

**RELATIONSHIP BETWEEN PARENTAL SOCIO-ECONOMIC STATUS
AND STUDENT ACADEMIC ACHIEVEMENT: THE CASE OF
SELECTED SECONDARY SCHOOLS IN URBAN INFORMAL
SETTLEMENTS IN WESTLANDS DIVISION, NAIROBI COUNTY.**

NADENGE MARY GABRIEL

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENT OF THE AWARD OF DEGREE OF MASTERS OF
EDUCATION, UNIVERSITY OF NAIROBI**

JULY, 2015

DECLARATION

This research project is my original work and has been not presented to any other University for an academic award

Nadenge M. Gabriel

E56/63643/2013

Date

This research project has been submitted to the University with my approval as the university supervisor

Dr. Lewis Ngesu

Senior Lecturer

Department of Educational Foundations

University of Nairobi

Date

DEDICATION

This research project is dedicated to my beloved late son Leon Kulo Katimi for his generous support and love at the onset of my studies, for his suffering and eventual demise. May God in His mercy Rest his Kind soul in Eternal Peace. To my husband Oscar Kulo, son Ivan Katimi and daughter Angel Elsy for their support and prayers.

ACKNOWLEDGEMENTS

I want to thank the almighty God for his continued sustenance and assistance. I whole heartedly acknowledge the technical assistance from my supervisor Dr. Lewis Muli Ngesu, for his unwavering support and pushing me towards meeting my deadlines. I was touched by his patience, concern and kindness. Am greatly indebted to my respondents namely the students, the teachers and the parents who participated in the study and without whom the study would not have been a success. I thank my entire classmates for the togetherness and team spirit. Together we began the course and together we completed. Extended gratitude goes out to my close relatives and friends, who encouraged and acted behind the curtains to boost my morale. Special thanks go to husband Oscar, sons Leon (late), Ivan and daughter Angel for being there and understanding my situation.

ABSTRACT

The purpose of this study was to investigate critical parental socioeconomic factors effecting the academic achievement of students in selected secondary schools in urban informal settlements in Westlands District in Nairobi County. The study was premised on the classical Liberal Theory of Equal Opportunity and social Darwinism proposed by Charles Darwin. A descriptive survey design using a sample of 125 respondents comprising of 91 students, 18 teachers and 16 parents was used to execute the study. The main tools for data collection were questionnaires for students, Focus Group Discussions for teachers and Interview schedules for parents. The quantitative data from the questionnaires was analyzed using descriptive and inferential statistics while the qualitative data from interviews was managed through thematic techniques. The major findings of the study were that, first; the physical and other critical instructional resources were grossly inadequate and/or in a pathetic condition and not conducive to education provision. Second, there was a strong non-significant negative correlation between the occupation of parents and ability to finance education. Third, that there is a significant positive correlation between good parent-teacher relationship and their involvement in their children's academic achievement. After the statistical analysis it was concluded that, parental occupation, parental involvement in learning activities and effective parent-teacher relationship were facilitating factors. On the other hand the parents' low ability to finance education, coupled with the poor status of physical and instructional resources were inhibiting factors to students to academic achievement and attainment in the study locale. It was therefore recommended that the government should strengthen the collaboration between key education development partners to mobilize physical teaching/learning resources and strengthen education in Westlands informal settlements. Unemployment should be controlled; poor students should be provided scholarships, free books and other stationary. In addition it was recommended that the government should take steps to raise socioeconomic status of people.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT.....	v
LIST OF TABLES	x
LIST OF FIGURES	x
LIST OF ABBREVIATIONS AND ACRONYMS	xii
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background to the study	1
1.2 Statement of the problem	9
1.3 Purpose of the study	10
1.4 Objectives of the study.....	10
1.5 Research questions.....	11
1.6 Justification and significance of the study	11
1.7 Limitations of the study	13
1.8 Delimitations of the study.....	14
1.9 Operational definition of terms	15
CHAPTER TWO	16
REVIEW OF RELATED LITERATURE	16
2.1 Introduction.....	16
2.1 Effect of physical facilities and learning resources on students’ achievement and attainment of performance in school.....	16

2.2 Effects of parental involvement in learning activities of children	17
2.3 Effects of parental occupation on children’s academic performance	19
2.4 Influence of effective parent-teacher relationship	22
2.5 Theoretical framework.....	24
2.6 Conceptual framework.....	25
2.7 Conclusion and demonstration of research gap	26
CHAPTER THREE	28
RESEARCH METHODOLOGY	28
3.0 Introduction.....	28
3.1 Research Design.....	28
3.2 Location of the study	29
3.3 Target Population.....	29
3.4 Sample size and sampling procedures	30
3.5 Research Instruments	31
3.5.1 Questionnaires for students	31
3.5.2 Interview schedule.....	32
3.5.3 Focus Group Discussion.....	32
3.6 Pilot study	32
3.7 Validity of the instruments.....	32
3.8 Reliability of the instruments.....	33
3.9 Data Collection procedures.....	34
3.10 Data analysis techniques.....	35
3.11 Ethical considerations	36

CHAPTER FOUR.....	37
DATA ANALYSIS, INTERPRETATION AND PRESENTATION	37
4.0 Introduction.....	37
4.1 Demographic Analysis.....	37
4.1.1 School.....	37
4.1.2 Gender of students	38
4.1.3 Class.....	39
4.1.4 Type of school	40
4.1.5 Age.....	40
4.1.6 Type of family	41
4.2 Influence of physical facilities and learning resources on academic performance.....	42
4.3 Influence of parents occupation on students academic performance.....	48
4.4 Influence of parental involvement in learning activities on children’s academic performance	52
4.5 Influence of effective parent-teacher relationship on academic performance	65
CHAPTER FIVE	68
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	68
5.0 Introduction.....	68
5.1 Summary of the Study	68
5.2 Summary of the major findings	69
5.2.1 On Influence of physical facilities and learning resources on academic performance	69
5.2.2 On influence of home environment on character and attitude.....	69
5.2.3 On Influence of neighborhood on performance	70
5.2.4 On Influence of parents’ occupation on students’ academic performance.....	70
5.2.5 On Financial influence on academic performance	71
5.2.6 On Influence of parental involvement in learning activities on children’s academic performance	71
5.2.7 On Influence of parenting style on attitude	72

5.2.8 On Influence of parents' attitude on socializing students.....	72
5.2.9 On Influence of effective parent-teacher relationship on academic performance.....	72
5.3 Conclusions of the Study	73
5.4 Recommendation of the study	75
5.5 Recommendations for further research.....	76
REFERENCES	77
APPENDICES	80
Appendix I: Questionnaires for students.....	80
Appendix II: Interview questions for parents	83
Appendix III: Focus group discussion questions with teachers.....	84
Appendix V: Budget for the study	85
Appendix VI: Work plan work frame: months.....	86

LIST OF TABLES

	Page
Table 4.1: Type of family	42
Table 4.2: Frequency of being sent home	43
Table 4.3: Influence of home environment on character and attitude	45
Table 4.4: Parents' working hours	48
Table 4.5: Children's wish on working hours.....	49
Table 4.6: Parents working late	50
Table 4.7: Children's liking for similar career to their parents.....	50
Table 4.8: Parents assistance on homework	52
Table 4.9: Appreciation on students on parental involvement	53
Table 4. 10: Motivation and parental involvement.....	54
Table 4. 11: Frequency of students discussing their career with parents.....	55
Table 4.12: Parents' involvement in moral and ethical formation.....	55
Table 4.13: Influence of parenting style on attitude	56
Table 4.14: Influence of parents' attitude on socializing students.....	58
Table 4.15: Parents' awareness on career choices of their children	61
Table 4.16: Ample communication between students and parents.....	62
Table 4.17: Parents' decisions for their children	63
Table 4.18: Involvement of parents by schools	65

LIST OF FIGURES

	Page
Figure 2.1: A research model of the relationship between Parents’ Socio – economic status and student achievement in urban informal settlements.....	25
Figure 4.1: Sampled schools.....	38
Figure 4.2: Gender of students.....	39
Figure 4.3: Class of sampled students.....	39
Figure 4. 4: Type of school.....	40
Figure 4.5: Age of students.....	41
Figure 4.6: Parents struggle to cater for education	44
Figure 4.7: Influence of neighborhood on performance	46
Figure 4.8: Financial influence on academic performance.....	51
Figure 4.9: Parents’ expectations on students.....	57
Figure 4.10: Importance of parental involvement.....	59
Figure 4.11: Parental involvement making students feel secure.....	60
Figure 4.12: Parents’ interaction with teachers.....	66

LIST OF ABBREVIATIONS AND ACRONYMS

FPE	Free Primary Education
APHRC	African Population and Health Research Center
SES	Socio - economic status
UNESCO	United Nations Educational, Scientific and Cultural Organization
FGD	Focus Group Discussions
NACOSTI	National Council of Science, Technology and Information
APHRC	The African Population and Health Research Center
UNICEF	United Nations International Children Fund
EMIS	Education Monitoring Information system

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Informal settlements are residential areas where groups of housing units have been constructed on land which the occupants have no legal claims, or which they occupy illegally. The UN Habitat goes on to define informal settlements as unplanned settlements and areas where housing is not in compliance with current planning and building regulations. This are sometimes referred to as unauthorized housing. The Oxford English dictionary defines informal settlements as groups of people living on land that they have no legal claim to, or the homes and land don't follow codes and regulations. They are also called squatter settlements, slums or shanty towns. They are to be found around the world, especially in developing countries' urban areas.

Rapid urbanization and inadequate capability to cope with housing needs of people in urban areas have contributed to the development of informal settlements. These have been compounded with a number of problems, including; health risks, poor sanitation, food shortage, poor facilities, pollution, overcrowding and violence and crime.

Globally, it has been noted that in most cities, according to the United Nations Human Settlements Program (UN-Habitat), the worsening state of access to shelter and security of tenure results in severe overcrowding, homelessness, and Environmental health problems. This global rise of urban poverty and insecure occupancy status takes place in a context of accelerated globalization and structural adjustment policies combining; Deregulation measures, massive government disengagement from the urban and housing sector, attempts to integrate informal

markets-including land and housing markets- within the sphere of the formal market economy, especially through large-scale land ownership registration and titling programs.

These policies, along with the lack of, or inefficiency of, safety net programs and poverty alienation policies have resulted in increased inequalities in the distribution of wealth and resources at all levels (UN-Habitat). According to UN-Habitat (2010a), many young slum dwellers are excluded from educational opportunities due to their residence in informal settlements, with urban inequalities significantly limiting opportunities and outcomes.

According to Karl & White (1982), for decades, especially in western countries, researchers, both theoretical and empirical ones, have asserted that socioeconomic status is one of the best predictors of students' academic performance.

According to Marzano (2002), it is observed that the higher the socioeconomic status of the student family, the higher the academic performance of their children.

Socio-economic status is a definite background variable that represents a feature of the social structure in society. Qakes & Rasi (2003) assert that it is a fact that in families where the parents are privileged educationally, socially and economically, they promote a higher level of achievement in their offspring. Williams (1987) & Williams (1993), also give assert that the parents give a higher level of psychological support for their children through enriched atmosphere that promotes and encourages the development of skills required for success at school.

According to Jeynes (2002), the socio-economic status of a child is usually determined by parental occupation status and income level, and the environment in which the child is brought up. It is also affected by parents' involvement in learning activities and effective parent-teacher

relationship. It is understood that low socio-economic status negatively and depressingly affects students' academic achievement due to high additional stress and tension at home.

According to Parson, Stephanie & Deborah (2001), Parents living in urban informal settlements find it hard to provide for their children adequately. Lack of good social amenities and the presence of social evils affect the children in a negative way. Socio-economic status is an expression which is used to differentiate between people's relative status in the community on the basis of income, occupation among others.

Studies by Emmon (2005) & Jeynes (2002), have repeatedly found that socioeconomic status affects students' outcome. According to Meneal (2001), socioeconomic status has also been shown to override other educational influences such as parental involvement in their children's schooling.

The United states Department of Education (2000), in their study, observed that the relationship between poverty and students' performance is not simple and direct. The study indicated that poverty is an important factor accounting for differences in performance across the sub-urban and sub-districts, but it is not the only variable that account for all the differences in performance of students.

Children in slums across sub-Saharan Africa are less likely to attend school than non-slum children (UNICEF 2012). In Nigeria, children in slums are 35% less likely to attend than non-slum residents (UN-Habitat 2010b).

The situation of slums in Kenya is similar to that of slums around the world, such as India and Bangladesh. According to Cameron (2010), there were areas in Bangladesh which lack access to government schools and which are too poor for even the lowest cost private education, meaning

that they attend school infrequently, repeat years of schooling and have poor achievement.

Cameron (2010) further noted that upon completion of primary school education, very few children from the informal settlements; make the transition to secondary schooling.

For the millions of poor in developing countries of the world, urban areas have always been a means for improving their quality of living and environment, besides getting better jobs and incomes. This, in contrast to deteriorating conditions in the rural areas has generated a considerable flow of migrants to cities, particularly in the last three decades. Priorities of urban migrants change over time, depending on various conditions that they find themselves. One of the first dilemma that they face and which persists for a long period is the question of an adequate house. With little resources, financial or otherwise, skills or access to them, the drastic option of illegally occupying a vacant piece of land to build a rudimentary shelter is the only one available to them. The problem is further compounded by the apathy and even anti-pathy of various government agencies who view the “invasion” of urban areas by “the masses” and the development of squatter settlements as a social “evil” that has to be “eradicated”. Such a confusing and knee-jerk reaction and attitude towards squatter settlements has not helped the more basic question of “adequate housing for all”. (UNCHS-HABITAT (1976), *The Vancouver Declaration on Human settlements*. Vancouver: United Nations Conference on Human Settlements, Canada, 31 May-11 June, 1976).

Ramey & Ramey, (1994), observe that, in third world countries, families with lower socio-economic status often lack the financial, social and educational support that characterizes high socio-economic status families. Lower socio-economic status parents have inadequate or limited access to community resources that promote and support children’s development and school performance. According to Eamon (2005) & Duke (2000), at secondary school level, students

hailing from low socio-economic status are trained to respect authority and obey orders that employers like in manual labourers. Conformity and obedience are encouraged rather than individual critical thinking and evaluative abilities amongst the students at this level.

