

**INFLUENCE OF SCHOOL LOCATION ON PUPILS' ACADEMIC
PERFORMANCE IN NAIROBI CENTRAL BUSINESS
DISTRICT, STAREHE DIVISION, NAIROBI
KENYA**

BY

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DECLARATION

This research report is my original work and has not been presented for any of the study programmes in any other university.

SIGNED: 

DATE: 7TH OCTOBER, 2009

ALICE WANGARI KAMARU

APPROVAL

This research report has been under my supervision as a university supervisor and with my approval is now ready for submission to the academic board of Kampala International University for the award of a bachelor degree of education (arts)

SIGNED: 

DATE: 7/06/2009.

MR EDABU PAUL

DEDICATION

I dedicate this project to my dear parents who planted this seed and have continued with their support. If it were not for them, I would not be doing what I am doing today.

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ABBREVIATIONS AND ACCRONYMS

The abbreviations given here might have extra meanings and interpretations. However, the definitions/ interpretations that follow are basically as per this research project.

HIV/AIDS: Human Immuno-deficiency Virus/ Acquired Immune Deficiency Syndrome.

MOEST: Ministry of Education, Science and Technology of Kenya

NCBD: (Nairobi Central Business District) The area within the national capital city that is commercial and administrative centre.

OCHA: Office for Co-ordination of Humanitarian Affairs

UNESCO: United Nations Educational Science and Cultural Organization.

ABSTRACT

The researcher's main aim was to find out the effects of school location on pupils' academic performance in Nairobi Central Business District of Starehe Division, Nairobi North District.

In the learning process, many factors affect the pupils' academic performance. These factors may be due to home environment, school environment or even the learner's attitude.

The objective of this study was to find out the relationship that exists between the learners' academic performance and the location of the school.

A descriptive survey method was adopted, whereby four schools were used. Questionnaires were developed for the respondents. The instrument covered areas like home factors, parents' role, school location, academic performance and its enhancement.

The researcher found that the location of the school greatly affect the academic performance of pupils learning within the Nairobi Central Business District. Factors such as noise, lack of enough space, transport and exposure have a negative effect on the learners' performance.

Location of the school very much influences the academic performance of the pupils. Many factors caused by the location of the school lead to poor academic performance of the pupils. If this has to be corrected, effective mechanisms have to be put in place.

The study recommended that much ought to be done by all stakeholders to check on the negative effects brought about by the school being located within the NCBD.

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND

Over the years, the academic performance of pupils who attend schools located within the Nairobi CBD has been very poor. Many factors have contributed to this scenario. For pupils to perform well academically various factors are normally considered when it comes to the location of the school for learning to take place effectively, peace of mind as well as freedom from noise pollution is of utmost importance. Nairobi CBD being a business area harbors different kinds of businesses, some of which tend to be very noisy. Transport industry is at its climax in the CBD, not to mention the music industry and other small businesses such as hawking. With the improved economy, the number of vehicles in the CBD has tremendously increased. This has brought with it a lot of congestion in form of traffic jams. The same tend to cause a lot of time wasting. In learning coverage of the syllabus is very important if pupils are to perform well.

Young minds tend to be influenced very much by what they encounter at their early ages. These encounters may in turn influence the minds either positively or negatively. Many of the things and scenarios including the activities that happen and are witnessed by these young minds in the Nairobi CBD may affect the minds of the young learners and more often negatively. Scholars like Nwachukuru, (1987), Denga, (1986), Denga ,(2000), Arukwe et al. (1988), Olayinka, (1973), Roc, (1957) and Rogers, (1969), agree that early experiences children have in school and out of school impress a lot on their minds. The exposure the pupils have in the city CBD may often influence their young minds. This may lead to many of them dropping out of school to indulge themselves in some of the activities. With this kind of exposure concentration in the learning activities also tend to be minimal.

There has been emergence of various issues like HIV/AIDS. The pandemic has affected lives of different people in different ways and more so the school going children who at times are not only affected but also infected.

Others are altogether orphaned (MOEST, 2003). HIV/AIDS has caused many children to absent themselves from school and others end up dropping out of school. Many reasons make this to

happen. Some children do so either to take care of their sick parents or even to take over duties of tending for the family. This they do by carrying out jobs which otherwise they should not be doing. Children attending schools within the NCBD come from the surrounding informal settlements where the pandemic is quite high. Such issues may affect the learners and in turn influence their academic performance.

Nairobi Central Business District is located within the large Nairobi District which is in Nairobi province. Many activities go on in the area and more so business activities. It is also surrounded by many informal settlements where small scale businesses are carried out. Like many urban centers, it experiences many problems like congestion, lack of enough social amenities and insecurity. Issues like this more often influence the pupils' academic performance. The researcher sought to find out the influence these problems have on pupils' academic performance.

1.2 STATEMENT OF THE PROBLEM

The academic performance of pupils in the NCBD has for many years been very poor and below average. Various factors have attributed to this. In the school learning process, factors like home environment, school environment and the learner's attitude normally affect the learners. (Aswan, 1991)

When it comes to education, economic status of the family where the learner comes from influences the experiences of that learner. This is because it normally translates in to the kind of environment that the learner will have to study in, both at school and at home.

1.3 PURPOSE OF THE STUDY

The purpose of this study was to find out the influence of school location on the academic performance of pupils in the NCBD and proffer recommendations to educators, parents and general public on how to better the performance and maximize the contribution of the advantage of having school located in the NCBD.

1.4 RESEARCH OBJECTIVES

This study was guided by the following research objectives:-

1.4.1 GENERAL OBJECTIVES

To investigate and establish the influence of school location on pupils academic performance in the NCBD

1.4.2 SPECIFIC OBJECTIVES

- i. To identify the factors which influence the academic performance in the NCBD
- ii. To explore the effects of school location on pupils academic performance in the NCBD
- iii. To establish the academic performance of pupils in selected primary schools within the NCBD, Starehe Division
- iv. To identify and establish some possible ways of changing the poor academic performance for the better in the NCBD

1.4.3 RESEARCH QUESTIONS.

The research was guided by the following questions:

- i. What are some of the factors that influence the academic performance in NCBD?
- ii. What are the effects of school location on pupil's academic performance in the NCBD?
- iii. How is the academic performance of pupils in schools within the NCBD?
- iv. What are the possible ways of changing the poor academic performance for the better in the NCBD?

1.5 SCOPE OF THE STUDY

The scope of this study was confined to Nairobi province because of the time and resources required. It was further directed towards schools within the NCBD. The study was directed towards classes six and sevens only. It sought to get the opinions of parents/ guardians as well as teachers. It was only directed to public primary schools located within the same area. The research also sought to identify the various issues that more often than not influence the academic performance of pupils within the NCBD and investigate the impact of home environment, parents' role and other emerging issues on the academic performance. The study was therefore limited to the exploration of exposure, transport, space and physical facilities as well as pollution because they are some of the factors that directly influence the academic performance of the pupils. The recent literature was used to determine how the above factors influence the academic performance in the area. The Study covered the period between 2003 and 2008.

1.6 SIGNIFICANCE OF THE STUDY:

The results of this study would be useful to all stakeholders that is, the policy makers, curriculum developers, teachers, parents and pupils. These are the people charged with ensuring good academic performance through their different contributions.

The results of the study are of great importance to the policy makers because they play a great role when it comes to location of institutions such as schools. It would help the government in that considerations would be made of factors that normally influence pupils' academic performance when these schools are being put up. The policy makers can be able to formulate policies so as to deal with those factors that influence pupils' academic performance negatively such as noise pollution from music industry and vehicles. They could also help the policy makers to ensure that pupils affected by emerging issues such as HIV/AIDS are not disadvantaged hence formulate policies that would help in dealing with the scourge.

The results of the study are of help and benefit to the teachers who are directly involved with the pupils and who in their teaching career, faced with many challenges as they try to better their pupils' academic performances. From this study the teachers will be aware of various factors that may influence their pupils' academic performance in relation to location of the school. This will help them to put these factors into consideration as they teach and in so doing improve the academic performance.

