INFLUENCE OF SCHOOL ENVIRONMENT ON ACADEMIC SELF-CONCEPT AMONG PRIMARY SCHOOL PUPILS IN INFORMAL SETTLEMENTS OF KIBRA SUB-COUNTY, NAIROBI COUNTY, KENYA

BY

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DECLARATION

I declare that this thesis is my original work and has not been presented in any other university/institution for consideration of any certification. This thesis has been complemented by referenced sources duly acknowledged. Where text, data, pictures or tables have been borrowed from other sources, including the internet, they have been specifically accredited and references cited using the APA system and in accordance with anti-plagiarism regulations.

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DEDICATION

I dedicate this thesis to my daughters, Sharon Wanjiku, Marian Mumbi and Michelle Wanjiru for their support during my studies. You have always pushed me to complete and believed that I was capable of more. My father, David Gatundu; you set the ball rolling for believing that I am an educationist. My late mother, Mary Mumbi; you always encouraged me to continue with education no matter the circumstances of life.

ABSTRACT

Many learners in primary schools in informal settlements in Kibra Sub- County, Nairobi, Kenya have lost interest in education and do not believe in themselves as performers in their academic activities due to the school environment. This study purposed to investigate the influence of school environment on academic self-concept among primary school pupils in informal settlements of Kibra Sub-County, Nairobi County, Kenya. Specifically, the study sought to investigate the influence of physical facilities, curriculum support materials, security and teacher-learner interactions on academic self-concept among primary school pupils in informal settlements. The study adopted a correlation research design. Kibra Sub- County has seven (7) administrative zones, from which five (5) schools per zone were purposively selected. The sample size consisted of 315 learners in class VII who were selected using simple random sampling from a population of 9536; 35 head teachers were selected purposively from a sample of 138 and 35 teacher counsellors were also purposively selected from a population of 203. The total sample size for the study was 385 respondents. The pilot study consisted of 38 learners, 3 head teachers and 3 teacher counsellors which was 10% of the actual sample as stipulated by Kothari (2005). Data from the learners was collected by use of questionnaires and from the headteachers and teacher counsellors an interview guide was used. Bronfenbrenner's (2001) ecological systems theory and Carl Rogers' (1996) self-concept theoretical orientation provided the theoretical framework for this research because of their ability to not only account for learners' immediate experiences in context but also to capture patterns of interaction among individuals, groups, and institutions over time. The reliability of the questionnaire was tested by computing the Cronbach alpha coefficient which yielded an alpha coefficient of $\alpha=0.728$. Data was analysed using both descriptive and inferential statistics in line with the study objectives The null hypotheses were tested using Pearsons' Product Moment Correlation Coefficient tests. Statistical Packages for the Social Sciences (SPSS version 25) aided in descriptive analysis of the quantitative data. The findings indicated evidence of a significant statistical relationship between school environment and academic self-concept. The tests were carried out at a 0.05 level of significance. Test of the null hypothesis for physical facilities and academic self-concept using Pearsons Product Moment Correlation Coefficient test of $r=0.507$, $p=0.004<0.05$ depicted that there was a significant statistical relationship thus rejecting the null hypothesis. The findings also indicated that there was a significant statistical relationship between curriculum support materials and academic self-concept of $r=0.539$, $p=0.002<0.05$; there was also a significant statistical relationship between school security and academic self at $r=0.668$, $p=0.001<0.05$ and there was a significant statistical relationship between teacher learner interactions as $r-0.598$, $p=0.000<0.05$. The findings of this research might be used by the Ministry of Education to prevent the exploitation of children by ensuring that all educational institutions provide at least a basic level of service. The study concluded that levels of pupils' academic self-concept in primary schools in informal settlements can be enhanced through provision of adequate physical facilities, provision of curriculum support materials and security and enhanced teacher- learner interactions. The study recommends that schools should engage in mentorship of learners from teachers to help learners enhance academic self-concept. The Ministry of Education should ensure that primary schools have security guards fences, and adequate physical facilities. The Ministry of Education should enforce a policy that all schools in informal settlements should comply with standards for child-friendly school environment. The main beneficiaries of this study will be learners in the primary schools in the informal settlements when the policy makers improve the school environment hence their academic self-concept will be enhanced.

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LIST OF ABBREVIATIONS AND ACRONYMS

APBET   Alternative Provision of Basic Education and Training

ASC   Academic Self-Concept

CS   Complementary schools

DVD   Digital Versatile Disc

KEMI   Kenya Education Management Institute

KICD   Kenya Institute of Curriculum Development

KNBS   Kenya National Bureau of Statistics

MoE   Ministry of Education

NACOSTI   National Commission for Science, Technology and Innovation

QASOs   Quality Assurance and Standards Officers

SPSS   Statistical Package for Social Sciences

UNICEF   United Nations International Children's Fund

WASH   Water, Sanitation and Hygiene

CHAPTER ONE

INTRODUCTION

1.1 Introduction

Many aspects of the research are summarized in this chapter: the problem statement, the study's goals and objectives, the research hypotheses, the assumptions made, the limitations encountered, the study's scope, and its significance. All of the key terms from this study have had their operational definitions clarified.

1.2 Background to the Study

A healthy self-concept is an individual's internalized set of reassuring assumptions about who they are as a person. It includes all of a person's assumptions, theories, and points of view concerning that person. Social contacts have a significant impact on how we each see ourselves (Marsh et al., 2019). How pupils see themselves and their own skills to complete a given assignment is significantly impacted by this. A healthy self-concept is an individual's internalized set of reassuring assumptions about who they are as a person. It includes all of a person's assumptions, theories, and points of view concerning that person. Social contacts have a significant impact on how we each see ourselves (Marsh et al., 2019). Student confidence in their own competence and performance benefits immensely from this.

On the other side, a student's academic self-concept (ASC) includes their thoughts, beliefs, and information regarding their own academic abilities, competence, physical attractiveness, and social acceptance. Eccles et al. (2013) further on this idea by

proposing that an individual's self-concept is their overarching perception of themselves based on their knowledge of themselves and their appraisal of the value or worth of their skills as they perceive it and interpret their experiences in the world. This is consistent with the findings of a study by Arens et al. (2021), who agreed with earlier researchers that one's ASC may be seen as a reflection of one's academic competency across a range of settings. Multiple terms, including "perceived cognitive competence" and "self-concept of ability," have been used by researchers to describe this notion. In this research, ASC is associated with positive outcomes including higher ambitions, higher achievement, and improved learning behavior. According to Shavelson (2010), a student's academic self-concept is based on the student's experiences, as well as the student's knowledge and interpretation of those experiences, within the framework of an educational setting. Learners' multi-faceted, multi-layered self-concept systems are developed over time through interactions with others and the experience of being evaluated in social situations, both of which have an indirect effect on academic performance.

"Because of its usefulness in assessing how one's academic and social performance affects their emotional well-being," Kristen et al. (2017) write, "self-concept is a concept with deep roots in psychology and education." This entails supplying students with resources that contribute to their whole development as people and learners. In other words, qualities of self-concept such as self-confidence and a positive self-image help pupils make excellent judgments when confronted with social challenges.

Barrick and Mount (2015) acknowledge the aforementioned assertions and assert that students' ability to cultivate a favorable academic self-concept endows them with diverse

perspectives and the requisite attitudes to thrive in many social and academic environments. According to Wright (2013), there exists a spectrum that connects cognitive assessments such as IQ and mental abilities with non-cognitive elements such as self-concept and learner qualities in the context of forecasting academic achievement among children in India.

For instance, Caicedo (2015) found that among Colombian primary school students, 57.9% do not believe they can improve their academic performance, 32.9% do not see the value of education, and 51.6% do not attend school or participate in academic activities due to a lack of engaging teaching strategies.

In secondary schools in Haiti, the story is the same, with UNESCO (2020) claiming that close to 61.5% of children demonstrate an incapacity to engage in schools' academic activities, with 49.5% earning low academic marks in national tests. Many factors have been implicated in this phenomenon; the institutional context of the school is one of them. As a result, students' confidence in their own academic abilities and their capacity to create a brighter future depends critically on the school's atmosphere.

Zhang et al. (2018) argue that students' academic identities are profoundly influenced by the school environment, which they define as "a set of factors or relationships within a school microsystem." They provide safe and secure spaces for students to learn in while also encouraging interaction between teachers and students. Management in schools in Northwestern Mexico has prioritized creating a welcoming atmosphere for students, as noted by Tapia-Fonllem et al. (2020). Consistent supply of accommodating classrooms, well-stocked resource centers, clean toileting facilities, enough and relevant curricular support materials, and courteous teacher-learner interactions are all necessary, as stated

by Tapia-Fonllem et al. (2020). Schools with such inputs, according to Tapia-Fonllem et al. (2020), are more likely to recruit students and inspire them to actively engage in their education. It would be a mistake to discount the significance of school dynamics in shaping students' perceptions of their own academic abilities.

In several nations within the Sub-Saharan African region, a consistent pattern emerges wherein self-concept is recognized as a crucial factor influencing the academic achievement of students across various educational contexts. According to Oluwole and Ocholla (2017), the academic achievement of students in elementary schools in Nigeria is significantly influenced by their cognitive preparation and self-concept. According to Oluwole and Ocholla (2017), those who possess a high level of self-esteem or self-image have a pronounced inclination towards achieving success and hold a firm conviction regarding the significance of education in fostering comprehensive personal development.

A survey by Mupa and Chinooneka (2015) demonstrates that 39.1% of pupils in elementary schools in KwaZulu Natal Province of South Africa do not believe in education and consequently seldom participate in academic activities. Similarly, Mupa and Chinooneka (2015) pointed out that a variety of factors, including the school setting, contribute to students' generally poor academic self-concept. According to Biney (2018), schools in Ghana have instituted policies to ensure the provision of physical facilities, curriculum support materials, security, and the promotion of healthy teacher-learner interactions in recognition of the central role of dynamics within the school environment in enhancing learners' academic self-concept. Academic self-concepts and subsequent

academic performance are impacted by students' perceptions of their school's physical environment and facilities, as stated by Biney (2018).

Based on the findings of Lyimo et al. (2017), it has been observed that primary schools in Tanzania demonstrate higher efficacy in student enrollment and retention when they exhibit a range of essential elements. These elements encompass an adequate provision of teaching and learning resources, a favorable school location, well-maintained physical infrastructure, manageable class sizes, frequent and positive engagement between teachers and learners, a low ratio of teachers to students, qualified teachers with substantial experience, and consistent and vigilant supervision. Lyimo et al. (2017) argue that the effectiveness and efficiency of a teacher's instruction on a certain subject are significantly influenced by the accessibility and appropriateness of the teaching and learning materials used.

The location, overall ugliness, and structure of the school's physical plant and building all contribute to a lack of student motivation for schoolwork. These claims highlight the importance of a positive educational environment in fostering students' sense of identity. The Alternative Basic Education and Training (APBET) policy was enacted in 2009 by the Kenyan Ministry of Education to incorporate the education and training institutions into the main program, as stated by Mutavi and Ponge (2020). National education statistics now include the "non-formal" education sub-sector, and a more welcoming environment for informal education has been created. However, more work remains before significant progress can be made in this area.

According to a report by Nyamai (2022), "Through Carolina for Kibera (CFK), an international nonprofit organisation based in Nairobi on education, health, and youth empowerment initiatives it emerged that in Kibera, thousands of students attend informal schools and have many problems like, unqualified teachers, poor infrastructure, and poor security."

Most Kibra primary school classrooms have only one window and one door (Mukeku 2018, 24), limiting natural light and air circulation. This is one of the things that might discourage a student from attending that school and learning there. Most primary schools in Kibra are in need of improvement when it comes to creating classroom environments that are safe and comfortable for young students (Githaiga, 2019).

The purpose of this research was to examine how the atmosphere of primary schools in Kibra Sub-County's informal settlements influenced the students' perceptions of their own academic abilities.

1.3 Problem Statement

There has been an explosion of 'low-cost' nonprofit schools in Kenya in recent years. Before Kenya gained its independence, Africans were not allowed to live in Nairobi's official residential areas, so they created the Kibra informal colony on the outskirts of the city. Because of this, a plethora of primary schools, also known as complementary schools, sprang up to help educate all the primary-aged kids. In 2009, the Ministry of Education enacted an Alternative Provision of Basic Education and Training (APBET) strategy to guarantee that children living in informal settlements had access to a high-

quality education. To prevent the provision of a parallel inferior system, this allowed education stakeholders to support the provision of basic education in urban informal settlements.

Kibra informal settlement in Nairobi County, Kenya, is one of the areas where pupils' access and completion of primary school education is still unattainable due to a combination of factors despite the best efforts of the Kenyan government. Concerns persist regarding Kibra's students' ability to learn and graduate from high school despite the introduction of Free Primary Education (FPE) and various additional interventions by development partners.

According to data provided by the Ministry of Education and in collaboration with Daraja, it has been revealed that a significant proportion, specifically 59.9%, of children of school-age residing in the informal settlements of Kibra had discontinued their education. According to official records from the ministry of education, it has been observed that a significant proportion of youngsters in Kibra, Kenya, namely 25%, fail to successfully complete their primary education and exhibit a lack of enthusiasm towards acquiring knowledge. Previous research has indicated that a significant number of students in Kibra experience school dropout even after enrollment, primarily attributed to the inadequate and deteriorating condition of educational infrastructure. Previous research has indicated that a considerable number of pupils in Kibra region do not seem to value their education very highly, which has led to high rates of chronic absenteeism.

The World Food Programme (WFP) conducted study into the low enrollment and dropout rates of Kibra's students and found that poverty, combined with crumbling classrooms,

discouraged students from enrolling. Numerous studies conducted in Kibra have found that primary school students living in this slum area are weighed down by a number of problems that force them to abandon their education. Therefore, the researcher sought to investigate how the school environment like physical facilities, school security, availability of curriculum support materials and teacher-learner interactions, impacts learners' academic self-concept in primary schools in Kibra Sub-County, Nairobi County, Kenya.

1.4 Purpose of the Study

The goal of this study was to investigate the impact of the school environment on the academic self-concept of primary school learners residing in informal settlements within Kibra Sub-County, located in Nairobi County, Kenya.

1.5 Objectives of the Study

The study was guided by the following objectives:

i. To assess the influence of school physical facilities on academic self-concept among primary school pupils in informal settlements of Kibra Sub-County, Nairobi County, Kenya;

ii. To examine how curriculum support materials influence academic self-concept among primary school pupils in informal settlements of Kibra Sub-County, Nairobi County, Kenya;

iii. To establish the extent to which school security influences academic self-concept among primary school pupils in informal settlements of Kibra Sub-County, Nairobi County, Kenya;

iv. To determine the extent to which teacher-learner classroom interactions influence academic self-concept among primary school pupils in informal settlements of Kibra Sub-County, Nairobi County, Kenya.

1.6 Null Hypotheses

The study examined the research hypotheses outlined below:

i. **H_{01}:** There is no statistically significant influence of school physical facilities on academic self-concept among primary school pupils in informal settlements of Kibra Sub-County, Nairobi County, Kenya.

ii. **H_{O2}:** There is no statistically significant influence of curriculum support materials on academic self-concept among primary school pupils in informal settlement of Kibra Sub-County, Nairobi County, Kenya.

iii. **H_{03}:** There is no statistically significant influence of school security on academic self-concept among primary school pupils in informal settlements of Kibra Sub-County, Nairobi County, Kenya.

iv. **H_{04}:** There is no statistically significant influence of teacher-learner classroom interactions on academic self-concept among primary school pupils in informal settlements of Kibra Sub-County, Nairobi County, Kenya.

1.7 Assumptions of the Study

There were some assumptions made in this study about school environment and academic self-concept of primary school pupils in informal settlements of Kibra Sub-County, Nairobi County, Kenya

i.   The researcher assumed that academic self-concept among primary school pupils in informal settlements of Kibra Sub-County is low with cases of dropouts and lack of interest in education being very high.

ii. That there are different activities which are undertaken within schools which influence development of academic motivation among learners.

iii. That the respondents are knowledgeable and willing to cooperate in order to offer accurate data.

iv. That the sample would be a good reflection of kids living in slums and attending primary school in Nairobi County and that the findings might be applied to other counties in Kenya with comparable features.

1.8 Limitations of the Study

i.   Since there may be factors outside of the school environment that contribute to the development of students' positive academic self-concept at primary schools located in informal settlements, the study's results cannot be extrapolated to other primary schools. Additional research on academic self-concept among primary school students in informal settlements was suggested in this situation.

ii. Some responders were reticent to provide specifics about how they improved students' opportunities for academic success in their classrooms.

iii. It was difficult to get essential data like those detailing the number of students who dropped out of school and the overall academic success of primary schools for fear of retaliation. In this example, the researcher informed them that the study was meant to supplement their efforts to boost students' confidence in their own academic abilities in primary schools.

iv. Many of the primary schools used in the research could not be reached by car because of the subpar road infrastructure in certain sections of the study region. The researcher overcame this challenge by relying on motorcycles to reach outlying schools for their samples.

v. The research used data from non-formal institutions in the Kibra Sub County of Nairobi County as a predictor variable since this region was thought to be representative of Kenya as a whole. Nonetheless, care may be needed before extrapolating the results to Kenya's dry and semi-arid regions, as well as other informal settlements and locations infamous for their lack of educational resources.

1.9 Scope of the Study

This study included only primary schools situated in squatter communities inside Kibra Sub-County. The goal of this research was to evaluate how students' academic self-concepts at primary schools located in informal settlements were affected by factors such as the availability of physical facilities, curricular support materials, safety, and interactions between teachers and students. Primary school students in Class VII and their head teachers and guidance counselors in Kibra Sub-County's informal settlements

provided the data for this study. The investigation made use of a survey approach. As several authors have noted, including Best (1977a), Gay (1981), Kothari (2004), and Orodho (2009), survey design necessitates data collection to address concerns regarding the well-being of the study respondents. Research design: qualitative, quantitative, and mixed methodologies approaches, written by Christopher Creswell (2014), makes similar assertions.. The survey approach was chosen because it allows the use of a sample taken from a larger population, saving the time and money needed to obtain data while simultaneously boosting the reliability and flexibility of the findings (Singh & Chaudhary, 1986).

Class VII students filled out questionnaires to provide quantitative data, while school head teachers and guidance counsellors were interviewed to provide qualitative insight. The research was performed in the months of May and July of 2022.

1.10 Significance of the Study

Fostering a good self-concept may have a favorable impact on students' happiness, motivation, anxiety, depression, and academic success. Students with a strong sense of academic identity are more likely to care about their studies, make wise choices, have lofty aspirations, and put in the effort necessary to realize those dreams. The results of this research may help educators understand why it's crucial that they model positive ways of interacting with students to help them get the most out of their classroom experiences. Key solutions for boosting students' confidence in their own academic abilities may emerge from discussions among the many parties involved in the education system, including parents, communities, and governments.

By understanding the difficulties students confront, quality assurance and standards officers (QASOs) may discover, via frequent monitoring, how these difficulties might be addressed to boost students' sense of identity and their ability to self-regulate their learning. The findings of this study could inform the priorities of the Kenya Institute of Curriculum Development (KICD) and other educational institutions in the creation of curriculum support materials targeted at improving students' perceptions of themselves and, by extension, their academic success. By verifying that all schools are functioning appropriately, this study will help the Ministry of Education protect children from abuse. Kenya recognizes the significance of education and has implemented affirmative action measures to ensure that marginalized populations, specifically those residing in urban informal settlements, arid and semi-arid regions, and areas of poverty throughout the country, have access to education. This was achieved through the implementation of the APBET policy in 2009. This statement is in accordance with the provisions of the Kenyan constitution of 2010, which emphasizes that every child is entitled to receive free and mandatory primary education. This constitutional mandate has been implemented by the enactment of the Basic Education Act of 2013.

Taking into consideration the aforementioned, the findings of this study hold significant relevance for educational policymakers within the Ministry of Education. This governing body is entrusted with the allocation of resources to "non-formal schools" primarily situated in informal settlements. These schools aim to impart a structured curriculum that aligns with official school assessments. The researcher anticipates that these findings will assist policymakers and educators in enhancing intervention strategies aimed at enhancing student performance and expanding educational opportunities.

This study has potential use for researchers and academics since it highlights issues of academic self-concept in connection to non-formal schooling's emphasis on issues of access, fairness, quality, and relevance as key to student success.

1.11 Operational Definition of Terms

Academic self –concept: perception that a learner in the informal settlements has about his/her own academic abilities – the belief in self in matters of school learning.

Academic performance: the extent to which a learner in informal settlements has excelled in school subjects at his/her level and ability.

Development of academic self-concept: refers to process where learners in informal settlements believe in themselves and develop the ability to attend school and undertake academic activities.

Informal settlements: refer to locations where clusters of homes have been built on property to which its inhabitants do not have title or where residents are living in violation of zoning and other construction regulations. Kibra, a low-income neighborhood in Nairobi, is an example of a makeshift community.

School environment: refers to a set of factors in schools which enable learners in informal settlements to develop academic self-concept. In this study, these will include provision of physical facilities, curriculum support materials, security and teacher-learner interactions.

The provision of curriculum support materials: pertains to the systematic efforts undertaken by primary schools in informal settlements to ensure that learners have access to a range of teaching and learning resources, including stationery, textbooks, teaching aids, and reference materials.

Provision of physical facilities: refers to the act of availing physical resources in informal settlements such as classrooms, resource centers, toilets and libraries which enable learners to develop academic self-concept.

provision of security: measures within primary schools located in informal settlements, with a specific focus on ensuring the safety of pupils.