Most researchers and experts think that the low socio-economic status negatively affects the academic performance of students. As a result of low socio - economic status their needs and demands remain unfulfilled and that is why they do not show better academic performance.

Studies around Africa by different scholars such as, (Eamon, 2005), (Duke, 2000) & (Jeynes' 2002), have indicated that there is a significant difference between low and high socioeconomic status. Low socio-economic status are often portrayed as disadvantaged in terms of having lower income and lower levels of education and therefore being associated with disadvantaged school performance and outcome.

In Kenya, Despite improved access to primary education following the implementation of free primary education policy in 2003, Kenya's children living in urban informal settlements, otherwise known as 'slums', still face serious challenges regarding access to free public education. Data collected by the African Population and Health Research Center (APHRC) in two major informal settlements in Nairobi - Korogocho and Viwandani revealed that 44% or nearly half of school going children in the study sample are enrolled in private informal schools. According to Tooley *et al* (2008), he argued there are 'private schools for the poor' in Kenya's informal settlements and that the gains in access initially recorded in public schools following implementation of free primary education policy in 2003 were as a result of private schools losing children to public schools. Dixon, Stanfield & Tooley (2008) share the same school of thought.

Some of the key socioeconomic features of the two slums are as follows, in Korogocho slum, among men aged 18 years and above, only 11% were in salaried employment in 2006. 10% were in established trading, 34% in casual employment and 29% in petty trading,. The situation is not that different for Viwandani slum. Among men aged 18 and above in Viwandani slum in 2006, 20% were in salaried employment, 7% in established trading, 42% in casual employment, 14% in petty trading and 12% without any income generating activity(Oketch *et.al*, 2010).

Education attainment varies between the two sites. Most korogocho residents are either uneducated or dropped out of school at primary level. Only 19% of the men and 12% of the women have attended secondary school. In Viwandani, the education situation is a bit better with many of the residents reporting to have attended secondary school education. 48% of males and 36% of females had secondary education. Therefore most Viwandani population are labour migrants, who, once, their economic situation improves, move to better non slum settlements (Oketch *et al*, 2010).

There is also a limited access to secondary education for the youth in Kenya as transition rate is just about 50% with a large majority of the excluded likely to be those living in the slums. The slum sites are characterized by a large population of pupils, yet they are served by very few public schools. The two slums do not have a secondary school of their own. The majority of the youth therefore would have had no opportunity of secondary education. Many of the slum residing youth are excluded from formal training prospects offered in Kenya because entry to such training often requires secondary completion as ascertain (kiiru, J. Onsomu, E. & Wamalwa, F. 2009).

According to (Ngware *et.al*, 2008), quality of education comprises three interrelated aspects,

which include quality of human and material resources available for teaching (inputs), quality of teaching practice (process) and the quality of results (outputs and outcomes).

These components of quality education are rarely addressed holistically in urban informal settlements setting. (Ngware *et.al*, 2008) observed that 74% of families living in the relatively low-income formal settlements have their children enrolled in public schools compared to 52% of families living in the informal settlements.

Among the poorer slum families, only 54% have their children in public schools whereas 61% of the “richest” slum families have their children in public schools. Children in these settlements have very limited access to public schools since the schools are few. Thus, poorer families are enrolling their children in fee-charging non-formal private and community schools compared to relatively “richer” families.

It is further established by (Ngware *et. al*, 2008) and (UNICEF, 2006) that Non-formal, private and community schools are supported by communities, religious group and other organizations which charge minimal fees and use the national curriculum taught in public schools. However, they lack basic learning requirements which include qualified teachers, equipment and facilities.

According to UNICEF (2006) the Ministry of Education rarely inspects the standards and teaching quality of this category of schools. That means that there are no checks and measures being observed.

In January 2003, the Kenyan Government introduced Free Primary Education (FPE) and with it, an extra 1.3 million children enrolled in public schools, raising the figure from 5.9 million. (Kenya Economic Report,2010). Despite this increase, statistics available at the ministry of

education indicate that more than one million children are still out of school in Kenya, and this is attributed to various socio-economic and cultural factors that are yet to be tackled. Kariga (2009) & Orodho (2013), established that provision and academic achievement in education in some Kenyan communities continues to be undermined by parents' socio-economic status and political factors.

Mathare slum is one of the oldest slums in Africa. It is home to over 700,000 people occupying an area of two miles long by one mile wide. Due to congestion, survival is a daily battle for the resident's against the backdrop of diseases, crime, prostitution and lawlessness. Apart from having no access to basic amenities like Education (schools), clean water, food, clothing, shelter and healthcare, the most disheartening of all is to learn that children and youth are out of school.

The Government of Kenya has implemented various reforms and interventions towards increasing access to education (Kenya Economic Report, 2010). However, a hundred percent enrolment has not been achieved due to various reasons that are school, environmental or home based.

A survey conducted by Daraja Civic Initiatives Forum in Kangemi and Kawangware informal settlements indicates that up to 48% of school age children are out of schools. (Daraja 2006). This was corroborated by the Ministry of Education facility based Education Monitoring Information system (EMIS) in 2006 which indicated that up to 59.9% of school going children in Nairobi informal settlements are not enrolled in school (MOE, 2006).

This study focuses on home based factors that affect enrollment, participation and achievement of students in secondary schools in informal settlements in Westlands Division in Nairobi County.

1.2 Statement of the problem

Parents and in general families living in urban informal settlements face overwhelming social and economic challenges which if not well handled affect their children's academic performance and academic attainment. Despite education being recognized as a basic human right, there is limited performance in secondary schools in urban informal settlements which caters for one of the most vulnerable children in Kenya. Children in informal settlements face numerous challenges in accessing quality and relevant education. The residential areas are physically and socially deteriorated and satisfactory family life is impossible. Abram (1964) points out that bad housing is a major index of urban informal settlements. By bad housing is meant that the dwellings have inadequate light, air, toilet and bathing facilities; which are in bad repair, damp and improperly heated; that do not afford opportunity for family privacy; that are subject to fire hazard and that overcrowd the land, leaving no space for recreational use.

Parents' socio-economic status was positively correlated with both educational attainment and achievement especially in urban informal settlements. School going children and adolescents are the most vulnerable members of any community and disproportionately suffer from poverty and inequality. Most are still not able to access education mainly due to socioeconomic factors.

Westlands informal settlements of Nairobi County are an example of such areas where students access to education is still a mirage as compounded by socioeconomic factors. Most informal schools in the informal settlement are characterized by lack of adequate teaching and learning materials, poor school buildings, small and overcrowded classrooms with poor ventilation and lighting, inadequate sanitation facilities, inadequate or lack of trained teachers among others.

This should be a concern to stakeholders as it is likely to impact negatively on children's academic achievement and implementation and achievement of Universal Primary Education.

Therefore the study sought to establish the relationship between socioeconomic factors and their contributing to access and attainment of academic performance of children born and bred in Westlands informal settlements of Nairobi County, Kenya.

1.3 Purpose of the study

The purpose of the study was to investigate the relationship between parents residing in urban informal settlements of Westland Division- Nairobi County and how their socioeconomic status influences children's academic achievement at KCSE.

1.4 Objectives of the study

The objectives of the study were:

- i) To find out how physical facilities and learning resources influence achievement and attainment of performance in schools in Westlands Division's informal settlements.
- ii) To determine the influence of occupation of parents on academic performance of students in informal settlements in selected secondary schools in Westlands Division.
- iii) To find out whether there was a relationship between parental input and involvement in learning activities and children's academic achievement.
- iv) To find out whether there was an impact of effective parent-teacher relationship on academic achievement of students in informal settlements of Westlands Division.

1.5 Research questions

The research sought to answer the following questions that arose from the stated problem.

- i. How do physical facilities and learning resources influence children's academic performance?
- ii. In what ways do parents' occupations influence children's academic achievement and attainment?
- iii. Does involvement of parents in learning activities influence children's performance?
- iv. How does effective parent-teacher relationship affect academic performance?

1.6 Justification and significance of the study

The importance of the study was to critically investigate how academic attainment and performance can be influenced by the living and learning environment for students living in informal settlements in Westlands Division of Nairobi County.

Parents sought to overcome these limitations through more involvement in their learning activities and continuous struggle to meet their school requirements. This included seeking alternative sources of income.

The study may be important to the Ministry of Education, policy makers and education managers. This is because of the gap between the standards of education between public and private schools. This should be removed so that better results could be realized from low socioeconomic status families.

The policy makers, planners, service providers of the government should take it as a serious challenge to make the overall physical and socioeconomic conditions of the public schools better, so that they can come in the line of at least average private schools. In other words, the

greater the reputation of government schools, the better would be response from the public in admitting their children to these schools. People from low socioeconomic status would get to benefit. Consequently, they would be able to lessen the socioeconomic pressure on their children's education. It seems an uphill task to bring about such a dynamic change in public schools and align them with private schools, but it is not impossible provided support comes from the public.

It should also benefit the Kenya Institute of Curriculum Development (K.I.C.D), the arm of the ministry, which is mandated to develop the curriculum and the production and dissemination of teaching resources.

Teachers may benefit from the study in that they should realize how the environment in which students are exposed to can have a determining influence on the quality of their learning. They should try and motivate them into becoming different from the family in which they are raised. This should encourage them and go out of their way to support them at school and involve parents in their day to day learning.

The study is also expected to provide important recommendations to parents for improvement in students' academic environment in light with the findings of the study.

Religious organizations and non-governmental organizations that support education of the youth can also benefit from the study in getting knowledge on how to support families in informal settlements and students from low socio-economic environments. Finally, it is also expected to stimulate scholars of Education for further research.

1.7 Limitations of the study

The researcher anticipated constraints in the course of the research. One major issue was that the research was destined to be carried out in the slum areas of Westlands Division, the wider Kangemi and Kawangware slums, an area that is known for crime and social evils. The researcher had to be brave, but careful to stay clear of any involvements that could cause them trouble.

It was difficult to separate subjective responses from objective ones especially on the sensitive issue like level and sources of income of parents. The researcher had to assure them of confidentiality and ensured that each parent was interviewed privately.

Some respondents turned out as uncooperative as they did not fill in the questionnaires, or were not sincere enough to hand them back. Parents and teachers seemed busy and caused some delays to the researcher. The researcher had to discuss with them the importance of the study in changing and bettering teaching and learning levels in schools and the general positive impact that it would have on parents' level of participation in both school and in their children's learning activities.

The researcher foresaw some of the parents as being unable to read and fill in the questionnaires given their level of education and so opted to use interview schedules with them.

Some respondents were suspicious of the study concerning what the findings would be used for, much as the researcher had clearly indicated at the beginning of the questionnaire that the information that they had provided would be treated with utmost confidence. Another limitation that came up was male dominance. This was because the researcher used some schools that were boys' only schools. The researcher sought to balance this through proper sampling and balancing of gender when it got to the sampled mixed schools.

The study was limited to Division level due to lack of adequate funds and time to embark on a wide and extensive study. Other limitations included data inaccessibility and the fear of the unknown; nevertheless, the researcher tried her level best and collected relevant and reliable information in order to find satisfying responses to the research questions and came up with substantial conclusions according to the research problem.

1.8 Delimitations of the study

Delimitations are those characteristics that were selected by the researcher to define the boundaries of the study Diane M. (2011). They involved those things to be included and those not to be included.

This study was carried out in Westlands Division of Nairobi County because it is a cosmopolitan Division with people of varying per-capita income. We have both the highly placed income earners and the lowly wage earners who more often than not provide cheap labour to the rich in that Division. This gave the researcher the expected picture as was able to collect data from both the informal and the formal set up. The comparison gave a good analysis and conclusion to the research work.

It covered only the sampled secondary schools with particular interest, with references to five schools in Westlands Division of Nairobi County namely; Lavington Mixed Secondary School, St. Austin's Academy, Kangemi High School, Milkan Mixed Secondary School and St. Joseph's Secondary School in Mountain View - Kangemi. The study included both public and private schools in Westlands Division and targeted parents of high and low per capita earnings.

1.9 Operational definition of terms

This section defined some basic technology that was used in writing this research project.

Parents – this refers to a person’s mother or father, biological parents of a child. One, who begets, gives birth to or nurtures and raises a child.

Socio-economic status – This refers to an economical and sociological combined total measure of a person’s work experience and of an individual’s or family’s economic and social position in relation to others.

Income- refers to wages, salaries, profits, rents and any flow of earning’s received. Income can also come in the form of unemployment or workers compensation, social security, pensions, interests, royalties, trusts, other governmental, public or family financial assistance.

Academic achievement– refers to the successes made by students who pursue education at their different levels of study.

Urban informal settlements – These are groups of people living on land they have no legal claim to or the homes and land don’t follow codes and regulations. They are also referred to as a squatter settlement, slum or shanty town. They are found around the world especially in developing countries in urban areas.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The chapter presents a review of literature related to the study. This has been done as per the objectives of the study. This included parents' level of income, parents' occupation and influence on students' academic outcome, involvement of parents in learning activities of children and effective teacher-parent relationship. These made the main sub-topics of this chapter and represented the main issues of study. Lastly, the researcher discussed the theories that guide the study as well as the theoretical framework.

2.1 Effect of physical facilities and learning resources on students' achievement and attainment of performance in school

There is a plethora of literature which indicates that efforts to avail education access and participation are thwarted by multifarious and intertwined factors including the school based variables, Orodho (2013). In January 2003, the Kenyan Government introduced Free Primary Education (FPE) and with it, an extra 1.3 million children enrolled in public schools, raising the figure from 5.9 million children in 2002 to 7.2 million in 2003 and 8.6 million in 2010 (Republic of Kenya, 2012a).

Despite this increase, Orodho (2013) points out that statistics available at the Ministry of Education indicate that more than one million children are still out of school in Kenya, and this is attributed to various socioeconomic and cultural factors that are yet to be tackled.

