to most at home, poverty, desire to emulate eminent people successful through education, sponsorship and awarding of reward to top performers.

A study conducted in Kibera by Ndura (2013) revealed that poverty was one factor that motivated student to put extra effort in academics so as to move

from Kibera to a better place and live better life in future. Other factors that motivated the pupils to work hard in academics were free primary education and some teachers that motivated their pupils in various actions. It can be concluded that there are a number of factors that motivate pupils in slums to learn. The pupils have a desire to succeed in academics and that is the reason they attend school. Therefore, lack of motivation is not a major issue contributing to poor academic performance.

4.6 Parent Income

The study sought to determine effect of parent income on academic performance. This was evaluated in terms of statement provided to pupils to rate their agreement and an open-ended question asking teachers to describe economic activities of most parent. The result of pupils response are summarized in table 4.4.

Table 4.4 Parent Income Evaluation

Statement	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
My parents/Guidant provides all my learning resources such as textbook, pencils, exercise book and pens	11	4	15	6	24	9	138	53	74	28
My parents pays the school fees on time	10	4	33	13	42	16	167	63	10	4
We take three meals per day at home	93	36	44	17	0	0	103	39	22	8
I help my parent in their economic activities at evening	87	33	43	16	0	0	68	26	64	25

The information on table 4.4 indicate that majority of the pupil come from families with low income. This is because for the statement “My parents/Guidant provides all my learning resources such as textbook, pencils, exercise book and pens” 81% percent of the pupils disagreed, meaning many are from poor households. To clarify the situation teachers were asked economic activities of most parent. Teachers responses revealed that most parent live below poverty line and some are unemployed. Those who work are casual workers and runs small scale business such as ‘mama mboga’.

Table 4.4 also shows that a significant percentage at 49% of pupils assist their parents in their economic activities. A study by Ajowi (2002) in Mukuru slums revealed that children participation in the businesses of parents negatively affected their education.

The result of this study are in line with a study conducted by Usaini and Abubakar (2015), which revealed that majority in Urban slums live below the poverty line (less than one dollar a day). Therefore, providing learning resources is a major challenge which affect pupils performance. In line with this Humlum (2011) opines that majority of the students from poor families do not have favourable learning environment at home, which affect their academic performance.

4.7 Parent Participation in Pupils Learning

The study sought to determine how parent are involved in their children learning activities. This was evaluated based on pupils views in form of statement rating extend to which their parent are involved in school activities and a question

posed to teachers to comment on parent participation of their students learning activities. The percentage of pupils views are presented in the table below Where A = Always; O = Often; S = Sometimes; R = Rarely; N = Never.

Table 4.5 Parent Participation

Statement	A	O	S	R	N
Attending parent- teacher conferences/meeting	13%	17%	44%	16%	10%
Communicating with the teachers through telephone and face to face	6%	14%	23%	30%	27%
Participate in fund - raising in the school when it is needed	31%	12%	18%	16%	14%
Participation in school mutual goal settings	0%	5%	6%	7%	82%
Being available at school whenever the school requests	57%	24%	15%	0%	4%
My Parents help me doing home work	35%	33%	12%	14%	6%
My parent arranges for my tuition every holiday	4%	8%	17%	13%	58%
My parent inquires about teaching methods of teachers	0%	0%	21%	24%	55%
My parent contacts with teachers for not doing homework	2%	3%	9%	54%	32%
The school report the students' result to parents every time	78%	16%	6%	0%	0%

The finding on Table 4.5 reveals that majority of parent are not involved in their pupils learning activities. For instance, for the statement “Participation in school mutual goal settings” 0% always participate while only 5% often participate. During school holidays 58% of parents never arrange for their children’s tuition or any academic remedial learning. None of the repondents reported that their parents are concerned about teaching methods used in school. This was confirmed by teachers who verified that majority of parent do not value education and only few participate in their children learning activities. One of the response was, “*Most parent do not participate in our student learning activities.*”

They have negative attitude towards their children education”This is because some are semi-literate, while others are very busy at their place of work. Moreover, some parent have little income and do not want their children to proceed past primary education. One of the teacher said, “*only few parent are concerned with the development of their children. I think that they do not want to use a lot of their resources and that they do not bother about further studies (secondary)*”. The teachers also confirmed that the parent who are involved in their children learning activities their children perform well in academics. One of the teacher said, “*most parents have negative attitude towards individual teachers while a few are co-operative hence their children improve in academics*”.

