THE IMPACT OF SOCIO-ECONOMIC AND SCHOOL FACTORS ON THE ACADEMIC PERFORMANCE OF SECONDARY STUDENTS IN KIBERA SLUMS, NAIROBI COUNTY, KENYA

BY

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DECLARATION

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

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DEDICATION

I dedicate this study to my husband Dr. Fredrick Chimoyi and my Daughter Janice Chimoyi.

ACKNOWLEDGEMENT

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ABBREVIATIONS AND ACRONYMS

AMG   : Average Mean Grade

APHRC   : Africa Population & Health Research Centre

AVM   : Average mean

CDF   : Constituency Development Fund

EFA   : Education for All

FPE   : Free Primary Education

KCPE   : Kenya Certificate of Primary Education

KCSE   : Kenya Certificate of Secondary Education

KNEC   : Kenya National Examinations Council

MOE   : Ministry of Education

MS Excel   : Microsoft Excel

SES   : Social Economic Status

SPSS   : Statistical Package for Social Science

UNESCO   : United Nations Educational, Scientific and Cultural Organization

WERK   : Women Education Researchers of Kenya

ABSTRACT

In spite of the government's commitment to provision of education for all (EFA) children, secondary schools in slums such as Kibera continue to face many challenges in access of and participation in education. Pupils' academic performance in secondary schools located in informal settlements is faced by multiple challenges, which has led to poor academic performance with some learners being forced to drop out of schools. The purpose of this study was to find out if factors such as social economic status and school factors affected academic performance in secondary schools in Kibera slum. This study was carried out in Kibera slum in Lang'ata constituency Nairobi County. During the period of the study, there were a total of 23 registered secondary schools in Kibera. 2 were public secondary schools while 21 were private secondary schools. 112 students were selected randomly among the form fours from 7 sampled secondary schools in Kibera slum. Their academic performance was obtained using the grades scored in the national examination KCSE 2013. The study used descriptive survey research method employing use of questionnaire, which was administered to students and head teachers. The questionnaire's data was then coded and entered into MS Excel package then later imported to SPSS for descriptive analysis. The results were presented in frequencies tables and T test and ANOVA were used to establish the levels of significance. The finding revealed that social economic factors and school factors under investigations had no significant influence on academic performance. On the basis of the findings, the researcher recommended that: Teachers to implement strategies that would enable learners to improve performance. Teachers and administrators should formulate viable policies which will make learners foster positive attitudes to better their grades. There is need for involvement of parents in the education of their children and lastly, areas that are

challenging in secondary schools should be demystified by the teachers and parents so that learners can see and appreciate their achievement in such areas.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Sifuna & Sawamura (2008) and WERK (2009) cited that while the contribution of government subsidies to public education is largely acknowledged, alternative voices have argued that the gains in enrolment did not benefit the ultra-poor, especially children living in urban informal settlements and arid areas, primarily due to the many hidden and indirect costs of schooling.

According to Allavida Kenya (2012) as the right to basic education was finally pronounced a constitutional right in 2010, statistics from various sources indicated that still, more than 1 million eligible children were out of school. Indisputably, a sizeable proportion of out of school children are resident in Nairobi's urban informal settlements. Academic performance is affected by a number of factors including social economic status and school factors. According to Considine and Zappala (2002), families where the parents are advantaged socially, educationally and economically foster a high level of achievement in their children. The researcher agrees with Considine and Zappala (2002) because students from high social economic backgrounds are well exposed to scholastic materials, which aid their intelligence.

Social Economic Status (SES) according to Considine and Zappala (2002) is a person's overall social position to which attainments in both the social and economic domain contribute. They add that social economic status is determined by an individual's achievements in, education, employment, occupational status and income. In this study social economic status (SES) was characterized by Family structure, family income, Family size and parental occupation.

Schools according to Sentamu (2003) are social institutions in which groups of individuals are brought together to share educational experiences and such interactions may breed positive or negative influences on learners. Sentamu (2003), argue that the type of school a child attends influences academic achievement. In this study, school

factors were characterized by school ownership, enrolment, availability of learning materials and learning facilities.

The researcher adapted the Systems theory input-output model advanced by Ludwig Von Bertalanffy in the early 1950s. This theory, according to Koontz and Weirich (1988) postulates that an organized enterprise does not exist in a vacuum but is dependent on its external environment thus the enterprise receives inputs, transforms them and exports the output to the environment. In this study the Secondary students (inputs) and then transforms them through teaching and learning which is reflected by the students' academic performance (output).

Academic performance according to the Cambridge University Reporter (2003) is frequently defined in terms of examination performance. In this study academic performance was characterized by performance in Kenya Certificate of Secondary Education (KCSE 2013); a National Examination done to mark the end of the four years in secondary school in Kenya. The researcher would like to investigate what factors affected the performance of the students. The recommendations of this research would go a long way in assisting the policy makers to come up with policies and strategies that can be employed to improve academic performance.

1.2 Statement of the Problem

According to Lacour and Tissington (2011), poor children have numerous disadvantages that act as a hindrance in good academic achievement. Low academic performance correlates with low income, poor nutrition, poor sanitation and lack of resources such as textbooks.

Studies by APHRC (2008) have indicated that in informal settlements of Nairobi pupils perform below average compared to those outside informal settlements. However the performance is also affected by such factors as gender, school type and location and socio-economic status.

There is lack of sufficient research in the case of what factors affect academic performance of the secondary students in Kibera slum. The researcher would therefore

like to establish the factors affecting academic performance of secondary students in the Kibera slum with specific reference to social economic status and school factors.

1.3 Purpose of the study

The main purpose of the study was to find out if factors such as social economic status and school factors affect academic performance in secondary schools in Kibera slum Nairobi, Kenya.

1.4 Objectives of the Study

The specific objectives include:

i. To determine the average academic performance in KCSE in secondary schools in Kibera Slums Nairobi, Kenya in the year 2013.
ii. To establish the influence of social economic factors on academic performance in secondary schools in Kibera slums Nairobi, Kenya.
iii. To establish the influence of school factors on the academic performance in secondary schools in Kibera slums Nairobi, Kenya.

1.5 Research Questions

i. What was the average academic performance in KCSE in schools in Kibera slums Nairobi, Kenya in the year 2013?
ii. How does a social economic factor influence the academic performance in secondary schools in Kibera slums Nairobi, Kenya?
iii. How does a school factor influence the academic performance in secondary schools in Kibera slums, Nairobi, Kenya?

1.6 Significant of the Study

The findings of this study will be of benefit to the society considering that education play a major role in the development of economies and poverty eradication in

developing nations. The information will be useful in helping the stakeholders to come up with interventions to help improve the performance.

The study has provided information on the factors that influencing academic performance. Thus, schools that apply the recommended approach derived from the result of this study will be able to help the students improve on the academic performance. Administrators too, will be guided on different methods to be employed by teachers, society and the students in order to improve on the academic performance.

For researchers, the study will help them uncover critical areas in education process that has not been explored in relation to factors that affect academic performance. The study has also provided literature and a road map for scholars who may want to study the area.

