

Parental Socio-Economic Status and Students' Academic Achievement in Selected Secondary Schools in Urban Informal Settlements in Westlands Division, Nairobi County.

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Abstract

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

Key words: Socio-economic status, Informal settlements, Academic achievement, Parents, Income

1. Introduction

Informal settlements are residential areas where groups of housing units have been constructed on land which the occupants have no legal claims, or which they occupy illegally. The UN Habitat goes on to define informal settlements as unplanned settlements and areas where housing is not in compliance with current planning and building regulations. They are also called squatter settlements, slums or shanty towns. They are to be found around the world, especially in developing countries' urban areas. Rapid urbanization and inadequate capability to cope with housing needs of people in urban areas have contributed to the development of informal settlements. These have been compounded with a number of problems, including; health risks, poor sanitation, food shortages, poor facilities, pollution, overcrowding and violence and crime (UN-Habitat).

Globally, it has been noted that in most cities, according to the United Nations Human Settlements Program (UN-Habitat), the worsening state of access to shelter and security of tenure results in severe overcrowding, homelessness and Environmental health problems. According to UN-Habitat (2010a), many young slum dwellers are excluded from educational opportunities due to their residence in informal settlements, with urban inequalities significantly limiting opportunities and outcomes.

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

According to Jeynes (2002), the socio-economic status of a child is usually determined by parental occupation status, income level and the environment in which the child is brought up.

According to Parson, Stephanie & Deborah (2001), Parents living in urban informal settlements find it hard to provide for their children adequately. Lack of good social amenities and the presence of social evils affect the children in a negative way.

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

The situation of slums in Kenya is similar to that of slums around the world, such as India and Bangladesh. According to Cameron (2010), there were areas in Bangladesh which lack access to government schools and which are too poor for even the lowest cost private education, meaning that they attend school infrequently, repeat years of schooling and have poor achievement. Ramey & Ramey (1994), observe that, in third world countries, families with lower socio-economic status often lack the financial, social and educational support that characterizes high socio-economic status families. Lower socio-economic status parents have inadequate or limited access to community resources that promote and support children's development and school performance. According to Eamon (2005) & Duke (2000), at secondary school level, students hailing from low socio-economic status are trained to respect authority and obey orders that employers like in manual labourers. Conformity and obedience are encouraged rather than individual critical thinking and evaluative abilities amongst the students at this level.

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

Studies around Africa by different scholars such as, (Eamon, 2005), (Duke, 2000) & (Jeynes' 2002), have indicated that there is a significant difference between low and high socioeconomic status. Low socio-economic status are often portrayed as disadvantaged in terms of having lower income and lower levels of education and therefore being associated with disadvantaged school performance and outcome. There is also a limited access to secondary education for the youth in Kenya as transition rate is just about 50% with a large majority of the excluded likely to be those living in the slums. The slum sites are characterized by a large population of pupils, yet they are served by very few public schools. Many of the slum residing youth are excluded from formal training prospects offered in Kenya because entry to such training often requires secondary completion as ascertain (kiiru, J. Onsomu, E. & Wamalwa, F. 2009). These components of quality education are rarely addressed holistically in urban informal settlements setting. According to (Ngware *et.al*, 2008), 74% of families living in the relatively low-income formal settlements have their children enrolled in public schools compared to 52% of families living in the informal settlements.

Kariga (2009) & Orodho (2013) established that provision and academic achievement in education in some Kenyan communities continues to be undermined by parents' socio-economic status and political factors. The Government of Kenya has implemented various reforms and interventions towards increasing access to education (Kenya Economic Report, 2010).

1.1 Statement of the Problem

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

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

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

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

1.2 Objectives of the study

The study was guided by the following objectives:

- i) To find out how physical facilities and learning resources influence achievement and attainment of performance in schools in Westlands Division's informal settlements.
- ii) To determine the influence of occupation of parents on academic performance of students in informal settlements in selected secondary schools in Westlands Division.

1.3 Research questions

The study was guided by the following research questions:

- i) How do physical facilities and learning resources influence children's academic performance?
- ii) In what ways do parents' occupations influence children's academic achievement and attainment?

2. Literature Review

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

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

From the analysis of enrollment across all the mainstream levels of education, the factors include; poverty, high cost of education at the house levels, insecurity and gender bias.

Another study by Daraja Civic Initiative (2007) indicates that academic achievement in urban informal settlements have been compounded by lack of adequate physical facilities, learning equipment, overcrowding and insufficient teaching staff among others.

