INFLUENCE OF SOCIAL STRATIFICATION ON ACADEMIC PERFORMANCE OF PUBLIC AND PRIVATE SECONDARY SCHOOL STUDENTS IN NAIROBI COUNTY

BY

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DECLARATION

I declare that this research is my original work and has not been presented for any award in any other institution.

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L40/60386/2013

This research project has been submitted for examination with the approval of the university.

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DEDICATION

To my husband, Evans Nyarera and my three children, Valentine Wambui, Brandon Nyarera and Leon Ray Kamau.

ACKNOWLEDGEMENT

ABSTRACT

The study focuses on the influence of social stratification on academic performance of secondary school students. This was done on selected secondary schools in Nairobi County. The study was carried out to investigate various dimensions of social stratification that interact with each other to have an impact on academic achievement of students. It assessed the role of school and home in influencing academic performance of students. For the purpose of this study, data was collected from three hundred students in both private and public schools, fifty teachers and fifty parents.

Primary data wascollected through structured questionnaires which were administered to selected students and their teachers. Students and their head teachers were required to fill in the structured questionnaire.Secondary data wasobtained from reviewing related literature which was useful for the researcher to know what other researchers have found out on the same topic as well as to have a theoretical framework on which to base the current study.

Data was presented in form of graphs, pie charts, tables, simple percentages and in descriptive words. The data was then subjected to vigorous analysis which gave tangible outcome of the study. The study intended to find out if social stratification is a major influence on academic performance of students in Nairobi County.

TABLE OF CONTENT

LIST OF TABLES

LIST OF FIGURES

ABBREVIATIONS AND ACRONYMS

EFA – Education for All

KCSE – Kenya Certificate of Secondary Education

KCPE – Kenya Certificate of Primary Education

SEB – Social Economic Background

NGOS – Non Governmental Organizations

P.R.M – Personal Reading Material

E.L.M – Enough Library Materials

B.A – Bachelor of Arts

B.E.D – Bachelor of Education

P.G.D.E – Post Graduate Diploma in Education

E.C.A. – Extra-curricular activities

L.M – Learning materials

PER – Percentage

E.C. Encouragement to child

G/C – Guidance to child

CHAPTER ONE

1.1 Background to the study

In recent years, Kenya's transformation as a stratified society range from individual gaps to the gaps in the school system. This has resulted in a number of issues in terms of quality education offered in Kenya schools. This has raised an important education question: does school system enable people to get the chance to move up in a stratified society? Faced with certain education gap in the society, Kenya is struggling hard to achieve the goal for EFA by 2015. Classification of public secondary schools as national, extra county, county and district schools is also a another form of social stratification 0f school system in Kenya made worse by the fact that these schools' ways of financing and school fees are varied. In addition, secondary schools generally, fail to provide adequate admission to students after KCPE, especially those from low and middle economic class; this translates to social stratification across Kenya education system.

Poorer students remain under-represented in Kenya Secondary schools because of high school fees charged by most secondary schools. Their earlier academic preparation (in primary school), leads to their being admitted to less privileged schools. This is because in primary level, there still existence of social stratification of schools. Another issue is that students from poor social and economic background (SEB) lack role models. They are less likely to know someone enrolled in a most selective secondary school and thus have a hard time envisioning their own admission to such schools. These sentiments were echoed by Radford, 2002.

Despite of much effort exerted by all stakeholders, much of talent at low income high schools is not getting admitted to top colleges. The government has not put in place adequate measures to ensure equity in education system. Government's provision of funds to school is inequitable and bursaries/scholarships offered by the government, the NGOs and corporate institutions is not adequate and caters for a small percentage of poor students. Kenya's education system is also stratified in terms of admission. Admission to secondary school is done on merit of students and sometimes this merit in (KCPE) is influenced by various social economic factors. This situation is aggravated by the coming into the scene, private schools where we have high cost and low cost private schools.

The reason behind social stratification has been attributed to family's income levels but the repercussions are more troubling for students from more needy families. Guidance and counseling department provides advice to students but sometimes the problems are so persistent that most students are affected academically.

1.2 Statement of the problem

This research investigated the influence of social stratification to academic performance of secondary schools in Nairobi County. The study looked at both positive and negative influence of social stratification on performance of secondary school students. In order to do this, the study looked at the role of school, home and environment in shaping academic achievement of students in secondary schools. The study also looked at how all these variables interact with each other to influence academic achievement of secondary school students. Additionally, the study looked at the gap existing between the two social strata and suggests ways of narrowing the gap to ensure that all students achieve their potential.

1.3 Purpose of the study

The purpose of this study was to investigate the influence of social stratification on public and private secondary school students in Nairobi County.

1.4 Research objectives

The study used the following objectives:-

(i) To examine the various strata present in the society that affect academic performance of students in public and private secondary schools in Nairobi County

(ii) To investigate the role of school , home and environment in enhancing social stratification in secondary schools in Nairobi County

(iii)To investigate how social stratification influences academic of student' s in private and public schools   in Nairobi County

(iv)To look for ways of narrowing the gap between the strata in the society

1.5 Research questions

The study used the following questions;

(i) What are the various strata in the society that affect academic performance of students in public and private secondary schools in Nairobi County?

(ii) What is the role of school, home and environment in enhancing social stratification in public and private secondary schools in Nairobi County?

(iii)How does social stratification influence academic performance of students in public and private secondary schools in Nairobi County?

(iv) What are some of the ways that can be used to narrow the gap between the strata in the society?

1.6 Significance of the study

The findings of this research may be significant for various people:-

First, it may be significant to educationists who may become aware of the gap existing in public and private secondary schools in Nairobi County. Thus they may be able to formulate good policies that will enhance equality and equity in the education system.

Secondly, principals of secondary schools maybe able to deal with various types of students in their schools and look for ways of accommodation them as well look for ways of addressing overt stratification in their schools.

The society may also be able aware of the differences that exist among various strata in the society, thus they may be able to understand the reasons behind differences in academic performance of secondary schools in Nairobi County hence be able to make informed criticism.

1.6 Basic assumptions of the study

The study was based on the assumption that the respondents would be cooperative and give reliable information.

1.7 Limitations of the study

The study was constrained in terms of time availability. This is because of the researcher having other responsibilities hence not having adequate time to go to the field and collect adequate data. The research was also limited by lack of adequate funds to collect adequate data. Additionally,

some respondents might have been unwilling to give correct information and this may affect the findings of the research which might be biased or inaccurate.

1.8 Delimitations of the study

The study focused on the influence of social stratification on academic performance of secondary school students. The study involved both public and private schools in Nairobi County which provided the sample.

1.9 Definition of key terms

Influence– power to change or affect someone or something'

Socialstratification – classification of people into groups

Strata – classes/groups/divisions

Academicperformance–success in school marked by good results in examinations

Publicschools – schools in Kenya which are financed by the government in terms of teachers and funds provision.

Privateschools – schools in Kenya which are financed by private institutions like the church, NGOs and individuals.

Examine –

Investigate –

Enhance -

1.10 Organization of the study

The study is organized into five chapters. Chapter one consist introduction under background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, basic assumptions of the study, limitations and delimitations of the study, definition of significant terms used in the study and organization of the study. Chapter two contains reviewed related literature and conceptual framework while chapter three presents research methodology under research design, target population, sample size and sampling procedure, data collection instruments, validity and reliability of research instruments, data collection procedure and data analysis techniques.

Chapter four contains data analysis, presentation and interpretation where data has been presented through simple percentages, graphs, tables, Charts and descriptive words while chapter five presents summary of findings, discussions, conclusions, recommendations and suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter contains review of related literature where the researcher has presented what other researchers have said about the same topic. The chapter also analyses some theories on which the current research is based.

2.1 Meaning and dimension of social stratification

In all societies, people differ from each other on the basis of their age, sex and personal characteristics. Human society is not homogenous. Apart from the natural differences, human beings are also differentiated according to socially approved criteria. Men and women are socially differentiated. Men are treated as socially unequal to the point of view of enjoyment of social rewards like status, power, and income and so on. That may be called social inequality.

The term social inequality refers to the existence of socially created differences. Social stratification is a particular form of social inequality. All societies arrange their members in terms of superiority, inferiority and inequality. Social stratification is a process of interaction or differentiation whereby some people come to rank higher than others. (Mcwell, 1999).
In simple words, when individuals and groups are ranked according to some commonly accepted basis of valuation in a hierarchy of status of levels based upon the inequality of social positions. Social stratification means division of society into different strata or layers. (Gilbert 2001).
Social stratification involves hierarchy of social groups. Members of a particular layer have a common identity and similar lifestyle. The society in which divisions of social classes exist is

7

known as stratified society. Modern stratification fundamentally differs from stratification of primitive societies.

Social stratification involves two phenomena;

    (i)   Differentiation of individuals or groups on the basis of possession of certain characteristics whereby some individuals or groups come to rank higher than others.

    (ii)   The ranking of individuals according to some basis of valuation.

Sociologists are concerned not merely with the facts of social differences but also with their social evaluation. (Landerg, 1998).

To understand why social stratification exists, it is important to look at social stratification through three major perspectives: structural functionalism, social conflict and symbolic interaction. (Kimberly Moffit, 1956)

The functions of social stratification (structural functionalism), structural functionalists argue that social inequality plays a vital role in the smooth operation of society. The Davies-Moore thesis states that social stratification has beneficial consequences for the operation of the society. Davis and Moore argue that the most difficult jobs in any society are the most necessary and require the highest rewards and compensation to sufficiently motivate individuals to fill them. Certain jobs, like mowing grass or cleaning toilets, can be performed by almost everyone, while other jobs, such performing brain surgery, are difficult and require the most talented people to perform them. In order to lure the most away from the less-important work, a society must offer those people rewards and incentives. Davies and Moore further claim that any society can be equal, but only to the extent that people are willing to let anyone perform any job. This would

also require that even those would do their job poorly are rewarded equally. What would be the incentive for people to do their best if ever one was rewardedequally? (Davies and Moore 1964). In Stratification and Conflict (Social and Conflict Theory), social theorists disagree that social stratification is functional for a society. Instead, they argue that social stratification benefits some at the expense of others. Two theorists, Karl Marx and Max Weber, are the primary contributors to this perspective. Karl Marx based his theory on the idea that society has two classes of people: the bourgeoisie and the proletariat. The bourgeoisie are the owners of the means of production (such as factories and other businesses), while the proletariat are the workers. Marx argued that the bourgeoisie (owners) give the proletariats (workers) enough to survive, but ultimately the workers are exploited. As a result of this exploitation, Marx foresaw a workers revolution. He believed that oppression and misery would eventually drive the working majority to come together and overthrow capitalism. The result would be a socialist utopia where such extreme class differences would cease to exist,despite Marx's prediction, capitalism is still thriving.

Max Weber, a conflict theorist, agreed with Marx that social stratification causes social Stratification as a multidimensional ranks rather a hierarchy of two clearly defined classes. Weber saw three dimensional of social stratification in terms a continuum. Social class for Weber, included power and prestige in addition to property or wealth. Today, sociologists use The term social-economic status (SES) to refer to this ranking based on various dimensions of Social inequality.(Davies and Moore, 1964).

2.2 Origin of social stratification

In early societies, people shared a common social standing. As societies evolved and became more complex, they began to elevate some members. Today stratification, a system by which society ranks its members in a hierarchy, is the norm throughout the world. All societies stratify their members. A stratified society is one in which there is unequal distribution of society's rewards and in which people are arranged hierarchically according to how much of society's rewards they possess. To understand social stratification, we must first understand its origins. In hunting and gathering societies, there was little stratification. Men hunted for meat while women gathered edible plants, and the general welfare of the society depended on its members sharing what they had. The society as a whole undertook the rearing and socialization of children and shared food and other acquisitions more or less equally. Therefore, no group emerged as better-off than the others.

The emergence of horticultural, pastoral and agricultural societies led to the social inequality. For the first time, groups had reliable sources of food: horticulturalsocieties cultivated plants, while pastoral societies domesticated and bred animals. Societies grew larger and not all members needed to be involved in the production of food. Pastoral societies began to produce more food than was needed for mere survival, which meant that people could choose to do things other than hunt for food or grow food.