1.7 Assumptions of the Study

The study assumes that other independent variables for example content levels achieved at primary and secondary levels, teachers motivation and qualification, affected the performance at the same level.

Assumption that all pupils in all the school have the same level of intelligence and so are capable of performing well academically despite the differences in their background and that the respondents are willing to give truthful and accurate answers.

1.8 Limitations of the Study

This study was restricted in a few selected secondary schools in Kibera slum Nairobi, Kenya and did not cover the other urban informal settlement in the country that experiences the problem of poor performance. Hence, the study can be used to show the picture of the whole country.

Due to the small sample size investigated, generalization of the findings to the whole population may need larger representative sample.

1.9 Delimitation of the Study

This study was conducted in both private and public schools in Kibera which is the largest slum in Nairobi, Kenya. The study only sampled the students who were present during the day of sampling. Those who were absent were not included in the sampling exercise. The study did not include the parents and members of the school management because the difficulty in finding them.

1.10 Definition of significant Terms

Academic performance: This is the outcome of education whereby a student achieves their educational goals. It can be measured by awarding grades after giving a standardized test.

Education System: Refers to an organized plan, method or process of imparting or acquiring   skills for a particular discipline which has sequence and progression.

Enrolment: The number of people, typically at a school or college.

Family Income: This is the combined incomes of all people sharing a particular household normally in terms of wages and salaries

Family size: it refers to the number of individual who are living together and are blood relatives. Normally father, mother and children

Family structure: It refers to the combination of blood relatives that comprises a family for instant, single parent family is where one of the spouse is absent in a family.

Informal settlement: This is an area where groups of temporally housing units have been constructed and the occupants have no legal claim to the land.

Learning facilities: This refers to buildings, pieces of equipment or services that are provided in schools for the purpose of learning.

Learning Materials: This refers to resources that a teacher uses to deliver instruction. It can also be materials that support student learning and increase student success

Grade: An index of success in the form (A. B, C.)

Secondary schools: This is a school which provides secondary education, after primary and before higher education

School ownership: This is the state, relation or fact of being an owner. In this context the schools are either private or public that is owned by individuals or by government respectively.

Slum: This is a heavily populated urban informal settlement characterized by substandard housing, lack of reliable supply of water, electricity, sanitation among others.

1.11 Organization of the Study

The study was organised into five chapters. Chapter one discussed the background to the study, statement of the problem, objectives, research questions, significance of the study, scope of the study, limitations, assumptions and operational definition of terms

In chapter two covered literature review related to the study in various themes as stated in research objectives and research questions. The chapter also presented a theoretical and conceptual framework showing the variables and the various indicators and a conclusion on literature review.

Chapter three described the research methodology that was used in the study. It explains the research design that gives the overall review of the study, target population, sampling procedures and sample size, a brief description of the variables, validation procedures, data collection and analysis procedures.

Chapter four contains; demographic information of the data, presentations, interpretation and discussions of research findings. Data from the different sample categories was first captured by Ms Excel application package and then later imported to SPSS for analysis.

Chapter five summarizes the findings of the study, discusses the findings and the key areas of the literature review, present conclusions, recommendations and suggestion for further studies.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter reviewed the information from other researchers who have carried out their research in the same field of study. It covered the literature review related to the study in various themes as stated in research objectives and research questions. The chapter also presented a theoretical and conceptual framework showing the variables and the various indicators. This chapter ended with the gap in literature and a summary of literature review

2.2 Academic performance in Kibera slum

Academic performance according to the Cambridge University Reporter (2003) is frequently defined in terms of examination performance. Low academic achievement has been defined as failing to meet the average academic performance in test or examination scores, as determined by a set cut-off point. Pupil achievement in Kenya's schools can be compared using the Kenya Certificate of Primary Education (KCPE) or Kenya Certificate of Secondary Education (KCSE) examination which is standardized.

Students' educational outcome and academic success is greatly influenced by different factor ranging from home environment to school factors. For instance, Glennerster *et al,* (2011) studies on access and quality of Kenya education system observed that while the free primary education (FPE) program has increased access to primary education especially among poorer households, axillary costs of primary education such as school uniforms continue to hinder the educational attainment of many children. In addition, the study also found that continued poor public school performance in the KCPE can also act as a barrier to secondary school access. Data from the 2004 KCPE, examinations shows that private school candidate qualified for secondary school were higher compared to candidates from public schools. This disparity in the performance between private and

public primary schools has also led to the continued overrepresentation of private school graduates in the elite National Secondary schools. (Glennerster *et al,* 2011) Overall, student performance in the KCSE has been poor. For instance, in 2008, only 25% of students scored at least a C+ on the KCSE, with girls being less likely than boys to score at least a C+. The performance was weakest in District schools, where only 11% of students scored at least a C+, compared to 43% in Provincial schools and 90% in National schools. The difference in performance across these types of schools partly reflects differences in facilities, teachers and other resources, but it also reflects the different levels of academic preparation of the students admitted to these schools. (Glennerster *et al,* 2011)

Studies have indicated that in informal settlements of Nairobi pupils perform below average compared to those outside informal settlements. However the performance is also affected by such factors as gender, school type and location and socio-economic status (APHRC, 2008). Studies by Sana and Okombo (2012) on social-economic challenges in the Nairobi slums found the state of education in the slums to be deplorable. The number of public schools in the slums is dismal relative to the population of pupils and students. Following the government's declaration of free and compulsory primary education, the number of pupil enrolment in school has far outstripped the capacity of the few schools available. The consequence is mushrooming of private schools in shanties which are congested and lack basic facilities, including ventilation and playing grounds. Since these institutions are not registered by the government, the Ministry of Education seems not to care about the standard and the quality of education disseminated in these informal institutions. This has generally led to a decline in education standards in the slums.

Sana and Okombo (2012) for instance observed that Kibera's Olympic Primary School was until the introduction of free primary education performing very well in the Kenya Certificate of Primary Education examinations. Today, over-enrolment has led to its decline in academic performance. An effort to identify and re-enrol the pupils has since been made but the trend is that only 10% of pupils who join school in childhood reaches form four. Majority of male pupils drop from school after primary education in order to

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fend for themselves and their families (Ministry of Education, 2008). The education of the girl-child in the slums is under severe threat owing to numerous challenges they are faced with. Largely, the environment in the slums discourages girl-child education. The slums also lack models to inspire and encourage education because the few academically successful people migrate. (MOE, 2015)

A study by Allavida (2012) revealed that the quality of education provided in Kibera schools is poor across the board in both formal and non-formal schools. This has been caused by many factors such as poor infrastructure, poor teacher to pupil ratio among others.

(Togom 2009) while studying challenges facing Orphan children in Nairobi Kibera slum found out that, most Aids Orphans in Kibera slums suffer from low quantity of food and often others survive on rotten and thrown away food stuffs. The study also found that, in most cases, they engage in hazardous labour in exchange for food or prostitution for food. The affected children find it hard to attend school because of lack of money for buying reading materials even if they do, the majority does not attend school regularly because they feel tired, and no enough food to sustain them during school days or because of frequently occurred sickness. Most of them have to work late into the evening to make ends meet by selling cigarettes, roasted grain, and lottery tickets. These children mostly do not perform well in school

A study by Mensch and Lloyd (1997) found out that if girls have more domestic responsibilities than boys, they may have less time for homework, on the other hand, if girls are confined at home after school and boys allowed more freedom, girls may use some of their free time to do more homework thus performing better than boys.