From the analysis of enrollment across all the mainstream levels of education, the factors

include; poverty, high cost of education at the house levels, insecurity and gender bias. Another study by Daraja Civic Initiative (2007) indicates that academic achievement in urban informal settlements have been compounded by lack of adequate physical facilities, learning equipment, overcrowding and insufficient teaching staff among others.

The report continues to asset that 1.6 million children are not in school. Of these children, some of the most vulnerable are those who live in Kenya's informal settlements where almost no public schools have been built for the past 15 years.

To try and fill in the gaps left by the inability of public schools in absorbing all school going children, non-formal schools sprang up in earnest. These schools are usually located in the informal urban settlements. This is according to the Republic of Kenya Report (2005b).

There is a gap that leaves a window for further study as all the socioeconomic factors were not exhausted. Other factors like parents' ignorance of education matters and delayed wages or joblessness that will emanate from the study will require further investigation.

2.2 Effects of parental involvement in learning activities of children

Parental involvement is defined as having an awareness of and involvement in school work, understanding of the interaction between parenting skills and the student success in schooling, and a commitment to students. Williams *et al*, (2002) surveyed parents of children aged 5 – 16 years and attending schools in England to establish their degree of involvement in their children's education. A telephone survey was used to contact two thousand and nineteen households in order to conduct interviews to establish parental levels of practical help in schools, their relationship with their children's teacher (s) and parents' involvement with homework. 20% of parents felt very involved, but more so in primary schools than secondary schools. Mothers

felt more involved than fathers. 35% strongly agreed that they wanted to be more involved whilst around three quarters of parents wanted to be at least somewhat more involved. 94% found school “welcoming” and 84% reported that the school was willing to involve them. Despite this level of satisfaction, 16% felt they might be seen as troublesome if they talked too much. Parents describing themselves as “very involved” reported providing more practical help in school than other parents and they were the keenest to be, yet more involved. 21% of parents claimed to have helped in class at some point and 9% claimed so at every opportunity. This statistics tell us that those children whose parents get involved in their learning activities develop more keenness on study and tend to perform well as compared to those of parents who are non – involved.

In regard to homework, parents were much more involved in the early years. 70% with year I children claimed to help with every piece of homework. This dropped to 5% by year II. As children got older, parents lost confidence in their ability to help. 58% of parents claimed to speak regularly with their child’s teacher, in the main about progress but not infrequently about behaviour (27%) while many parents wanted to increase their involvement to include, for example, supporting extra-curricular initiatives, they felt that the main barriers to further involvement were the limitations of their own time. In the present context the interesting findings in the survey are (a) there is a level of parental involvement and a desire for more (b) there are considerable differences between parents in levels of involvement. An important issue not reported on is the level of parental support for education and learning outside of schooling matters. Yet, it is this form of parental involvement which is most strongly related to achievement.

Sacker *et al* (2002) showed that socio-economic status had its impact in part, negatively through material deprivation and in part, positively through parental involvement and aspiration. It is

upon the gap created of parental support for education and learning outside of schooling matters that my research will seek to fill. Additionally, in order to make the cited researches more reliable and valid, more than one instrument would have been used in data collection. In addition, the researcher would have cross tabulated the findings as to go deeper in finding the roles that parents play and why they do so. This research limitation creates a gap for further research.

2.3 Effects of parental occupation on children's academic performance

Parental occupation has a significant effect on children's academic achievement. Good parental occupation has a positive effect on the academic achievement of students. The (Saifi and Mehmood 2011) study on the effect of socio-economic status on students' achievement in which they used income, parents' education and occupation, material possessed at home, transport and servants as the indicators of socio-economic status. Data were analyzed by applying percentages. The findings revealed that parental education, occupation and facilities at home affect the student's achievement. Employment for majority of the people means economic security through earning and access to financial resources (Hassan (2009). Parental employment is expected to have significant effect on the welfare of their children. Bakken (2003), points out that, as far as academic performance is concerned, parental occupation might have both positive and negative impact. Firstly, the source of income is essential for meeting the child's educational needs as well as participating in social activities. On the other hand possessing a job also reduces the time available for parents to spend with their children and to involve themselves in their life at school. Each household needs to strike a balance that optimizes their time use.

Research studies from studies of Mehmood & Saifi (2001) & Hassan (2009) available indicate

that there is a relationship between occupational status and academic performance. Lal (1967) undertook a study to investigate the relationship of parental occupation with academic achievement. The sample of the study consisted of 1359 randomly selected high school students (age range 14 to 17 years), studying in 22 urban and six rural secondary schools in Lucknow District. The study showed that there was a positive relationship between the level of parental occupation and mean high school marks. It was also seen that the difference in the mean achievement scores of the students belonging to different occupational groups were statistically significant. Analysis of covariance showed that this relationship held good even when intelligence (measured by progressive matrices test) was held constant.

According to Kalil (2005), high occupational status people have more resources to meet the needs of their homes, while the low occupational status people have limited resources for the same. An unstable or insufficient fund limits families' ability to purchase resources and goods (schooling, housing, food and cognitively enriched learning environment) that are critical for successful development and academic performance.

Research by Conger, Ge, Elder, Lorenz & Simons ((1984), Elder & Caspi (1988), also established that parents of low occupational status may not feel free with or capable of assisting their children in school work. The researchers further report that these parents may not become involved in their children's schooling in ways that enhance performance. Hill *et al*, (2004) notes that parents of low occupational status have been known to destruct schools or even go to the extent of monitoring rather than collaborating with school due to perceived or actual discrimination of their children by the school. Jordan & Plank (2000) found out that lack of guidance and support from parents of low occupational status used the primary reason that low income, middle school students were less likely to attend college despite the parents' aspirations

and involvements. Lower academic performances, completion of fewer years of schooling and lower career aspirations were associated with adolescents from lower socio-economic status backgrounds and ethnic minorities in America Hill *et al*, (2004).

Trusty (1999) reports that children from homes with low income, due to low parental occupations, may model their parents' lower levels of educational attainment. They may not work hard to attain high grades in school. He further observes that the link between academic performance and future occupational success may be less clear for children from low socio-economic status homes. Increased reliance on public assistance and greater receipt of welfare income has been associated with children's lower academic achievement. This may be due to stigma, assets Kalil (2005). Unstable work and unemployment is psychologically stressful for parents, which in turn inhibits parents' emotional warmth and increases their erratic or disengaged behaviours. Ineffective parenting can lead to poorer adjustment in the children at school. Kalil (2005) & (Berling *et al*.1999) hypothesized that watching one's parent experiencing job insecurity would be experienced as stressful and elicit feelings of uncertainty and powerlessness in children. Their results showed that undergraduates who perceive their parent to be insecure about their jobs are distracted cognitively and have worse academic performance. Kalil (2005), showed that fathers job losses predicts the probability that teenage children will be held back in grade or suspended from school.

Trusty (1999) pointed out that children from parents with high occupational status have been known to model their parents' positive educational experiences and higher prestige occupations. They may serve as role models for the children's own occupational aspirations.

From studies of Mehmood & Saifi (2001) and Hassan (2009), we notice that the study consisted of 1359 randomly selected high school students (age range 14 to 17 years), studying in 22 urban and six rural secondary schools in Lucknow District. There is a gap in that the students sampled in the 22 schools are urban inhabitants. My study will concentrate more on students studying in urban informal settlements and only compare the results with those from one private high cost secondary school.

2.4 Influence of effective parent-teacher relationship

Parental - teacher involvement has been defined and measured in multiple ways, including activities that parents engage in at home and at school, plus the positive attitudes parents have towards their child's education, school, and teacher. (Epstein 1996). The distinction between the activities parents partake in and the attitude parents have towards education was highlighted by several recent studies. Several studies found that increased frequency of activities was associated with higher levels of child misbehavior in the classroom. (Fendrich, Izzo, Weissberg Izzo, 1999). Whereas positive attitudes towards education and school were associated with the child's increased academic performance. This is according to Bradley & Cox, Rim-Kaufman & penta (2003). Specifically Izzo et al. (1999) reported that an increase in the parent's school activities, such as increased number of parent-teacher contacts, was associated with worsening achievement, as increased contacts may have occurred to help the teacher manage the child's existing behavior problems. The significance of parent attitudes toward education and school is less well understood, although attitudes are believed to comprise a key dimension of the relationship between parents and school (Eccles & Harold, 1996). Parents convey attitudes about education to their children during out-of-school hours and these attitudes are reflected in the

child's classroom behavior and in the teacher's relationship with the child and the parents (Kellaghan, Sloane, Alvarez & Bloom 1993).

Parent involvement in a child's early education is consistently found to be positively associated with a child's academic performance (Hara & Burke, 1998). Specifically, children whose parents are more involved in their education have higher levels of academic performance than children whose parents are involved to a lesser degree. The influence of parent involvement on academic success has not only been noted among researchers, but also among policy makers who have integrated efforts aimed at increasing parent involvement into broader educational policy initiatives. Coupled with these findings of the importance of early academic success, a child's academic success has been found to be relatively stable after early elementary school. (Entwisle & Hayduk 1988).

Based on previous research, Entwisle & Hayduk (1988) hypothesized that parents who have a positive attitude towards their child's education, school, and teacher are able to positively influence their child's academic performance by two mechanisms: (a) by being engaged with the child to increase the child's self-perception of cognitive competence and (b) by being engaged with the teacher and school to promote a stronger and more positive student-teacher relationship.

However, all the studies have not been able to appropriately address the question of parent-teacher relationships in urban informal settlements. That is where the researcher will pick their gap and study the hardships faced by parents residing in the slums and the factors that hinder them from engaging in effective parent – teacher consultations.

2.5 Theoretical framework

The study was grounded in, and guided by one of the theories found in sociology and education. The researcher was majorly guided by the classical liberation theory of equal opportunity and social Darwinism as proposed by Charles Darwin. This was the researcher's attempt to find out some of the socio-economic factors that affect children's schools in informal settlements in Westlands Division of Nairobi County, Kenya. According to this theory, an individual's Socio-economic Status (SES) is a product of the environment they live in, thus nature and nurture have a bearing on an individual's destiny. Equal opportunity is a stipulation that all people should be treated similarly, unhampered by artificial barriers or prejudices except when a particular distinction can be explicitly justified. Informal sectors are areas that are neglected by the central government in terms of equal opportunities leading to exclusion in terms of social and economic development and this impact negatively on education.

Socio-economic factors such as family income level, parents' level of education, adequacy of learning and teaching materials or resources and occupation, all influences the quality of education as well as the ability of education to improve life circumstances. Low socio-economic status and its correlates, such as lower education, poverty and unemployment, ultimately affect a society as a whole. Inequality in wealth distribution and quality of life are increasing in the informal settlements. The study therefore attempted to find out the extent to which the classical liberal Theory of Equal opportunity and Social Darwinism can effectively be linked to socio-economic factors that influence pupils' academic achievement in informal settlements where inequalities of education provisions are severe on equity and deficiency grounds.

2.6 Conceptual framework

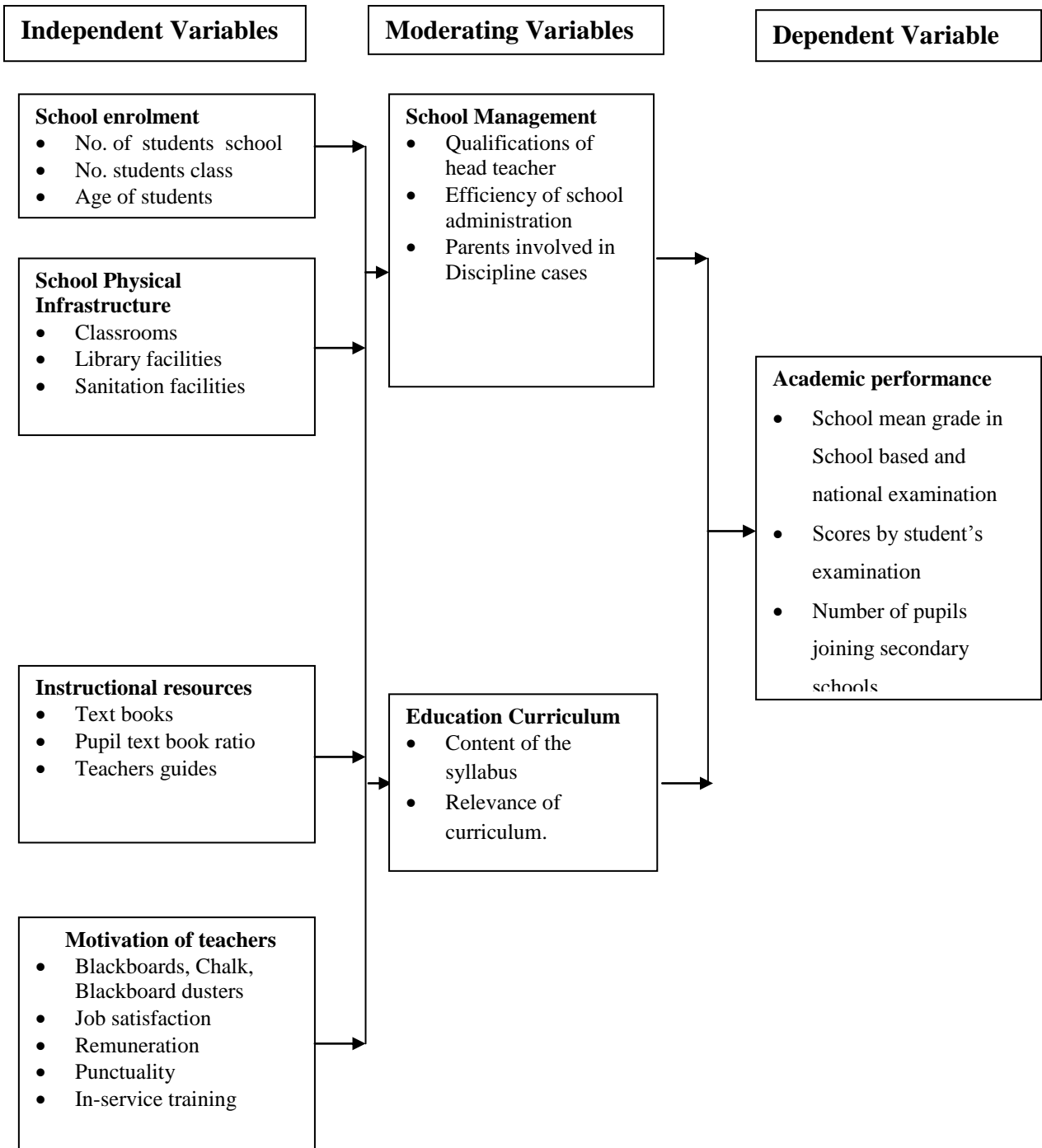


Figure 2.1: A research model of the relationship between Parents' Socio – economic status and student achievement in urban informal settlements

This conceptual framework presents independent variables such as school enrolment, school physical infrastructure, instructional resources and motivation of teachers. The independent have an effect on school achievement and learning as manifested in school mean grades, school based and national examinations and number of students proceeding to secondary schools.