The educators and curriculum developers will also benefit from the results of this study. They will be able to critically analyze the problems facing different pupils from different areas. This is of help in that, as they develop the curriculum, they would put into considerations pupils from these different areas and develop a curriculum that suits them.

Parents would also benefit from the results of this study in that they will be aware of various home factors that may affect their children's academic performance such as the role they should play as well as the nutrition of their children. From this they would be able to provide the necessary and conducive environment so as to improve the children's academic performance. The results of the study will act as an eye opener to the parents to take their specific roles in supporting their children to improve their academic performance by providing the necessary support.

1.7 CONCEPTUAL FRAMEWORK

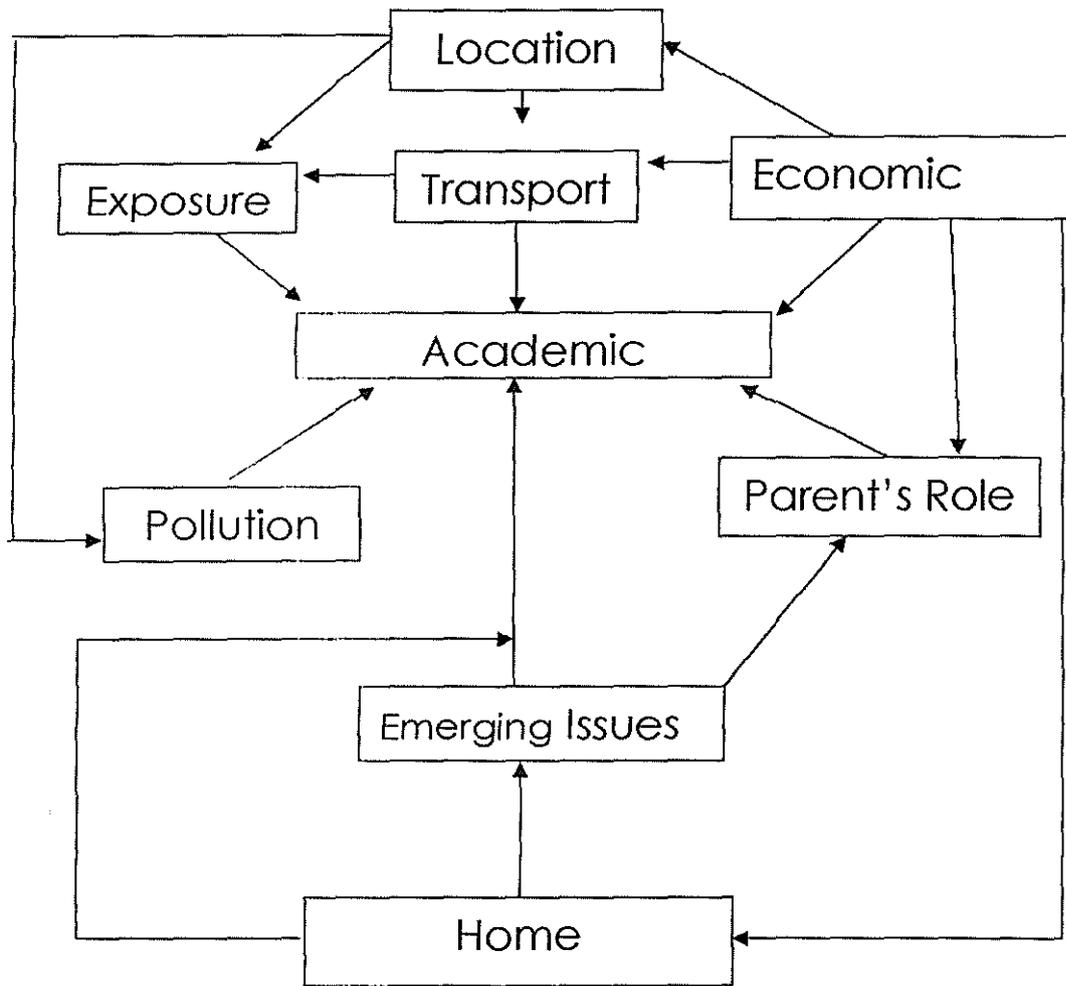


Figure 1.1: Conceptual framework

The academic performance of pupils was considered to be central in this study. It is influenced by many other factors. Some of these factors include:

Economic status: The economic backgrounds of the family where the pupils come from very much influence his or her academic performance. This is because it will translate into the kind of support he/she gets either from the parent or other family members.

Parent's role: parents play a great role when it comes to the academic performance of their children.

The parents who are educated very much support their children in academic work, whereas those with no education background may not be able to help when it comes to academic work.

Exposure: when it comes to learning, the kind of exposure the learners have will greatly affect their academic performance. This is because some of the scenarios the children see or encounter normally influences their young mind either negatively or positively. Most of the times, their minds are affected negatively. This leads to different effects on their academic performance.

Home environment: where the learners come from affect their academic performance. This is because it more often than not determines the kind of place the learners will be after school and even the place to any work given at school.

Pollution: is another factor that may affect the academic performance of the pupils. It is as a result of this that many learners end up suffering from diseases and more so respiratory ones. The diseases make them to absent themselves from school which in to affect their academic performance. Emerging issues like HIV/AIDS greatly affect the performance. The pandemic has in recent times greatly affected the learning process. This is because the learners are either affected or infected by the scourge. They as a result perform poorly or drop out of school.

1.8 OPERATIONAL DEFINATION OF TERMS

The terminologies given here might have extra meanings and interpretations. However, the definitions/ interpretations that follow are basically as per this research project.

Exposure: State of being in a place or situation where there is no protection from something harmful or pleasant.

Kumikumi/ Chang'aa: examples of banned brews in Kenya

Pollution: The process of making air, water, soil etc dirty

Slum: An area of a city/ town that is very poor and where the houses are congested, dirty and in bad conditions.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

It was necessary to review literature related to this study so that the problem is seen in context. In reviewing this literature the researcher explored the readings, documentaries and reports from a variety of sources. These sources included books, journals, theses, newspapers, periodicals and magazines.

Performance refers to the execution of a task, carrying out, doing or achieving a notable fact. The main purpose of education is to lead pupils to learn. Whatever pupils learn or not is measured from the academic performance scores. Academic performance scores are a measure of learner educational productivity outputs which are presented in a form of test scores.

To improve general academic performance in schools, it is important to assess the nature of internal and external causes of poor performance. The literature related to this study was reviewed in such areas as:-

- ❖ Location of the school
- ❖ Home factors (social-economic factors)
- ❖ Parents' role
- ❖ Emerging issues

2.2 HOME FACTORS

2.2.1 Introduction

The study sought to analyze different home factors that may improve, influence or hinder quality academic performance.

This was done in the following areas.

2.2.2 Social economic status of the family

The social backgrounds where the pupils come from greatly influence his/ her academic performance. If the pupil comes from a learned family, or learned brothers and sisters, the motivation and encouragement to read is done by buying presents, helping in homework and provision of facilities like textbooks will be available. On the other hand if the child comes from

poor parents/ background, those who have not gone to school, the pupil will not be motivated to work hard and may be discouraged and give up school. Gakuru et al (1982). Antony and Chailand, (1978) says the family acts as a source of ideology, providing beliefs, values and codes of behavior that determine the individuals conception of the environment and his own place in it.

According to Psacharapoulous, (1995) the level of family income is the most powerful influence on the demand of education in the developing countries. This indicates that children from families can either enroll and continue or withdraw from the system. These findings were supported by a study conducted by Maundu, (1988) which suggested that socio-economic status of pupils was becoming increasingly important in determining pupils' academic achievements in both primary and secondary school levels of education in Kenya. Ongeti, (2005) agrees with these when he found that pupils from strong socio-economic background who attend private schools have higher chances of making it to national secondary schools and eventually joining the prestigious courses of law, medicine and engineering. Many children who attend schools within the NCBD come from the surrounding slum areas, where the living standards are essentially very low. Many families from these areas live on less than a dollar a day. The meager finances earned by the breadwinner are directed to the provision of basic needs like food and shelter hence education coming second. Due to this most educational needs are not met (Abagi, 1993).

