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**SLUM SCHOOL ENVIRONMENT AND PUPIL PERFORMANCE: SCHOOL IN
LIMURU DIVISION, LIMURU ZONE, RIRONI VILLAGE,
A CASE STUDY LIMURU**

**BY
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**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN AND
DISTANCE LEARNING IN PARTIAL FULFILLMENT OF THE
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UNIVERSITY**

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DECLARATION

NJORGE JOYCE NJERI Am here by declare that to the best of my knowledge this report is original and has never been published in this university nor any institution of higher learning.

Signed.....*Njorge*.....

DATE.....*13/8/2010*.....

DEDICATION

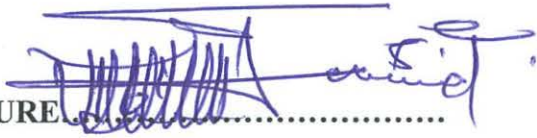
First of all I dedicate this report to the almighty God who have enabled me and kept me alive up to this date.

Secondly to my Husband John Ndaya Kimuchu and my Daughter Esther Njeri Ndaya who has financially supported me and for the tireless effort in prompting me to move on in life with all tasks at hand. May the good Lord give him abundantly.,

APPROVAL

This research report is submitted for examination with my approval as a University supervisor.

SIGNATURE.....

A handwritten signature in blue ink, consisting of a series of vertical strokes followed by a cursive flourish.

MR. KIBUUKA MUHAMMAD.T.

DATE.....

16th/08/2010

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I would like to thank the following people for their help in making this research. First, I thank my supervisor Mr. Kibuuka Muhammad.T., my Head Teacher Mr. John Ndegwa , my friend Josphine Nyoro, My Brother Peter Kimani, and my Nephew Devins Mwauri and then my family who financed me through the hurdles of making this research, and lastly all those persons who in any way helped me to get meaning out of so much complex work before me.

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ABSTRACT

This study was about the slum school environment and pupil performance in Primary schools in Limuru Division. The study was based on three objectives, that is, to find out the cause of slum in Primary schools in Limuru Division, to establish the relationship between teachers' and pupils' academic performance and to find out the attitude of teachers towards the students

The review of literature indicated that although there are many scholars who have written about slum school environment and pupil performance, none of them indicates how they affect students' performance in Primary schools in Limuru Division. The major tool of data collection was questionnaires and the study was both qualitative and quantitative.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter shows the background, problem statement, purpose of the study, objectives, research questions, scope and significance of the study

1.1 Background of the problem

Urbanization is a common feature in many developing nations, which are found in Africa, Asia and South America. Many factors have contributed to the rapid rate of urbanization that has been experienced in these countries. Initially, the availability of job opportunities was the most influential factor. This attracted many rural dwellers that moved to the city to occupy the available job opportunities. However, with time the conditions have changed and urbanization has been a major contributor to some of the problems that these countries now face.

The United Nations report (1996) states that in developing countries rapid urbanization and growth of towns and cities, where public and private resources tend to concentrate, represent new challenges.

A major challenge attributed to urbanization is that of the mushrooming of slums in major cities and towns. Adequate housing is among the essential amenities that many cities have failed to provide to their inhabitants. Consequently slums have arisen as a cheaper and more affordable housing; they have been associated with several problems, unemployment,

environmental degradation, social disintegration, large scale population, displacement in tolerance violence and violation of human rights (United Nations 1996).

Many slum and non-slum dwellers agree that poverty is a blame for the lack of most of the essential that are necessary in life. This is documented in “Aid brief, education in sector” (2001), where it asserted that although the elite classes can be seriously affected the greatest impact is on the poor. Poorer families and communities spend less on nutritious food adequate shelter.

Preventive health measures non aid related health care, education and other basic needs, problems ranging from health related issues as poor nutrition, poor living standards to inadequate means of human and household waste disposal have all been blamed on poverty. Problems related to educational issues have also been largely attributed to poverty and this hinders effective learning.

1.1.1 Profile of study area

LIMURU slum is in Kitusuru location of Westland’s division in Nairobi. The slum started in 1970’s when a nearby coffee plantation attracted many poor and jobless people from Western Kenya and other parts of Kenya.

1.2 .Statement of the problem

According to the Koech Report (1999) the biggest challenge facing the nation is that of ensuring access to basic education for all achieving equity by eliminating all existing disparities with particular reference to the education of slum children.

Education is acclaimed as a fundamental aspect of development in any society in the contemporary world. As fundamental as it is, education is faced with millions of obstacles which range from political interferences to the cultural beliefs of the people.

Most children from the slums do not go to school due to issues related to lack of enough fund ignorance on the parents, lack of enough schools and in adequate vacancies in the schools that are available some parents in the slums do not allow their children to go to school even when they have reached the area of joining school because the children remain at home with their young ones while their parents go to look for there daily bread.

One of the key motivating queries of this research proposal research study will be to find out whether the learners have time for their personal studies and whether they are able to do their home work after school.

In this research, researcher's aim is to find out the problems that the learners experiences at their homes after school that hinder them from effective learners.

1.3 .Purpose of the study

The purpose of this study will be to investigate on the factors that hinder effective learning in slum schools. A case study in St. NYORO Primary School in LIMURU Slum, Limuru in Nairobi Kenya.

1.4 .Objectives of the study

The objectives of the study will be;

To investigate the performance in St. NYORO primary school.

To investigate the factors that hinder the effective learning in slum school especially St. NYORO primary school LIMURU slum in Nairobi.

To make recommendation on how to resolve the factors that hinders effective learning and improves the standard of the education in schools.

1.5 Scope of the study

The research will be limited to factors that hinder effective learning in slum schools, a case study of St. NYORO primary school, LIMURU Good News Center in LIMURU, Slum – Limuru in Nairobi.

