

**HINDRANCES TO QUALITY EDUCATION IN SECONDARY SCHOOLS IN SLUMS
IN KENYA: A STUDY OF SOWETO SLUM, EMBAKASI SUB-COUNTY, NAIROBI
COUNTY**

WAWERU PAUL KINYANJUI

**A Research Project Report Submitted in Partial Fulfilment for the Requirements of the
Award of Postgraduate Diploma of the University of Nairobi**

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DECLARATION

This research project Report is my original work and has not been presented to any other university for the award of Diploma.

SignatureDate.....

NAME: WAWERU PAUL KINYANJUI

REG. NO..... L40/6662/2017

This research project report has been submitted for examination with my approval as University supervisor.

APPROVAL

Signature.....Date.....

DR. ANNE ASEY

University of Nairobi

DEDICATION

I would like to dedicate this research project to my family: my loving wife Feristus Njeri, our three children; Caroline Wagio, Mark Brandly Waweru and Vincent Kihara, My mother Mary Wagio and the great family of Hans Strandberg. Your boundless love has been my support system during this academic journey.

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I concede the financial assistance to Hans Strandberg family for their financial support and giving me the backing to undertake my studies.

ABSTRACT

Learning in a slum is of a concern when the quality of education offered is considered. This work only focused on one of such slums, Soweto. Three secondary schools in the slum were sampled. These schools are, St. Justino, Malisho and Lorna Waldington. From the three schools, a total sample of 120 students was selected. Forty students responded to the questionnaires that were administered. In addition, principals from the three schools were also interviewed. Secondary schools face serious problems in this area. The sampled schools in this research indicated the challenges that the students face, something that delimits the quality of education availed to them. From the study, it is clear that lack of enough learning materials poses the greatest challenge to the quality of education availed. 80% of the respondents agreed that their schools have limited learning materials. In addition, insecurity is the other challenge that the students are being subjected to. Soweto, being a slum, has a very unreasonable population of unemployed youths, something that is a threat. Unemployed youth abuse drugs and steal from people, something that affects the enrolment and attendance of the students. It should also be noted that principals, the church and the society are not blind to the challenges encountered by the students. Principals are constantly pushing for joint exams, something that has really helped to gauge the students and improve their competitiveness. In addition, the church has played a critical role in ensuring that the education standard is boosted in the schools that they man. They have taken a key role in instilling discipline to the students and making sure that they live a responsible life. The church has also played a key role in the provision of learning materials and food to the needy students. It must also be underscored that the society is working hand in hand with the schools and the church to ensure that the students get the best in their lives. The public cooperates with the relevant authorities to ensure that cases of indiscipline and insecurity have been addressed in the slum.

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ABBREVIATIONS AND ACRONYMS

SPSS-----Statistical Package for Social Sciences

UN----- United Nations

FPE----- Free Primary Education

UNICEF----- United Nations international Children's Emergency Fund

KCSE -----Kenya Certificate of Secondary Education

CHAPTER ONE

INTRODUCTION

1.1 Background information

The Kenyan government considers education for her citizens to be one of the most important aspects of leadership. Due to this, free primary education was launched in the year 2003, something that saw the number of children who can afford to attend school increase by about 1.3 million in the same year (Ouma, 2017). According to United Nations Children's Fund, it is clear that out of ten pupils in Kenya, two come from seriously poor backgrounds. In addition, according to the report by 'Out of School Situation in Kenya' approximately eight hundred and fifty two thousand children whose age ranges between six and seventeen could not attend school (Ouma, 2017). The government's effort to increase the number of informal schools in major slums in the country has seen the enrolment rate hike from about 5785 in the year 2004 to 134344 in the year 2016. However, irrespective of these efforts, serious challenges are still being encountered by most urban habitants, more especially those who live in the slums, Soweto being one of them. According to UN-Habitat, sixty to seventy percent of the Nairobi's population is based in the various slums in the city (Moses, 2017). Despite of FPE, significant populations of children in Nairobi's slums attend low fee schools in the county and therefore fail to benefit from the free primary education initiative. Soweto being one of those serious slums in Nairobi, education is a challenge and therefore this work seeks to dig deeper into the situation and give appropriate recommendations and conclusions.