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

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

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

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

Research studies from studies of Mehmood & Saifi (2001) & Hassan (2009) available indicate that there is a relationship between occupational status and academic performance. Lal (1967) undertook a study to investigate the relationship of parental occupation with academic achievement. The sample of the study consisted of 1359 randomly selected high school students (age range 14 to 17 years), studying in 22 urban and six rural secondary schools in Lucknow District. The study showed that there was a positive relationship between the level of parental occupation and mean high school marks. It was also seen that the difference in the mean achievement scores of the students belonging to different occupational groups were statistically significant. Analysis of covariance showed that this relationship held good even when intelligence (measured by progressive matrices test) was held constant.

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

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

Trusty (1999) reports that children from homes with low income, due to low parental occupations, may model their parents' lower levels of educational attainment. They may not work hard to attain high grades in school. He further observes that the link between academic performance and future occupational success may be less clear for children from low socio-economic status homes.

Increased reliance on public assistance and greater receipt of welfare income has been associated with children's lower academic achievement. This may be due to stigma, assets Kalil (2005). Unstable work and unemployment is psychologically stressful for parents, which in turn inhibits parents' emotional warmth and increases their erratic or disengaged behaviours. Ineffective parenting can lead to poorer adjustment in the children at school. Kalil (2005) & (Berling *et al.* 1999), hypothesized that watching one's parent experiencing job insecurity would be experienced as stressful and elicit feelings of uncertainty and powerlessness in children. Their results showed that undergraduates who perceive their parent to be insecure about their jobs are distracted cognitively and have worse academic performance. Kalil (2005), showed that fathers' job losses predicts the probability that teenage children will be held back in grade or suspended from school.

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

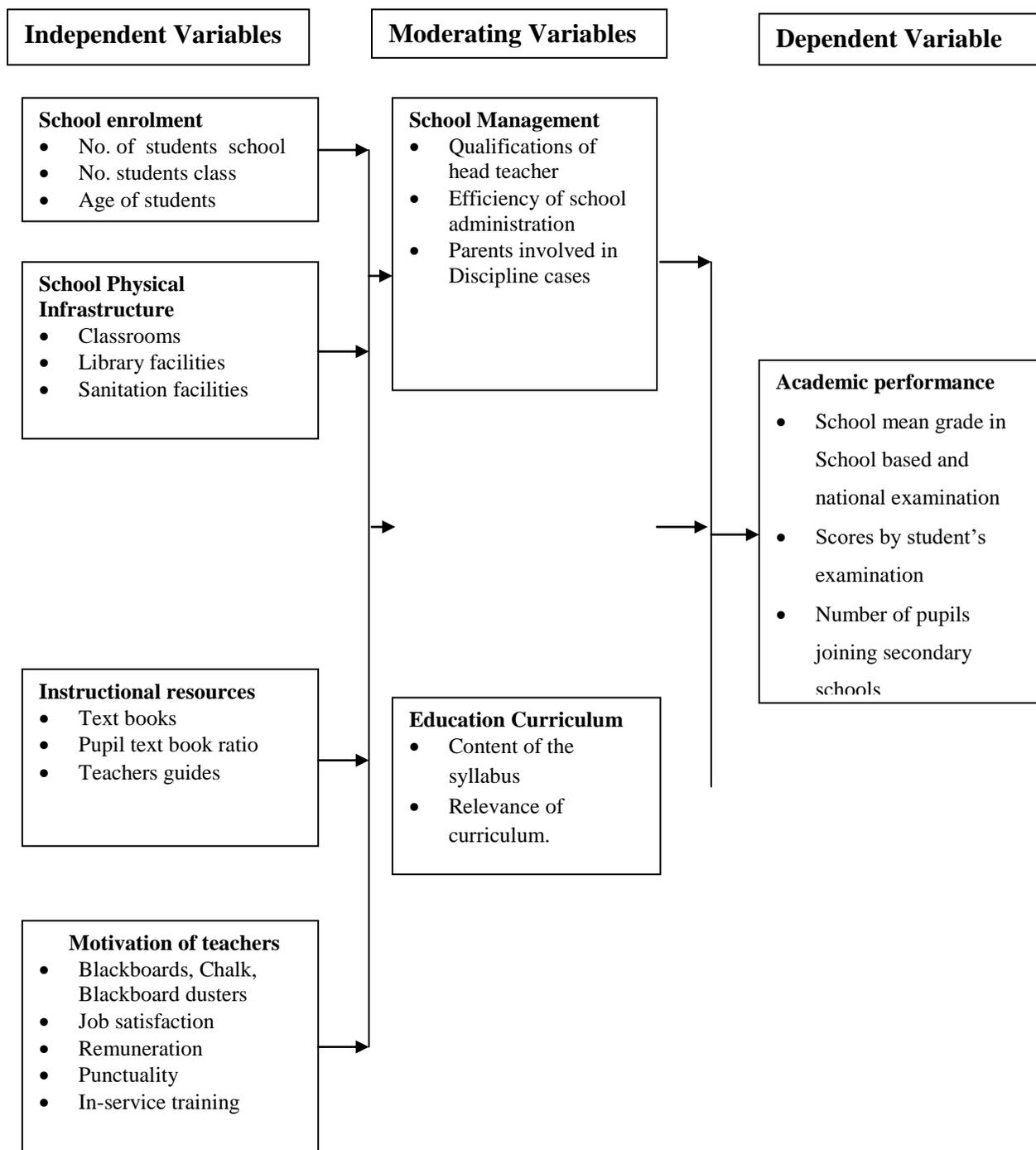
From studies of Mehmood & Saifi (2001) and Hassan (2009), we notice that the study consisted of 1359 randomly selected high school students (age range 14 to 17 years), studying in 22 urban and six rural secondary schools in Lucknow District. There is a gap in that the students sampled in the 22 schools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