2.7 Conclusion and demonstration of research gap

The literature review revealed that there have been studies carried out to determine the influence of socio-economic status of parents residing in urban informal settlements on children's academic achievement. Among them are, Coleman (1966) & Duncan (2005), Jayness (2002) & White (1986) also studied this variable.

However, there is a gap for further research and study on the same topic since most of the studies did not address the issue of poverty in the predominantly high socioeconomic status areas. From cited studies, it is clear that socioeconomic factors that affect access of students to education seem to adversely affect children in the informal settlements. It was established that factors such as inadequacy of infrastructural and teaching/learning facilities like classrooms, toilets, playgrounds and libraries, parents' income levels and parents' education levels pose a real threat to the academic attainment and achievement of children in these settlements.

Most of the studies have not adequately emphasized the fact that, despite education being recognized as a fundamental basic human right, not all children, especially those in the slum areas have equitable access to it.

Most studies have not clearly laid out modalities and appropriate strategies of improving access, retention, equity and achievement in schools in schools in the informal settlements. The strategies applied did not also address the quality of education offered to children in the informal areas.

It is from the point of view of content design, inconsistency of findings, emphasis on hardships faced in the informal settlements (geographical location) of the renewed works, that the researcher considered it vital to conduct a survey study on parents' socioeconomic status and influence on children's academic performance in urban informal settlements in Westlands Division.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presented a description of the methodology to be used and also included a description of the research design, research location, research population, sampling technique, research instruments, data collection procedures and data analysis techniques.

3.1 Research Design

Kothari (2003) defines a research design as an arrangement of conditions for collection and analysis in a way that intends to combine relevance of the research purpose with economy in procedure.

The study employed descriptive survey design. Descriptive design is a design where the researcher describes the status of affairs as they exist. This is a method of collecting information by means of interviews or administering questionnaires. The rationale for using this design is that it allows in-depth study of the subject matter and it is suitable to describe attitudes, views or opinions and behavior patterns of people. Therefore the researcher described affairs as they were factually. The researcher also reported her findings through coding, classification, analysis, comparison and interpretation of the data collected.

3.2 Location of the study

The study was conducted in Westlands District of Nairobi County. It is in this District that we find several slums. These slums include Kangemi, Kawangware and Uthiru of Westlands District. There are many challenges faced by both parents and children alike in these informal settlements. This provided an insight to various stakeholders in coming up with ways of alleviating some of the problems. This is because they are the key contributors to poor academic achievement of students in secondary schools in these urban informal settlements.

The stakeholders must also come up with ways of cushioning parents against some of the problems that glaringly impact negatively against their efforts in their bid to push their children through secondary school education.

3.3 Target Population

The target population according to Orodho & Kombo (2003) population is a group of individuals, objects or items from which samples are taken for measurements, it refers to the larger group from which the sample is taken. Population is a group of interest to the researcher, the group to whom the researcher would like to generalize the result of the study, Best and Kahn (1996).

The target population of this study consisted of 5 secondary schools comprising of 91 students, 18 teachers and 16 parents.

3.4 Sample size and sampling procedures

According to Kerlinger (1998), a sample is a subject of population where the actual study is being conducted. Sampling is the process of selection of appropriate number of respondents from a defined population: It is a process of deriving a sample. Wiersma (1995) points out that an ideal sample should be large enough so that the investigator can with confidence and within specified limit be certain that a different sample of the same size if drawn using the same procedure, can give appropriate similar results.

The study employed stratified and purposeful sampling techniques to select those who participated in the study. A stratified sampling technique refers to the researcher identifying sub-groups in the target population, in this case 4 zones - Lavington, Kangemi, Kawangware and Uthiru. These were sampled purposefully pegged on location and population distribution, plus the number of families living in the zones and the students living and studying in secondary schools in those urban informal settlements. The 4 zones accounted for any differences in any of the sub-groups characteristics. Purposeful technique was used by the researcher to decide who to include in the sample from the four zones. Out of the 5 sampled schools, 18 teachers, randomly selected from each of the secondary schools participated in the study through Focus Group Discussion (FGDs).

A total of 91 students (Form 2-4) from each of the schools were purposefully sampled to participate in the study. The researcher used the class registers to get the target numbers per class.

A total of 16 sampled parents participated through an interview schedule. The researcher got these parents by moving from door to door within the zones.

In summary, 91 students, 18 teachers and 16 parents participated in the study bringing the total

number of respondents to 125.

To increase the chances of getting the parent respondents in any sampled household, the researcher restricted time of data collection to early in the evenings and on the weekends. At this time, either working parents or children had come back from work or school respectively. The researcher had the advantage of using the April school holiday to collect data, when most of the students were in their respective home settings.

3.5 Research Instruments

This section sought to identify and describe the various instruments that were employed in the data collection. Data was collected using questionnaires, interviews and Focus Group Discussions- (FGDs). The selection of these tools was guided by the type and nature of data that was collected.

3.5.1 Questionnaires for students

The questionnaires were designed using closed and open ended questions, with additional short explanations for some questions. The questionnaires were developed based on the research questions. This assisted the researcher to get clearer responses while balancing both the quantity and qualitative value of the data that was to be collected. The open ended questionnaires helped the researcher to have refined deliberation on discussion of the issue under investigation.

The technique was favourable to the sample size since it was a large number, (91 students, 18 teachers and 16 parents). Given time constraints; questionnaires were administered at once to the students who were expected to fill them as sincerely as possible and return them back to the researcher.

3.5.2 Interview schedule

A list of written interview schedules was prepared by the researcher which the interviewees were subjected to. There was only one interview schedule which was used in this study, the one for the sampled parents.

3.5.3 Focus Group Discussion

Focus Group Discussion is a tool conducted on a total sample of between 6-12 people. In this case the sampled teachers were divided into two groups and the researcher went on to administer the FGD. The FGD is a self-correcting easy way of collecting large amounts of data within a short time.

3.6 Pilot study

The researcher conducted a pilot study in three schools to ascertain whether the questionnaires would effectively elicit the required information. The questionnaires were administered to 15 students, five from each class -Form one, two and three. The objective of the pilot study was to determine accuracy, clarity and suitability of the research instruments. Piloting enabled the researcher to test the reliability and validity of the research instruments. It assisted the researcher to familiarize herself with administration of the instrument.

3.7 Validity of the instruments

Validity is the extent to which research results can be accurately interpreted and generalized to other populations. It is the extent to which research instruments measure what they are intended to measure Oso & Onen (2008). Piloting was used in validating the instruments in the three

schools. This checked on the clarity of the questionnaire items thereby eliminating any ambiguous wording or misunderstood clauses. Questionnaires were modified before the actual data collection.

Items found to be inadequate for measuring the variables were discarded or modified to improve the quality of the research instrument and therefore increased their validity.

For external validity, appropriate and representative samples were selected for study, which provided an assurance for results to be generalized to the population.

3.8 Reliability of the instruments

Reliability is a measure of the degree to which research instruments yield consistent results after repeated trials. This was influenced by random errors. Mugenda & Mugenda (1999) & Orodho (2009) further note that reliability of an instrument is the consistency in producing a reliable result. Random errors arise from unclear instructions to the respondents, ambiguous questionnaires or attention deficits during interviews. The researcher attempted to minimize random errors by cross checking the questionnaires during piloting. This study used the test-retest technique to ascertain reliability of research instruments. The instruments were administered twice to the same group after two weeks interval. This assisted to check whether the respondents were giving consistent results in several trials or after a number of times. A correlation coefficient was calculated using Pearson's formula. Furthermore, voice recorders were used during interviews and FGD to ensure responses were accurately captured.

3.9 Data Collection procedures

The researcher applied for and attained a research permit from the National Council of Science, Technology and Information (NACOSTI) and The District Education Officer Westlands District before embarking on data collection. The researcher administered the research instruments and conducted the interview schedules to the sampled respondents after clearance from the authorities and headteachers of selected schools. The researcher distributed the instruments to the respondents personally. The students were given instruction by the researcher on how to complete the questionnaire. All items in the questionnaire had to be duly filled up before being collected by the researcher from the respondents on the same day for final analysis. The researcher conducted the interview schedules to parents. The researcher agreed with the sampled parents on when and where to meet for the interview.

Document analysis is a method of data collection from documented sources. The method was used to gather information that was not captured in the responses in the questionnaires, interviews and Focus Group Discussions. The information was collected from paper documents as well as computer databases and policy documents of the schools and the government.

Document analysis has advantages over other data collection methods because the documents are expected to be complete, detailed and consistent, as well as structured.

They save on time since they are readily available. The records included examination results and school and term examination results, class registers and teacher records. This method was used to collect quantitative data.

Focus group discussions were designed for the school teachers. It was used to obtain qualitative data on school management, motivation of teachers and handling of students from informal settlements. It is a suitable method to gather in-depth data from various individuals.

Observation checklist was used to collect data on school physical infrastructure. The method was used in the study in order to confirm the status of the school infrastructure.

3.10 Data analysis techniques

This section seeks to determine the methods used to analyze and interpret the information collected so as to verify or select the hypothesis to answer the basic research questions, in order to reach a rational conclusion. It involves the description of the procedures that are involved and the justification of the suitability of the statistical techniques used. This was done systematically to avoid interpretations built on empty sets of facts. Quantitative and qualitative methods were used in the analysis of data. Data was analyzed using the statistical package for social sciences (SPSS) Version 21.

The process used Descriptive analysis. Descriptive analysis was used for categorical variables which were described in terms of frequencies and percentages.

Furthermore, continuous and discrete data or variables, the mean as a measure of central tendency, measures of variations, standard deviation and variance were used in the analysis.

Qualitative methods were used to analyze numeric data in order to measure and explain the relationship and differences amongst variables such as the population of the students, student-teacher ratio, the number of students completing school and the technique used to analyze the academic performance of students in term grades.

3.11 Ethical considerations

The researcher ensured that ethical considerations were upheld throughout the study. The researcher informed and explained to the respondents the purpose of the study in which they were asked to participate and the benefits that were expected from the study. The respondents were asked not to write their names or that of the school on the questionnaire.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.0 Introduction

This chapter presents the data analysis and discussion of the findings while answering the research questions outlined in chapter one. The purpose of this chapter is to analyze data and its interpretation as it was collected from the sample population. The aim of this study was to establish the relationship between parental socio-economic status and student academic performance.

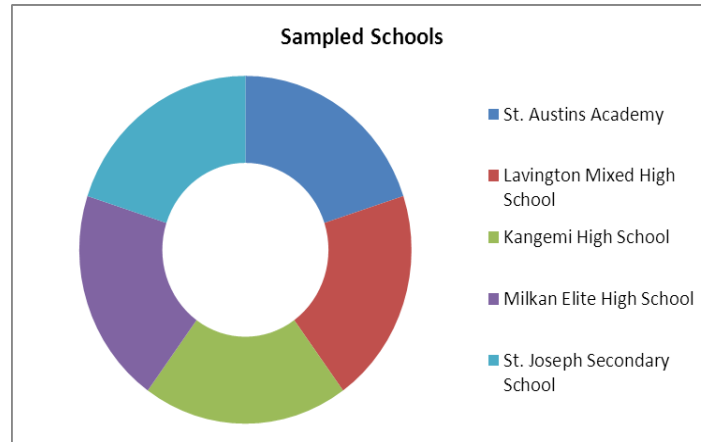
The study achieved a total of 125 respondents with 91 of them being students, 18 being teachers and 16 being parents.

4.1 Demographic Analysis

4.1.1 School

Data was sought from different schools in Westlands District as shown in Figure 4.1.

Figure 4.1: Sampled schools

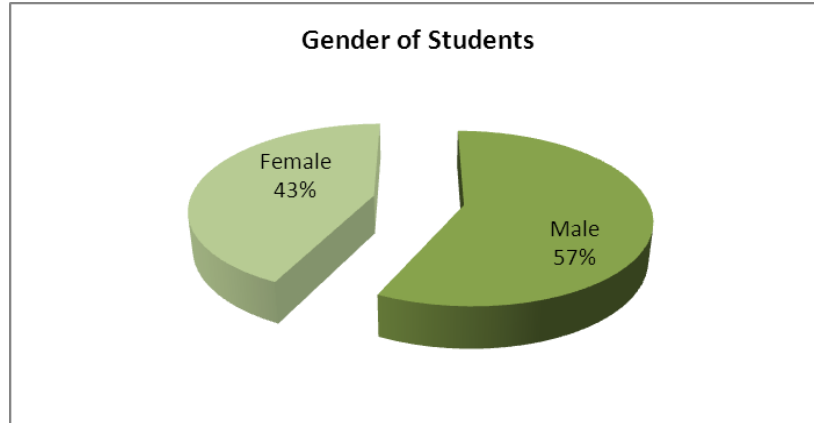


Five schools were sampled as illustrated in Fig.4.1 above. This means that out of the five schools, 2 were public schools and 3 were private run schools. There is a possibility of more private schools than public schools in the County.

4.1.2 Gender of students

The study sought to establish the gender of sampled students and the following results were obtained. The findings are shown in Figure 4.2.