1.2 Problem statement

Children in slums in Nairobi face lofty challenges when it comes to the quality of education they can afford to secure. Due to this, most of them fail to complete the most basic primary and secondary education that they are entitled to. Soweto, one of such slums in the city is the main consideration in this work. Here, most children are subjected to substandard education, most of which, more often than not, is being offered by private institutions. A number of the private institutions in this slum are only after the money paid as school fees and therefore fail to put the required emphasis on the quality of education availed. With high rate of crime in the slum, the lives and well-being of the students are being threatened on a daily basis. On the same note, poor infrastructure and sewerage systems pose a great threat to the health of the children.

1.3. Significance of the study

The study aims at revealing key hindrances to valuable education in high schools that are based in Nairobi's Soweto slum. In addition, the work will suggest the most probable actions that can be undertaken to revive the education situation in the area.

1.4 Objectives of the study

1. To identify educational challenges in Soweto slum.
2. To relate the students' performance against the social economic background of the slum.
3. To analyze how principals strive to improve the standard of learning in the slum.
4. To find strategies to overcome these challenges and corrective measures in provision of quality education needs that require immediate actions.

1.5 Research questions

1. In what ways do schools contribute to the provision of meaningful education?
2. What is the role of Head teachers, teachers, students and society towards propagation of meaningful education in slum schools?
3. What are the setbacks facing slum secondary schools in their quest to offer valuable education?
4. What strategies can be adopted to remediate the challenges faced by slum secondary schools in provision of flawless education?

1.6 Significance of the study

The study will identify challenges that hinder propagation of valuable learning in Kenyan slums.

The data collected would assist the government and schools to come up with various solutions and interventions for the good learning environment. The study will also enable formulation of quality policies for slums secondary educational programs.

The study will also help in assessing the administrative policies and management of resources that would thereafter provide better corrective measures in providing quality education in the Kenyan slums.

1.7 Scope and restrictions of the study

The research was restricted to three schools in Soweto slums namely: St. Justino, Malisho and Lorna Waldington Secondary schools. Keen eye of the study concentrated on various aspects of quality education: Physical competence, social aspects and spiritual background. These plus more other aspects give a complete picture of what quality education mainly entails. Scope of the

study may not necessarily give the findings of other schools in the slum and this is because different slums in Nairobi have different perspective in education which is mainly also affected by political leadership of the areas concerned.

1.8 Basic assumptions of the study

The study took position that the respondents' are going to give their responses honestly and that they have been within the area for a span of more than 5 years. The study also assumed that, the data collection procedures and instrument were very reliable and efficient for the study. It was also assumed that, no respondent would have a negative attitude as the research instruments were straightforward questions and confidential.

1.9 Organization of the study

The study was organized into five chapters which were split into different sub sections. Chapter one included the background information, problem statement, purpose of the study, objectives of the study, research questions, significance of the study, scope and delimitations of the study, assumption of the study, organization of the study and definition of terms. Chapter two was basically the literature review on education state in Kenyan secondary schools located in the slums and consequences of low quality education. Chapter three was research design and methodologies which involved sampling procedures, description of research, data collection procedures and ethical issues. Chapter four involved data analysis, interpretation and presentation and chapter five was the summary of the findings, discussions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Under this chapter, focus will be on education state in slums, economic factors delimiting education in slums, and consequences of low quality education in slums.

2.2 Education state in slums in Kenya

Education and entrepreneurship have for a very long period been the backbone to the Kenyan economy. In spite of this, dwellers of the Kenya's most informal settlements have been subjected to the most dangerous trends when it comes to the kind of education quality availed (Osman, 2018). The urge to reap heavily from investing in private education has lured majority of the stake holders in this field to solely concentrate on the amount of money they can secure over the quality of education they can avail to the needy slum children in various slums in Nairobi, including Soweto. A review of the education data gathered in 2016 has indicated that even after the free primary education in 2003, three out of five children in slums and ghettos never make it to sit for their KCSE examination (Osman, 2018). In addition, students from such states of life appear to be subjected to the most dangerous conditions as far as their educational opportunities are concerned. In Soweto slum, being smart in the streets will make you seem better than those who are smart in school. This has been the main contributing factor to the serious school dropouts visible all over the slum. Youths in the slum have been taught that education will not be the sole thing to beat poverty, something that has been a contributing factor to the most wanting state of education in the region. The state of the day to day life in the slums has encouraged the

youth to rather invest in the present by dropping out of school than investing in the unforeseen future by working hard in school.