2.1 Theoretical Framework

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

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

Based on the above theoretical framework, the study was guided by the following conceptual framework:



This study was guided by the conceptual framework which has the following independent variables: school enrollment, school physical infrastructure, instructional resources, and motivation of teachers. Other intervening variables included school management and Education curriculum.

3. Study Methodology

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

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

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

The target population of this study consisted of 5 secondary schools comprising of 91 students, 18 teachers and 16 parents. The study employed stratified and purposeful sampling techniques to select those who participated in the study. A stratified sampling technique refers to the researcher identifying sub-groups in the target population. In this case, 4 zones namely Lavington, Kangemi, Kawangware and Uthiru. The 4 zones accounted for any differences in any of the sub-groups characteristics. Purposeful technique was used by the researcher to decide who to include in the sample from the four zones. In summary, 91 students, 18 teachers and 16 parents participated in the study bringing the total number of respondents to 125.

The main instruments for collection of primary data were structured questionnaire targeting students in the 5 secondary schools sampled for the study and an interview schedule for parents in the locale. Sampling of individual households in each direction selected was done systematically. For every household interviewed, the researcher skipped four houses towards the destined direction. At every household the researcher interviewed the head of the household. In an exclusive interview with one of the household heads, the interviewer sought to find out how the neighbourhood in which they lived in could affect their children's growth, character development and academic achievement, and the interviewee with a fallen face replied, and I quote, "It is very unfortunate that destiny has placed me where I am today, had I known, maybe I would have done things differently while in school, Here in Kangemi the situation is tough. The house is small and we are forced to share this single room with our 17 year old daughter and 15 year old son, water is a problem, and sewage flows freely around the houses. There is power rationing and the level of moral values in the neighbourhood is very low. It makes parenting very difficult." Focus Group Discussion was used for Teachers sampled for the study.

4. Discussion of the Findings

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

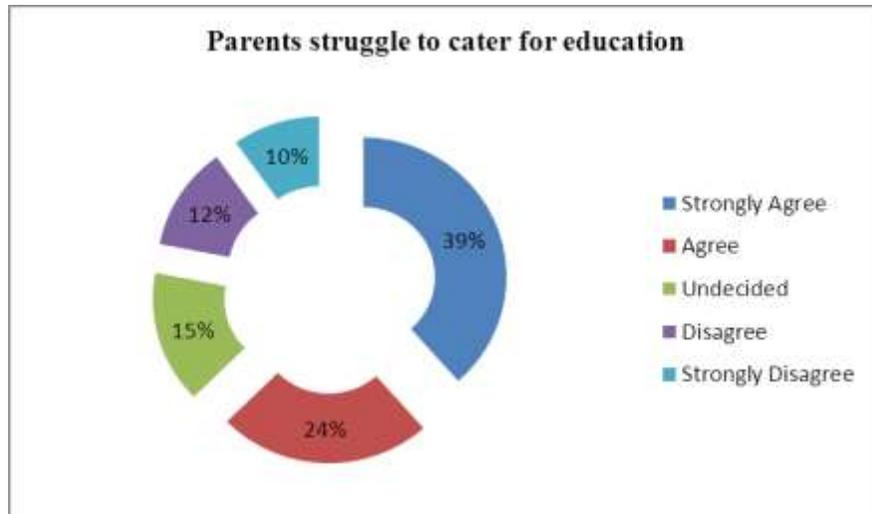
The study sought to establish how often respondents were sent back home for lack of learning provisions and school fees. Responses gathered are analyzed in the Table 4.1 below.