In agriculturalists societies, division of labor led to job specialization and stratification. People began to value certain jobs more highly than others. The further someone was from actual

agricultural work, the more highly she/he was respected. As basic survival needs were met, people began trading goods and services that they could not provide for themselves and began accumulating possessions. Some accumulated more than others and gained prestige in society as a result. For some people, accumulated possessions became their primary goal. These individuals passed on what they had to future generations, concentrating wealth into the hands of few groups.

In industrialized societies, the industrial revolution began in Great Britain in the mid-1700s, when the steam engine came into use as a means of running other machines. The rise of industrialization led to increased social stratification. Factories owners hired workers who had migrated from rural areas in search of jobs and a better life. The owners exploited the workers to become wealthy, making them work for long hours in unsafe conditions for very low wages. The gap between the 'haves' and the 'have-nots' widened.

By the middle of 1900s, workers had begun to secure rights for themselves, and the workplace became safer. Wages rose and workers had something they had never had before: buying power. They could purchase homes, automobiles, and a vast array of consumer goods. Though their financial success was nothing compared to that of their bosses, the gap between the two was narrowing and the middle class grew stronger. At the same time new forms of inequality took hold. The increasing sophistication and efficiency of factory machines led to a different kind of worker; one who could also read and write. The classification of skilled worker was born. A skilled worker is literate and has experience and expertise in specific areas of production or on specific kinds of machines. In contrast, many unskilled workers could neither read nor

writeandhad no specific training or expertise. The division arose between skilled and unskilled workers, with the former receiving higher wages and, as some would say, greater job security.

The rise of post-industrial societies, in which technology supports an information-based economy, has created further social stratification. Fewer people work in factories, while more work in service industries. Education has become a more significant determinant of social position. The Information Revolution has also increased global stratification. Even though new technology allows for a more global economy, it also separates more clearly those nations who have access to the new technology from those who do not.

Many views have been given regarding the origin of social stratification. According to Davies, 2000, social stratification has come into being due to functional necessity of social system. Professor Sorokin, 1997, attributed social stratification to inherited differences in environmental conditions.

According to Karl Marx, social factors are responsible for the emergence of different social strata, that is, Social stratification. Also according to Spengler, social stratification is founded upon scarcity which is created whenever society differentiates positively in terms of function or powers.

2.3 Types of social stratification

Sociologists have identified some important forms of stratification systems. These are based on Religious beliefs, others on race, gender, age and others on class differentiation.

Social stratification is based upon a variety of principles. The major types of stratification are;

- Caste

- Age-set

- Class

- Estate

- Slavery

Caste stratification system is hereditary endogamous social group in which a person ranks and its Accompanying rights and obligations are ascribed on the basis of his birth into a particular group. This is mostly prominent in India and the Hindu religion. The Indian society divides its Population into five major castes: the Brahmins (priests, teachers, healers), the Kshatriyas (soldiers/warriors), the Vaishyas (traders /merchants), the Shudras (servants/laborers), the untouchables (social outcastes/impure).

Another system of stratification is the age-set whereby allocation of rewards and status is primarily based on age-set. In primitive societies, people have greater structural importance as they grow older. This is what is termed as rites of passage. Old people are seen as more experienced and their roles carry more prestige and these usually constitute their importance in decision making. Old people are also the foundation of political organizationwithin the tribe as Well as serving as mediators to the gods. However in modern societies, the status of old people has changed considerably. In fact there is a complete reversal of roles and status acquired. As the individual enters old age; his/her status fades with retirement and dependency in welfare. Stratification based on ethnic difference is another form of social stratification. The apartheid system of South Africa illustrates a typical racial caste system of social stratification. After the World war two, the population of South Africa was divided into four registration groups: the

White descendants of European immigrants, the colored (descended from more than one group), the Asian descent and the black Africans. Levels of segregation were based on micro segregation (public places such as public toilets, washrooms, railway carriage and public beaches had separate facilitates for whites and non-whites, mezzo segregation (white and non-white neighborhoods was designed, black people were even compelled to move to homelands- a kind of ghetto) and macro segregation (whole peoples were segregated in distinct territories). Under this system of government, the black natives were denied their civil rights, citizenships, proper education, ownership of land and any voice in parliament. Most of them were slotted in menial, low paid and working-class jobs.

In addition, there is class system stratification which is a modern form of social stratification that tends to be universal in nature. In this, a person's position depends to a very great extent upon achievement and his ability to use to advantage the inborn characteristics and wealth that one possesses. The class based stratification system groupspeople, who hold the same economic situation such as occupation, income and ownership of wealth together. Those who are better off are those who enjoy more privileges such as higher educational level, status and lifestyle, leisure activities and power.

Estate system is a form of social stratification which gives much emphasis to wealth and possessions. Slavery had economic basis. Every slave had a master to whom he was subjected. (Raymond M. 2001)

2.4 Characteristics of social stratification

On the basis of analysis of different definitions given by eminent scholars, social stratification

14

may have the following characteristics.

2.4.1 Social stratification is universal

There is no society in the world which is free from stratification. Modern stratification differs from stratification in the primitive societies. It is world- wide phenomenon. According to Sorokin, 1997, all permanently organized groups are stratified.

Although all sociologists agree that social stratification is universal, they disagree as to why it is universal. The functionalists view of social stratification, developed by Kingsley D and Wilbert M, 1999, concludes that stratification is inevitable because society must make certain that its positions are filled; ensure that the most qualified people end up in the most important positions; and finally, reward people for the time and energy it takes to develop strong qualifications.On the other hand the conflict theorists contend that conflict, not function, is the basis of the social stratification. Italian sociologist, Gaetano Mosca, 2003, argues that in every society groups compete for power. Those groups that gain power use the power to manipulate, control and exploit the other groups.

2.4.2 Stratification is social

It is true that biological qualities do not determine one's superiority and inferiority. Factors like age, sex, intelligence as well as strength often contribute as the basis on which statuses are distinguished. But one's education, property, power, experience, character, personality among others is found to be more important than biological qualities. Hence social stratification is social in nature.

2.4.3 Social stratification is ancient

Stratification system is very old. It was present even in the small wandering societies. In almost all the ancient civilizations, the differences between the rich and the poor, humble and powerfulexisted. During the period of Plato, emphasis was given to political, social and economic inequalities. For example, India's caste system has existed for almost three thousands years. Although the Indian formerly abolished the caste system in 1949, it still remains a respected aspect of Indian tradition and is strictly followed by significant portion of the population.

Also, during the middle ages, Europe developed the estate system of stratification. In this system, there were three groups, or estates; the nobility, clergy and commoners. In the system, social stratification is based on the possession of money or material possessions. A major characteristic of the class system is that it allows social mobility, movement up and down the class ladder.

2.4.4 It is in diverse forms

`The forms of stratification are not uniform in all societies. In modern world, class, caste and estates are generally forms of stratification. In India, caste system is found. The ancient Greek was divided into free men and slaves. So, every society, past or present, big or small is characterized by diverse forms of stratification.

2.4.5 Social stratification is consequential

Social stratification has two important consequences: one is, 'life chances' and the other one is 'lifestyle.' A class system not only affects life chances of the individual but also their lifestyles. The members of a class have similar social chances but the social chances vary in every society. It includes chances of survival and of obtaining justice, marital conflict, separation, divorce and

soon.Lifestyle denotes a style of life which is distinctive of a particular social status. Lifestyle includes such matters like the residential areas in every community, which have gradation of prestige – ranking, mode of housing , means of recreation, the kinds of dress, books, television shows to which one is exposed to and so on. Lifestyle may be viewedas a subculture in which one stratum differs from one another within the framework of a commonly shared over-all culture.

2.5 Social stratification and mobility

Social stratification refers to the movement within the social structure, from one social status to another. All societies provide some opportunities for social mobility. But the societies differ from each other to the extent in which individuals can move from one class or status to another. The nature forms direction and magnitude of social mobility. Sociologists study social mobility in order to find out the relative openness of a social structure.Any group that improves its standard will also improve its social mobility. Social mobility is not uniform in all countries. It differs from society to society and from time to time.

2.6 Gender and social stratification

Gender is another kind of social stratification system. It is perhaps the oldest and permanent sourceof social stratification. Recent years have witnessed a thorough and widespread discussion on gender. It has claimed a critical address as a concept and a set of practices has occurred during the last three decades. The origin of the concept gender can be traced to the 19th centuryWomen's movement and in Marxism. But it seems to have first appeared among American feminists who wanted to reject biological determinism. Feminists prefer the term gender than sex.

Gender is a socially constructed category rather than biologically determined. The gender of a man is masculine and a woman is feminine. Gender refers to the socially constructed and culturally determined role that men and women paly in their day to day lives. Gender is the most potent significant and enormously useful analytical concept used by feminists. It is matter of social ascription, a social cultural construction and provides a deeper analysis of inequalities between females and males. (Kabeer, 1998).

2.7 Role of parents/home

It is undebatable that the home is the fulcrum around which the early year of a child revolves.

(Bell J 2001). The central figure is the parents. The type of child rearing practiced in a family has tremendous impact on the entire life of the child, including his or her academic life. Generally the social climate or environment in which an individual finds himself or herself to a large extent determines his or her behavior. Thus parental guidance and discipline usually influence the behavior of the children and at the apex of this parental influence is the mother.

According to Olayinka and Omoegun, 2001, the word family has its origin in the Latin word which when translated means domestic group. According to Murdo, 1995, a family is social group characterized by a common residence, economic cooperation and reproduction. The family provides for the physical maintenance of the child, offers the child its first and most continuing social contacts and give it attention and other emotional satisfaction including quality education that will last for a life time, teaches him most of social requirements of his behavior and often put him with other specialized institutions

2.8 Type of school (school background)

This refers to the ownership of the school (whether public or private). The type of school a student attends is likely to contribute to their academic performance. Students from high class schools are likely to perform well due to the fact that they attend those schools. On the other hand students from low class are likely to perform poorly. (Zappala, 2002).

There are many underlying factors on how ownership of a school affects performance of students. First, is the question of management and administration where in most public schools, this is not a major problem. However in many private schools, especially the low class, there is a problem of management and administration since most proprietors areunqualified teachers (or managers) and they run their own schools. Also, in private schools, there is a tendency of employing unqualified teachers who do not use good instructional methods and this translates to poor academic performance of students. The reason for employing unqualified teachers is

maximization of profit where the proprietors of some private schools are unwilling to spend

much on teachers' salaries. This problem affects low class private schools mostly and especially because their ability to pay school fees is low despite the schools charginglow school fees. This also means that instructional and learning materials are inadequate and this affects students' academic performance.

On the other hand, there are few private schools that offer good quality education. These private schools are high class schools charging high school fees which all students are able to pay with ease. Thus these schools are able to employ qualified teachers and provide adequate teaching and learningmaterials.

2.9 Parents' income and education

These two variables are linked to academic performance. Students whose parents earn high income will likely perform better than their counterparts from low income parents with low education. This is supported by Dills, 2006, who argues that according to the cultural capital theory one could expect students from families who are close to academic culture to have greatest success. If parents are educated, they are likely to influence their children into achieving equal or greater academic excellence than themselves. Also if parents earn high income, they are ableto provide adequately for their children, both at school and at home, and this minimizes interferences of their loves. This includes provision of writing and reading materials as well as taking then to good schools which have enough teaching and learning resources.

2.10 Parents social capital

Research by the University of California investigated children's tractions of academic and social development across first, third and fifth grade. Hierarchical linear modeling was used to examine withinand between- child association among maternal and teacher reports of parents involvement and children's standardized achievement scores, social skills and problem behaviors and improvement in social skills but do not predict changes in achievement. Between –child analysis, demonstrated that children with highly involved parents had enhanced social functioning and fewer behavior problems. Similar patterns of finding emerged for teacher and parent reports of parent involvement.

A study by Herrold and O'Donnel, 2008, found out that 98 % of parents of elementary schools reported attending general school meetings (PTA) as well as participating in regularly scheduled parent-teacher meetings throughout the school year. Roughly, 80% of parents in the nationally representative sample reported attending school events and about 60% reported volunteering in

the classroom.

Parents' involvement is often considered a pathway through which schools enhancethe of underperforming children. Consequently, parent's involvement is encouraged by teachers, child care providers, policy makers, parents and researchers. (Berger 1991).Moreover, parent involvement is a key component of early childhood education programs. These programs encourage parents' involvement by inviting parents to participate in activities at school andfacilitating parent-teacher communication.

