

**FACTORS INFLUENCING KENYA CERTIFICATE OF PRIMARY  
EXAMINATION PERFORMANCE IN INFORMAL SETTLEMENTS  
IN BUURI DISTRICT, MERU COUNTY, KENYA**

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**A Research Project Submitted in Partial Fulfillment of the Requirements  
for the Degree of Master of Education in Educational Administration**

**University of Nairobi**

**2014**

## DECLARATION

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

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## **DEDICATION**

This project is dedicated to my wife Susan Nkirote, daughters Caroline Nkatha, Consolata Makandi and son Eric Murithi for their support and encouragement throughout the course. Also sincere dedication to my parents Mr. Gedion M'Ikiugu and Mum Mrs. Jerica Muthoni Gedion for giving me basic education which has been the base of my higher education.

## **ACKNOWLEDGEMENT**

The completion of this research project would have been impossible without the material and moral support from various people. It is my obligation therefore to extend my gratitude to them.

I am greatly indebted to Dr. Grace Nyaga, Senior Lecturer and Chair, Department of Educational Administration and planning, Dr. Ursulla Okoth, Lecturer Department of Educational Administration and Planning, University of Nairobi who bequeathed me enormous skills and ability to prepare my research project, dedication, accessibility and professional advice. My gratitude also goes to my lecturers who taught me in the Master's programme and therefore enriching my research with the learned knowledge.

I wish to acknowledge all those public primary school teachers, Head teachers and pupils from Buuri District for availing time to respond to the questionnaires, without whose co-operation this work could not have been completed. I thank the Almighty God for taking me this far.

## TABLE OF CONTENTS

<b>Content</b>	<b>Page</b>
Declaration .....	ii
Dedication.....	iii
Acknowledgement.....	iv
Table of contents.....	v
List of tables.....	ix
List of figures.....	xi
List of abbreviations and acronyms.....	xii
Abstract .....	xiii

### CHAPTER ONE

#### INTRODUCTION

1.1 Background to the study.....	1
1.2 Statement of the problem.....	5
1.3 Purpose of the study .....	6
1.4 Objectives of the study.....	6
1.5 Research questions .....	6
1.6 Significance of the study.....	7
1.7 Limitations of the study .....	7
1.8 Delimitations of the study.....	8
1.9 Assumption of the study.....	8
1.10 Definition of significant terms.....	9
1.11 Organization of the study.....	10

## **CHAPTER TWO**

### **LITERATURE REVIEW**

2.1 Introduction.....	11
2.2 Concept and meaning of informal settlements.....	11
2.3 Influence of socio-economic background on pupils KCPE performance in informal settlements.....	12
2.4 Influence of teaching learning resources of pupils' KCPE performance in informal settlements .....	14
2.5 Influence of child labour on pupils' KCPE performance in informal settlements.....	18
2.6 Influence of discipline on pupils' KCPE performance in informal settlements.....	21
2.7 Summary of literature review.....	22
2.8 Theoretical framework.....	23
2.9 Conceptual framework.....	24

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

3.1 Introduction.....	26
3.2 Research design .....	26
3.3 Target population .....	27
3.4 Sample size and sampling procedures.....	27
3.5 Research instruments.....	27
3.6 Validity of the instruments .....	28

3.7 Reliability of the instrument.....	28
3.8 Data collection procedures.....	29
3.9 Data analysis techniques.....	29

## **CHAPTER FOUR**

### **DATA ANALYSIS AND INTERPRETATION**

4.1 Introduction.. ..	31
4.2 Questionnaire return rate.....	31
4.3 Demographic information of respondents.....	31
4.3.1 Demographic information of headteachers.....	32
4.3.2 Demographic information of teachers.....	32
4.3.3 Demographic information of pupils.....	33
4.4 Influence of Socio-economic background of the parents in informal settlements to pupils' performance.....	39
4.5 Teaching learning resources and pupils KCPE performance.....	45
4.6 Child labour and performance of KCPE in informal settlements.....	51
4.7 Pupils truancy and pupils' KCPE performance .....	56

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

5.1 Introduction. ....	63
5.2 Summary of Findings.....	63
5.3 Conclusions.....	66
5.4 Recommendations.....	68
5.5 Suggestions for Further Research.....	69

<b>REFERENCES</b> .....	70
<b>APPENDICES</b> .....	74
Appendix I: Letter of introduction to the respondents.....	74
Appendix II: Questionnaire for headteachers.....	75
Appendix III: Questionnaire for teachers.....	82
Appendix IV: Questionnaire for pupils.....	89
Appendix V: Letter of authorization.....	92
Appendix VI: Research permit.....	93



## LIST OF TABLES

Table 1.1. KCPE performance in Buuri district among primary school in the informal settlements.....	5
Table 4.1 Distribution of headteachers according to age.....	33
Table 4.2 Distribution of teachers according to age.....	35
Table 4.3 Teachers highest academic qualifications.....	37
Table 4.4 Distribution of pupils according to age.....	39
Table 4.5 Headteachers responses on how informal settlements affect the pupils' performance.....	40
Table 4.6 Pupils responses on their house space.....	41
Table 4.7 Headteachers rate the economic level of the people in the area.....	41
Table 4.8 Pupils' responses on whether they had reading place and table at home.....	42
Table 4.9 Teachers responses on the influence of socio-economic background of parents in informal settlements to KCPE performance.....	43
Table 4.10 Headteachers responses on whether parents were able to provide teaching and learning resources to the pupils.....	46
Table 4.11 Teachers' response on the influence of teaching learning resources in pupils' performance.....	48
Table 4.12 Teachers rate on adequacy of teaching learning resources in their school.....	49

Table 4.13 Headteachers’ response on the influence of teaching learning resources in pupils’ performance.....	50
Table 4.14 Pupils’ responses on child labour and performance of KCPE in informal settlements.....	52
Table 4.15 Pupils responses on the frequency at which they missed out school to help their parents with the work.....	53
Table 4.16 Teachers responses on child labour and performance of KCPE in informal settlements.....	54
Table 4.17 Headteachers responses on child labour and performance of KCPE in informal settlements.....	55
Table 4.18 Pupils rate on discipline in their school.....	56
Table 4.19 Pupils responses on pupils discipline and pupils’ KCPE performance.....	58
Table 4.20 Headteachers responses on pupils discipline and pupils’ KCPE performance .....	59
Table 4.21 Teachers responses on discipline and pupils’ KCPE performance.....	60

## LIST OF FIGURES

Figure 2.1 Diagrammatic representation of variables in the study.....	24
Figure 4.1 Distribution of headteachers according to gender.....	32
Figure 4.2 Distribution of headteachers according to years as a headteacher.....	33
Figure 4.3 Distribution of teachers according to gender.....	34
Figure 4.4 Distribution of teachers according to years they had served .....	36
Figure 4.5 Distribution of pupils according to gender.....	38
Figure 4.6 Headteachers responses on whether the school provided teaching learning resources to the pupils and teachers.....	45
Figure 4.7 Headteachers responses on whether pupils were involved in child labour.....	51
Figure 4.8 Headteachers rate on pupils discipline in their school.....	57
Figure 4.9 Headteachers rate on truancy in their school.....	61

## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>BBS</b>	Bangladesh Bureau of Statistics
<b>BoM</b>	Board of Management
<b>EFA</b>	Education for All
<b>EMACK</b>	Education for Marginalised Children in Kenya
<b>FPE</b>	Free Primary Education
<b>KCPE</b>	Kenya Certificate of Primary Education
<b>MDG</b>	Millennium Development Goal
<b>OECD</b>	Organisation for Economic Co-operative Development
<b>SPSS</b>	Statistical Package for Social Sciences
<b>UDHR</b>	Universal Declaration of Human Rights
<b>UN</b>	United Nations
<b>UNCESCR</b>	United Nations (UN) Committee on Economic Social and Cultural Rights
<b>UNDP</b>	United Nations Development Programme
<b>UNESCO</b>	United Nations Educational Scientific and Cultural Organisation
<b>USAID</b>	United States Agency for International Development
<b>WHO</b>	World Health Organisation

## ABSTRACT

The purpose of the study was to investigate factors that influence KCPE performance in informal settlements in Buuri District, Meru County, Kenya. The study was guided by four research objectives. The research objectives sought to; establish how socio-economic background of parents influence pupils performance; assess how teaching learning resources influence pupils KCPE performance in informal settlements; assess the effects of child labour on the performance of KCPE in informal settlements and lastly establish how pupils' truancy influences pupils KCPE performance in informal settlements in Buuri District. The study employed a descriptive survey design. The sample for the study comprised of 5 headteachers, 70 teachers and 290 class 7 pupils. Data was collected by use of questionnaires. Findings revealed that socio-economic background of parents affected pupils' performance. Pupils' parents' were generally poor and hence unable to provide their pupils with teaching and learning resources. It was also revealed inadequate teaching and learning resources affected pupils' performance. The study revealed that materials intended to enhance the teaching and learning process were inadequate hence affecting the performance of the pupils. Findings indicated that there were children in the school participating in their parents' economic activities hence disrupting their learning and hence leading to poor performance. Child labour made pupils keep on thinking about money rather than studies and hence performed poorly as they lost interest in academic work. Based on the study findings, it was concluded that schools had more than half of the school population pupils from informal settlements. The study also concluded that most of the parents of pupils in the school were generally poor and hence not able to provide their pupils with teaching and learning resources. The study also concluded that pupils were not able to complete the assignments given to them in some subjects and they fought for few materials leading to enmity among pupils which killed the spirit of teamwork. The researcher further concluded that irregularity in supply of resources and the unavailability of resources contributed to unconducive learning environment hence hindering pupils to perform well in examinations. Based on the findings and conclusions, the study makes the following recommendations. The study recommends that the County Government should economically empower the people living in the informal settlements so as they can let their children attend schools. Government should provide enough teaching learning resources to schools in the informal settlements to facilitate pupils learning and hence improving pupils' academic achievement. The community in the informal settlement should be empowered on the need to educating their children. Based on the findings, the researcher suggested that since the study was carried out in a rural setting, there is need to conduct a similar study in an urban informal settlement so as to compare the results.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

The right to education is recognized under international human rights law. The United Nations (UN) Committee on Economic, Social and Cultural Rights (UNCESCR) notes that education has a vital role in the promotion of human rights and is a primary vehicle by which economically and socially marginalized adults and children can lift themselves out of poverty and obtain the means to participate fully in their communities (Heady, 2000). The right to education is recognized in the Universal Declaration of Human Rights (UDHR) and is enshrined in various binding international human rights treaties to which Kenya is party, including the International Covenant on Economic, Social and Cultural Rights, the Convention on the Rights of the Child, the African Charter of Human, and Peoples' Rights and the African Charter on the Rights and Welfare of the Child. Under international law, Kenya is obliged to ensure that primary education is free and compulsory for all children (Heady, 2000).

The UN glossary of environment statistics (1997) defines informal settlements as areas where groups of housing units have been constructed on land that the occupants have no legal claims to, or occupy illegally. It is also unplanned settlements and areas where housing is not compliance with current planning and building regulations (Bangladesh Bureau of Statistics (BBS), (2009). In

Africa since it is among the developing countries, informal settlements are also found in the urban areas which are characterized by informal construction and unguided by urban planning hence there is near total absence of formal street grids, numbered streets, sewage network, electricity or telephone. These informal settlements lack basic services (Rashid, 2009).

The duty to realize the right to free and compulsory primary education is an immediate obligation of any country. It requires those countries which have not yet secured compulsory primary education to work out and adopt a detailed plan of action to do so, within a reasonable number of years individually and through international assistance and cooperation. Also, under the United Nations Millennium Development Goal (MDG)Two, Kenya is expected to achieve universal primary education by 2015 (Bynner, & Joshi, 2008).

One of the most basic and common problems of many developing countries is the upcoming of informal settlements. People who can not sufficiently benefit from the social, cultural and economic opportunities of the city, even if they are living in that environment, have difficulties to be in harmony with the urban structure. According to United Nations Development Programme (UNDP (2009) informal settlements are found across the globe mainly in developing countries in urban areas. According to World Health Organisation (WHO) (2012 journal), informal settlement are groups of people living on land they have no legal claims to or the homes and land do not follow codes and

regulations. These informal settlements are globally estimated to grow rapidly with one billion people living in these slums in these developing countries (UNDP, 2006).

Informal settlement dwellers problems are not limited to access to education. Their precarious work and living conditions make them a particularly vulnerable group. Studies in, for example, Bangladesh, as in other South Asian countries have suggested that as enrolments have risen without a corresponding increase in the number of schools, the number of students performing poorly per school has risen and quality has fallen (Rahman & Otobe, 2005). 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).