2.3 Economic factors delimiting education in slums

Irrespective of the government's effort to reduce the ratio of teachers to students in the most populated regions in the country including Soweto slum, performance in secondary schools is still very low (Namiti, 2013). Previous research on the same subject has shown that economic factors affect students in the slums the most. According to Namiti (2013), lack of learning material and school uniform bar most of the students in slums from attending school appropriately. Here, students hardly afford the necessary learning resources and this adversely affects the quality of education they can afford to attain. Being unable to afford the necessary learning materials literally means that the students cannot afford to secure the recommended quality of education. In addition, lack of resources affects the regular attendance of classes by the students. Students literally miss school because they cannot afford to buy themselves a school uniform, pay school fees and even purchase the necessary learning materials. Regular absenteeism of students derails their focus hence poor performance in their academics. Inadequate financial resources force many parents and/ or guardians to enroll their children in poorly developed schools culminating to substandard education.

2.4 Consequences of low quality education in slums.

Education has been made compulsory for all children residing in Kenya. However, due to economic commitments that come along with the requirement that every child is entitled to education make some children to afford low quality education in the Soweto slum. According to

UNICEF, quality education grants children a ladder to a better life in the future. Low quality education in the slums including Soweto is the contributing factor to the persistent challenges in the region. About two hundred and sixty four children and adolescents in the world miss an opportunity to attend to better education. This later spearheads poverty, emergencies and even armed conflicts.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

The purpose of this chapter is to show the methodology that was used by the researcher to carry out the study. Methodology gives the overall approach to research design. It is a plan of action that links methods to results. The methodology included the research design, the targeted population, population sample, and sampling procedures, research instruments, validity and reliability of the research instruments, data collection and analysis procedures.

3.2. Research design

The study took into consideration both qualitative and quantitative methods, a plan lauded by Kothari (2011) when he asserts that qualitative and quantitative research are independent approaches, rather the most useful research outcomes results from the application of both methods in the correct manner. Kothari further argues that it is necessary for a study to have this two prolonged approaches as the quantitative phase yielded numerical data whereas the qualitative phase describes data.

The study applied both descriptive survey and naturalistic design method to find the state of affairs. Mamia (2005) states that descriptive survey besides finding facts may also result in the formulation of important principles of knowledge and solution to significant problems. By using this approach the researcher was able to establish the hindrances to meaningful education in secondary schools in Soweto slum in Embakasi, Nairobi County.

3.3. Target population

Concentration was made on three Secondary schools under the area of study, students and head teachers. The decision of targeting this population was based on the realization that teachers are a human resource who instill knowledge to learners and develop the policies of education including the curriculum and the students are the direct beneficiaries of the education provided by the government.

3.4 Description of Sample and sampling procedures

A sample is a small part of the target population that has been procedurally or randomly selected to represent it. (Oso and Owen, 2005). The sample used in this study was guided by the rule of thumb which recommends that in case of survey research, a minimum of 100 subjects of major sub-group and 20 to 50 subjects of the minor subgroup be used. (Kothari,2011). Therefore the sample consisted of 3 secondary schools, 3 head teachers and 120 students in form 3 and 4.

Table 3.1 Sample population.

| School | Head teachers | Students |
|------------------|---------------|----------|
| St, Justino | 1 | 40 |
| Malisho | 1 | 40 |
| Lorna waldington | 1 | 40 |
| Total | 3 | 120 |

3.4.1 Selection of schools

The schools under study are St. Justino, Malisho and Lorna Waddington secondary schools situated in Soweto slum in Embakasi sub-county in Nairobi. They are all mixed secondary schools.

3.4.2 Selection of students

From the three schools, 40 students from each school were selected using stratified samplings. 120 students from Form three and four classes were sampled from a total of 545. Students were stratified into 20 students from each class randomly putting into consideration the gender balance. The aim of the stratified random sample is to minimize the potential for human biasness in the selection of cases to be included in the sample. As a result, the stratified random sample provides the researcher with a sample that is highly representative of the population being studied, assuming that there is limited missing data. Durrheim and Painter (2006) point out that stratified sampling is used to establish greater degree of representatives in situation where a population consists of sub-group.