Over the years, a large literature has documented the importance of parent involvement for young and adolescent children. The parent involvement in the later years of school has received less attention. Past research on parent involvement has been more heavily focused on associations with students' achievement, with less attention to social and emotional domains of children development. This propensity may be attributed to the academic nature of the behaviors defined as parent involvement like helping with homework. Such activities should prompt more enrichment at home and attachment to a child's academic progress, however, teachers and parents may discuss children's behavior in classroom as well, since behavior problems and social functioning may have immediate consequences for the classroom environment and teacher's instructional efforts.

Parents' involvement typically involves parents' behavior at school and home settings meant to support their children's educational progress. Measures of parents' involvement commonly include the quality and frequency of communication with teachers as well as participation in school functions and activities.

Parents' involvement also characterizes parents' values and attitude regarding education and thoseaspirations they hold for their children. (Catsambis, 2001).

The home and school context are categorized as autonomous micro-system and parent involvement is conceptualized as a mesosystem which is made up of interactions between key micro systems. Although each setting has an independent influence on the child, the home and school context interact to offer a unique influence.

In this study, parent involvement is conceptualized as the product of the interaction between the influences of school and home settings by providing continuity between the two environments, for example, if the parents are aware of teachers' goals, they may provide resources and support for those learning aims at home.Similarly, in terms of social development, parent involvement may facilitate the development of consistent disciplinary approaches across home and school.

Accumulated evidence suggests that these parenting practices are associated with higher academic success in the early grades as well as later grades.

2.11 School environment
School environment refers to such factors as school facilities, class size, school location and school plant planning. Poor school facilities, large class size, inappropriate school location and poor school planning affects students' academic performance negatively. It also includes such facilities as libraries, laboratories, technical workshops, school management, teaching methods and peers. (Ajayi, 2001).

The quality of education depends on the teachers as reflected in the performance of their duties as well as effective coordination of the school environment. The extent to which student learning

could be enhanced depends on their location within the school compound, the structure of their classrooms and availability of instructional materials. It is believed that a well-planned school will gear up expected outcomes of education that will facilitate good, social, political and economic emancipation, effective teaching and learning process and academic performance of the students. (Ellis, 2002).

William, Persuad and Turner, 2008, also assert that safe and orderly classroom environment are significantly related to academic performance. They argue that a comfortable and a caring environment helps to contribute to students' academic performance. The physical characteristics of a school have a variety of effects on teachers, students and the learning process. Poor lighting, noise, high levels of carbon dioxide in classroom and inconsistent temperatures make teaching and learning difficult. Poor maintenance and ineffective ventilation systems, lead to poor health among students and teachers which leads to poor performance and high absentee rates. (Frazier, 2002).

These factors can adversely affect students' behavior and lead to high level of frustration among teachers and poor learning attitude among students. Beyond the direct effects that poor facilities have on students' abilities to learn, the combination of poor facilities which create an uncomfortable and uninviting workplace for teachers, combined with frustrating behavior by students including poor concentration and hyperactivity, lethargy or apathy creates a stressful set of working conditions for teachers because stress and job satisfaction are common precursors to lowered teacher enthusiasm. It is possible that the fore-mentioned characteristics of school facilities have an effect upon the academic performance of students. (Ellis, 2002)>

2.12 Theoretical Framework

The concept of social stratification is interpreted differently by various theoretical perspective of sociology.
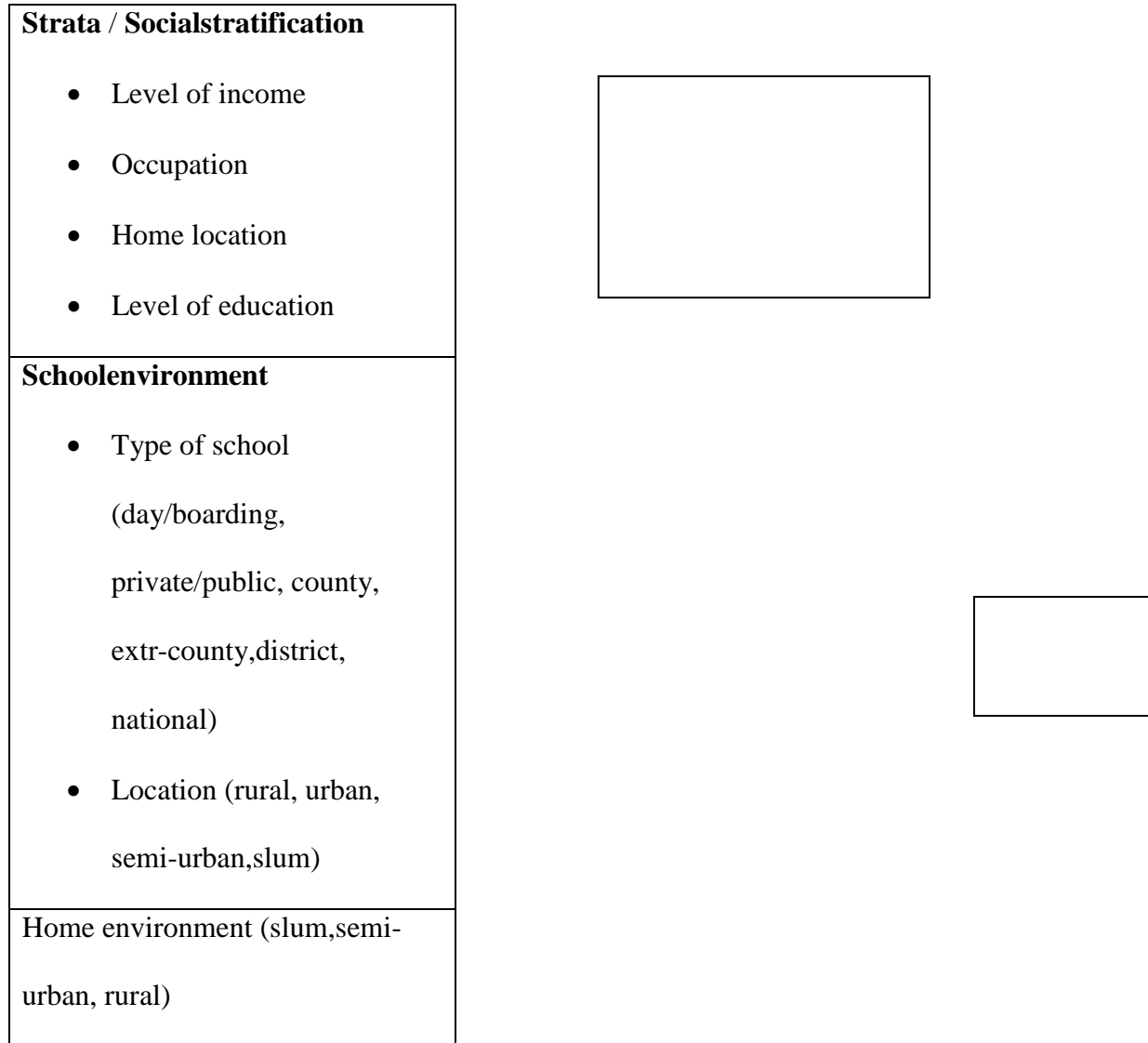
2.12.1 Action Theory

Proponents of action theory have suggested that since social stratification is commonly found in developed societies, hierarchy may be necessary in order to stabilize social structure. Talcot Parsons, an American sociologist asserts that stability and social order are regulated in part by universal value although universal values are identical with consensus but could as well be the impetus for ardent conflict as it had been multiple times through history. Parsons did not claim that universal values in and by themselves satisfied the functional prerequisite of a society, indeed, the constitution of a society was a much more complicated codification of emerging historical factors.

2.12.2 Conflict Theory (Marxism)

The theory points to the inaccessibility of resources and lack of social mobility found in stratified societies. Many sociological theorists have criticized the extent to which the working classes are unlikely to advance socio-economically; the wealthy tend to hold political power which they use toexploit the proletariat inter-generationally. Theorists such as Ralf Dahredorf, 1999, however have noted that the tendency toward an enlarged middle class in modern western societies dueto the necessity of an educated work force in technological and service economies. Various social and political perspectives concerning globalization, such as dependency theory, suggest that these effects are due to the change of workers to the third world.

2.13Conceptual framework

Figure 1: Conceptual framework

| **Strata** / **Socialstratification** |
| |
| • Level of income |
| • Occupation |
| • Home location |
| • Level of education |
| **Schoolenvironment** |
| • Type of school (day/boarding, private/public, county, extr-county,district, national) |
| • Location (rural, urban, semi-urban,slum) |
| Home environment (slum,semi-urban, rural) |

CHAPTER THREE

RESEARCH METHODOGY

3.0 Introduction

The chapter focuses on various aspects of the research such as research design, location of the study, target population, sample size, sampling technique, research instruments and data analysis methods.

3.1 Research design

The study took a descriptive qualitative form since it is not possible to present most of the data required for the study in quantities. The research described the influence of social stratification onstudents' academic performance. To do this effectively, the study took a survey on a small sample of target population. A small sample was effective, objective and feasible.

3.2 Location of the study

The study involved selected secondary schools in Nairobi County. This was because of the researcher's close proximity and interactions with respondents.

3.3 Target Population

The research targeted students of public and private secondary schools in Nairobi County, their teachers and parents.

3.4 Sampling technique and sample size

For the reason of the amount of time that was available for the research and the cost of research it was not possible to work with all secondary schools in Nairobi County. It was therefore necessary to work with a small sample of target population. The researcher used simple random

Samplingtechnique to select respondents who were three hundred students sampled from fifteen secondaryschools in Nairobi County. The respondents also included fifty teachers and fifty parents.

3.5 Research instruments

The research combined different methods of data collection. First there was a test given to students to measure their cognitive competence. The parents, teachers and students were required to fill in structured questionnaire which were distinct for the three types of respondents. The questionnaires were limited to a number of questions, both open-ended and close-ended. These questionnaires provided data that lead to the determination that social stratification influences academic performance of secondary school students. Also important was the use of secondary data collection methods where the researcher reviewed related data as well as past performance records of students.

3.5.1 Validity of research instruments

The instruments used in this research were easy to administer to respondents who were easily accessible from their respective schools which were also in easy reach to respondents. The measures used were easy for the respondents to respond to, although it was not easy to establish the truthfulness of the responses given by the respondents. The instruments were administered to three categories of respondents, who were given almost similar measures and their responses were also almost similar. So, it is justifiable to assume that to a great extent the research instruments used in this research were valid.

3.5.2 Reliability of research instruments

The instruments used in these research were reliable because the measures were easy to

understand and respond to. It was also easy for the researcher to score them and

interpretes data given in the instrument in simple percentages, graphs and pie charts as well

as simple descriptive words.

3.6 Data collection procedure

The researcher personally visited the selected schools and administered the questionnaires to the

respondents. The respondents were required to fill the questionnaires in confidence and

truthfully. The researcher then collected the duly filled questionnaires for data presentation.

3.7 Data analysis Techniques

The collected data was analyzed through the use of simple percentages, simple descriptive,

words, graphs, tables and charts.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.0 Introduction

This chapter includes analysis of data, presentation as well as data interpretation. Data is

presented in words, simple, graphs and charts and the data is then interpreted using simple

percentages.

4.1 Responses from students
4.1.1 Type of school

The following are the responses of students on the type of school they attend.

Table 4.1 Type of school

Type of school	Number of students	Percentages
Extra County	40	13.3
County	60	20
District	80	26.7
Private	120	40
Total	300	100

The above data can also be presented in pie chart as shown in figure 2.
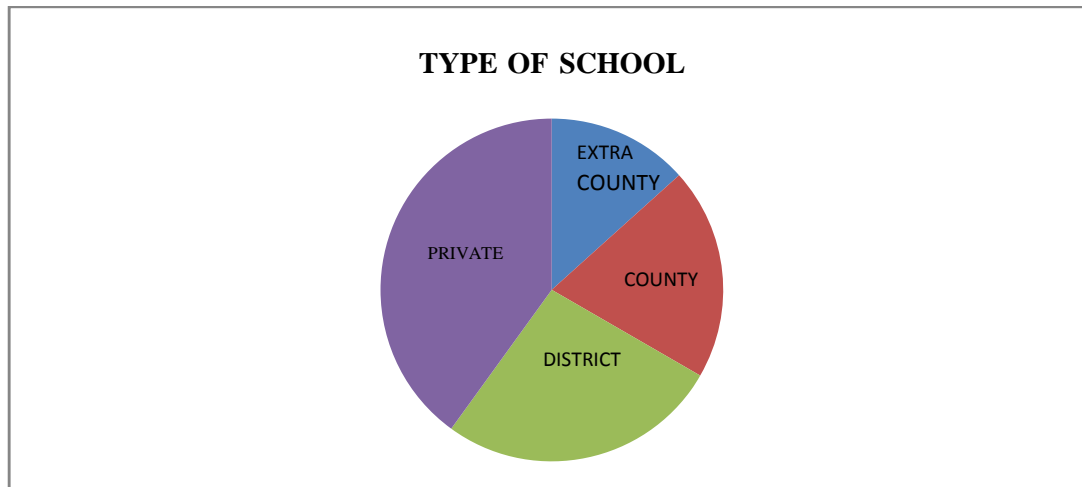
Figure 2: Type of school

TYPE OF SCHOOL

Table 4.1 and figure 2 shows types of school attended by students in Nairobi County.