It is argued that all people or at least all children have a right to education regardless of economic factors. This is not to say that there is no unawareness of the poverty of the parents of these children however poverty is merely an impediment to education. Education is a fundamental strategy for human resource development. Significant resources have been invested over the years by the government and other stakeholders to expand and improve education at all levels. Children learning in school is related to a variety of family demographic and social-economic characteristics. In general children learning



in school from well do to families is lower than for those from disadvantaged family backgrounds such as the informal settlements (Ray, 2000b).

Education is a centerpiece of the Kenyan Government's vision 2030. Since 2003 the government introduced Free Primary Education (FPE). This increased primary school enrollment by nearly three million pupils (FPE Report; 2004). In Kenya, according to the USAID-Kenya (EMACK II project 2011) many schools in informal urban settlement are 'non-formal' or community schools. These schools do not have well trained teachers and they are not supported by government funding.

Muasya (2009) conducted a study on the effect of family, social and economic background on education of children in slums. Her findings revealed that social and economic background of children had a negative effect children's education. A study by Demba (2011) 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. The above studies were conducted among informal settlements in

urban settings. The current study will be conducted in informal settlements in rural set up. Relative to formal urban settlements, schooling is poorly organized and less equitable. Worse still, as the Uwezo survey show even the children who make it to school learn little (Urban Kenya, 2012).

## 1.2 Statement of the Problem

The Kenyan educational policy embraces the Jomtien Declaration of 1990, which officially pronounced EFA irrespective of sex, religion, ethnic, social or economic status' (Global Campaign for Education [GCE] ,2005).

In Buuri District informal settlements have also come up especially in the markets. These markets include Machaka, Kibirichia, Kiirua, Tutua, Njuruta, Ruiiri, Mutunyi and Timau. The performance of Kenya Certificate of Primary Education (KCPE) has been declining among pupils in the informal settlements as shown in the Table 1.1.

**Table 1.1. KCPE performance in Buuri District among primary school in the informal settlements**

Category of schools	2008	2009	2010	2011	2012
Informal settlement	158.18	168.71	152.12	147.35	138.18
Non-informal settlement	188.15	195.86	206.92	220.03	217.80

DEO Buuri District, (2013).

Table 1.1 shows the trend of performance in Buuri District among schools in the informal settlements vis a vis those in non informal settlements. It is from this background that the researcher intends to investigate factors that influence

KCPE performance in informal settlements in Buuri District, Meru County, Kenya

### **1.3 Purpose of the study**

The purpose of the study was to investigate factors that influence KCPE performance in informal settlements in Buuri District, Meru County, Kenya.

### **1.4 Objectives of the study**

The study was guided by the following objectives:

- i. To establish how socio-economic background of parents influence pupils performance in KCPE in informal settlements in Buuri District.
- ii. To assess how teaching learning resources influence pupils KCPE performance in informal settlements in Buuri District.
- iii. To assess the effects of child labour in the performance of KCPE in informal settlements in Buuri District.
- iv. To establish how pupils' truancy influence pupils KCPE performance in informal settlements in Buuri District.

### **1.5 Research Questions**

The following were the research questions for the study:

- i. How does socio-economic background of parents affect pupils' performance in KCPE in informal settlements in Buuri District?
- ii. In what ways do teaching learning resources influence pupils KCPE performance in informal settlements in Buuri District?

- iii. How does child labour influence the performance of KCPE in informal settlements in Buuri District?
- iv. In what ways do pupils' truancy influence pupils KCPE performance in informal settlements in Buuri District?

### **1.6 Significance of the Study**

The study findings may be important in a number of ways. First, the study findings would assist the Ministry of Education in decision making about funds for materials and infrastructure. The study would also be important to the headteachers in making them aware of the factors in the informal settlement that influence academic achievement. The findings would also be important to the curriculum developers in addressing the needs of the children in the informal settlements. The study findings would enable the Ministry of Education to help step up the necessary precautions to help them achieve vision 2030 and fulfill the EFA goals by avoiding the informal settlement or help upgrade them.

### **1.7 Limitations of the study**

Limitations of a study are factors that affect the study but which the researcher has no control over (Mugenda & Mugenda, 2003). One of the limitations of this study was that is that it was difficult to elicit information from pupils from the informal settlements since they are mixed with pupils who were not from informal settlements. It was also difficult to control the attitudes of the

respondents as they may give socially biased answers however this was checked through triangulation.

### **1.8 Delimitations of the study**

The study delimited itself to informal settlement environment, availability of teaching and learning resources, adequacy of study areas and pupils characteristics such as truancy and discipline. Another delimitation was that the study concentrated on the headteachers, pupils and teachers. Though parents are key players in providing data for the study, they did not participate in the study since the respondents selected were able to provide the required information. This was due to the difficulty in getting them. The study also targeted children and teachers in schools in the informal settlements in the district.

### **1.9 Assumptions of the Study**

The following were the assumptions of the study

- i. That pupils' academic performance is influenced by informal settlements.
- ii. That the respondents were honest and competent in giving responses to the items in the questionnaires.
- iii. That the headteachers and teachers were aware of the factors that affect academic performance of the pupils

### **1.10 Definition of significant terms**

The following were the significant terms as used in the study:

<b>Academic performance</b>	Refers to the grade that pupils achieve after sitting for KCPE examination.
<b>Child labour</b>	Refers to involvement of children in economic activities that make them miss out school
<b>HIV and AIDs</b>	Refers to Human immunodeficiency virus infection / acquired immunodeficiency syndrome infections
<b>Informal settlements refer</b>	To unplanned settlements outside an urban centre which do not have the necessary facilities and are coupled with high poverty levels. They are also referred to as slums.
<b>Pupils' discipline</b>	Refers to pupils' behavior that can influence their learning either positively or negatively.
<b>Socio-economic background</b>	Refers to socio-cultural and economic position of an individual or a family where one comes from
<b>Teaching learning resources</b>	Refers to teaching and learning facilities and materials that enhance teaching and learning in schools

### **1.11 Organization of the study**

This study is organized into five chapters. Chapter one focuses on the background of the study, statement of the problem, purpose of the study, research questions of the study, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study, definition of significant terms and the organization of the study.

Chapter two deals with the literature review and focused on influence of socio-economic background of pupils in informal settlements on pupils performance, influence provision of teaching learning resources of pupils in informal settlements on pupils' performance Effects of child labour on children's' education and influence of discipline in the informal settlements influence pupils' performance. The chapter also covered the theoretical and conceptual framework.

Chapter three presents the research methodology. This describes the research design, the target population, sampling techniques and sample size, research instruments, instruments' validity, data collection procedure and data analysis techniques.

Chapter four presents data obtained from the field, its analysis and interpretations and chapter five contains the summary of findings, conclusions and recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter focused on the literature review of the study. The section focused on concept and meaning of informal settlements, influence of socio-economic background of pupils in the informal settlements on pupils performance, influence provision of teaching learning resources of pupils in slum areas on pupils' performance, Effects of HIV and AIDS on pupils performance.

Influence of child labour in the informal settlements influence pupils' performance and influence of pupils characteristics on their performance. The chapter also covers the theoretical and conceptual framework.

#### **2.2 Concept and meaning of informal settlements**

Informal settlement has characteristics of plywood, corrugated metal, sheets of plastic and cardboard boxes. They are usually found on the periphery of cities, public parks, or near railroad tracks, rivers, lagoons or city trash dump sites. Sometimes called a squatter, informal or spontaneous settlement, shanty towns often lack proper sanitation, safe water supply, electricity, hygienic streets, or other basic human necessities.

In most cities of the world, slums, by definition, are informal and illegal settlements. A large proportion of the residents are rural migrants, displaced persons, illegal and legal immigrants, unemployed, and refugees. They are not



necessarily all poor. There are those who are legally employed in formal sector occupations, such as school teachers and even university instructors, as well as those who are self-employed and own businesses (Neuwirth, 2005) However most are employed in low-paying occupations, such as in domestic services, the garment industry, solid waste recycling, security service, and day labor; even crime constitutes a type of income-generating activity for some residents (Neuwirth 2005, UN, 2003). Nearly all of these people are excluded from the usual benefits provided to or required for the formal sector employees, including minimal wage compensation, pension, let alone health insurance.

### **2.3 Influence of socio-economic background of parents on pupils KCPE performance in informal settlements**

Several controversies occurs in the definition of poverty in the informal settlements. The first is whether poverty should be defined in economic terms, or as part of a broader social disadvantage.

The economic definition of poverty is typically based on income measures, with the absolute poverty line calculated as the food expenditure necessary to meet dietary recommendations, supplemented by a small allowance for non-food goods. However, a study by the World Bank indicates all countries; poverty presents a chronic stress for children and families that may interfere with successful adjustment to developmental tasks, including school achievement (Mcloyd & Wilson, 2009).

Children raised in low-income families are at risk for academic and social problems as well as poor health and well-being, which can in turn undermine educational achievement. Many poverty researchers use a broader definition suggesting that “poor” means lacking not only material assets and health but also capabilities, such as social belonging, cultural identity, respect and dignity, and information and education.

According to Pianta & Cox. (1999), poverty means capability deprivation which has an effect on how pupils perform in school. A second difference is that some researchers and policy makers see poverty and poverty escape as primarily due to an individual condition, whereas others focus on the social exclusion factors which prevent groups or categories of peoples from moving out of poverty (Tilly, 2007).

Pupils’ academic performance in the informal settlements is influenced by pupils school readiness, school readiness refers to skills children need to profit from the educational experiences of formal schooling (Zigler, Gilliam & Jones. 2006). Pupils’ school readiness is generally defined as a broad set of skills that affect children’s ability to learn in school: physical health, motor skills, self-care, emotional and behavioral self-regulation, social skills, communication skills, pre-academic skills, attention, and curiosity and motivation to learn, although some argue that it should be limited to literacy and numeracy skills (Pianta, & Cox, 1999). Similarly, in developing countries, children in poverty are at much greater risk of never attending school than wealthier children, and these differences are wide (for example, in

a sample of 80 countries, 12% of children in the top quintile of households never attended school, whereas 38% of children in the poorest quintile never attended school) (EFA Global Monitoring Report Team, 2006). These differences are more highly related to wealth and mothers' education than to urban/rural residence and gender.

Children raised in poverty also achieve less in school. Analyses show strong positive relationships between socio-economic status and pupils' performance across countries, across age levels, and across academic areas of study (EFA Global Monitoring Report Team, 2006). Further, socio-economic differences in achievement scores, often called socio-economic gradients exist within most countries, reflecting socio-economic status-related inequality in educational outcomes (Ross, Zuze & Ratsatsi, 2005). In spite of the overwhelming effects of poverty on children's education and development, there are many examples of children in low-income families who have thrived (Luthar, Cicchetti & Becker, 2000). Twin studies have shown the individual variability in adaptation that exists even when two children with the same genetic make-up are raised in the same context.

#### **2.4 Influence of teaching learning resources of pupils' KCPE performance in informal settlements**

One of the administration functions of the headteacher is management of physical facilities in the school (Ozigi, 1997). Availability of physical facilities encourages meaningful learning and teaching. The headteacher

should plan for the physical facilities in the schools bearing in mind that school population keeps on changing in line with change in programmes and modernization. Headteachers have faced challenges in managing their schools due to lack of adequate physical facilities which are a prerequisite to quality education in the informal settlements. This has led to pupils' poor performance.

There is evidence of relationship between availability of physical facilities and academic performance in the informal settlements. Studies conducted in Ghana and Uganda by Olateju (2008) indicate that lack of physical facilities was correlated with pupils performance. According to Kaime (2000) physical facilities such as classrooms that are well equipped are the greatest challenge faced by parents and education authorities including headteachers yet they have a bearing on quantitative growth and quality of education and pupils' performance. The above studies did not however focus on how facilities affect pupils' performance in the informal settlement hence the purpose of this study.

Mwangi (2005) found out that lack of physical and learning facilities in teaching of mathematics in teachers colleges had a negative impact on student's performance in schools. A study by Ross (2005) also found out that lack of physical facilities in teacher training colleges contributed to poor performance of students. The above study was conducted among teachers training colleges, this study will be conducted in informal settlement to establish whether similar results will be obtained. The management of material resources entails planning, acquisition, allocation, distribution and

controlling the use and maintenance of the materials. Olateju (2008) states that planning for material resources involves the identification of the resource requirements, assessing quality in terms of the needs, establishing criteria for standards, determining the cost per unit and the use of the materials whether by individuals or groups. With the introduction of Free Primary Education, schools could have registered over-enrolment, which means that the resources available in schools are constrained leading to pupils' poor academic performance.

Eshiwani (1987) found that in all levels of learning availability of physical facilities such as classrooms, desks, chairs had a positive relationship to quality education. Availability of these facilities contributed to conducive learning environment hence enabling students to perform well in examinations hence provision of quality education (Earthman and Lemasters, 2006). Verspoor (2008) argues that increases in public spending will be inadequate to generate increases in education attainment and learning achievement unless accompanied by reforms that aim at a more efficient use of available resources and find sources of additional funding. He advises that well structured. Public-Private Partnerships (PPPs) can help diversify the sources of financing and provision. Luthar (2005) says that one of the duties of the head teachers in Kenya is to develop the school's physical facilities. She argues that in dealing with physical facilities, a headteacher has to bear in mind where to house the educational program, the population to be served by the facility and ensure that financial resources are readily available for the school expansions.