The Koech Commission Report, (1998) noted that child labour was rampant and that it continues to keep pupils out of school especially in prevailing situations of poverty at household levels. Many school going children especially in slum areas engage themselves in trades like hawking. House help and childcare plus other small businesses to supplement the little earned by the parents. All these form of labour deny or reduce effective academic participation by causing absenteeism from school. It is for this reason the researcher sought to find out if such factors have affected pupils' participation and overall academic performance of pupils in schools with the Nairobi Central Business District.

The nutritional status of children has been reported to influence academic performance (Jacob, 1999). A child report on Help plan schools, (December, 1990) states that a large percentage of school going age suffer from moderate to severe malnutrition.

Educational outcome of those affected and health factors are:

- Poor school attendance
- Repeater rates are high
- Most of them are heavy eyed at times
- Social interaction is not encouraging
- Academic performance can be poor due to less or no concentration.

Such enumerated factors sadden the situation because that kind of child is restrained from active learning participation. It is imperative to note that poor performance in such situations is high as indicated. Home factors emanating from parents poverty is a key factor that need to be addressed if pupils education is to be attained because this may lead to missing out on millennium goals on education for most pupils who attend schools in the Central Business District come from families below the poverty line. Most of the parents from those families do not have any form of formal job, they engage in small scale businesses like selling second hand clothes/ items. The kind of income earned from this is rarely enough to provide a good meal for the school going children. In this line, the researcher sought to find out if these factors influence the academic performance of pupils attending schools within the NCBD.

2.2.3 Home environment

Home environment relates very much to academic performance within different social classes. Holloway, (1990) showed how the perceived legitimacy and importance of school institution held by parents and their parenting practices in the home strongly predicted school performance in a child's first five years of schooling. Within low income communities, parents varied significantly in the labour demands placed on their children. Hunter, (1963) claimed that in spite of the characteristics hardships experienced in Eastern Africa boarding schools and poor living conditions of the day learners in outside accommodations. Learners of a boarding school were assured of a bed, three meals a day and facilities for study. It is possible for the day pupils to face lack of all these essentials. Castle, (1966) found that the chores expected of a day pupil often become outright exploitation. The Coleman report, (1966) noted that the socio-economic background of the individual determines the performance in reading, writing, calculating and problem solving skills. In another study, Silberman, (1967) asserts that children in slum schools are shown to fail in a way that children in middle class schools do not. According to him, some children left school without acquiring intellectual skills and academic knowledge which school

leavers require to participate in social and political life of the community. Jencks, (1972) records that socio-economic factors such as family income, parental occupation and parental academic attainment are strongly co-related to pupils' academic performance. Pupils attending schools within the NCBD mostly come from families who reside in single roomed shanties in the nearby informal settlements. Such conditions rarely offer good place for the children to study at home. Facilities like electric lighting become almost an impossibility. Because of this, children do not get conducive home environment to study in, let alone completing homework that may have been given from school. For this reason the researcher set out to investigate if these factors influence the academic performance of the children who attend schools within the NCBD.

2.2.4 Emerging issues

During the last ten years HIV/AIDS pandemic has caused many children to absent themselves or even drop out of school because of many reasons. Firstly, because the parents are too sick to provide for the children's education, secondly the children have to care for the sick parents or they are altogether orphaned (MOEST, 2003). Health indicators from Demographic and Health Survey, (1998 – 2003) show deterioration in the overall health due to this debilitating fatal disease. The pandemic has been felt at family, community and national level, for instance, there has been an increase in annual deaths of young adults in the 15 – 49 year age group by about three times those who would have died without the AIDS pandemic, (MoH, 2001.)

HIV/AIDS is also considered a serious issue. A policy framework with which AIDS prevention and control efforts have to be undertaken in the following 15 years challenged all stakeholders to continue with the effort against HIV/AIDS. All communities, parents, institutions, donor agencies have cooperated to fight the menace. Koech, (1998) highlighted the following challenges caused by the pandemic:-

- a. Loss of every capacity due to HIV/AIDS cannot support children education.
- b. Increased drop-outs rates due to efforts and infection of the virus.
- c. The care of the learners who are infected with HIV/AIDS.
- d. Challenges caused by the epidemic are strained economic development and survival of the society.

From the enlisted challenges AIDS can lead to poor performance in primary schools. The pandemic is normally high in the informal settlements due to the kind of lifestyle. Majority of

pupils who attend schools in the NCBD come from the nearby informal settlements of the Majengo, Muthurwa and Gikomba. The researcher sought to find out if such emerging issues in relation to location of the school influence the pupils' academic performance in the schools within the NCBD.

2.3 SCHOOL LOCATION

2.3.1 Introduction

The study sought to identify how the location of a school influences the academic performance of children. In this, the researcher sought to analyze things like:

2.3.2 Pollution

The health of the children is of great importance if the child has to perform well academically. There are many illnesses that may affect school-going children like respiratory illnesses. These may be caused by much dust, gases emitted by vehicles etcetera. Water when polluted is another cause of illness. When school going children are affected by these illnesses, the result is also seen in their academic performance. In many developing countries, safe drinking water is a major issue in many urban centres and towns. This is because its in availability causes many water borne diseases. The UN Office for the Co-ordination of Humanitarian Affairs (OCHA) said more than 1,000 people in Guinea Bisseau were getting infected each month, (Saturday Nation, October 25, 2008). "In the capital Bissau, where water and sanitation systems are in dire need of investment, only one in five people have access to running water most of which is not drinkable," UNICEF said

2.3.3 Transport

Eshiwani, (1993) agrees that long distance that children have to cover in order to get to school contributes to their concentration in class. Due to much traffic in the cities, congestion of both traffic and people becomes a common scene. Much time is spent in order to access various destinations including learning institutions. When this happens the children are likely to be fatigued and arrive at school late. Both fatigue and lateness may play a great role in their academic performance. A study linking availability of schools to school enrolment found that on average primary school pupils lived closer to the school, (Blazen & Junge, 1988)

According to Castle, (1966) pupils living with their parents have to walk up to 15 miles to and from school. Because of economic constraints most children attending school within the NCBD, normally walk to and from school. Those who use vehicles have to cope with the heavy congestion before they get to school. In Thailand, Cochrane and Jamison, 1982, found that the distance to school negatively and significantly affected participation by both boys and girls. In Phillipines, provision of a school within the village or a short distance brought about significant affect enrolment was estimated to increase by 30% (King and Lillard, 1987) In this view, the researcher sought to find out if these influence their academic performance.

2.3.4 Exposure

According to Mbiti, (1981) what is usually seen as indiscipline in school may be an indication or expression of deep problems which may require specialized experts. Studies in Malawi indicated that students in Thabwa School went on strike due to drinking and use of drugs.

Gakuru et al, (1988) states that sale of illegal drinks like chang'aa and kumikumi may affect the pupils' work and overall academic performance. Pupils who attend schools within the NCBD are often exposed to drugs and more so from their home areas and as they get to school. Some of them are even known to use them. They are also exposed to other anti-social behavior like prostitution which is a common scene within the NCBD. Most of these normally affect academic performance. The researcher sought to find out if all these in any way influence the academic performance of pupils in the NCBD.

2.3.5 Space and physical facilities

A survey by the Daily Nation (17th July, 2004) found out that although free primary education has opened opportunities for many children to have access to education, the programme still faces major challenges like space and physical facilities.

Angela *et al*, (1995) states that dilapidated conditions of classroom buildings, the amount and quality of furniture in classrooms in Tanzania contributed to poor learning environment. The same condition also applies to other African countries. This has discouraged pupils attendance to schools because the condition reflects a situation that is not conducive for learning. Gakuru et al, (1988) when analyzing the influence of achievement of primary school education objective reaffirms that schools with no play ground or any field tend to perform poorly.