Respondents indicate that 120 (40%) are from private schools, 80 (26.7%) from district schools,

60 (20%) from county schools and 40 (13.3%) from extra-county. This indicates that the highest

percentage of students are from private schools.

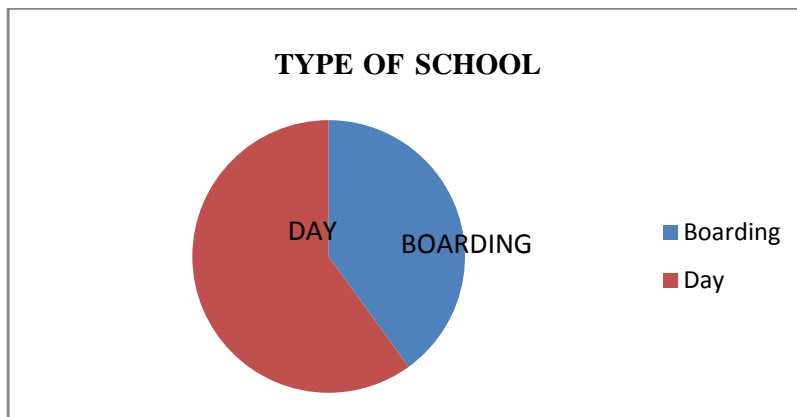**4.1.2 Boarding or day school**

Respondents were asked to indicate whether their school was day or boarding. The responses are

presented in table 4.2.

Table 4.2 Day or boarding school

Type of school	Number of students	Percentage
Boarding	120	40
Day	180	60
Total	**300**	**100**

The above information is presented in the pie chart as shown in figure 3.

Figure 3: Day or Boarding school

Results shown in table 4.2 and figure 3 indicate that 180 (60%) students attended day school and 120 (40%) attended boarding school. Therefore majority of students in Nairobi County attended day school.

4.1.3 Amount of school fees paid

Respondents were asked to indicate the amount of fees they pay. Their responses are presented in table 4.3

Table 4.3 Amount of school fees paid

Amount of fees (Ksh)	Number of students	Percentage
Below 10,000	100	33.3
Between 10,000 – 20,000	80	26.7
Over 20,000	120	40
Total	**300**	**100**

The above information can be presented in a bar graph as shown in figure 4.

Figure 3: Amount of school fees
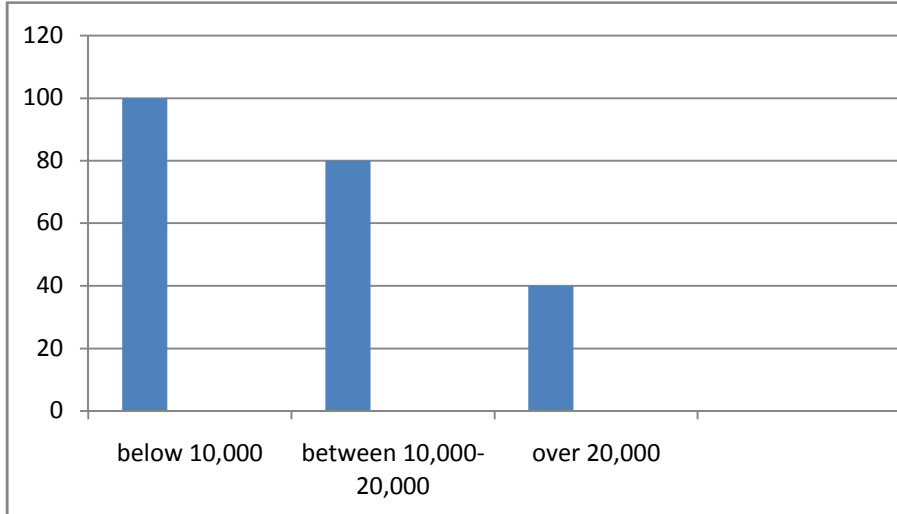
From table 4.3and figure 4, 120 (40%) students pays schools fees over 20,000, 100 (33.3%),

below 10,000 and 80 (26.7%) between 10,000 – 20,000. This indicates that majority of students

pay over 20,000.

4.1.4 Mode of paying school fees

On the item on how the students pay school fees, the following is the response;

Table 4

Mode of payment	Number of students	Percentage
Once/full amount	50	16.7
Monthly	120	40
Irregularly	70	23.3

Always in arrears	60	20

The data above can also be presented in a graph as shownbelow;

MODEOFPAYINGSCHOOLFEES

Figure 4
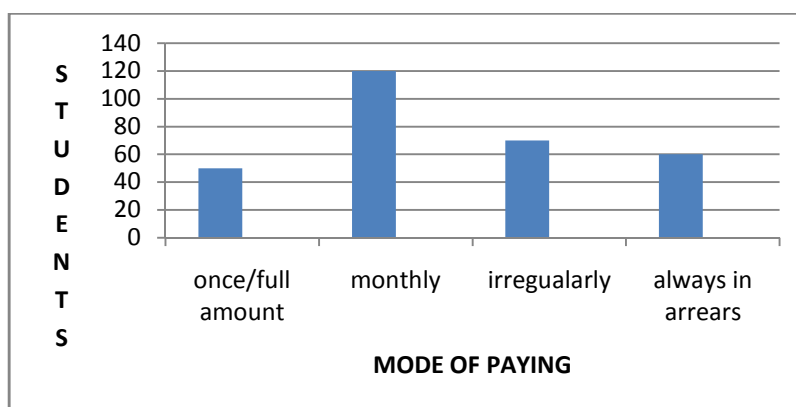
4.1.5 Effects of delay on school fees payment

The following are the responses of the student on the item whether delay in school fees payment

has an effect on academic performance.

Table 5

Yes	200	66.7
No	100	33.3

The above information is also shown in the pie chart below;

Figure 5

EFFECTS OF DELAY ON PAYING SCHOOL FEES
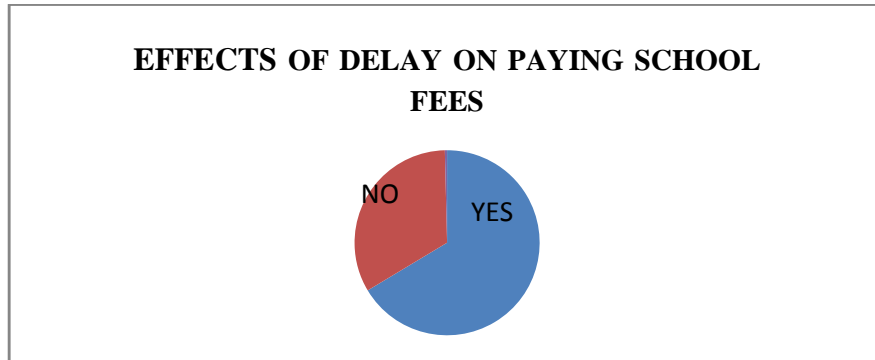
4.1.6 Language of communication in school

The table below presents responses of students on which language of communication used at school;

Table 6

Language	Number of students	Percentage
English	60	20
Kiswahili	130	43.3
Sheng'	90	30
Vernacular	20	6.7

The same information can be presented in a graph as follows;

LANGUAGEOFCOMMUNICATIONINSCHOOL

Figure 6
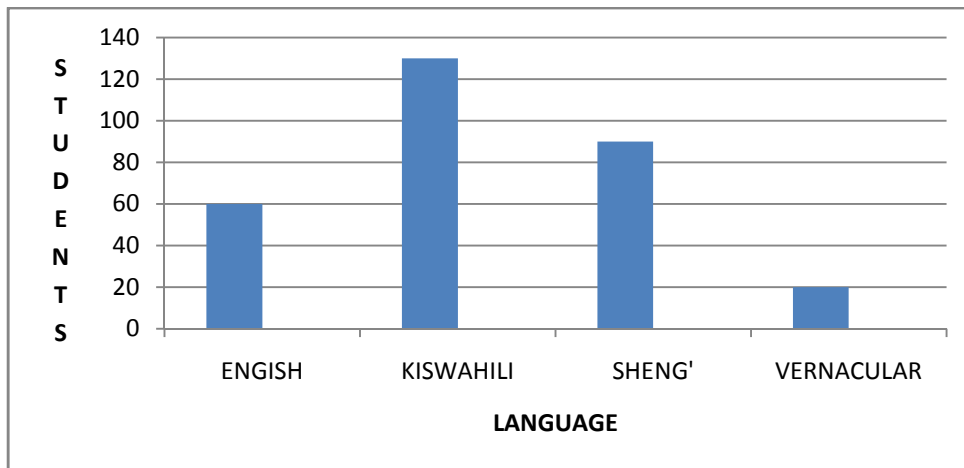
4.1.7 Languageused to communicate to teachers

Table 7

Language	Number of students	Percentage
English	100	33.3
Kiswahili	150	50
Sheng'	40	13.6
Vernacular	10	3.3

The above information can be presented in graph as shown in the figure below;

Figure 7

LANGUAGEOFCOMMUNIVCATIONTOTEACHERS
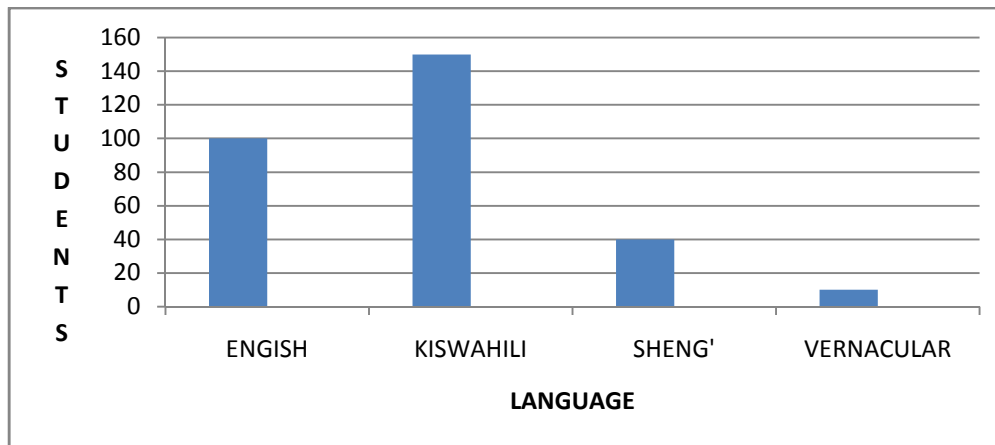
4.1.8 Mixed or one gender school

On the item whether the student attended mixed or one gender and whether this has an effect, the

following are the responses;

Table 8

Type of school	Number of students	Percentage
Mixed	180	40
One gender	120	60

The data above can also be presented in a pie chart shown below;

Figure 8

TYPE OF SCHOOL
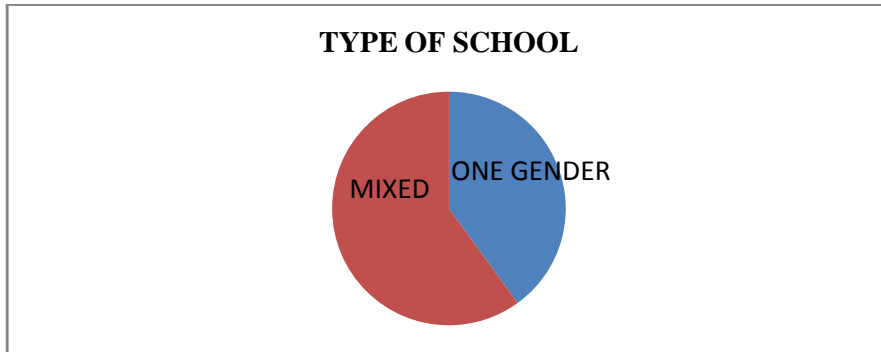
ONE GENDER

MIXED

4.1.9 Effects of one gender/mixed school on students' academic performance

The following are the responses of respondents on the item whether a school being one gender or mixed has any effect on their academic performance.