3.4.3 Selection of head teachers

The three school heads were automatically involved in the study because they play a crucial role in managing the member schools.

Table 3.2 Summary of sample and sampling techniques

| Respondents | Total population | Sampling size | Percentage | Method of sampling |
|--------------------|-------------------------|----------------------|-------------------|---------------------------|
| Schools | 3 | 3 | 100 | Automatic inclusion |
| Students | 319 | 120 | 37.6 | Stratified random |
| Head teachers | 3 | 3 | 100 | Automatic inclusion |
| Total | 325 | 126 | | |

3.5 Description of research instruments

The researcher used questionnaires, interview guides and observation guide to collect data. Through questionnaires data was gathered from students, interview guides from school heads and observation guide to observe the availability and quality of physical facilities.

3.5.1 Questionnaires

The questionnaires were preferred instruments for student as it could be applied to a larger sample within a short time. Well-designed questionnaire gives correct and relevant information to the research question and reduce biasness and has standard question and answers that makes data compiling easy(Kaplan and Saccuzzo, 2009).The advantage of using this tool includes low or no cost requirements, increased speed in collection of the data and highly objective unlike other alternative methods. (<https://research-methodology.net/research-methods/survey-method/questionnaires-2/>).

The instrument comprised of 5 sections based on the research question. Section A-background information of the respondents i.e. gender, age class and fees payment. Section B was on the contribution of the school towards propagation of valuable education. Section C on contribution of school heads, teachers and learners in school system on providing education. Section D on the challenges that are perceived as militating against availing meaningful education. Section E was on practical suggestions and ways to improve standard of learning in their respective schools. The main concern was to get the ideas of students concerning the major hindrances interfering with their schooling, and strategies that might help in overcoming these challenges in future. (see Appendix 1).

3.5.2 Interview guides

The researcher developed a structured interview guide for the school heads. The purpose was getting their views on the challenges they are facing within their schools in providing quality education. It was based on their years of experience in the area, contribution of teachers and students in provision of qualitative education and practical suggestions that can be put in place to provide quality education in the area.

3.5.3 Observation guide

Naturalistic observation and direct observation were used during the research. Behavior was observed as it occurred naturally. Schools were observed in terms of their environment and structural development, the interaction of learners and the teachers and their behaviour in classroom and out of class. The researcher directly observed on quality of school facilities such as classes, lavatories, teaching and learning resources such as library, laboratories as well as the

physical surrounding of the schools to determine if it was favourable to provide quality learning in terms of safety for students and teachers. (see Appendix 2).

3.6 Reliability and validity of research instruments

This section explores the validity and reliability of the research instruments.

3.6.1 Validity of the research instruments

An instrument is considered valid when there is confidence that it measures what is intended to in a given situation (Kothari, 2011). The crucial types of validity, which was taken into account for this study, were face validity, content validity, and external validity. The researcher presented the questions to be used in the questionnaires and interview guide to some experts to assess them and was fine tuned to achieve the purpose of the study.

3.6.2 Reliability of the reach instrument

Reliability refers to the consistency of a measure. Psychologists consider three main types of consistency: (Cacioppo). Namely split- half, internal consistency, test retest and equivalent form. In this study, the half split technique was used for it needs only a single examining period. In the approach, an instrument was administered to an appropriate group.

3.7 Data collection procedures

Separate visits were made on different days to the select schools, and the significance and aim of the study explained to the individual school heads. The researcher had also informed the head teachers in advance through the mobile phone. The questionnaires were administered to the

students where they were given enough time to fill them after which the filled-in questionnaires were collected. Interviews for the head teachers were conducted at different days and time.

The respondents had been briefed that their responses would be kept private and confidential. Researcher then conducted observation on documents such as admission register, examination results and the school black book.

3.8 Description of data analysis methodologies.

Quantitative and qualitative data was differentiated from the information collected from the schools. Data cleaning was conducted which involved identification of incomplete and false answers which were collected to improve response quality. The open-ended responses from students were coded and summary derived in terms content, categories and patterns and presented as a narration. Quantitative information from close-ended questions, especially demographic information was analyzed using descriptive statistics such as frequencies, percentages and tables. The interviews for the head teachers were also transcribed into narratives, themes and categorized into their similarities according to the research question.