Research done by UNESCO, (2005) revealed that classroom conditions are a great hindrance to quality learning in many public schools in Kenya. Classes were found to have no windows, roofs were leaking and some classes were made of iron sheets which are very cold during cold seasons.

Urwick and Junaidan, (1991) reported that poor sanitation leads to waste of time for students and also causes health hazards to them. Pupils often make long queues waiting to attend to their calls, (UNESCO, 2005). Some students end up soiling themselves which lead to embarrassment and frustrations. All these may at times force some out of school because they see such environment as not conducive for learning. There are other factors apart from the classroom set up that influence learning. Richerchson, (1970) suggests that the effects of the building may affect learning. The newness or oldness of it, their datedness or modernity. Availability of good things like school fields, the general overall look of the school in terms of nature. Nature in terms of trees, flowers, grass etcetera.

Ranju, (1973) summed up poor performance in primary schools stating that uncongenial environment among other factors lead to poor performance. Most of the schools in the NCBD were built in the colonial times. Schools like St. Peter Clavers which was built in 1886, has most of the roofs leaking. Other schools such as Khalsa, C.G.H.U and Islamia primary do not have any playground for the children to play in. Space for expansion especially in the case of sanitation is hardly there. In this view, the researcher sought to find out the influence of the school location in relation to other factors on academic performance of the pupils in schools within the Nairobi Central Business District.

2.4 PARENTS ROLE

2.4.1 Parents involvement

The study sought to analyze the role of the parents in relation to the academic performance of the pupils. Sherrington, (1993) points out that involving them is not just informing them about their children, the school or the educational system. It is about increasing understanding of the potential that might otherwise remain hidden. Rosenthal & Fieldman, (1991) assert that parental encouragement and rewards generally lead to better school performance. More so, a study by Harlow, (1958) has shown that physical, intellectual and social development is usually retarded

when the young are deprived off nurturance and material care. On his part, Wandabwa, (1996) noted that factors enhancing children's academic performance includes parents setting high goals for their children, encouragement of self reliance and achievement motivation. This agrees with Baumarid, (1968), study of parents-child relationship. On his part, he defined the three types of parents' care and related these practices to the competence, independence and responsibilities. He noted that two kinds of parenting styles – autocratic parents and permissive parents had different effects on the academic performance. Bigmer, (1979) observes that emotional and psychological problems found in fatherless homes are complicated by the loss of his economic support. This has many implications in children's development and more so academic performance. In his study, Mwiria, (1987) noted that economically well to do parents are concerned about their children's academic achievements. He notes that well to do parents are likely to encourage their children to worry about exams because of the importance they attach to the education. This is in line with Rosenthal and Fieldman, (1991) who states that parental encouragement reflects attempts to develop mature behaviour in their adolescents.

Young, (1979) points out that teachers can bridge the gap between the school and the community by giving learners tasks to take home and perform before they bring a report from the parents. The teacher can then call parents together with the learner for a discussion. This would view the parent positively as contributing to the performance improvement as suggested by Eshiwani, (1983) and it would help stop viewing parents as interfering with school activities as Ochieng, (1999) points out. It appears therefore that the co-operation of parents has a lot to account for the academic outcome of children. As such, the location of a school will largely dictate the kind of parents you find bringing children to school and their level of involvement.

2.4.2 Parents level of education

Okwara, (1989) indicates that pupils who have parents who have received formal education are generally expected to perform better than those with parents who did not go to school at all. This is because it directly influences the kind of job that the parent has. An educated parent might assist the child with homework and also inspire them to perform well. Kitivo, (1989) says that the more educated the parent is, the greater the stress on the standards of excellence. Most parents who have some form of education press good performance of their children. Very highly educated parents try to give their children the best education.

Psacharopoulos and Woodhall, 1985, reports that pupils' scores are positively related to the number of years that their parents spent in school.

Swift, (1967) compares the attitudes of educated parents and those who failed to succeed in school. He says that the positive attitude of educated parents towards education is easily transferred to their children. On the other hand, parents who failed to succeed in education tend to have a negative attitude towards school and teachers. This is because of their experiences. Such negative attitudes once borrowed by children make their educational aspirations remain low and they will tend to aspire for very low jobs. Anelo and Sanyal, (1986) in Philippines noted that the children of professional parents are likely to score higher grades than children of manual workers.

Parents who bring their children to schools within the NCBD reside in the nearby slum areas. Majority of them have no meaningful amount of formal education and only engage themselves as unskilled labourers. Due to the fact, their involvement in their children's education is normally minimal. It is for this reason the researcher sought to find out if the location of the school in relation to the parents and their involvement influence the pupils' academic performance in the NCBD.

2.5 ACADEMIC PERFORMANCE

Starehe division has a total of 34 schools of which 10 are located within the NCBD. Those in the NCBD have an average of 250 pupils each. Within this kind of environment, the academic performance is expected to be far much better than it is. However schools within the NCBD are ranked amongst the poorest performing in the District. According to the divisional education office, exam analysis (2004) Report, the schools were ranked among the last 15 with an average of 40% score.

Despite the office being aware of the challenges that face the schools, they feel that the location could be taken advantage. The report further calls those involved to pull their resources. Together and take the advantage that could be derived from the schools located in the NCBD.

According to the data obtained from the divisional education office (2006) only 5 out of 321 K.C.PE candidates managed to join National secondary schools and provincial schools.

Kisilu J.N, (2005) states that exposure and transport problems are some of the challenges that pupils face in their pursuit for education within the urban centre. These, she notes could be used to produce better results. They could be used to avail a variety of learning experiences which teachers and pupils could take advantage of.

2.6 PERFORMANCE ENHANCEMENT

According to Kisilu J.N (2005) schools located within townships or bigger towns face a myriad of challenges, these challenges include negative exposure, accessibility, and lack of expansion space among others. Kisilu notes that the location of the school could be used in a positive way to enhance better academic performance. Despite the government's effort efforts to provide learning resources, a lot need to be done by all stakeholders. Parents need to ensure that their school-going children are not influenced by the negative happenings on their way to and from school. The local authorities should provide security and ensure that no businesses go on in or around the school. This will ensure that children do not get access to harmful products like drugs. Vehicles should be re-routed to ply at distances away from the school to minimize on the noise pollution.

Kombo (2001) says that pupils are very much exposed to the world around them he suggests that the exposure can be used to provide different learning experiences. This could be used in interactions during group activities and group discussions. it could also be used to promote creativity in writing.

The schools being located within the NCBD means that pupils who attend them are from different cultural and environmental background. The variations could be used to promote interactions and provide different learning experience which could be used to promote academic performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methods that were used to find answers to the research questions listed in the first chapter. The description is discussed under sub-topics like research design, target population, research instruments, methods of data collection and analysis.

3.2 Research design

The research adopted a survey design. It was used to investigate the factors that influence the academic performance in relation to school location. Orodho, (2003) describes a survey design as a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. This design can also be used when collecting information about the people's attitudes, opinions, habits or any of the variety of educational or social issues (Orodho and Kombo, 2002).

The choice of the design was based upon its ability to get information from a wide sample of respondents about their performance. From the questionnaire the researcher sought to find out the pupils area of residence, the parents occupation and level of education. The answers to these questions can only be obtained by administering questionnaires.

3.3 Locale of the study

The study was carried out in the NCBD, which is in the Central Zone of Starehe Division, Nairobi North District. The area was chosen due to its proximity to the researcher's place of work. This reduced the cost involved and saved on time. It is also the area where most parents residing in the nearby slums bring their children.

3.4 Target population

This research targeted all education stakeholders from the ten public primary schools in the Central Zone of Starehe Division.

They will include:-

- Pupils

➤ Teachers

The pupils' population totaled 4550 while the teachers were 120 in the 10 schools.