Teacher-learner interactions: pertain to the dynamic associations that exist between educators and their students within educational institutions situated in informal settlements. These exchanges take place within the context of classroom instruction and outdoor activities, the evaluation of assignments, the proctoring of examinations, the assignment of tasks, and during counseling sessions.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section will analyze the pertinent literature from the perspective of the study's objectives. This study examines the impact of many factors within school environments, such as classroom arrangements, relationships between students and teachers, security measures, and the accessibility of curricular support materials, on students' intellectual self-concept in the classroom. The chapter finishes by presenting a theoretical foundation, a conceptual framework, and identifying a gap in the existing literature.

2.2 Academic self-concept

Self-concept is the information a person has from himself perceived by the environment one belongs to. In general, it is formed of sentiments, ideas, and attitudes that one relates to himself. The way a person sees him or herself might change from one setting or stage of development to the next. A person's significant others, reinforcements, attributions of behavior, and environment may all play a role in shaping these ideas. When assessing our own worth, we frequently look to the opinions of those around us. This could imply that it serves more as a point of reference about the individual, including his or her identity-related features, attributes, qualities, shortcomings, capacities, limits, values, and relationships (Nalah, 2014). The sum of one's thoughts and feelings about oneself determines one's intelligence, attractiveness, sexuality, and racial orientation. The typical definition of self-concept is one's answer to the question "Who am I?" According to (Colpin et al., 2010). According to Kaur et al. (2009), there are three key components of

self-concept: a person's image of themselves, their sense of self-worth, and how their self-concept shapes their actions. A person's self-concept is their understanding of how well they can characterize, forecast, and apply their own learning to their own internal mental and emotional states.

Based on the findings of Jen and Chien (2008), it may be inferred that a student's self-concept within a specific learning subject can have a favorable impact on their academic achievement in that subject, while simultaneously having a negative impact on their achievement in another subject. The focus lies mostly on the perception of self in relation to the surrounding environment. The correlation between students' academic self-concept and their academic performance can be characterized as a positive influence, wherein the impact of a student's self-concept is manifested in their academic achievements. According to the self-enhancement approach, it is imperative to foster students' self-concept in order to boost their academic achievement. The self-concept of a child undergoes transformation over time and is influenced by their interactions with the environment and the external stimuli they receive. When a school provides an environment that is conducive to learning, it can positively influence a child's engagement and self-perception of their learning capabilities.

Another study by Ghazvini in 2011 determined the relationship between academic self-concept and academic performance. Findings illustrated that there is a close correlation between the variables of academic self-concept and academic performance. In 2014,

Oluwatosin and Bamidele investigated the relationship between self-concept and academic performance of secondary school students in chemistry.

The research conducted by Musa (2012) showed a notable relationship between gender (male and female) across several academic disciplines and its impact on students' academic self-concept. Typically, self-concept is understood to encompass various domains, including educational attainment, emotional well-being, and participation in extracurricular activities. The idea of self-concept encompasses an individual's overall organized set of beliefs, attitudes, and opinions that they perceive as accurate and applicable to their own life. The development of a positive self-concept can be attained by engaging in activities such as acknowledging and valuing one's own qualities, being comfortable with oneself, and engaging in optimistic and reasonable thinking about oneself.

The academic accomplishment of students is heavily influenced by their active involvement and cognitive and emotional investment in learning activities. These factors are influenced by a student's motivational traits, such as their academic self-concept (Katharina et al., 2020). Based on the studies conducted by Abdullah et al. (2012), Böheim et al. (2020), Järvelä et al. (2016), and Jurik et al. (2013), it has been observed that students who possess a greater sense of self-efficacy are more inclined to engage in participation, exhibit cognitive engagement, and derive enjoyment from their academic pursuits. This finding is further supported by the research conducted by Pinxten et al. (2014). This implies that educators have the capacity to exert additional effort in order to demonstrate to students their confidence in their academic capabilities. Consequently,

this will improve the student's perception of their own academic abilities. In their meta-analysis, Wu et al. (2021) examined the longitudinal association between academic self-concept and academic achievement. They noted that academic self-concept is commonly defined as the subjective perceptions and emotions that students possess regarding their intellectual or academic abilities, particularly in relation to their peers (Bong & Skaalvik, 2003).

It is crucial to argue that self-efficacy functions as an active prelude to self-concept formation, to propose that self-concept research isolates its numerous components and subprocesses, and to devote greater effort to reducing students' fixation on normative ability comparisons in the classroom.

Marsh et al. (2018) put out a comprehensive academic self-concept model that combines three prominent theories on the formation of academic self-concept and incorporates developmental perspectives. This model offers a coherent framework that encompasses both conceptual and methodological aspects. The study garnered support for the significance of the internal/external frame of reference and its positive impact on learning, as evidenced by the endorsement of this theory by a representative sample of 3,370 German students who participated in the study. This response addresses the significance of a learner's locus of influence in the process of learning. The cognitive processes of a learner play a crucial role in determining their self-perception and overall significance.

In a study titled "Academic self-concept: Theory, measurement, and research," Marsh (2014) suggested that self-concept is commonly understood to possess an evaluative nature, leading to the interchangeable usage of the terms self-concept and self-esteem. The cultivation of a positive self-concept is highly regarded as a desired objective across various academic fields, including social, clinical, and developmental psychology, as well as in the field of education.

The idea of self and its associated processes are often proposed as a mediating factor that enables the achievement of other desired objectives. Within the realm of education, scholarly investigations have indicated that the acquisition of a favorable academic self-concept exerts an influence on several aspects such as academic behaviors, academic decision-making, educational ambitions, and later academic accomplishments. It is probable that intervention programs that effectively yield immediate improvements in abilities and aptitudes will not yield enduring results unless there are simultaneous changes in equivalent aspects of self-concept.

According to the African Population and Health Research Center (APHRC) in 2014, as well as studies conducted by Ngware et al. in 2013 and Ochako et al. in 2011, it is noteworthy that informal settlements in Kenya exhibit various defining characteristics. These include elevated levels of insecurity, limited accessibility due to insufficient road infrastructure, inadequate housing and overcrowding, substandard sanitation and drainage systems, inadequate provision of quality water, limited availability of government-owned healthcare facilities, and insufficient educational institutions.

Individuals, religious groups, and community organizations in informal settlements have filled the void in government oversight of education by providing access to a fundamental education through Complementary Schools (CS). These CS are convenient for families living in informal settlements since they do not require students to wear a uniform and have lenient policies about the payment of school tuition. Over 10,000 students from seven urban informal settlements across six counties in Kenya participated in a cross-sectional study by Ngware et al. (2013). The majority of these CSs in Nairobi (89%) are not registered with the Ministry of Education, and many of its teachers (59% to be exact) lack formal education in the field of education. As a result, factors such as facilities, teachers, materials, and students' physical and emotional well-being may all play a role in a student's ability to learn. This asks on learners to have a belief in their abilities to learn despite the conditions of their school setting.

Numerous scholarly investigations have examined the role of self-related perceptions, including self-concept, self-esteem, and self-efficacy, in influencing students' academic achievement. Self-related perceptions can be categorized based on indicators such as learned beliefs, an individual's judgment of their self-worth, and their belief in their ability to effectively accomplish a specific activity. This implies that the school's atmosphere and learning activities should be designed to promote individuals' self-related views and overall impressions of themselves. Teachers also have a vital responsibility in fostering students' self-efficacy in academic performance, even in the face of environmental obstacles.

Notwithstanding this, it may be posited that a higher self-concept is unlikely to serve as a reliable predictor of academic brilliance. Furthermore, it is evident that students' self-concept does not have a direct bearing on their academic performance. Similarly, it is important to acknowledge that the participants were still in the process of seeking their distinct identities. Moreover, it is imperative for kids to acquire a comprehensive educational learning experience both within the classroom setting and their surroundings in order to cultivate their abilities and enhance their self-efficacy. It is crucial to establish a consensus among parents, teachers, and academic institutions about the recognition of the significance of self-image, self-confidence, and self-worth in the development of contemporary students.

In a study conducted by Essel and Owusu (2017), it was found that senior high school students who underwent the K-12 curriculum, which included an additional two years of primary education, experienced significant stress due to their academic workload. The researchers suggested that addressing the students' esteem needs and fostering a sense of personal worth could potentially enhance their ability to overcome various learning challenges. Enhancing these self-perceptions may motivate individuals to become high achievers and thrive academically during their college experience. Moreover, this can assist individuals in being more adaptive and accomplished in their prospective professional endeavors. This underscores the significance of self-concept, as it provides individuals with the motivation to persevere, fueled by their belief in their capacity to overcome the obstacles associated with residing in informal settlements.

2.2.1 School Environment

The school environment has been widely recognized as a crucial component in the facilitation of teaching and learning, playing a significant role in the overall effectiveness of educational institutions. Teddlie and Stringfield (2007) assert that good schools are characterized by robust leadership, a dedicated emphasis on education and learning, the establishment of a safe and orderly school environment, and the cultivation of high expectations for achievement among all students.

According to the National School Climate Council (2007), the school environment encompasses a set of norms, beliefs, and goals that contribute to the social, emotional, and physical well-being and security of individuals. The concept is derived from the recurring patterns observed in individuals' educational experiences, encompassing societal expectations, objectives, convictions, interpersonal connections, pedagogical practices, and institutional frameworks. Hence, one could claim that individuals who encounter emotions such as love, care, worry, security, acceptance, support, and appreciation are able to assert the presence of a favorable school climate.

The concept of school environment is elaborated upon by the National School Climate Council (2009) as a long-lasting attribute of a school that is perceived by its members and serves as a driving force for individuals inside the institution to strive towards the attainment of their objectives. According to Thapa et al. (2013), the school environment encompasses the various social, emotional, and academic experiences of learners, family

members, and school officials. It may be understood as the amalgamation of collective views, values, and attitudes that are prevalent within a school.

Loukas (2007) emphasized these elements and provided a synthesis of other academics' perspectives, ultimately concluding that the school environment encompasses multiple dimensions, namely the physical, social, and academic aspects. However, Adejumobi and Ojikutu (2013) have noted that the school environment can be divided into two distinct components: school characteristics and school processes.

Both Nwobodo (2017) and Agusiobo (2017) agree that students' ability to adapt to a new school is strongly influenced by the school's atmosphere. Environmental variables such as the school's physical structure, classroom, instructional resources, academic performance, sense of safety, school size, trust, and respect between teachers and students are also important components of a positive school climate that can aid students in adjusting to school.

King'oina (2017) examined the impact of school environment on student achievement in public primary schools in Marani Sub-County, Kenya, for his dissertation. The research found that schools lacked proper classroom and bathroom facilities, that student-teacher connections were poor, that teachers were not given adequate support to participate in professional development opportunities, and that they had little say in school policymaking. The findings make it clear that schools should work toward creating a safe and welcoming space for children to learn by fostering positive relationships between students and teachers.

Obura (2019) observed a positive correlation between school psychological environment and academic achievement among students in form three in Nairobi County.. The study found that students' attitudes toward their schools and their teachers affected their academic performance.

Considering the aforementioned points, it can be asserted that the school environment plays a crucial role in fostering academic self-concept. Consequently, it is incumbent upon the head teacher and teachers to ensure the provision of a conducive teaching and learning environment. It is important to emphasize that effective leadership is essential as it provides guidance to the institution, without which the achievement of student and school objectives may be hindered.

2.2.2 Education in the informal settlements

The proliferation of informal settlements in metropolitan areas of Kenya has experienced significant expansion, resulting in heightened levels of urban poverty and inequality. Based on a report released by the Government of Kenya in 2015, it is revealed that a significant proportion, specifically sixty percent, of Nairobi's population resides in informal settlements. These settlements, despite occupying a mere six percent of the entire land area inside Nairobi City County, have had an unparalleled rate of expansion. Kibra, located in Nairobi, is recognized as the most extensive informal community in the area. It encompasses seven administrative zones and is believed to house a population of over 500,000 individuals. This translates to a population density of 2,200 inhabitants per hectare. Insecure land tenure arises as a consequence of government ownership of the land. Oketch and Ngware (2012) assert that the Government of Kenya implemented the

Free Primary Education (FPE) policy with the aim of ensuring universal access to primary education and enhancing educational achievement throughout the nation (Republic of Kenya, 2005a, 2005b). The policy garnered international support and legitimacy due to its alignment with the Millennium Development Goals (MDGs) and established protocols (Orodho, 2013).

Education's full potential is emphasized throughout the Constitution of Kenya 2010 (Republic of Kenya, 2010) and its subsequent amendments (Republic of Kenya, 2012). The Constitution of Kenya mandates that all Kenyan citizens have access to a quality, publicly funded education; the Basic Education Act of 2013 provides the legal framework to put this promise into effect (Republic of Kenya, 2012a).

Education in these shanty towns is a prime example of the dismal state of affairs in this sector. To ensure that the 'non-formal' education sub-sector is accounted for in national education statistics, the Ministry of Education adopted the policy for Alternative Basic Education and Training (APBET) in 2009. In 2019, the National Council for Nomadic Education in Kenya (NACONEK) was given the responsibility of regulating APBET schools, which is a step in the right direction toward revitalizing the role of schools in the informal settlement.

According to observation by the United Nations Committee on the Rights of the Child (2016) in Kenya, the low quality of education, and the rapid increase in private and non formal schools, including those funded by foreign development aid, were providing substandard education thus deepening inequalities,". To ensure that commercialization of

education does not compromise access to and quality of education, the Taskforce on the Realignment of the Education Sector to the Constitution of 2010 admitted in 2012 that the State has failed to offer the severe monitoring required.

However, due to a lack of strict enforcement of the regulatory framework, commercial, for-profit entities were formed to exploit gaps in the legislation, further infringing on the right to education. Since there is no comprehensive national database on individual schools in the informal settlement, it is difficult to keep an eye on them.

2.3 School Physical Facilities and Academic Self-concept of Learners

The physical resources of educational institutions encompass various elements such as infrastructure, facilities, libraries, laboratories, and instructional materials. In addition to classrooms, there are also support areas such as playing fields incorporated within the educational facility. In support of these assertions, Beynon (2012) provides a comprehensive enumeration of school facilities, including offices, staff rooms, resource centers, classrooms, workshops, stores, libraries, dormitories, and recreational areas. The presence of these places in educational institutions will significantly enhance pupils' self-assurance in their academic capabilities. This finding aligns with a previous study conducted by Ojo (2019) on the Teacher's Perception of Availability, Adequacy, and Utilization of Infrastructural Facilities for Teaching in Kwara State, Nigeria. The study posited that school infrastructural facilities play a significant role in enhancing the quality of education. The aforementioned amenities encompass well-constructed structures for classrooms and laboratories, a comprehensive collection of books, audio-visual resources, appropriate dimensions for classrooms, seating arrangements and configurations, the

provision of tables, chairs, and chalkboards. This would imply that the provision of sufficient physical infrastructure in schools would serve as a motivating factor for students to remain enrolled and actively pursue their educational and career aspirations.

The association between pupils' access to sufficient school facilities and their academic achievement was identified by Rivkin et al. (2011), American researchers. This finding provides support for the aforementioned points. The library plays a crucial role in the academic development of elementary school kids due to its significant impact on their self-perception as learners. In accordance with these findings, a study conducted by Avery (2012) surveyed 113 individuals in Scotland and revealed the presence of a diverse range of library types that cater to both public and academic needs. A study conducted by Avery (2012) revealed that educational institutions that allocated resources towards establishing a comprehensive library experienced more substantial improvements in student academic performance compared to those that did not prioritize such investments. This finding further supports the notion that well qualified librarians contribute to the enhancement of classroom teaching by ensuring that the library collection aligns with the curriculum, promoting extensive reading among students, and facilitating the development of information literacy skills within the school community. The findings of Mackatiani's (2017) study on the impact of physical facilities on the quality of primary education in Kenya during the post UPE and EFA era support the present study. Mackatiani recommended the implementation of appropriate infrastructure to ensure the delivery of quality primary education. The study highlighted that the increased enrollment in schools has placed significant strain on the physical facilities, consequently leading to a decline in the quality of primary education. Nevertheless, the success stories

of universal free primary education have led to a surge in demand for resources, which has further strained an already burdened system. Consequently, kids' self-assurance in their academic capabilities has been hindered.

According to Ene-Obong et al. (2012), the physical environment of a school, including factors such as school size, number of classes, and general appearance, significantly influences the perception of the student body. The physical learning environment encompasses several elements such as furniture, walls, ceiling, blackboard, lighting, fittings, and other components that contribute to the facilitation of teaching and learning within a classroom setting. Attaining a high-quality education in informal settings necessitates the presence of suitable infrastructure and the accessibility to top-tier educational resources. According to the findings of Boakye-Boaten (2010), the presence of high-quality school facilities plays a significant role in influencing the academic experiences of students. Chepkonga (2017) expressed a similar view, suggesting that the physical environment and the presence of suitable instructional materials are fundamental elements in the process of implementing the curriculum (Stevenson, 2007).

According to Daws (2005), it is not fair to anticipate that students will attain equivalent levels of achievement in their academic endeavors, regardless of whether they are receiving instruction in a cutting-edge educational facility or in an open environment. The presence of equipment, classroom facilities, furniture, bathrooms, information and communication technology (ICT), library resources, and other school facilities is crucial for the efficient functioning of the entire school and its instructional initiatives (Hailu &

Biyabeyen, 2014). This implies that the presence and effective utilization of school facilities, along with the teacher's motivation to deliver high-quality instruction, may have a positive impact on student achievement. The maintenance and quality of school infrastructure play a pivotal role in promoting the overall well-being of both educators and students, and are imperative for the enhancement of educational standards.

This discourse enhances the present study by making a reference to the notion that the quality of physical infrastructure and facilities in schools has an indirect impact on the educational standards received by students. It is imperative that the classroom furnishings and tools be appropriately proportioned and tailored to the age of the children. The furnishings within a child's environment can potentially impact their study habits and play activities. According to Khan and Iqbal (2012), educational institutions are provided with physical facilities and infrastructural resources to support the process of teaching and learning. According to a study conducted by Mugweni et al. (2011), non-formal primary school teachers in Zimbabwe have claimed that children in the country are vulnerable to soil-related ailments due to a dearth of furniture and sleeping arrangements suitable for their age.

Based on a study conducted in South America (Latin America) and referenced by Redan et al. (2014), it has been found that insufficient school physical facilities and infrastructures have a direct influence on the instructional quality and subsequently, the academic performance of students. The study conducted by Hailu and Biyabeyen (2014) aimed to examine the correlation between the amount and quality of educational

resources in Ethiopia. The study encompassed a total of 24 primary educational establishments located in the eastern area of the Hararge zone, as well as 12 institutions within the Harari regional state of Ethiopia. The study's findings indicated that insufficient school infrastructure and substandard instructional materials posed significant challenges to classroom instruction, hence hindering endeavors to enhance the quality of education. The condition of elementary schools in the state of Osun, Nigeria, was assessed by Olaleye in 2018. The intended audience comprised elementary school educators from all of the state's schools. The study employed a descriptive research methodology. Based on the findings of the study, it was observed that the educational establishments exhibited a deficiency in fundamental amenities such as sanitary facilities (often referred to as latrines or ablution facilities), as well as desks and chairs.

The findings of Magaki et al. (2021) about the Status of Physical amenities under the Public Schools Infrastructure Investment Funds in public primary schools in Nyamira County in Kenya indicate that there is still a lack of sufficient physical amenities. Additionally, it was suggested that a significant correlation existed between the condition and quality of physical infrastructure and the amount of financial resources allocated towards its maintenance and development. This suggests that there is a need for increased government investment in the provision of physical infrastructure in Kenyan schools.

Taking this into consideration, it is crucial to assert that the educational development of a child can be significantly enhanced by establishing an environment that is both physically and psychologically exciting for their learning. The classroom environment plays a crucial role in influencing students' achievement of diverse learning objectives. Various factors, such as light, color, temperature, and seating arrangements, can exert a

substantial influence on students' capacity to engage in studying (Apter, 2014). The potential effect of both sound intensity and seating configurations on pupils' academic performance is noteworthy. Moreover, a consensus has yet to be reached about the influence of specific physical characteristics of the classroom on academic outcomes. According to the findings of Hill and Kathryn's (2010) study, significant differences exist between standard and upgraded classrooms as seen by students in terms of the influence of classroom settings on indices of student happiness and ratings of teachers in higher education. This exemplifies the significance of cultivating learning settings that are conducive to academic success.

The provision of clean drinking water and suitable sanitary facilities can be posited as factors that contribute to enhanced learning outcomes and increased student engagement in primary schools. Nevertheless, the provision of these services is not always available, leading to instances where water and cleaning facilities in certain educational institutions are in a state of disrepair. Consequently, this situation poses an avoidable health risk to students and fosters an unsafe environment for academic pursuits. Nevertheless, it is well acknowledged that being in loud situations can have a detrimental impact on one's productivity. In their study, Chiang and Lai (2008) examined the impact of noise exposure on children's ability to concentrate and its subsequent consequences on academic achievement and overall well-being. Their findings revealed that noise in the environment had detrimental effects on both academic performance and the general well-being of children. This viewpoint was similarly expressed in a study conducted by Naude and Meier (2019) regarding the influence of the physical learning environment, including

factors such as noise levels and class sizes, on the educational outcomes inside South African classrooms. The study revealed that the presence of noise had a detrimental effect on the cognitive load of learners' working memory, thereby impairing the learning process. This phenomenon may also be applicable to educational settings characterized by a high concentration of students in a classroom, as well as a multitude of extracurricular activities in close proximity to the school, such as in the case of informal settlements in Nairobi, Kenya. In their study, Chiang and Lai (2008) conducted a comprehensive review of previous findings pertaining to the detrimental impacts of noise on both mental and physical well-being.