Table 9

Response	Number of students	Percentage
Yes	220	73.3
No	80	26.7

The responses above can also be presented in a pie chart as shown below;

Figure 9

EFFECTS ON TYPE OF SCHOOL
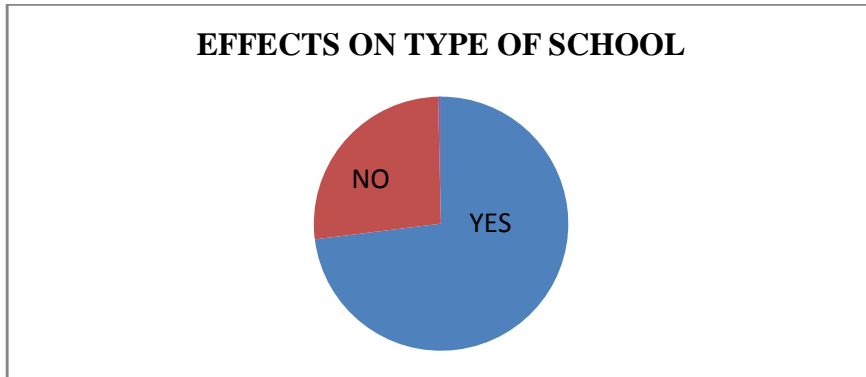
4.1.10 Personal reading materials and library services

On the item whether the respondents have enough personal reading material and a library in their school, these are the responses.

Table 10

Responses	P.R.M	Percentage	library	Percentage	E.L.M
YES	70	23.3	100	33.3	40 (40%)
NO	230	76.7	200	66.7	60 (60%)

The above data can be presented in a graph as follows;

Figure 10
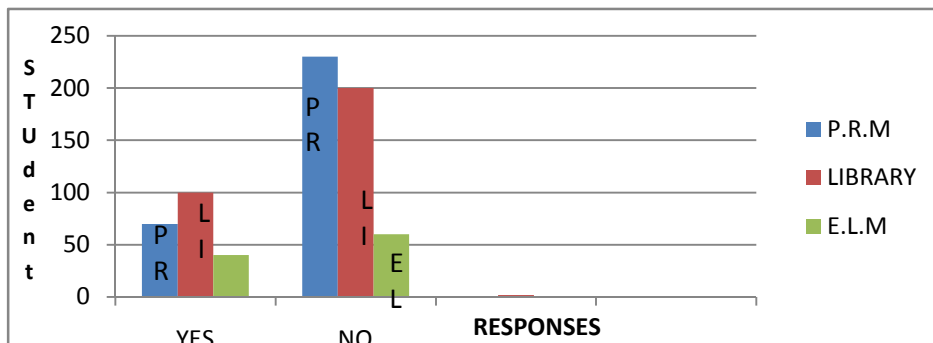
4.1.11 lunch at school

These are the respondents' responses on whether they take lunch at school and if it is enough;

Table 11

Response	Lunch	Percentage	Enough Lunch	Percentage
YES	240	80	40	16.7
NO	60	20	200	83.3

This is also presented in a graph as shown below;

Figure 11

PROVISIONOFLUNCHATSCHOOL
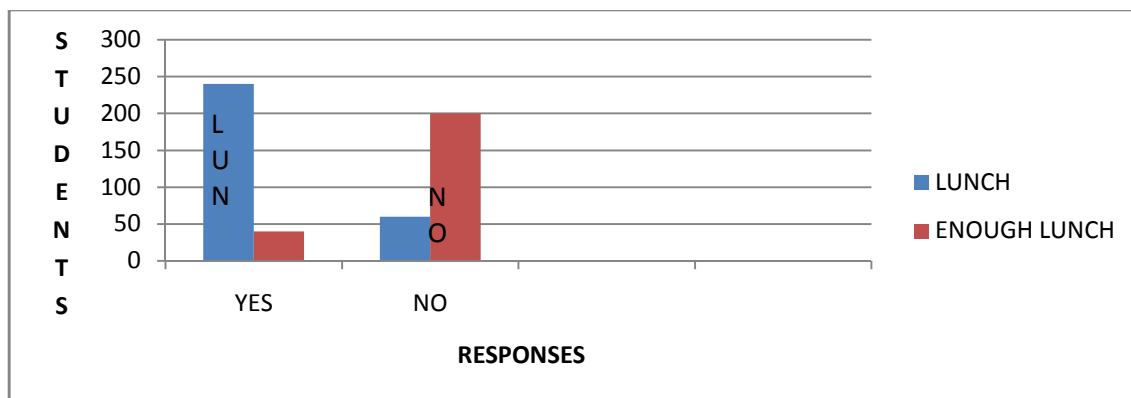
4.1.12 Location of school

This is how respondents responded on the item on the location of the school and whether the location of the school affects their academic performance;

Table 12

Location of school	Number of students	Percentage
Urban	40	13.3
Semi urban	80	26.7
Slum	180	60

The above data is also presented in the pie chart below;

Figure 12
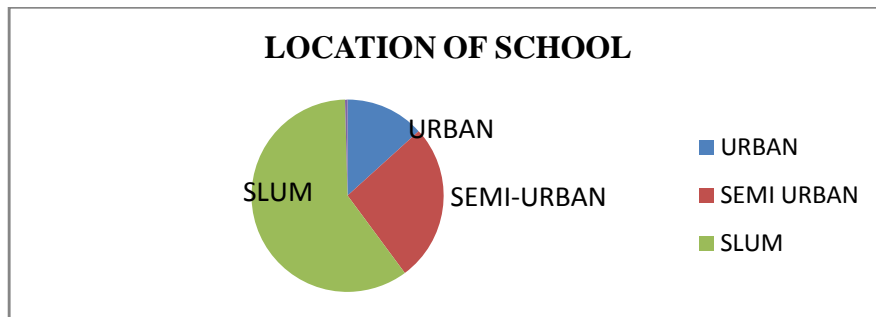
LOCATION OF SCHOOL

4.1.13 Effects of location of school on academic performance of students;

This is how respondents answered on the item on whether the location of the school has any effect on their academic performance;

Table 13

YES	25O	83.7
NO	50	16.3

4.1.14 Responses on various items

On the item how respondents are affected by the fact that they attend one gender or mixed school, there were various responses. A small percentage of respondents from one gender secondary schools were of the opinion that the environment does not offer adequate room for interaction which is a necessary stimulant for education. On the other hand, majority of the same category of respondents felt that the one gender environment was ideal for learning. However, majority of respondents from mixed secondary schools felt that the environment was not conducive for learning and a small percentage of the same category of respondents felt that such environment affected them positively in their academics.

The following are responses on available instructional materials in the respondents' schools; 90% have a laboratory although majority of those feel that the laboratories are not adequately equipped or utilized by respective teachers; only 15 percent of respondents reported having a well-equipped computer room and taking Computer studies; on Home Science room only ten percent of respondents reported having it ; 8% of respondents reported having workshops and majority of them being of the opinion that the workshops have outdated machines or old tools thus they do not function properly. None of respondents reported having audio visual aid in their school.

On the item about where those respondents who do not take lunch at school take their lunch, 80% of them responded that they are allowed out of school during lunch hour and the remaining percentage often have to do without lunch.

The respondents had various responses on how their school location affects their academic performance. Majority of them said that a quiet neighborhood offers a good learning environment as opposed to a noisy and congested environment which is detrimental for learning.

4.2 Responses from teachers
4.2.1 Type of school

The following table presents responses of respondents on the type of school they teach;

Table 14

Type of school	Number of teachers	Percentage
District	10	20
County	5	10
Extra-County	5	10
Private	30	60

The above information can be presented in a bar graph as shown below;

Figure 14

TYPEOFSCHOOL
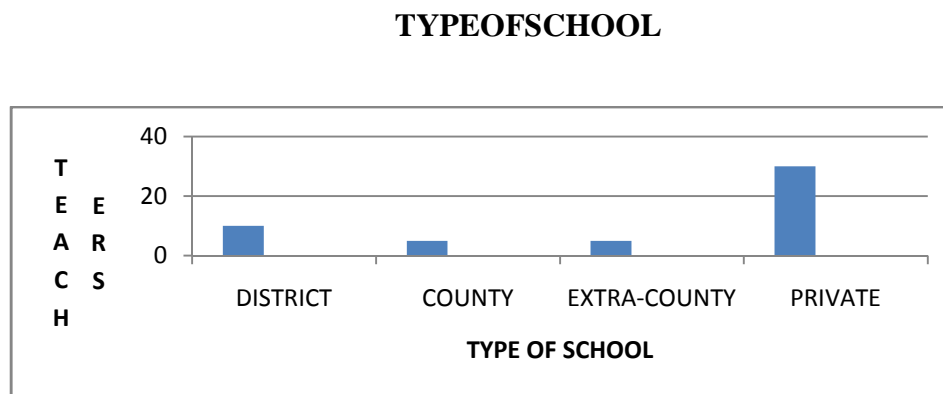
4.2.2 Location of the school

These are the responses on the location of the school;

Table 15

Location	Number of teachers	Percentage
Slum	35	70
Urban	6	12
Semi- urban	9	18

This information can also be presented in a pie-chart as follows;

Figure15
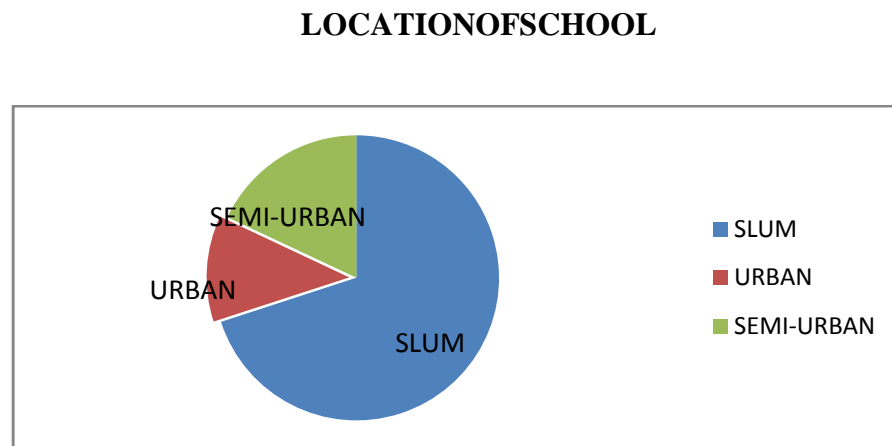
LOCATIONOFSCHOOL

4.2 3 Effects on location of school on academic performance of students

The table below shows the responses on whether location of the school affects academic performance of students.

Table 16

Response	Number of teachers	Percentage
YES	45	90
NO	5	10

This can also be presented in a pie chart as follows;

Figure 16
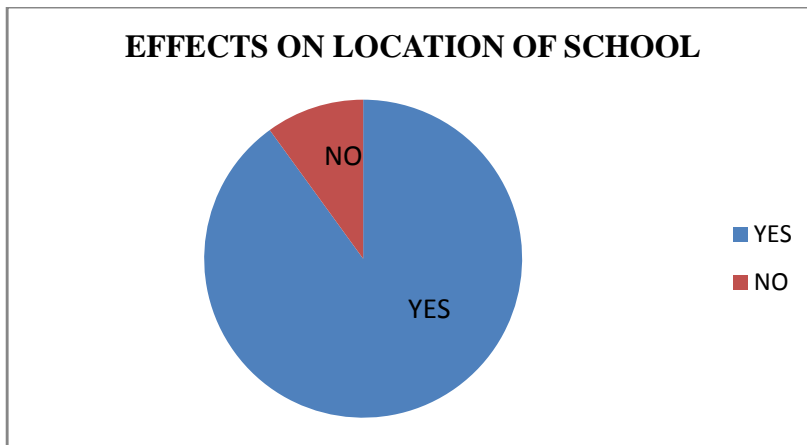
Of the 90% of respondents who felt that the school location has an effect on academic performance, many of them gave such interferences as noise, congestion, weather conditions, social environment and home environment.