However, a significant percentage of parents was reported to play an active role in their children’s learning. Those who always and often help their children in doing homework constituted 68 percent. Most parents representing 81% were reported to be available at school whenever the school requests. This is consistent with a study conducted by Chowa, Masa and Tucker (2013), which revealed that parental involvement was associated positively with academic performance. A study by Jeynes (2007) showed students who are not working hard at school may begin to perceive school as valuable when their parents actively participate in school affairs.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter is a summary of the findings from the analysis of data of the study's respondents, conclusions and recommendations based on the findings of the research study. The chapter also provides suggestions for further research in factors influencing pupil performance.

5.2 Summary of the Study

The study intended to investigate the factors influencing pupil performance in KCPE among the slum public primary schools in Makadara sub-county in Nairobi County. Both pupils and teachers in the sampled schools participated in this study. The response rate was satisfactory for data analysis and the respondents provided a great insight on the factors influencing pupils performance in primary schools in slums. Demographic data revealed that female teachers were more than male teachers, however, the gender gap was narrow among the pupils respondents. All the teachers had qualification of pedagogical knowledge (teaching training course) and majority had over 10 years experience. The number of pupils per class was higher than recommended class size in all schools investigated. All the four objectives investigated were properly handled and their findings were unique in their own right.

The first objective was to establish the influence of pupils' discipline on performance in KCPE among the slum public primary schools in Makadara Sub-County in Nairobi County. Under this objective it was revealed majority of

student were indiscipline. This was due to the inability of the teachers to enforce discipline as majority had never attended workshop training teachers how to handle discipline. Additionally, majority of the parent were not keen on their pupils education matter and fails to play their role of upbringing their children leading to indiscipline that affect their performance.

The second objective was role of pupils motivation to learning on performance in KCPE among the slum public primary schools in Makadara Sub-County in Nairobi County. Under this objective it was revealed that pupils are motivated by a variety of factors to learn. Some of these factors include feeding programme at school, varied teaching and learning methods used by teachers, friendly atmosphere given by teachers which lack to most at home, poverty, desire to emulate eminent people successful through education, sponsorship and awarding of reward to top performers.

The third objetive was effect of parent income on performance in KCPE among the slum public primary schools in Makadara Sub-County in Nairobi County. Under this objective it was revealed that most parent live below poverty line and some are unemployed. Those who work are casual workers and runs small scale business such as ‘mama mboga’. Therefore, majority are not capable of providing learning resources required and some do not want their pupil to proceed in education past primary since it will strain their little resouces.

The fourth objective was to determine the effect of parental participation in pupils learning on performance in KCPE among the slum public primary schools in Makadara Sub-County in Nairobi County. Under this objective it was

revealed that majority of parent do not participate and are not involved in their children learning activities. This is because some parent are semi-literate, too busy in their casual job, while others have negative attitudes towards teachers and education. However, parents who were involved in their children's learning activities, their pupils had good performance than the others.

5.3 Conclusion

Based on the study findings, the following conclusion can be made:

- i. The study shows that student indiscipline in the slum public primary schools in Makadara has contributed to poor academic performance. The indiscipline cases are as a result of poor parentage and inability of teachers to enforce discipline fairly and consistently. A majority of teachers in this study have never attended any workshop on discipline. This negatively impacts on their ability to enforce discipline in a dynamic slum environment.
- ii. The study showed that a majority of pupils are motivated by their poverty at home and their teachers to work hard at school. The motivation pupils have towards learning is what has kept many pupils at school.
- iii. The study revealed that a majority of pupils in Makadara are from poor families, which affect their academic performance. Most of the parents are not able to provide the basic learning resources. The study further notes that a good number of pupils assist their parents in their economic activities. This deprives pupils the time to reinforce what has been learnt.