Table 1: Frequency of being sent home

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

From the 1, 30% of the respondents said they had never been sent back home for lack of learning provisions or school fees. Closely following at 29% were those who said they have rarely been sent home for the same. 27% had sometimes been sent home while 14% had often been sent home for school fees and other learning provisions. This means that some students had sometimes to be sent away for lack of school fees and school provisions. Data was also sought to establish if students felt that their parents struggled to cater for their education. Data collected was as shown in Figure 1.

Figure 1: Parents struggle to cater for education



From Figure 1, 39% of students strongly agreed that parents struggled to cater for their children’s education while 24% agreed to the same. 12% disagreed, while 10% strongly disagreed but 15% were undecided. This means that a majority of parents struggled to meet their children’s educational needs.

The study also wished to establish whether students’ home environment influenced their character and attitude. Their responses were analyzed and are presented in Table 2, below:

Table 2: Influence of home environment on character and attitude

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

According to Table 2, 31% of respondents felt that home environment actually influenced their character and attitude while 26% strongly agreed to the same. 14% of respondents were undecided on that while 18% and 11% strongly disagreed and disagreed respectively. This means that a majority of the students felt that their home environment had an influence on their character.

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

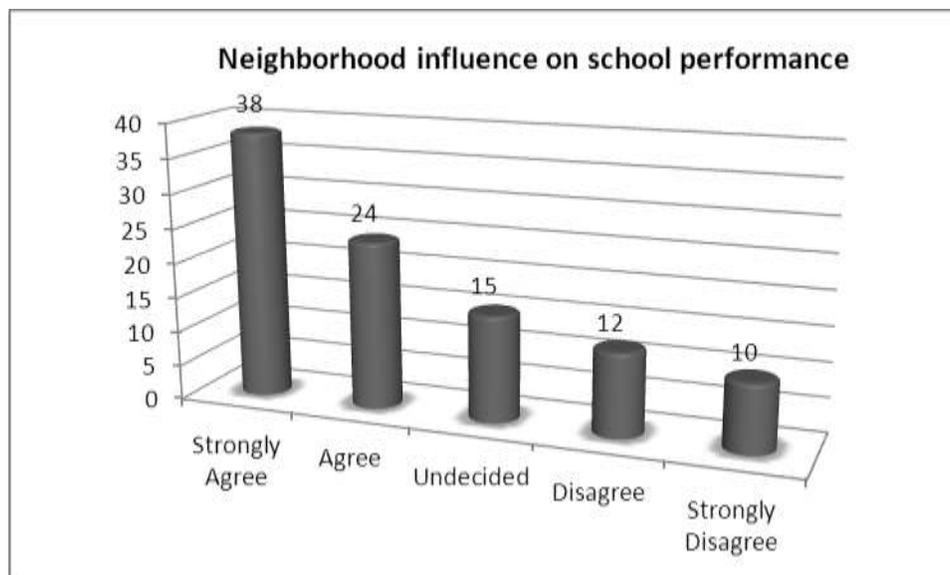
Fig. 2: Influence of neighborhood on performance

Figure 2, indicates that 10% of respondents strongly disagreed to the idea that their neighborhood affected their performance in school while 12% disagreed to the same. 15% were undecided with 24% agreeing to the statement. 38% of respondents strongly agreed with the neighborhood having an influence on performance. This means that majority of the sampled students agree that neighborhoods have an influence on school performance. Sampled learners were also asked what challenges they faced for lack of adequate school resources and material. Some of the responses from the students included: that it pulls them down and limits the achievement of their goals in life. Majority cited that it directly and negatively affected their performance. A big number of them also felt that being sent away from school wasted much of their time since they were left lagging behind and required lots of time to catch up.

The study went ahead to establish teachers' opinion on whether students' school motivation depended on home environment. Most of the teachers felt that not much of the motivation depended on home environment. However, they brought in the fact that home might have a bearing on students self esteem and therefore affect them academically.

On whether economic background influenced performance of students, parents unanimously agreed that it does. However, opinion was divided right at the center on whether the effect was positive or negative. Some felt that poverty motivated some students to work extra hard to liberate themselves. However, some were of the opinion that poor conditions at home may provide conditions too harsh to favour learning e.g. hunger, lack of electricity and other social amenities. School fees may also force students to stay out of school.