1.6 Significance of the study

The study will be educational oriented. It will look upon the standard of education provided. In the slum areas in our country it will mainly be based on the primary education in St. NYORO primary school in LIMURU slum.

The findings of this research will enable the management of St. NYORO primary school to discover the factors that hinder effective learning. With this kind of knowledge, the school administration would stand a better chance of understanding the children from the slum and develop more tactics and improve strategies to helping the children more appropriately to cope with problems and increase the value of education.

The result of the study would help the teachers to improve the state of the quality of teaching encourage and motivate the learners encourage mutual understanding between the parents, and school community for better learning and performance of the pupils.

The research would also be useful to donor individuals and partners to be more knowledgeable on the factors that hinder effective learning of pupils in slum schools and inspire them to put up learning facilities that would raise the academic performance in the school.

The research would also benefit the community and the school by improving sanitation. Minimizing child labour and control gender imbalances in order to raise high standards of living in slum areas as well as inspiring high academic performance in the school.

The research would also help to create good rapport between the school and the community around, this will help to facilitate for good performance since all the stakeholders will be involved fully.

1.7 Definition of terms

Education: The process through which knowledge skills, attitude and values are imported for the purpose of integrating the individual in a given specific society or changing the values and norms of an established society.

Informal settlements: Not following an established procedure in terms of settlement.

Slum: An area of a city that is poor and where houses are dirty and in bed conditions.

Primary education: This is a basic where pupils take eight years (in case of Kenya) to complete their course after which, they join Primary schools.

Formal education: Is recognized educational institution as distinguished from what is learnt outside schools, colleges and universities.

Basic needs: Things people cannot live without or necessities of life for example shelter, clothing etc.

Standard of living: Level or degree of achievement of human needs.

Investigate: To discover and examine all the facts about something.

Hinder: To stop something from being achieved effectively.

Rapport: Good relationship between two parties in the same Geographical region.

Poor performance: Not good achievement.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The review of literature will be done by research from a wider perspective of the previous studies and will focus on capturing some areas of concern that are related to the factors that hinder effective learning in slum areas.

The review will sight on the schools in slum areas and finally ended by coming up with major gaps left by the previous studies as well as suggestions that could be explored in the area of study.

2.1 Poverty and Education

Education produces knowledge, skills, values and attitudes. It is essential for civic order and citizenship, for sustained economic growth and the reduction of poverty. Education is a key area of public policy in all countries; this was the subject of a land mark international meeting in 1990. This world conference was held in Jontien, Thailand under the joint sponsorship of the UN Development Program (UNDP), (UNESCO, UNICEF and World Bank.

In the conference, research was carried out to lead to a deeper understanding of how education contributes to economic growth the reduction of poverty, which are the key factors that affect education and good governance, which is essential for implementing sound economic and social policies.

World Bank Financing of education has grown rapidly in the past fifteen years especially in the low and middle income countries like Kenya. Projects to support primary and lower Primary education, (the basic education), have become increasingly prominent in Bank investments for the sector.

In this research, this is evident because there are a number of projects, which are supported by the World Bank especially in the slum areas like Kibera to support primary education.

The journal of social Development of Africa (1997) stated that the burden of poverty is spreading unevenly among the regions of developing world. This is evident in Kenya whereby the slums experience extreme poverty.

According to "American Government Yard Stick for Poverty" in the late 1960's s 5.5 million Americans that are 13% of the population was poor and many children 18% under the age of 18 years lived in poverty. This greatly affected their education (1960).

Education is one of most important basis of social life and contributes greatly in the development of the individual and the society. Individual learns the necessary skills of productive life in modern societies and cultural (Schwartz 1975).

In most developing countries and especially in Africa, formal education for the greatest number of children terminates at primary level. The school leavers are too young to work and they have not possessed adequate skills for gainful employment. Thus, the investment in education by both the government and the parents can not be said to have yielded any financial terms.

2.2 Qualities and the Cost of Schooling

According to World Bank Studies (1996), school drop out rates are of concern for two reasons. First lower grade attainment implies a lot of potential human capital an important determinant of economic growth second, high drop out rates reduce the efficiency of the public education system. If the goal is to get a certain number of student through a given level of schooling for instance primary school, then having students' drop out raises the cost education per grade.

For instant, the first higher skilled children who performance well on achievement tests tended to be the ones who stay in school. While a student attending a lower quality school was more likely to drop out and complete fewer grades. Therefore, bringing the quality of all schools up to the level of the best would reduce the drop out annually.

The most effective way of achieving lower drop out rate in countries where school completion lagged significantly behind enrollment rates is by raising the quality of schooling through improving access to primary schools. In third World Countries, cost sharing method of financing education is used, for education cannot be described as a right of every school going child. Cost of education does really influence both the school performance and schools drop out rates.

Millwood (1977) stated that, in Kenya high cost schools provide better and quality education where the examinations are deeply prepared. The result is that, "Children from high cost schools have a better examination performance." A student from a good school has the chance of being selected as a good pupil than that of a bad school.

2.3 Performance Between Boys And Girls

Millwood's (1977) said that, "to be female and poor is double handicap to getting in education" added a rural background and you have a terrible handicap." In most cases, the enrollment rate of boys in primary and Primary schools is higher than that of girls. The argument is that the poor are largely excluded from access to education even when they have physical access; they are less likely to make use of it. They are most unlikely to be found in the upper reaches of Primary schools and universities. Millwoods talked about the poor in general. He however, gave more emphasis to rural poverty and disadvantage of being a female from a poor family.