- iv. Majority of parent in Makadara do not participate in thier children learning activites leading to poor performance. However, some parents are involved their pupils perform making them to do better than others.

5.4 Recommendation for Action

The study recommend that;

- i. School administration to support their teachers to attend discipline workshop in order to enforce discipline effectively.
- ii. Teachers should be good role models to pupils. They should motivate them to work hard at school in order to alleviate their poverty situation through talks, guest speakers among other methods.
- iii. School administrators should discourage parents from involving their children in their economic activities and instead provide for their learning needs.
- iv. All the education stakeholders should work to ensure parent are involved in their children learning activities.

5.5 Suggestions for Further Studies

The following are some of the areas for further research

- i. Similar study should be done investigating teachers motivation among other factors that influence student academic performance.
- ii. A broader similar study using correlation analysis to evaluate relationship of dependent variable with independent variables making use of interview schedule should be conducted to compare the result.

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APPENDICES

Appendix 1 - Letter of Introduction

Florence Nyambura
P. O. Box 432 -00200,
Nairobi

13TH April, 2017

The Principal

Dear Sir/Madam

RE: LETTER OF INTRODUCTION

I am a post graduate student from the University of Nairobi Department of Educational Administration and Planning. I am carrying out a research on **“Factors Influencing Pupil Performance in KCPE among the Slum Public Primary Schools in Makadara Sub-County, Nairobi County.”** Your institution has been selected to participate in the study.

The attached questionnaires have been designed to assist the researcher gather data for the purpose of the research only. Respondents will not be required to write their name or the name of the institution. Respondents are kindly requested to respond to all items thoughtfully and honestly. Information received will be used for the purpose of the study.

Thank you in advance.

Yours faithfully

Florence Nyambura

Appendix 2 – Questionnaire for Students

This questionnaire is designed to collect data on *Factors Influencing Pupil Performance in Kenya Certificate Of Primary Education Among the Slum Public Primary Schools in Makadara Sub-County, Nairobi County* as a requirement for completion of a masters degree in Education. You will not be required to write your name or the name of your institution. Information received will be treated with confidentiality. Where appropriate use a tick (✓).

A. Bio Data

1. What is your gender
 - i. Male ()
 - ii. Female ()
2. What is your age?
 - i. Below 8 years ()
 - ii. 8-10 years ()
 - iii. 11-13 years ()
 - iv. 14 – 16 years ()
 - v. 17-18 years ()
 - vi. Over 18 years ()
3. What is the type of your school?
 - i. Mixed Day ()
 - ii. Mixed Boarding ()
 - iii. Girls Boarding ()
 - iv. Boys Boarding ()
 - v. Mixed Day & Boarding ()

B. Student Discipline

4. In the table below, use a tick (✓) to indicate your level of agreement as it relates to the following statements. Where SA = strongly Agree; A = Agree; U= Uncertain; D = Disagree; SD = Strongly Disagree

NO.	Statement	SA	A	U	D	SD
1	The head teacher of this school is strict on students' dressing code					
2	It is a must for student to get permission before leaving school ground					
3	Teachers ensures students attend all classes and school activities					
4	School has clear rules and regulations					
5	Punishment is fair and consistence					
6	The school has a record of misbehavior for all students					
7	Punishment are given to students on the spot					
8	Teachers are punctual in attending all classes.					

5. How does your discipline influence your performance?

C. Academic Performance

6. In the table below, use a tick (✓) to indicate your level of agreement as it relates to the following statements. Where SA = strongly Agree; A = Agree; U= Uncertain; D = Disagree; SD = Strongly Disagree

NO.	Statement	SA	A	U	D	SD
1	My performance in class tests is pleasing.					
2	My performance in monthly tests is good.					
3	My performance in the end of term exams is impressive.					
4	My marks for the beginning of term exams are good.					