Statistical Package for Social Sciences (SPSS 16) was then used to produce a range of statistical tables and figures which allowed findings from the data to be quantified and compared. The data from students were kept separate in an initial process of collating raw scores and percentages for each question. The step provided a general indication of the level of responses to the questions. Non quantifiable data was described in the respondents own words. Finally the findings were discussed and compared with existing literature.

3.9 Ethical issues considerations

Ethics when used in social research means creation of a trusting relationship between those who are targeted in the research and the researcher. In ensuring that trust is created, it is important that communication is properly planned and managed, that risks are reduced and merits are maximized. (<https://www.kirklees.gov.uk/involve/document/EthicalIssues.pdf>).

Moral values and professional codes of conduct to the collection, analysis, reporting, acceptance of subjects' right to privacy, confidentiality and informed consent was adhered to.

The researcher made sure that the ethical issues were respected throughout the study. The various ethical issues considered in the study were voluntarily participation, harmless research methods and techniques confidentiality and anonymity. All participants were not pressurized by any means to answer various questions.

The volunteers were also advised in the questionnaire not to indicate their names nor contacts or school they come from. The questionnaire also made it very clear the objective and aims of the study.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1. Introduction

This chapter sought to analyze, interpret and make a presentation of the results in line with the requirements and aim of the study conducted. The study's main concern was to assess the hindrances to quality education in Soweto slum, Nairobi. The study focused on three schools in the area; St. Justino, Malisho and Lorna Waldington secondary schools. Forty students from each school giving a total of 120, randomly selected helped in the responding to the questionnaires administered. In addition, principals from the three selected schools also helped in the collection of data pertaining to the standard of learning in the schools they lead and their contributions in ensuring that the standard of education offered to students is improved.

4.2 Response rate

This work took into consideration of three registered schools in the Slum. Out of the three schools, a total of 120 students were randomly selected. Similarly, principals from the schools took part in giving relevant information that boosted the study. The entire 120 students responded to their questionnaires, giving a response rate of one hundred percent. The response rate was that perfect because the students responded to the study needs while in school. No student was given a questionnaire to respond to it at home or somewhere else. All the information recorded was returned to the researcher on the same day that they were administered. On the same note, the response rate of the three principals interviewed was one hundred percent. Therefore, the response rate in this study was exceptional considering the fact

that research guides demand that 50% response rate is valid to make a study relevant, 60% is good and above 70% is excellent.

4.3 Demographic considerations

In this study, gender and religion were the main demographic considerations. The questionnaires required that the interviewees to indicate their gender and religion.

4.3.1 Gender of the respondent

Table 4.1 Gender of the respondents

| Gender | Number of respondents | Percentage |
|--------|-----------------------|------------|
| Male | 57 | 48% |
| Female | 63 | 52% |
| Total | 120 | 100 |

As shown above, 52% percent indicated that they were female and the rest, 48% were male. This indicates that majority of the students who were interviewed were females. It should be noted that these students comprised of form three and four students only.

4.3.2 Religion of the respondents

Table 4.2 Religion of the respondents

| Religion | Number of respondents | Percentage |
|--------------|-----------------------|------------|
| Christianity | 119 | 99% |
| Islam | 1 | 1% |
| Total | 120 | 100 |

From the above data, majority of the respondents, 99% were Christians while Muslims only formed 1% of the respondents. This indicates that majority of the students in this slum are Christians just as the study suggests.

4.4 Hindrances to quality education

4.4.1 Economic status of parents

According to the results obtained, 90% of the parents to the students are casual workers, doing hand to mouth jobs. This is the greatest challenge the students face because the parents lack stable jobs and yet they are expected to pay school fees for their children in schools. 8% of the students showed that they parents had professional jobs which included teachers, police officers and doctors. In addition, 2% of the students indicated that either one or both of their parents are deceased and were being supported to be in school by the help of their sponsors. This is one of the most serious challenges that these students face because the well-being of the parents economically determines their ability to pay school fees for their children and hence the smooth learning process. Being unable to pay school fees affects majority of students in the slums, something that really affects them academically. According to Florence (2017), abject poverty of parents in the slums affect their capability to pay for their school fees and therefore most of the time miss school and this eats into their performance.