2.4 School Planning Management

Educationalists agree quality education performance comes as a result of combined factors. Students tend to perform better in schools where conducive and well organized work environment is provided than those with troubled and unhealthy condition should strive to achieve in school setting these qualities can be observed through student's academic performance and the type of relation prevailing among the people involved in the school (Mbiti 1981).

Good economic background of a school plays a key role for the smooth running of activities hence influencing positively student's academic work.

Mbiti (1981) outlined a number of factors that influence academic performance of students in any place. Teachers attitude towards their work and their pupils their classroom management and their interaction with pupils have great impact on the academic achievements. Pupils are some times neglected abused, mishandled and set out of class during teaching learning

periods. This uncondusive atmosphere makes some people hate school obvious results of all these are absenteeism, poor performance and non completion of education cycle.

most of our teachers today are lowly motivated either due to inadequate training, stagnated through lack of reading, in service or poor pay which is the most major crisis in Kenya teaching profession as else where in Africa.

Good head teacher's leadership style is also foundational for success of students. According to Schiller (1964.4) students' academic performance depends to a greater extent on good leadership style. These are social interpersonal, technical, administrative and intellectual skill. Good leadership style has motivational aspects, which influence both teachers and parents positively.

Planning is very important for effective teaching (Ngetich 1999). Most teachers do not plan and much of their teaching is incidental. Some teachers can not present their subject material in a systematic way, which brings about confusion to students.

Bannaars et al (1994) commented on the problems facing the Kenya-Tanzania education system. He said that the level of teacher preparation is sometimes low because of a need to get a quick supply of teacher is catch up with the ever increasing enrolment in schools, hence increase in the number of untrained teachers. Teaching as a profession needs people who are knowledgeable, skilled and competent and have confidence in their work, in order to provide quality education.

2.5 Facilities in School

Mbiti (1981) stated that poor quality of education in many developing countries is contributed by lack of adequate and proper physical facilities, which are conducive to effective learning and teaching in rural areas. There is lack of equipment it is inconceivable that children will be able to learn effectively, also without proper and adequate supply of curriculum support material most teachers find it difficult to keep high standards of teaching.

Discipline in school contributes a lot to teaching and success in life. What is usually seen as indiscipline may be an expression for deep problem and it is distressing that administration and others concerned have labeled the involved pupils in the curriculum implementation. Therefore indiscipline in school in Kenya is the acute problem leading to poor academic performance.

2.6 Unemployment and Child Labour

A UNESCO report of March (1997), stated that while preserving efforts are being made to improve the education situation in Africa, is often complex and difficult. African economies are caught up in the process of restructuring. There is the burden of debt, structured adjustment programmes high levels of unemployment which all work against the education of children in these countries, children are expected to provide domestic and wage labour, which seriously affects their attitude to achievement seriously affects their attitude to achievement in school because they have obligation to community and family activities. Children in these poor states change their roles to earn a living due to their poverty life.

Mongi (1999) carried out a study of the relationship between poverty and child labour among slum households in Kibera, Nairobi. He said that Kibera was the biggest slum in Nairobi and majority of its adult residents were low waged employees, small scale entrepreneurs and

others were unemployed. Housing was mainly a single roomed unit per family. Generally, poverty dominated people residing in the slum because many were not employed and could not fend for themselves. That resulted into child labour compelling parents to send their children to work in order to get money to run their families.

Poverty contributed to the rise of child labour in slum, due to inadequacy of basic needs. Most children dropped out of school because of poverty and they turned to child labour as the main opinion to earn a living.

Tryphone (1999) carried out a study on the effects of unemployment to children aged 3 to 12 years in LIMURU slum of Nairobi City. She pointed out that due to unemployment of parents or their guardians, many children lack the basic needs and are found facing many problems, some became street children, sexually abused child laborers and neglected delinquent, destitute, handicapped orphaned, aids infected and even drug addicts. The situation of these children is indeed painful generally in urban centres and particularly in slum areas in Nairobi, LIMURU being one of them.

2.7 Hygiene and Sanitation

A report by UNEP in the year 2001 about poverty and environment caused by environmental factors to a large degree rested on the shoulders of the poor in fact, the overwhelming majority of 3 million people who die every year from water borne diseases were the poor people. The 2 million people who die every year of indoor pollutions were mostly poor children and women. Recent estimate suggested pre-mature death and illness due to major environmental risks accounted for a fifth of the total burden from environmental risks was far less in rich countries.

2.8 Effects of Education by Peer Influence And Drug Addicts

Weil's report (1972), views drug and alcohol as a social problem, which most youth enjoy taking in order to escape from life's difficult situation. Since it is believed to bring tolerance ease of mental stress and reduction of mental fatigue. Since they are at an active stage in life, they therefore give them sort of relaxation.

For Weil (1972), stated that youth regard the usage of the drugs as a form of psychotherapy, alcohol, bhang among others are believed to increase one's knowledge and awareness. Since the youth seem to find this temporary relief in school education takes Primary state and so to some youth education looses meaning leading to early school drop outs and to others poor performance.

Wanjiru (1997) carried out a research on alleviation of drug abuse in schools going children. She researches on the Nairobi affected youth and their parents. She found out that parents were largely to blame for they were highly responsible for drug abuse in school going children. The parents themselves participated in the consumption of drugs, alcohol and cigarette smoking hence paying very little attention to their children. The children in turn copied their parents, hence leading to poor performance in school.

Summary, missing gaps and conclusion from the above previous studies by different authors, the researcher found out that the researched materials contain some of the factors that hinder effective learning in slum areas. Those who carried research in slum areas were too general that they ended up carrying out a research in LIMURU slum whose population is growing very rapidly. This adds an advantage to the researcher's area of concentration (area of study).