2.3 Effect of social economic factors on academic performance

Social Economic Status (SES) according to Considine and Zappala (2002) is a person's overall social position to which attainments in both the social and economic domain contribute. They add that social economic status is determined by an individual's

achievements in, education, employment, occupational status and income. Considine and Zappala (2002) agree with Graetz (1995) in their study on the influence of social and economic disadvantage in the academic performance of school students in Australia. The study found that families where the parents are advantaged socially, educationally and economically foster a higher level of achievement in their children. They also found that these parents provide higher levels of psychological support for their children through environments that encourage the development of skills necessary for success at school.

Combs (1985) argued that in virtually all nations, children of parents high on the educational, occupation and social scale have far better chance of getting into good secondary schools and from there into the best colleges and universities than equally bright children of ordinary workers or farmers. According to Combs (1985), many empirical studies suggest that children whose parents are at the bottom of the social economic hierarchy are not as inclined to seek or gain access to available educational facilities as the children with families are located at the middle or top of the hierarchy.

Duncan, Yeung, Brooks-Gunn, and Smith (1998) explored the extent to which childhood poverty affects the life chances of children. They compared children completing schooling and non-marital childbearing to parental income during middle childhood, adolescence, and early childhood. The results showed that family income was associated more with completing schooling than with non-marital fertility: the association of low income and low academic attainment appeared to be the strongest among children in low income families. Poverty has been shown to negatively impact pre-school performance, test scores in higher grades, which can ultimately lead to grade failure, lack of interest in for school, and high dropout rates Conversely, high parental income during a child's adolescence was found to increase entry into college.

Desarrollo (2007) in Latin America outlined that secondary pupil with the responsibility of earning money for their families on a regular basis performed poorly in their national examinations. In Malawi, according to Scharff and Brady (2006), girls are expected to help their mothers with labour-intensive house-hold chores before going to school and

therefore arrive to class late and exhausted. Because of such responsibilities, girls are less likely than boys to perform well.

Brooks-Gunn and Duncan (1997) studied the relationship between poverty and child outcomes. Prolonged exposure to poverty is detrimental: the most damaging effects seem to occur for children who live in these severe environments for many years. They also found that children living below the poverty threshold performed less well than children living in moderately deprived environments. Additionally, poorer children were more likely to experience learning disabilities and developmental delays than non-poor children.

Hoff (2003) studied whether or not the association between Social Economic Status (SES) and vocabulary development were related to differences in learning language experiences. Hoff believed that higher Social Economic Status mothers positively influence language development more so than lower Social Economic Status mothers. As a result, Hoff hypothesized that maternal speech mediates the relationship between SES and child vocabulary. The results of this study showed that the observed differences in vocabulary growth among various groups of children from different SES families were influenced by differences in the mothers' speech. Also, differences in child speech were directly related to SES-related differences in language use. Children from affluent families had a larger vocabulary than children of the same age from less advantaged homes.

Cheers, (1990) as cited in Considine and Zappala (2002) argued that students from non-metropolitan areas are more likely to have lower educational outcomes in terms of academic performance and retention rates than students from metropolitan areas and adds that inequity exits with regard to the quality of the education rural students receive often as a result of costs, restricted and limited subject choice; low levels of family income support and educational facilities within their school.

On the contrary Pedrosa R.H, Norberto W.D, Rafael P.M, Cibele Y.A and Benilton S.C (2006) in their study on educational and social economic background and academic

performance in Brazil found that students coming from disadvantaged socioeconomic and educational homes perform relatively better than those coming from higher socioeconomic and educational strata. They called this phenomenal educational resilience. This could be true considering that different countries have different parameters of categorizing social economic status. What a developed country categorizes as low social economic status may different from the definition of low social economic status of a developing country. Additionally students do not form a homogenous group and one measure of social economic disadvantage may not suit all sub groups equally.

A study by Leventhal and Brooks-Gunn (2003) on the effects of neighbourhood residence on child and adolescent well-being, found that neighbourhood effects such as neighbourhood poverty, negatively influences children's achievement and behaviour. Not surprisingly, neighbourhoods with many high SES residents were shown to have a positive effect on school readiness and achievement outcomes. Clarissa (1992) in Barbados also examined home environmental factors that have a positive influence on achievement of secondary pupils. She observed that family stability, unity, and security had a positive influence on school achievement.

(Whaley et al, 2003) Studies in Embu Kenya highlighted the importance effects of Social Economic Status (SES) and maternal literacy on child cognitive outcomes. Regardless of supplementary diet, children from the higher SES families and children with more literate mothers showed more superior on all the cognitive measures. Correlations between SES and nutrient intake are generally strong, with children from higher SES families likely to have more and better quality food available in the household.

Studies in Kenya by Jagero (1999), Oloo (2003), and Mackenzie (1997), showed that a major problem affecting academic achievement was a home environment of the day-school pupils was not conducive to reading.
Other studies by Allavida, (2012) revealed that access to quality basic education in Kibera has been hindered with social economic challenges such as many needy children and orphans could not access school due to the cost, especially the secondary schools.

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2.4 Effect of school factors on academic performance

The school one attends is the institutional environment that sets the parameters of a students' learning experience. Depending on the environment, a school can either open or close the doors that lead to academic achievement. According to Considine and Zappala (2002) the type of school a child attends influences educational outcomes. Considine and Zappala (2002) cite Sparkles (1999) whose study in Britain shows that schools have an independent effect on student attainment and that school effect is likely to operate through variation in quality and attitudes, so teachers in disadvantaged schools often hold low expectations of their students which compound the low expectations the students have, hence leading to poor performance by the students.

Crosne, Johnson and Elder (2004) found that school ownership is an important structural component of the school. Private schools, they argue, tend to have both better funding and small sizes than public schools. They found that additional funding of private schools leads to better academic performance and more access to resources such as computers, which have been shown to enhance academic achievement. Sampson (2004) also noted that private schools have alternate sources of funding, higher level of discipline, and are very selective and this is why they tend to have higher academic performance than students from public school

Lee and MCIntire argue that there is no significant difference between the performance of students from rural schools and from urban schools. In their study on interstate variations in rural student achievement and schooling conditions, they observed that given that many rural students are poor and attend schools where instructional resources and course offerings are limited, the level of their academic performance relative to their non-rural counterparts is encouraging. They found that in some states rural students scored higher than their non-rural counterparts.

Grantham *et al* (1998), while studying school performance of Jamaican girls declared that better achievement levels were associated with possession of school materials and access to reading materials outside the school. A study by Hinnum and Park (2004) determined

that there was a positive correlation between the presence of reading materials at home and performance in rural China.