3.5 Sample and sampling procedure

For the objectives of this study to be achieved, both probability and non probability sampling design were used. Nevertheless probability sampling formed the dominant part of the sampling design in regard to respondents. Choosing of the schools adopted a non probability design whereby four (4) out of the ten (10) schools were sampled. Clustering sampling technique was used to obtain 2 schools from the upper NCBD which is economically well-off and 2 schools from the lower NCBD which is not too well-off economically to be involved in the study. 4% of pupils from the target population were used. This translated the total number of pupils who participated in the study to 180. From the 4 schools, 45 pupils were randomly sampled from each school. Pupils who formed the subjects in the study were from classes six to seven.. From the sampled schools 2 class teachers served as respondents which translated to 8 teachers. The class teachers were chosen to provide the report on academic performance and attendance. The total sample size was 188.

3.6 Data collection instruments

Data collection was done using questionnaires.

Self administered structured and non structured questionnaires were used to collect data related to the themes of the study. The questionnaires were given to teachers and pupils. The teachers and the researcher assisted pupils who encountered problems in filling the questionnaires. The researcher collected the completed questionnaires by hand to minimize cases of distortion of the respondents answers (Saunders et al, 2003).

In addition, the questionnaires were completed in presence of the researcher so as to clarify any queries and make sure all questions were answered for concrete conclusion.

The questionnaire (Appendix A) sought to collect information and data concerning home background, family background, and economic status of the family. Structured and non-structured questions were used.

The instrument was chosen because it could reach a large number of subjects where in this case the majority of the respondents were pupils and teachers. Again the instrument is relatively cheaper than other instruments in regard to time, money, and has no bias.

3.7 DATA ANALYSIS

After collecting data, it was organized and broken into manageable units before subjecting it to statistical analysis. The data was analyzed both qualitatively and quantitatively to enable the researcher to make certain inferences about population value e.g. mean and standard deviation on the basis of sampled values. Finally the data was presented in tabulation and frequency tables.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter presents an analysis of the data on the study. The presentations and analysis was done by use of tables and percentages were given on the findings.

4.2 Scoring of research questionnaires

The researcher selected four schools in the NCBD, Starehe Division. These schools were selected two from each side of the NCBD (upper and lower NCBD) Thus, Catholic Parochial and Moi Avenue Primary Schools were selected from upper NCBD. In lower NCBD, St. Peter Primary and CGHU were selected. 45 pupils from each school were identified from both classes 6 and 7. The questionnaires were issued to both girls and boys.

Classteachers from those classes were also issued with questionnaires. Data was collected from a sample of 180 pupils drawn from upper and lower NCBD.

Scoring was done on particular questions with all the respondents being summed up together. Percentages of the respondents were done per each question. Out of a total of 180 questionnaires given out, 140 were returned for analysis and compiling, thus:

Table4.1 Number of rooms in the house.

Number of rooms	Lower NCBD		Upper NCBD		Total	
	Freq	%	Freq	%	Freq.	%
1	36	60	10	12.5	54	38.8
2	14	26.67	15	11.25	39	27.85
3	7	11.33	28	35	35	25
4	3	5	25	18.25	10	7.14
5 and above	-	-	2	2.5	2	1.4
TOTAL	60	100	80	100	140	100

Source: Primary Data - 2009

The table 4.1 shows that 50 out of the60 respondents from the lower NCBD live in either single or double roomed houses. Only 25 of the 80 respondents from the upper NCBD live in either single or double roomed houses. This indicate that majority of the pupils who attend schools in

lower NCBD reside in single roomed houses. Those from upper NCBD majority live in houses with between 3 and 4 rooms while some live in houses with 5 or more rooms.

Table4.2: Number of people living in the houses.

Number of people	Lower NCBD		Upper NCBD		TOTAL	
	Freq	%	Freq	%	Freq	%
2	3	5	9	1.12	12	8.57
3	3	10.16	23	28.75	26	18.57
4	3	8.33	37	46.25	40	28.57
5	20	33.33	8	10	28	0.2
6	20	16.67	3	3.75	23	0.16
7	11	8.33	0	0	11	0.7
8	0	0	0	0	0	0
TOTAL	60	100	80	100	140	100

Source: Primary Data - 2009

Table 4.2 indicates that 51 respondent from the lower NCBD have 5 – 7 members living in their houses while those from the upper NCBD 60 have 3 -4 members living in their houses. This shows that most of those from lower NCBD live very overcrowded rooms since majority of these houses are single roomed as indicated by table 4.1.

Table 4.3: where and when respondents do their school assignments.

Category	Lower NCBD		Upper NCBD		Total	
	Freq	%	Freq	%	Freq	%
In school before going home	17	28.33	10	12.5	17	12.14
In school early the following day	35	58.33	2	2.5	37	26.43
At home in the evening	3	5.00	51	63.75	38	27.14
At home early the following day	5	8.33	17	21.25	22	15.71
TOTAL	60	100	80	100	140	100

Source: Primary Data - 2009

Responses as indicated by table 4.3 showed that 35 of the respondents from lower NCBD do their homework in school early the following day. 51 from upper NCBD do the homework at home in the evening, 2 do it at school early the following day among those from Upper NCBD. A possible reason of doing homework in school early the following day may be lack of facilities at home which may include lighting facilities like electricity and space to do it.

Table 4.4: How the respondents get items needed for schooling.

Category	Lower NCBD		Upper NCBD		Total	
	Freq	%	Freq	%	Freq	%
Parents'/guardians provide	13	21.67	49	61.25	62	44.29
Have sponsors who provide	28	46.67	23	38.33	51	36.43
Look for money to buy	19	31.67	8	10	27	19.29
TOTAL	60	100	80	100	140	100

Source: Primary Data - 2009

As indicated in table 4.4, 49 respondents from upper NCBD get the items needed for schooling from their parents or guardians. Only 8 of them look for money to buy the items. This is unlike those from the lower NCBD, 47 of who look for money to buy their items themselves or have sponsors who provide the money to buy.

Source of fuel commonly used at home.

Respondents were asked to indicate the facilities/utilities used for cooking at home. Responses appear in the table below.

Table 4.5 Source of fuel commonly used at home.

Facilities available	Lower NCBD		Upper NCBD		Total	
	Freq	%	Freq	%	Freq	%
Electricity	9	15	28	35	37	26.43
Charcoal jiko	11	18.33	17	21.25	28	20
Gas cooker	7	11.67	28	35	35	25
Paraffin cooking stove	33	55	7	8.75	40	28.57
TOTAL	60	100	80	100	140	100

Source: Primary Data - 2009

From the respondents' responses above, it is clear that most of them from lower NCBD do not have electricity in their homes for cooking. Majority use paraffin cooking stove. A very high percentage of 35% from the upper NCBD use electricity at homes, very few use paraffin cooking stove. This may be a possible reason as to why most of those from lower NCBD tend to do their homework at school due to unavailability of good lighting facilities at home as indicated earlier in table 4.3.

Table 4.6 Respondents' responses on, "What is the highest educational level of your parents?"

Educational level	Lower NCBD				Upper NCBD				Total	
	Father		Mother		Father		mother		Freq	%
	Freq	%	Freq	%	Freq	%	Freq	%		
University	2	3.3	00	00	13	16.25	13	16.25	28	18.57
Post secondary	7	11.67	5	8.33	30	37.50	24	30.00	66	47.14
Secondary	18	30	19	31.67	32	40.00	30	40.00	99	72.14
Primary	31	61.67	30	50	5	6.25	13	8.33	79	35.00
No education	2	3.3	06	10	00	00	00	00	08	5.71
TOTAL	60	100	60	100	80	100	80	100	280	100

Source: Primary Data - 2009

It is worth noting that 31 parents from lower NCBD have primary education level and a few have no education at all. Only 9 have post secondary and university level of education. None of the parents from upper NCBD have no education at all. Many of them have at least primary level education and majority have attained secondary education. This trend may be a possible reason as to why the parents from upper NCBD are able to provide some facilities like electricity in their homes, a possibility that they have better occupations due to their educational level.