Avalos (1991) says that performance of learners bears a direct relevance to the availability or lack of instructional materials. According to The Global Monitoring Report on Education for All (United Nations Educational Scientific and Cultural Organisation [UNESCO] 2008), students access to teaching and learning is an important factor in what and how much they learn (UNESCO 2008). Tilly, (2007) carried out a study that established that the availability of physical facilities had effect on pupils performance in Botswana. The study revealed that physical facilities had a direct link to pupils' performance.

A study conducted by the Population Council and the Government of Kenya in 1997 to establish the effects of the material inputs on performance in single sex and mixed primary schools. A directory of different types of materials that would be found in a typical primary school was prepared. Some of these included textbooks, library, laboratory, playing fields, science rooms and telephone. An examination of the material inputs in selected schools revealed that single sex schools were better equipped than the mixed schools. The shortage of the necessary material inputs in mixed schools was therefore identified as one of the factors affecting pupils' performance (Population Council and Government of Kenya, 1997).

In primary schools, it is the responsibility of the government to provide funds for instructional related materials. These instructional materials are intended to enhance the teaching and learning process hence improves the performance

of the students. It is estimated that about 1 million school-children are in need of textbooks, whose cost would be Kshs. 1,960.6 million. However, only 3% of this amount is provided. As a result, inadequate instructional materials hinder many children from attending school regularly; in the end, these children give up education. Yet, despite the recognition of the acute need of textbooks by the Ministry of Education, over 90% of the government's recurrent expenditure pays teachers' salaries, while only 1% is allocated textbooks (Abagi, 1997); this appears to be an inefficient allocation of resources.

If the government cannot provide adequate instructional materials the burden of provision of the same is shifted to the parents. Therefore, there is need to evaluate whether the government funding of instructional materials is viable (Okwach & Odipo, 1997)

## **2.5 Influence of child labour on pupils' KCPE performance in informal settlements**

Much of the recent concern over child labour, as is evident from the rapidly expanding literature<sup>1</sup> on the subject, stems from the belief that it has a detrimental effect on human capital formation. This is reflected in the close attention that child schooling has received in several studies on child labour. Kanbargi and Kulkarni (1991), Psacharopoulos (1997), Patrinos & Psacharopoulos (1997), Jensen and Nielsen (1997), Ravallion & Wodon (2000), Ray (2000a, 2000b, 2002) are part of a large literature that provides

evidence on the trade off between child labour and child schooling. Much of this evidence is on the impact of child labour participation rates, rather than child labour hours, on child schooling. This reflects the fact that data on child labour hours is much more difficult to obtain than that on child labour participation rates. However, from a policy viewpoint, knowledge of the impact of child labour hours on a child's school attendance and school performance is more useful than that of child labour force participation rates.

Moreover, given that many households in developing countries depend on child labour earnings to stay above the poverty line, it seems a better strategy for the policy maker to attempt to control child labour hours rather than the more ambitious but less realistic task of reducing child labour participation rates by pulling children out of employment altogether.

The empirical literature on child labour has focused attention on their causes rather than its effects, especially the cost to the child and, hence, to society. For example, there is relatively little evidence in the published literature on the impact of a child's labour hours on her educational experience, especially on her performance at school. Using SIMPOC (Statistical Information and Monitoring Programme on Child labour) data collected by the ILO (International Labour organization), the present study provides multi country evidence on this issue, which is of national and international concern. The countries chosen span a wide spectrum culturally, geographically and economically. The children, who are considered here, are those in the age group 12-14 years. The choice of this age group is due to the fact that the



minimum age for “light work” is set at twelve for countries “whose economy and educational facilities are insufficiently developed” (ILO Convention 138, Art. 2) and thirteen in other countries.

Previous investigations include the studies of Patrinos and Psacharopoulos (1997) on Paraguay, Akabayashi and Psacharopoulos (1999) on Tanzania, Singh (1998) on U.S.A., Heady (2000) on Ghana and Rosati and Rossi (2001) on child labour data from Pakistan and Nicaragua. The general consensus that emerges from the results of these studies is that child labour is harmful to human capital accumulation. For example, using time-log data of children from a Tanzanian household survey, Akabayashi and Psacharopoulos (1999) observe (p.120) “that a trade off between hours of work and study exist hours of work are negatively correlated to reading and mathematical skills through the reduction of human capital investment activities”. Heady (2000) similarly observes on Ghanaian data that “work has a substantial effect on learning achievement in the key areas of reading and mathematics....these results confirm the accepted wisdom of the negative effects of work on education”.

Rosati and Rossi (2001), using data from Pakistan and Nicaragua, conclude that an increase in the hours worked by children significantly affects their human capital accumulation. Ray (2000c), using information on educational attainment from the 50<sup>th</sup> round (July, 1993 – June, 1994) of India’s National Sample Survey found that, in both rural and urban areas, the sample of

children involved in economic activities recorded a lower mean level of educational experience than non working children.

## **2.6 Influence of truancy on pupils' KCPE performance in informal settlements**

Discipline is regarded as training that develops self control (Charles, 1989). It must always be prospective, that is directed at developing the adult of the future. Ajowi (2002) adds that discipline is about positive behavior management aimed at promoting appropriate behavior. Muasya (2009) reports that the American public, educators and students look at schools as being successful when discipline prevails.

World Bank(2007) commenting on the need for discipline in schools in South Africa concurs that the task of any school administrator is to ensure that effective teaching and learning takes place in an orderly environment. Eshiwani (1993) agrees with this view when he says that school discipline must be maintained at all times because it is only when there is discipline that proper learning can be expected to take place.

Ravallion (2000) likewise supports the above view by saying that good discipline brings good results in every field of school endeavor. This indicates that both Eshiwani (1993) and Ravallion (2000) are in agreement that discipline is the central pillar for the entire school programmes success and excellent performance. Legal Notice No. 40 under section 19 of the Education Act of 1968 'Education (School Discipline) Regulations' indicates that a

school is expected to promote among its pupils good behaviour and acceptable moral and social conduct. Any behaviour or action which is not in conformity with these accepted norms constitutes indiscipline.

## **2.7 Summary of literature review**

Pianta & Cox. (1999) have established that poverty has an effect on how pupils perform in school while Luthar, Cicchetti and Becker (2000) have established that poverty has an effect on pupils' academic performance. These studies have shown the individual variability in adaptation that exists even when two children with the same genetic make-up are raised in the same context. Ozigi (Ozigi, 1997) has established that availability of physical facilities encourages meaningful learning and teaching. Olateju (2008) on the other hand has established that I lack of physical facilities was correlated with pupils performance.

Kaime (2000) has also revealed that physical facilities such as classrooms have an influence on the quality of education and pupils' performance. Mwangi (2005) found out that lack of physical and learning facilities in teaching of mathematics in teachers colleges had a negative impact on student's performance in schools. Ross (2005) also found out that lack of physical facilities in teacher training colleges contributed to poor performance of students. This above study was conducted among teachers training colleges, this study will be conducted in informal settlement to establish whether similar results will be obtained.

Tilly (2007) established that the availability of physical facilities had effect on pupils' performance in Botswana. The study revealed that physical facilities had a direct link to pupils' performance. Rosati and Rossi (2001) using data from Pakistan and Nicaragua concluded that an increase in the hours worked by children significantly affects their human capital accumulation. Ajowi (2002) adds that discipline is about positive behavior management aimed at promoting appropriate behavior. Muasya (2009) reports that the American public, educators and students look at schools as being successful when discipline prevails. These studies were carried out in other areas and did not specifically address on children in the informal settlements. This study aims at filling in the gap.

## **2.8 Theoretical framework**

The study adopted the Education Production Theory (EPT) proposed by Filmer (1999). The production function is used to determine the maximum product which can be derived from a combination of inputs. In this theory, different combinations of inputs can produce different levels of outputs. The study was based on the production function theory by Verspoor (2008). In this theory, different combinations of factors have an effect of pupils' performance.

The production function theory describes the relationship between inputs and outputs. Pupils' academic performance is a function of pupils, teachers, education officers, parents and physical facilities. These resources include

teaching and learning materials, infrastructure and the human resources which are inputs in to the production function. These resources affect the teaching and learning, participation and quality of education in terms of performance in schools which are the outputs in the education system. With adequate educational resources performance will be better. In other words, pupils' academic performance is as a result of socio-economic background, teaching learning resources, child labour and pupils characteristics.

## 2.9 Conceptual framework

**Figure 2.1 Diagrammatic representation of variables in the study**

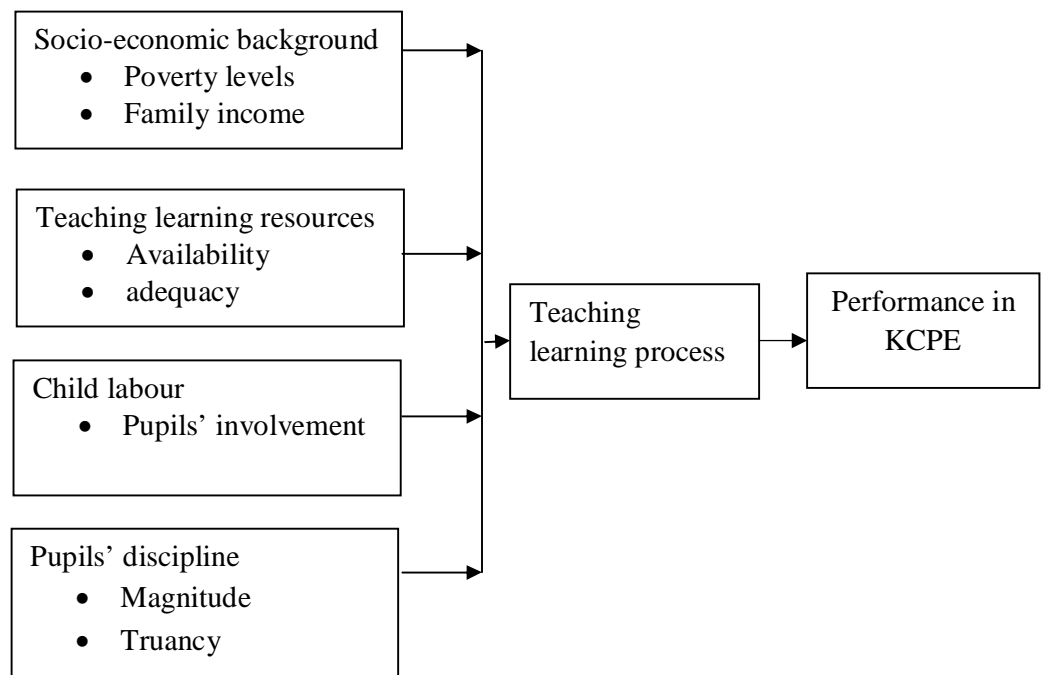


Figure 2.1 which is the conceptual framework shows how the inputs which are socio-economic background, teaching learning resources, child labour and pupils characteristic influence pupils academic performance. The interrelationship between these variables within the school setting will have

different results within the school (output). All these factors will impact directly on the kind of teaching and learning (process) that goes on in schools whereby positive impact will lead to pupils' good academic performance while negative impact will lead to poor academic performance.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the procedure that was used in conducting the study. The section focuses on research design, target population, sample and sampling procedures, research instruments, validity of the instruments, reliability of the instruments, data collection procedures and data analysis.

#### **3.2 Research design**

This study employed a descriptive survey design. Description survey designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification. Borg and Gall, (2000) note that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators. The choice of the descriptive survey design was made based on the fact that in this study research was interested in the state of affairs already existing in the field and no variable was manipulated. Survey design therefore was appropriate because it enabled the researcher to gather information concerning the actors in informal settlements that influence pupils' performance in Kenya Certificate of Primary Examination (KCPE) in Buuri District, Meru County, Kenya.

### **3.3 Target population**

Orodho (2004) defines population as all the items or people under consideration. For this study, the target population consisted of 8 headteachers, 74 teachers and 297 class 7 pupils. Although class 8 pupils will be the respondents for the study as they have been in the schools for the relatively longest time, they were busy with exams and hence class 7 pupils were selected.

### **3.4 Sample size and sampling procedures**

Sampling as defined by Orodho (2004) is the process of selecting a subset of cases in order to draw conclusions about the entire set. Sampling was important because one learnt something about a large group by studying a few of its members thus saving time and money. Census was used in this study. This was because only respondents in the informal settlement schools were targeted. This implied that the sample was 5 headteachers, 70 teachers and 290 class 7 pupils.