Parents also expressed their opinion on parenthood in urban informal settlements during the interview. Parents said it was actually difficult parenting in the informal settlement due to low levels of moral values in such areas. Other difficulties highlighted include lack of available clean water, food, electricity, resources, transport etc. They were also of the opinion that level of income is a determinant of children's style of rearing since it determines exposure, availability of personal needs among others.

Influence of parents occupation on students academic performance

Respondents were asked whether their parents worked for too long. The information obtained from them is tabulated below showing frequency of their responses. Table 3 shows the findings.

Table 3: Parents' working hours

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

When respondents were asked whether their parents work for too long, 53% responded that they do sometimes, 18% were for the opinion that they do but 16% felt they rarely worked for too long. However, 16% were of the opinion that they often do work for too long. 13% said that their parents never work for too long. This means that a majority of the sampled students were of the opinion that their parents neither worked for too long nor for too few hours. It is clear that most of the sampled students felt that it is not the parents' tradition to work for long hours.

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

Table 4: Children's wish on working hours

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

From the findings, Table 4 shows that a majority of sampled students (52%) sometimes wished that their parents worked for less hours. 18% never wished their parents to work for less time while 16% of respondents often wished that their parents work for shorter hours and 14% rarely wished their parents worked for shorter times. This means that a bigger number of students sampled felt that their parents neither worked for longer hours nor fewer hours from the study.

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

Table 5: Parents working late

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

According to Table 5, 44% said they had never gone to bed before their parents got home. 26% had rarely gone to bed before their parents got home while 26% had sometime done the same and 13% had often done it. It is clear from the sampled responses that most parents get home earlier, before their children go to bed.

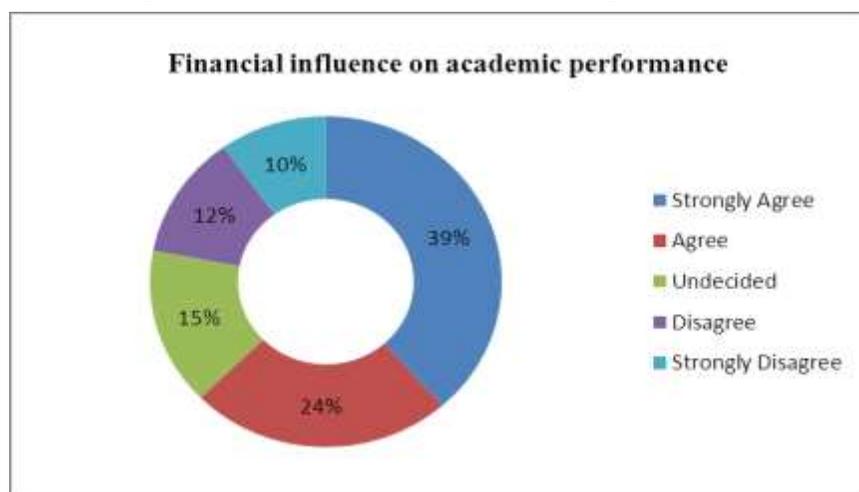
When asked whether they wished to take up a similar career to their parents, responses were as follows.

Table 6: Children's liking for similar career to their parents

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

Surprisingly, Table 6 cited that 54% of the sampled students never wished to take up a similar career to their parents. 18% rarely wished to have an occupation like their parents while 15% sometimes wished for that to happen and only 13% often wished for that. This means that a majority of sampled students would rather not take up similar careers to that of their parents.

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

Fig. 3: Financial influence on academic performance

From the Figure 3, we can see that 39% strongly agreed with the statement while 12% disagreed on the same. 24% actually felt that their parents' financial status affected their academic performance while 12% of respondents disagreed and another 15% were undecided. This means that a bigger majority of the sampled students were of the opinion that their parents' financial background had an influence on their academic performance.

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

5. Recommendations

It was therefore recommended that the government should strengthen the collaboration between key education development partners to mobilize physical teaching/learning resources and strengthen education in Westlands informal settlements.

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

6. Conclusion

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

Secondly, the study established that there was a non-significant correlation between the occupation of parents and academic performance of learners. It was established from the point of view where occupation determined ability of parents to finance the education of their children; it is likely to affect academic performance. This is because parents who are not able to finance education are likely to have their children lacking most academic necessities and therefore have their performance affected. On the same note, occupation also determines time available for parents to follow up on the discipline of their children as well as their academic progress. On a different approach, children who came from poor families were seen to work extra hard to liberate themselves from such conditions and are therefore likely to perform well academically.

After the statistical analysis it was concluded that, parental occupation, parents' low ability to finance education, coupled with the poor status of physical and instructional resources were inhibiting factors to students to academic achievement and attainment in the study locale.

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