Studies by Dermie *et al* (2006) and Diriye (2006) attribute the poor performance of Somali pupils in United Kingdom to overcrowded accommodation. A typical Somali family of six children can have little or no space to organize their learning materials and may experience learning obstacles such as excessive noise levels.

Morumbwa (2006) carried out a study on the factors affecting performance in KCPE in Nyamaiya Division. The confirmed that absenteeism of pupils from school lack of facilities, lack motivation, understaffing, lack of some facilities and lack role models cause poor performance.   Kwesiga (2002) agrees that school has an effect on the academic performance of students but argued that school facilities determine the quality of the school, which in turn influences the achievements, and attainment of its pupils.

Sentamu (2003) argues that schools influence learning in the way content is organized and in the teaching, learning and assessment procedures. All these scholars agree in principle that schools do affect academic performance of students.

A research of Jagero (1999) in Kisumu District that substantiated the finding that lack of reading materials at home was a major factor affecting the performance of day secondary pupils.

A study conducted APHRC (2008) on the development and implementation of innovative, policy-oriented research programs in Education found that poor children attending non-public schools within slum communities are getting poor quality education as the schools lack proper teaching/learning facilities, tools and equipment; and qualified teachers

School related challenges such as inadequate classrooms in some schools, inadequate teaching and learning resources are among the major factors hindering quality education in schools in Kibera slums (Allavida, 2012)

2.5 Theoretical Framework

The theory adapted for this study was derived from the System's theory input-output model developed by Ludwig Von Bertalanffy in 1968. The theory, according to Koontz and Weihrich, (1988) postulates that an organized enterprise does not exist in a vacuum; it is dependent on its environment in which it is established. In addition, the inputs from the environment are received by the organization, which then transforms them into outputs. As adapted in this study, the students (Inputs) from different social economic backgrounds are enrolled in various secondary school with different backgrounds, and through teaching and learning, they are transformed and the students output is seen through their academic performance.

Robins (1980) argued that organizations were increasingly described as absorbers, processors and generators and that the organizational system could be envisioned as made up of several interdependent factors. According to Robins (1980) a change in any factor within the organization has an impact on all other organizational or subsystem components. Thus, all systems must work in harmony in order to achieve the overall goals. According to the input-output model, it is assumed that the students with high social economic background will perform well if they attend schools with good facilities and structures, good management and presence of elite teaching fraternity. However, this may not always be the case and this is the shortcoming of this theory. The selection of the model is based on the belief that, the quality of input invariably affects quality of output in this case academic performance (Acato 2006)

2.6 Conceptual framework

The study was guided by the following conceptual framework. It is arrived at basing on the System's theory Input-Output model advanced by Ludwig Von Bertalanffy in 1968.

Independent Variables   Dependent Variable

Social economic status
- Family income
- family size
- family structure
- Parental occupation

School factors
- School ownership
- Availability of learning materials and facilities
- Enrolment

Extraneous Variable
- The management of the school
- School Staff (qualified or unqualified teachers)

Education achievement
- Performance in class
- Performance in examinations
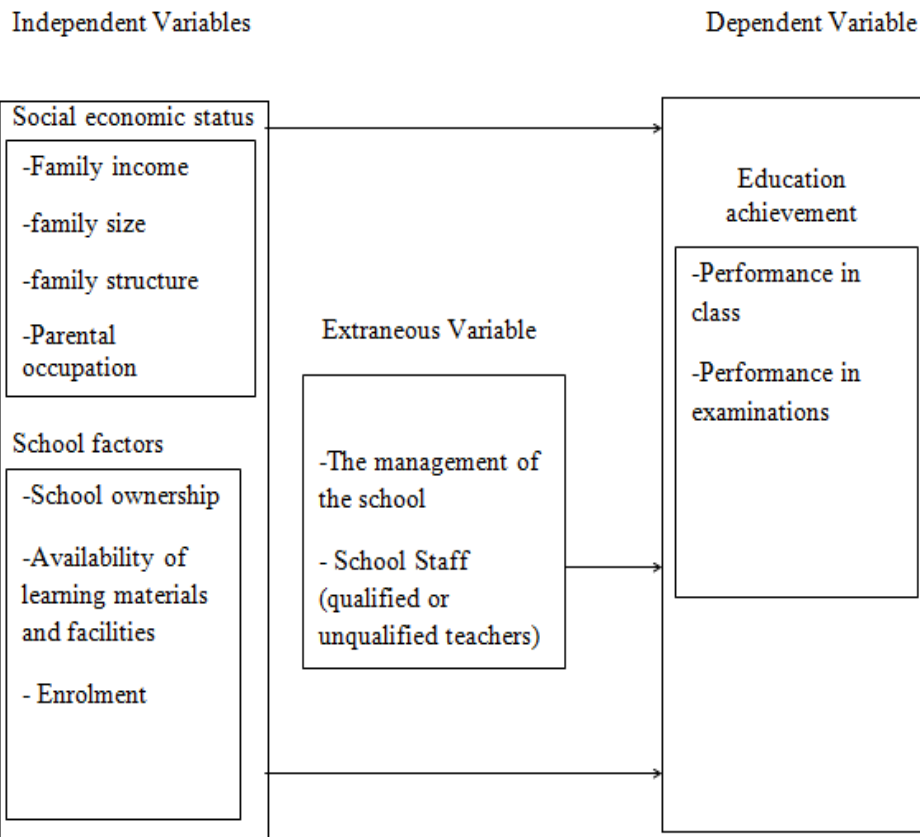
Source: Adopted from Koontz and Weihrich (1988:12).

2.7 Explanation of variables

Fig 1 shows the linkage between different factors and academic performance. From the fig 1 above, the academic performance as a dependent variable is related to the independent variables, which are social economic status and school factors. According to Fig.1, Social economic status was conceptualized as family structure, family income, family size and parental occupation. These were linked to the academic performance of the students. From past studies, students from high social economic backgrounds performed better than their counter parts from low social economic backgrounds as discussed. This is supported by Dills (2006). It is also in line with Hansen and

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Mastekaasa (2006) who argued that according to the cultural capital theory one could expect students from families who are closest to the academic culture to have greatest success.

The second independent variable were the school factors, which was conceptualized as school ownership, school enrolment, availability of learning materials and availability of facilities. All these were linked to the academic performance of the students. The type of school a student attends is likely to contribute to their academic performance of in the future. Students from high-class schools are likely to perform well due to the fact that they attended those schools. An argument supported by Considine and Zappala (2002) and Sentamu (2003).

The researcher also identified some extraneous variables, which may affect academic performance, these included, the School management, and school staff (qualified or unqualified staff) among many. These variables are part of the input as explained in the Ludwig's Input-Output model. They play a role in bringing out the output, which is academic performance. If these variables are not controlled, they may interfere with the results of the study. The researcher controlled the effect of the extraneous variables by randomly selecting students because randomization according to Amin (2005) is one of the ways to attempt to control many extraneous variables at the same time.