### **3.5 Research Instruments**

Questionnaires were the data collection tool in the study. A questionnaire is a research instrument that gathers data over a large sample (Kombo and Tromp, 2006). The advantages of using questionnaires are that they are anonymous; they cover wide area and are easy to administer and analyse. Three questionnaires were used for three different categories for the headteachers, teachers and pupils. The questionnaire for headteachers and teachers



consisted of five sections. Section one consisted of demographic data, while sections two, three, four and five focused on themes in the research objectives.

### **3.6 Validity of the Instruments**

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research result (Mugenda and Mugenda, 2003) Validity according to Borg and Gall (2000) is the degree to which a test measures what it purports to measure. To enhance the validity of the instruments, a pre test was conducted. The aim of pre-testing was to gauge the clarity and relevance of the instrument items so that those items found to be inadequate for measuring variables would either be discarded or modified to improve the quality of the research instruments. The pre test helped to improve face validity and content of the instruments. The researcher sought assistance from the supervisors in order to help improve content validity of the instrument.

### **3.7 Reliability of the Instrument**

Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research instrument yields consistent results. The researcher used test-Retest method which involves administering the same instrument twice to the same group of subject with a time lapse of two weeks between the first and second test. The scores of the 2 tests will be correlated using the Pearson's product moment correlation coefficient formula as follows:-

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

Key:

$\sum xy$  – Sum of cross products of scores of each variable

$\sum x^2$  – Sum of squared deviation in x

$\sum y^2$  – Sum of squared deviation in y

According to Creswell and Miller (2006) a coefficient of 0.7 or more shows that there is high reliability of the instrument. The reliability test of the questionnaire revealed a coefficient of 0.72 hence it was deemed reliable.

### **3.8 Data Collection Procedures**

The researcher sought a research permit from the National Council for Science, Technology and Innovation (NACOSTI) and thereafter wrote letters to the headteachers to be allowed to do the study. The selected schools were visited to book appointments on when to visit the schools. On the material day, the researcher administered the research instruments. The respondents were assured that strict confidentiality would be maintained. The completed questionnaires were collected once filled up.

### **3.9 Data Analysis Techniques**

After the data has been collected there was a cross-examination to ascertain their accuracy, competences and identify those items wrongly responded to, spelling mistakes and blank spaces. Descriptive statistics such as percentages and frequencies was used to answer research questions. Quantitative data was entered into the computer for analysis using the Statistical Package for Social

Sciences (SPSS). This processed the frequencies and percentages which were used to discuss the findings. Tables, pie charts and bar graphs were used to present the data. Qualitative data was analyzed according to the themes in the research objectives.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND INTERPREATION**

#### **4.1 Introduction**

This study investigated the factors that influence KCPE performance in informal settlements in Buuri District, Meru County, Kenya. The study specifically investigated how socio-economic background of parents, teaching learning resources, child labour and pupils' truancy influence pupils KCPE performance in informal settlements. This chapter presents the data analysis and interpretation of the findings.

#### **4.2 Questionnaire Return Rate**

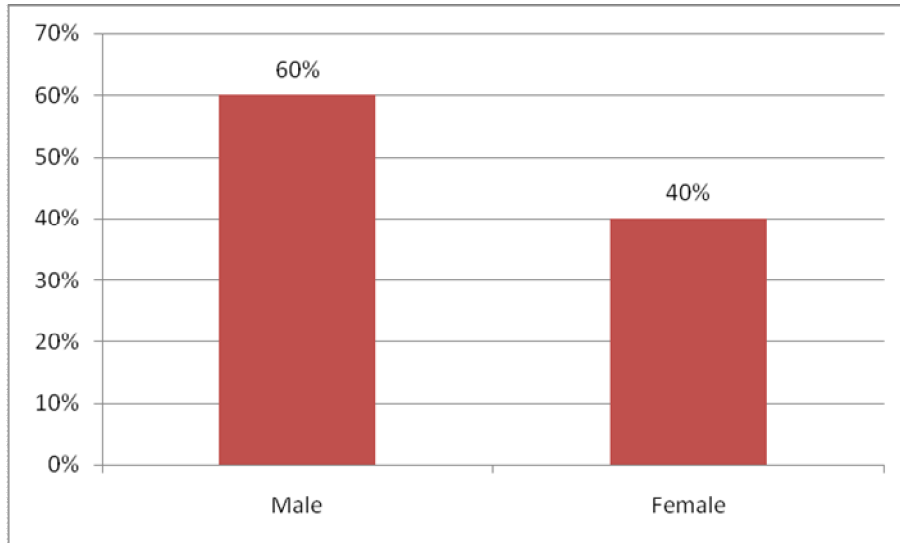
Questionnaire return is the proportion of the questionnaires returned after they have been issued to the respondents. Out of the 5 headteachers, 70 teachers and 290 pupils sampled in the study, 5 headteachers (100%), 66 (94.2) teachers and 275 (94.8%) pupils responded and returned the questionnaire. The percentage return rates were all above 80 percent and hence deemed adequate for data analysis.

#### **4.3. Demographic Information of Headteachers**

The demographic information of headteachers was based on gender, age, duration they had served as headteachers and highest academic qualification.

### 4.3.1 Gender of Headteachers

Figure 4.1 shows gender of headteachers



**Figure 4.1 Distribution of headteachers according to gender**

Data shows that majority 60.0 percent of headteachers were male while 40.0% of headteachers were female. This indicates that there were more male (3) than female (2) heads in the schools.

### 4.3.2 Age of Headteachers

The headteachers were further asked to indicate their age. Table 4.1 presents age of the headteachers.

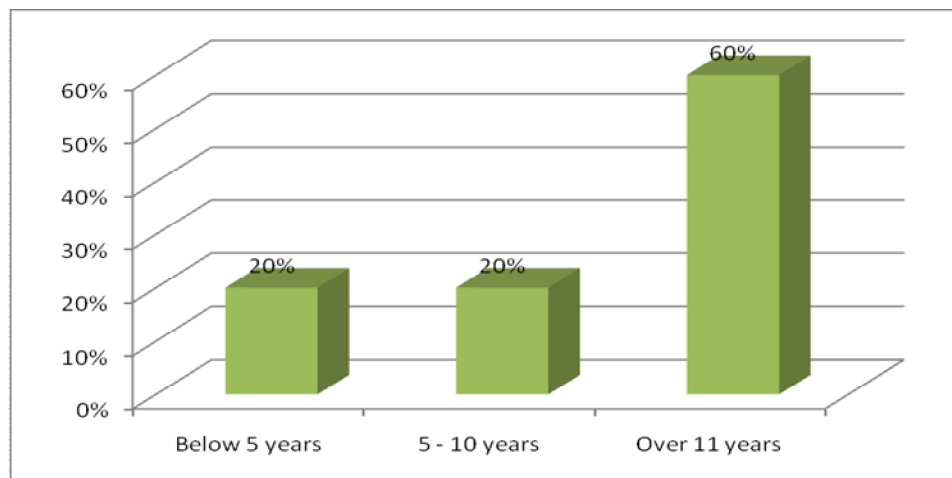
**Table 4.1 Distribution of headteachers according to age**

Age	Frequency	%
20 -30 years	1	20.0
Over 40 years	4	80.0
<b>Total</b>	<b>5</b>	<b>100.0</b>

Data shows that majority 80.0% of headteachers were above 40 years while 20.0 percent of headteachers was aged between 20 and 30 years. The data shows that majority of the headteachers were relatively old and may have worked for a relatively longer time hence able to provide information on how the informal settlements affect pupils' academic performance.

#### **4.3.3 Headteachers' experience**

Figure 4.2 shows the headteachers according to years as a headteachers



**Figure 4.2 Distribution of headteachers according to years as a headteachers**

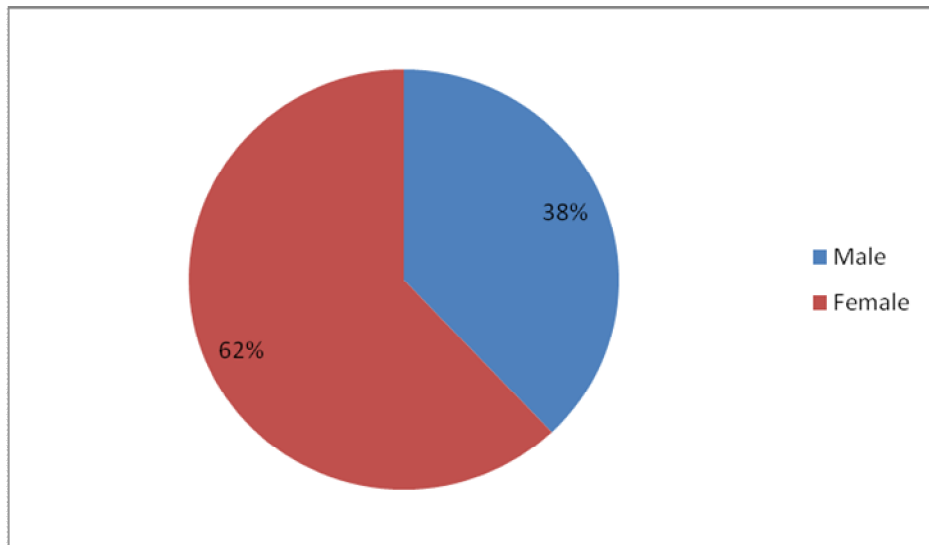
Data presented in Figure 4.2 shows that majority (60.0%) of headteachers had served for over 11 years, 20.0% of headteachers for below 5 years while the same number for between 5 and 10 years. This implies that the headteachers had been in the schools for long period and hence were in a position to provide information on factors that influence KCPE performance in informal settlements.

#### 4.3.4 Demographic information of teachers

The demographic information of teachers was based on gender, age, duration they had served as teachers and highest academic qualification.

#### 4.3.5 Gender of teachers

Figure 4.3 is the presentation of teachers' distribution according to gender



**Figure 4.3 Distribution of teachers according to gender**

Data shows that majority (62%) of teachers were female while 38% of teachers were male. This shows that there were more female teachers than male in the district.

#### 4.3.6 Age of teachers

Table 4.2 shows the distribution of teachers according to age (16.7 %) 20-30 years (27.3%) 31-40 years (56%) above 40 years.

**Table 4.2 Distribution of teachers according to age**

<b>Age</b>	<b>Frequency</b>	<b>%</b>
20 -30 years	11	16.7
31- 40 years	18	27.3
Above 40 years	37	56
<b>Total</b>	<b>66</b>	<b>100</b>

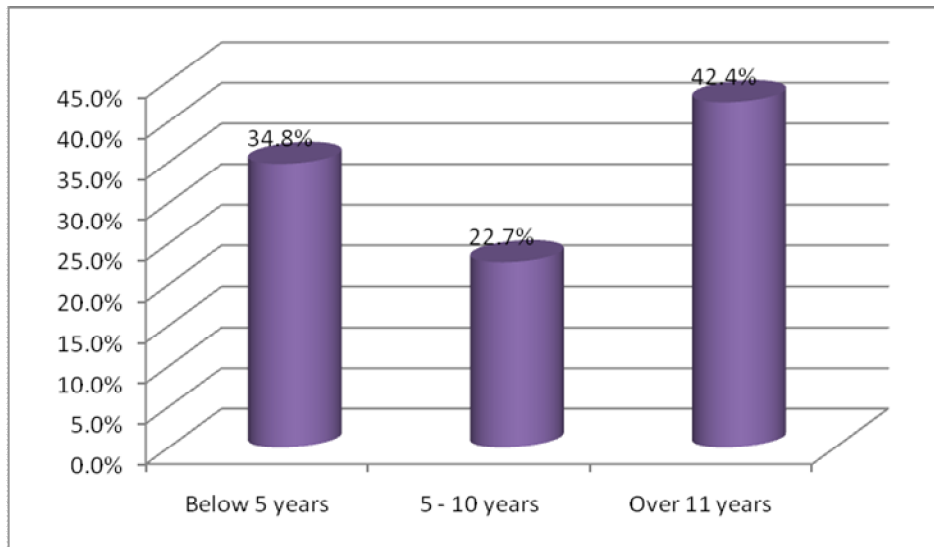
Table 4.2 shows that majority (56.1%) of teachers were above 40 years, 27.3% of teachers were between 31 and 40 years while 16.7% of teachers were between 20 and 30 years. The data shows that the teachers were relatively young.

#### 4.3.7 Duration as teachers

To establish the number of years they had served as teachers, they were asked to indicate the same. Data is tabulated as in figure 4.4.



The figure below shows that 42.4% of teachers had served for more than 11 years, of 22.7% of teachers for between 5 and 10 years while 34.8% of teachers had served for less than 5 years.



**Figure 4.4 Distribution of teachers according to years they had served**

Data shows that 42.4% of teachers had served for more than 11 years, of 22.7% of teachers for between 5 and 10 years while 34.8% of teachers had served for less than 5 years. These findings imply that the teachers had considerable experience and hence they could provide information on the factors that influence KCPE performance in informal settlements.