The present study has documented several adverse consequences associated with exposure to a high decibel environment, all of which have been empirically linked to physiological factors. These include heightened cardiovascular activity, diminished hunger, disrupted sleep patterns, and occurrences of headaches. Based on the research conducted by Zannin and Zwirtes (2009), it is suggested that the selection of a standard and optimal design for educational settings can potentially yield favorable consequences in terms of creating a conducive learning environment. The research findings indicate that the positioning of playgrounds and other recreational facilities within educational institutions is frequently wrong. According to the findings of a survey, both teachers and students concurred that background noise significantly contributed to student distraction. A total of 62 educators and 462 students were polled regarding the topic of classroom acoustics.

Based on the conducted interviews, it was observed that the most vociferous period of the school day occurred after the conclusion of classes, wherein a simultaneous exchange of dialogue between students and teachers was commonly observed. The primary objective of Sara study conducted in 2021 was to investigate the impact of noise on schooling as a whole, with a specific focus on its influence on arithmetic proficiency. In an educational environment, a total of 162 individuals between the ages of 11 and 13 were administered a mental calculation task. Three listening scenarios were chosen to replicate the spectrum of noise levels commonly observed in urban educational settings: absence of noise, road noise, and classroom noise.

Children's mathematical ability declined with increasing task difficulty and age, and this decline was negatively correlated with the listening condition. It appeared from these findings that the degree to which noise affected children's performance was related to the complexity of the task at hand. In 2021, researchers Ahmad et al., looked at how noise pollution affected students' grades in the Kano Metropolitan Local Government Areas of Nigeria. Descriptive research methodology was used for this study. There were 370 respondents that filled out the survey, representing a wide range of states. It was shown that students' academic performance was significantly impacted by their incapacity to comprehend lecturers' explanations. That's because pupils have trouble focusing and paying attention in a noisy classroom.

The arrangement of seats in the classroom serves as a valuable strategy for managing environmental variables, with the aim of enhancing academic achievements for both

students and faculty members. The lens model, originally presented by Brunswik in 1956, was used by Douglas and Gifford in their study to offer a probabilistic representation of how individuals use environmental cues to form judgments about the world. The strategic arrangement of classroom furniture plays a pivotal role in fostering substantive engagement between students and teachers. It is advisable for students to prioritize optimal seating circumstances to a higher extent compared to professors, as the latter are generally more likely to be furnished with comfortable seats.

Educational planners bear the obligation of ensuring the economic viability of new constructions, furnishings, and their subsequent maintenance, repair, renovation, and eventual replacement. The reason for this correlation is that improved school infrastructure has been found to be linked with enhanced educational achievements (Beynon, 2012). Based on these assertions, it is incumbent upon educational administrators to ensure the provision of adequate classrooms, libraries, and resource centers to accommodate the student population without sacrificing the standard of instruction. The head teacher of a primary school is responsible for ensuring the optimal utilization of resources to enhance the educational opportunities available to students.

The scenario exhibits similarities in other African nations such as Nigeria and Ghana, wherein the motivation of students to engage in academic pursuits is impeded by the inadequate infrastructure of the majority of primary educational institutions. In a study conducted by Earthman and Lemasters (2013), it was shown that pupils who were enrolled in schools with above-average facilities exhibited higher performance levels on the Comprehensive Test of Basic Skills compared to their counterparts attending below-

average facilities. The findings of this study indicate that various factors, including climate control, the absence of graffiti, the condition of science laboratories, locker facilities, the quality of classroom furniture, the color of the walls, and the quality of the acoustics, exert a substantial influence on students' perception of academic pride and achievement.

It is crucial to bear in mind that educational institutions have historically been regarded as fulfilling a utilitarian function by facilitating the development of students into efficacious individuals who can actively contribute to the advancement of their respective nations. The process of learning plays an active role in generating knowledge, shaping attitudes, and developing essential skills for individuals to navigate life effectively (Bada, 2015). The adoption of the Constitution of the Republic of Kenya in 2010 ensures the provision of public-school education to all school-age children inside the nation. According to a study conducted by Wambua et al. (2018), in Makueni County, Kenya, students are faced with the challenge of insufficient resources, leading to a need for improvisation and potentially detrimental effects on their educational outcomes. It is imperative for the state to fulfill its responsibility of allocating sufficient financial resources and establishing enough infrastructure for educational institutions at all levels. This commitment ensures the seamless and efficient facilitation of instruction and promotes optimal student learning outcomes.

In a comprehensive study on the mainstreaming of Early Childhood Development and Education (ECDE), Muthanje (2018) examined the influence of physical facilities on

enrollment in ECDE programs inside public primary schools in Embu County, Kenya. A significant majority of the teachers who took part in the study, specifically 77%, expressed dissatisfaction with the adequacy of their facilities. They identified several concerns, such as inadequate lighting, hard flooring, and tables that were deemed too small for their students. The findings of the study indicated that the classroom environment exerted an influence on students' attendance patterns. Examples of inadequate infrastructure included classrooms, drinking fountains, and a playground. Consequently, the operational efficiency of the institution was adversely affected. The findings of this study align with a previous assessment conducted by UNESCO in 2008, which identified inadequate classroom lighting, poor classroom conditions, and the condition of students' desks as contributing factors to low student engagement in Uganda, with a specific impact on female students.

This research also found that elementary schools lacked sufficient physical infrastructure, including plumbing, running water, and electricity. This is consistent with the findings of Lusk and Hashiemi (2004), who also found that deteriorating infrastructure might endanger people's safety and health. As a result, education suffers. Toilets were singled out by Lusk and Hashiemi (2004) as a factor that has been shown to lead to decreased female student enrollment in schools, particularly throughout adolescence. This is due to girls not having access to sanitary products during their periods at school. They both agreed that inadequate facilities pose a significant challenge to developing useful educational programs. The findings of this research are consistent with those of Britto

(2012), who noted that the environment has an impact on the wellbeing of both children and adults.

These findings are consistent with those of Kang'ethe et al. (2015), who found that many public ECDE facilities employed desks intended for larger children. No ramps, rails, or lowered door handles were installed, and no other accommodations were made for children with impairments. They also complained about the absence of classrooms, tables, and seats at the ECDE locations.

According to a study conducted by Etale et al. (2020), the presence of suitable physical facilities, particularly classrooms, significantly influences the quality of education offered in public primary schools in Bungoma County, Kenya. The study revealed that, out of all the physical amenities, only the suitability of classrooms significantly influenced the quality of instruction and learning outcomes. Hence, the findings of the study indicate that it is imperative for governments to ensure enough provision of primary school classroom facilities to accommodate all pupils.

In the study titled "Physical Facilities and Sustainability of Hundred Percent Transition Policy in Secondary Schools in Bungoma County, Kenya" conducted by Barasa et al. (2022), it is observed that the objective of achieving a smooth transition from primary to secondary education with minimal tuition expenses has not been completely achieved due to insufficient infrastructure. The research employed a descriptive survey methodology to conduct the investigation. The data was compiled through the utilization of questionnaires, an interview schedule involving head teachers, and a comprehensive

evaluation of pertinent documents. According to the survey, educational institutions exhibited insufficiencies in terms of resources and facilities to adequately cater to the expanding student population.

In summary, the findings of the study indicated that the assessed physical amenities, including housing, computer laboratories, restrooms, dining halls, and playing fields, were inadequate, since they all received scores below the national average of 3.5 for power provision. The aforementioned descriptive findings underscore the need of having sufficient school infrastructure in order to facilitate the implementation of a 100% transition strategy by the research schools. The study revealed a strong and statistically significant correlation (r = 0.881; p < 0.01) between physical infrastructure and the long-term sustainability of the 100% transition method. Hence, the sustained feasibility of a 100% transition policy in Kenya is closely associated with the extent to which educational institutions have deficiencies in their physical infrastructure. The study revealed that the educational institutions under investigation lacked the essential resources required to guarantee the sustained effectiveness of their programs aimed at achieving a complete transition.

The report recommended that the government address the issue of providing sufficient material and physical infrastructure in the study schools to support the long-term viability and efficient execution of the 100% transition strategy. But as Verspoor (2012) notes, many elementary schools are not likely to attract learners and boost their academic self-concept without appropriate provision of physical amenities. According to a study by

Wada et al. (2020) on the categorization of sanitation services and students' sanitation practices among schools in Lagos, a lack of information on the number of available sanitation facilities in secondary schools in developing countries has hampered efforts to achieve sustainable development. It was determined through on-site monitoring that long-term sanitation interventions and maintenance strategies are necessary to protect the health of the students and the community as a whole.

The necessity of ensuring that all people have quick access to safe, clean water and sanitation is emphasized by both Goal six (6) and Goal four (4) of the Sustainable Development Goals (SDG). For children to learn how to properly use the restroom, it is essential that they have access to these facilities while at school. The prevention of hospitals, schools, and other public facilities from becoming disease hotspots is a major benefit to public health. If students have to find other ways to dispose of their waste, they may become less invested in their studies and less inclined to attend class.

Ngwenya et al. (2018) researched the availability of clean water and toilets in elementary schools. The lack of investment in water, sanitation, and hygiene facilities has led to an educational crisis in Botswana's Ngamiland province. The research found that in order to build a suitable learning environment in elementary schools in the area, there was an urgent need to address the insufficiency of water, sanitation, and hygiene facilities.

A study by Agol et al. (2018) in Zambia indicated that better sanitation facilities in schools were linked to greater female-to-male enrolment ratios, lower repeat and dropout rates for girls, and higher graduation rates overall. T-test results showed large gender

gaps in puberty onset between the sexes in grades 5 through 8. The findings supported the expected connections between the availability of clean and safe restrooms in schools and the achievement of female students.

Water, sanitation, and hygiene promotion that met the needs of all students were often unavailable in schools in low-income nations, according to research by McMichael (2019) on WASH in schools in low-income countries. The research found that promoting cleanliness and ensuring that all students have access to clean water in schools might greatly benefit student health and learning, as well as contribute to greater social justice. There have been cases of overcrowding in Kenyan primary schools, which has put a burden on school resources and negatively impacted the quality of elementary education. Water, sanitation, and hygiene (WASH) problems contribute to or cause many different illnesses (WHO, 2019). Therefore, it is essential to encourage proper sanitation and water usage and to ensure that people have access to these necessities. Schools are vital places, both for the development and success of students and for the professional growth of educators. Students spend a significant portion of their formative years in institutional settings, making schools vital to their personal, interpersonal, and cognitive development. The majority of Kenya's rural schools lack the basic sanitation and hygiene (WASH) infrastructure that the World Health Organization and the United Nations Children's Fund (UNICEF) say all schools should have.

Material resource planning, according to Onyango (2010), involves identifying the resources needed, conducting a requirements assessment on quality criteria, and

determining the unit cost of the facilities. This is in accordance with studies conducted to identify the skills head teachers must possess and their effects on the training of future educators. In Kibra Sub-County, the importance of having adequate school buildings cannot be overstated. Cost-per-student research, however, shows that smaller institutions are just as cost-effective as their bigger counterparts.

The study conducted by Viluti (2019) examined the impact of shared pupil-support facilities, such as resource centers, labs, and playgrounds, on students' motivation to attend school in Kibra Sub-County. The findings revealed a significant increase in students' motivation when they had access to these facilities. Despite the aforementioned findings, Viluti (2019) and other researchers who have conducted empirical studies have not shown conclusive evidence on the influence of particular physical amenities on the development of academic self-concept among primary school kids residing in informal settlements. Conversely, it is suggested that pupils exhibit a greater sense of comfort and enhanced comprehension while receiving instruction within an educational institution equipped with sufficient physical resources. Consequently, this fosters an enhanced perception of academic aptitude as individuals develop a belief in their own ability to engage in scholarly pursuits. This conclusion aligns with the findings of the study, which suggest that the presence of sufficient physical facilities in a school setting can contribute to an improved sense of wellbeing among learners. The students express a strong desire to pursue their studies in an environment that is congenial, free from noise, with well-maintained infrastructure, adequate playgrounds, proper sanitation facilities, and sufficient space for movement within and outside the classrooms.

2.4. Curriculum Support Materials and Academic Self-concept of Learners

The efficacy of the teacher in effectively imparting information to primary learners is contingent upon the presence of curriculum support materials of superior quality. In their transition from home to school, children bring their naiveté and innocence to elementary schools, as stated by Patterson and Fleet (2014). Teaching and learning resources that provide children with new experiences are among the factors cited by Paterson and Fleet (2014) as increasing the likelihood that students in elementary school would develop a positive attitude toward school. In other words, these resources help kids open up in a variety of ways that promote students' overall development as learners and people.

Resource-based learning refers to a pedagogical approach that incorporates existing materials and tools into the classroom setting (Campbell et al., 2009). The writers here emphasize the role that learning materials play in supplementing more methods of instruction. Each learner is drawn to the learning resource and material that is most suitable to their own information processing talents and styles, as stated by Farmer (1999) as the foundation of resource-based learning.

Campbell et al. (2009) nailed the value of educational materials perfectly. They claim that when students make use of these tools, they become more independent in their learning. This is due to their ability to think critically, ask insightful questions, analyze complex problems, and make sense of the data at hand. According to Simsek (2003) and Saglam (2011), learning resources consist of all tools and methods used in the process of imparting the necessary understanding, competence, character traits, and habits of mind

to students. In order to facilitate the transfer of knowledge to students, Dahar and Faize (2011) divided instructional materials into two broad categories: printed and digital. According to USAID (2006), educational materials may take several forms, including but not limited to manuals, videos, books, worksheets, games, quizzes, and exams. The textbook is the most widely used, examined, and recorded kind of classroom teaching input, according to USAID (2006). In the realm of education, the value of educational materials is widely acknowledged. According to the United Nations Educational, Scientific, and Cultural Organization (2012), it is asserted that the significance of instructional materials in relation to student accomplishment is equivalent to that of teacher competency and school conditions.

Eighty certified elementary and secondary school educators in Ghana participated in research by Adeyanju (2003). The results indicated that although all of the participants had some level of professional education, only 12 had received training in the creation and use of learning tools for efficient curriculum delivery. The textbook, despite the significance of a variety of learning resources, becomes the most significant, if not the only, vehicle for delivering the curriculum in impoverished nations with unskilled teachers (UNESCO, 1997). Textbooks and other learning resources have a direct effect on what teachers teach and how they teach it, therefore the creation of curricula and the materials used in education are not just delicate issues, but also crucial to students' success in school. Therefore, legislators, head teachers, parents, and donors must create learning environments where teachers have access to the resources they need to effectively teach the curriculum in order to raise the quality of education. Donors and the

government could rest easy knowing their large investments wouldn't go to waste. Therefore, research is needed to explore the impact of geography teachers' and students' access to a wide range of high-quality learning materials on student accomplishment.

Hidayati's (2019) investigation of contributing factors of learning styles, teacher perspectives, and the availability of learning resources indicated that primary schools in Padang, West Sumatra, lacked access to suitable learning materials. His research suggests that while though many schools offer kids access to a wide range of audio, visual, and audio-visual resources, this isn't enough to satisfy their varied learning needs. The study's findings showed a correlation between students' chosen learning strategies and their efficient application of curricular resources. This study supported the idea that teachers achieve better outcomes when they tailor their lessons to students' individual learning preferences and strengths.

Curriculum support resources, also known as educational inputs, are vital to the teaching of any subject at the primary school level, as they determine which topics are taught and in what order, as was found by Petriwskyj (2010) in research conducted in India. Books, teacher manuals, dictionaries, wall maps, atlases, writing implements, electronic devices (computers, projectors, DVD players, etc.), and more are all fair game and radios.

According to Riordan and Joyce (2013), textbooks and supplemental reading resources like dictionaries and encyclopedias play a key role in assisting elementary school children in their preparation for and performance on standardized examinations. This demonstrates the significance of primary schools' access to and use of curricular support materials in determining the quality of education provided, which in turn attracts more

students and elevates their sense of self-worth. To back up these claims, Peters (2010) conducted a study in Russia among 23 primary schools about resources and excellence, and he discovered that students at schools with sufficient supplies of curriculum support materials had higher rates of regular school attendance and higher overall performance (79%) than those at schools with insufficient supplies of instructional resources (34%). Peters (2010) found that when students in elementary schools are exposed to novel pedagogical techniques using media like audio-visual presentations, they are more motivated to study.

The government of Nigeria, for instance, mandates that all citizens attend basic and secondary school (Federal Republic of Nigeria, 2014). Baker et al. (2015) state that problems with mathematics education stem from a shortage of trained math teachers, bad teaching practices, and inadequate and incorrect utilization of teaching resources, and the perception of mathematics as an abstract and difficult subject are all to blame for students' lackluster performance in basic numeracy. Many students have dropped out of elementary schools as a result of situations like these.

A lack of resources and students' weak command of English were shown to significantly impact teaching and studying Integrated Science at rural Junior High Schools (JHSs) in the Effutu Municipality of Ghana's central region (Quansah et al., 2019). The study concluded that Integrated Science education in rural JHSs would thrive if these issues were resolved. Integrated Science educators should be adept at improvising lessons using any materials they can get their hands on. Through practical application, students would

have a deeper understanding of scientific concepts. The importance of pupils developing their English language skills in order to participate fully in the integrated science curriculum cannot be overstated.

Mupa et al., (2019) research set out to identify and analyze primary school teaching and learning elements. Zero percent of seventh graders have passed their exams since 2013, which sparked the research. The researchers wanted to know why the country's educational institutions were in such disrepair. According to the results of the research, educators seldom utilize several strategies while instructing their students and rarely prepare many types of material for classroom usage. Textbooks and curricula represent the extent of teachers' resources for teaching. Inadequate textbooks, revision guides, and reference books were also identified as a problem in the survey.

The selection and development of new teaching resources is an essential part of developing any new curriculum, as pointed out by Oluoch (1982). The incorporation of various learning materials indicates their value in the classroom. According to UNESCO (2012), ample quantities of high-quality learning materials should be made available to teachers and students in order to effectively support teaching and learning, which lends credence to this position.

Onsongo's (2001) research in Nairobi schools confirmed the importance of instructional resources to student achievement. Saglam (2011) argues that given the variety of accessible learning resources, teachers should use appropriate tools and strategies in the classroom. Saglam (2011) chimes in to say that instructional materials make it easier for

teachers to convey information to students in a way that is correct, appropriate, clear, and intelligible. One way to do this is to simplify and concretize difficult concepts so that students may better grasp them.

The Florida Department of Education (2017) agrees with Baker et al. (2015) that using instructional tools in a strategic and creative way can significantly decrease apathy, pique the curiosity of elementary students by giving them something tangible to handle, and foster the development of their ability to think independently.

The Kenya Institute of Curriculum Development (KICD) (2019) reports that teachers in Kenya have access to a wealth of materials. Examples include visual and auditory media like movies and TV shows, written materials like flash cards, and tactile tools like dolls and toys. All of these repurposed resources for education and training could prove useful for the kid. Visual aids, such as charts and pictures, may significantly improve a child's capacity for learning and memory. The classroom should be well-organized and spacious so that the teacher may easily circulate among the pupils and their belongings to check on their progress and offer words of encouragement. KICD (2019) recommends keeping learning resources in a visible and accessible spot in the home.

According to studies by Higgins et al. (2005), the success of a program's implementation can hinge on whether or not enough textbooks and classroom space are available. Standa (1980), whose seminar article was cited by Chepkorir et al. (2014), argues that educators should have more opportunities to collaborate on the identification and application of appropriate online resources to address pressing pedagogical issues.

Waweru (2018) found that Kenya has made great strides toward its goal to "develop a knowledge-based society" and meet the increasing regional and global competition for jobs thanks to the implementation of a competency-based curriculum in public primary schools in the Nyandarua North Sub-County. Almost everyone who participated in the survey (98.8%) felt unprepared to implement the competency-based curriculum; this was especially true for the study's new topics, which lacked appropriate teaching resources as compared to the study's older subjects (math and languages). The study found that providing schools with curriculum based on the idea of competences would be beneficial. Ngwacho's (2020) investigation into the impact of the COVID-19 epidemic on the Kenyan educational system reveals that many low-income families in Kenya have suffered the effects of the shocks caused by the pandemic. School food and textbooks have become unaffordable due to the pandemic. The government's use of remote teaching to encourage distance learning and online education offered by radio, television, and the internet has resulted in an even greater gap in educational opportunity and quality for students from low-income, disadvantaged, and at-risk backgrounds who lack access to these resources.

Defending the rights of kids with disabilities to take part in mainstream classes, Kabwos, Moige and Omwenga (2020) looked into the availability and suitability of learning tools for implementing inclusive education in public preschools in the Belgut Sub-County of Kenya. The study found that public preschools in Belgut Sub-County are unable to adopt inclusive education due to a lack of resources. The study found that public preschools need more money from the Ministry of Education so that teachers can afford more

advanced resources. This emphasizes the significance of providing resources for education.

Research by Munene (2021) suggests that using animation to teach Kenya's secondary school students about political and historical concepts could be beneficial. According to the available data, educational documentaries and videos are being used in the classroom more frequently. This research set out to determine if showing pupils animated versions of military concepts helped them retain such learning later on. Based on these findings, animated videos could serve as a valuable addition to written content. Furthermore, it proposed that animated content based on the Kenyan curriculum and made freely available online may improve educational quality.