2.8 Research Gap

Reviewed literatures have concentrated on factors influencing academic performance of public primary schools in Kibera slums: Tarsilla and Grace (2013), APHRC (2008), Allavida (2012).   Previous studies concentrated on the impact of free primary education and school outcome in the slum: APHRC (2008), Allavida (2012) Glennerster et al (2011). No studies has been conducted on factors influencing academic performance in secondary schools in Kibera slums

Togom (2009) reviewed literature on social economic factors affecting AIDS orphans in Kibera slums and did not take into account its effect on academic outcome in secondary

schools in Kibera slum. Literature on school factors and education outcomes has focused mainly on public and private primary schools in Kibera slums (APHRC, 2008, Allavida, 2012)

From the foregoing literature, it was clear that no study had been conducted to assess the effect of social economic and school factor on academic performance of secondary schools in Kibera slum, Nairobi. Therefore, a research gap is evident in investigating whether social economic and school factor affect academic performance in secondary schools Kibera slum.

2.9 Conclusion

The literature reviewed was based on the main objectives of this study. This included the social economic factor and school factors influencing academic performance in various countries and Kenya. The literature confirms that different factors affect performance in various countries and regions. The literature was also based on both the theoretical and conceptual frameworks. The theory was based on a belief that the quality of input invariably affects quality of output in this case academic performance. (Acato, 2006) The researcher would therefore like to go ahead and statistically prove if social economic factors and school factors has any effect on academic performance of secondary schools in Kibera slum, Nairobi

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter will present the research methods and procedures that will be used to achieve the set objectives of the study. It comprises of research design, target population, sample size and sampling procedures, data collection instruments, data collection procedures, data analysis techniques, ethical considerations and operationalization of variables.

3.2 Research Design

This study was a descriptive research. A descriptive research design is a method of collecting information by interviewing or using a questionnaire (Orodho, 2009). He further states that descriptive survey gathers data from a relatively large number of cases at a particular time. The descriptive surveys have also been widely used in education research for many years and continue to be used to gather information on prevailing conditions. The researcher carried out a study on Social economic and school factors affecting student's academic performance in Secondary schools in Kibera slums and all the Form four students in the sampled secondary schools in Kibera slums were considered in the study.

3.3 Target Population

Target population is a set of subjects that the researcher focuses upon and to which the results obtained by testing the sample can be generalized (Kothari, 2004 & Orodho, 2005). The target population in this study was all form four candidates in secondary school in the sample school in Kibera Slum Nairobi. Kibera Slum had 23 registered secondary schools, whereby 2 were Public Secondary Schools and 21 Private Secondary schools. All the schools were mixed day secondary schools except one or two. Table 3.1

below shows the type of school found in Kibera slum. As shown in the table below, the study targeted twenty three (23) secondary schools with a population estimate of one thousand one hundred and twenty three (1,123).

Table 3.1: Population of the study

Types of schools	No. of schools	Population size
Public Schools	2	244
Private schools	21	879
Total	**23**	**1123**

Source: (Lang'ata District Education office: Registration, Examinations and Results 2013.)

3.4 Sample size and Sampling Technique

3.4.1 Sampling Technique

This study employed purposive sampling techniques and simple random sampling. Purposive sampling was used to select the area of study. Singleton (1993) observed that the ideal setting for any study is one that is directly related to researcher's interest and is easily accessible. On the other hand, simple random sampling was used to select schools and pupils in the study. The pupils gave information of their families and at schools that directly affect academic performance, while the Head teacher gave information on the school academic performance and the school factors that affected academic performance. Simple random sampling was used in order to avoid bias and to ensure that each student had an equal chance of being selected. According to Amin (2005) randomization is effective in creating equivalent representative groups that are essentially the same on all relevant variables thought of by the researcher.

3.4.2 Sampling Size

The total sample size was determined according to the guidelines of Kothari (2007). According to Kothari (2007) a sample of 10% to 30% is appropriate for descriptive studies. The study focused on all secondary school candidates in the sampled schools. The sample was obtained by simple random sampling. The sample size for the schools was 7 out of the 23 that is 30% of total school population. There were a total of about 1123 pupils in the 23 secondary schools. Therefore the sample size of the pupils was 112 which were 10% of the total population of the candidates.

Table 3.2 Sample Distribution

Category	Population size	Sample size	Percentage
Schools	23	7	30%
Pupils	1123	112	10%
Total	**224**	**1**	**142**

3.5 Data Collection Instrument

3.5.1 Public examinations

Tests and other procedures assessing pupil achievement are essential tools of the educator. This study used results obtained from public examinations KCSE, which are achievement tests conducted at the end of the four years in secondary schools. The Public KCSE examination is set and designed based on standard planning procedures that achieve levels of content validity and reliability. This examination is done by all the school in the country. The study used results from KCSE examination done in the year 2013. The selected examination represents the current status of examination performance in selected schools.

3.5.2 Questionnaire

The study used the Questionnaire as the main research instrument. The questionnaire was chosen because the population being studied was literate. All the respondents filled in questionnaires.

3.6 Pilot Testing of the Instrument

The piloting will involve ten staff from the head office. These respondents will not take part in the main study to avoid chances of bias. The aim of this pilot is to test the research instrument to be used in the main study.

3.6.1 Validity of the Instrument

Validity refers to the extent to which a test measures what the researcher actually wishes to measure. It indicates the degree to which an instrument measures what it is intended to measure. Validity of the questionnaire was obtained by presenting it to at least two professional people, because according to Amin (2005) content and construct validity is determined by expert judgment. The researcher also relied heavily on secondary sources of data from the school's archives to obtain academic performance through the KCSE examination and school factors that affect academic performance.

3.6.2 Reliability of the instrument

Reliability is a measure of the degree to which a research instrument yields consistent result or data after repeated trials. The split-half technique of measuring reliability was used. This involved splitting the pilot questionnaire into two halves then calculating the spearman rank correlation coefficient (r) for the two halves. According to Orodho (2009) a correlation coefficient of at least 0.7 and above for the two halves is considered sufficient. The purpose of the reliability was to assess the clarity of the questionnaire items so that those items found to be inadequate or vague were either discarded or modified to improve the quality of the research instrument.

3.7 Data collection procedure

The study was subjected to approval by the University of Nairobi. The study was also approved by the Ministry of Education. After approval the respondents were approached to give consent to participate in the study. The respondents were sent letters which explained the intention of the study. Information from the study was kept confidential and was only used for this study. This research also used secondary sources of data obtained from schools archives through the head teachers. The data collected for the sample were the result of KCSE examination 2013 and the school factors.

3.8 Data Analysis Techniques

Data from questionnaires was compiled, sorted, edited, classified and coded into a coding sheet and analysed using a computerized data analysis package known as SPSS. The result was presented as Frequencies tables and T test and ANOVA was used to establish the levels of significance

3.9 Ethical Considerations

The researcher sought approval and obtained a research permit from National Commission for Science, Technology and Innovation (NACOSTI). The researcher also sought consent from the respondents. The respondents were requested not to indicate any identifying information in the questionnaire. Confidentiality was upheld throughout the study from data collection to reporting. (Kothari, 2007).The researcher observed the guiding principles of research such as acknowledgement of sources of published information to avoid plagiarism (Kothari, 2007).