4.4.2 Lack of sufficient learning materials

Learners from the three institutions engaged indicated that the schools, which happen to be private, are unable to provide the required learning materials including textbooks and laboratory equipment. It should be underscored that even though the concerned schools are trying to

provide the basic learning materials, they are not yet sufficient to cater for the needs of the student. Principals from the three schools agreed that having limited resources poses a serious challenge to the smooth learning process in the school, something that affects performance of their students. Similarly, it has been reported that infrastructure also affects the learning process in schools. Laboratories, equipment, classrooms and buildings contribute to the creation of a learning environment (Janssen *et al.*, 2017).

4.4.3 Lack of sufficient security

Some of the sampled students raised an alarm to the fact that the slum poses a great danger to them on a daily basis because of the security assured to them. Jobless youth, who more often than not dropped out of school engaged in theft and robbery which does spare even students. This is a serious challenge in the slum because it determines the time students must report to school, and as well the time they must leave. This on the other side effects the performance of the students negatively. Personal perceptions on insecurity have a serious impact on school attendance and enrolment. Threats to physical harm, community and domestic violence, and crime seriously pull down learners' academic growth in slums (Netsayi *et al.*, 2008).

4.5 Contribution of the society and the church to improve the quality of education

Society and the church have not been left behind in their strive to promote the educational standard in the sampled schools in Soweto slum. The church plays critical roles in helping the students to live a responsible and informed life. The church as well provides learning materials to the needy students besides providing them with food. This is important as it encourages the students to continue striving with the hope of having a better life in the future. The society in the

Soweto slum has also not been left behind in the urge to promote the quality of education in the secondary schools. Parents are committed to help teachers in planning for the education of the children. Parents constantly hold meetings in schools to deliberate on various matters that affect the value of education their children are entitled to. The public in general has also helped in boosting security of their areas of resident, something that is continuously improving the wellbeing of the students in the schools.

4.6. Reasons given by students who were against time provision for sports

On school sports, and guidance and counseling, 87.5% and 85% respectively agreed that time was provided for the extra-curricular activities with 12.5% disagreeing on the same issue saying that there was no time allocated for sports in the school. Stating various reasons to support their views for disagreeing, 50% of them believed that they were denied a chance to have time to participate in sports because of examinations, followed by 40% of them who cited unfavorable climate as among other factors why time was not set for sports. From the above observation, the researcher discovered that academic performance was given more prevalence to other aspects of quality education.

Communicating with student's parents over school matters relating to their students by management is one vital way of tracking the academic growth and behavior change of the child. It is widely recognized that, the more involved the parents are in their child's education, the better the student performs at school. However, when the students were asked whether their schools did communicate with their parents more often, 65% of the participants agreed they did while 35% disagreed.

4.7 Role of school principals in the improvement of the quality of education

Principals in the three considered schools have the sole mandate of ensuring that learning goes on smoothly in their schools. This is mainly by ensuring that teachers are enumerated handsomely to motivate them to execute their duties as required. In addition, they organize for joint exams with other schools within and outside the slum to improve and change the perspective of competition in their schools. This has really improved the quality of education availed. From the findings, the head teachers are like managers whose main task is to monitor the progress made by teachers and the students and give directions. This was in agreement with Kristina (2010) who asserted that leadership involves process of influencing group activities towards setting common goals and eventually achieving them. Enforcing school rules and making sure that discipline is maintained was also among the roles cited as responsibilities of the head teacher. In assistance to cope with management of students, the head teachers said that they were assisted in provision of books and having morning and evening preparations, counter checking lesson plans and ensuring that the syllabus is well covered. Setting targets to achieve, education trips awarding the best students and offering regular examinations are among the roles the head teachers play towards management and improvement of academic performance.

4.8 Suggestions proposed by students on how they can be involved in learning process

In regard to how student should be involved in learning process, 24.5% was of the opinion that they should be active and develop a positive attitude toward subjects. A number of students, 18.9%, felt that they should collaborate with the teachers. A good relationship between teachers and students should be inculcated through counseling so as to enhance cooperation during class

and in other school's activities as mentioned by 8.5% of the students. Provision of required facilities was also suggested by 6.6% since most of the school lacked important resources.

Most also suggested that learners ought to be accorded support and be discouraged from certain social aspects in society which pulled students especially girls, away from their academic commitment.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter outlines a summary of the entire work, discussion, conclusion drawn from the findings and the recommendations made by the researcher for improving the provision of quality education in the secondary schools located in slums in Kenya.