While the government of Kenya provides all primary schools with teaching and learning materials, a lack of these supplies makes it difficult for more students to enter kindergarten, 2015 Mucheru. According to Wanjohi et al., (2017), primary school students who are taught without the aid of teaching and learning tools are more likely to forget the content presented than those who are provided with appropriate instructional resources. If students in primary school fully grasp the material, the teachers have succeeded in their pedagogical goals (Wanjohi et al, 2017). The quality of education is diminished when teachers make do with subpar resources because students simply cannot learn from them.

In Kibra Sub- County, the issue is similar with numerous primary schools complaining of low provision of curricular support resources. at a study conducted at a kindergarten in

Kibra Sub-County, Wakahiu (2015) found that many students in primary schools located in informal settlements struggle to reach curriculum objectives because of a lack of appropriate educational components, namely, textbooks and other forms of instructional materials. This would imply that when curricular resources fall short, both educators and students face difficulties keeping up with the rest of the country. Inadequate curricular resources leave students feeling isolated, which in turn dampens their motivation to study and self-confidence. It's important to remember that even with the supply of curricular support materials, more study is needed to determine how the available resources are utilized by educators and students. The study attempted to fill a void created by Wakahiu (2015) and other empirical researchers by investigating whether or not primary schools in informal settlements would benefit from the simple provision and use of curricular support tools to guarantee the development of students' academic self-concept.

2.5. School Security and Academic Self-concept among Learners

According to USAID (2016), "safe learning environments" are those in which "structured learning" takes place in an atmosphere free from environmental, internal, and external dangers to the safety and welfare of both students and faculty members. More and more studies show that students perform better and retain more information when they are in an atmosphere that is both safe and healthy. Attendance, interest, and motivation are all shown to suffer when students feel unsafe at school. Sometimes, students in dangerous schools experience mental health issues like low self-esteem, distraction, and depression (Barrett et al., 2012).

Difficulties in Maintaining Secure Classrooms Based on research on unsafe school settings, USAID has created a conceptual map of potential dangers. Threats to security may be either man-made (from inside the organization) or natural (from beyond; USAID, 2016). All of these dangers in a growing culture pose a risk to students' ability to learn. School-Related Gender-Based Violence (SRGBV), physical punishment, bullying, verbal harassment, and gang activity/recruitment inside a school are all examples of internal dangers that schools may face (USAID, 2016). Internal risks to school safety have been linked to lower academic achievement, and this body of data is expanding. According to the 2006 UN World Report on assault Against Children (Pinheiro, 2006), students often cite verbal abuse, bullying, and sexual assault as causes of apathy, absence, and dropping out of school.

In 2015, ConDev and USAID collaborated on a study that used data from the TIMSS and PIRLS studies to investigate the correlation between school violence (as defined by bullying) and student achievement in Botswana, Ghana, and South Africa. According to the findings, bullying and violence in schools have significant negative effects on students' academic achievement in low-income nations. Evidence that physical punishment is associated with lower test scores may be seen in the Longitudinal Young Lives research (Portela & Pells, 2015). Finally, children of various sexes and gender identities may react differently to childhood violence in the classroom.

The 2015 research conducted by ConDev and USAID employed data from the Trends in International Mathematics and Science research (TIMSS) and the Progress in

International Reading Literacy Study (PIRLS) to investigate the potential correlation between bullying and academic achievement in Botswana, Ghana, and South Africa. The findings suggest that the occurrence of bullying and violence within educational institutions has significant implications on the academic achievement of students in countries characterized by low per capita income. According to a study conducted by Portela and Pells (2015), the Longitudinal Study of Youth reveals an inverse relationship between physical punishment and academic achievement. Lastly, it is important to consider that the effects of classroom violence on children may differ based on their respective sexes and gender identities.

Several investigations have looked at the potential correlation between external dangers to school safety and student achievement. As O'Malley (2010) points out, school violence has a detrimental effect on student performance and school attendance. Dropping enrolment, increased student distraction, and stagnating achievement are all clear signs of these unfavorable consequences in the classroom. In 2010, persistent assaults on schools in Gaza resulted to a 30% failure rate in Arabic and/or mathematics at the end of semester exams. Sheppard (2009) notes how a precipitous decline in student enrolment occurred in India's Jharkhand State as a result of persistent assaults on schools and the takeover of classrooms.

According to a group of middle school educators in 2008, over 50% of their kids ceased attending classes due to the excessive noise levels within the educational environment. Environmental risks, such as natural catastrophes and public health epidemics, might

potentially exert detrimental effects on educational institutions and the accessibility of teaching personnel (USAID, 2016). The occurrence of school damage, destruction, or utilization as evacuation sites results in the loss of significant instructional time. According to Ireland (2016), a significant number of children and young individuals, over two million in Nepal, had a prolonged disruption in their education following the 2015 earthquakes. This was mostly due to the temporary shutdown of educational institutions, particularly in the districts most severely affected by the natural disasters. Upon their reintegration into the school environment, children exhibited a notable absence of enthusiasm and a considerable level of anxiety specifically related to their upcoming examinations. A significant number of kids continue to attend schools that have been hastily constructed or have suffered structural damage, even a year following the occurrence of the assault. These educational facilities subject the students to potential hazards and a lack of optimal conditions, so compromising their safety and overall well-being. The academic performance of primary school pupils was shown to be significantly lower among those who attended schools that had not had any updates, in comparison to their peers who attended schools that had been rebuilt or were newly constructed.

The desire for a positive culture is shared among both students and personnel within educational institutions. According to Bradshaw, Waasdorp et al., (2014), the presence of a positive school culture has been found to enhance students' sense of safety and comfort during the learning process. Based on scholarly investigations conducted by Berkowitz et al. (2017) as well as Wang et al. (2014), it has been observed that such factors serve as a source of motivation for students to strive for their utmost degree of academic

achievement. Furthermore, it is vital for individuals to experience a sense of security in order to attain their utmost capabilities inside an educational setting.(Healy, 2016; Harrigan & Commons, 2015; Abulof, 2017).

In his blog article entitled "The Prevalence of Unreported Bullying Cases among Educators," the author explores the extent to which incidents of bullying within educational settings are underreported. According to Rigby (2020), a body of studies undertaken globally indicates that teachers commonly underestimate the extent of bullying among students within their educational institutions. This finding is substantiated by empirical evidence indicating that students tend to provide higher self-reported estimates of bullying incidents compared to teachers. Based on the findings of his study, the researcher arrived at the conclusion that teachers tend to underestimate the frequency of student bullying. Furthermore, the researcher suggests that teachers' perceptions of the prevalence of school bullying, which are influenced by media reports, may partially explain the higher estimates of bullying prevalence reported by teachers in this particular study. Consequently, the experience of feeling unsafe as a result of bullying can lead to a decline in students' engagement with their academic pursuits, resulting in diminished motivation to study.

The prevalence of bullying behavior among students is anticipated to exacerbate their standing within the school community. The rise of aggressive and bullying conduct can be attributed, in part, to the incapacity of learners to effectively regulate their own emotions (Alhadi et al., 2019). According to Bradshaw et al. (2014), there exists a

correlation between students' level of class participation and their perception of the overall atmosphere inside their educational institution.

The existing body of scholarly work pertaining to school environments underscores the need of cultivating an inclusive and nurturing atmosphere for kids (Bradshaw et al, 2015; Cohen, 2013; Cohen & Freiberg, 2013). The impact of school climate and school violence on academic performance results has been the subject of investigation (Thapa, 2015). According to Barton et al. (1998) as well as McEvoy and Welker (2000), the existing body of research on school effectiveness suggests a positive correlation between a conducive school culture, reduced incidents of school violence, and improved academic performance.

Sustainable human development relies on the rights of learners and on their ability to effect social change and attain inclusion. This acknowledgement coincides with a growing worldwide focus on the difficulties students have in their twenties and on finding ways to help them overcome them.

UNICEF, the United Nations' Educational, Scientific, and Cultural Organization, developed a School Safety Manual for African educators to use in ensuring the security of schools across the continent. This guide is intended for use by educators in the Horn of Africa and neighbouring countries as part of a broader effort to foster a culture of peace in the region. The goal of the program was to teach teachers about school safety and how to make their schools safer for students (UNESCO, 2017). The Guidelines state that schools have a responsibility to look out for the mental and physical health of their

students. Goal 4 of the United Nations' Sustainable Development Agenda confirms this responsibility.

Goal 4a (UNESCO, 2015) calls for the building and upgrading of schools that are safe, nonviolent, inclusive, and successful for all pupils. According to Benbenishty and Astor (2005), school safety is a major concern for governments around the world. This is due to the fact that educational activities have been disrupted on a regular basis as a result of accidents and tragedies in schools, such as fires, floods, gun attacks, and collapsing structures. For these reasons and more, groups across the globe have joined the safe school movement in an effort to fulfill the Hyogo Framework Action 2005-2015.

In keeping with these assertions, Jayaweera (2016) researched the hopes and challenges of students in Sri Lanka and discovered that they include the following participating in group pursuits with one's contemporaries; completing elementary education, not being married as a child, learning about and having access to resources for healthy puberty and safe pregnancy prevention and finishing secondary school.

These findings demonstrate the importance of social protection in facilitating a human rights-based, transformative approach to education. According to Stacki (2012), more funding is needed to cover unofficial tuition and transportation costs, ensure that children, especially those from low-income families, have access to adequate food, and keep their homes safe and nurturing in order to increase the likelihood that they will enroll in elementary schools. Drake and Owen (2017) found that the social protection role of schools in ensuring that all children can get a quality education differs by country and by the socioeconomic status of the children in question. It's possible that compensating

social workers to work in elementary schools might be an effective way to prevent pupils from dropping out.

According to Drake and Owen (2017), most elementary school children spend the majority of their waking hours at school, and as a result, parents place a great deal of faith in the school to guide their children toward reaching their full potential. Most teachers spend a great deal of time and energy making sure their pupils succeed.

As posited by Drake & Owen (2017), a minority of educators sexually misbehave with their most vulnerable students, abusing their position of trust. Brosig and Kalichman (2014) propose, with evidence from the Netherlands, that most schools should make kids feel safe by encouraging teachers and administrators to develop relationships defined by warmth, care, and trust. It's evident that many people who work in education have a profound effect on their students' lives, and research by Brosig and Kalichman (2014) reveals that for many educators, having such an effect is a high priority.

To back up these conclusions, Finlayson and Koocher (2013) conducted research in Australia, where they found that such an understanding helps schools create and implement secure school protection strategies and implement effective safeguarding rules to prevent and address abusive conduct in a more appropriate manner when they are identified, ultimately leading to higher enrollment and better educational outcomes for students. This holds true even if the individual in question does not directly instruct the student but does work at the same institution. Whistleblowing procedures were suggested as a means of fostering an environment where concerns about student safety might be

voiced and handled by Slavenas (2013). A code of conduct should lay out the ground rules for how employees are expected to behave.

Volpe (2011) argues that, rather than focusing solely on attainment, schools in most Sub-Saharan African countries should be aware of how crucial it is to the student's academic success to foster their emotional health and well-being. Volpe (2011) said that, for students' sake, an environment of openness and transparency should be fostered, since this promotes alertness and a feeling of shared responsibility for the protection of students.

Schools in South Africa with such a culture, as described by Turbett and O'Toole (2013), value discussion and pay close attention to the concerns of all parties involved in the educational process. According to Turbett and O'Toole (2013), it is important to provide learners and their families with information on both internal and external support services. To ensure that all students are able to learn in an atmosphere that is free from harassment, bullying, or other forms of intimidation (Ministry of Education, 2019), most schools in Kenya have standards or a code of conduct for teachers, volunteers, students in grades KG–5, and parents and guardians. Everyone associated with the school should know the rules that are in place. When expectations are made clear, Mwangi et al. (2016) argue, people who aren't adhering to this standard may be confronted. Teachers, volunteers, students, and parents can all benefit from clear policies and procedures in place for dealing with learner protection concerns, disclosures, or claims.

According to "Influence of Physical Environment on Crime in Informal Settlements of Kibra in Nairobi County, Kenya," authored by Shikuku et al. (2018), crime in urban slums has far-reaching effects, including the loss of human life and the destruction of public and private property. Protecting oneself from the persistent dangers of crime and violence is a top priority for city dwellers. The study's major objective was to investigate whether or not the geographical location of the Kibra slums in Nairobi County, Kenya has any bearing on the high crime rate that has been seen there. This study used a cross-sectional survey as its research methodology. The sample size for the Kibra constituency was 118,276 persons. The study involved 225 participants. Stratified and simple random sampling were used to choose the participants. The study's findings suggest that passive surveillance can be reduced through the use of design measures such as increasing the number of eyes on the street, encouraging local cohesiveness through a segregated planning strategy, and installing adequate lighting. Both the neighborhood and the school had voiced worries about the youngsters' safety, and this solves those problems.

With the ultimate goal of accomplishing the country's educational goals, the Kenyan government has developed a number of interventional strategies to guarantee a secure learning environment in schools. We are taking these measures because we are committed to the following idea: Safe and secure school settings support and encourage good teaching and learning in educational institutions. Safety in schools is crucial because children are especially vulnerable to the psychological impacts of fear. Students' test scores may drop if they are unable to concentrate on their schoolwork due of violent

incidents. As a result, students can only study and succeed in school if they feel safe doing so.

Schools provide a privileged location for the creation of preventative strategies and health promotion, as noted by Rono et al. (2019), who note that drug use is a big social problem. Protecting students from the potential dangers of drugs and other substances of abuse requires a drug-free learning environment. Only by involving locals, parents, and other interested parties can this be accomplished. In response, they argued that schools should concentrate primarily on reducing demand for drugs while also working to reduce supply and lessen the health and social impacts of drug use.

The purpose of this research was to identify factors that contribute to drug and alcohol abuse among secondary school students in Nandi County, Kenya. Their findings suggest that drug use in schools is a widespread issue that should be addressed by the education community as a whole. Some residents were also found to be distributing illegal drugs to students behind the scenes at school-sponsored events, such as musical performances and other extracurricular activities. Due to teachers and security personnel not bothering to inspect students' bags upon arrival at the beginning of the school year and around midterms, drugs were easily carried into the schools. The authors of the study concluded that the findings would be useful for educators, parents, researchers, and school administrators.

Korir (2017) found in his research on the Nakuru West District that schools must retain detailed records of any problems or occurrences that involve school personnel or

volunteers. According to Korir (2017), it's only when the whole picture is taken into account that the importance of apparently inconsequential details becomes clear. If an employee, volunteer, or parent is dissatisfied with the school's internal response to a complaint, they should know where to go next. When it comes to the safety and well-being of students, nothing is more important than reporting any suspicious activity by a teacher, administrator, or other adult in the school, as stated by Korir (2017). This should be a consistent part of the teaching philosophy of the institution.

In order to determine whether or whether the addition of CCTVs to public boarding schools in the Igembe South sub-county of Meru County, Kenya, has an effect on student safety, Gitonga (2020) performed a study aimed to look at how CCTV surveillance technology affects school safety, how kids feel about it, and what it takes to implement such equipment in schools for the sake of student protection. In light of these findings, it has been concluded that the schools in question are not in any immediate danger. The dormitories, the facilities, and the area near the main gate posed the greatest threat to students. The poll also highlighted the challenges associated with the implementation of CCTV surveillance systems at educational institutions, such as broken cameras, expensive maintenance costs, and a dearth of properly qualified personnel to effectively monitor the systems. To ensure the safety of their students, schools may employ a number of different monitoring strategies. Better visitor screening and parental involvement, increased school security (including fencing), increased school security (including extra security staff), increased student discipline (including encouraging

teachers to be friendlier), and reduced teacher constraints are just some of the other measures suggested in the report.

School safety is crucial for effective teaching and learning in public secondary schools in Nairobi and Nyeri Counties, according to research by Njoki (2018). All of a student's academic, personal, and professional potential can flourish in this safe setting. However, when pupils experience anxiety at school, their performance declines. In addition, the findings showed that the climate of safety in schools affected academic performance. There is a significant effect on instruction and learning when standards aren't followed while designing for school facilities and when social environment considerations are overlooked. The report suggested that the government implement Ministry of Education Safety regulations in schools, with an emphasis on the physical and social aspects of the school because of their impact on teaching and learning, and increase funding to restructure teacher education, introduce novel subjects into the curriculum, and adjust to new realities.

Opere et al. (2019) conducted research on the state of public secondary schools in Nairobi, Kenya, and found that these institutions have been significantly impacted by various disruptions. The study reveals that school violence has hindered the establishment of peaceful cooperation within these educational settings. Kenya's public secondary schools have been afflicted by the persistent occurrence of arson and other manifestations of school violence. According to this study, the potential risks linked to the adoption of peace ideals and harmonious coexistence within a community can be mitigated by the early identification and resolution of offenders, manifestations, and underlying factors of

violence, achieved through the acquisition of knowledge and competencies. The study revealed multiple occurrences of aggression inside educational settings, encompassing verbal intimidation, physical altercations, harassment, and instances of arson. Additionally, the research revealed that acts of violence within the school environment were predominantly carried out by students, prefects, and even teachers. These occurrences were seen to take place during meal times, social activities, and the journey back home. The findings of the study indicate that factors such as competition for resources, political discord, gender-based discrimination, and a lack of acceptance towards cultural diversity have been identified as noteworthy factors that contribute to incidents of violence within educational institutions.

According to Njagi et al. (2018), in their research titled "The Impact of Parenting Strategies on School-Based Violence Among Adolescents in Embu County, Kenya," it was suggested that adolescent violence is a widespread concern on a global scale. Various forms of student violence include bullying, physical altercations, sexual assault, and damage of school property. Instances of school fires that occur during student strikes have resulted in fatalities and extensive damage to school infrastructure. Furthermore, the prevalence of violence inside educational institutions leads to a significant loss of instructional time, as both students and teachers are compelled to allocate substantial amounts of time towards addressing disciplinary matters associated with violent incidents. Additionally, research has demonstrated that parents exert an influence on their children's propensity for engaging in violent behavior through the manifestation of

inadequate role modeling, insufficient monitoring, and a failure to attentively address their children's problems.

Mochoge's (2021) study on bullying in schools suggested that it is still a serious problem that may affect any kid. The results are really harsh. He used a case from 2017 at Alliance High School, in which a kid was viciously abused, to illustrate the reality of the situation in American classrooms today. He made reference to article 53 of the Kenyan constitution, which guarantees children's protection from abuse, as well as their right to a primary education. It also stipulates that parents should prioritize their children's welfare above anything else. In addition, Article 28 of the Constitution guarantees everyone the courtesy of being treated with respect. All of these liberties are severely compromised by bullying. This means that when there is bullying in our schools. The learners are not able to study and hence their self-esteem is eroded. It therefore calls for the people guarding other learners in school to ensure that there is enough security in and outside the school.

The study conducted by Ngelu (2020) revealed a substantial positive association between four distinct independent variables and the incidence of bullying in secondary schools in Kenya. Reasonable accuracy can be achieved in predicting patterns of bullying in Kenyan secondary schools by utilizing independent criteria. The findings of the study have led to several recommendations that are intended to address and counteract the prevailing trend of school bullying. These initiatives encompassed various strategies, such as enhancing the capacity of school counseling departments, formulating guidelines regarding the utilization of mobile devices within educational institutions, and raising students' consciousness regarding the potential hazards associated with drug and substance abuse, cyberbullying, and susceptibility to peer influence. This necessitates the incorporation of

advice and counseling services within educational institutions, as it provides students with a secure environment to express their emotions and cultivate their academic self-perception.

The study conducted by Mucherah et al. (2018) found a significant association between bullying, victimization, and many factors such as school atmosphere, teacher defense, and peer support. The research study involved the participation of a total of 2273 high school students from three public schools in Kenya. These schools included one exclusively for females, one exclusively for boys with boarding facilities, and one that was co-educational and operated as a day school. A structural equation model was employed to examine the associations among bullying, the school environment, teacher responses to bullying, and student demographics. The results of the study revealed that schools characterized by positive climates were associated with lower levels of bullying behavior and victimization. Furthermore, it was shown that there was a drop in both bullying and victimization rates when children reported that their teachers intervened to address instances of bullying. This study sheds light on the detrimental impact of bullying on the learning environment, whether it occurs in secondary or primary school settings.

UNICEF (2014) reported that schools in Kibra Sub-County did a good job of including lessons on sexual abuse and its definition into their curricula, as well as teaching parents how to recognize and respond to signs of sexual misconduct in their children. In line with these assertions, studies have found that many pupils lack knowledge about how to protect themselves from abuse. This suggests that schools have not avoided the taboo subject. In all of this, it is crucial to remember that students' safety, particularly while

they are on school property, is of the utmost importance. Some students in Kenyan informal settlements may be at risk due to the lack of enough separation between the school and the surrounding commercial and residential areas. This suggests that the Academic Self Concept will not be achieved if students experience anxiety while studying. Learning cannot take place without the government ensuring the safety of all students, including those living in unofficial communities. This study aimed to fill a gap in the literature by investigating the relationship between students' perceptions of their own safety and their academic growth.

2.6. Teacher-Learner Interactions and Academic Self-concept among Learners

The quality of students' relationships with their teachers is a significant predictor of students' social and academic achievement. Allen et al. (2014) suggest that pupils are better equipped to acquire the social skills essential to negotiate and solve challenges if they have solid relationships with their professors. Students who make these connections at school are more likely to feel accepted and have a positive attitude on their academic experience.