3.10 Operationalization of Variables

Table 3.3: Operationalization of Variables

Variable	Type	indicators	Type of analysis	Scale of instrument
Academic performance	Dependent	KCSE grades	Descriptive statistic	Percentage Frequency
Social-economic factors	Independent	-Family income -Family size -Family structure -Parental occupation	Descriptive statistic	Percentage Frequency
School factors	Independent	-School ownership -Enrolment -Learning materials -Learning facilities	Descriptive statistic	Percentage Frequency

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter contains; demographic information of the data, presentations, interpretation and discussions of research findings. Data from the different sample categories was first captured by Ms Excel application package and then later imported to SPSS for analysis.

4.2 Response return rate

Data sample was collected from the 7 sampled schools and 112 students. Questionnaire was the main research instrument. All the respondents filled in questionnaires hence; the return rate of the questionnaire was 100%

4.3 Demographic characteristics of the study population

The demographic factors are important in providing supportive explanation in some observations in the study. This Section shows the background of the respondents, according to gender, age and residential area as per the questionnaire A (Appendix A). The information obtain was provided in Table 3 below

Table 4.1: Demographic data of the respondents

	Category	frequency	Percentage
Gender	Male	74	66.1
	Female	38	33.9
Age	18-19	94	83.9
	Above 20	18	16.1
Residential area	Kibera	101	90.2
	Others	11	9.8

From the Table 4.1 above, out of the total of 112 respondents, the male students had the highest representation of about 66% and the female respondents were 34%. Such factors can be used to understand various responses to the factors of interest in this study. The respondents who were aged between 18 to 19 years had higher percentage of about 84% compared to respondents who were above 20 years of age (about 16%). Over three quarters (84%) of the respondents who were aged between 18-19 years, were in the right age bracket for candidates in secondary schools in Kenya. Out of the total of 112 respondents, 90% resided in Kibera slums and less than 10% resided in other estates. This affected the socio-economic status of the families and subsequently the possible investment in education.

4.4 Academic performance in KCSE.

4.4.1 KCSE Performance in the selected schools

Table 4.2, below shows the distribution of grades among the sampled schools in Kibera slum.

Table: 4.2 Distribution of grades among the sampled schools.

Grade	Frequency	Percentage
D	3	42.9
D+	3	42.9
C-	1	14.3
Total	7	100.0

The Average means grade of KCSE performance in the sampled school was 26 which translate to grade D+. About three quarter (85%) of the schools scored a mean grade D+ and below and less than 15% of the total population scored grade C- and above. Generally this performance is of below average as illustrated in table 4.2 below.

4.4.2 KCSE Performance among the selected pupils

Table 6, below shows the distribution of grades among the students in KCSE 2013 of the sampled schools in Kibera slum.

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Table: 4.3 Distribution of grades among the students

Grades	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	
Public Sch	0	0	0	0	2	1	3	2	9	9	5	1	**32**
Private Schools	0	0	0	0	3	6	10	9	19	11	19	3	**80**
Frequency	0	0	0	0	5	7	13	11	28	20	24	4	**112**
Percentage	0	0	0	0	4.5	6.3	11.6	9.8	25.0	17.9	21.3	3.6	**100**

The highest number of respondent scored a mean grade of D + (plus), which is 25.0 %. The results clearly showed that 6.3 % of the students scored a mean grade of C+ (plus), 4.5% scored a B – (minus). Generally the performance is of below average as illustrated in table 6 above.

4.5 Social economic factors affecting academic performance

The study also sought to analyse the social economic factors affecting performance of the secondary students in Kibera slum. The factors included: Family income, parental occupation, Family size and family structure as illustrated in Table 4.4 below.

Table 4.4: Social economic factors that affect academic performance

Social economic factors	Category	Frequency	Percentage (%)	P	F
Family income (KSH)	<10000 10000>	62 50	55.4 44.6	0.877	0.155
Family structure	Both parents Single parents Adopted	71 26 15	63.4 23.2 13.4	0.925	0.400
Parental Occupation	Formal Informal	9 103	8.0 92.0	0.260	1.132
Family size	<4 4>	65 47	58.0 42.0	0.445	0.767

Family income was considered as a factor affecting academic performance. From the table above, 55.4% of the respondent which are the majority came from families that

earned 10,000 shillings below per month while the remaining 44.6% of the respondents were from families that earned above 10,000 shillings per month. Family income was subjected to T test to confirm whether it affected academic performance of the pupils. There was no significant influence of family income on academic performance. This is proved by the P value of 0.155 and its calculated sig = 0.877, which is greater than alpha = 0.05.

Family structure of the respondent was also considered. 63.4% of the respondent came from nuclear family while 23.2 % were from single family. Only 13.4% of the respondent came from adopted families. The relationship between family structure and academic performance was determined using ANOVA. The F value 0.400, whose significance value of 0.925 was greater than alpha = 0.05 as shown from the Table 4.4 above. The conclusion therefore is that family structure had no significant influence on the academic performance.

The study was interested to know the influence of the occupation of the parents on academic performance. From the Table 4.5 above 92% of the respondents came from families whose parent's occupations were informal. Only 8% came from families whose parent's occupations were formal. This was then subjected to T test and the F value -1.132, whose significance value of 0.260 was greater than alpha = 0.05 as shown from the Table 4.5 above. The conclusion therefore is that parental occupation had no significant influence on the academic performance.

The study also sought to know how family size affected the academic performance. A larger percentage 58% came from families that had less than 4 individuals. 47% came from families with more than 4 individuals from the Table 4.5 above. Family size was subjected to T test to confirm whether it affected academic performance of the pupils. The F value 0.767, whose significance value of 0.445 was greater than alpha = 0.05 as shown from the Table 4.5 above. The conclusion therefore is that family size had no significant influence on the performance of the pupils.

4.6 School factors that affect academic performance

School factors were also considered as a factor affecting performance of the pupils. The factors included; School ownership, Availability of learning materials, availability of facilities and enrolment. The table below presents different school factors and its effects on academic performance.

Table 4.5: School factors affecting academic performance

School factor	Category	Frequency	Percentage	P	F
School ownership	Public school	2	28.6		
	Private school	5	71.4	0.177	-1.572
Learning materials	Enough	4	42.9	0.707	-0.398
	Not enough	3	57.1		
Learning Facilities	Enough	1	14.3	0.206	-1.452
	Not enough	6	85.7		
Enrolment	High	3	28.6	0.707	0.398
	Low	4	71.4		

The study sought to know if the school ownership that is, private or public schools affected the academic performance. 71.4% were private schools as opposed to 28.6% which were public schools. This was then subjected to T test and the F value -1.572,

whose significance value of 0.177 was greater than alpha = 0.05 as shown from the Table 4.5 above. The conclusion therefore is that school ownership had no significant influence on the academic performance of the pupils.