#### **4.3.8 Academic Qualification of Teachers**

The teachers were further asked to indicate their highest academic qualifications. Table 4.3 presents highest academic qualifications of teachers.

**Table 4.3 Teachers highest academic qualifications**

<b>Academic qualifications</b>	<b>F</b>	<b>%</b>
M.Ed	2	3.0
Degree	6	9.1
Diploma	28	42.4
PI Certificate	30	45.5
<b>Total</b>	<b>66</b>	<b>100.0</b>

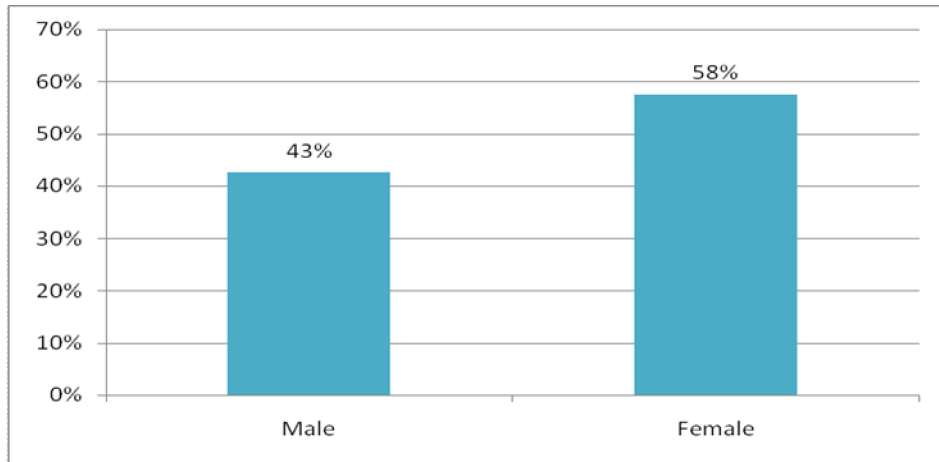
Table 4.3 shows that 42.4 percent of teachers had diploma education, 9.1 percent of teachers had degree education level, 3.0 percent of teachers had masters qualification while 45.5% of the teachers had certificate academic level.

#### **4.3.9 Demographic information of pupils**

The demographic information of pupils was based on gender, age, and their parents' occupation.

#### 4.3.10 Gender of pupils

The figure below shows the distribution of pupils according to gender.



**Figure 4.5 Distribution of pupils according to gender**

Data shows that majority (58%) of pupils were female while 43% of pupils were male. This implies that there were more female pupils than male pupils in the schools.

#### 4.3.11 Age of Pupils

Table 4.4. Shows distribution of pupils according to age (11.6%) 10-12 years, (80.4%) 13-15 years and (8.0%) over 15 years.

**Table 4.4 Distribution of pupils according to age**

<b>Age</b>	<b>F</b>	<b>%</b>
10 -12 years	32	11.6
13- 15 years	221	80.4
Over 15 years	22	8.0
<b>Total</b>	<b>275</b>	<b>100.0</b>

Majority (80.4%) of pupils were aged between 13 and 15 years, 11.6% of pupils were aged between 10 and 12 while 8.0% of pupils were above 15 years.

#### **4.4 Influence of Socio-economic background of the parents in informal settlements to pupils' KCPE performance**

The purpose of this study was to investigate factors influencing Kenya certificate of primary examination performance in informal settlements. Specifically, the study sought to establish how socio-economic background of the parents in informal settlements influence pupils' performance. The headteachers were asked whether they had pupils from the informal settlements. Majority, 80.0% of headteachers indicated that they had more than half of the school population pupils from informal settlements.

Asked to indicate how the informal settlements affected the pupils' performance, they responded in Table 4.5

**Table 4.5 Headteachers responses on effect of informal settlements on the pupils**

<b>Response</b>	<b>Frequency</b>	<b>%</b>
There is no consistency in school attendance leading to poor coverage of work	1	20.0
Lack of basic facilities e.g. water, clothing , food and climatic condition is harsh	2	40.0
Interruption , prostitution and noise in the settlements affect studies	1	20.0
Family discomfort, high pupil/ teachers turnover due to poverty level in the area	1	20.0
<b>Total</b>	<b>5</b>	<b>100.0</b>

Data in Table 4.5 shows that there was no consistency in school attendance leading to poor coverage of work, there was interruption, prostitution and noise in the informal settlements that affected studies and family discomfort which affected performance as indicated by 20.0% of headteachers. Data further shows that there was lack of basic facilities for example, water, clothing, food and climatic condition was harsh in the informal settlements as indicated by 40.0% of headteachers. This indicates that pupils were raised in low-income families which had risk for academic and social problems as well as well-being, which in turn undermined their educational achievement.

To find out the adequacy space of the house pupils lived, pupils were asked to indicate the same. Data is tabulated in Table 4.6

**Table 4.6 Pupils responses on adequacy of spaces in their houses**

<b>Response</b>	<b>Frequency</b>	<b>%</b>
Adequate	100	36.4
Not adequate	175	63.6
<b>Total</b>	<b>275</b>	<b>100.0</b>

Majority (63.6%) of pupils indicated that the space of the house that they lived in was not adequate while 36.4% of pupils indicated that it was adequate. To establish the occupation of the parents, pupils were asked to indicate the same. Data shows that majority 58.2% of pupils revealed that their parents were casual laborers. The data implies that pupils were raised in poverty hence achieving less in school as there was a strong positive relationship between socio-economic status and pupil's performance.

Headteachers were asked to rate the economic level of the people in the area where the school was situated. Data is tabulated in table 4.7

**Table 4.7 Headteachers' rating of the parents' economic level of the people in the area**

<b>Response</b>	<b>F</b>	<b>%</b>
Low earners	3	60.0
Poor	2	40.0
<b>Total</b>	<b>5</b>	<b>100.0</b>

Majority (60.0%) of headteachers revealed that the people in the area where their schools were situated were low earners while 40.0% of headteachers revealed that the economic level was poor. This finding imply that pupils' school readiness was affected by poor economic levels in the area

The study further sought to establish whether the pupils had reading place and reading table at home. Data is tabulated in table 4.8

**Table 4.8 Pupils' responses on presence of reading place and table at home**

Response	Yes		No	
	F	%	F	%
Reading place	94	34.2	181	65.8
Reading table	130	47.3	145	52.7

Table 4.8 shows that majority (65.8%) of pupils lacked reading table while majority 52.7% of pupils lacked reading table at home. When headteachers were asked to rate the attitude towards education of the parents in their school, majority 60.0% of headteachers revealed that parents in their school had neutral attitude towards education. Headteachers further revealed that informal settlement affect pupils' school attendance.

The study further sought to establish teachers' responses on the influence of socio-economic background of parents in informal settlements to KCPE performance. Teachers responded as Table 4.9.

**Table 4.9 Teachers responses on the influence of socio-economic background of parents in informal settlements to KCPE performance**

Statement	Strongly agree		Agree		Disagree	
	F	%	F	%	F	%
Most of the parents of the pupils in this schools are generally poor	26	39.4	36	54.5	4	6.1
Parents are not able to provide their pupils with teaching and learning resources	25	37.9	36	54.5	5	7.6
Most parents of the pupils in the school do not care much on their pupils education	29	43.9	32	48.5	5	7.6
The negative attitude towards education by parents have led to poor performance of pupils in this school	32	48.5	32	48.5	2	3.0
Conditions at home are not conducive for pupils to do their homework	30	45.5	32	48.5	4	6.1
Pupils learning is affected by parental low income	33	50.0	30	45.5	3	4.5

Findings shows that majority (54.5%) of teachers stated that most of the parents in their school were generally poor and parents were not able to provide their pupils with teaching and learning resources. Data further shows



that 48.5% of teachers agreed that most parents of the pupils in their school did not care much on their pupils' education and the negative attitude towards education by parents has rendered to poor performance of pupils in their school. The same number of teachers agreed that conditions at home were not conducive for pupils to do their homework while majority 50.0% of teachers strongly agreed that pupils' learning was affected by parental low income.

When headteachers were asked whether pupils' learning was affected by family poverty in their school, all the headteachers revealed that it affected. Majority (56.1%) of teachers and all headteachers further revealed that the economic situation of the families from where pupils came was not able to provide good learning environment. Asked to indicate the family factors that affected pupils' performance in their school, headteachers and teachers revealed that illegitimate marriages were high in the area hence parents were not able to provide for their children education leading to poor performance.

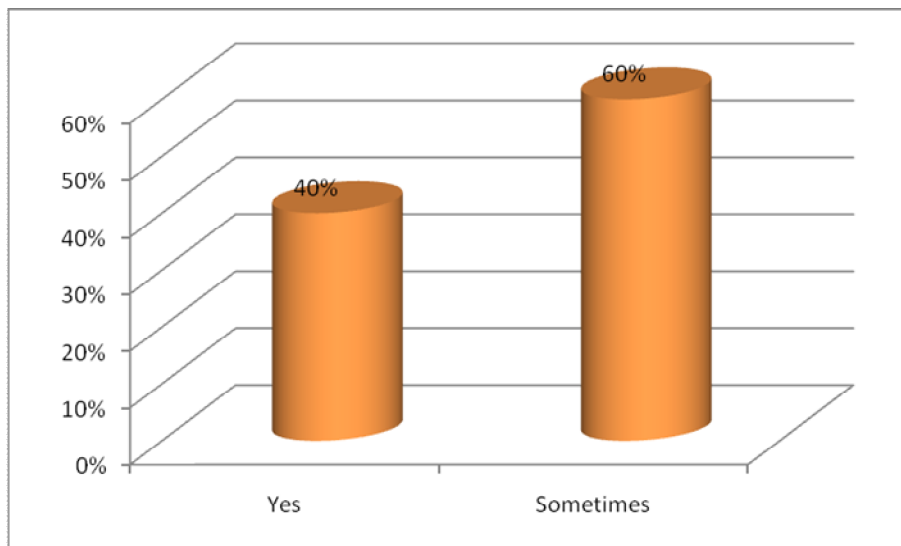
Child labour was also found to be high in the area. For example there was inadequate food hence children could not attend school which led to their poor performance. There were high cases of HIV / AIDS cases in the informal settlements hence pupils were forced to take care of their parents hence missing out school. Some of the pupils whose parents had died lived with their guardians or grandparents who were not able to take care of their school needs which led to poor performance. Domestic quarrels were also noted to affected

pupils learning and also led to poor performance. This implies that pupils were raised in poverty hence achieving less in school. This also indicates that there was a strong positive relationship between socio economic status and pupils' performance in the schools.

#### **4.5 Teaching learning resources and pupils KCPE performance.**

To establish how teaching learning resources influenced pupils KCPE performance, teachers, pupils and headteachers were asked to respond to items related to the issue. Data is presented in the following section. The headteachers were asked whether the school provided teaching learning resources to the pupils and teachers, they responded as shown on figure 4.6

The figure below shows the headteachers responses on whether the school provided teaching learning resources to the pupils and teachers.



**Figure 4.6 Headteachers responses on whether the school provided teaching learning resources to the pupils and teachers**

As presented on figure 4.6, majority (60.0%) of headteachers revealed that the school provided teaching learning resources such as books and pens to the pupils and teachers sometimes while 40.0% of headteachers indicated that the school provided the resources. When pupils were asked whether they had adequate teaching learning resources in their school, majority 60.0% of pupils revealed that the resources (textbooks) were inadequate and their parents were not able to provide them with books and pens. The researcher asked the headteachers whether parents were supposed to buy or replace teaching learning resources (textbook) if lost by the pupils. Headteachers revealed that they were supposed to buy or replace them.

Table 4.10 shows headteachers responses on whether parents were able to provide teaching and learning resources to the pupils.

**Table 4.10 Headteachers responses on whether parents were able to provide teaching and learning resources to the pupils.**

<b>Response</b>	<b>F</b>	<b>%</b>
Sometimes	3	60.0
Never	2	40.0
<b>Total</b>	<b>5</b>	<b>100.0</b>

Findings as presented on table 4.10 shows that majority (60.0%) of headteachers revealed that parents were able to provide teaching and learning resources to the pupils sometimes while 40.0% of headteachers indicated that

parents never provided pupils with the resources. Asked to indicate how inadequate of teaching and learning materials affect pupils performance, they revealed that pupils were not able to complete the assignments given to them in some subjects and they fought for few materials leading to enmity among pupils hence killing the spirit of teamwork. Headteachers further indicate that there was irregularity in supply of resources which resulted to poor performance.

This data implies that unavailability of resources contributed to uncondusive learning environment hence hindering pupils to perform well in examinations. The researcher further sought to establish whether parents provided pupils with books and pens. When pupils were asked to indicate the same, majority 74.5% of pupils revealed that they were not provided with adequate books and pens.