4.2.4 Instructional materials/Library

The responses of respondents on whether they have adequate instructional are shown in the table below;

Table 17

Response	Number of teachers	Percentage
YES	10	20
NO	40	80

Figure 17
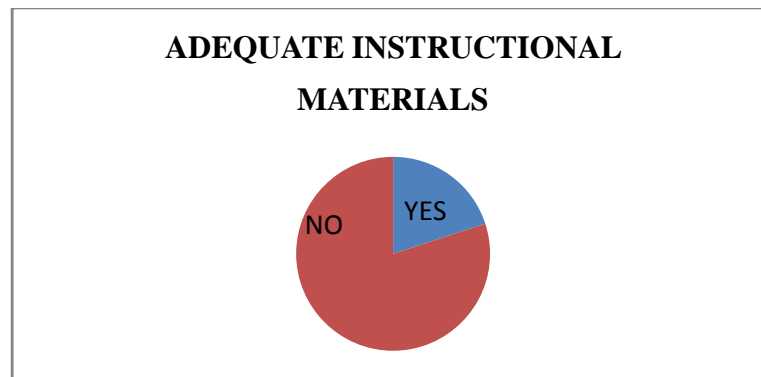
4.2.5 Conducive environment

These are the responses of respondents on whether their school offer conducive environment for learning;

Table 18

Response	Number of teachers	Percentage
YES	20	40
NO	30	60

The same information presented in the table above can also be presented in a pie chart as shown below

Figure 18

CONDUCIVE ENVIRONMENT

YES

NO
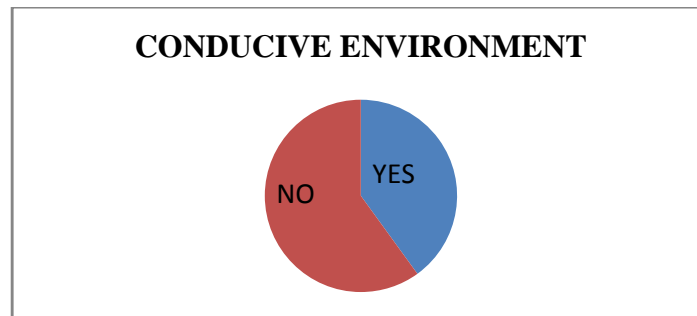
Of those who were of the opinion that the school does not offer conducive environment they gave reasons for this, among them having inadequate instructional materials, unqualified teachers, location of the school and bad teacher-student relationship.

4.2.6 Relationship between teacher and administration

The table below gives responses of respondents on the relationship between teachers and administration;

Table 19

Relationship	Number of teachers	Percentage
Cordial	5	10
Bad	30	60
Formal	15	30

The above information can also be presented in a pie chart as shown below;

Figure 19

RELATIONSHIP AMONG TEACHERS/STUDENTS AND ADMINISTRATION
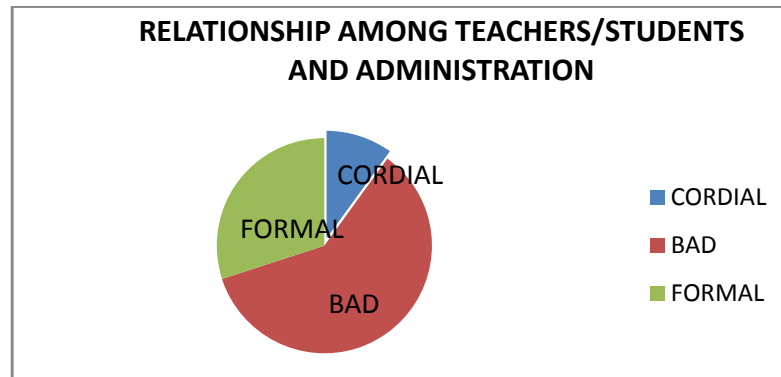
Majority of the respondents felt that for a school to have a conducive environment for learning,

there should be a cordial relationship among teachers, students and administration.

4.2.7 Level of education

The following table shows the levels of education of respondents;

Table 20

Level of education	Number of teachers	Percentage
B.E.D	25	50
B.A	10	20
PGDE	2	4
Diploma in Education	4	8
O-level	8	16
Others	1	2

The above data can also be presented in a bar graph as shown below;

Figure 21

LEVEL OF EDUCATION
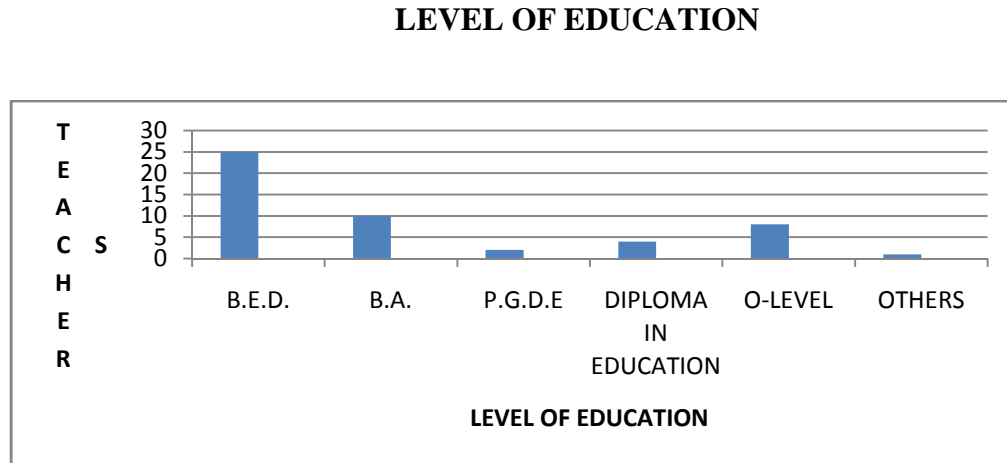
4.2.8 In-service training/ students' participation in extra-curricular activities

Table 21

Response	In service	Percentage	E.C.A	Percentage
YES	15	30	16	32
NO	35	70	34	68

The above data is also presented in the graph below;

Figure 22
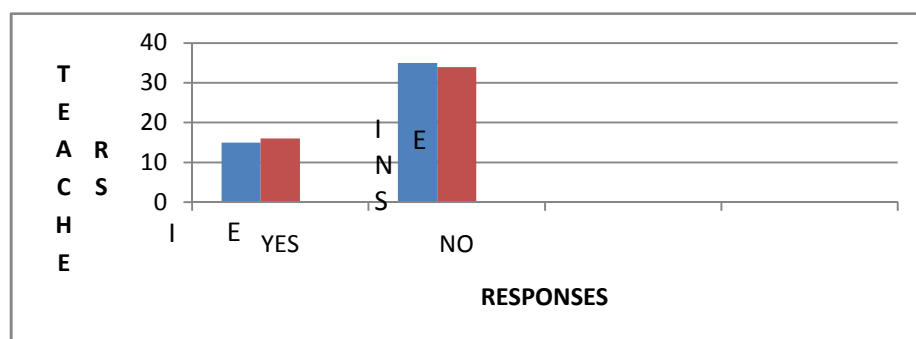
4.2.9 General rating if students' performance

There were three categories of students' performance namely, above average, average and below average. The first category had the least percentage of rating followed by below average and finally average had the highest percentage of response.

The respondents gave various reasons affecting students' academic performance that include; teacher factor, student's home background, school environment, availability of reading and learning materials among others.

4.3 Response from parents

4.3.1 Type of house

These are the responses of respondents on the type of house they live in;

Table 22

Type of house	Number of responses	Percentage
Permanent	5	10
Semi-permanent	18	36
Informal settlement	27	54

This data is also presented in the pie chart below;

Figure 22

TYPE OF HOUSE

PERMANENT

INFORMAL SETTLEMENT

SEMI-PERMANENT

- PERMANENT
- SEMI-PERMANENT
- INFORMAL SETTLEMENT
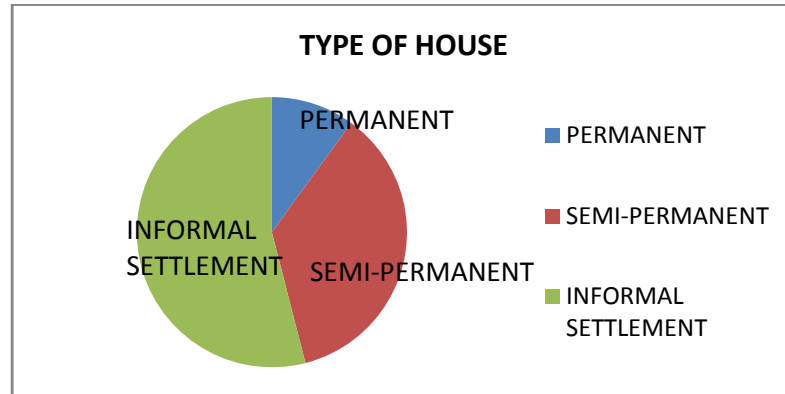
4.3.2 Home location

On the location of homes, these are the responses from the respondents;

Table 22

Location of home	Number of responses	Percentage
Slum	24	48
Upmarket estate	3	6
Middle class estate	13	26
Rural	10	20

The graph below also present the data presented in the table above;

Figure 22LOCATIONOFHOME
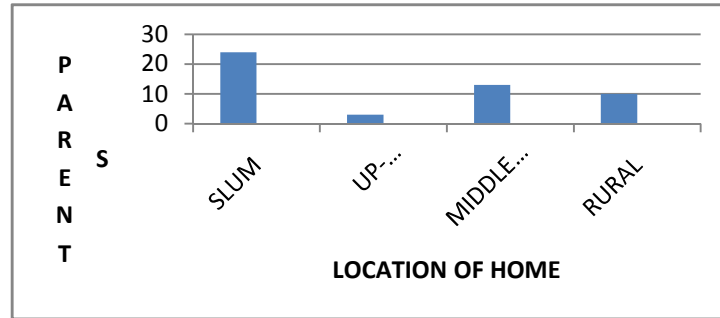
4.3.3 Level of income

The table below shows the level of income of respondents;

Table 23

Income	Number of responses	Percentage
Below 15,000	28	56
Between 15,001-25,000	11	22
Between 25,001-35,000	8	16
Over 35,000	3	6

The same information in the table above can be presented in a graph as follows;

Figure 23

LEVELOFINCOME
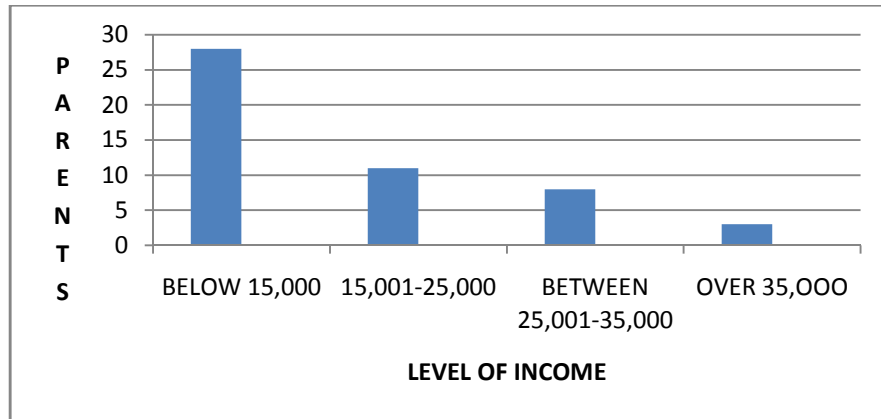
4.3.4 Level of education

The following table shows the level of education of respondents;

Table 24

Level of education	Number of responses	Percentage
Degree and above	5	10
Diploma	11	22
O-level	29	58
Below 0-level	5	10

The same information presented in the table above is presented in the graph below;