D. Student motivation to learning

7. In the table below, use a tick (✓) to indicate your level of agreement as it relates to the following statements. Where SA = strongly Agree; A = Agree; U= Uncertain; D = Disagree; SD = Strongly Disagree

NO.	Statement	SA	A	U	D	SD
1	My teachers are source of motivation to learning					
2	Poverty motivates me to work hard in school					
3	My parents motivates me to work hard					
4	Am naturally good in class					

E. Parent income

8. In the table below, use a tick (✓) to indicate your level of agreement as it relates to the following statements. Where SA = strongly Agree; A = Agree; U= Uncertain; D = Disagree; SD = Strongly Disagree

NO.	Statement	SA	A	U	D	SD
1	My parents/Guidant provides all my learning resources such as textbook, pencils, exercise book and pens					
2	My parents pays the school fees on time					
3	We take three meals per day at home					
4	I help my parent in their economic activities at evening					

9. Do you think your parents level of income affect your performance?

i. Yes () ii. No ()

If yes, briefly explain how it affects.

F. Parent participation in Pupils learning

10. In the table below, use a tick (✓) to indicate the extent to which your parent are involved in school activities level as it relates to the following statements. Where A = Always; O = Often; S = Sometimes; R = Rarely; N = Never

NO.	Statement	A	O	S	R	N
1	Attending parent- teacher conferences/meeting					
2	Communicating with the teachers through telephone and face to face					
3	Participate in fund - raising in the school when it is					

	needed					
4	Participation in school mutual goal settings					
5	Being available at school whenever the school requests					
6	MyParents help me doing home work					
7	My parent arranges for my tuition every holiday					
8	My parent inquires about teaching methods of teachers					
9	My parent contacts with teachers for not doing homework					
10	The school report the students' result to parents every time					
11	My parent checks my report form					
12	Our school tries to attract parents to be involved in the school activities					

11. Do you think your parents involvement in your learning influences your academic performance? i. Yes () ii No ()

If yes, briefly explain how it affects you performance.

Appendix 3 - Teachers Questionnaires

This questionnaire is designed to collect data on *Factors Influencing Pupil Performance in Kenya Certificate Of Primary Education Among the Slum Public Primary Schools in Makadara Sub-County, Nairobi County* as a requirement for completion of a masters degree in Education. You will not be required to write your name or the name of your institution. Information received will be treated with confidentiality.

Respondent Characteristics

1. Kindly indicate your sex

i) Male () ii) Female ()

2. What our highest professional qualification?

i) Diploma Education () ii) B.ED () iii) PGDE () iv) M.ED () v) Other specify

3. What is your age?

i) Below 20 years () ii) 20-30 years () iii) 31- 40 years () iv) 41-50 years ()

v) Over 51 years ()

5. How many years have you been teaching?

i) 0-5 years () ii) 6-10 years () iii) 11-15 years () iv) 16-20 years ()

v) 21-25 years ()

6. What is the average number of students per class that you teach?

i) Less than 20 () ii) 20-25 () iii) 26-30 () iv) 31-35 () v) 36-40 ()

vi) 41-45 () vii) 46-50 () viii) 51-55 () ix) 56-60 () x) More than 60 ()

7. Briefly describe what motivate your students to academics performance

8. Briefly describe social economic activities of most parent of your students

9. Comment on the parent participation in your student learning activities in this school-----

Discipline

1. How is the state of pupils' discipline in this school

- i) Good () ii) Average () iii) Bad () iv) Very bad ()

2. How many times have you attended workshops on discipline

- i) Not Attended () ii) 1-3 times iii) 4-6 times () iv) 7-9 times ()
- v) 10-12 times () vi) 13 -15 times () vii) Over 15 times ()

3. In the table below, use a tick (✓) to indicate your level of agreement as it relates to the following statements. Where SA = strongly Agree; A = Agree; U= Uncertain; D = Disagree; SD = Strongly Disagree

NO.	Statement	SA	A	U	D	SD
1	School rules and regulations are integrated with school policy					
2	School has clear rules and regulations					
3	Punishment is fair and consistence					
4	Teaching staff ensures that students do all classes and school activities					
5	Teaching staff ensures that students wear school uniform					
6	The management of School Discipline Has Impact on Students' Academic Performance					
7	Observance of time management affects student performance					
8	School Rule and regulation affect students' academic performance					

4. In your opinion how does discipline affect student performance in your school?

Appendix 4 – Research Authorization

Appendix 5 – Research Permit