Figure 4.2: Gender of students

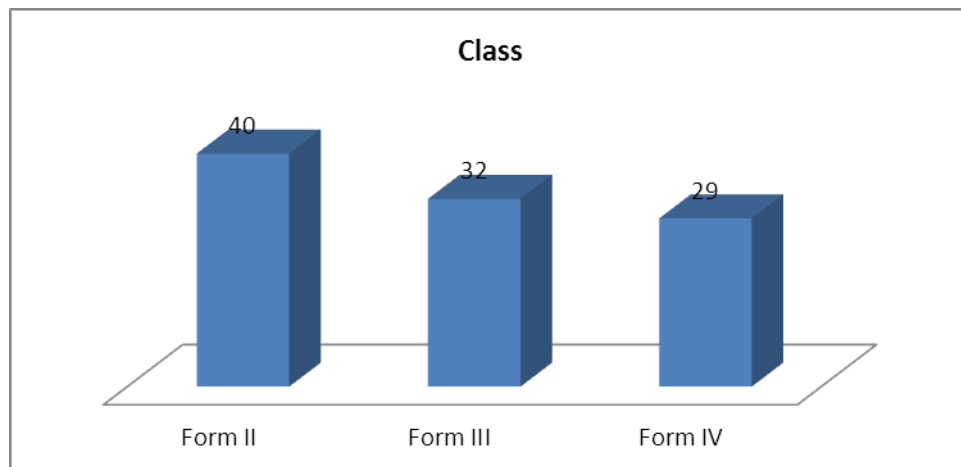


The research findings in Figure 4.2 indicate that 43% of sampled students were female while 57% were male. This means that majority of the sampled students were male.

4.1.3 Class

The study sought to establish the class of sampled respondents. Data collected was analyzed and presented in the graph below.

Figure 4.3: Class of sampled students

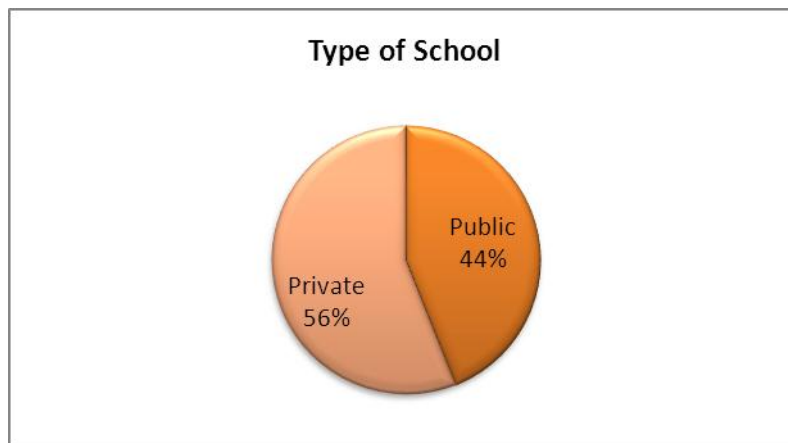


According to Figure 4.3, forty (40%) of sampled students were in form two while thirty two (32%) were in form three and twenty nine (29%) in form four. This means that the majority of the students sampled were in Form two, followed by Form three and Form four. No students in Form One were involved in the study.

4.1.4 Type of school

Data was sought on the type of schools that sampled students attended. Data on returned student's questionnaires was analyzed and is presented below.

Figure 4. 4: Type of school

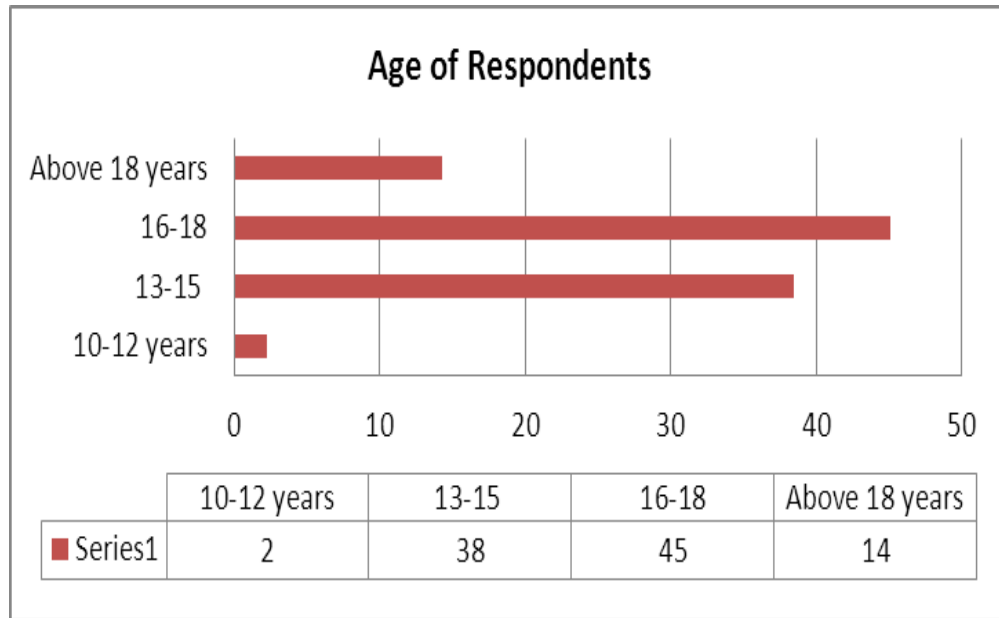


According to Figure 4.4, more than half the respondents, that is 56% hailed from private schools while 44% were from public schools. This means that there were more respondents sampled from private schools as compared to public schools.

4.1.5 Age

Data collected on the age of respondents was analyzed and is presented in the Figure 4.5 below.

Figure 4.5: Age of students



From the Figure 4.5 above, majority of the sampled respondents were between 16-18 years of age accounting for 45%. 38% were between 13-15 years and those above the age of 18 years accounted for 14 % of the respondents. Only 2% of the sampled were between 10-12 years. Majority of the students sampled were between 16-18 years old.

4.1.6 Type of family

Data was collected to establish the type of families that the sampled students hailed from. Data was analyzed and is presented in the Table 4.1 below.

Table 4.1: Type of family

Type of Family	Frequency	Percentage
Nuclear	67	74
Single Parent	18	20
Others	6	7
Total	91	100

From the Table 4.1, 74% of respondents came from nuclear families while 20% were from single parent families. 7% came from other kind of families which they established as living either with an elder sibling or a family friend. This means that most of the families sampled were nuclear families.

4.2 Influence of physical facilities and learning resources on academic performance

Data was collected to ascertain whether physical facilities and learning resources had a direct influence on academic performance of learners. Data was analyzed and the results obtained are discussed in this section.

The study sought to establish how often respondents were sent back home for lack of learning provisions and school fees. Responses gathered are analyzed in the Table 4.2 below.

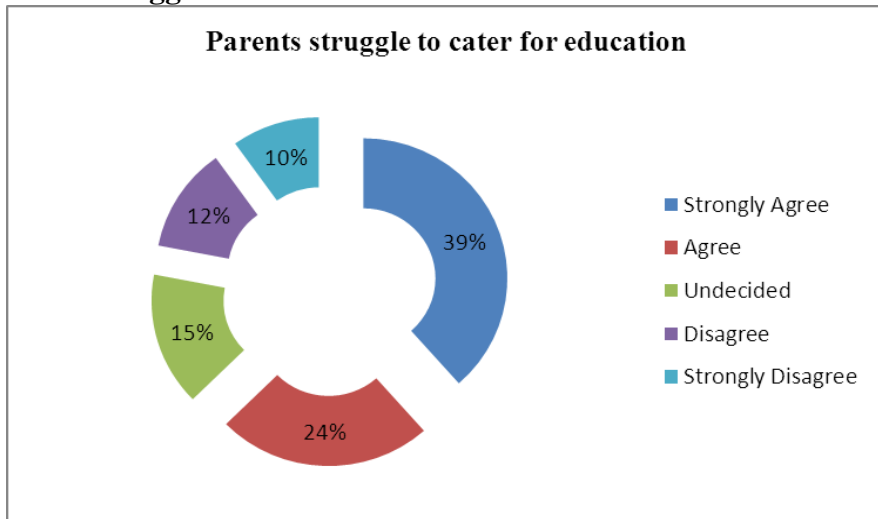
Table 4.2: Frequency of being sent home

How often are you sent back home for lack of learning provisions and school fees?	Frequency	Percentage
Never	27	30
Rarely	26	29
Sometimes	25	27
Often	13	14
Total	91	100

From the Table 4.2, 30% of the respondents said they had never been sent back home for lack of learning provisions or school fees. Closely following at 29% were those who said they have rarely been sent home for the same. 27% had sometimes been sent home while 14% had often been sent home for school fees and other learning provisions. This means that some students had sometimes to be sent away for lack of school fees and school provisions.

Data was also sought to establish if students felt that their parents struggled to cater for their education. Data collected was as shown in Figure 4.6.

Figure 4.6: Parents struggle to cater for education



From Figure 4.6, 39% of students strongly agreed that parents struggled to cater for their children’s education while 24% agreed to the same. 12% disagreed, while 10% strongly disagreed but 15% were undecided. This means that a majority of parents struggled to meet their children’s educational needs.

The study also wished to establish whether students’ home environment influenced their character and attitude. Their responses were analyzed and are presented in Table 4.3 below.

Table 4.3: Influence of home environment on character and attitude

Influence of home environment on character and attitude	Frequency	Percentage
Strongly Agree	24	26
Agree	28	31
Undecided	13	14
Disagree	10	11
Strongly Disagree	16	18
Total	91	100

According to Table 4.3, 31% of respondents felt that home environment actually influenced their character and attitude while 26% strongly agreed to the same. 14% of respondents were undecided on that while 18% and 11% strongly disagreed and disagreed respectively. This means that a majority of the students felt that their home environment had an influence on their character.

When asked whether their neighborhood affected their academic performance, respondents gave the opinions presented below.

Figure 4.7: Influence of neighborhood on performance

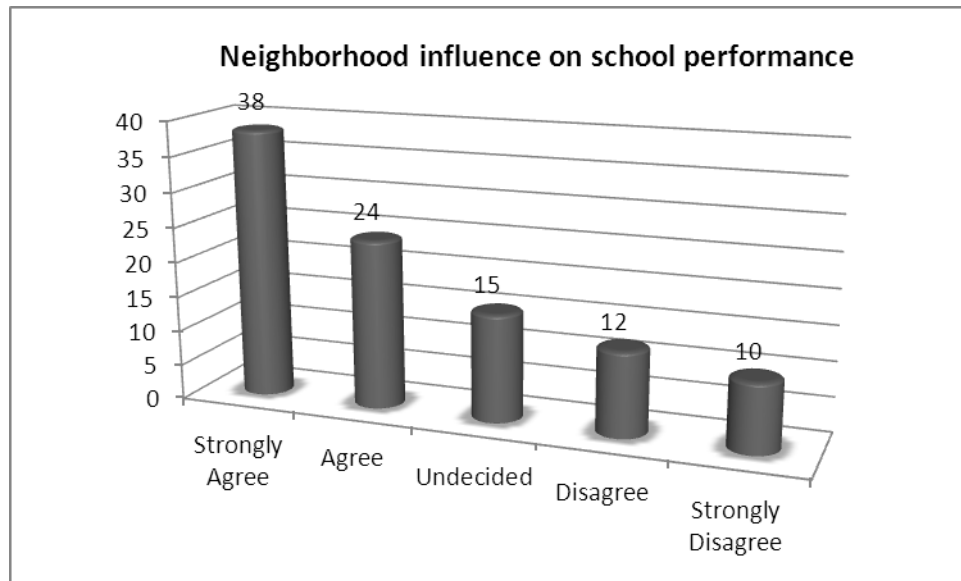


Figure 4.7 indicates that 10% of respondents strongly disagreed to the idea that their neighborhood affected their performance in school while 12% disagreed to the same. 15% were undecided with 24% agreeing to the statement. 38% of respondents strongly agreed with the neighborhood having an influence on performance. This means that majority of the sampled students agree that neighborhoods have an influence on school performance.

Sampled learners were also asked what challenges they faced for lack of adequate school resources and material. Some of the responses from the students included: that it pulls them down and limits the achievement of their goals in life. Majority cited that it directly and negatively affected their performance. A big number of them also felt that being sent away from school wasted much of their time since they are left lagging behind and require lots of time to catch up.

Analysis from the Focus Group Discussion schedule went ahead to establish teachers' opinion on whether students' school motivation depended on home environment. Most of the teachers felt

that not much of the motivation depended on home environment. However, they brought in the fact that home might have a bearing on students' self-esteem and therefore affect them academically. One teacher answered by saying, " *Most of our students never seem to have any encouragement from home or see role models at home since most of their parents have low paying jobs or even just work as casual labourers. It is here in school that the Guidance and Counseling together with the Careers Departments bring in personalities who give talks and act as models to the students.* "

From the parents' interview schedule, the researcher sought to establish whether economic background influenced performance of students, parents unanimously agreed that it does. However, opinion was divided right at the center on whether the effect was positive or negative. Some felt that poverty motivated some students to work extra hard to liberate themselves. However some were for the opinion that poor conditions at home may provide conditions too harsh to favour learning e.g. hunger, lack of electricity and other social amenities. School fees may also force students to stay out of school. One of the interviewed parents had these to say, " *My son works so hard at his school work, despite the fact that we cannot afford to buy all books for him, he saves some of his lunch money and has registered as a member of a public library here in Kangemi where he studies most evenings and weekends. He is clearly focused on breaking away from our kind of lifestyle.* " Another parent was however very disappointed with their son and had these to say, " *My son has turned into a truant. He leaves home for school, but on very few occasions does he get there. The teachers are forever summoning me to school. I doubt that that boy will complete his secondary school and sit for his exams. I wish he knew what he is doing to himself.* "

During the interview parents also expressed their opinion on parenthood in urban informal settlements. Parents said it was actually difficult parenting in the informal settlement due to low levels of moral values in such areas. Other difficulties highlighted include lack of available clean water, food, electricity, resources, transport etc. They were also for the opinion that level of income is a determinant of children’s style of rearing since it determines exposure, availability of personal needs among others. One parent had these to say, *‘Just step out here and see how many illicit brew dens surround this place, how drunk people walk about and make so much noise, the loud music from local bars and clubs, streams of dirty water and flowing sewerages. The County Government should better the environment.’*

4.3 Influence of parents occupation on students academic performance

Respondents were asked whether their parents worked for too long. The information obtained from them is tabulated below showing frequency of their responses.