In the classroom, a student has the opportunity to learn, grow, and demonstrate vital intellectual abilities. The capacity to adapt classes to meet the needs of individual students is a hallmark of a skilled and respected teacher. Teachers play a pivotal role in student motivation by providing both structure (which aids in the development of competence) and opportunity for participation (which fosters a sense of belonging with one's peers). Students' confidence in their own scholastic abilities increases. Students are

more likely to put in the time and effort required to learn anything when they trust their teachers, have access to the resources they need, and believe in their own ability to map out and execute the strategies they've identified as necessary.

Keep in mind that when a teacher has faith in their students and encourages them, the students develop a positive self-image of their skills. There are institutions that just care about a student's grades and not their motivation to learn. Van Canegem et al. (2021) state that the findings of previous studies on the effects of grade retention on students' judgments of their own academic ability have been varied. The researchers analyzed whether or not social isolation acts as a moderator between grade retention and a negative view of one's academic abilities. An effort was made to give retention studies some perspective by considering the wide variation in retention rates between institutions. Social affiliation attenuated the negative connection between grade retention and academic self-concept, according to analysis of data from the International Study of City Youth (n=2,354), which was conducted in 30 secondary schools in Ghent (Flanders). A student's sense of academic achievement suffers as a result of prolonged class retention. Graduation from one level to the next gives students a sense of pride and achievement, which in turn boosts their self-esteem. This means that students must have a sense of growth and change in their learning. Graduating from one level to the next brings a sense of accomplishment that might motivate students to do better in school.

The study of self-perception is now commonplace in schools due to the impact it has on students' mindsets, actions, and graduation rates. There are a number of self-related psychological concepts, including self-concept, self-esteem, and self-efficacy. The

educational system in the Philippines reflects the ever-changing character of life (Tus, 2020). Adding a year to elementary school was done because pupils' workload and financial worries were the leading causes of stress (Essel & Owusu, 2017). A person's self-concept is their collected beliefs about who they are and how they fit into the world. Emmanuel (2014) looked into how inspiration, identity, and performance in the classroom interacted among students at the elementary and secondary levels. Students' perceptions of themselves in general were found to have a strong relationship with their academic performance. The results of a study by Chamundeswari (2014) titled "Self-Concept, Study Habit, and Academic Performance of Students" demonstrate a similar correlation between students' beliefs about their own skills, their study habits, and their academic performance.

Changes in society and the global community have altered the traditional function of teachers. Over time, educators were handed a prescribed curriculum and detailed guidelines for implementing it in the classroom. The job of a teacher nowadays encompasses much more than just instructing students. They are now expected to provide guidance to students, act as role models, and instruct pupils in the practical application of information. There is a growing desire among educators to have a deeper influence on their pupils and to motivate them to reach their full potential.

The academic success of students may be affected by teachers' perceptions of their abilities (Cooper, 2004). Empirical studies have looked into the phenomenon of teachers' expectations and its predictive effect on students' own assessments of their own

performance. Participants in the study by Kuklinski and Weistein (2001) were all in the fifth year of elementary school. They used the Teacher Treatment Inventory to probe how students of varying levels of academic success perceived their teachers to feel about them. The study found that low-achievers think teachers are more sure of themselves with high-performing students, that they portray those pupils as having high standards, and that they offer those students more leeway in the classroom. The study also found that teachers were harsher and more directive with low-performing students. This study only included students from the poorest socioeconomic backgrounds in elementary school. Class seven students were chosen for this research because a comparable investigation with older primary school students was needed to identify any differences.

Weinstein (2002) interviewed 133 fourth-year students to see how their teachers evaluated their intelligence. According to the results, students evaluated their teachers based on their performance in the classroom, the methods used to educate, and the positive atmosphere. Students provided several examples of instances in which teachers conveyed either positive praise or constructive criticism, demonstrating their understanding of teachers' expectations. In this study, the researcher will rely on students' own accounts rather than those of teachers or administrators, and the questionnaire will be given to students all at once at a few different non-traditional primary schools.

Students living in informal settlements represent a diverse array of cultural traditions and economic origins. Sangawi et al. (2018) argue that less research has been done on whether parenting styles also affect children's behavioral problems indirectly, through their academic self-concept (ASC), even though it is widely accepted that parents'

attitudes and actions have a significant impact on their children's growth and development. 199 Kurdish elementary school pupils (mean age 11.07; range 11.05-12.03) were studied to determine the effects of various parenting styles on their actions. The results demonstrated a correlation between positive and negative parental traits and children's self-reported behavioral problems. The mediating role of ASC in the link between the bad parenting composite and prosocial behavior was also confirmed. Parenting methods, children's prosocial conduct, and internalizing issues were all examined, and the authors concluded that the ASC played a critical mediating function. This means that parenting styles and learners background have a lot to do with attainment of academic self-concept. Many parents in the informal settlement s are always on the move to make ends meet and hence have very little time Ito interact with their children hence no time to understand what they are doing in the schools. Where parents are in conflict,

Dambudzo (2009) stated that raising a child's academic performance and positive self-concept is the first step in assisting a child who has been victimized by poor self-perceptions. Analysis of High School Juniors' and Seniors' Beliefs in Their Own Academic Abilities" was a study conducted by Murugan and Jebaraj (2017). As a student matures and progresses, he or she inevitably faces the challenge of balancing the many expressions of identity with academic success, rather than in the midst of emotional outbursts. Success in school is strongly influenced by how seriously a person takes themselves. The ambitions and dreams of future generations are reflected in students' fundamental assumptions about their own scholastic ability.

Athletes' perceptions of themselves and their academic achievements were examined by Meerah and Mazlan (2017). A small but favourable correlation was found between the characteristics, according to the study. Those that participated in the research evidently had considerably better levels of confidence as a result. A study by Chamundeswari (2014) titled "Self-Concept, Study Habit, and Academic Performance of Students" indicated that students' beliefs about their own competence were significantly correlated with their study habits and final grades. His research suggests that a person's sense of identity is the driving force behind all actions.

Family experiences, according to Anitha and Parameswari (2013), are the foundation of one's sense of identity. Sikhwari (2014) conducted research titled "The correlation between students' levels of motivation, self-perception, and academic performance was shown to be statistically significant in a study conducted at a university in Limpopo Province, South Africa. According to Naghebzadeh (2014), the differences between male and female students lie not in academic drive but in academic self-concept. The multiple regression analysis also shows that one's sense of self is a substantial predictor of academic success. Results showed a link between students' sense of self, their drive to succeed in school and their actual grades, but no correlation between the two.

Another research by Gabriel et al. (2009) found that how confident people are in their own abilities and strengths predicts whether they would succeed or fail in life and the classroom. It's been pointed out that a student's sense of competence has a significant impact on their level of success. Adom, et al., (2014) "Achievement Motivation, Academic Self-Concept, and Academic Performance among High School Students"

shown a strong correlation between academic confidence and success. Academic motivation and performance were shown to have a positive link, however this was not statistically significant. In addition, Bacon (2011) looked at African American students who had experienced geographic mobility to examine the connection between academic achievement and academic self-concept. According to the findings, there is a strong connection between the academic achievement of respondents and their perception of their own academic abilities. It also revealed that efforts to increase students' motivation in higher education remained fruitless, since the level of enthusiasm shown by many students was seen as unreliable.

When seen through the perspective of educational psychology, the student's sense of identity is distinct from the teachers' goals and strategies in the classroom. Students who have a healthy sense of self-worth are more likely to succeed in school and in life (Yahaya, 2009). Yahaya (2009) examined the effects of students' physical, personal, moral and ethical, behavioural, social satisfaction, and identity dimensions of self-concept, as well as their proficiency in interpersonal communication, and found a significant correlation between the two variables. However, contrary to the aforementioned, there is no strong link between self-concept and academic success. Similarly, one's upbringing, repeated setbacks, feelings of sadness, and introspective contemplation may all have an impact on one's sense of self-worth (Aziz & Jamaludin, 2009).

There are two types of self-concept, academic and non-academic. The first concerns one's sense of identity in regard to academic pursuits such as classes, teachers, and institutions, while the latter includes one's sense of identity in respect to one's body and to one's relationships with others (Tang, 2011). Results showed a substantial link between students' high and poor self-concept and academic achievement, as reported by Nalah (2014). To this aim, Nalah (2014) argued that parents, educators, policymakers, and society at large should all do what they can to foster in their children a healthy and robust sense of self-concept. Students' positive and negative components of self-concept as they relate to their schoolwork are also characterized in his research.

Self-concept, which is closely related to academic success, varies significantly across the sexes. Adebule's (2014) study, "Self-Concept and Academic Performance in Mathematics among Secondary School Students in Ekiti-State," showed that self-concept did not affect academic performance, and the researchers recommended that teachers and administrators recognize that students' academic performance rates do not reveal their self-concept. Laryea et al., (2014), who provided backing for the research, analysed how students' senses of identity affected their schoolwork. The results of their research indicate that kids' perceptions of self-worth have little bearing on how well they do in school. From the study, it can be concluded that self-perception is strongly connected with success in school, even when there is a wide disparity between the sexes.

Self-Concept and Academic Performance in Mathematics Among Secondary School Students in Ekiti-State, Nigeria, by Adebule, (2014), indicated that students' senses of

self-worth had no bearing on their performance in mathematics, and the authors of the study urged educators to recognize that students' grades do not reveal their senses of self-worth. The study's funders, Laryea et al., (2014), looked at how students' identities impacted their academic performance. According to their findings, there is minimal correlation between children's perceptions of self-worth and their academic performance. However, data showed that regional and administrative factors contribute to a large gap in pupils' performance. Self-perception, intrinsic drive, and academic success were both significant overall.

Rosenberg's (1965) self-esteem theory defines self-esteem as an individual's belief about themselves, whether that view is good or negative. High self-esteem (HSE) is an optimistic outlook on one's own worth, whereas low self-esteem (LSE) is the opposite. At the University of Swat, researchers have studied the relationship between undergraduates' sense of self-worth and their subsequent academic success. Six hundred students were chosen at random from all different parts of the University of Swat to fill out the survey. Students' self-perception was measured using the Rosenberg Self-Esteem Scale (RSES), and they were also questioned about their performance in prior terms. According to the results, students with higher self-esteem showed academic success. According to a study by Ahmad et al. (2013) titled "Relationship between Self-Esteem and Academic performances of Students from the Government Secondary Schools," students' perception of their own value has a significant role in their success in school. It's also been linked to students doing better in the classroom.

The findings show that when children have a healthy sense of self-worth, they also do well in the classroom. Academic achievement seems to have a significant effect on pupils' feelings of self-worth. A significant and strong association between general self-confidence and academic performance in the oral presentation program was found in Al-Hebaish's 2012 study. Colquhoun and Bourne (2012) discovered that students with greater self-esteem also had higher academic achievement.

The findings indicated a favourable relationship between self-perception and academic success. When compared to females, boys likewise rated themselves lower. Akinleke (2012) investigates the impact of students' worry and low self-esteem on their schoolwork. Researchers gathered Grade Point Averages (GPAs) from students who participated in the research and administered two sets of questionnaires. The findings revealed that pupils with lower levels of anxiety also had greater grade point averages. Furthermore, a student's academic success is correlated with his or her level of self-esteem. Procrastination, self-esteem, academic performance, and happiness: a moderated mediation model (Duru & Balkis, 2017).

The reciprocal association between academic self-concept (ASC) and academic accomplishment has been shown in several studies, as Wu et al. (2021) noted in their research on the topic. They pooled effect estimates from 68 longitudinal studies (for a total of 240) to analyse the long-term connection between ASC and success. Student age was shown to considerably mitigate the influence of accomplishment on ASC, whereas student age, performance level, and modalities of achievement assessment all

significantly moderated the effect of ASC on achievement. We found that within the context of the REM, the relationship between ASC and achievement tended to shift from a strong skill-development effect to a pronounced reciprocal effect as age was included as a moderator of both the routes from ASC to achievement and the routes from achievement to ASC.

McKown and Weinstein's (2008) research of primary school education in the United States produced two data sets including the responses of 1,872 students from 83 classes. Research conducted during Time 1 and Time 2 looked at how students' ethnicity, teacher expectations, and subsequent academic self-concept were all influenced by the classroom setting. Students filled out the Teacher Treatment Inventory (TTI; Weinstein & Middlestadt, 1979) in order to quantify their experience of PDT at the hands of their teachers. The TTI polled students on how often they saw their teachers favoring either high- or low-achieving classmates. The TTI was given to the kids in focus groups using a random assignment.

 High levels of differentiated teacher treatment (DTT) towards high and low performing students were reported by students in both the general sample of Study 1 and the mixed-grade classes in Study 2. Teachers had greater expectations for students of European and Asian ancestry who had comparable academic records to those of students of African and Latino ancestry. Teachers' expectations were the dependent variable, while students' past accomplishment was the major independent variable in a regression study that also included other factors. The study's findings suggested that teachers' expectations of

students' academic potential were, in turn, predicted by their students' racial and ethnic backgrounds.

For pupils of the same academic standing, teachers placed European- and Asian-Americans somewhat higher than their counterparts of African- and Latino descent. To report on how teachers' unequal treatment owing to their poor background affects their academic self-concept, comparable research needed to be conducted at schools in an informal settlement in Kenya. Inequality in society may provide insight for policymakers to design programs that support young growth and social well-being while also fostering more equality. Teacher Expectancy Effect (TEE), also called the Pygmalion effect, was the subject of a longitudinal research conducted on a large sample (N = 1488) of Polish middle school pupils and their teachers by Grzegorz et.al. (2019). Teachers' high expectations were shown to have a beneficial effect on pupils' mathematical performance. greater teacher expectations were associated with greater student academic self-concept, which in turn predicted better student math success; this impact was somewhat mitigated by students' academic self-concept in math.

Mekonnen (2014) conducted research in Ethiopia to see whether and how teacher expectations were related to other characteristics of the students. The study also aimed to see whether there were any variations between boys' and girls' views on their teachers' expectations, their motivation, their sense of academic self, and their academic accomplishment. There were 300 pupils in the sample, 146 men and 154 girls. Teachers' expectations were measured using a 0.79 reliable scale, students' motivation was measured using a 0.89 reliable scale, and students' academic self-concept was measured

using a 0.83 reliable scale. Pearson The data was analyzed using the product moment correlation coefficient and the independent samples t-test.

Aside from the link between gender and academic self-concept and motivation, as well as the link between motivation, perception of teachers' expectations, and academic accomplishment, there is no other significant association between these variables the findings of the correlations were statistically significant at the 0.05 level of significance. Mean disparities between male and female students were found in academic accomplishment and students' views of teachers' expectations, according to the findings of 27 independent t-tests. Girls reported greater levels of teacher expectations (i.e., positive expectations) than males, whereas boys had higher mean accomplishment scores. However, there were no statistically significant differences between male and female students' motivation and academic self-concept. Ethiopian pupils in the ninth and tenth grades made up the study's sample. To determine whether or whether students in another African nation have comparable views of teachers' expectations and academic self-concepts, researchers should survey students in the upper primary grades.

Mwema and Matee (2013) conducted an indirect investigation on the connection between students' views of teachers' expectations and their own academic self-concept in Kenya. They wanted to know whether and how a teacher's use of labels and communication of those labels affected their pupils' sense of identity. The study used a retrospective methodology. All 360 students in Form 4 at the six public secondary schools in Mwala District, Machakos County, were included in the study's target group. From the six institutions, 186 students were chosen at random to represent the whole. Students'

perceptions of their own academic abilities were measured by assigning labels to their lecturers based on their responses to six statements about how their teachers had reacted to or remarked on their work.

According to Coopersmith (1967), the Likert Scale was first developed. The scale was designed to measure the extent to which pupils agreed or disagreed with a series of assertions intended to probe their identity. Processing and analysis of data was performed using descriptive and inferential statistics with the aid of Statistical Package for the Social Sciences (SPSS) version 16.0 for Windows. The results demonstrated that teachers often complemented and inspired their students. They appreciated the pupils' intelligence and were always there to help. The factors were examined using a Pearson correlation. The findings showed a positive and statistically significant correlation between teachers' labels and students' perceptions of themselves (r=.493, p0.01).

Brooks (1999) argues that students do better academically when they have a positive impression of their school, believe they are being treated fairly by their professors, and feel they belong there. Creating a welcoming environment for all students is essential in preventing feelings of alienation and promoting a sense of community among them.

A study by Burchinal et al. (2012) in the Netherlands found that students who lacked these types of social supports were more likely to skip classes, to feel isolated from their peers, and to exhibit low levels of academic and social competence. The characteristics that children bring to school that may impact their development of an academic self-concept and eventual success can be taken into account in teacher preparation and professional development, as stated by Burchinal et al. (2012).

Researchers Galugu et al. (2019) found that student engagement in school is a condition when students participate well and correctly in learning activities, as evidenced by their abilities and motivations to actively conduct the learning process in both academic and extracurricular settings. Appleton (2012), Phan et al. (2016), and Seixas et al. (2016) all agree that "student engagement" is a psychological concept with three parts: cognitive, emotional, and behavioral. Self-control methods used while working through the tasks constitute the cognitive component (Collie et al., 2016). Affective dimension is concerned with having a good time while learning (Kim et al., 2015; Wang & Lieberoth, 2018). Note that the behaviour component includes both in-school and extra-curricular attempts to complete tasks (Hartet et al., 2011). Student involvement is crucial since it has been shown to have a positive effect on academic performance, compliance with school policies, and absences.

Disinterested students are more likely to engage in risky behaviors like slacking off in class or skipping school altogether (Masika & Jones, 2015). Teachers play a crucial role in the classroom since their methods of implementing lessons ultimately impact the extent to which students engage with the material (Tam, 2014; Jagtap, 2015). Emotional supports, such as those provided by teachers and friends, have been shown to have an impact on students' success in school. How emotionally invested students get varies greatly. A moderator variable, such as an individual's academic self-concept, strengthens the association between teachers' support and their students' participation in the classroom.

Several studies, including Chen (2005); Lietaert et al. (2016); Rimm-Kaufman et al. (2016), have investigated the connection between teachers' encouragement and students' enthusiasm. Therefore, we might conclude that a moderator variable, like academic self-concept, is necessary for successful outcomes across contexts. A student's confidence in their own academic abilities would grow, and they would be more motivated to continue their studies.

The researchers came to the conclusion that teachers have a crucial impact in students' enthusiasm for learning. This is due to the fact that students' dedication to learning is directly proportional to the resources made available to their teachers. Teaching practices that put students at ease and encourage them to participate in class (Chen, 2005; Cvencek et al., 2017; Usher & Kober, 2012) include being well-prepared for class, demonstrating knowledge of and confidence in delivering material, communicating effectively, being fair, and holding teaching-learning discussions with students. This finding suggests that student motivation may be increased by teacher encouragement.

This research suggests that the more encouragement students get from their teachers, the more actively they will participate in class. Consistent with earlier research (Wang & Ecless, 2013; Wang & Lieberoth, 2018; Veigal & Almeida, 2012), this conclusion highlights the importance of the teacher in influencing students' motivation to learn. This is due to the fact that the educator plays an active role in establishing the context for learning and fostering an environment in which students are motivated to participate actively. Therefore, it is reasonable to infer that a student's level of investment in school

improves when they get support from their teachers. Students who feel their teachers care about them are more likely to take an active role in their education. Students who feel less of a teacher's care and support are less likely to participate in class and exhibit poor levels of self-confidence (Cirik, 2015). Students' social needs were met not just by their teachers but also by their families, communities, and classmates. Teachers' approval and endorsement of students in a classroom setting has been shown to have a significant impact on students' attitudes and behaviours (Riani, 2016; Zabala et al., 2015; Sulistiowati et al., 2018).

This means the teacher prioritizes the development of positive relationships with their students, as evidenced by their efforts to create a welcoming classroom environment, show genuine concern for their students' well-being, demonstrate respect for the values their students have come to embrace, and offer genuine assistance and acceptance Prasetyo et al., (2019). Educating, instructing, exercising, and directing pupils are all part of a teacher's job in the classroom.

Similar research has shown that the connection between a teacher's emotional support and a student's level of school engagement is nuanced by the participants' individual traits and psychological factors (Wang & Ecless, 2013; Prasetyo et al., 2018). Students' academic self-concepts are positively correlated with the extent to which they get emotional support during learning activities (Ramadhan, 2019; Dianto, 2018; Aristya & Rahayu, 2018; Kim et al., (2018). Academic self-concept is a moderator variable that boosts both teachers' encouragement and students' interest in learning. Previous studies

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have shown that students whose teachers are also involved in their communities had greater levels of self-confidence, motivation, and less anxiety when faced with academic problems.

For this purpose, academically positive self-concept is the condition of interest (Tracy et al., 2018; Gasser et al., 2018). An individual's academic self-concept is their own opinion of their own academic ability (Marsh et al., 2018; Wimmer et al., 2018; Dicke et al., 2018; Fabian et al., 2018). Students' motivation to study might be influenced by their perception of their own academic abilities. As several studies have shown (Klapp, 2018; Brandenberger & Hagenauer, 2017; Wolff et al., 2018; Fabian et al., 2018; Dicke et al., 2018), when students have a healthy view of themselves, they are more motivated to study and engage with others. Students who have a healthy sense of self-concept are more likely to exhibit self-control and confidence.

Students with certain personality traits are more likely to succeed academically. Taking everything into account, we can say that a student's willingness to actively participate in their education is influenced by their level of accomplishment motivation. Some studies (Klapp, 2018; Cvencek et al., 2017; Lawrence & Saileela, 2019) suggest that students with a more optimistic view of themselves are better able to regulate their emotions and behaviour during studying. One of the many criteria that correlates highly with how well a student does in class. Thus, academic self-concept may mediate the connection between teacher encouragement and student engagement in class.