5.2 Summary of the findings

The researcher was mainly concerned with unveiling obstacles to valuable learning in secondary schools in slums in Kenya. The research was streamlined by four key objectives:

1. To identify educational challenges in Soweto slum.
2. To relate the students' performance against the social economic background of the slum.
3. To analyze how principals strive to improve the value of learning in slums.
4. To find strategies to overcome these challenges and corrective measures in provision of quality education needs that require immediate actions.

A descriptive survey and naturalistic designs were used in the study and targeted three slums schools based in Soweto slum a total of 123 respondents participated in the study involving three schools. The sample was selected by stratified, automatic inclusion from a population of three schools, three head teachers and one hundred and twenty students. Data collection was done

using questionnaires; interview guides, observation schedules and document analysis. The data collected from the students and head teachers was supplemented and counter checked using the observation schedule for schools, documents analysis and the interview guides for the head teachers. The data collected was analyzed by quantitative and qualitative methods.

5.2.1 Educational challenges in Soweto slum.

In this research question, the researcher found that, finances to acquire educational resources was among the setbacks facing the provision of value of learning slums. Lack of school fees was the biggest challenge stated by the students, lack of balanced diet, misunderstanding between teachers and students and lack of enough reading materials. Peer pressure and insecurity was among other factors stated as militating in provision of quality education.

5.2.2 Students' performance against the social economic background of the slum.

In previous research on the same subject, economic factors affect the quality education the most. Many slum dwellers usually earn very little for their living. They normally live on hand to mouth. This makes it very difficult for the students to be in school throughout promoting a lot of absenteeism. This may be due to lack of school fees or at times the students have to fight their own way to get their daily bread. Lack of uniforms and proper learning materials also promote low performance.

5.2.3 How principals strive to improve the educational standards in the slum.

Findings showed that, the head teachers are like managers of the schools whose main work is to monitor the progress made by the teachers and students and give directions. According to

Kristina (2010) who asserted that being a leader encompasses ones influence on a group of activities towards set common goals and eventually achieving them. This was in agreement with one of the principals. Enforcing school rules and making sure that discipline is maintained was also among the roles cited as responsibilities of head teachers.

5.2.4 Strategies to overcome these challenges and corrective measures in provision of quality education needs that require immediate actions

On the way forward, students have to be active in class and develop positive attitude towards subjects, collaboration between teachers and students. Parent's day and academic clinics be organized as one way of making a provision for individual parents to meet the voice concerns about their future. It was suggested that there should be a balance of teachers with subject needs to avoid understaffing and that teacher's motivation be assured. Strong and stable management is to be put in place to ensure that students pay school fees in time. The schools should also look for other means of resourcing funds from donors and other institution that offers sponsorship to students.

5.3. Discussion

Quality education for character formation is a subject that has received a lot of concern in both confines of religion and worldly purview. This education is geared towards producing socially, morally, intellectually, physically and spiritually developed persons. Learners are exposed to the sense of being responsible, ideas of how to relate to the surrounding world and inculcate competent skills. Unfortunately most of the slum dwellers children have not by far been able to achieve this quality education (Osman,2018). The Kenyan slums are faced with common

challenges in availing quality education. They face the same challenges of infrastructure, insecurity, crime and very low economic backgrounds.

Based on the findings of the research, some of these strategies can be overcome by the intervention of the government, religious bodies and the society as a whole to look for strategies to overcome some of these challenges. The study has also showed that, the head teachers and teachers lacked enough motivation because of meagre salaries. This suggests that they ought to be well motivated by paying them well and awarding them for professional development. This would minimize staff turnover.

According to the respondents, various strategies need to be adopted in the provision of quality education. These includes: adequate resourcing which include building of new classes and train more teachers, promotion of child-friendly and teacher-friendly school environment