Table 4.4: Parents’ working hours

Do your parents work for too long?	Frequency	Percentage
Never	12	13
Rarely	16	18
Sometimes	48	53
Often	15	16
Total	91	100

From Table 4.4, on parents working for too long, 53% responded that they do sometimes, 18% were for the opinion that they do but 16% felt they rarely worked for too long. However, 16%

were for the opinion that they often do work for too long. 13% said that their parents never work for too long. This means that a majority of the sampled students were of the opinion that their parents neither worked for too long nor for too few hours. It is clear that most of the sampled students that it is not the parents' tradition to work for long hours.

The study also sought to find out if students wished their parents to work for shorter hours. Data obtained is as analyzed in the table below.

Table 4.5: Children's wish on working hours

Do you wish your parents worked for shorter hours?	Frequency	Percentage
Never	16	18
Rarely	13	14
Sometimes	47	52
Often	15	16
Total	91	100

Majority of sampled students (52%) sometimes wished that their parents worked for less hours. 18% never wished their parents to work for less time while 16% of respondents often wished that their parents work for shorter hours and 14% rarely wished their parents worked for shorter times. This means that a bigger number of students sampled felt that their parents neither for longer hours nor for fewer hours from the study as shown in Table 4.5.

The researcher wished to establish how often sampled students went to bed before their parents got home. The data obtained is analyzed and presented in the table below.

Table 4.6: Parents working late

How often do you go to bed before your parents get home?	Frequency	Percentage
Never	40	44
Rarely	24	26
Sometimes	15	16
Often	12	13
Total	91	100

According to Table 4.6, 44% said they had never gone to bed before their parents got home. 26% had rarely gone to bed before their parents got home while 26% had sometime done the same and 13% had often done it. It is clear from the sampled responses that most parents get home earlier, before their children go to bed.

When asked whether they wished to take up a similar career to their parents, responses were as follows.

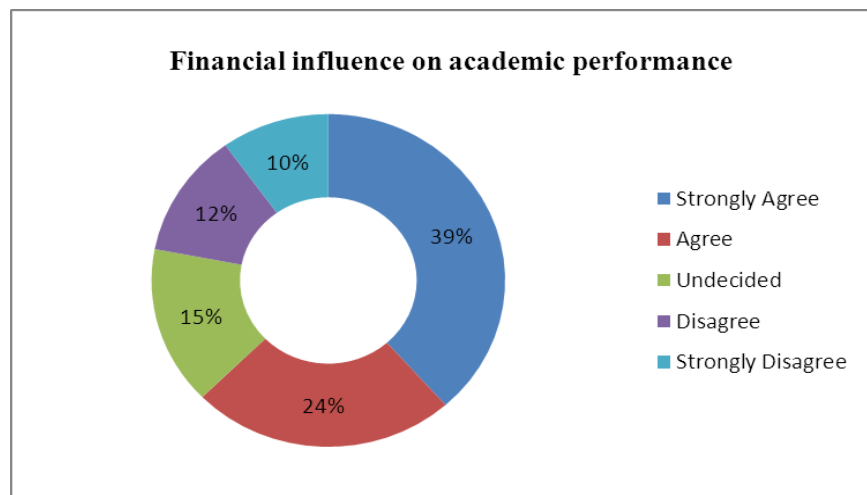
Table 4.7: Children's liking for similar career to their parents

Wish to have a similar career to that of you parent?	Frequency	Percentage
Never	49	54
Rarely	16	18
Sometimes	14	15
Often	12	13
Total	91	100

Surprisingly, Table 4.7 cited that 54% of the sampled students never wished to take up a similar career to their parents. 18% rarely wished to have an occupation like their parents while 15% sometimes wished for that to happen and only 13% often wished for that. This means that a majority of sampled students would rather not take up similar careers to that of their parents.

Data was sought to establish students' attitude on whether their parents' financial background influenced their academic performance. Data collected was analysed and is presented in the chart below:

Figure 4.8: Financial influence on academic performance



From the Figure 4.8, we can see that 39% strongly agreed with the statement while 12% disagreed on the same. 24% actually felt that their parents' financial status affected their academic performance while 12% of respondents disagreed and another 15% were undecided. This means that a bigger majority of the sampled students were of the opinion that their parents' financial background had an influence on their academic performance.

The study also sought to find out the parents' opinion on whether their occupation affected their children's academic performance. Most parents felt that it actually does both positively and negatively. Their occupation determined whether they had enough time to be with their children to assist in homework and guide them as well as visit their school. Their occupation also determined how best they are able to pay school fees on time to avoid disruption of students learning. Occupation on that basis therefore can affect performance in school.

4.4 Influence of parental involvement in learning activities on children's academic performance

Respondents were also asked whether their parents assisted them with homework and assignments. Responses are as shown below.

Table 4.8: Parents assistance on homework

How often do your parents assist you with homework and assignment?	Frequency	Percentage
Never	29	32
Rarely	20	22
Sometimes	24	26
Often	18	20
Total	91	100

According to the Table 4.8, majority of respondents (32%) said their parents had never assisted them with assignment. 26% had been assisted sometimes while 22% were rarely assisted. 20%

had often been assisted by parents do their homework. This means that majority of the sampled students did not receive much help with their homework from their parents.

Students were also asked whether they appreciated when their parents got involved in their school activities. Data collected was as follows.

Table 4.9: Appreciation on students on parental involvement

Do you appreciate when your parents get involved in your school activities?	Frequency	Percentage
Never	20	22
Rarely	13	14
Sometimes	25	27
Often	33	36
Total	91	100

From Table 4.9, 36% of the respondents often appreciated when parents involved themselves in their school activities. 27% sometimes appreciated and 22% never appreciated while 14% rarely did. This means that the bigger majority of the sampled students appreciated it when their parents got involved in their learning activities.

Asked whether their motivation to do well in school depended on their parents, students gave the following responses.

Table 4. 10: Motivation and parental involvement

Does your motivation to perform in school depend on your parents?	Frequency	Percentage
Never	29	32
Rarely	11	12
Sometimes	26	29
Often	25	27
Total	91	100

According to Table 4.10, 32% of respondents never felt that their motivation to perform in school depended on their parents. 29% felt that sometimes it was a motivation while 27% felt that often parents were a motivation to perform in school. 12% were for the opinion that rarely parents are a motivation. It is clear from the responses of the sampled students that their motivation to perform in school did not depend on their parents.

Students were asked how often they talked to parents in planning college programs and career choices. Responses are analyzed below.

Table 4. 11: Frequency of students discussing their career with parents

How often students talked to their parents about career	Frequency	Percentage
Never	19	21
Rarely	17	19
Sometimes	28	31
Often	27	30
Total	91	100

According to Table 4.11, majority of respondents (31%) said that they sometimes talked to parents about college programs and career choices. Following closely were those that said that they often talked to their parents about the same. 21% said they never talked to their parents about career while 19% said they rarely did. This means more of the sampled students discussed their college programs and career choices with their parents.

Data was sought on whether parents helped students in moral and ethical formation. Responses obtained are presented in the table below.

Table 4.12: Parents' involvement in moral and ethical formation

Parents involvement in moral and ethical formation	Frequency	Percentage
Never	14	15
Rarely	15	16
Sometimes	18	20
Often	44	48
Total	91	100

According to the Table 4.12 majority of respondents (48%) said that parents often helped in moral and ethical formation. 20% were for the opinion that sometimes parents were involved while 16% said they rarely did and 15% said that parent were never involved. It is clear from the findings that majority of the sampled students were in agreement that their parents helped them in moral and ethical formation.

The study also sought to find out students opinion on whether their parents attitude and style influenced them in any way. Data that was collected is analyzed in the table below.

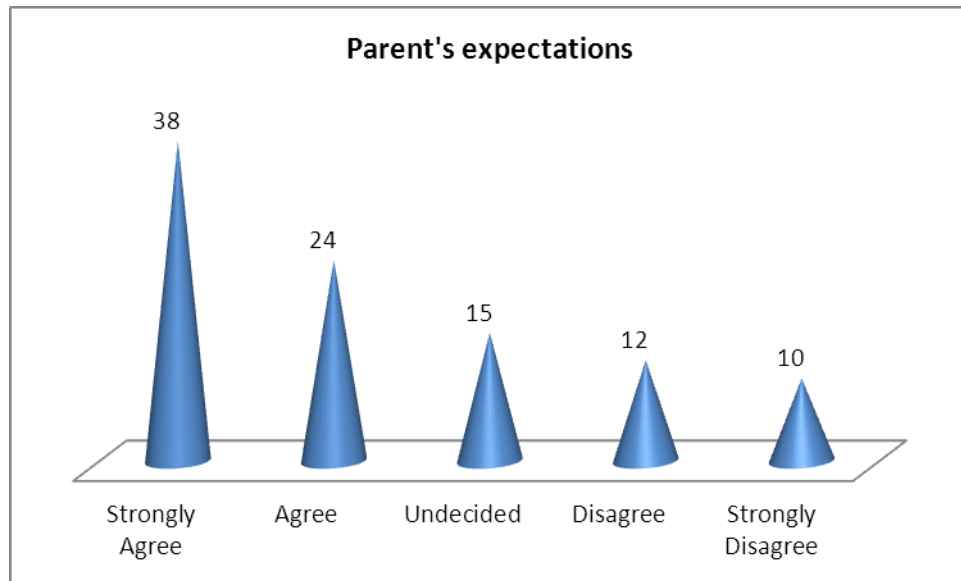
Table 4.13: Influence of parenting style on attitude

My parents overall style and attitude influences me	Frequency	Percentage
Strongly Agree	16	18
Agree	22	24
Undecided	16	18
Disagree	13	14
Strongly Disagree	24	26
Total	91	100

From the analysis in the Table 4.13, 26% of sampled students disagreed strongly of any influence of parents' attitude on them. However another 24% agreed to the same statement while 18% strongly agreed and an equal number remained undecided. Only 14% disagreed. This means that parents' attitudes do not always influence students or their children.

Sampled students were also asked whether their parents had high expectations on them. Responses from students are analyzed below.

Figure 4.9: Parents' expectations on students



From Figure 4.9, a big majority of sampled students strongly agreed that parents had high expectations of them (74%). Another 18% agreed to the same while 3% was undecided with an equal number disagreeing. Only 2% strongly disagreed with the statement. This means that a bigger number of the sampled students agreed that parents hold high expectations of them.

The study wished to also establish whether the attitude of parents helped socialize them. Data collected was as analyzed below.

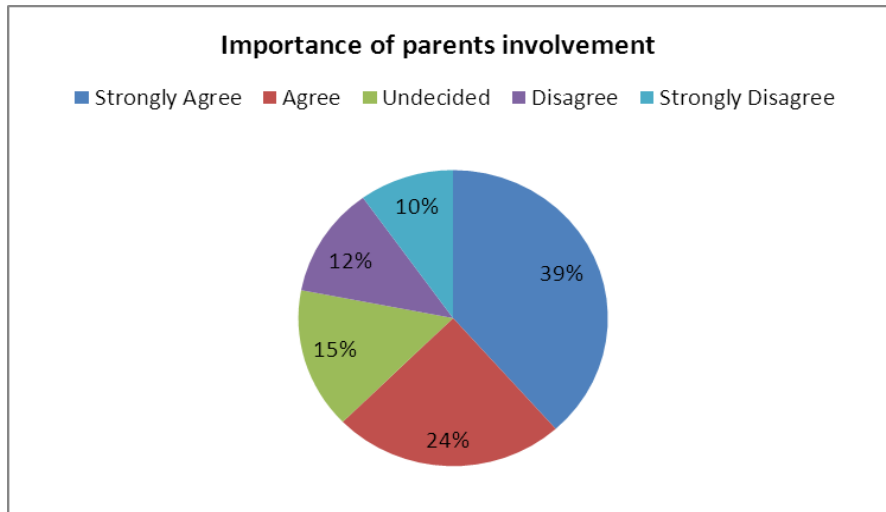
Table 4.14: Influence of parents' attitude on socializing students

Parents attitude helped socialize students	Frequency	Percentage
Strongly Agree	34	37
Agree	31	34
Undecided	9	10
Disagree	8	9
Strongly Disagree	9	10
Total	91	100

Data collected showed that majority of learners agreed that parental involvement helped socialize them. From Table 4.14, It is evident that 37% and 34% strongly agreed and agreed respectively. 10% of respondents were undecided with an equal number strongly disagreeing. 9% disagreed on the same. This means that the majority of the sampled students agreed that parental involvement helped socialize them.

Students were also asked to give an opinion on the importance of parents being involved in their school activities. Data collected was analyzed and results obtained were as shown below.

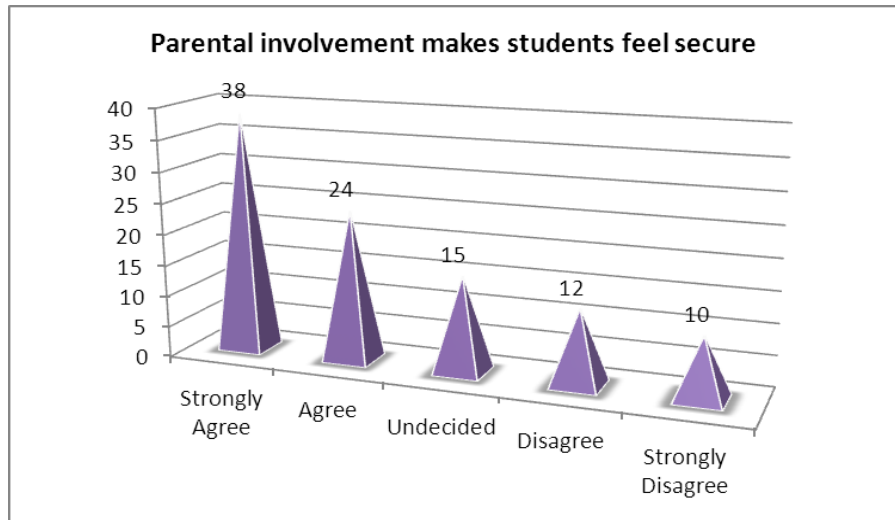
Figure 4.10: Importance of parental involvement



According to Figure 4.10, 49% emphasized the importance of parents' involvement in school activities by strongly agreeing to the statement. Another 29% agreed to the statement while 18% remained undecided. 8% and 3% strongly disagreed and disagreed respectively. It is clear from the sampled responses that most of the students were of the opinion that it was important for parents to be involved in school activities.