Figure 24   LEVEL OF EDUCATION
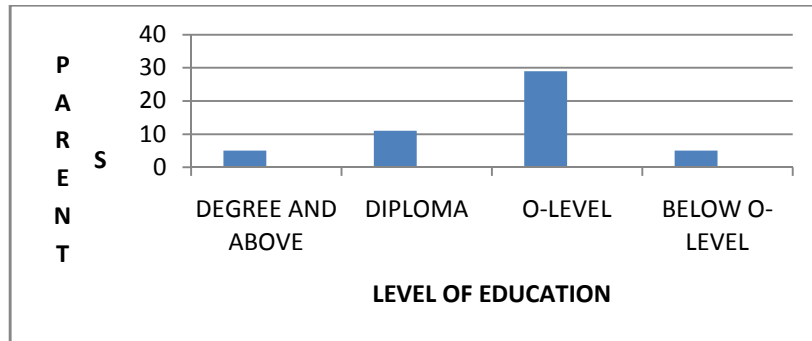
4.3.5 Learning materials/child encouragement/guidance

These are the responses of respondents on various items, item 5, 6 and 10, as presented in the table below;

Table 25

Response	L.M	PER	E.C	PER	G/C	PER
YES	21	42	19	38	8	16
NO	29	58	31	62	42	84

The data in the table above is the same data presented in the graph
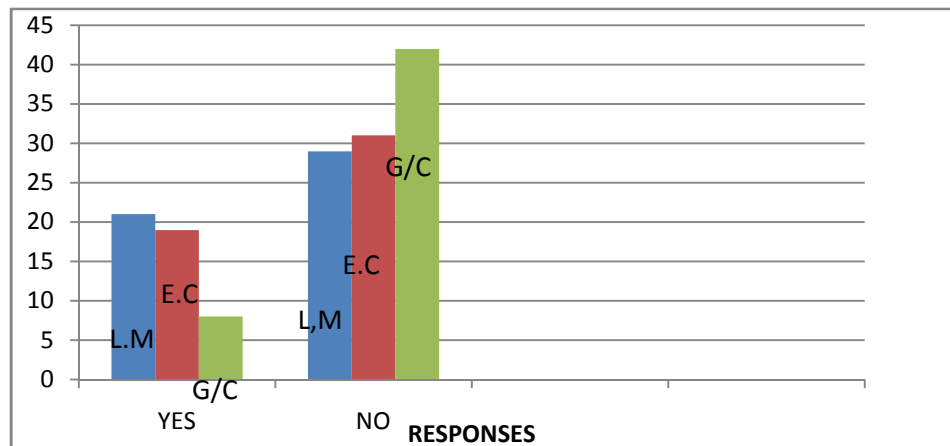
Respondents gave various reasons as to why they do not provide reading and learning material for their children, these include; lack of funds which is a major hindrance and others were of the opinion that there is no need to buy personal reading copies since the materials are provided in schools.

The reason given for respondents not encouraging and guiding their children include among others lack of time by parents.

4.3.6 Participation in school activities

The table below presents responses of respondents on how often they participate in their children's school activities;

Table 26

Participation	Responses	Percentage
Never	4	8
Sometimes	36	72
Always	10	20

The pie chart below also presents the same information in the above

Figure 26

PARTICIPATION IN SCHOOL ACTIVITIES

4.3.7 Type of family

This is how the respondents answered on the item on the type of family set-up they live in;

Table 27

Type of family	Responses	Percentage
Single	8	16
Separated	5	10
Nuclear	31	62
Extended	5	10
Others	1	2

The data above can also be presented in a graph as shown below;

Figure 27

TYPE OF FAMILY

TYPE OF FAMILY
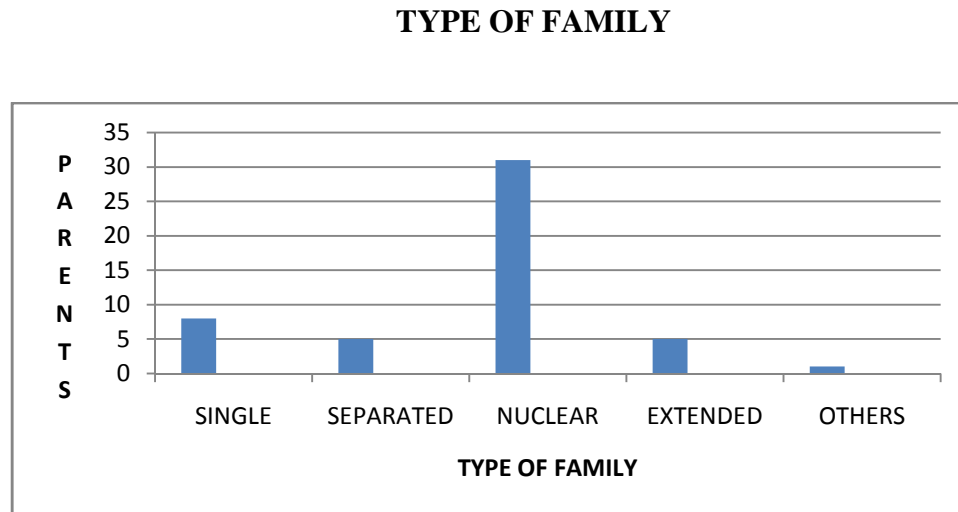
4.3.8 Parent rating

The table that follows presents responses of respondents as to how they rate themselves as parents.

Table 28

Rating	Responses	Percentage
Strict	15	30

Disciplinarian	23	46
Moderate	12	24

The pie chart below presents the same information presented in the table above;

Figure 28

PARENT RATING OF THEMSELVES

STRICT

MODERATE

DISCIPLINARIAN
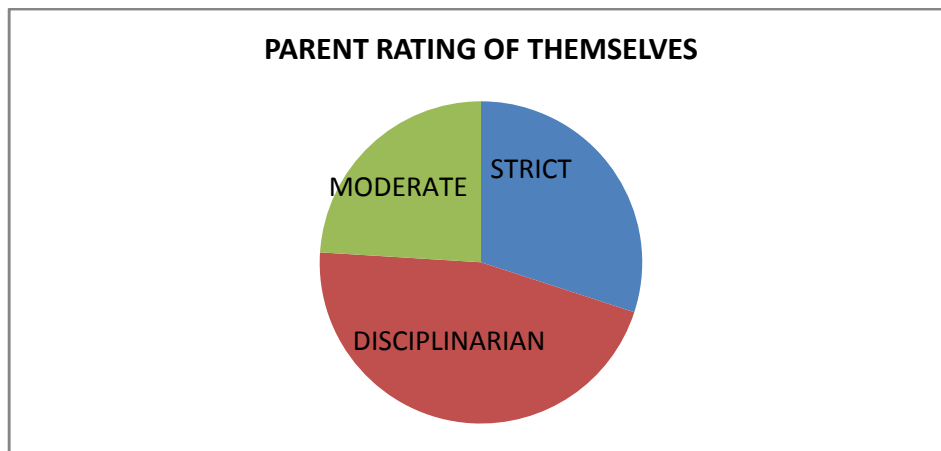
4.3.9 Child drug taking

Asked whether their children are involved in drug and alcoholstaking, this is how they responded;

Table 29

Response	Number of parents	Percentage
YES	2	4
NO	30	60
DON'T KNOW	28	58

The pie chart below also presents the same data as in the table above;

Figure 29

KNOWLEDGE OF ALCOHOL/DRUG TAKING
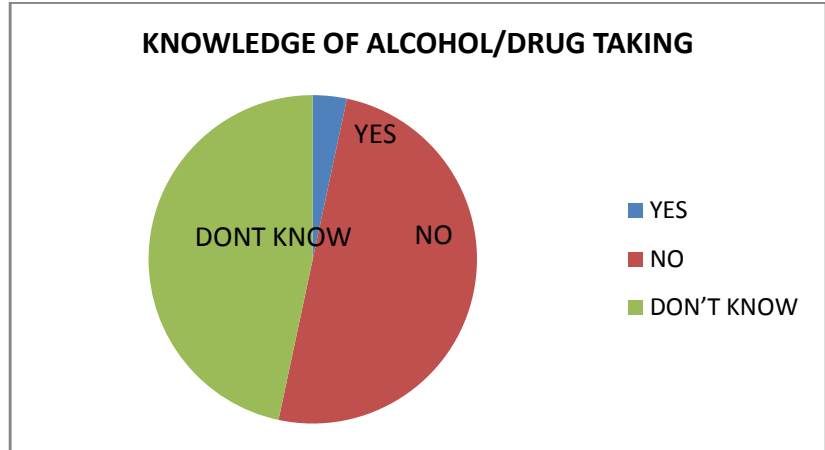
4.3.10 Source of drugs

The table below shows responses of respondents on the sources of drugs that young people take;

Table 30

Source	Responses	Percentage
Home environment	14	28
School environment	33	66
Others	3	6

The information above is also presented in the pie chart below

Figure 30

SOURCE OF DRUGS
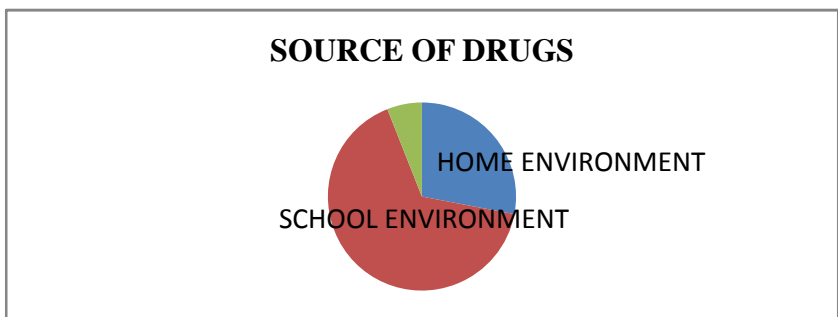
4.3.11 Language spoken at home

The table below presents responses of parents on language used at home;

Table 31

Language	Responses	Percentage
English	2	4
Kiswahili	16	32
Sheng'	24	48
Vernacular	8	16

The data above is also presented in the graph below;

Figure 31

LANGUAGEUSEDATHOME

ENGLISH KISWAHILI SHENG' VERNACULAR

LANGUAGE
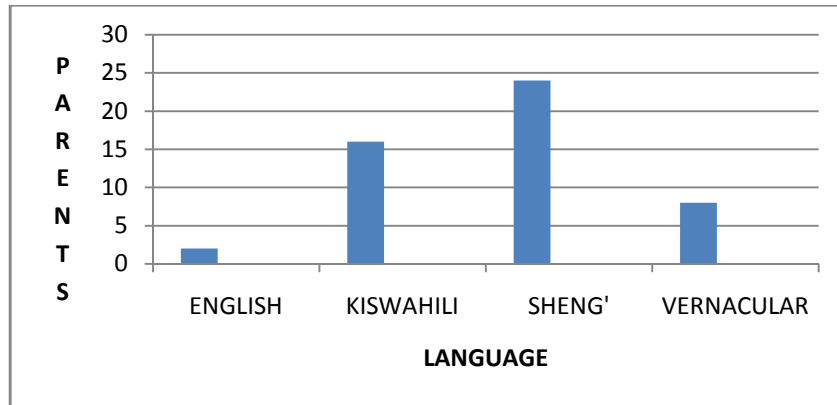
CHAPTER FIVE

5.0 DATA ANALYSIS

5.1 Data analysis from questionnaires

5.1.1 Different categories of schools

The study established that there are different categories of school in Nairobi County. These are

Extra- County, County, District and Private secondary schools. Figure 1 and figure 13 show

results of these categories and the private secondary schools take the largest percentage and

extra-county taking the least percentage. This can explain the big gap between high academic performers and low academic performers in Nairobi County. This is because Extra-County and County schools admit students with very high marks and this can explain the remarkable academic performance registered by the schools. On the other hand, District and Private schools admit all types of students, including those with low marks which accounts for their non-remarkable academic performance.

It was also established that another difference in categorization of schools in Nairobi County is boarding/day schools whereby according to majority of respondents (60 percent) they attend day schools. It is a fact that day scholars waste a lot of time going to and from school and some of them do not take serious personal studies in the evening and during weekends as compared to their counterparts in boarding schools, (see table 2 and figure 2).

The study found out that various categories of schools in Nairobi County charge different amount of school fees. School fees in a school is of eminent importance because this this offers source of funding for running most school activities such as buying instructional materials and paying teachers' salaries in private schools. The more school fees students pay, the more the school is able to finance its activities. That is why respondents had different responses on availability of adequate instructional materials, (see table 17 and figure 16). The amount of school fees charged in a school is also an indicator of social stratification in schools. This is because the more school fees a school charges, only those from high social economic status will take their children to such schools. However, if students from low economic background attend such schools, then it means that they will have a problem in paying school fees. This is why the mode of paying school fees is varied, (see table 4 and figure 4). Majority of respondents feel that delay in paying school fees has an effect in academic performance, (table 5 and figure 5). This is

probably because sometimes students are sent away from school to get school fees where they lose many school hours while their colleagues are at school, thus they may lag behind and take a long time in catching up with others.