5.4 Conclusion

Education in slums is of a concern more especially when the quality of education offered is taken into consideration. This work only focused on one of such slums, Soweto. Secondary schools face serious problems in this area. The sampled schools in this research indicated the challenges that the students face, something that delimits the quality of education availed to them. From the study, it is clear that lack of enough learning materials poses the greatest challenge to the quality of education availed. 80% of the respondents agreed that their schools have limited learning materials. In addition, insecurity is the other challenge that the students are being subjected to. Soweto, being a slum, has a very unreasonable population of unemployed youths, something that

is a threat. Unemployed youth abuse drugs and steal from people, something that affects the enrolment and attendance of the students. It should also be noted that principals, the church and the society are not blind to the challenges encountered by the students. Principals are constantly pushing for joint exams, something that has really helped to gauge the students and improve their competitiveness. In addition, the church has played a critical role in ensuring that the quality of education is boosted in the schools that they man. They have taken a key role in instilling discipline to the students and making sure that they live a responsible life. The church has also played a key role in the provision of learning materials and food to the needy students. It must also be underscored that the society is working hand in hand with the schools and the church to ensure that the students get the best in their lives. The public cooperates with the relevant authorities to ensure that cases of indiscipline and insecurity have been addressed in the slum.

5.5 Recommendations

Education is nothing minus its quality being considered. This work recommends the following.

1. In Soweto slum, majority of the secondary schools are private and more often than not, the school fees is a bit high to the needy residents. The government can chip in and set a public secondary school or otherwise support the available schools in terms of learning resources.
2. The security of the students is paramount. It affects their school attendance and consequently their performance. Cases of insecurity delimit this important aspect of education. Therefore, the government has a sole role in ensuring that security in the area is seriously boosted.

3. The researcher observed that, there was very urgent need to construct libraries, laboratories and other physical facilities in the schools. Most of the schools lacked well equipped science and computer laboratories as well as libraries. This made it difficult for the teachers to apply good methods of teaching, such as student –centered approach, inquiry method and project method of teaching.

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APPENDICES

APPENDIX 1: Questionnaire for students

In the study, the researcher will find out hindrances to quality learning in secondary schools in slums in Kenya. Kindly you are requested to provide answers to these questions as honestly. All your feedbacks and information collected will be treated with utmost secrecy and only for analytical purpose of the study. Please do not write your name or that of your school anywhere in the questionnaire. Kindly tick (✓) where appropriate or fill in the required information on the space provided.

Paul K. Waweru

Questionnaire

Section A: Personal information

1. Sex: Male () Female ()

2. Form: Form III () Form IV ()

3. Religion: Christian [] Muslim []

Any other, (state).....

4. a) Profession of your father i) Teacher [] ii) Farmer [] iii) Doctor []

iv). Others (state).....

b) Profession of your mother i) Teacher [] ii) Farmer [] iii) Doctor []

iv). others (state).....

5. Who pay(s) your school fees? a) Mother b) Father
c) Others (state)

6. Section B: Contribution of the school to provide quality education

a) Give reason why you chose to join this school

7a) Does the school provide teaching/ learning materials such as text books, Laboratory equipment's among others? A) Yes No

b) Briefly, explain

8. Briefly explain how the church and the society contribute to the provision of education.

Section C: Contribution of the head teacher, teachers and learners in the provision of quality education.

15. a) Who is responsible for maintaining physical environment in the school?

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b) How can the students be involved in caring for the school compound?

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Section D: Views of challenges perceived as militating against the provision of quality education

16. Instruction: Kindly put a tick (√) to indicate the degree to which you agree that the following statements contribute to quality education in school.

| Statement | Strongly agree(SA) | Agree (A) | Undecided (U) | Disagree (D) | Strongly Disagree(SD) |
|---|---------------------------|------------------|----------------------|---------------------|------------------------------|
| There is good climate, trust, and good relationships within the school | | | | | |
| There is adequate physical resources and other facilities in the school | | | | | |
| Qualification and professionalism of the teaching staff is catered for | | | | | |
| Discipline in the school | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| among students is good | | | | | |
| The security of the school is good | | | | | |
| There is provision of adequate materials for learning and teaching | | | | | |
| Students are empowered to study on their own | | | | | |
| Motivation, spirit of competition and sense of achievement exists among students | | | | | |
| Finances to buy teaching materials is always available | | | | | |
| Laboratories and libraries in the school are adequate and available | | | | | |

17. List other challenges facing the school in the offering quality education.

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18. What are common problems that face the students?

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Section E: Strategies to put in place to overcome the challenges faced in the availing of quality education

19. Give suggestions that you feel necessary for future development of quality education in this school

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20. What provisions can be made for individual parents to meet teachers and voice concerns about their students?

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21. How can the students be involved in the learning process?

.....

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Thanks for your responses