Sampled students were asked whether their parents' involvement and interest made them feel secure. Their responses are analyzed as follows.

Figure 4.11: Parental involvement making students feel secure



According to Figure 4.11, 51% of respondents strongly agreed to the statement while another 29% agreed that they actually felt secure when their parents were involved. 8% of respondents were undecided with an equal number strongly disagreeing. 5% disagreed with the opinion. This means that more than half the sampled students were of the fact that parental involvement in their learning activities made them feel more secure.

Students were asked whether their parents knew of their future career desires and choices. The following is the trend of their responses.

Table 4.15: Parents’ awareness on career choices of their children

Parents are aware of career desires	Frequency	Percentage
Strongly Agree	47	52
Agree	24	26
Undecided	6	7
Disagree	7	8
Strongly Disagree	7	8
Total	91	100

According to Table 4.15, 52% of respondents said that their parents were aware of their career desires and choices while 26% agreed to the same. 7% of the students remained undecided with 8% disagreeing and an equal number strongly disagreeing. This means that more than half the sampled students were of the opinion that their parents were aware of their career desires and choices.

When asked whether there was ample communication between them and their parents. Sampled students gave varying responses as analyzed below.

Table 4.16: Ample communication between students and parents

There is ample communication between students and parents	Frequency	Percentage
Strongly Agree	35	38
Agree	22	24
Undecided	14	15
Disagree	11	12
Strongly Disagree	9	10
Total	91	100

From the Table 4.16, 38% of respondents strongly agreed that there was ample communication between them and their parents. 24% agreed to the same statement while 15% were undecided. 12% and 10% disagreed and strongly disagreed respectively. This means that most of the sampled students were in agreement that there was ample communication between them and their parents.

Respondents were also to express their opinion on whether their parents made the right decisions for them. Data was collected and is analyzed below.

Table 4.17: Parents’ decisions for their children

Parents make the best decisions for their children	Frequency	Percentage
Strongly Agree	41	45
Agree	22	24
Undecided	9	10
Disagree	11	12
Strongly Disagree	8	9
Total	91	100

From the above Table 4.17, majority of sampled respondents (45%) strongly felt that parents made the best decisions for them while another 24% agreed to the same. 12% and 9% disagreed and strongly disagreed while 10% remained undecided. This means that a big number of the sampled students were of the opinion that their parents made the best decision for them.

To sum up the section, the study sought to establish what challenges learners faced for lack of parental involvement in their studies. Most of the learners felt that without the involvement of parents, they are likely to make unwise decisions either career wise or discipline wise. Others felt that without their parents they would easily drop out for lack of confidence to press on. A good number of respondents also felt that without parental involvement they would hardly perform well since parents motivate them to do so.

Students were also asked to suggest ways of how well their parents would get involved in their learning. Some of the ideas included: parents visiting their schools often, This will ensure they manage to check on their progress as well as ensuring school fees is paid promptly to avoid waste of time out of school.

From the focus group discussion, teachers were asked how they ensured that parents were involved in students' learning activities. Some of the ways that were highlighted included: ensuring that each class has a representative in the PTA; organizing school open days and invite parents; organizing academic clinics; organizing sporting activities that involve parents among others.

Asked whether parents cooperated with the schools, on average three quarters of the parents were seen as cooperative to a good extent. Students whose parents were reported to be uncooperative showed signs of poor performance, being reluctant to bring parents when asked to as well as reporting withdrawal. To improve parental involvement, teachers suggested that sensitization programs should be organized in the communities especially via churches and such forums. It was also the opinion of some teachers that some parents should be forced to take responsibility.

From the interview, parents were also asked ways in which they involved themselves in their children's learning activities. Some of the ways identified include helping their children with their homework, consulting teachers, committing themselves to payment of school fees as well as inspecting their books. However, most of the interviewed parents cited absence of fathers as a major barrier in their success.

During the interview session parents highlighted some of the benefits of getting involved in their children’s learning. These included better performance, improved discipline, making them happy as well as giving them a sense of belonging.

4.5 Influence of effective parent-teacher relationship on academic performance

Sampled students were asked whether school systems respected and involved parents in school roles and the general running of the school.

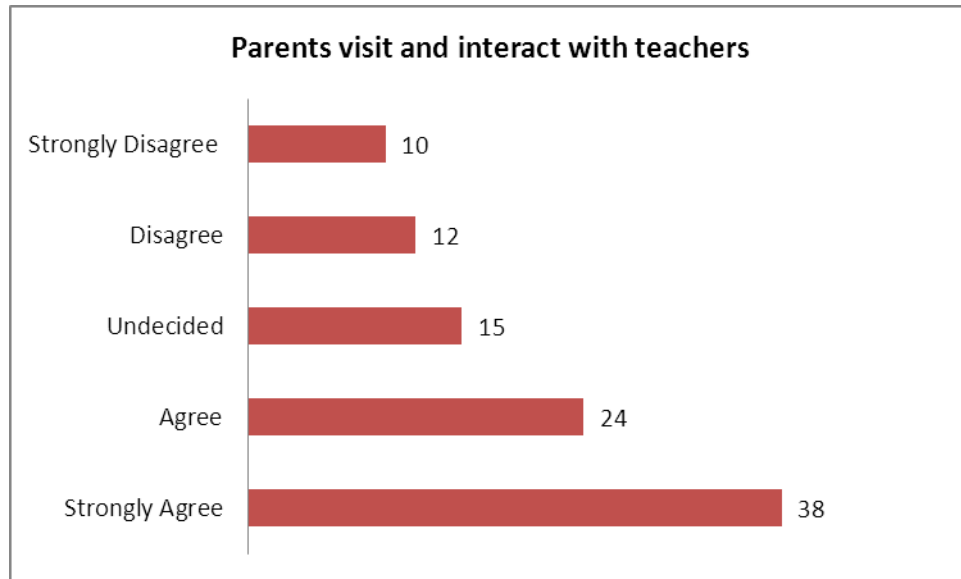
Table 4.18: Involvement of parents by schools

School systems respect and involve parents	Frequency	Percentage
Never	15	16
Rarely	25	27
Sometimes	23	25
Often	28	31
Total	91	100

According to Table 4.18, we see that 31% of sampled respondents felt that schools involved parents in running of schools while 27% said that they rarely do while 25% were for the opinion that they sometimes do while 16% said schools never involved parents. It is clear that from the sampled students a big majority of them felt like the school involved parents in the running of the schools.

The researcher also sought to find if parents visited and interacted with teachers constantly. Data collected is analyzed below.

Figure 4.12: Parents' interaction with teachers



From the Figure 4.12, 38% of respondents strongly agreed while 25% agreed. 19% disagreed that parents visited school to interact with teachers. 13% strongly disagreed with an equal number remaining undecided. This means that a bigger number of the sampled students were of the opinion that their parents visited and interacted with teachers often.

From the focus group discussion, opinion was also sought from teachers on how often parents visited school each term. It was established from their responses that most visited once every term for academic clinics organized by the schools. However, some visited voluntarily though rarely while a big number only visited on invitation by the schools.

When teachers were asked of school activities in their schools that aimed at socialization of parents and teachers, some of such activities that were mentioned included: prize giving days;

PTA meetings; career counseling; class meetings; games and sports; open days; mass among others.

From parents' interview, they pointed out that, it was advantageous to maintain cordial relationship between them and teachers. Some of the advantages they highlighted include: that it is likely to improve students' performance; that parents are able to understand school policies and avoid being on the wrong side of the school; that they are able to get updates on their children's academic progress, health wise and discipline wise etc.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter comprehensively draws conclusion from all the findings as pertains the goals and objectives the study set out to attain. It shall give a summary of the study, a conclusion to the study as well as the researcher's recommendations about the research problem.

5.1 Summary of the Study

The purpose of the study was to investigate the relationship between parental socio-economic status and student academic achievement. To answer the research question, the researcher sought information from five secondary schools in Westlands District, Nairobi County.

To achieve the main aim of the study, the research was guided by four objectives that is

- i. To find out how physical facilities and learning resources influence achievement and attainment of performance in schools in Westlands District's informal settlements.
- ii. To determine the influence of occupation of parents on academic performance of students in informal settlements in selected secondary schools in Westlands District.
- iii. To find out whether there was a relationship between parental input and involvement in learning activities and children's academic achievement.

- iv. To find out whether there was an impact of effective parent-teacher relationship on academic achievement of students in informal settlements of Westlands District. Other scholars' views about the research problem were also of great importance in the study.

After preparing the research proposal the researcher sought to collect data to identify the actual situation on the ground. Data was collected from the five sampled schools, sampled teachers and parents using relevant instruments that were prepared by the researcher and approved by the supervisor. The research instruments were administered by the researcher in person. Instruments used in the research were Students' questionnaires, Teachers' Focus Discussion Groups and interview guides for parents.

Collected data was then analyzed using scientific methods and presented in charts, tables, graphs as well as qualitative narrations. Interpretations of the findings are presented in chapter four of this research project. Based on the findings, the following conclusions have been drawn.

5.2 Summary of the major findings

The following were major findings of the study

5.2.1 On Influence of physical facilities and learning resources on academic performance

The study established that physical facilities and learning resources had a direct influence on academic performance of learners. That some students had sometimes to be sent away for lack of school fees and school provisions and that their parents struggled to cater for their education.

5.2.2 On influence of home environment on character and attitude

It was established that home environment had a significant influence on their character and that this affected their academic performance.

5.2.3 On Influence of neighborhood on performance

A big number of the sampled students were of the view that neighbourhoods had an influence on school performance.

On the same issues, the study established that teachers' opinion on whether students' school motivation depended on home environment was that not much of their motivation depended on home environment, but agreed that home might have a bearing on students' self-esteem and therefore affect them academically.

Parents also were of the opinion that it was difficult parenting in the informal settlement due to low level of moral values in such areas. Other difficulties highlighted include lack of available clean water, food, electricity, resources, and transport among others.

5.2.4 On Influence of parents' occupation on students' academic performance

From the respondents of the students, more than half the sampled students had no wish to take up similar careers to that of their parents. They also did not think that their parents worked for either too long nor too few hours.

The study also established that most of the parents' sampled were of the opinion that their occupation affected their children's academic performance. They felt the influence can be both positive and negative. They cited that their occupation determined whether they had enough time with their children and get involved in their learning or be able to pay their fees and provide for other needs.

5.2.5 On Financial influence on academic performance

The findings established that most of the sampled students were in agreement with the statement that financial background of their parents had an influenced their academic performance.

Parents unanimously agreed that economic background influenced performance of students. However, they were divided on whether the influence was positive or negative. Some felt that poverty motivated some students to work extra hard to liberate themselves, while others felt that the poor conditions at home may provide conditions too harsh to favour learning, for example hunger, lack of electricity, and other social amenities. School fees may also force students to stay out of school.

5.2.6 On Influence of parental involvement in learning activities on children's academic performance

The study established that a bigger number of the sampled students did not get help with their assignments from their parents. However, most of the sampled students appreciated when their parents got involved in their school activities. However, a bigger majority of the sampled students never felt that their motivation to perform well in school depended on their parents. It is also clear from the students' responses that most of them discussed their career and college programs with their parents. Most the students also felt that their parents helped them in moral and ethical formation.

5.2.7 On Influence of parenting style on attitude

The findings established that a big number of the sampled students felt that parents' attitudes and did not always influence students or their children. The study also cited that a bigger majority of the sampled students felt that parents held a high expectation of them.

5.2.8 On Influence of parents' attitude on socializing students

The study established that the majority of the sampled students were of the opinion that parental involvement helped socialize them well into society. It was also revealed that many of the sampled students were of the opinion that it was important for parents to be involved in school activities. On parents' involvement and feeling of security, more than half the sampled number of students strongly agreed to this. From the study, a majority of parents were said to be aware of the student's career desires and choices, and that there was ample communication between students and parents. Majority of the sampled students also felt that the parents made the best decisions for them.

5.2.9 On Influence of effective parent-teacher relationship on academic performance

The study revealed that most of the sampled students felt that the school involved their parents in the day to day running of the school. A big number of the sampled students were of the opinion that their parents visited and interacted with teachers as often.

The teachers' responses on how often the parents visited the school each term was that it was mostly once each term for academic clinics organized by the school. They however said that a few visited voluntarily, though this was rare. They revealed that a big number of parents only visited on invitation by the school.

On the activities that were organized to socialize parents and teachers, the teachers mentioned such activities as prize giving days, PTA meetings, career counseling, class meetings, games and sports, open days, mass among others.

From the parents' point of view, it was revealed that they felt that it was a big advantage to maintain a cordial relationship between them and the teachers. The benefits they pointed out included: - likelihood of improving students' performance, they would be able to understand school policies and be able to get their children's academic progress, health and discipline records.

5.3 Conclusions of the Study

Subject to data collected from both primary and secondary sources, it can be concluded that the physical and other critical instructional resources were grossly inadequate and/or in a pathetic condition and not conducive to education provision. It also came out clearly that this can greatly and negatively influence academic performance especially where learners are sent home for such facilities. That way, learners wasted a lot of time out of school and therefore their performance is likely to deteriorate. Learners who also missed such facilities have their self-esteem greatly affected and that was likely to impact on their academic performance.

Secondly, the study established that there was a non-significant correlation between the occupation of parents and academic performance of learners. It was established from the point of view where occupation determined ability of parents to finance the education of their children, it is likely to affect academic performance since parents who are not able to finance education are likely to have their children lacking most academic necessities and therefore have their performance affected. On the same note, occupation also determines time available for parents to

follow up on the discipline of their children as well as their academic progress. On a different approach, children who came from poor families were seen to work extra hard to liberate themselves from such conditions and are therefore likely to perform well academically.