Table 4.7 Respondents' responses on, "What education level are your elder siblings?"

Category	Lower NCBD		Upper NCBD		Total	
	Freq	%	Freq	%	Freq	%
In primary school	23	38.33	26	32.5	49	35
In secondary school	10	16.67	36	45.0	46	32.8
Dropped in/after primary	17	28.33	00	00	17	12.14
Dropped in/after secondary	7	11.67	00	00	7	5.00
Post secondary	3	5.00	18	22.5	21	15
No education	0	00	00	00	00	00
TOTAL	60	100	80	100	140	100

Source: Primary Data - 2009

Responses as shown in the table 4.7 indicate that in the lower NCBD 17 respondents' siblings dropped out in/after primary schools and 3 of their siblings were in post secondary level. In the upper NCBD, none of their siblings dropped out in or after either primary or secondary school. Quite a number (18) of their siblings were in post secondary level. This means that very few of those respondents from lower NCBD could get academic assistance from their elder siblings since most of them had dropped out of school. At the same time, financial assistance from their elder siblings was minimal due to the fact that their level of education could not offer them a chance for good occupation.

Table 4.8 parents' occupation

Father's occupation	Lower NCBD		Upper NCBD		Total	
	Freq	%	Freq	%	Freq	%
Unskilled	31	51.67	5	6.25	36	25.71
Self employed	20	33.33	23	28.75	43	30.71
Professional	9	15.00	40	50	49	35.00
Managerial	-	-	12	15.00	12	8.57
TOTAL	60	100	80	80	140	100
Mother's occupation						
Unskilled	31	51.67	8	10	39	27.85
Self employed	25	41.67	33	41.25	58	41.23
Professional	4	6.67	34	42.50	38	27.14
Managerial	-	-	5	6.25	5	3.57
TOTAL	60	100	80	100	140	100

Source: Primary Data - 2009

As shown in the table 4.8, a very high percentage (51.7%) of the respondents' parents from the lower NCBD is in the unskilled occupation and very low in professional and managerial occupation. This is unlike those in the upper NCBD where majority are in professional occupation and very few involve themselves in unskilled labour which are poorly remunerated and hence disliked, (Kibera, 2002)

Table 4.9 respondents' responses on, "How do you get to and from school?"

Mean to/from school	Lower NCBD		Upper NCBD		Total	
	Freq	%	Freq	%	Freq	%
By public means	13	21.67	37	46.25	50	35.71
On foot	47	78.33	15	18.75	62	44.29
By private means	00	00	28	35	28	20
TOTAL	60	100	80	100	140	100

Source: Primary Data - 2009

Table 4.9 indicates that 47 respondents from lower NCBD get to and from school on foot. None of them are dropped to schools by private means. In the upper NCBD, most of them are either dropped by private means or use public transport. Very few (15) walk to and from school.

Table 4.10 respondents' responses on "Do you sit with your parents to go through and discuss your school work?"

Discussion with parents	Lower NCBD		Upper NCBD		Total	
	Freq	%	Freq	%	Freq	%
Yes	11	18.33	75	93.75	86	61.43
No	49	81.67	5	6.25	54	38.57
TOTAL	60	100	80	100	140	100

Source: Primary Data - 2009

As shown in table 4.10, most respondents from upper NCBD (75) sat with their parents to discuss their school work while those in lower NCBD, very few (11) did this. A possible reason of this scenario could be the very low level of education of those parents. Yet, Arasa, (1995), and Aswan, (1992) clearly states that the role of the parent is very vital when it comes to their children's academic performance.

Table 4.11 Respondents' responses on, "In which main way do your parents/guardians help you in your in your school work?"

Category	Lower NCBD		Upper NCBD		Total	
	Freq	%	Freq	%	Freq	%
Providing materials	35	58.33	25	31.25	60	42.86
Assisting in homework	6	10.00	29	36.25	35	25.00
Availing study time	2	3.33	10	12.50	12	8.57
Motivating through presents	17	28.33	16	20.00	33	23.57
TOTAL	60	100	80	100	140	100

Source: Primary Data - 2009

As shown in table 4.11, out of 60 respondents in the lower NCBD, only 17 were motivated by parents/guardians through presents. Those assisted in homework were only 6 out of the total 60. The data shows that the help the respondents got from parents/guardians was minimal. This is unlike the upper NCBD where the respondents got a substantial help.

Table 4.12 Games played while in school.

Respondents were asked to select the number of games they play while in school. A list of the games was given from which to select from. The games included football, table tennis, rugby, basketball, volleyball and athletics. Their responses are depicted in table 4.12.

No. of games played	Lower NCBD		Upper NCBD		TOTAL	
	Freq	%	Freq	%	Freq	%
6	0	0	0	0	0	0
5	0	0	27	33.75	27	19.28
4	7	11.67	35	43.75	42	30.00
3	19	31.67	15	18.75	34	24.28
2	31	51.67	3	3.75	34	24.28
1	3	5.00	0	0	3	2.14
0	0	0	0	0	0	0
TOTAL	60	100	80	100	140	100

Source: Primary Data - 2009

The data in table 4.12 reveals that not many games are played by pupils in the lower NCBD schools. In the upper NCBD likewise, games that need a big space are not played. A possible

reason why some of these games could not be played could be the space needed for the game to be played effectively and the cost of the facilities used.

Table 4.13 Total marks obtained out of 500

Marks range	Lower NCBD		Upper NCBD		Total	
	Freq	%	Freq	%	Freq	%
450 – 500	0	0	1	1.25	1	0.715
400 – 449	2	3.33	5	6.25	7	5
350 – 399	7	11.67	23	28.75	34	24.28
300 - 349	5	8.33	31	38.75	36	25.71
250 – 299	21	35.00	11	13.75	32	23.57
200 – 249	17	28.33	9	11.25	26	18.57
Below 200	8	13.33	0	0	8	5.71
TOTAL	60	100	80	100	140	100

Source: Primary Data - 2009

The data obtained indicates that the category where most respondents fall in the lower NCBD is between 250 and 299 marks. None of them got marks in the range of between 450 and 500. 8 respondents got marks below 200. In the upper NCBD, most respondents' marks were between 300 and 349. None of them got below 200 marks. Generally, the performance of the respondents both in the lower and upper NCBD was found to be poor.

Table 4.14 what could be done to improve the academic performance in the schools?

Category	Lower NCBD		Upper NCBD		Total	
	Freq	%	Freq	%	Freq	%
Reduce noise	22	36.67	40	50.00	62	44.28
Avail room for play	38	63.33	30	37.5	68	48.57
Follow the curriculum	0	0	10	12.5	10	7.14
TOTAL	60	100	80	100	140	100

Source: Primary Data - 2009

22 respondents in the lower NCBD wanted the noise reduced in order to improve their academic performance. 38 of them wanted space for play to be availed. In the upper NCBD, 40 respondents out of 80 wanted noises reduced for them to improve their academic performance. 30 of them wished for more play room. In both lower and upper NCBD 44.28% wished to have the noise reduced.

TEACHERS' QUESTIONNAIRE

All the 8 questionnaires given out were returned for analysis and compiling, thus:

Table 4.15 Rate of absenteeism in class.

Rate of absenteeism	Lower NCBD		Upper NCBD		Total	
	Freq	%	Freq	%	Freq	%
Very high	2	50	0	0	2	25
High	2	50	2	50	4	50
Low	0	0	2	50	2	25
TOTAL	4	100	4	100	8	100

Source: Primary Data - 2009

Responses as shown in table 4.15 indicate that the rate of absenteeism in the lower NCBD was very high. 2 respondents indicated so. In the upper NCBD, 2 out of 4 respondents said the rate of absenteeism was high and 2 out of the 4 said it was low.