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

in this section, the researcher discusses the methods were used; research design, description of sample ;and sampling procedure; and the description of research instruments, data collection and analysis.

3.1 Research Design

According to Ogula (1998) a research design is the plan, structure and strategy to investigation convinced so as to obtain answers to research questions and control variance.

In this study the researcher used survey design. This method was used in systematic manner; factual information necessary for decision-making. This included the identification of the objectives of the study, development of questionnaires, selection of related sample, administering the questionnaire to members of the sample and tabulation of the result in a descriptive fashion.

3.2 Target Population (Sample)

The researcher's main interest was on the factors that hinder effective learning in slum areas; LIMURU as an example to main target groups on which the researcher was centered on in this school. The teachers, pupils and administrative staff (head teacher and deputy head teacher).

3.3 Sampling

The researcher was carried out research in only one school. The samples are to be selected from the upper classes in the school. That is standard six, seven and eight.

The researcher opted for the pupils in these classes because they were anticipated to be able to express themselves and can give the right and adequate information than those in lower classes. For each of the three classes sample of thirty pupils were selected exclusively from LIMURU slum. This was done in order to exclude the pupils who lived in the boarding and were members of the selected classes.

The population of pupils resulted to a sample of ninety (90) who were stratified and randomly picked as representatives of all the pupils in the school and lived in LIMURU slum. The sample for the teachers who were selected for the research were according to the number of streams of the three classes and were the class teachers of these classes.

The researcher picked class teachers because they were expected to have more information about their learners. Therefore the sample of the teachers was added up to six (6) since each class was double streamed.

In the administration stream, the head teacher and the deputy head teacher were asked to give more information about the learning in the school.

3.4 Sample Procedure

The researcher employed stratified random sampling for selecting the pupils. Those who come from the slum in the three classes were first stratified according to their classes and number of streams per class 15 (fifteen) pupils were randomly picked from each stream. This

was for purposes of obtaining the actual number of pupils in each stream who come from LIMURU slum; meaning the thirty pupils (30) from each of the three classes were selected.

The class teachers were selected according to the number of streams; therefore this was how the six (6) teachers were chosen. The researcher gave priority to teachers because of their close interaction with the pupils which puts them in a better position with information about the pupils.

3.5 Data Collection Methods

- a) To achieve factual information about the factors that hinder effective learning in slum areas; questionnaires involved target groups to facilitate in data collection.
- b) Questionnaires consisted of both open and closed-ended questions designed to prompt the respondents to give the information required. The questionnaires for pupils had eleven.
- c) Items while for teachers had (9) nine items.

The items of both sets of questionnaires were divided into two sections. Section one comprised of characteristics of the teachers while for the pupils section one was about their characteristics and section two about their family background.

For teachers, items, part (A) answered questions on pupils academic performance, part (B) was about the factors that hinder effective learning in slum school in preference to St. NYORO Primary School and part (C) was to give suggestions on how the factors that hinder effective learning could be resolved so as to improve the standards of education in the school.

3.5.1 Interviews

Structured interviews were used to collect data from the head teacher and the deputy head teacher. The researcher met the respondents face to face and asked them questions, which the researcher recorded as the individual responded to each question.

Through use of interview the researcher was able to seek for more clarification and details by asking more questions depending on what the respondent answered on the previous questions. The interview questions were based on the objectives of the study.

3.5.2 Observation

3.6 Data Collection

The researcher carried out the research in two weeks. In the first week she visited the school to administer questionnaires. She gave both the teachers and the pupil's questionnaires to the head teacher who in turn helped in distributing them to the targeted population.

In the second week the researcher collected the questionnaires and same time interviewed the administration staff.

3.7 Data Analysis Procedures

The researcher analyzed data with the aid of simple descriptive statistical methods which included the use of frequencies and percentages. Each response was tallied against its corresponding alternative chosen by the respondents to obtain frequencies from which percentages were calculated, interpreted and discussed.

The researcher presented the analyzed data in tabular form. The quantitative data was used to supplement the qualitative data.

CHAPTER FOUR

DATA PESENTATION; ANALYSIS, INTERPRETATION

4.0. Introduction

This chapter puts forth the research findings under the major theme. The process of data analysis that were employed like editing, organizing and coding the information. The research methods and research questions were effectively used to obtain information from the respondents totaling to 104

Table 1: Adult responses on socio-economic performance and pupil academic performance.

| Category | Number of respondents n=64 | Percentage |
|---|----------------------------|------------|
| Lack of instructional materials in school | 45 | 70.3% |
| Under staffed schools | 45 | 70.3% |
| Government policy of K.P.E | 25 | 39.1% |
| Inadequate income among parents | 35 | 54.7% |
| Lack of refreshment courses for teachers | 42 | 65.6% |
| Lack of supervisors from the district education officer | 44 | 68.8% |
| Community leaders were not committed | 25 | 39.1% |
| Lack of scholastic materials by pupils | 46 | 71.9% |
| Absenteeism of teacher | 54 | 84.4% |

Source: primary Data

Table 4.1 shows that out of 64 adult respondents in the study on the socio-economic factors that affect pupil academic performance ; 54% mentioned lack of instructional materials in school; 70.3% of the respondents said under staffing of schools; 68.8% of the respondents said lack of supervisors from the district educational officer; 65.6% of the respondents said lack of refreshments courses for teachers; 54.7% of the respondents said that inadequate income among parents; while 39.1% of the respondents said government policy of K.P.E; and 39.1% mentioned lack of commitment by the community leaders. All these affected the academic performance of children negatively which was, as pointed out unanimously by all the respondents reflected in the low grades got by the pupils especially when it comes to the Primary Leaving Exams(KCPE).