Academic buoyancy, as defined by Colmar, et al. (2019), is a concept important to students since it describes how they "bounce back" from the typical academic challenges they face. Their correlational research looked at how confident students felt about their own academic abilities and how it affected their performance in reading and math. To back up these results, Ladd et al., (2009) conducted research in Germany and found that educators may be better able to promote and foster high-quality relationships with more students if they have a deeper understanding of the correlates of teacher-learner relationship quality.

Learner and teacher traits, as well as aspects of the wider social context, all have a role in shaping the dynamics of students' interactions with educators, as Ladd et al. (2009) found. Positive teacher-student interactions are protective factors for children's social and intellectual development, as was further demonstrated by Ladd et al. (2009). Teachers see these kinds of encounters as ones that are high in proximity, characterised by respect and care, and in which students view their teachers as reliable and safe confidantes. Interactions like these, say Ladd et al. (2009), provide students a sense of care, comfort, and protection, all of which help them feel more at ease in a new environment and more motivated to focus on their schoolwork.

Timperley and Robinson (2010) found comparable results in New Zealand, finding that students who had more positive connections with their teachers performed better on tests of visual and linguistic comprehension. This suggests that a strong rapport between teacher and student is a predictor of both positive work habits and fewer behavioral issues

as time goes on. In line with these claims, Smith's (2009) analysis of the National Institute of Child Health and Human Development Study of Early Child Care indicated that positive relationships between teachers and students improved students' motivation and performance in school.

In contrast, Smith (2009) discovered that poor teacher-child connections, which are characterized by excessive conflict, reliance, and low closeness, seem to function as risk factors for learners' school achievement. Teachers tend to see youngsters as being too confrontational or clinging when there is tension between them and their students. It should be noted that negative teacher-student connections may have a lasting impact on a child's academic confidence and growth, particularly in the formative years of schooling. All of these results suggest that developing a healthy sense of self-worth and confidence is one of the most difficult stages for students to go through on their way to accomplishing their educational objectives. This is because students in primary school who form strong bonds with their teachers are more invested in their education, more open to new ideas, and ultimately more successful academically.

Guhn et al., (2013) argue that primary students' growth in relational and social skills crucial components of a healthy academic self-concept benefits greatly from the emotional support provided by teacher-learner interactions. According to the United Nations Educational, Scientific, and Cultural Organization (2010), teacher-learner interactions have been found to be a significant predictor of children's learning outcomes such as social interactions with peers, social boldness, academic success in school, and

the establishment of a positive foundation for the growth of a positive academic identity in many countries in Sub-Saharan Africa.

Chilora and Harris (2001) conducted research in Malawian primary schools and found that positive teacher-learner relationships were associated with better academic and social results for students. An evaluation of a professional development program for elementary school teachers found that the program's emphasis on teachers' social and instructional interactions with students led to improvements in students' academic achievement and social skill development (Chilora & Harris, 2001). This suggests that the academic and social success of students may be greatly enhanced by the cultivation of strong bonds between teachers and their students. In other words, when students perceive that their teacher cares about them, they do better academically. In addition, students like it when teachers show interest in more than just their academic performance and future plans.

Chepkirui and Huang (2021) conducted research in Kenya that looked at how students' senses of identity and motivation affected their performance in college. Student and school traits were shown to have a role in determining students' academic achievement. Students and the school as a whole may benefit from a deeper appreciation of the significance of these considerations. This investigation tested the mediating role of intrinsic motivation in the link between student self-perception and academic outcomes. The data was analyzed using a correlation design, multiple regression, and mediation analysis. A total of 365 graduating seniors from various schools of arts and sciences in Kenya were included in the research. According to the results of the correlation analysis, there is a favorable relationship between motivation and academic success. As a rule, students' levels of self-confidence and their academic performance were shown to be

moderated by their level of motivation. These findings suggest that students' drive and sense of self are critical to improving their academic outcomes.

The situation is similar in Kenya in other studies, where it has been acknowledged that interactions between teachers and students are crucial to the development of students' sense of academic identity (Ngaruiya, 2013). In a study conducted in Baringo County, for instance, Rotumoi (2012) suggested that educators would benefit from realizing that their students are more than just their academic performance and would benefit even more if their teachers took an interest in their students' lives beyond the classroom. In Kibra Sub-County, for example, the connection between teachers and students has been held up as a prime example of how to foster students' personal and professional development.

Mureithi's (2013) research in Kibra Sub-County found that there is space for improvement in the quality of interactions between teachers and students at all levels of the school. This study concluded that there are several advantages of building good teacher-learner relationships, including but not limited to better self-esteem and greater engagement. Among them include setting high standards for students, showing genuine concern, and encouraging students to take pride in their classroom.

2.7 Summary of Literature Review

The literature study shows that the school environment is critical for the growth of students' academic self-concept in primary schools located in slum areas. This is because most of these primary schools in the informal settlements provide physical facilities such as buildings, play grounds, desks, chairs, libraries and sanitation that are deplorable hence

the learners are not enthusiastic to be in school. Contrarily, the study of existing works showed a plethora of open questions and areas of ignorance.

Specifically, Viluti's (2019) research in Kibra Sub-County found that the sharing of pupil-support facilities like resource centers, laboratories, and playgrounds has improved the desire of learners in such settings to attend school, highlighting the importance of promoting smaller, informal primary schools. The academic self-concept of students in primary schools in informal settlements has not been studied empirically.

On provision of curriculum support materials and learners' Academic self-concept, a study undertaken in Kibra Sub- County by Wakahiu (2015) established that quite a number of learners in primary schools in informal settlements fail to meet curriculum objectives due to inadequate supply of educational component, that is, instructional materials. The academic self-concept of students in primary schools located in low-income neighborhoods has not been thoroughly investigated by Wakahiu (2015) or any of the other empirical scholars who have focused on this issue. In Kibra Sub-County, schools have made good use of curricular opportunities to educate students about sexual abuse, raise awareness about behaviors that are concerning or unacceptable, and instruct students and parents on how to seek help when necessary, according to a 2014 report by UNICEF. UNICEF (2014) reports that despite the uncomfortable nature of the topic, schools have not shied away from discussing child abuse since students lack essential information on how to protect themselves. UNICEF (2014) has not provided evidence of the ways in which the perception of safety affects students' growing sense of identity.

Mureithi's (2013) research in Kibra Sub-County found that positive and healthy relationships between teachers and learners have not been fully realized, either in classroom settings or across the school as a whole, and this has an effect on students' self and academic self-concept. Mureithi (2013) revealed that there are several advantages of building good teacher-learner relationships, including but not limited to better self-esteem and greater engagement. Among them include setting high standards for students, showing genuine concern, and encouraging students to take pride in their classroom. When it comes to explaining how the interactions between educators and students shape students' perceptions of their own abilities in the classroom, empirical researchers like Mureithi (2013) and others fall short. These are the blank spots in the literature and body of knowledge that this investigation aimed to fill.

2.8 Theoretical Framework

This study was guided by the ecological systems theory by Bronfenbrenner (2001) and the self-concept theory by Carl Rogers (2001).

2.8.1 The Ecological Systems Theory

Bronfenbrenner's (2001) ecological systems theory served as the theoretical framework for this investigation. Ecological and sociocultural approaches to education not only take into account the here-and-now for primary school students, but also reflect the dynamic interplay of people, communities, and institutions. In the 1970s, Bronfenbrenner (2001) developed the ecological perspective on human growth. This theory emphasizes the dynamic nature of human interactions in the setting of dynamic situations.

The idea acknowledges the many ways in which a child's environment interacts with and influences him or her throughout development. His research considered the larger environment (or ecology) of development in addition to the influence of specific circumstances on an individual's growth. Based on these changing relationships, he put out the 'Ecological Systems Theory' of child development. His views are similar to those of Albert Bandura and Lev Vygotsky, whose theories of social learning and sociocultural development, respectively, also take environmental factors into account. This resonates very well with the objectives of the study on the school environment as it deals with the here and now of the lives of the learners in the school. He proposed five ecological systems that affect a child's development, each of which contains the previous one inside its framework. He ranked them by how big of an effect they had on a young person.

The initial level of Bronfenbrenner's theory is called the microsystem, and it consists of the people, places, and things that the kid encounters on a daily basis. Learners in primary school might draw parallels between the microsystems they encounter in their daily lives and the classrooms they attend. The learners' interactions with the school environment shapes their behavior and relationship with others. If the school environment offers conducive learning environment, the learners are more interested in learning and hence are able to believe in their ability as learners and hence are able to enhance their academic self-concept. The relationships in a child's microsystem are two-way; the child may affect the beliefs and behaviors of the people around them, and they can do the same for the child. This also means that a child can be influenced by how other people treat him or how and it can also influence the people on how they treat him or her.

The interaction between the learners and the teacher can really affect the way the learners view themselves and in turn affect their self-concept. Where teachers are more concerned about the learning of their pupils, the more the learners are motivated to believe in their ability to achieve in their school work, the more they are able to develop an academic self-concept. It is all about how the child reacts to what is around them and the impact the surroundings will have on their lives. This is due to the fact that interactions within microsystems tend to be very individual and, so, important for the kid's development and growth.

The mesosystem describes an in-between phase. The ways in which the child's many microsystems interact with one another, including the home and school environments, also incorporate macrosystem interactions, such as those between a child's family and friends at school. When a child is in school, the relationships with peers matter a lot. The interaction between the learners and their school facilities, security and availability of curriculum support materials enhances the positivity of their view of self. The better the physical facilities, relationship with teachers and availability of learning materials push the pupils to go to school hence the development of academic self-concept. Because of their interdependence and mutual exertion of influence, the components of the child's microsystem cannot act in isolation from one another. In a school setting, for instance, parents and teachers talk often about their children's behavior and other academic issues. This interaction can influence a child's development as other people are introduced into their lives and have a direct impact on their development.

According to ecological systems theory, if a child's parents and teachers get along well, the kid will flourish. But if there is tension between the parents and the educators, the reverse is true. This expounds on the objective of teacher learner interactions that are shaped by the relationship between a learners parent and the teacher. This way, the teacher is able to tune into the background of the learner and try to understand the inner world of the child hence contribute to the growth of academic self-concept. According to Bronfenbrenner (2001), all contexts are interconnected in some way.

The influence of a child's socioeconomic status, family finances, and cultural background on the child's personal growth and development is the focus of the fourth level, the macrosystem. There are various manifestations of this. A child's social development may suffer if they are born into extreme poverty and are unable to get the things they need and want. Individuals' opinions and perspectives on life's events may also be shaped by the society in which they are engaged. The people you become are largely predetermined by the background you were born into. This gives credence to the issues of the security of learners in informal settlement. This in turn affect the learners as they learn in the vicinity that is insecure due to the very nature of being slum areas where the noise and activities can interfere with learning. Employment of security personnel can also be hampered by the factor that many of these schools rely on the meager resources that parents have to ensure learning takes place. The macrosystem is distinct from the micro- and meso-systems since it does not describe the surroundings of a single kid but rather the larger social and cultural context in which the child grows.

The financial standing, ethnicity, geography, and worldview of a culture may all be considered parts of its larger system. A child growing in a poor neighbourhood experiences diverse issues in their lives unlike one from an affluent background. The same can be said about a child from a third world developing country and one from first developed countries. These dynamics are out of a child's realm of change and can affect how they develop be it in school or elsewhere.

The macrosystem, as defined by Bronfenbrenner (2001), is the farthest-removed but nonetheless influential group of people and places in a child's life. Specifically, it is made up of the child's most strongly held views and concepts, as well as their political and economic frameworks. The part that elementary school students play in the developmental process is another aspect of ecological theory. According to this theory, the primary school population grows as a result of the students' regular interactions with their teachers, classmates, and the things and symbols around them. Bronfenbrenner (2001) argues that classroom interactions have a major impact on students' perceptions of their own academic abilities.

The Ecological Systems Theory provides a comprehensive view that incorporates all the systems in which children and their families participate, thereby reflecting the ever-changing nature of genuine family ties (Hayes & O'Toole, 2017). This relationship can also be reflected when the child goes from home to school. If the family has not offered a strong relationship that ensures the child is protected, once they move to school, the interaction with the teachers is hampered as it reminds them a lot about their homes. The

lack of interactions with the teachers can be mitigated if the teachers especially the counsellor goes out of their way to harness this.

Teachers and parents should stay in close contact with one another and collaborate for the best interests of their kid if ecological systems in educational practice are to be put into reality everywhere, but particularly in informal settings.

Teachers should have compassion for the social and economic circumstances that their students' families may be going through. If parents and teachers get along well, it will have a favorable effect on the child's growth, so says the hypothesis. The kid must be taught the importance of academic and social engagement on their part in order to be successful. In order for them to flourish, they need to collaborate with their classmates, teachers, and guardians on meaningful learning experiences.

Therefore, Bronfenbrenner's (2001) theoretical viewpoints are useful for investigating primary school experiences and the motivation to learn. This theory was useful for this investigation because it emphasizes the significance of setting when trying to comprehend the experiences of primary school students by conceptualizing the ecology of learners' development of academic self-concept as dependent on different dynamics within a primary school setting, with special emphasis on how connections evolve over time. The ecological systems theory, in other words, acknowledges that several factors within the primary school setting are crucial influencers of students' development of a robust motivation to engage in academic endeavors.

2.8.2 The Self-Concept Theory

Carl Rogers's idea of self-concept served as another theoretical inspiration for this research. The humanistic treatment approach known as "person-centered" was developed by this American psychologist (active from 1902 to 1987). This experientially derived, non-prescriptive theoretical approach started with the idea that people have an underlying need to develop into their full potential. One of the basic ideas behind person-centered treatment is that negative signals received as a kid may lead to a lifetime of low self-esteem and, ultimately, psychopathology. When clients are exposed to these kinds of messages, they internalize unattainable "conditions of worth" that cause a "lack of congruence" between their desired future selves and their current selves.

Carl Rogers made important contributions to the disciplines of psychotherapy and educational psychology with his view that individuals have the power to build their own identities through their own efforts and decisions. To him, the "self" was the most important part of any given adventure. According to Carl Rogers, everyone has an innate drive to improve and reach their full potential. According to Rogers, a person's environment is the sole source of limitations on their actualizing propensity. This resonates well with the objectives of the study and more closely with objectives of the study like availability of physical facilities in school as they make the learners believe in their capability to do well in school thus enhancing their academic self-concept.

According to Rogers, everyone has a hidden need to be flawless. Rogers views "self-actualization" as a dynamic process in which the individual often makes reference to him or herself: "I am the self, which I currently conceptualize myself as being." This

understanding is contingent on not just the events and conditioning that make up his history, but also on the randomness of his encounters with others.

For learners in primary school in informal settlements, they will require a lot of self-awareness that can be emphasized by teachers in different ways like being interested in their class work, home environment, security in school, adequate infrastructure and a sense of belonging. Bearing in mind that where they are coming from there are many hindrances in then achievement, a school can be handy in making them have a belief in their personal ability to move on in life.

It may be "nothing more than the relevant comment of a teacher or significant other" when a student's " Individuals might go from feeling elated, self-assured, and secure one minute to hopeless, inadequate, and depressed the next. Rogers thinks everyone has the potential to realize their dreams and fulfill their deepest wishes. To paraphrase Rogers, "the tendency to self-actualize" is man's "one basic motive in life." He thinks that people can only grow as much as their surroundings allow them to. "Only when one's own low standards or societal norms interfere with the valuation process can they become harmful," he says, referring to the idea that humans are basically decent. Conditions must be created in the classroom where students are motivated to believe in themselves and work toward being their best selves in order for them to experience any increase in their sense of self-worth.

Rogers argues that a person's self-worth increases as the gap between their ideal self and their actual self narrows. The word "self" may be understood in a variety of contexts, although it most often refers to an individual's sense of identity. All of a person's unique

thoughts, feelings, and values make up their "self," as defined by psychologist Carl Rogers. Rogers's notion of "self" focuses on what makes for healthy individual growth. Self-awareness refers to one's sense of being a distinct individual with their own preferences, desires, and values; it is the "I" or "me" one sees reflected in a mirror.

It's important for educators to remember that while their pupils gain psychological independence, they're also getting closer to becoming fully effective adults. The individual's potential for perceiving and reacting to the world increases dramatically. According to Carl Rogers' theory of the self, a coherent conceptual pattern of perceptions of qualities and relationships of the "I" or "me," together with values related to these conceptions, emerges through engagement with the environment, and particularly through evaluative connection with other people. Because of the importance of student participation in the learning process, this may be the case at primary schools located in informal settlements.

The components connected with self-concept theories are applied to homework, motivation for schoolwork, interest in physical exercise during free time, and introspection about one's life goals, making this theory applicable to the present investigation. Learners' degree of self-direction has a significant bearing on their level of cognitive, affective, motivational, and behavioral development in the area of academic motivation. In the context of students' academic self-concept, this theory emphasizes the fact that students, despite their numerous unique points of view, have a common perspective that allows for a unified understanding of themselves. A strong academic self-concept begins with a positive outlook on the learner's surroundings, no matter how

unsettling it may be. In addition, students who are shown they are valued by their teachers tend to have a more positive outlook on their abilities and the world around them.

2.9 Conceptual Framework

This study examined the relationship between the academic self-concept of students residing in informal settlements and the school environment. The school environment was assessed based on factors such as the presence of physical facilities, availability of curriculum support materials, implementation of safety measures, and the quality of teacher-student interactions. The academic self-concept of students was considered as the dependent variable, while the school environment was treated as the independent variable. As depicted in Figure 1, the intervening elements encompassed staff attitude, management styles of head teachers, and support from stakeholders.