Table 4.16 Reasons for absenteeism

Category	Lower NCBD		Upper NCBD		Total	
	Freq	%	Freq	%	Freq	%
Illness	2	50	2	50	4	50
Left with siblings	1	25	1	25	2	25
No bus fare	1	25	0	0	1	12.5
Sent by parents	0	0	1	25	1	12.5
TOTAL	4	100	4	100	8	100

Source: Primary Data - 2009

As indicated in the table 4.16, 2 out of the four respondents in the lower NCBD said sickness was the reason mostly given for pupils' absenteeism. 1 out of the 4 indicated that being left with siblings was the cause for pupils' absenteeism. Only 1 out of the 4 said lack of bus fare was a main cause of absenteeism. In the upper NCBD, only 1 out of the four said the chief cause of absenteeism was being left with siblings. A total of 4 and 2 others out of the 8 indicated sickness and being left with younger siblings respectively as the main reason for their absenteeism.

Table 4.17 Respondents' responses on, "do all pupils take lunch time meal while in school?"

Category	Lower NCBD		Upper NCBD		Total	
	Freq	%	Freq	%	Freq	%
Yes	1	25	3	75	4	50
No	3	75	1	25	4	50
TOTAL	4	100	4	100	8	100

Source: Primary Data - 2009

Table 4.17 indicate that in the lower NCBD, most respondents (75%) said that not all pupils take a lunch time meal. 25% said the pupils do have a lunch time meal. In the upper NCBD, 75% said

the pupils did have a lunch time meal while 25% said not all had a lunch time meal. It is worth noting that a very high percentage of the lower NCBD respondents indicated that the pupils do not have the meal while a very small percentage in the upper NCBD indicated the same. A possible explanation could be the type of their parents' occupation where most parents in the lower NCBD were in the unskilled occupation which is normally poorly remunerated. Those in the upper NCBD where majority were in professional occupations were able to provide for the meals.

Table 4.18 Reasons commonly given for not taking lunch time meals.

Reason	Lower NCBD		Upper NCBD		Total	
	Freq	%	Freq	%	Freq	%
No food to carry	2	50	1	25	3	37.5
No one to bring	1	25	2	50	3	37.5
Will eat after school	1	25	1	25	2	25
TOTAL	4	100	4	100	8	100

Source: Primary Data – 2009

3 respondents said that the reason why pupils did not take lunch time meal was unavailability of food. 2 out of the 8 respondents gave “eat after school” as the reason as to why pupils fail to take a lunch time meal.

Table 4.19 Parents' responses to calls to school

Category	Lower NCBD		Upper NCBD		Total	
	Freq	%	Freq	%	Freq	%
No	3	75	2	50	5	62.5
Yes	1	25	2	50	3	37.5
TOTAL	4	100	4	100	8	100

Source: Primary Data - 2009

As the table 4.19 shows, most parents in the lower NCBD did not respond to calls to school. One of the respondents said the parents did respond. In the upper NCBD, 2 respondents out of the total 4 said that parents responded while 2 said they did not. It is evident from the data obtained that most (62.5%) of the parents did not turn up when summoned to school.

Table 4.20 cases of respiratory illnesses.

Category	Lower NCBD		Upper NCBD		Total	
	Freq	%	Freq	%	Freq	%
Yes	4	100	3	75	7	87.5
No	0	0	1	25	1	12.5
TOTAL	4	100	4	100	8	100

Source: Primary Data - 2009

Table 4.20 indicates that a total of 87.5% of the respondents said there are cases of respiratory illnesses. Only a small percentage of 12.5% said there were no cases of respiratory illnesses. It is worth noting that cases of respiratory illnesses as indicated by the percentage in the lower NCBD is higher (100%) as compared to the upper NCBD at 75%.

Table 4.21 Average class score for the last three exams out of 500 marks.

Category	Period	Lower NCBD	Upper NCBD	Average
Exam 1	Term1, 2008	227	265	246
Exam 2	Term2, 2008	243	275	260
Exam 3	Term3, 2008	251	301	276
	AVERAGE	240.3	280.3	260.6

SOURCE: Primary Data - 2009

Table 4.21 shows that the average score out of the maximum 500 marks in the first term one exam was 246 marks. The average for lower NCBD was 227 marks while that for the upper NCBD 265. In second term, the average was 260 marks out of 500. Lower NCBD had an average of 243 and upper NCBD had an average of 275. In third term, the average mark was 276 with lower NCBD scoring 251 and 301 for the upper NCBD.

Table 4.22 How the location of school affects pupils' concentration in class.

Category	Lower NCBD		Upper NCBD		Total	
	Freq	%	Freq	%	Freq	%
Reduce concentration	1	25	2	50	3	37.5
Cause pollution	1	25	0	0	1	12.5
Lead to much noise	0	0	1	25	1	12.5
Increases absenteeism	2	50	1	25	3	37.5
TOTAL	4	100	4	100	8	100

Source: Primary Data - 2009

As the data in table 4.22 reveal, in the lower NCBD, 25% of the respondents observed that location of the school reduces concentration. 50% said that the location of the school increases the rate of absenteeism. None of the respondents felt that noise was a hindrance to pupils' concentration. In the Upper NCBD, 50% of respondents felt that location of the school affected

concentration. A total of 12.5% felt that noise was encountered. From the table, we note that increased absenteeism and the level of concentration are highly influenced by the location of the school.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study investigated the influence of school location on pupils' academic performance in the NCBD of Starehe Division Nairobi District. The study shows that the academic performance of pupils is influenced by many factors, one of which is the location of the school. It is on this basis that the researcher carried out the study to establish how the location of the school influenced the academic performance of the pupils.

5.2 Summary of findings

The findings based on research questions and objectives were:

Respondents felt that there was a strong relationship between the location of the school and the pupils' academic performance. On ways of getting to and from school, 46.25% stated that they use public means while a small percentage of 20% use private means. Majority of the respondents (62%) went to and from school on foot. 50% of the respondents felt that the rate of absenteeism was high and 25% of them said it was low.

From table 4.19, many respondents felt that parents did not respond well to calls at school. 62.5% of them indicated that they did while 37.5% felt that they did not. 87.5% of the respondents said there were cases of respiratory illnesses and only 12.5% felt that there were no such cases.

According to table 4.22, respondents felt that the location of the school influenced the academic performance. A high percentage of 37.5% felt it reduced concentration and 12.5% observed that it brought about much pollution

The main ways of improving the academic performance according to respondents were reducing noise pollution and availing space for play.

5.3 Conclusion

Location of the school very much influences the academic performance of the pupils. Many factors caused by the location of the school lead to poor academic performance of the pupils. If this has to be corrected, effective mechanisms have to be put in place.

5.4 Recommendations

Based on the findings, the researcher recommends the following:

- Business activities should be removed from the vicinity of the schools. This would help in reduction of the noise which highly affects the academic performance of the learners. Public transport vehicles should be rerouted to areas far away from learning institutions and this would help in doing away with the noise around these institutions.
- Schools in the NCBD should be surrounded by high periphery walls and made boarding schools. This would help in dealing with the transport problems which the learners experience to and from school
- Education department on academics should liaise with Quality Assurance and Standards Officers to ensure that the poor performance trend in the NCBD schools is reversed through workshops and seminars for the teachers and increased inspections.
- The government should come in and avail school feeding programme since many pupils do not get meals do not get meals and more so when in school. The government should also provide facilities such as playing space which many schools within the NCBD are short of. This would help in dealing with the classroom monotony which in a way affect the general academic performance of the pupils.

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APPENDIX A

PUPILS QUESTIONNAIRE

Answer the following questions as honestly as possible. The questionnaire is designed specifically for this research. Your responses will be treated with utmost confidentiality. Do not write your name anywhere in the questionnaire.

1. Your school: _____
2. Your class: _____
3. Gender: Male [] Female []
4. Age _____ (years)
5. I live with : My father [] My mother [] A guardian []
6. Where do you live? _____
7. How many rooms is your house? _____
8. How many people live in your house? _____
9. Where and when do you do your school assignments?
 - a) In school before going home []
 - b) In school early the following day []
 - c) At home in the evening []
 - d) At home early in the morning []
10. How do you get items that you need for your schooling?