Table 2: Children’s responses on the socio-economic factors and their academic performance

| Category | No.of respondents n- 40 | Percentage |
|---|----------------------------|------------|
| Peer influence | 10 | 25% |
| Lack of Supervision | 9 | 22.5% |
| In accessibility of guidance | 36 | 90% |
| Lack of scholar stick material | 30 | 75% |
| Lack of time to revise books because of domestic work | 25 | 62.5% |
| Long distance covered | 35 | 87% |
| Sickness | 20 | 50% |
| Inadequate food | 22 | 55% |
| Mistreatment from parents | 10 | 25% |
| Poor Housing | 15 | 37.5% |
| Absence of the teachers | 10 | 25% |

Source: Primary of Data

90% of pupils said that inaccessibility of guidance from their parents. 87.5% of these respondents said that long distance covered to reach school. 75% of the respondents said that lack of scholastic materials. 62% of the respondents said that lack of time to revise because of excessive domestic work. 55% of the respondents said that inadequate food. 50 % of the respondents said that sickness. 25% of the respondents said that mistreatment of parents, peer influence, absence of teachers and lack of supervision. These were problems affecting their performance.

Children reported that they lack guidance from their parents. Many parent believed a child's academic improvement is the teacher's responsibility. Children feel valued when they are allowed to have a say on issue affecting them.

In the focus group discussion, pupils reported that long distance coverage to reach school. Mostly in rainy seasons, pupils miss classes especially children who stay far from school. Pupils walk about six miles to reach school. This situation has reduced pupils' interest in studying. Most pupils said that, they lack scholastic materials like pens, books or pencils and uniforms. As it was reported by teachers, parents lack income generating activities to support their children in school. Children [orphans] said that their relatives discriminate them when providing those materials. This has affected their academic performance.

Pupils reported that they lack time to revise their books because of excessive domestic work . Parents tend to overwork them.

Scenario: A thirteen years old girl wakes up at 4:00 am to get ready for school and before going to school must wash utensils, sweep the compound and prepare breakfast for her and

by 5:00 am must walk to school. She returns home at about 7:00 pm. The child gets home totally exhausted but must fetch water at the well and peel food for supper. Finally goes to bed between 10:00 pm or 11:00 pm. This is the daily plan.

The child lacks time to revise her notes or do home work, such children are stressed, and prolonged stress of this nature places a tremendous load on the heart, blood vessels adrenal and immune system. As adult, we are aware of our own stress, we forget the fact that our children are often placed under tremendous pressure. This pressure makes children lack concentration and attention in class hence deteriorate in academic performance.

In addition, these children sleep late and wake up very early. This affects their behavior, emotions, energy, and memory performance. When a child or an adult does not get enough sleep at night, he or she is likely to lack concentration and performs poorly in the morning. This leads to a child (pupil) making a careless mistake in exams.

Other pupils said that inadequate food affect their academic performance. As observed, food production has decline due to poor agriculture methods practiced. This made children have one meal in a day either breakfast or lunch. Most children skip lunch while others skip breakfast due to inadequate food at their homes .This was mostly experienced by poor children [no food to eat in the morning]. Children can also skip breakfast when they are in hurry to get to school in time. Food provides energy for the brain in order for the brain to function well. Pupils said that they feel irritated, develop headache, sometimes dizzy and dose in class when they are hungry.

This has affected their concentration and leading to less attention in class. Therefore, if a child goes on for long intervals without food on daily basis she/ he can get memory problems.

It was observed that some mothers spend long time in the garden at least from 7:00am -3:00 pm, when they have left children aged 2-4 years home without preparing food for them. This skipping meals affects the child's brain from childhood as they take long hours hungry. The same applies to pregnant mothers who skip meals. This also affects the brain of the unborn child.

Through the focus group discussion, respondents said that sickness also makes them miss school for a number of weeks. Malaria was the most disease reported that affects the pupils. Some parents can not afford private clinics. The government Health Unit Centers, drugs are inadequate especially for malaria g. In addition, these Health Unit Centers are sparsely located far from people's home. This has also contributed to their poor performance.

Like any human being , teachers also get sick, they are few in number where one teacher for all subjects especially in the lower classes [P,1 and P.2],when she/ he gets sick ,pupils miss classes until she / he comes back . This is a big problem in the lower classes. The absenteeism of teachers contributes to their poor performance. This was supported by an argument that the teacher earns a low salary which can not help them meet their daily needs. They have ended up engaging themselves in other activities rather than teaching like pet trading (small shops) and farming especially in seasons for planting crops. This is taken up most of their time.

As observed in K.P.E schools, the high number of pupils in class which overcrowds the room and teacher find it difficulty to help each learner to understand and mark each pupil's book.

Pupils were mostly marked only in exams. They remained ignorant about their performance in class until examination time. This These primary schools lacked instructional material such as manlier papers, charts, pieces of chalk, desks, and texts books, and were under staffed. Pupils sometimes would not study due to lack of pieces of chalk and the schools would not afford to buy them itself but waits for the supplies from the districts. With this situation pupils skip lessons for no good reasons which have left pupils uncompetitive with non UPE schools.

The respondents reported that inadequate funding from the schools has affected the implementation of the activities planned, for instance, most schools lacked text books to support the learning of pupils. It was confirmed that teachers could find it difficult to teach pupils without texts books because children would understand best through pictures and diagrams in the texts books. Due to limited books, teachers have resorted to mixing languages [Swahili and English] when teaching. This has created a serious problem where pupils preferred explanations in Local language to English. More to that local language was spoken more in school than English leading to pupils failing to construct sentences in English and interpreting the examination questions. This has increased failures at the end of P.7.