To establish teachers' response on the influence of teaching learning resources in pupils' performance, they were asked to indicate how teaching learning resources affected pupils' performance. Table 4.11 tabulates the findings.

**Table 4.11 Teachers' response on effect of teaching learning resources on performance**

Statement	Yes		Sometimes		Never	
	F	%	F	%	F	%
Do parents provide teaching learning resources for pupils?	2	3.0	49	74.2	15	22.7
Does the school provide teaching learning resources to the pupils	43	65.2	22	33.3	1	1.5
Are parents supposed to replace such materials once they are lost?	50	75.8	12	18.2	4	6.1
Are parents able to provide learning resources in your school?	8	12.1	50	75.8	8	12.1

Majority (74.2%) of teachers revealed that parents provided teaching learning resources for pupils sometimes, majority (65.2%) of teachers indicated that school provided teaching learning resources to the pupils. Data further shows that majority (75.8%) of teachers revealed that parents were supposed to replace materials (textbooks) once they were lost while the same number of teachers indicated that sometimes parents were able to provide the resources such as textbooks, pens and exercises books.

The researcher further sought to establish how lack of teaching and learning materials affected pupil's performance, teachers indicated that there was

irregular supply where theoretical learning was not effective; parents felt that education was free and compulsory and hence did not provide pupils with teaching learning resource which led to poor performance. This indicates that the introduction of Free Primary Education had led to schools' over-enrolment which constrained resources leading to pupils' poor academic performance.

Majority (63.6%) of teachers agreed that parents were not able to provide teaching and learning resources for pupils. Asked to indicate the adequacy of teaching learning resources in their school, teachers responded as shown on table 4.12

**Table 4.12 Teachers ratings on adequacy of teaching learning resources in their school**

<b>Response</b>	<b>F</b>	<b>%</b>
Adequate	24	36.4
Not adequate	42	63.6
<b>Total</b>	<b>66</b>	<b>100.0</b>

Data shows that majority 63.6% of teachers indicated that teaching learning resources were not adequate. This agreed with headteachers 100.0% who revealed that the resources were inadequate. Table 4.18 shows headteachers' response on the influence of teaching learning resources in pupils' performance.

**Table 4.13 Headteachers' responses on the influence of teaching learning resources on pupils' performance**

Statement	Yes		Sometimes		Rarely	
	F	%	F	%	F	%
Are parents able to provide learning resources in your school	0	0.0	3	60.0	2	40.0
Do you have cases when pupils learning resources are lost at home	5	100.0	0	0.00	0	0.0
Are pupils able to complete homework given to them by the teachers?	0	0.0	2	40.0	3	60.0
Do you attribute failure to complete homework to lack of teaching and learning materials	3	60.0	2	40.0	0	0.0

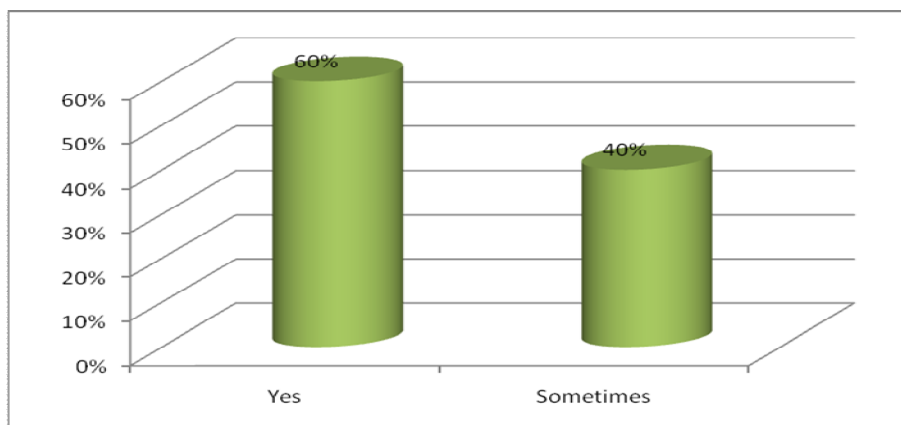
Data shows that majority 60.0% of headteachers indicated that sometimes parents were able to provide learning resources in their schools, the same number of headteachers revealed that pupils were able to complete homework given to them by the teachers rarely and this was attributed to lack of teaching and learning materials. The table further shows that headteachers had cases when pupils learning resources were lost at home. Data also shows that

majority 80.0% of headteachers revealed that parents were not able to replace lost items fully in good time due to their poverty level. This implies that the materials which were intended to enhance the teaching and learning process were inadequate hence affecting the performance of the pupils

#### **4.6 Child labour and performance of KCPE in informal settlements**

To establish the effect of child labour on the performance of KCPE in informal settlements, the researcher posed items to the respondents to establish the effect of child labour on pupils' performance. Specifically, headteachers were asked whether there were children in the school participating in their parents' economic activities, majority 80.0% of headteachers agreed with the statement. Asked whether pupils were involved in child labour, they responded as on figure 4.7

The figure below shows the Headteachers responses on whether pupils were involved in child labour.



**Figure 4.7 Headteachers responses on whether pupils were involved in child labour**



Data presented in figure 4.7 shows that majority 60.0% of headteachers indicated that pupils were involved in child labour. They further revealed that pupils were involved in child labour as they were in farms hence not able to cover the syllabus resulting to poor performance. Headteachers further added that child labour made pupils keep on thinking about money rather than studies and they perform poorly as they lost interest in academic work.

Table 4.14 shows pupil's responses on child labour and performance of KCPE in informal settlements.

**Table 4.14 Pupils' responses on child labour and performance of KCPE in informal settlements**

Statement	Yes		No	
	F	%	F	%
Do you assist your parents in their jobs?	229	83.3	46	16.7
Are you absent from school to assist your parents in their jobs?	245	89.1	30	10.9
Do you miss out doing your homework because of involvement in other jobs	139	50.5	136	49.5
Do your parents involve you in their economic activities	243	88.4	32	11.6

Data shows that majority 83.3% of pupils indicated that they assisted their parents in their jobs, majority 89.1% of pupils revealed that they were absent from school to assist their parents in their jobs. Data further shows that majority 50.5% of pupils indicated that they missed out doing their homework

because of involvement in other jobs while majority 88.4% of pupils revealed that their parents encouraged them in their education.

The study further sought to establish the frequency at which pupils missed out school to help their parents with the work.

When pupils were asked to indicate the same, they responded as on table 4.15.

**Table 4.15 Shows Pupils responses on the frequency at which they missed out school to help their parents with the work.**

<b>Response</b>	<b>F</b>	<b>%</b>
Very often	20	7.3
Often	175	63.6
Never	80	29.1
<b>Total</b>	<b>275</b>	<b>100.0</b>

Majority (63.6%) of pupils revealed that they missed out school to help their parents with the work often, 7.3% of pupils missed very often while 29.1% of pupils never missed school to help their parents with the work. This implies that pupils were involved in economic activities which recorded poor academic performance in schools.

Table 4.16 tabulates teachers' responses on child labour and performance of KCPE in informal settlements.

**Table 4.16 Teachers responses on child labour and performance of KCPE in informal settlements**

Statement	Agree		Disagree	
	F	%	F	%
Pupils are involved in child labour	55	83.4	11	16.6
Pupils' involvement in child labour affect their studies	64	97.0	2	3.0
Pupils' involvement in child labour has a negative effect on their performance	62	94.0	4	6.0
Most of the pupils in the school are involved in child labour	42	63.6	24	36.4
Pupils miss out school to participate in parents economic activities	60	90.9	6	9.1
Involvement of pupils in child labour has led to poor academic achievement	65	98.4	1	1.5

Majority 83.3 % of teachers agreed that pupils were involved in child labour, majority 97.0% of teachers agreed that pupils' involvement in child labour affect their studies. Data further shows that majority 90.9% of teachers agreed that pupils missed out school to participate in parents economic activities while majority 98.4% of teachers agreed that involvement of pupils in child labour has led to poor academic achievement. Teachers further indicated that pupils being way from school was due to poverty and hence engaged in

making money to raise basic need to their families. Table 4.17 presented headteachers responses on child labour and performance of KCPE in informal settlements.

**Table 4.17 Headteachers responses on child labour and performance of KCPE in informal settlements**

Statement	Strongly agree		Agree	
	F	%	F	%
	There are high cases of pupil involvement in child labour in this area	2	40.0	3
Pupils miss out school to work with parents	2	40.0	3	60.0
Child labour is one of the negative contributions to poor performance of pupils in this school	2	40.0	3	60.0
Poverty in the family has made most pupils to participate in child labour	4	80.0	1	20.0
Parents don't mind pupils missing school to participate in child labour	2	40.0	3	60.0

Table 4.17 shows that majority (60.0%) of headteachers agreed that there were cases of pupil involvement in child labour in their area and pupils missed out school to work with parents. The same number of headteachers agreed that child labour was one of the negative contributions to poor performance of

pupils in their school while majority 80.0% of headteachers strongly agreed that poverty in the family has made most pupils to participate in child labour.

This agreed with Heady (2000) who indicated that work has a substantial effect on learning achievement.

#### **4.7 Pupils truancy and pupils' KCPE performance**

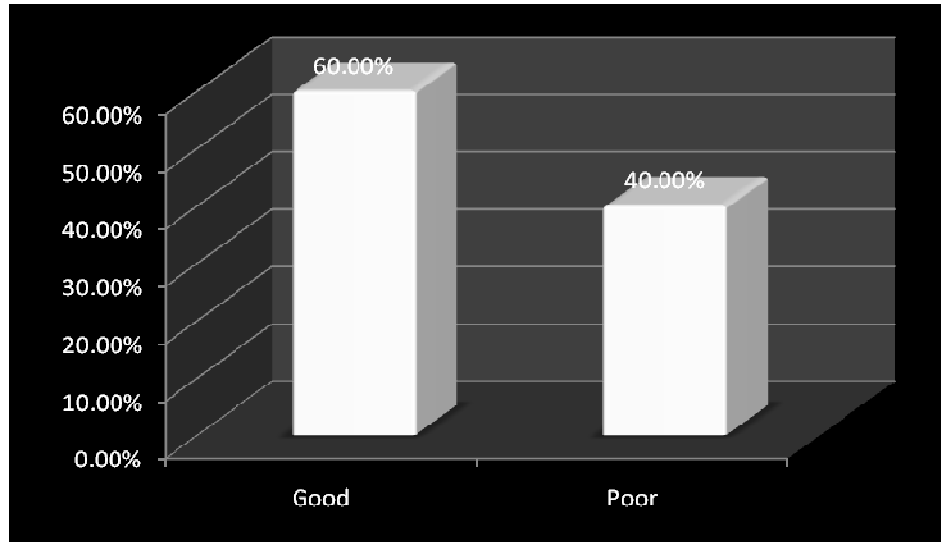
To establish the pupils' truancy to KCPE performance, pupils were asked to rate pupils discipline in their school. Table 4.18 tabulates the findings

**Table 4.18 Shows pupils rate on discipline in their school**

<b>Response</b>	<b>F</b>	<b>%</b>
Good	210	76.4
Poor	37	13.5
Very poor	28	10.2
<b>Total</b>	<b>275</b>	<b>100.0</b>

Data in table 4.18 shows that majority 76.4% of pupils revealed that pupils in their school had good discipline, 13.5% of pupils indicated that the discipline was poor while 10.2% of pupils said that the discipline in the school was very poor. The researcher further sought to establish how teachers and headteachers rated pupils discipline in their schools.

The figure below shows the Headteachers rate on pupils discipline in their school



**Figure 4.8 Headteachers rate on pupils discipline in their school**

Data shows that majority (60.0%) of headteachers rate pupils' discipline in their school being good while 40.0% of headteachers indicated that the discipline was poor. This agreed with majority 54.5% of teachers who indicated that the discipline was good.

Table 4.19 show pupils' responses on pupils discipline and pupils' KCPE performance.

**Table 4.19 Pupils responses on pupils discipline and pupils' KCPE performance**

Statement	Yes		Sometimes		No	
	F	%	F	%	F	%
Are there pupils who do not go to school?	143	52.0	12	4.4	120	43.6
Are there pupils sent home because of indiscipline?	204	74.2	46	16.7	25	9.1
Are there pupils who have dropped out of school due to indiscipline?	216	78.5	35	12.7	24	8.7
Do you like school?	266	96.7	0	0.0	9	3.3
Do you like being absent from school?	10	3.6	0	0.0	265	96.4

Data shows that majority (52.0%) of pupils indicated that there were pupils who did not go to school. Majority 74.2% of pupils revealed that there were pupils sent home because of indiscipline. Data further shows that majority 78.5% of pupils indicated that there were pupils who have dropped out of school due to indiscipline while majority 96.4% of pupils revealed that they did not like being absent from school.

Table 4.20 tabulates headteachers responses on pupils discipline and pupils' KCPE performance.