5.1.2 Different language

Language is used a tool for communication and as a medium of instruction in school. The research established that in Nairobi County, four different languages are used, namely; English, Kiswahili, Sheng' and Vernacular, (see table 6 and figure 6, 7 and 31). The language that students (respondents) use both at school and at home affects their academic performance. This is because English is used as the official language of instruction in all schools, including those in Nairobi County. Thus if students often use English in their daily usage, they are able to get instructions easily from their teachers as well interpret written information with a lot of ease. However, this has not been the trend sincemany respondents reported using Sheng and Kiswahili both at school and at home (see table 6 and figure 6). Even those reporting using Kiswahili in their communication, do not use the language in its pure form because in most instances the Kiswahili used is a corrupted version, with a mixture of grammar and vocabulary. The use of these languages influences the respondents in their academics because the languages influence their use of formal English. This has resulted tofiltering of sheng' words into respondents' academic writing. This problem is especially rampant in slum areas in Nairobi County.

5.1.3 Mixed/one gender school

The research found out that this is another classification of schools in Nairobi County, one gender or mixed schools, where most respondents (60 percent) responded that they attend mixed schools. 73.3 percent of respondents felt that the fact that they attend one gender or mixed

secondary school has an impact on their academic performance. It is worthy to mention that most respondents are in a type of school that are not comfortable with and feel that they are not performing as expected because they are in such secondary schools. Some feel that the schools (both one gender and mixed) are not offering stimulating environment for them to achieve their potential academic performance and given opportunity they would transfer from the schools.

5.1.4 Level of education

Parents and teachers reported having different levels of education (table 20 and figure 19 ; table 24 and figure 24). The level of education of parents and teachers has a significant impact on students' academic achievement. The different academic qualifications of teachers means that there will be a varied method of instruction and hence difference in learning. This difference is further aggravated by the fact that the teachers also have different personalities. A teacher's personality influences a student's learning and eventually academic performance. The challenge of unqualified teachers is especially rampant in private schools where the proprietors of such school are unwilling to employ qualified teachers. Thus low academic qualification of teachers leads to poor academic performance of secondary school students in Nairobi County In addition, parent's academic achievement has an impact on their children academic performance. In the process of growing up, children require role models who they look up to for emulation. Hence, if a parent's academic achievement is high, it acts as stimulation or a motivation for a child to achieve academic excellence like the parent and the vice versa is true for those parents with low academic achievement. The more a parent is educated, the more the parents understands many things that affect the child and therefore will strive hard to offer the right rearing practice to a child which is a prerequisite for academic performance.

5.1.5 Ignorance/non-involvement

Ignorance and non-involvement of both parents and teachers in students' lives is another

challenge exhibited in various dimensions. Parents and teachers, although educated take things

for granted and often do not perform their duties to expectation.

This non-involvement is exhibited by both parents and teachers, as supported by responses from

the respondents. For instance, some schools fail to provide adequate instructional materials,

(figure 16), not because they do not finances, but because of ignorance of the benefits accrued

from doing so. Only 20 percent of respondents felt that they have adequate instructional

materials. Some teachers also do not attend some in-service training (see figure 20), only 32

percent of respondents agreed on having some in-service training which helps a lot in improving

teacher's instructional methods. In addition, teachers do not involve their students in extra-

curricular activities (only 32 percent agreed on involving students in extra-curricular activities,

(see figure 20). Schools that provide adequate instructional materials are better position for their

students to perform better in their academics. The same is also true for those schools that involve

their students in extra-curricular activities and whose teachers are involved in students' academic

lives.

Parents are not satisfactorily participating in school activities, are not encouraging their children

and are not guiding them, (see figure 25 and 26). This means that they are not offering enough

motivation for their children to achieve their academic potential. Going to school for those

children becomes a ritual or a routine that a child has to perform because of lack of an

alternative. Parents are less concerned on what their children do at school. They do not involve

themselves in their children school's activities hence the children feel that they are not

accountable to anybody if they fail in their academics. This probably explains the response of

parents that they do not whether their children are involved in alcohol and drug abuse or not, despite numerous reports indicating that majority of young people today are involved in drug and alcohol abuse. Other parents could not admit that there are taking drugs and alcohol. Use of drugs and alcohol for young people affect their academic performance negatively. Most parents were of the opinion that school environment is the major source of drugs and alcohol, as young people first start taking the substances at school where their initiated into the practice by other students and continue sourcing for the substances through other students and sometimes through school workers. Use of drugs and alcohol by students lower their academic performance because the practice interferes with their physical as well as mental faculties. The problem majorly affects the slum areas due to the presence of many people who are congested and partly because of life frustrations.

5.1.6 Social economics status

Social economic background of a student is the major form of social stratification in Nairobi Count. Social economic status is measured in terms of among others, wealth of a person. Wealth of an individual is determined by various a factors such as level of income of a person's education background and inheritance. Parents reported having variation in level of income with majority reporting earning a salary on less than 15,000 which is too little compared to the high cost of living in Nairobi County. With such a salary, it means that a family will only provide for the most basic needs, whereas in some instances, the salary is not even enough to cater for the most basic needs. This means that, if a family only caters for the most basic needs, education

becomes a secondary need is not taken care of. This can explain why still most students paying school fees of less than 10,000 do so irregularly and others are always in arrears. Attending low paying school means that such a student is disadvantaged because such school will not be able to finance many of its activities including academic ones. This means that such schools will forever lag behind unless something is done to reverse the situation. The situation is further aggravated by the fact that such students cannot afford personal reading and learning materials which make them perform poorly in their academics. In addition such schools, cannot afford to offer adequate lunch for their students and this makes learning and concentrating very difficult for such students.

Social economic status of a school is also evidenced by the location of the school. Most schools in Nairobi County are located in slum areas, (see figure 17). Nairobi County do not offer conducive environment for learning, (see figure 17). Conducive learning environment is also contributed by the fact that most students come from slum areas (figure 21).

In other words, there are different categories of people in Nairobi County measured against their social economic status of respondents and this translates into different categories of academic performance.

5.2 Conclusion
It is evident that the county of Nairobi is highly stratified. There is adequate evidence of existence of social groups which are determined by various factors, such as type of school, school fees charged, availability of qualified teachers, level of education and income of parents, gender among others. These factors combine together to shape academic achievement of a student. They all work in unity to determine whether a student fails or excel in academics.

5.3 Recommendations

Every society in the world is stratified and little can be done to change this fact. However, the study recommends various measures to be taken in order to narrow down the gap between the classes in the education system. First, the government should strive to provide similar education experience to all students in Nairobi County. The categorization of schools as Extra-county, county and District schools should come to an end and instead provide homogenous admission of students to secondary schools. The government should provide funding for the schools to buy enough instructional materials and make sure that the secondary schools in Nairobi County charge the same amount of school fees.

Parents are also encouraged to take care of their children and provide for their children with all needs including academic needs. They should get more involved and concerned about their children school life. Rigorous workshops and seminars should be organized to sensitize parent on good rearing practices.

In addition, all schools should ensure that they employ academically qualified teachers who will offer good quality education to students. Teachers should ensure that they deliver their duties diligently and professionally. They should establish a good relationship with their students and treat all students equally without favoritism.

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APPENDICES

Appendix (I) Student's Questionnaire

I am a post graduate student at the University of Nairobi and I am conducting research on influence of social stratification on academic performance of students in Nairobi County. Please fill in the questionnaire as truthfully as possible. The data collected here is strictly for academic research.

1. Indicate the type of school. (Tick one)

Extra County

County

District

Private

2. Is your school boarding or day (Tick one)

Boarding

Day

3. How much school fees do you pay per term?

Below 10,000

Between 10,000 – 20,000

Over 20,000

4. How do you pay school fees?

Once for whole term (full amount)

Monthly

Irregularly

Always in arrears

5. Which is the language of communication in your school?

English

Kiswahili

Sheng'

Vernacular

6. Which language do you use when speaking to your teachers?

English

Kiswahili

Sheng'

Vernacular

7. If you do not pay your school fees in time, do you think it affects you academic performance?

Yes

No

8. (a) Is your school mixed or one gender?

Mixed

One gender

(b) Do you feel this has an effect on your academic life?

Yes

No

(c) If yes, explain briefly how……………………………...

….. …………………………………………………………………………………………….

………………………………………………………………………………………………

9. Do you have enough personal reading and writing materials?

Yes

No

10. Does your school have a library?

Yes

No

If yes, does it have enough reading material?

Yes

No

11. Apart from library, which other instructional aids and materials do you have? (laboratories, home science room, computer room, workshop, audio-visual aids, etc)…………………………………………………………………………………………… …………………………………………………………………………………………

12. Do you take lunch at school?

Yes

No

If yes, is it enough?

Yes

No

If no, where do you have your lunch?...

13. (a) Tick the location of your school.

                             Urban

                             Semi-urban

                             Slum

                             Rural

(b) Do you feel that the school environment affects your academic performance?

                             Yes

                             No

If yes, explain how……………………………………………………………………………….

Appendix (II) Teacher's Questionnaire

I am a post graduate student at the University of Nairobi undertaking a research on the influence of social stratification on academic performance of students in Nairobi County. Please fill in the questionnaire as truthfully as possible. The data collected here is strictly for academic research.

Indicate the type of your school. (Tick one)

> District
>
> County
>
> Extra-County
>
> Private

2. Give location of your school.

> Slum
>
> Urban
>
> Semi-urban

3. Do you think the location of the school influences academic performance of your students?

> Yes
>
> No

If yes, briefly explain how…………………………………………………………………………….

………

4. Do you have enough instructional materials in your school?

Yes

No

5. Does the school offer a conducive learning environment?

Yes

No

If no, explain how…………………………………………………………………………

……………………………………………………………………………………………….

6. Describe the relationship between the teachers and administration in your school.

Cordial

Bad

Formal

Explain how the relationship affects the learning environment in the school…………………

………………………………………………………………………………………………....

7. Please tick the level of your education

B.E.D

BA

PGDE

Diploma in Education

O- level

Others

8. Do you attend in-service training?

Yes

No

If   no why…………………………………………………………………………………..

……………………………………………………………………………………………

9. Do your students participate in extra-curricular activities?

Yes

No

If no, explain why……………………………………………………………………

……………………..…………………………………………………………………

10. Give a general rating of your students' Performance…………………………………..

…………………………………………………………………………………………..

11. Give some reasons that contribute to your students' performance

…….…………………………………………………………………………………...

Appendix (III) Questionnaire for Parents

I am a post graduate student at the University of Nairobi investigating the influence of social stratification on academic performance of students in Nairobi County. Please fill in the questionnaire as truthfully as possible. The data collected here is strictly for academic research.

1. Please tick the type of house you live in

    Permanent

    Semi-permanent

    Informal settlement

2. Where is your home located?

    Slum

    Upmarket estate

    Middle class estate

    Rural

3. Tick the level of your income per month.

    Below 15,000

    Between 15,001-25,000

    Between 25,001-35,000

    Over 35,000

4. Tick the level of your education/

    Degree and above

    Diploma

    O-level

Below O-level

5. Do you provide your child with learning materials

Yes

No

If no, explain the reason…………………………………………………………………...........

…………………………………………………………………………...............................

6. Do you encourage your child in his/her studies

Yes

No

If no, explain why……………………………………………………………….....................

……………………………………………………………………………………………..

If yes, explain how…………………………………………………………………………..

……………………………………………………………………………………………..

7. How often do you participate in school events like meetings, school prize giving days, etc?

Never

Sometimes

Always

8. Describe the type of family set up you live in.

Single

Separated

Nuclear

Extended

Others (specify)

9. How do you rate yourself as a parent?

       Strict

       Disciplinarian

       Moderate

10. Do you offer any kind of guidance to your son/daughter?

       Yes

       No

11. Is your child involved in illegal taking of drugs?

       Yes

       No

       Don't know

12. Where do you think young people get drugs from?

       Home

       School environment

       Others (specify)

13. Which language does your son/daughter use at home?

       English

       Kiswahili

       Sheng'

       Vernacular