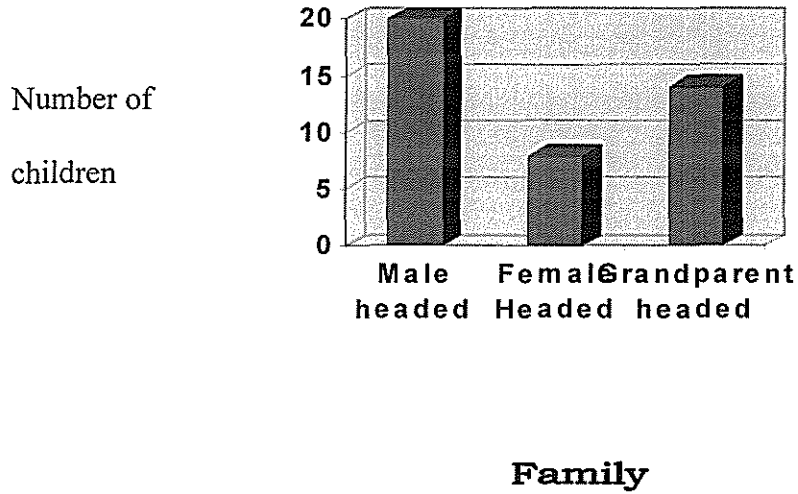
The findings indicated that also lack of scholastic materials like clothing [uniform], books, pens, pencils, school bags, and shoes. Poverty was identified as a key factor responsible affecting children from adapting to the school environment. Teachers reported that most children are sent to school without uniforms, books and pens or pencils when it comes to the examination period. Pupils are expected to revise their notes but since they never wrote down notes due to lack of books. They will go to do exams without revising anything; this has increased poor performance amongst pupils.

It was evident the inadequate income was a serious problem in some homes headed by poor grandparents, who would foster grandchildren (orphan). According to their age, they said that they find it difficult to provide scholastic materials for them. Children would be sent back home to buy uniforms, books and pens, where most of them return after a week and miss a lot in that week when they were at home, hence their performance deteriorates.

More to that some poor male headed families would not support their children in education, this was confirmed that stress has made men resort to drinking alcohol and have failed to provide the basic need for their families. This has increased conflict and domestic violence when a woman request for some things like books, pens and salt for the family, she will be quarreled and beaten in front of their children. These men prefer to beat their women to reduce stress of unemployment. Children are brought up in such misery and conflicts they have found it difficult to study because of the violence and poverty at their home. Psychologically these children are stressed and end up failing academically in school.

The few female headed families have valued education and tried their best to support their children with scholar stick materials and counseling and guidance. Children from families which had relatively poverty were performing better than those children from homes hit by absolute poverty.

Figure 1: Male headed, Female headed and Grandparents families where children stay



Source: Primary Data

From the focus group discussion, 40 children, 47.5% of the children were coming from male headed families. 20% of the respondents were coming from female headed families. 14% of the respondents were coming from grandparent headed families. Poverty in those families was limiting the processes of their children's education. While the male headed families, domestic violence was stressing children as they think of such situation. This affects their concentration leading them to poor performance in class.

Family homes are too small for the larger family size. This was coupled with lack of beddings, limited space and light for children to revise their books at night due to financial constraints to paraffin. Children from such homes reported that the house's conditions expose them to coldness, mosquitoes at night and rainy seasons make it worse because their house leaks and they spend sleepless nights. This has affected their concentration and end up dosing

in class hence such situation has stressed pupils leading them to loss interest in studies and leading them to dropping out school.

Parents have failed to give their children money to pay for monthly exams which made pupils miss these exams ,they can not afford to provide text books and also fail to buy paraffin to light at night for their children to read their books. This has contributed to their poor academic performance in class. In short, poverty and illiteracy was the most problem increasing the socio-economic environment which are affecting the academic performance of children in primary schools. A parent's status contributes to a child's excellence because he/she will be able to provide the necessary ingredients for his/her child's growth and support in education.

How poverty affects children:

Regardless of Kenya's levels of Development, the deprivations caused by child poverty are extreme. The odds are against poor children, and impact on their lives is far- reaching. They face a greater rate of low birth weight, abuse and neglect physical and mental impairment, learning disability and poor performance in school [if education is available to them].

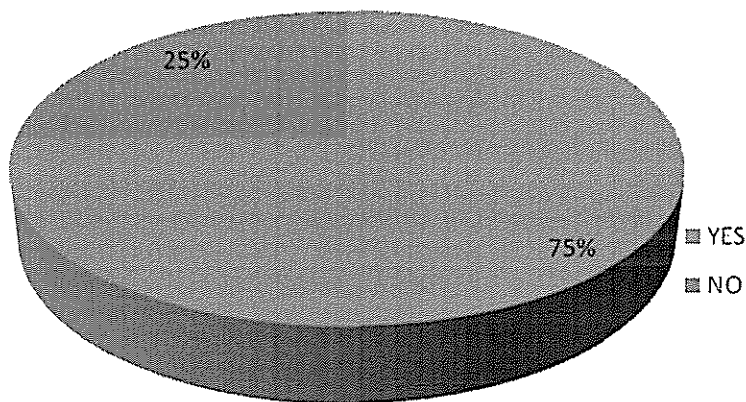
4.1 Research Question 2

Education experts believe that the internal environment of a school exerts great influence on the child's personality development. Ronald G Corwin in his book sociology of Education observes that one of a school's major functions is to make the child progressively independent of the family.

A school provides an environment for competition where your child can compare himself with others. This builds the child's self-esteem. Learning is a shared experience and a school facilitates learning in both cultural and social dimensions.