**Table 4.20 Headteachers responses on pupils discipline and pupils' KCPE**

**performance**

Statement	Strongly agree		Agree		Disagree	
	F	%	F	%	F	%
Pupils discipline in this school is poor	0	0.0	3	60.0	2	40.0
Pupils discipline affects their academic performance	4	80.0	0	0.0	1	20.0
There are many cases of truancy in this school	1	20.0	3	60.0	1	20.0
Truancy leads to poor performance	3	60.0	2	40.0		
There is a relationship between pupils indiscipline and performance	3	60.0	2	40.0	0	0.0
The informal settlements have made pupils discipline poor	1	20.0	4	80.0	0	0.0
Pupils do not have role models in their homes	2	40.0	3	60.0	0	0.0
There is high cases of immorality in the informal settlements that pupils come from	3	60.0	2	40.0	0	0.0
Informal settlement has a high impact on pupils truancy in the school	1	20.0	4	80.0	0	0.0
Truancy has had a negative effect on pupils performance	4	80.0	1	20.0	0	0.0



Majority (60.0%) of headteachers agreed that pupils discipline in their school was poor and that pupils did not have role model in their home. The same number of teachers strongly agreed that truancy lead to poor performance and that there was a relationship between pupils' indiscipline and performance. Majority 80.0% of headteachers strongly agreed that pupils discipline affected their academic performance and that truancy has had a negative effect on pupils performance. This agreed with Ravallion (2000) who supported that good discipline brings good results in every field of school endeavor.

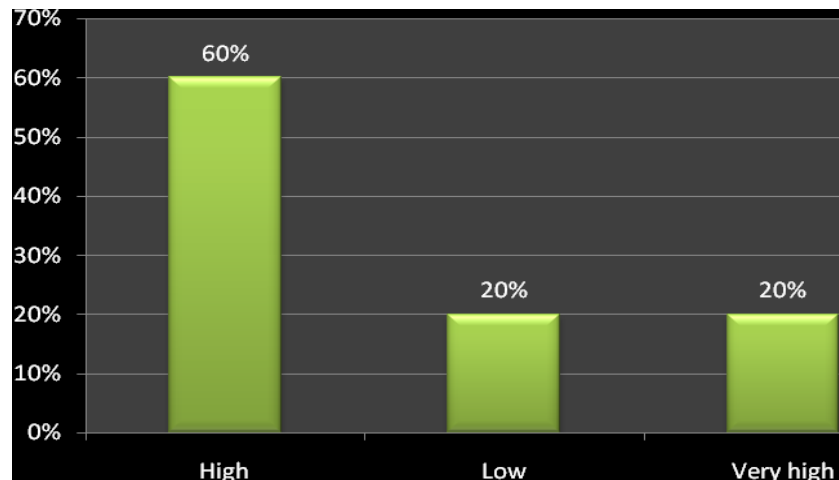
Table 4.21 shows teachers responses on discipline and pupils' KCPE performance.

**Table 4.21 Teachers responses on discipline and pupils' KCPE performance**

Statement	Strongly agree		Agree		Disagree	
	F	%	F	%	F	%
	Pupils indiscipline is as a result of the informal settlement	12	18.2	47	71.2	7
Poor academic performance is contributed to by being in the informal settlement	15	22.7	48	72.7	3	4.5
Pupils discipline affect pupils KCPE performance	28	42.4	35	53.0	3	4.5

Majority (71.2%) of teachers agreed that pupils indiscipline is as a result of the informal settlement, majority (22.7%) of teachers agreed that poor academic performance was contributed to by the informal settlements while majority 53.0% of teachers agreed that pupils discipline affected pupils KCPE performance.

This agreed with Eshiwani (1993) who indicated that it is only when there is discipline that proper learning can be expected to take place. The study further shows that headteachers indicated that pupils discipline affected pupils KCPE performance. Asked to rate the cases of truancy in their school, they responded as shown in figure 4.9



**Figure 4.9 Headteachers rate on truancy in their school**

Data shows that majority 60.0% of headteachers indicated that there was a high rate of truancy in their school while 20.0% of headteachers said that it was very high. Asked to indicate the attitude of pupils towards education, majority 60.0% of headteacher revealed that it was neutral.

The researcher asked teachers and headteachers to indicate pupils' characteristics that affected pupils KCPE performance. Data shows that lack of role model, poor feeding, adolescent stage, poor parenting, media and peer influence affected pupils' performance. Teachers indicated that money excitement, sexual cases, truancy, parent's drug abuse and negative attitude towards education led to poor performance.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter summarizes the study, discusses the findings of the study and presents conclusions, recommendations and suggestions for further research.

#### **5.2 Summary of the Study**

The purpose of the study was to investigate factors that influence KCPE performance in informal settlements in Buuri District, Meru County, Kenya. The study was guided by four research objectives. Objective one sought to establish how socio-economic background of parents influence pupils performance, objective two sought to assess how teaching learning resources influence pupils KCPE performance, objective three sought to assess the effects of child labour in the performance while objective four sought to establish how pupils' truancy influence pupils KCPE performance in informal settlements in Buuri District. The study employed a descriptive survey design. The sample for the study comprised of 5 headteachers, 70 teachers and 290 class 7 pupils. Data was collected by use of questionnaires. Pre-testing was done to gauge the clarity and relevance of the instrument items. The instruments were also validated and tested for reliability. Items that were found to be inadequate for measuring variables were discarded or modified to improve the quality of the research instruments.

Findings on the influence of socio-economic background of parents on pupils' performance in KCPE in informal settlements revealed that there were pupils from informal settlements in their schools as indicated by the headteachers and schools had more than half of the school population pupils from informal settlements as revealed by majority (80.0%) of headteachers. Findings revealed that there was no consistency in school attendance which led to poor coverage of work which affected pupils' performance. Other issues that were cited as affecting pupils schooling and performance were interruptions as a result of home situation, prostitution, family discomfort and noise in the informal settlements which affected performance as indicated by 20.0% of headteachers.

Findings further showed that majority (63.6%) of pupils indicated that the space of the house that they lived was not adequate. Majority (60.0%) of headteachers revealed that the people in the area where their schools were situated were low earners hence were not able to provide for their pupils school needs.

Findings further revealed that majority (54.5%) of teachers agreed that most of the parents in their school were generally poor and parents were not able to provide their pupils with teaching and learning resources. The study further shows that child labours, poverty, lack of food, water and HIV/AIDS cases where some pupils lived with their guardians or grandparents were family factors that led poor performance.

The study also determined how teaching learning resources influence pupils KCPE performance in informal settlements. Findings from headteachers revealed that majority 60.0% of pupils' parents were not able to provide them with books and pens. Although headteachers indicated that parents were supposed to buy or replace teaching learning resources if lost by the pupils

The study revealed that pupils were not able to complete the assignments given to them in some subjects and they fought for few materials leading to enmity among pupils hence killing the spirit of teamwork. Headteachers further indicate that there was irregularity in supply of resources and the unavailability of resources contributed to unconducive learning environment hence hindering pupils to perform well in examinations. Majority (63.6%) of teachers agreed that parents were not economically empowered to provide teaching and learning resources for pupils. The findings further established that the materials such as textbooks meant to enhance the teaching and learning process were inadequate hence affecting the performance of the pupils.

Findings on effects of child labour in the performance of KCPE in informal settlements indicated that there were children in the school participating in their parents' economic activities as revealed by majority 80.0% of headteachers. Headteachers further revealed that child labour made pupils keep on thinking about money rather than studies and they perform poorly as

they lost interest in academic work. Majority (83.3%) of pupils indicated that they assisted their parents in their jobs hence they were absent from schools.

Majority 80.0% of the headteachers agreed that child labour was one of the negative contributions to poor performance of pupils in their school, majority 80.0% of headteachers strongly agreed that poverty in the family has made most pupils to participate in child labour. This indicated that work had a substantial effect on learning achievement.

Lastly, the study established how pupils' discipline influenced pupils KCPE performance in informal settlements. Data revealed that majority (76.4%) of pupils revealed that pupils in their school had good discipline. Data further indicated that majority (52.0%) of pupils revealed that there were pupils who did not go to school in their home and majority (74.2%) of pupils revealed that there were pupils sent home because of indiscipline.

Majority (60.0%) of headteachers agreed that pupils discipline in their school was poor and that pupils did not have role model in their home. Majority (80.0%) of headteachers strongly agreed that pupils discipline affected their academic performance and that truancy has had a negative effect on pupils performance. Findings further revealed that it is only when there is discipline that proper learning can be expected to take place.

### **5.3 Conclusions**

Based on the study findings, the study concluded that schools had more than half of the school population pupils from informal settlements. The study also concluded that there was interruption, prostitutions, family discomfort and noise in the informal settlements which affected performance. The study also concluded that most of the parents of pupils in the school were generally poor and hence not able to provide their pupils with teaching and learning resources. The researcher concluded that pupils were raised in poverty situation achieving less in school as there was a strong positive relationship between socio-economic status and pupils' performance.

On the influence of teaching learning resources influence pupils KCPE performance in informal settlements, the study concluded that parents were not able to provide pupils with books and pens. The study also concluded that pupils were not able to complete the assignments given to them in some subjects and they fought for few materials leading to enmity among pupils which killed the spirit of teamwork.

The researcher further concluded that irregularity in the supply of resources and the unavailability of resources contributed to uncondusive learning environment hence hindering pupils to perform well in examinations.

On the effect of child labour in the performance of KCPE in informal settlements, the study concluded that there were children in the school participating in their parents' economic activities. Child labour made pupils



keep on thinking about money rather than studies and they perform poorly as they lost interest in academic work. The researcher further concluded that child labour was one of the negative contributions to poor performance of pupils in their school and the family poverty has made most pupils to participate in child labour. This indicated that work had a substantial effect on learning achievement.

Lastly, the study concluded that pupils' discipline influenced pupils KCPE performance in informal settlements. The researcher concluded that there were pupils who did not go to school in their homes and pupils were some pupils sent home because of indiscipline. The study concluded that pupils discipline in their school was poor and that pupils did not have role models in their homes. The study lastly concluded that it is only when there is discipline that proper learning and good academic performance can be achieved.

#### **5.4 Recommendations**

Based on the findings and conclusion made above, the study makes the following recommendations. The study recommends that:

- i. The Meru County Government should economically empower the people living in the informal settlements so as they can let their children attend school.
- ii. The Board of Management (BoM) should provide enough funds for headteachers to purchase adequate learning resources to schools in the

informal settlements so as to facilitate pupils learning and hence improving pupils academic achievement.

- iii. The community in the informal settlement should be sensitized on the need for children education so that parents do not involve their children in child labour which has been seen to have negative effect on pupils academic performance.
- iv. The school administration should put up measures to control pupils discipline by working with the local administration in curbing truancy.

### **5.5 Suggestions for further research**

This researcher takes exception to the fact that the study was conducted in public primary schools in Buuri District yet pupils KCPE performance in informal settlements is a national one. First, the researcher therefore suggested that the study be conducted in a larger area, or in the whole of Kenya to determine the actual effects of informal settlements on KCPE performance. Since the study was carried out in a rural setting, there is need to conduct a similar study in an urban informal settlement so as to compare the results.

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## APPENDICES

### APPENDIX I

#### LETTER OF INTRODUCTION TO THE RESPONDENTS

Peter Kithinji M' Ikiugu  
Department of  
Educational Admin &  
Planning  
University of Nairobi  
P.O BOX 92,  
Kikuyu

The headteacher

\_\_\_\_\_ primary school

Dear sir/madam

#### **REF: A RESEARCH STUDY IN YOUR SCHOOL**

I am a student at The University of Nairobi currently pursuing a Masters' degree in Education. As part of my assessment, I am required to carry out research on **“Factors influencing KCPE performance in informal settlements in Buuri district, Meru county, Kenya”**. Your school has been selected for the study. The purpose of this letter is to request you to kindly allow me to carry out the study in your school. The information given will be used for the purpose of this study only and the identity of respondents will be treated with absolute confidentiality.

Peter Kithinji M' Ikiugu

University of Nairobi

## APPENDIX II

### HEADTEACHERS' QUESTIONNAIRE

This questionnaire is designed to gather information on the factors that influence KCPE performance in informal settlements in Buuri district, Meru county, Kenya. You are kindly requested to tick (✓) the appropriate response or respond as indicated. Do not put your name or any other form of identification. Your identity will be confidential and the information you provide will only be used for the purpose of this study. Please respond to all items. Please tick [ ✓ ] or answer as appropriate.

#### Section A: Demographic information

1. What is your gender?

Male

Female

2. What is your age?

20 - 30 years

Above 41 years

31 - 40 years

3. How many years have you served as a headteacher?

Below five (5) years

Over 11 years

5 - 10 years

4. What is your highest academic qualifications?

Diploma

M.Ed

Degree

P1 certificate



**Section B: Socio-economic background of the parents in informal settlements influencing pupils' performance**

5. a) Do you have pupils who come from the informal settlement in your school?