Independent variables   **Dependent variable**

```
┌─────────────────────────────────────┐                          ┌──────────────────────────┐
│ SCHOOL ENVIRONMENT                  │                          │  ACADEMIC SELF-          │
│                                     │                          │  CONCEPT OF              │
│ Provision of Physical Facilities    │                          │  LEARNERS IN             │
│ • Classrooms                        │                          │   PRIMARY                │
│ • Resource centers                  │                          │   SCHOOLS                │
│ • Playing fields                    │                          │                          │
│ • Toilets                           │   ┌──────────────────┐   │  • Interest in           │
│ • Provision of water                │   │ • Staff attitude │   │    education             │
│ Provision of Curriculum Support     │──▶│ • Headteachers'  │──▶│  • Belief in setting     │
│ Materials                           │   │   management     │   │    academic goals        │
│ • Textbooks                         │   │   approaches     │   │  • School attendance     │
│ • Stationery                        │   │ • Stakeholders'  │   │  • Motivation to         │
│ • Teaching aids                     │   │   support        │   │    undertake             │
│ • Reference and revision            │   └──────────────────┘   │    academic tasks and    │
│   materials                         │                          │    assignment            │
│ Provision of Security               │                          │  • Belief in their       │
│ • Provision of perimeter walls      │                          │    ability to perform    │
│ • Provision of safe playgrounds     │                          │                          │
│ • Provision of security guards at   │                          │                          │
│   school                            │                          └──────────────────────────┘
│ • Provision of learner escorts      │
│   from school                       │
│ Teacher-Learner Interactions        │        Intervening
│ • During class instruction          │        Variables
│ • Supervision of learner activities │
│ • Allocation of tasks               │
│ • During counseling sessions        │
│                                     │
└─────────────────────────────────────┘
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Figure 1: Conceptual framework

Source: Researcher (2022)

Figure 1 depicts the correlation between the independent and dependent variables in the conducted study. As depicted in the diagram, the academic self-concept of primary school learners, particularly those residing in informal settlements, is susceptible to influence from the school environment and its associated dynamics. The academic self-concept is considered the dependent variable in this context. In order to foster heightened interest in education, the establishment of academic goals, regular school attendance, motivation to engage in academic tasks and assignments, and confidence in one's abilities among learners in primary schools located in informal settlements, it is imperative to ensure the provision of a conducive school environment and the appropriate dynamics within it. In essence, it is imperative for educational administrators to guarantee the availability of adequate physical infrastructure, curriculum resources, security measures, and the cultivation of positive teacher-student connections, as well as the reciprocal development of such contacts. This would guarantee that the students, under a favorable environment, would develop a favorable perception of their academic abilities, regardless of other factors such as the attitudes of teachers, management strategies, and support from stakeholders, which were not included in the research.

The ecological systems theory recognizes the multifaceted impact of a kid's environment on their development, highlighting the intricate interplay between various factors. This theory suggests that the environment in which a child is raised exerts diverse influences on their life trajectory. This implies that both the school environment and the home environment have a significant impact on the formation of self-belief and the capacity to succeed academically and in one's personal life.

According to Carl Rogers, the Self-Concept Theory posits that an individual's perception of their own identity and their aptitude for task performance are shaped and structured by their engagement with the surrounding environment, particularly through evaluative interactions with others. By integrating the theoretical framework with the conceptual framework, it can be posited that an individual's immediate surroundings exert influence on their self-beliefs and perceived competence across various domains throughout their lifespan.

However, in order for the school environment to effectively enhance the academic self-concept of learners in primary schools located in informal settlements, there are intervening variables that need to be considered. These variables include staff attitude, management approaches of head teachers, and support from stakeholders. It is important to note that these variables were not the main focus of the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section provides a summary of the research techniques that were used throughout the project. Data collection instruments, procedures, measures taken to ensure the validity and reliability of the collected data, approaches to data management and analysis, and ethical considerations are just some of the topics covered in the provided information.

3.2 Research Design

The purpose of this study, which used a correlation research approach, was to investigate pre-existing relationships between independent variables. The purpose of this research was to look into how students' academic identities were affected by factors such school environment, curricular support materials, safety, and teacher-student interactions. The present study adopted an approach that allowed the quantification of the magnitude and orientation of the relationship between variables, as well as allowing the formulation of predictions. The strength and/or direction of a link between two (or more) variables is referred to as their "correlation." There can be both positive and negative manifestations of a connection's direction. A correlation coefficient is a numeric measure of the degree and direction of a link between two variables (Mugenda & Mugenda, 2003). The coefficient of correlation might be negative (-1.00) or positive (+1.00). In statistical parlance, a positive correlation denotes a direct association between two variables, where an increase in one variable predicts an increase in the other and a reduction in one

predicts a decrease in the other. When the correlation coefficient is negative, the link between the two variables is inverse: an increase in one leads to a decrease in the other.

3.3 Location of Study

Kibra is a subcounty in Nairobi County, and it's located 5 km from Nairobi's CBD. Independent Electoral and Boundaries Commission of 2012 divided it into seven voting districts. Makina, Lainisaba, Lindi, Woodley, Sarangombe, Kenyatta, and the Golf course are all in this category. There are 15, 311 people living in every square kilometre of Kibra Sub-County, which has a total area of 12.1 km2. This study was conducted at primary schools situated in squatter communities. Small businesses are crucial to the sub-county's economy. Numerous "complementary" primary schools dot the landscape.

Kibra, like many Kenyan urban slums, relies heavily on non formal schooling to meet its basic education needs. Even though it was written before Kenya's 2010 Constitution, the Alternative Provision of Basic Education and Training (APBET) Policy still serves as a guiding document for alternative basic education in the country. However, it must be updated to comply with the new law. This approach defines "non-formal schools" as institutions that mimic traditional schools by teaching students according to a curriculum designed to help them succeed on standardized exams. Two worrying trends have emerged in the slums as a result of the plethora of education providers there: commercialization, in which the poor pay for education despite receiving no public assistance, and quality, in which the poor pay for unregulated educational services. Since most of these schools follow Kenya's national curriculum and enter their students in the

country's standardized tests, the Ministry of Education Kenya is currently in the process of registering them.

A study by Karimi (2020) in Nairobi County found that nearly half of primary school students there did not see the value of attending class regularly because of this. This was especially true of students living in informal settlements like Kibra Sub-County. This research found that 56.9% of students were unable to finish assignments, while 57.2% were unable to recognize and solve problems, communicate effectively, think creatively, and thus performed poorly academically.

Given that a large proportion of Kibra's primary school-aged children live in this squatter community, and given that many of them have lost faith in the importance of education and their own ability to succeed academically, this sub-county was selected as the study's site. The targeted institutions are the only ones recognized by the Ministry of Education.

3.4 Target Population

The proliferation of non-formal schools in recent decades has made it possible to provide formal education to a large number of children and young people living in urban informal settlements, sometimes known as slums. Nairobi County is home to an extensive system of 1,700 non-formal educational institutions (MoE, 2019). These schools follow the national curriculum and prepare their students for national standardized tests. Because of their track record of sending pupils to the Kenya Certificate of Primary Education (KCPE) exams, these schools were prioritized in the process of choosing a school. These schools have met the Ministry of Education's registration standards for APBET-approved programs as outlined in 2009. The study's intended participants included the school head

teachers and vice head teachers involved. Only one applicant was chosen after a selection procedure in which teacher counsellors were limited to staff members at the school in question. These teacher counsellors are essential in evaluating the dynamics between educators and their students since they perform double duty as both topic teachers and counsellors.

According to Mugenda and Mugenda (2009), the target population is any group of people, events, or things with a specific characteristic in common. There are 138 primary schools in the Kibra subcounty. The participants in this research were class VII pupils (n=9536), their head teachers (n=138), and their teacher counsellors (n=203). According to Table 1, the total number of potential respondents was 9,877.

Table 1: Target Population of the Study

Respondents	Target Population
Headteachers	138
Teacher-counsellors	203
Learners in Class VII	9536
Total	**9877**

Source: State Department of Basic Education and Early Learning National Council for Nomadic Education in Kenya (NACONEK); Mapping of APBET, Nairobi County (2019)

3.5 Sample size determination and Sampling procedure

This section explains how a representative sample was chosen and how many people were included in it. Sample size was determined using Yamane's Formula, which is a standard methodology for determining statistically significant samples in scientific studies. The steps involved in the procedure were as follows.

$$N_0 = \frac{N}{1 + N\,(e^2)}$$

Where, N_0 = desired sample size at 95% confidence interval

N= Target Population

e = Confidence level of 5% (decimal equivalent is 0.05)

Thus, desired sample was:

$$N_0 = \frac{9877}{1 + 9877(0.05)^2}$$

$$N_0 = 385 \text{ respondents}$$

Kibra Sub-County was divided into seven sections, one for each of the seven administrative zones, using stratified sampling. Through the implementation of this methodology, the researcher successfully obtained data that exhibited a high degree of representativeness to the entire population, while also ensuring the absence of any form of bias. Purposive sampling was used to select a total of five schools per administrative zone for this study. High dropout rates over the course of five years (2017-2021) and acceptance of students through eighth grade led to the selection of these schools. As a result, the study included only the school head teachers and one teacher-counselor from each of the participating institutions. Creswell (2014) suggests using a purposive sampling strategy to fully grasp the contextual variation of the phenomena of interest and to test hypotheses. A total of nine (9) students from class VII were selected at random from each school in the sample to account for any potential bias or favoritism.

Table 2 displays the results of the researcher's sampling of 35 head teachers, 35 guidance counselors, and 315 students in class VII;

Table 2: Sampling Grid

Respondents	Target Population	Sample Size	Sampling Method
Headteachers	138	35	Purposive sampling
Teacher-counsellors	203	35	Purposive sampling
Learners in Class VII	9536	315	Simple random sampling
Total	**9877**	**385**	

Source: Researcher (2022)

3.6 Data Collection Instruments

These methods were used to collect data on the predetermined topics of the study's aims. Class VII students' questionnaires and interview aids for head teachers and guidance counselors were among these resources.

3.6.1 Questionnaire for Learners in Class VII

Pilot research was done in order to examine the validity and reliability of the questionnaire. Quantitative information was obtained from class VII learners using modified questionnaires with closed-ended test questions. Morse (2010) explains that this is because questionnaires are research instruments that combine questions and other prompts to obtain information from respondents and are often constructed with statistical

analysis in mind. The questionnaire was separated into three pieces in order to acquire data on the various aspects of the inquiry. In Section A, the respondents were invited to enter basic demographic data including their gender and education level, while in Sections B through F, the conducted tests were based on the criteria in the research. Items from the Self-concept Scale (Ellis, Marsh, & Richards, 2002) were altered and included in Section B to investigate students' beliefs about their academic self- concept in the classroom.

Sections C, D, E and F contained test items on provision of physical facilities, curriculum support materials, school security and teacher-learner interactions in primary schools in informal settlements respectively. The test items contained 5-point Likert Scale type of questions. In this case, 1 was very strongly disagree, 2 - disagree, 3 - undecided, 4-agree and 5-strongly agree since according to Creswell (2014), the Likert scale illustrates a scale with theoretically equal interval responses.

3.6.2 Interview Guide for Headteachers and Teacher-counsellors

The study's researcher adopted a methodology combining in-depth interviews with administrators and teacher counselors, utilizing a combination of closed- and open-ended questions to acquire qualitative data. For reliable and accurate evaluations of applicants' responses in personal meetings, a structured interview is essential. This is because it helps the researcher build rapport with the interviewees, allowing them to ask more in-depth and probing questions (Kothari, 2005).

3.7 Pilot Study

Non-statistical approaches, including face, content, and construct validity, were used to verify the reliability and accuracy of the research instruments in this investigation. The visual presentation, readability, feasibility, style, consistency, and clarity of the wording of the questionnaire were evaluated to determine its face validity. After defining the goals and characteristics of the study, the researchers may select questionnaire items that would best capture their interests. In order to determine if the questions and their accompanying answers effectively generated the necessary information, the researcher conducted a content validity assessment with the help of educational psychology courses from Masaai Mara University. Items on the test that were deemed unable to produce sufficient data were removed, and replacements were proposed. Therefore, when the interviews were completed, the participants were given the opportunity to review the transcripts and provide feedback on the researcher's interpretations. Following the receipt of comments, the research underwent revision to incorporate the suggestions made, with the purpose of strengthening the dependability of the findings. Creswell (2014) notes that researchers determine a question's validity by polling a group of experts. Creswell (2014) explains that the concept of validity refers to how well a researcher can extrapolate their sample's results to the population as a whole.

3.8 Validity of Research Instruments

For this study, face, content and construct validity which are non-statistical methods were employed to validate the research instruments. Face validity was ensured by evaluating the appearance of the questionnaire in readability, feasibility style, consistency and the

clarity of the language used. It was ascertained that the selection of questionnaires items was in tandem with the study objectives and variables. For content validity, researcher, with the aid of educational psychology lectures from Masaai Mara University looked over each question and the answers supplied to determine whether or not the items produced the necessary information. Items on the test that were deemed insufficient to provide the necessary data were removed, and replacements were proposed. Thus, the respondents in this study were given the opportunity to see the transcribed interview findings and provide feedback on the researcher's interpretations shortly after the interviews were completed. After receiving feedback, the research was revised to include the provided suggestions for strengthening the reliability of the findings. This is because, as stated by Creswell (2014), researchers determine if queries are legitimate by consulting a panel of experts. Creswell (2014) argues that validity refers to the extent to which a researcher may reasonably extrapolate results from a study's sample to the community at large.

3.9 Reliability of Research Instruments

According to Ochieng (2015), the dependability coefficient of a research instrument must be acceptable for it to be used as a data collection tool. Supervisors from the Department of Educational Psychology at Maasai Mara University assisted with a thorough investigation of the consistency of responses to determine the reliability of the study instruments. The study instruments were examined thoroughly by the researcher to ensure they were free of any confusing or ambiguous questions. The respondents' knowledge of the material was reinforced to ensure its thoroughness.

The test-retest method was used to determine whether or not the questionnaire items were consistent with one another. In this case, surveys were sent out to everyone at the same time in the month of July 2022. The same sample of respondents was then questioned again in the ensuing month of August 2022. Using Pearson's Product Moment Correlation Method, we calculated the reliability coefficient, and found statistically substantial internal consistency (r = 0.728; p 0.05). Using the Pearson Product Moment Correlation Method, we found that the two assessments were highly consistent with one another. This is because, as stated by Kothari (2005), a coefficient of reliability close to 1 indicates an extremely high degree of internal consistency.

3.10 Data Collection Procedures

The researcher was welcomed to Maasai Mara Kenya University via a letter of introduction from the university's School of Postgraduate Studies and a Research Permit and Authorization Letter from the National Commission for Science, Technology, and Innovation (NACOSTI). In order to get a letter of permission, the researcher also contacted the Nairobi County Commissioner and the County Director of Education. The researcher began collecting data after getting all the necessary permits and approvals. Before beginning the empirical investigation, the researcher scheduled meetings with the participants to ease their participation and build rapport with them. Before administering questionnaires to teachers, research assistants were given five days of training to become familiar with their content and the research protocol. After the questionnaires were filled out, they were gathered and filed away for later review. The researcher interviewed seventh graders, head teachers, and guidance counselors all at once.

3.11 Data Analysis

The initial stage of data analysis was the detection of recurrent patterns. The most important details were broken down into individual phrases or words, each of which represented a unique idea. The data from the short answer questions were coded and organized. Getting frequency counts of the responses helped us learn more about the participants and showed us the overall trends in the data across various dimensions. The study's aims were used to direct the qualitative data analysis, which in turn helped shape the theme analyses. After then, narrative forms were used to present these analyses. Statistical analysis of the quantitative data was performed in SPSS version 23. To test all of the study's hypotheses, descriptive and inferential statistics were applied.

H_{01}: There is no statistically significant influence of school physical facilities on academic self-concept among primary school pupils in informal settlements of Kibra Sub-County, Nairobi County, Kenya. In this hypothesis, the statistical test was Pearson Moment Product Correlation test.

H_{02}: There is no statistically significant influence of curriculum support materials on academic self-concept among primary school pupils in informal settlements of Kibra Sub-County, Nairobi County, Kenya. In this hypothesis, the statistical test was Pearson Moment Product Correlation test.

H_{03}: There is no statistically significant influence of school security on academic self-concept among primary school pupils in informal settlements of Kibra Sub-County, Nairobi County, Kenya. In this hypothesis, the statistical test was Pearson Moment Product Correlation test.

H$_{04}$: There is no statistically significant influence of teacher-learner classroom interactions on academic self-concept among primary school pupils in informal settlements of Kibra Sub-County, Nairobi County, Kenya. In this hypothesis, the statistical test was Pearson Moment Product Correlation test.

Table 3: Summary on Data Analysis

Objective	Hypothesis	Statistical Test
i. To assess the influence of school physical facilities on academic self-concept among primary school pupils in informal settlements of Kibra Sub-County, Nairobi County, Kenya	H_{01}: There is no statistically significant influence of school physical facilities on academic self-concept among primary school pupils in informal settlements of Kibra Sub-County, Nairobi County, Kenya.	Computation of coefficient using Pearson product moment coefficient to measure nature and strength of relationship Computation of percentages
ii. To examine how curriculum support materials influence academic self-concept among primary school pupils in informal settlements of Kibra Sub-County, Nairobi County, Kenya	H_{02}: There is no statistically significant influence of curriculum support materials on academic self-concept among primary school pupils in informal settlements of Kibra Sub-County, Nairobi County, Kenya.	Computation of coefficient using Pearson product moment coefficient to measure nature and strength of relationship Computation of percentages
iii. To establish the extent to which school security influences academic self-concept primary school pupils in informal settlements of Kibra Sub-County, Nairobi County, Kenya	H_{03}: There is no statistically significant influence of school security on academic self-concept among primary school pupils in informal settlements of Kibra Sub-County, Nairobi County, Kenya	Computation of coefficient using Pearson product moment coefficient to measure nature and strength of relationship Computation of percentages
iv. To determine the extent to which teacher learner classroom interactions influence academic self-concept among primary school pupils in informal settlements of Kibra Sub-County, Nairobi County, Kenya	H_{04}: There is no statistically significant influence of teacher learner classroom interactions on academic self-concept among primary school pupils in informal settlements of Kibra Sub-County, Nairobi County, Kenya	Computation of coefficient using Pearson product moment coefficient to measure nature and strength of relationship Computation of percentages

3.12 Logistical Considerations

After the researcher received approval from Maasai Mara University's Graduate School, the National Commission for Science, Technology, and Innovation (NACOSTI) issued the requisite permit. Once the researcher has been given the green light, they can go ahead and seek approval from the Director of Education for Nairobi County. The researcher visited the schools in the sample before collecting data to familiarize themselves with the faculty and administration. The head teachers were asked to give permission to gather data from their schools during the meeting. They were also given an extensive summary of the visit's goals, timeline, and outcomes.

3.13 Ethical Considerations

Research ethics involve several different factors, such as laying out the study's intentions in detail, creating a system for obtaining and documenting participants' informed consent, and taking precautions to protect participants' privacy. The participant was given assurances that their information would be kept private and confidential. As previously promised, the researcher guarantees that all participant information will be held in the strictest confidence. A participant's anonymity will be maintained, the researcher assured them. It was made clear to all participants that their anonymity would be protected in all reports and conversations. All participants were informed that their information would be kept strictly confidential and used only for the stated purpose.