Pupils' academic performance was geared by motivating the best performers and punishing the poor performers. But continuous giving the same prizes or punishments has affected the child's behavior of reaction when rewarded or punished in the same way he/ she is ever rewarded or punished for instance children reported that teachers at school mostly give them exercise books or pens when they perform best which they are the same prizes every given out each term. This has de-motivated and affected their academic performance because they want other prizes such as school bags, pairs of shoes, trips or pay money for them monthly exams a part from the books/ pens. While parents would only thank them always. This has contributed to their academic deterioration in class

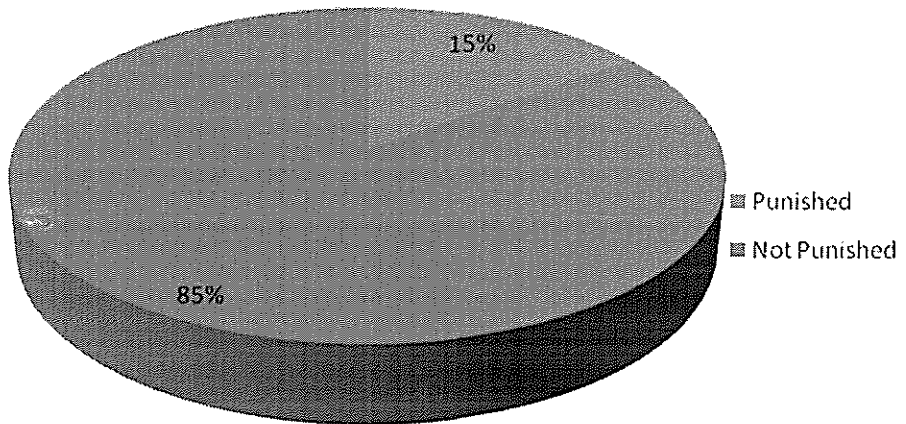
Figure 2: percentage of children who are rewarded for their good



Source: Primary Data

From the pie chart above ,75% of the pupils said that they are rewarded whenever they perform best in the class and 25% of the respondents said that they are never given anything or be thanked when they make slight improvement on their academic performance.

Figure 3: percentage of pupils who are punished for poor academic Performance by teachers and parents



Source: Primary data

85%of the pupils said that they are never punished for poor academic performance either by teachers or parents and 15% of the pupils said that their parents or teachers have punished [beating them] for poor academic performance which has helped them to improve on their performance.

Some pupils had no improvement on their academic performance whether they are punished or not. This showed that these children's interest lies somewhere else than studies.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Summary

The socio-economic and socio –psychological problems have a significant relationship with the poor academic performance of children in primary schools in LIMURU slum Limuru. This was evident from respondents' reports that financial constraints, illiteracy levels among parents housing problems inadequate food due to poor farming methods leading to loss of soil fertility hence low yields. The schools were understaffed, lacked instructional materials, pupils lacked scholastic materials, covered long distances to reach school, parents had negative attitude towards education. Due to ignorance and illiteracy coupled with poverty they less involved themselves with school activities hence leaving everything to the government to be provided to their children (free education.) This increased the number of teachers' absenteeism.

The researcher found out that there was high poor performance in P .1 leading pupils repeating the class and also poor parenting skills have increased neglect of children. This has increased early pregnancies and early marriages. These two aspects have reduced the number of pupils who sat for KCPE in LIMURU slum Limuru. Some pupils have lost interest in studying and have engaged themselves into pet jobs for pet money such as baby sitting, casual labour, house attendants, tea plucking and bodaboda cyclist. But some pupils work as bodaboda cyclist and continue studying, all in all they less concentrated and perform poorly in class hence hey ended up dropping out of school.

LIMURU slum Limuru's children education indicators are quite low with educational level attainment directly related to the low performance, dropouts and irregular class attendances. This is due to poverty amongst teachers and parents. The community has not improved on UPE by supporting teachers or pupils, further there is very low private investment in education. With the introduction of USE, poorer results at high levels are expected unless the community starts contributing towards education.

5.1 Conclusion

In conclusion, some parents had no value for education where they would not struggle ensure that their children at least complete P.7. Most of them expected the government to provide all the necessary needs to their children because the president Museveni told them free education to all age going children. This has reduced the efforts of parents put in supporting their children in education.

The respondents reported that poverty levels among people has affected the progress of the academic performance of pupils for instance, very few people would pay fees for their children in Nursery schools before joining FORM ONE due to their low income. Some parents take it as a luxury because they do not know the importance of taking a child to these schools. This has been evident by poor academic performance of pupils who join form one without any knowledge or ideas about the subjects in FORM ONE hence they end up repeating that class. The best pupils in primary schools are from homes which value education, mostly self motivated, being encouraged by their own parents and inspired by successful people in that community. Encouragement from parents first, inspires children in education, for example, Dr. Carson who is also an author of gifted hands, Think Big and Big Picture. He speaks of the support he got from his mother who was poor and not highly

educated but worked hard to sustain her two sons in school. His mother instilled in him interest to study and he is now grateful for that because he is now famous. So parents, when your child presents a bad academic report to you, think of your role before you comment.

The stakeholders should implement the recommendations basically to improve on the academic performance in LIMURU slum Limuru. I wish anyone could use this research report to intervene on the major theme. Life is about solving problems, if one can not solve problems then he or she can not go any far.

5.2 Recommendations

Parents need to be sensitized about the importance of education which will reduce excessive domestic work they assign to their children and end up not having time to revise their books. This will change their attitude towards education.

There is need for school inspectors to be serious with carrying out supervisions in schools and records for future reference incase of promotion or demotion of a head teacher who is not serious. This would help head teachers to monitor their teachers and pupils in order to improve the academic performance.