Yes             No

b) If yes, what is the percentage of pupils from the informal settlements?

More than half of the school population

Less than half the pupils population

Almost an equal number

6. How does the informal settlement affect the pupils performance?

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7. What is the economic activity of the people in the area in which your school is situated?

Farmers             casual labourers             Formally employed

8. How do you rate the economic level of the people in the area where your school is situated

Low earners             High earners             poor

9. How do you rate the attitude towards education of the parents in your school?

Positive             Neutral             Negative

10. Does the informal settlement affect pupils' school attendance?

Yes                       No                                       No sure

11. Is pupils learning affected by family poverty in your school?

Yes                       No                                       No sure

12. How do you rate the economic situation of the families from where pupils come?

Poor

Not able to provide good learning environment

13. What family factors affect pupils performance in your school?

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**Section C: Teaching learning resources and pupils KCPE performance.**

14. Does the school provide teaching learning resources to the pupils and teachers?

Yes                       Sometimes                       Never

15. Are parents suppose to buy or replace teaching learning resources if lost by the pupils/

Yes                       No

16. Are parents able to provide teaching and learning resources to the pupils?

Yes                       Sometimes                       Never

17. How does inadequate of teaching and learning materials affect pupils performance?

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18. How adequate are teaching learning resources in your school?

Adequate  Not adequate

19. Are parents able to provide learning resources in your school?

Sometimes  Rarely  Never

20. Do you have cases when pupils learning resources are lost at home?

Yes  Sometimes  Never

21. Are parents able to replace such lost items in good time?

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22. How does inadequate teaching and learning materials affect pupils KCPE performance?

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23. a) Do pupils able to complete homework give to them by the teachers?

Sometimes  Rarely  Never

b) If no, do you attribute that to lack of teaching and learning materials?

Yes  Sometimes  No

**Section D: Child labour and performance of KCPE in informal settlements**

24. Are children in your school participating in their parents' economic activities?

Yes                                       Sometimes                                       Never

25. a) Are pupils involved in child labour?

Yes                                       Sometimes                                       Never

b) How does that affect pupils' performance?

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26. Do pupils miss out school to participate in child labour?

Yes                                       Sometimes                                       Never

27. Does pupils involvement in child labour affect their studies?

Yes                                       Sometimes                                       Never

b) Explain your answer

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28. Indicate how you agree or disagree with the following statements

	<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
1	There are high cases of pupil involvement in child labour in this area				
2	Pupils miss out school to work with parents				
3	Child labour is one of the negative contributions to poor performance of pupils in this school				
4	Poverty in the family has made most pupils to participate in child labour				
5	Parents don't mind pupils missing school to participate in child labour				

**Section E: Pupils discipline and pupils' KCPE performance**

Indicate the extent to which you agree or disagree with the following statements using the following key: SA = Strongly agree; A = Agree; D = Disagree SD Strongly disagree

	<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
1	Pupils discipline in this school is poor				
2	Pupils discipline affects their academic performance				
3	There are many cases of truancy in this school				
4	Truancy leads to poor performance				
5	There is a relationship between pupils indiscipline and performance				
6	The informal settlements have made pupils discipline poor				
7	Pupils do not have role models in their homes				
8	There is high cases of immorality in the informal settlements that pupils come from				
9	Informal settlement has a high impact on pupils truancy in the school				
10	Truancy has had a negative effect on pupils performance				

29. How do you rate pupils discipline in your school?

Good       Poor       very poor

30. Does pupils discipline affect pupils KCPE performance?

Yes       No

31. How do you rate the cases of truancy in your school?

High       Low       Very high

32. What is the attitude of pupils towards education?

Positive       Neutral       Negative

33. Do pupils performance affect pupils academic performance?

Yes       No

34. What other pupils' characteristics affect pupils KCPE performance?

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*Thank you for your cooperation*

**APPENDIX III**  
**TEACHERS' QUESTIONNAIRE**

This questionnaire is designed to gather information on factors that influence KCPE performance in informal settlements in Buuri district, Meru County, Kenya. You are kindly requested to tick (✓) the appropriate response or respond as indicated. Do not put your name or any other form of identification. Your identity will be confidential and the information you provide will only be used for the purpose of this study. Please respond to all items. Please tick [ ✓ ] or answer as appropriate

**Part 1 : Demographic information**

1. What is your gender?

Male

Female

2. What is your age?

20 - 30 years

Above 41 years

31 - 40 years

3. How many years have you served as a teacher?

Below five (5) years

Over 11 years

5 - 10 years

4. What is your highest academic qualifications?

Diploma

M.Ed

Degree

P1 certificate

**Part 2: Socio-economic background of parents in informal settlements  
influencing KCPE performance**

5. Most of the parents of the pupils in this schools are generally poor
- Strongly agree                       Agree                       Disagree
- Strongly disagree
6. Parents are not able to provide their pupils with teaching and learning resources
- Strongly agree                       Agree                       Disagree
- Strongly disagree
7. Most parents of the pupils in the school do not care much on their pupils education
- Strongly agree                       Agree                       Disagree
- Strongly disagree
8. The negative attitude towards education by parents have rendered to poor performance of pupils in this school
- Strongly agree                       Agree                       Disagree
- Strongly disagree
9. Conditions at home are not conducive for pupils to do their homework
- Strongly agree                       Agree                       Disagree
- Strongly disagree
10. Pupils learning is affected by parental low income
- Strongly agree                       Agree                       Disagree
- Strongly disagree



11. How do you rate the economic situation of the families from where pupils come?

Poor

Not able to provide good learning environment

12. What family factors affect pupils' performance in your school?

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**Part 3: Teaching learning resources and its influenced pupils KCPE performance.**

13. How do you rate the adequacy of teaching learning resources in your school?

Adequate

Not adequate

14. Do parents provide teaching learning resources for pupils?

Yes

Sometimes

Never

If no, does that affect pupils performance?

Yes

Sometimes

Never

Please explain your answer

---

---

**Indicate the extent to which you agree or disagree with the following statements**

15. Lack of teaching and learning materials affect pupils performance

- Strongly agree                       Agree                       Disagree  
 Strongly disagree

16. Parents are not economically empowered to provide teaching and learning resources for pupils

- Strongly agree                       Agree                       Disagree  
 Strongly disagree

17. Inadequate teaching and learning materials contribute to poor performance of pupils

- Strongly agree                       Agree                       Disagree  
 Strongly disagree

18. Does the school provide teaching learning resources to the pupils?

- Yes                                       Sometimes                       Never

19. Are parents supposed to replace such materials once they are lost?

- Yes                                       Sometimes                       Never

20. Are parents able to provide learning resources in your school?

- Yes                                       Sometimes                       Never

21. How do you rate the cases when pupils learning resources are lost at home?

To a large extent                       To a less extent

22. Parents are always ready to replace lost teaching and learning resources

Strongly agree                       Agree                       Disagree

Strongly disagree

**Part 4: Child labour and performance of KCPE in informal settlements**

23. Pupils are involved in child labour?

Strongly agree                       Agree                       Disagree

Strongly disagree

24. Pupils' involvement in child labour affect their studies

Strongly agree                       Agree                       Disagree

Strongly disagree

b) Explain your answer

---

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Indicate how you agree or disagree with the following statements

25. Pupils' involvement in child labour has a negative effect on their performance

Strongly agree                       Agree                       Disagree

Strongly disagree

26. Most of the pupils in the school are involved in child labour

Strongly agree                       Agree                       Disagree

Strongly disagree

27. Pupils miss out school to participate in parents economic activities

Strongly agree                       Agree                       Disagree

Strongly disagree

28. Involvement of pupils in child labour has led to poor academic achievement

Strongly agree                       Agree                       Disagree

Strongly disagree

**Part 5: Pupils characteristics and pupils' KCPE performance**

29. How do you rate pupils discipline in your school?

Good                                       Poor                                       very poor

30. Pupils indiscipline is as a result of the informal settlement

Strongly agree                       Agree                       Disagree

Strongly disagree

31. Poor academic performance is contributed to by the informal settlement

Strongly agree                       Agree                       Disagree

Strongly disagree

32. Pupils discipline affect pupils KCPE performance

Strongly agree                       Agree                       Disagree

Strongly disagree

33. How do you rate the cases of truancy in your school?

[ ] High

[ ] Low

[ ] Very high

34. What other pupils characteristics affect pupils KCPE performance?

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*Thank you for your cooperation*

## APPENDIX IV

### PUPILS' QUESTIONNAIRE

This questionnaire is designed to gather information on factors that influence KCPE performance in informal settlements in Buuri district, Meru county, Kenya. You are kindly requested to tick (✓) the appropriate response or respond as indicated. Do not put your name or any other form of identification. Your identity will be confidential and the information you provide will only be used for the purpose of this study. Please respond to all items. Please tick [ ✓ ] or answer as appropriate.

#### Section A: Demographic information

1. What is your gender?

Male

Female

2. What is your age? \_\_\_\_\_

#### Section B: Socio-economic background of parents in informal settlements influencing KCPE performance

3. How do you rate the house you live in terms of space?

Adequate

Not adequate

4. What is the occupation of your parents? \_\_\_\_\_

5. Do you have reading place at home?

Yes

No

6. Do you have a reading table at home?

Yes

No

7. Does your parent provide you with books and pens?

Yes                       No

**Section C: To Teaching learning resources and pupils KCPE performance.**

8. Do you have adequate teaching learning resources in your school?

Yes                       No

9. Are your parents able to provide you with books and pens?

Yes                       No

10. Do you skip school and remain at home?

Yes                       Sometimes                       No

**Section D: Child labour and performance of KCPE in informal settlements**

11. Do you assist your parents in their jobs?

Yes                       No

12. Are you absent from school to assist your parents in their jobs?

Yes                       No

13. Do you miss out doing your homework because of involvement in other jobs?

Yes                       No

14. Do your parents encourage you in your education?

Yes                       No

15. How often to you miss out school to help your parents with the work?

Very often       Often       Never

**Section E: Pupils characteristics and pupils' KCPE performance**

16. How do you rate pupils discipline in your school?

Good       Poor       very poor

17. How do you rate the cases of truancy in your school?

High       Low       Very high

18. Are there pupils who do not go to school in your home?

Yes       Sometimes       No

19. Are there pupils sent home because of indiscipline?

Yes       Sometimes       No

20. Are there pupils who have dropped out of school due to indiscipline?

Yes       Sometimes       No

21. Do you like school?

Yes       No

22. Do you like being absent from school?  Yes       No

*Thank you for your cooperation*



## APPENDIX V

### LETTER OF AUTHORIZATION



#### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 310571, 2219420  
Fax: +254-20-318245, 318249  
Email: secretary@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

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

Ref: No.

Date:

**4<sup>th</sup> November, 2013**

**NACOSTI/RCD/14/013/1748**

Peter Kithinji M'ikiungu  
University of Nairobi  
P.O Box 92-0902  
Kikuyu.

#### **RE: RESEARCH AUTHORIZATION**

Following your application dated **25<sup>th</sup> October 2013** for authority to carry out research on "***Factors influencing Kenya Certificate of Primary Examination performance in informal settlements in Buuri District, Meru County, Kenya,***" I am pleased to inform you that you have been authorized to undertake research in **Meru County** for a period ending **31<sup>st</sup> December, 2013**.

You are advised to report to **the County Commissioner and the County Director of Education, Meru 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.

**DR. M. K. RUGUTT, PhD, HSC.**  
**DEPUTY COMMISSION SECRETARY**  
**NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION**

Copy to:

The County Commissioner  
The County Director of Education  
Meru County.

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

APPENDIX VI

RESEARCH PERMIT

PAGE 2 PAGE 3

Research Permit No: **NACOSTI/RCD/14/013/1748**  
Date of issue **4<sup>th</sup> November, 2013**

**THIS IS TO CERTIFY THAT:**

**Prof./Dr./Mr./Mrs./Miss/Institution**  
**Peter Kithinji M'ikiungu**

**Fee received** **KSHS. 1000**

**of (Address) University of Nairobi**  
**P.O.Box 92-0902, Kikuyu.**

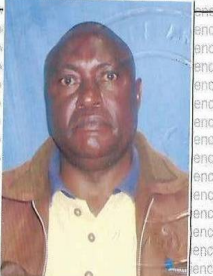
**has been permitted to conduct research in**

**Location**  
**District**  
**Meru County**

**On the topic: Factors influencing Kenya  
Certificate of Primary Examination  
performance in informal settlements  
in Buuri District, Meru County.**

**Applicant's** **For: Secretary**  
**Signature** **National Commission for Science  
Technology & Innovation**

**for a period ending: 31<sup>st</sup> December, 2013.**



*[Handwritten signature of the Secretary of the National Commission for Science, Technology and Innovation]*