Lastly the study established a significant positive correlation between good parent-teacher relationship and parents' involvement in their children's and academic achievement. Parents' involvement in the learning process was seen to yield positive results. Learners felt that when parents are involved, they guide them in making the right choices in career as well as in discipline. Students' self-esteem was also reported to improve as students felt a sense of security when their parents are involved in their learning.

Good teacher-parent relationship was also seen to yield positive results as far as academic performance is involved. The relationship ensured that parents followed up on their children's discipline, career choices and academic performance and consequently better academic performance is reported among learners.

After the statistical analysis it was concluded that, parental occupation, parental involvement in learning activities and effective parent-teacher relationship were facilitating factors. On the other hand the parents' low ability to finance education, coupled with the poor status of physical and instructional resources were inhibiting factors to students to academic achievement and attainment in the study locale.

5.4 Recommendation of the study

Based on the findings of the study, it is therefore recommended that the government should strengthen the collaboration between key education development partners to mobilize physical teaching/learning resources and strengthen education in Westlands informal settlements.

Unemployment should be controlled. The best way to approach this can be by offering poor students scholarships, free books and other stationary. Alternatively, basic education should be made entirely free and the government should even consider extending extra help to the extremely vulnerable students: - giving uniform, sanitary towels, writing material among others. In addition it is recommended that the government should take steps to raise socioeconomic status of people and especially, those living in urban informal settlements.

It is also recommended that parents should be highly sensitized about the benefits of parental involvement in the learning of their children. They should be made aware that the back does not stop at merely paying school fees rather their direct involvement with the learning of their children is greatly required to improve academic performance.

It is also recommended that adequate modalities should be put in place to ensure a working teacher-parent relationship. Such relationship was seen to greatly influence academic performance and therefore education stakeholders should ensure that the relationship is maintained at its best for smooth learning to take place.

5.5 Recommendations for further research

Finally, the researcher acknowledges that this research is not the end to influences of socioeconomic status of parents on academic performance. It is recommended that further researcher should be undertaken for the betterment of the education of all.

A future research should concentrate on access to quality education in informal settlements and compare private and public schools within the urban informal settlements.

REFERENCES

- Abagi, O. (1997). Status of Education in Kenya situational analysis and implications for educational reform. Nairobi institute of policy analysis and research.
- Arnold, M. (2000). Rural schools: Diverse needs call for flexible policies (policy brief) Aurora, Co: Mid –content Research for Education and Learning.
- Abrams, Charles (1964), *Man's struggle for shelter in the urban world..* Cambridge: The MIT Press.
- Bandura, A. (1997). Personal Efficacy in Psychological functioning. In G.V. Caprara (Ed), Milan,Italy; Franco Angeli.
- Barlows J. (1999). Parenting matters. London: Barnados.
- Buckland, P. (2000). Making quality basic education affordable: What have we learned? New York: UNICEF Cameroon
- Cameron, S.((2010). Access to and exclusion from primary education in slums in Dhaka, Bangladesh, Research monograph No. 45 Unitd Kingdom.
- Caldes, S. & Bankston, C. (1997). Effects of school population socio-economic status on individual academic achievement. *Journal of educational research.*
- Coleman, J. (1966). *Equality of Educational opportunity.*Washington, D.C.: United States Government Printing Office.
- Chen, H. (2009). The longitudinal factor structure of parent involvement and its impact on academic performance. Proquest dissertation, University of Denver, Denver, Colo, USA.
- Chimombo, J. (2000). Classroom,school and home factors that negatively affect girls education in Malawi. Centre for education research and training.
- Clark, R. (1990). Why disadvantaged children succeed public welfare. Springs Pub.
- Crampton, F. (2009). “Spending on school infrastructure: does money matter?” *Journal of Educational Admonistration*, Vol. 471st
- Desimone, L. (1999). Linking parent involvement with student achievement. *Journal of Educational research.*

- Dibal, G. (1982). An examination of the causes of the low performance in primary school National Common Entrance (NCE) Examination in Borno State. *African studies in curriculum Development and Evaluation* No. 63
- Eamon, M. (2005). Social-demographic, school neighbourhood and parenting influences on academic achievement of Latino young adolescents. *Journal of youth and Adolescence*.
- Epstein, J. (1992). School and family partnerships. *Journal of Educational Research*.
- Fan, X. and Chen, M.(2001). Parental involvement and students' academic achievement: a meta-analysis, " Educational analysis Review"
- Fletcher, A. (1980). *Effective interviewing*, New Delhi: Universal Book Stall.
- Graetz, B. (1995). *Perspectives on socioeconomic status and school Education: Australian Government Publishing service*.
- Hassan, (2009). Children's school grades and their parents' labour market. *Journal of Educational Research*.
- Iruka, I. & Barbarin, O. (2008). *African American children's early learning and development*. Thousand Oaks, CA: Sage.
- Jeynes, W. (2002). Examining the effects of parental absence on the academic achievement of adolescents. *Journal of Family and Economic issues*.
- Jeynes, W. (2007). The relationship between parental involvement and urban secondary school student academic achievement. *Journal of Educational research*.
- Krueger, A.B.(2004). *Inequality, too much of a good thing, Inequality in America*, MIT Press.
- Kruse, K. (1996). *The Effects of a low socioeconomic environment on the student's academic achievement*.ERIC Document Reproduction Service.
- Maurin, E. (2002). The impact of parental income on early schooling transition.*Journal of public economics*.
- Magnuson K. (2005). and Duncan, G. J. *Can Family socioeconomic Resources Account for Racial and Ethnic Test Score Gaps? The future of children*.Princeton University Press. Washington D.C.
- Mugenda O. and Mugenda A. (1999). *Research methods: quantitative and qualitative approaches* Nairobi Acts
- Onsomu, E. (2006), *Impact of Gender and socioeconomic factors on learning achievements in primary education in Kenya*; Kenya institute for public policy Research and Analysis.

- Orodho, J. (2009). *Techniques of Writing Research Proposals and Reports in Education and social sciences*. Masola publishers.
- Orodho, J. (2009). *Elements of Education and Social Science Research Methods*. (Second Edition) Maseno, Kenya Kanezja Publishers.
- Orodho, J. (2009). *Elements of education and social science research methods*. Nairobi. Kenya Kanezja Publisher.
- Payne, Geoffery K. (1977), *Urban housing in the third World*. London: Leornard Hill.
- Peters, H. & Mullis, N. (1997). *The role of family income and sources of income in adolescent achievement*. In Duncan, Brooks-Gun (Eds), New York.
- Parson, R.D., Stephanie, L. & Deborah, S. (2001). *Thomson learning Inc*.
- Ramey, S.L. & Ramey, C.T. (1994). The transition to school. *Phi Delta Kappan*.
- Rowan, B. Cohen D. & Raundenbush, S.W. (2004)). *Improving the educational outcomes of students' poverty through multidisciplinary research and development – Internet*.
- Saifi, S. & mehmood, T (2011). Effects of socio-economic status on students' achievement. *International journal*
- Sirin, S. R. (2005). Socioeconomic status and academic achievement: A meta-analytic review of research. *Review of educational research*.
- Smith, J.R., Brooks-GunN, J., & Klebanov, P. (1997). *Consequences of living in poverty for young children's cognitive and verbal ability and early school achievement*. G.J. Duncan & J. Brooks- Gunn (Eds).
- Stevenson, D.L. and Baker, D.P. (1987). 'The family- school relation and the child's school performance'. *Child Development*.
- Sum, A.M. & Fogg W. (1991). *The adolescent poor and transition to early adulthood*. Centre for National Policy Press.
- Trizard, J., Schofield, W.N., & Hewison, J.(1982). Collaboration between teachers and parents in assisting children's reading.
- UNESCO World Education Report (1986). Teachers and teaching in a changing world.
- White, K. (1982). The relationship between socioeconomic status and academic achievement. *Psychological Bulletin*.

APPENDICES

Appendix I: Questionnaires for students

My name is Mary Nadenge Gabriel, a student at the University of Nairobi, undertaking a Masters degree at the Department of Education Foundations – specializing in Sociology. I am carrying out a research on Relationship between parents’ socio-economic status and academic achievement: The case of selected secondary schools in urban informal settlements in Westlands Division, Nairobi. Kindly answer the questions below as honestly and accurately as possible. Feel free to ask for any clarification. Information provided will be treated with utmost confidentiality, kindly DO NOT write your name anywhere in this questionnaire.

SECTION A

This section requires you to give information about yourself. Please fill in to the best of your knowledge. Use a tick (√) where necessary

- a. School: _____
- b. Gender: male () female ()
- c. class: Form 11 () Form III () Form IV ()
- d. Type of school: Private () Public ()
- e. Age: 10-12 ()
13-15 ()
16-18 ()
18 and above ()
- f. Type of family: nuclear () single () other 9 () (specify) _____

SECTION B

0 = never 1 = rarely 2 = sometimes 3 = often

	0	1	2	3
Do your parents work for too long?				
Do you wish your parents worked for shorter hours?				
How often do your parents consult with the teachers in a term?				
How often are you sent back home for lack of learning provisions and fees?				
How often do you go to bed before your parents get home?				
How often do your parents get to assist you with homework and assignment?				
Do you appreciate it when your parents get involved in your school activities?				
Does your motivation to perform well in school depend on your parents?				
How often have you talked to your parents in planning your college program and career choices				
Do your parents help you in moral and ethical formation?				
Do you desire to take up a similar occupation to that of any of your parents?				
The school system respects and involves parents in school roles and the general running of the school				

SECTION C

In each of the statements below, you are asked to affirm how you feel about each of the statements by selecting one of the responses.

Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD)

	SA	A	U	D	SD
My parents financial background affects my school performance					
My parent’s overall style and attitude influences me					
My parents have high expectations of me					
My parents struggle to cater for my education					
My parents visit and interact with my teachers constantly					
My parents overall style and attitude teaches me					
My parents overall attitude and style socializes me					
It is important for parents to be involved in school activities					
My parents presence and interest in my work makes me feel secure					

My parents are aware of my future career desires and choices					
My home environment influences my character and attitude					
My neighbourhood influences my school performance					
There is ample communication between me and my parents					
My parents make the best decisions for me					

What challenges are you faced with for lack of adequate school essentials?

.....

What challenges are you faced with for lack of parental involvement?

.....

Suggest how your parent can be fully involved in your school work?

.....

Thank you very much for your cooperation

Appendix II: Interview questions for parents

1. What do you think is the state of parenthood in urban informal settlements today?
2. How can you compare parenthood in urban areas and rural areas today?
3. How true is the fact that level of income in a family is a key factor in determination of child rearing style by parents?
4. Does the ideology that “many African fathers tend to develop a stoic demeanor in the family, leaving mothers to communicate and interact with the children” hold any meaning? please explain
5. What is your occupation?
6. What other alternative ways do you use to make money to support your family?
7. What is your average monthly income?
8. Do you think your occupation can influence your children’s academic achievement?
9. In what ways can your family income impact on your children’s schooling and eventually their academic output?
10. In what ways do you involve yourself in your children’s learning activities?
11. What are some of the advantages of maintaining a good relationship between you and your children’s teacher?
12. What benefits will your child enjoy in your involvement in their schooling and assignment supervision?
13. Please explain how the neighbourhood in which you live in could affect your children’s growth, character development and academic achievement?
14. In what ways does the government reach out to you and other parents in the education of your children?
15. What challenges do you face in terms of children development (adolescents), making demands, peer influence and balance between job and family time?

Appendix III: Focus group discussion questions with teachers

1. How often do you consult parents in each term?
2. How do you identify students who seem to have home issues in a class/
3. Do you keep records of individual student performance and discipline records?
4. How do you ensure parents are involved in the students learning activities?
5. Do you have any program that helps to prepare students in life skills? If so discuss.
6. What activities that the school encourage which could be aimed towards socialization of parents and teachers?
7. Are the parents in this school cooperative? Give an average percentage of their cooperation?
8. Do you think the local community is interested in the school's affairs? If so explain.
9. Do you think that most of the students' school motivation depends on home environment? Please discuss.
10. Do you think students' family economic background influences their performance? If so, please discuss.
11. Can students' peer influence their academic performance? Yes? No? please discuss if yes? Please discuss if no?
12. Do you have cases of absent parents in your class? What are the signs that the parent is non-involved and is absent in the students' life?
13. How do you ensure that students under your watch are success despite their difficult economic backgrounds?
14. Does the school have a remedial class program? If so, how is conducted? How have the students who have gone on this program faired generally? Can you cite examples of 3 students who have greatly benefited and by what margins?
15. Is it true to say those students whose parents have higher academic backgrounds perform better academically, please discuss?
16. Discuss some of the unique challenges that you face as teachers who have to work with children from urban informal settlements?
17. What recommendations can you suggest that can help improve parents' involvement in school and in their children's academic progress?

Thank you very much for your cooperation

Appendix V: Budget for the study

ITEM	SPECIFICATIONS	AMOUNT
Secretarial services	a)Typing proposal	Ksh. 4,000.00
	b)Photocopying questionnaires	Ksh. 3,000.00
	c)Typing final proposal	Ksh. 4000.00
	d)Printing/corrections	Ksh. 5,000.00
Stationary	a)Writing material	Ksh. 2,000.00
	b)Two reams of duplicating paper	Ksh. 3,000.00
	c)Flash disk	Ksh. 1,000.00
Field research exp.	a)Travelling expenses	Ksh. 10,000.00
	b)Food and water	Ksh. 5,000.00
Binding costs	a)Binding proposal	Ksh. 2,000.00
	b)Binding project – 7 copies	Ksh. 15,000.00
Sub Total		Ksh. 54,000.00
Contingency	10%	Ksh. 5,400.00
GRAND TOTAL		KSH. 59,400.00

Appendix VI: Work plan work frame: months

ACTIVITY	Dec	Jan	Feb	March	April	May	June
Designing the topic of study							
Proposal approval							
Proposal writing							
Piloting							
Proposal correction							
Proposal Defense							
Data collection							
Data analysis							
Submission of final copy of project report							