There is need to sensitize and teach parents and teachers communications skills. They tend to use excessive verbal threats which are a sign of poor communication skills such as “I’ll smash that big head!” “Stop crying before I beat you up.” The children will do the same to the fellow children even more badly. Children might not remember what you said but they will never forget how you said. Both teachers and parents should always remember to back up the criticisms with compliments or verbal praise for the best results.

The head teachers should sensitize the parents about the importance of packing and encouraging children to take food at school, and enforce the law by sending back children home who have not packed food for lunch or breakfast time especially children whose home is far from the school. Foods rich in proteins, carbohydrates and vitamins such as Matoke, Irish and sweet potatoes, beans, groundnuts, yellow fruits, green vegetables, meat and clean and drinking water. These will help the child's brain to develop and body too hence has glucose to fuel the brain.

The teachers should encourage learners to speak English because there is no examination from KNEB that can be set in Kenya and even term exams within these schools are set in English then there is need to devise measures to ensure that pupils speak English at school. Teachers should help pupils to tell stories, read poems in English which will improve on their reading culture and spoken thus improve their academic performance.

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APPENDICES

APPENDIX A: TIME FRAME

| ACTIVITY | TIME (PERIOD) |
|--------------------------------|-----------------|
| Writing Research Proposal | January – March |
| Pilot study | May |
| Data collection | May – June |
| Writing and typing the project | June – July |
| Binding Project | August |

APPENDIX B: PROPOSED BUDGET

| ACTIVITY | COST (KSHS) |
|-----------------|-------------|
| Transport | 1000 |
| Meals | 1500 |
| Stationary | 400 |
| Typing proposal | 900 |
| Typing project | 1200 |
| Binding | 300 |
| Total | 5300 |

APPENDIX C: INSTRUMENTS

PUPILS' QUESTIONNAIRE

Fill in the blank space or tick in the appropriate box provided

PART A:

SECTION 1: PERSONAL INFORMATION

1. Gender:

Male

Female

2. Class:

Standard six

Standard seven

Standard eight

3. How old are you?

Between 5 -10 years

Between 10 -14 years

Between 14 – 18 years

Above 18 years

PART B:

INFORMATION OF PUPILS' FAMILY BACKGROUND

1. How many are you in your family?

Between 1 – 4 children

Between 5 -8 children

Between 9 -12 children

2. How many of you go to school?

Between 1 – 4 children

Between 5 -8 children

Between 9 -12 children

3. Area your parents /guardian;

Permanently employed

Casually employees

Self employed

Non of the above

4. Who caters for your school provision like uniforms, writing materials etc.?

Parents

Guardian

Sponsor

School

SECTION II

**PART A: INFORMATION OF FACTORS THAT HINDER EFFECTIVE LEARNING
IN THE SCHOOL**

1. Do you have personal text books?

Yes
No

2. Does the school have enough learning facilities such as text books?

Yes
No

3. Are you allowed to borrow school text books to use at home?

Yes
No

4. Do you do personal studies after school or during the weekend?

Yes
No.

5. What problems do you face in this school?

.....
.....

**PART B: SUGGESTIONS ON WHAT CAN BE DONE TO IMPROVE LEARNING IN
ST. NYORO PRIMARY SCHOOL IN LIMURU SLUM**

What do you think can be done to improve learning in St. NYORO Primary School in
LIMURU slum?

.....
.....
.....
.....

TEACHERS' QUESTIONNAIRE

(Tick or fill appropriately please)

SECTION I: PERSONAL INFORMATION

1. Gender:

Male
Female

2. Marital status:

Married
Single

3. Age group:

Between 20-30 years

Between 30 -40 years

Between 40 50 years

Above 50 years

4. Academic qualification

Untrained teacher

Certificate in Primary Teachers' education

Diploma in Education

Bachelor in Education

Others (Specify).....

4. How long have you taught as a teacher?

0-5 years

1-5 years

5 -10 years

Above 10 years

5. How long have you been in this school?

.....

6. Are you a classteacher?

Yes

No

SECTION II

PART A: INFORMATION ON PUPIL'S ACADEMIC WELFARE

1. How many pupils do you have in your respective classes?

.....

2. Do you give home work to your pupils?

Yes

No

If no, what are the reasons for not doing their work?

.....

.....

**PART B: INFORMATION ON FACTORS THAT HINDER EFFECTIVE LEARNING
IN THE SCHOOL**

1. Do you have and learning /teaching facilities in the school?

Yes

No

If yes, are they adequate?

Yes

No

2. What problems do you experience in the school that affects effective learning?

.....

.....

**PART C: SUGGESTIONS ON WHAT CAN BE DONE TO IMPROVE EFFECTIVE
LEARNING IN ST. NYORO PRIMARY SCHOOL IN LIMURU SLUM**

What do you as a teacher suggest could be done to improve the effective learning in slum schools especially here in Sat. NYORO Primary School?

.....
.....
.....

INTERVIEWS SCHEDULED FOR THE HEADTEACHER AND THE DEPUTY

Tick or fill appropriately please

1. Gender:

Male

| |
|--------------------------|
| <input type="checkbox"/> |
| <input type="checkbox"/> |

Female

2. How long have you served as a head teacher or as a deputy head teacher?

.....
.....

3. What is the total number of pupils in your school?

.....
.....

4. How many of them come form LIMURU slum?

.....
.....

5. What teaching /learning facilities do you have in the school?

.....
.....

6. How many teachers do you have in your school?

.....
.....

7. What do you think has affected the quality of teaching and learning in your school?

.....
.....

8. Do you get assistance from outside to run the school?

.....
.....

9. What kind of problems do you encounter as administrators of the school?

.....
.....

10. What are some of your suggestions that can be used to reduce the factors that hinder effective learning and improve the educational performance in your school?

.....
.....