Availability of learning materials as a school factor was considered in the study. 42.9% of the schools had enough learning materials while 57.1% of the schools did not have enough learning materials. Upon subjecting it to T test, the F value -0.398 whose significance value of 0.707 was greater than alpha = 0.05 as shown from the Table 4.5 above. The conclusion therefore is that learning materials had no significant influence on the academic performance of the pupils.

The study also sought to know if availability of learning facilities affected academic performance. Only 14.3 % of the schools had enough facilities for learning. 85.7% of the schools barely had facilities for learning. This too was subjected to T test and the F value -1.452 whose significance value of 0.206 was greater than alpha = 0.05 as shown from the Table 4.5 above. The conclusion therefore is that learning facilities had no significant influence on the academic performance of the pupils.

Lastly student enrolment as a school factor was also considered. 28.6% of the schools had high enrolment while 71.4% had low enrolment. Upon subjecting it to T test, the F value 0.398 whose significance value of 0.707 was greater than alpha = 0.05 as shown from the Table 4.5 above. The conclusion therefore is enrolment had no significant influence on the academic performance of the pupils.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the findings of the study and present discussion, conclusions and recommendations. The purpose of this study was to find out if factors such as social economic status and school factors affect academic performance in secondary schools in Kibera slum.

5.2 Summary of Findings

5.2.1 Average academic performance in KCSE in secondary schools in Kibera

The study sought to determine the average academic performance in KCSE in secondary schools in Kibera Slums Nairobi, Kenya. The finding revealed that the performance was of below average as illustrated in Table 4.2 and 4.3. About three quarter (85%) of the schools scored a mean grade D+ and below and less than 15% of the total schools scored grade C- and above. The finding also showed that 67.8% of the respondent scored a mean grade of D+ and below while only 32.2 score grade C- and above. The highest number of respondents scored a mean grade of D +, which was 25.0 % of the total population while only 10.8% of the respondents scored C+ and above hence were eligible to be admitted in the universities.

5.2.2 Social economic factors affecting academic performance

The study also sought to establish the social economic factors affecting performance of the secondary students in Kibera slum Nairobi, Kenya. The finding revealed that that majority of respondents strongly agreed that social economic factors under investigation

had no significant influence on the academic performance. Family income was considered as a factor affecting academic performance. 55.4% of the respondent which are the majority came from families that earned 10,000 shillings below per month while the remaining 44.6% of the respondents were from families that earned above 10,000 shillings per month. Family income was subjected to T test to confirm whether it affected academic performance of the pupils. There was no significant influence of family income on academic performance. This is proved by the P value of 0.155 and its calculated sig = 0.877, which is greater than alpha = 0.05.

Family structure of the respondent was also considered. 63.4% of the respondent came from nuclear family while 23.2 % were from single family. Only 13.4% of the respondent came from adopted families. The relationship between family structure and academic performance was determined using ANOVA. The F value 0.400, whose significance value of 0.925 was greater than alpha = 0.05. The conclusion therefore is that family structure had no significant influence on the academic performance.

The study was interested to know the influence of the occupation of the parents on academic performance. 92% of the respondents came from families whose parent's occupations were informal. Only 8% came from families whose parent's occupations were formal. This was then subjected to T test and the F value -1.132, whose significance value of 0.260 was greater than alpha = 0.05. The conclusion therefore is that parental occupation had no significant influence on the academic performance.

The study also sought to know how family size affected the academic performance. A larger percentage 58% came from families that had less than 4 individuals. 47% came from families with more than 4 individuals. Family size was subjected to T test to confirm whether it affected academic performance of the pupils. The F value 0.767, whose significance value of 0.445 was greater than alpha = 0.05. The conclusion therefore is that family size had no significant influence on the performance of the pupils.

5.2.3 School factors affecting academic performance

The study also sought to establish the school factors affecting performance of the secondary students in Kibera slum Nairobi, Kenya. The finding revealed that that majority of respondents strongly agreed that school factors under investigation had no significant influence on the academic performance.

The study sought to know if the school ownership that is, private or public schools affected the academic performance. 71.4% were private schools as opposed to 28.6% which were public schools. This was then subjected to T test and the F value -1.572, whose significance value of 0.177 was greater than alpha = 0.05. The conclusion therefore is that school ownership had no significant influence on the academic performance of the pupils.

Availability of learning materials as a school factor was considered in the study. 42.9% of the schools had enough learning materials while 57.1% of the schools did not have enough learning materials. Upon subjecting it to T test, the F value -0.398 whose significance value of 0.707 was greater than alpha = 0.05. The conclusion therefore is that learning materials had no significant influence on the academic performance of the pupils.

The study also sought to know if availability of learning facilities affected academic performance. Only 14.3 % of the schools had enough facilities for learning. 85.7% of the schools barely had facilities for learning. This too was subjected to T test and the F value -1.452 whose significance value of 0.206 was greater than alpha = 0.05. The conclusion therefore is that learning facilities had no significant influence on the academic performance of the pupils.

Lastly student enrolment as a school factor was also considered. 28.6% of the schools had high enrolment while 71.4% had low enrolment. Upon subjecting it to T test, the F value 0.398 whose significance value of 0.707 was greater than alpha = 0.05. The conclusion

therefore is enrolment had no significant influence on the academic performance of the pupils.

5.3 Discussion

The study sought to determine the average academic performance in KCSE in secondary schools in Kibera Slums Nairobi, Kenya. The finding revealed that the performance was of below average. The findings of this study were in consistence with a number of scholars such as Glennerster *et al* (2011), Sana and Okombo (2012) whose studies on access and quality of Kenya education system and social-economic challenges in the Nairobi slums respectively, found the state of education in the slums to be deplorable. The numbers of public schools in the slums were dismal relative to the population of students leading to a decline in education standards in Kibera slum. The findings of this study also agrees with Allavida (2012) revealed that the quality of education provided in Kibera schools is poor across the board in both formal and non-formal schools. This has been caused by many factors such as poor infrastructure, poor teacher to pupil ratio among others. The researcher also noted that studies by APHRC (2008) had a similar conclusion, indicating that in informal settlements of Nairobi pupils perform below average compared to those outside informal settlements and the performance was affected by such factors such as gender, school type and location and socio-economic status. A study by Togom, (2009) on challenges facing Orphan children in Nairobi Kibera slums, also gave a similar conclusion that the affected children do not perform well academically because they find it hard to attend school due to lack of money for buying reading materials. Majority do not attend school regularly because they feel tired, and don't have enough food to sustain them during school days or because of frequently occurred sickness.