	Always	At times	Never
(a) My parents /guardians provide:	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]
(b) I have a sponsor who provide:	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]
(c) I look for money to buy:	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]
11. How do you get to school?
 - a) By public transport []
 - b) On foot []
 - c) By private means []
12. Which of the following utilities is mostly used for cooking in your home? Put a tick (✓) or (x)
 - a. Electricity []

- b. Charcoal jiko
- c. Gas cooker
- d. Paraffin cooking stove

13. What is the highest education level of your parents?

University level, Post secondary, Secondary, Primary , No education

- a) Father
- b) Mother

14. What education level are your elder siblings?

- a) In primary school b) In secondary school
- b) Dropped in/ after primary school c)Dropped in /after secondary school
- c) Post secondary level d)No education

15. What is /was your father's main occupation? _____

16. What is/ was your mother's occupation? _____

17. How do you get to and from school?

- a) By public transport
- b) On foot
- c) By private means

18. Do you sit with your parents to go through and discuss your school work?

Yes No

19. How else do your parents / guardian help you with school work? _____

20. How many of the following games do you play in your school? Select by ticking (✓)

- a. Football
- b. Athletics
- c. Volleyball
- d. Basketball
- e. Table tennis
- f. Rugby

21. In which of the following category out of 500 were your total marks in the last exam?

450-500 [] 300-349 [] Below 200 []

400-449 [] 250-299 []

350-399 [] 200-249 []

END

Thank you very much for your responses and co-operation.

APPENDIX B

TEACHERS' QUESTIONNAIRE

Answer the following questions as honestly as possible. The questionnaire is designed specifically for this research. Your responses will be treated with utmost confidentiality. Do not write your name anywhere in the questionnaire.

1. Name of the school _____
2. Class teacher for standard _____
3. Grade: P1 [] ATSI [] ATSI 11 [] Diploma [] Graduate []
4. Period in the school _____ years _____ months
5. What is the school's main catchment area? _____
6. Class enrollment: Boys _____ Girls _____ Total _____
7. What is the rate of absenteeism in your class?
 - a) Very high []
 - b) High []
 - c) Low []
8. What is the main reason given by your pupils as the reason for their absenteeism?

9. Do all pupils take a lunch time meal while in school? _____
10. If no, what reason do they commonly give? _____

11. Do parents respond to your calls at school? Yes [] No []
12. When do you allow parents to visit you to discuss their children's performance?
 - a. End of term []
 - b. When required []
 - c. Any time []
 - d. Not at all []
13. Do you have cases of respiratory illness among pupils?

Yes [] No []

14. What was the average class score for the last three exams out of the 500 marks?

	Period	mean score
Exam 1	_____	_____
Exam 2	_____	_____
Exam 3	_____	_____

15. How do you think the location of the school affect the academic performance of the pupils?

16. What recommendations would you propose so as to change the negative effects of the school location within the NCBD to the pupil's academic performance?

END

Thank you very much for your responses and co-operation.

APPENDIX C

LETTER OF INTRODUCTION

ALICE WANGARI KAMARU

KAMPALA INTERNATIONAL UNIVERSITY

DEPARTMENT OF IODI.

P.O BOX 20000

KANSANGA, KAMPALA

Dear Sir/ Madam,

RE: INFLUENCE OF SCHOOL LOCATION ON PUPILS ACADEMIC PERFORMANCE IN THE NCBD STAREHE DIVISION, NAIROBI, KENYA

I am an undergraduate student at Kampala International University. I am undertaking a study on pupils' academic performance in the NCBD Starehe Division, Nairobi, Kenya. Your school has been selected to provide information concerning the study through questionnaires, interviews and observation schedules. The information provided will be treated with confidentiality and will be used for academic purposes only.

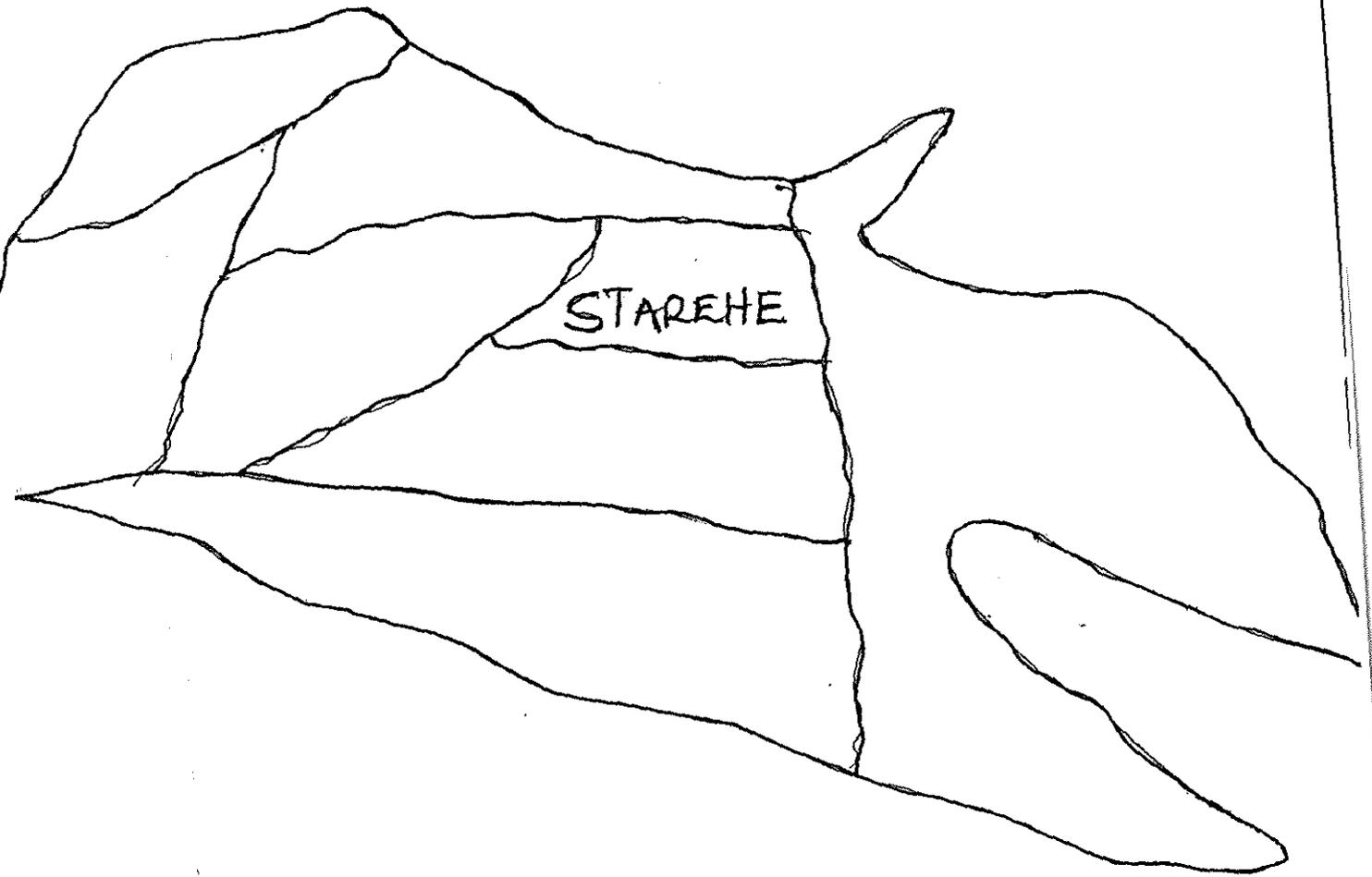
I hope you will respond to the questions honestly.

Yours faithfully,

ALICE WANGARI KAMARU

BED/13271/61/DF

MAP OF THE STUDY AREA
STAREHE DIVISION - NAIROBI.



URCE: STAREHE DIVISION EDUCATION OFFICE.