The study also sought to establish the social economic factors affecting performance of the secondary students in Kibera slum Nairobi, Kenya. The finding revealed that majority of respondents strongly agreed that social economic factors under investigation had no

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significant influence on the academic performance. The finding was in consistence with Pedrosa R.H, Norberto W.D, Rafael P.M, Cibele Y.A and Benilton S.C (2006) in their study on educational performance and social economic background in Brazil. They found that students coming from disadvantaged socioeconomic and educational homes perform relatively better than those coming from higher socioeconomic and educational strata. They called this phenomenal educational resilience. This could be true considering that different countries have different parameters of categorizing social economic status. What a developed country categorizes as low social economic status may different from the definition of low social economic status of a developing country. Additionally students do not form a homogenous group and one measure of social economic disadvantage may not suit all sub groups equally. The result was in contrast with the findings by Considine and Zappala (2002), Brooks-Gunn (1997), Hoff (2003), and Allavida (2012) in their studies shows that families where the parents are advantaged socially, educationally and economically foster a higher level of achievement in their children. They also found that these parents provide higher levels of psychological support for their children through environments that encourage the development of skills such as vocabulary development necessary for success at school. The finding of this study on family income contrasted a research done by scholars such as Duncan et al (1998), Desarrollo (2007) Scharff and Brady (2006). The studies show that the association of low income and low academic attainment appeared to be the strongest among children in low income families. Family income therefore, was associated more with completing schooling. Regarding family structure and home environment, the results were in contrast with Leventhal and Brooks-Gunn (2003), Clarissa (1992), Whaley et al, 2003 Jagero (1999), Oloo (2003), and Mackenzie (1997) whose finding showed that major problem affecting academic achievement was a home environment, family stability, unity, and security and poor neighbourhood effect.

The study also sought to establish the school factors affecting performance of the secondary students in Kibera slum Nairobi, Kenya. The finding revealed that that majority of respondents strongly agreed that school factors under investigation had no significant influence on the academic performance. The study findings were in

consistence with Lee and MCIntire argues that there is no significant difference between the performance of students from poor rural schools and from urban schools. In their study on interstate variations in rural student achievement and schooling conditions, they observed that given that many rural students are poor and attend schools where instructional resources and course offerings are limited, the level of their academic performance relative to their non-rural counterparts is encouraging. They found that in some states rural students scored higher than their non-rural counterparts. The findings of this study contrast with the results of Considine and Zappala (2002), Kwesiga (2002) Sentamu (2003) who found that the type of school a child attends influences educational outcomes. All these scholars agree in principle that schools do affect academic performance of students. With regards to school facilities and materials, the study was in contrast with the results of Grantham *et al* (1998), Hinnum and Park (2004), Dermie, *et al* (2006), Diriye (2006) Morumbwa (2006) and Kwesiga (2002). All these scholars agree that availability of school facilities and structures such as classes, learning materials and reading materials both at home and school has appositive influence on academic performance in students. The finding of this study on school ownership to have no significant influence on the academic performance, contrasted a research done by scholars such as Crosne, Johnson and Elder (2004) and Sampson (2004). These scholars found that additional funding of private schools, alternate sources of funding, higher level of discipline leads to better academic performance and more access to resources such as computers, which have been shown to enhance academic achievement. They also noted that private schools are very selective and this is why they tend to have higher academic performance than students from public schools.

5.4 Conclusion of the study

The study concluded that

i)   The KCSE performance was of below average in both public and private mixed secondary schools in Kibera slum Nairobi in the year 2013.

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ii) The social economic factors under investigation had no significant influence on the academic performance in Kibera slums Nairobi, Kenya. The factors included: Family income, parental occupation, Family size and family structure.

iii) The school factors under investigation had no significant influence on the academic performance in Kibera slums Nairobi, Kenya. The factors included: School ownership, Availability of learning materials, availability of facilities and enrolment.

5.5 Recommendations

In the light of the research findings the study wishes to make the following recommendations.

i) Teachers to implement strategies that would enable learners to improve performance.

ii) There is need for involvement of parents in the education of their children. Areas that are challenging in secondary schools should be demystified by the teachers and parents so that learners can see and appreciate their achievement in such areas.

iii) Teachers and administrators should formulate viable policies which will make learners foster positive attitudes to better their grades.

5.5 Suggestions for further research

Taking the limitation and delimitation of the study, the researcher makes the following suggestions for further research;

i) This study focused on secondary schools in urban informal settlement. There is need for undertaking more studies focusing on informal settlement outsides major cities.

ii) The entry behaviour was also not considered in this study. Hence there is need to carry out research to ascertain the role of entry behaviour in influencing the performance of the pupils.

iii) The study did not look at factors related to actual classroom instruction and how they affect performance. Hence it is recommended that further studies need to be conducted on these factors to describe their interplay with the factors described here to affect performance.

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APPENDIX I: AUTHORIZATION LETTER

Okore Anjela Akech

L40/75502/2012

NAIROBI

To whom it may concern;

Dear Sir/ Madam,

 REF: REQUEST FOR COLLECTION OF DATA

I am currently a student at the University of Nairobi pursuing a Post Graduate Diploma in Education. You have been identified as a participant in this research survey whose main objective is to establish whether social economic status factors and school background affects academic performance of the pupils in secondary schools in Kibera Slums. Please spare some of your valuable time to fill in the questionnaire. The information you give will be treated with utmost confidentiality and used purely for academic purposes.

Thank you in advance.

Yours faithfully

Okore Anjela Akech

L40/75502/2012

APPENDIX II: Questionnaire A: Pupils

I am currently a student at the University of Nairobi pursuing a Post Graduate Diploma in Education. You have been identified as a participant in this research survey on ☐**social economic status factors and school background affects academic performance of the pupils in secondary schools in Kibera Slums Nairobi, Kenya."**

Instruction: Please tick (√)appropriately.

Background information

    School _____

    Gender:

          Male ☐   Female ☐

    Age (Years): _____

Social economic factors

1. Guardian:

          Both parents' ☐   Single parents ☐   adopted ☐

2. Parents occupation:

          Formal employment ☐   Informal employment ☐

3. How many siblings do you have? _____

4. Who pay your school fees?

          Guardian ☐   Sponsors ☐

5. Do you have school fees balance?

          Yes ☐   No ☐

6. Average income per month in Ksh

          Less than 10,000 ☐   More than 10,000 ☐

APPENDIX III: Questionnaire B: Head teacher

I am currently a student at the University of Nairobi pursuing a Post Graduate Diploma in Education. You have been identified as a participant in this research survey on ☐**social economic status factors and school background affects academic performance of the pupils in secondary schools in Kibera Slums Nairobi, Kenya."**

Instruction: Please tick (√)appropriately.

The answer provided will be kept confidential and will only be used for the purpose of this study.

School _____

School KCSE mean of 2013 _____

School factors

1. School ownership:

   Public ☐   Private ☐

2. Financial standing:

   High ☐   low ☐

3. Availability of learning materials:

   Enough ☐   Fairly enough ☐

4. Availability of Facilities

   Yes ☐   No ☐

5. Student Enrolment

   High ☐   Low ☐

APPENDIX IV: GRADING SYSTEM

GRADE	NUMBER OF PONTS
A	12
A -	11
B+	10
B	9
B-	8
C+	7
C	6
C-	5
D+	4
D	3
D-	2
E	1

NB: The superior performance is awarded grade A and the weakest performance grade E

APPENDIX V: AVERAGE MEAN GRADE AMONG THE SELECTED SCHOOLS

SCHOOLS	AVM	GRADE
S1	26	D+
S2	19	D
S3	31	D+
S4	30	D+
S5	35	C-
S6	22	D
S7	21	D
MEAN	**26**	**D+**