The research team told the subjects that their anonymity would be protected. Neither the person's nor the company's identity would be revealed in any correspondence. The

researcher briefed the participants thoroughly on the background of the study and its aims. Before beginning data collection, the researcher gave the subjects a thorough explanation of what would happen so that they would be comfortable with participating. Informed permission forms (Appendix II) were sent to all study participants and were to be signed before any data could be collected. Participants signed off on this form assuring the researchers that they understood the study's parameters and would respond truthfully when prompted. The researchers sought the agreement of guardians responsible for minors (specifically, orphaned pupils) to participate in the study. They signed an informed consent form (included as Appendix III) that served this purpose. Victimization was not an issue because everyone involved opted to take part voluntarily, and they were free to stop participating at any time before, during, or after the study.

The acquired raw data was organized and stored in a database for future use. After the data was analyzed, it was stored in multiple locations, both digitally and physically, including on CDs, flash drives, and other portable media. Passwords are used to restrict access to sensitive information stored on computers. This includes both raw data and processed data.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter reports the findings of a study that aimed to determine how the context of primary school affected students' perceptions of their own academic abilities in Kibra Sub-County, Nairobi County, Kenya. The study's findings were evaluated for their relevance to accomplishing the aims. The descriptive statistics relevant to each objective are supplied, followed by the specific inferential statistics applied to test the null hypothesis indicated in order to complete the study aim. Tables and graphs are used to graphically display the data's frequency distribution. The research used Pearson's Product Moment Correlation Analysis statistical method to check our hypotheses. The results were then discussed in light of the related literature reviewed and the theoretical connections made between the main factors. The chapter is broken down into various pieces, including an introduction, background data, results that address the aims and hypotheses, and a discussion of the results. The presentation covered everything to do with the research issue, including findings, interpretations, and comments.

The research objectives were:

i. To assess the influence of school physical facilities on academic self-concept among primary school pupils in informal settlements of Kibra Sub-County, Nairobi County, Kenya;

ii. To examine how curriculum support materials influences academic self-concept among primary school pupils in informal settlements of Kibra Sub-County, Nairobi County, Kenya;

iii. To establish the extent to which school security influences academic self-concept among primary school pupils in informal settlements of Kibra Sub-County, Nairobi County, Kenya;

iv. To determine the extent to which teacher-learner classroom interactions influence academic self-concept among primary school pupils in informal settlements of Kibra Sub-County, Nairobi County, Kenya.

4.2 Return Rate

A total of 315 class VII filled out the study's questionnaires. Only 289 questionnaires were received with all required information. The study also included interviews with a random sample of 30 head teachers and 30 teacher counselors. Table 4 displays the resulting return rates;

Table 4: Return Rates

Respondents	Sampled Respondents	Those Who Participated	Achieved Return Rate (%)
Head teachers	35	30	85.7
Teacher-counsellors	35	30	85.7
Learners in Class VII	315	289	91.7
Total	**385**	**349**	**90.6**

Source: Field Data (2022)

Class 7 head teachers, teacher-counselors, and students all had total return rates of 85.7%, 85.7%, and 91.7%, respectively, as shown in Table 4. In all situations, the average rate of return was 90.6%. Creswell's (2014) claim that results can be generalized to the target population when the response rate is 75.0 percent or above is supported by this data.

4.3 Respondents' Demographic Information

The study instruments asked respondents to provide demographic data. Gender and educational background of the study respondents.

4.3.1 Gender of the Respondents

Below is a bar graph displaying the collected data on the gender breakdown of responders:
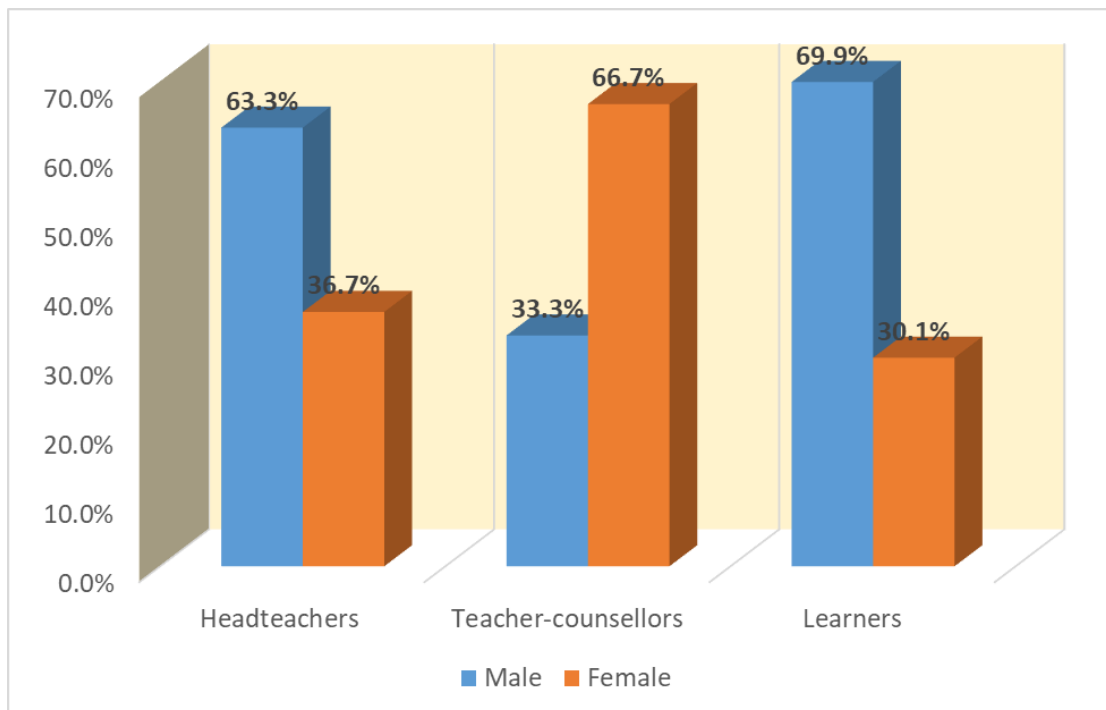
Figure 2: Distribution of the Respondents by Gender

Source: Field Data (2022)

According to Figure 2, men made up the vast majority of school administrators (63.3%), while women made up little over a third (36.7%). Sixty-six-point seven percent (66.7%)

of the teacher-counselors were female, whereas just one-third (33.3%) were male. Sixty-nine-point nine percent (69.9%) of the students in class seven were male, while only thirty-point one percent (30.1%) were female. Majority of the respondents being males in the head teachers' sample (63.3%) against 36.7% women would mean that most of the head teachers in primary schools in the informal settlements are male and there must be reasons for this.

This jibed with the results of a comprehensive evaluation of the relationship between school leadership and gender in Africa by Bush (2022), who identified three primary conclusions that provide a persuasive picture of this relationship. To begin, most African nations have been unable to locate any sources producing information on this crucial issue. Secondly, women's advancement to positions of leadership in schools is hampered by a confluence of organizational, societal, and individual issues. These sentiments are also echoed by another study done in Ghana by Abonyi et.al (2022), Barmao (2011), Mukolwe et al. (2016) and Busolo et al. (2019). This would mean that men are regarded more as the leaders be it at home or even in the office. This would mean that a female student would not have many role models in the leadership position and hence will grow up knowing that this is an arena for men.

On the gender of the teacher counsellor, there was a gender imbalance as 33.3% are male and 66.7% of the counsellors are women. Just as in the headship disparity favoring males, it means that women are more of the nurturing gender than men. According to Kamunyu et.al. (2020) on the study on "Gender Preference of Counselors Among University

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Students Seeking Counselling Services," the results showed that 54% of students would rather have a female counselor than a male one.

In terms of students, male students made up 69.9% of class VII while female students made up just 30.1%. This indicates that more males than females advance to more advanced levels in primary school. According to research by Austrian et al. (2020) on the Adolescent Girls Initiative-Kenya, teen pregnancy is a significant barrier to education for girls in Kenya. This implies that a lot of lobbying has to be done to keep females in school during the onset of puberty.

These results highlight the need to consider the perspectives of all stakeholders, regardless of gender, when addressing the issue of how the educational setting affects the academic self-perception of students attending primary schools in informal settlements. Given the wide range of individual responses to various stimuli, this is of crucial importance.

4.3.2 Level of Education of Head teachers and Teacher-Counsellors

Since the educational background of head teachers and guidance counselors may have an effect on the reliability of their responses, this information was also collected as part of the study's instruments. The results are shown down below:
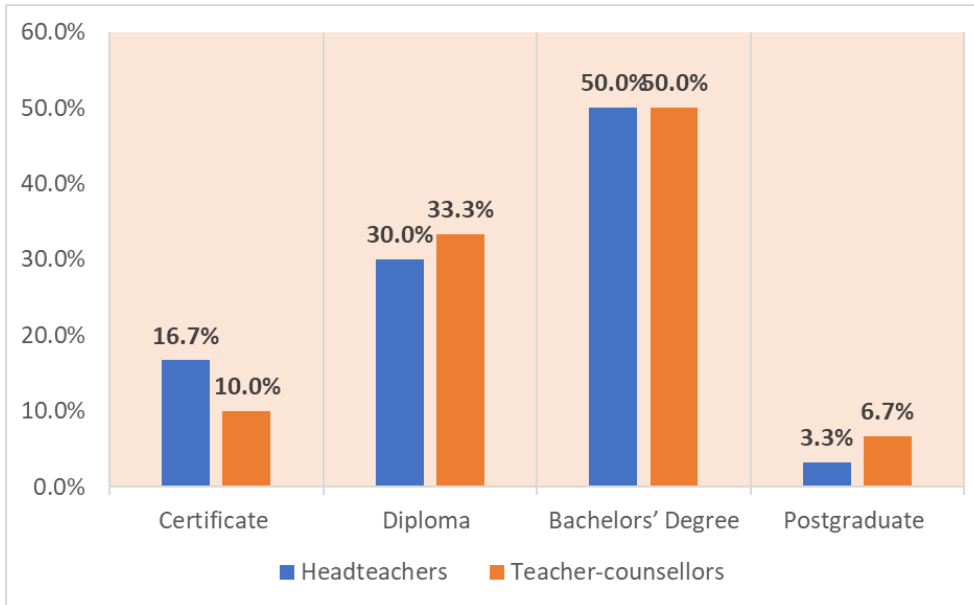
Figure 3: Level of Education of Head teachers and Teacher-counsellors

Source: Field Data (2022)

As can be seen in Figure 3, roughly half of the schools top leaders held bachelor's degrees. Furthermore, thirty percent of the administrators had diplomas, seventeen percent had certificates, and only three percent had graduate degrees. There were a total of ten percent of educators and counselors who have only a certificate, while fifty percent have a bachelor's degree or more. This information shows that the study's participants were competent to answer questions about how students' perceptions of their own academic abilities were shaped by their experiences in public primary schools in low-income neighborhoods. Participants' knowledge of such aspects of the school as its physical layout, supplementary instructional resources, safety precautions, and teacher-student relationships was on display. They understood the significance of these considerations on students' perceptions of their own academic abilities. This indicates

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that they have a deeper familiarity with the researcher's needs and the procedures required to fulfill those needs.

The predominant proportion of teacher counselors, comprising 50%, possessed a bachelor's degree as their highest educational attainment. As a result, 33.3% of the population now has a high school diploma or higher. It is important to note, however, that at least 6.7% of school counselors have advanced degrees. This finding implies that school administrators and teacher advisors share the capacity to understand students' contexts and aid their development from one stage of proficiency to the next. A head teacher's level of education reflects his or her ability to learn more about oneself, which in turn helps them guide their pupils from skepticism about their own academic potential to confidence in their own abilities.

The results show that all participants are qualified by education and experience to be teachers, giving greater confidence in their ability to answer the study's questions. Students attending public primary schools in informal settlements were the focus of these investigations, namely how much of an effect the school environment has on the development of academic self-perception. This also suggests that they are more aware of the researcher's needs and methods for gathering data.

4.3.4 Levels of Academic Self-concept of Pupils in Primary Schools

The study sought to establish the levels of academic self-concept of pupils in primary schools in informal settlements. Data were collected from each of the sampled learner in class VII and results summarized as shown in Figure 4;
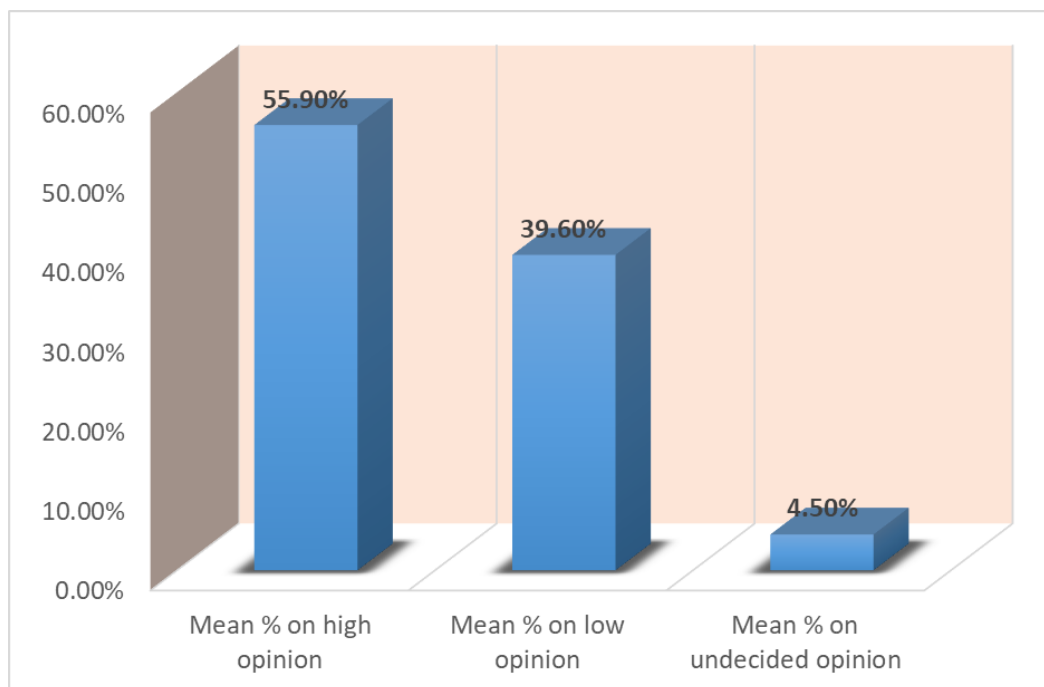
Figure 4: Views of Learners in Class VII on the Levels of Academic Self-concept

Source: Field Data (2022)

Figure 4 displays the results showing that a large percentage of respondents said that primary school students living in informal communities had high levels of academic self-concept (ASC). The mean score of 55.90% suggests that these learners perceive that academic goals are not being developed for these children, leading in a lack of attention to their ASC. According to the views of the students who took part, about 40% of the students felt less of a drive to set academic goals. 4.5% of participants, however, admitted they struggled to understand the notion of goal sertting. This implies that students who develop academic objectives exhibit a strong academic self-perception, as they are actively charting a course for their future and hold a belief in the worth of education as a means of enhancing their future possibilities.

Sharma (2020) published a theoretical investigation of the schooling experiences of kids living in Jaipur's shantytowns. The results hinted that the primary school years are crucial for the development of children's self-control and other important life skills. One's primary school experiences have an indirect bearing on the kind of person one becomes. Taking part in this exercise can help you get in the right frame of mind.

Evidenced by the findings of Waweru's (2019) research on the obstacles hindering the provision of high-quality education at secondary schools located within slums in Kenya, the issue of education in slum areas becomes a cause for concern when considering the level of educational quality supplied. The poll found that a lack of learning materials was the biggest factor affecting the quality of secondary school education. Joint assessments, a tool promoted by school officials, have proven successful in evaluating pupils' progress and raising their level of competitiveness. This shows that people will take charge of their own education when they realize that it is the most effective way to raise standards of life in underdeveloped communities like Kibra. Therefore, students' Academic Self-Concepts will be strengthened as they come to believe in their own abilities and grow confident in their ability to succeed academically and in life. In their research of Bridge International Academies (BIA) institutions in Kenya, Kagan and Gez (2021) made similar observations. Their findings showed a strong link between ambitions and education, indicating a common idea that slum school students can have a bright future if they put in the effort to get an education. Therefore, BIA functions on the premise that students can succeed in school provided their ASC (academic support and capacity) is improved.

Students' statements about wanting to do well in school and improving their futures were backed up by interviews with school head teachers and guidance counsellors conducted for this study. Conditions in informal settlements, which have led to a state of deprivation for the students, are mostly to blame for this trend. Additionally, the government has continually highlighted the necessity of education as a method to improve one's quality of life, particularly after obtaining independence. This phenomenon pushes individuals to pursue formal education in the hope of enhancing their quality of life. One head teacher, designated H1, took note;

> *In my school, pupils have shown interest in their academic studies and consider education as a key factor in improving their future life. They believe that with education, they will be able to have a bright future.*

Teachers and counselors have seen a clear trend of children viewing school as their best chance at attaining their full potential and safeguarding their future happiness and success. During this time, one teacher-counselor (TC1) observed;

> *In my class, my learners have developed interest in their academic activities and education as the only way to improve their future life. They hold the view that, with good education, they can get good jobs and improve their lives and that of their family members.*

These identical words further support the case for educating children in unofficial communities. Oluwole and Ocholla (2017) assert that cognitive preparedness and self-concept significantly influence the academic progress of primary school students in Nigeria. The present study presents empirical data that is consistent with these statements. According to the results, seventh graders aren't very interested in setting goals for themselves that will help them succeed in school. As a result, they have not developed a healthy sense of self-worth, which limits their potential. As a result, many students in

informal communities don't show up to school for the duration of the semester because they don't feel motivated to learn.

The head teachers and guidance counselors had a different point of view than the students. The H2 school head teacher spoke out.

> *In my primary school, we ensure that the environment is conducive to motivate learners to attend school activities, set their academic goals and concentrate on their studies. This has enabled many pupils to pursue their education unhindered.*

The teacher-counselors agreed with the head teachers that primary schools in informal settlements had made improvements to increase their attractiveness in an effort to keep pupils enrolled. TC2, or the teacher-counselor, said that...

> *In my primary school, albeit the challenges, the management has created environment which allows learners to pursue their academic dreams. There are career guidance, mentorship and counselling programmes set up by my school to motivate learners to set their academic goals.*

Despite the contradicting views from the pupils on the view that the school environment is conducive for learning, head teachers and teacher-counsellors reiterated that the school environment was conducive and would allow pupils to set academic goals. This lends credence to the assertions of Caicedo (2015) that, in Colombia, though it is important to set academic goals, 57.9% of the learners in primary do not believe that they can perform better in their academic activities, 32.9% do not see the value of education whereas 51.6% do not attend school or participate in academic activities. This implies that, for learners to develop academic self-concept, role of school environment in motivating learners to participate in academic activities and perform better cannot be overlooked.

However, this is not often the case with many pupils feeling unmotivated to set goals and pursue their education.

Primary schools in Nairobi, Kenya were studied by Ngware et al. (2021), who looked at the correlation between school effectiveness and student achievement in low-resource urban contexts. After controlling for other factors, data from 1120 educators in 89 primary schools suggested the presence of a latent variable that substantially predicted students' academic achievement. Thus, it may be inferred that low-income parents in metropolitan areas enroll their children in schools that are widely regarded as successful in order to boost such institutions' ability to improve their children's academic performance. From this study most of the learners in class VII strongly agreed with the view that pupils in primary schools in informal settlements do believe in their ability to perform better despite the challenges they encounter at school.

This was also echoed by the interviews where the head teachers and teacher-counsellors noted that their learners manifest a strong belief in their ability to perform better despite the challenges they encounter at school. Head teacher, H3, affirmed;

> *In my primary school, learners believe in themselves and thus, work hard in their academic tasks and assignments. Despite the numerous challenges they face, many learners in my school believe that, through hard work, they can excel in their academic studies*

Teacher-counsellors also supported the views expressed by the headteachers. These findings are inconsistent with the findings of UNESCO (2020) that, in Haiti, approximately 61.5% of pupils show the inability to participate in schools' academic activities with 49.5% registering low academic grades in national examinations. Despite these contradictions, these findings are indicative of the fact that pupils who attend

primary schools in informal settlements have a strong desire and believe in their ability to work hard and realize their academic dreams despite the challenges posed by their school environment.

From this study, learners in class VII strongly agreed with the view that pupils in primary schools in informal settlements often accept failure in their exams without too much stress as it is the norm that nobody cares much about their learning. However, the head teachers and teacher-counsellors responded on the contrary by observing that many pupils feel demoralized once they fail in their examinations. Head teacher, H4, stated;

> *In my primary school, after any examination, pupils who fail to attain set pass mark miss school for several days. Sometimes, we are forced to look for them at their homes and encourage them to return to school. They are usually demoralized and stressed up*

This view was supported by the teacher-counsellors who noted that most of the counselling cases they handle at school are examination-related. Teacher-counsellor, TC3, stated;

> *In my primary school, cases of indiscipline and absenteeism among learners are related to failure in examinations. Pupils who fail in their mid or end-terms stay away from school and find it difficult to accept failure in examinations.*

These findings point to the fact that failure in examination and tests are among the dynamics which dampen the morale of pupils to develop academic self-concept. During the interviews, the head teachers and teacher-counsellors, however, retaliated that many pupils do not concentrate fully in their class activities. Head teacher, H5, noted;

> *On many occasions, many pupils are punished for not finishing their academic tasks in class, being absent-minded and often playing during class hours. Many of these learners rarely answer questions in class even after the end of a lesson.*

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The teacher-counselors agreed with the views expressed by the head teachers, stating that many students living in informal settlements lack concentration and engage in frivolous activities like playing during class time. The educator-counselor identified here as TC4 agreed with the assertion.

> *In my school, I have dealt with many cases of pupils not able to undertake and finish their assignments, making noise and playing during class hours or sometimes fighting their peers. Some even miss lessons and show no interest in concentrating in their studies.*

The findings correlate with the outcomes of a study conducted by Orok (2020) entitled "The Impact of Primary School Environment on the Formation of Positive Self-Concept in Students." This research highlighted the importance of one's immediate environment and the considerable changes that occur during the period of highest maturity, often around the age of ten, in shaping the formation of a positive self-concept. According to Erikson's theory of human development, individuals in the stage of elementary school are defined by the psychosocial conflict of "industry versus inferiority." Self-esteem, as defined by Erikson, develops in part as a result of one's interactions with others. Adolescents who are able to maintain stability throughout this period of psychological and social growth will gain competence, or the belief that they have the skills and knowledge necessary to face and overcome a variety of problems and achieve their goals. When people's plans fall through, it's natural for them to feel disappointed and start doubting their own skills. Feelings of inadequacy, also known as an inferiority complex, are associated with a wide range of negative emotions and behaviours. These include profound melancholy, a lack of interest in daily activities, low energy, difficulty

concentrating, withdrawal from friends and family, and even explosive anger. These flaws prevent one from progressing in life.

The results showed that the quality of a school's atmosphere has a significant impact on pupils' impressions of themselves. Children are more likely to succeed in school if they feel valued as unique individuals and if they know they can make a difference in the classroom. There is mounting evidence linking the presence of hostile school climates to a wide range of mental health issues. A low academic self-concept is the result of difficulties such as anxiety, low self-esteem, lower passion for studying, mediocre academic achievement, impaired interpersonal relationships, mistrust, emotional instability, and a diminished sense of control over one's own abilities in school. The aforementioned results are consistent with those of a study by Uwezo (2016) in Kibra Sub-County, Nairobi County, which found that many pupils there do not value their education. As a result, they see no point in going to school and are certain that they will fail academically because of the challenges they face at home and in the classroom.

It is generally agreed that education plays a crucial role in laying the groundwork for an economically successful society. According to Abuya et al. (2022), Deng and Gopinathan (2016) did a study that involved interacting with teenagers in Nairobi, Kenya. To better prepare students for success in the global economy and society, there has been a recent tendency for schools to incorporate the "21st-century skills" into their curriculum. Scholars argue that improving one's sense of academic self-worth necessitates shifting one's focus from the learning of specific content knowledge to the cultivation of wider competences such as self-confidence, proactivity, accountability, and empathy.

Students living in informal settlements who are enrolled in primary schools show a high level of interest in learning and motivation to succeed academically, as evidenced by the aforementioned findings. However, many aspects of the school itself lead to a decline in students' opinion of their own academic abilities. As a result, kids show signs of inattention to schoolwork and struggle to finish their assignments, which has a detrimental effect on their grades. This suggests that when conditions in the classroom are positive, children develop a more confident view of their own academic ability.

4.3.5 Provision of Physical Facilities and Pupils' Academic Self-concept

The purpose of this research was to examine how students' perceptions of their own academic abilities were affected by the physical architecture of primary schools in informal settlements. The study entailed the gathering of descriptive data from children in the seventh grade, which was then grouped and evaluated to provide certain results and outcomes.
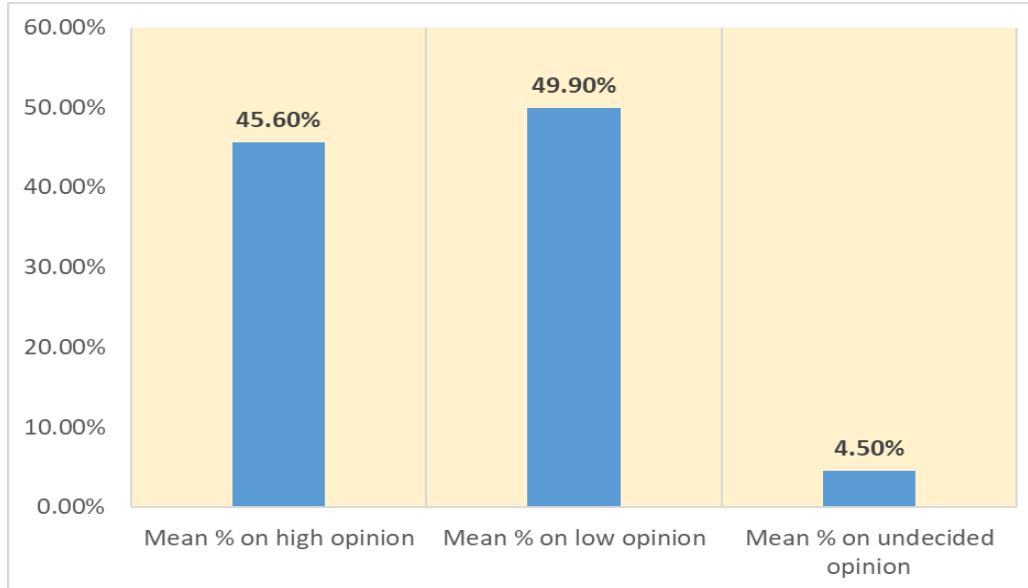
Figure 5: Views of Learners in Class VII on the Influence of Physical Facilities on Academic Self-concept.

Source: Field Data (2022)

Most of them A considerable majority of pupils in class VII, particularly 49.90%, had a strong negative attitude of the physical amenities in primary schools located in informal settlements. It has been discovered that children's motivation to go to school declines when they have this impression that the facilities are poor. While 54.4% of students felt that these schools' physical amenities were inadequate, 45.6% felt otherwise, showing that they were satisfied with their experience.

A large number of people have voiced agreement that primary schools in informal settlements tend to be in poor physical condition. Ideally, the implementation of learning should include not only the fulfillment of learning objectives but also the careful

consideration of the learning process, as suggested by the findings of Nugroho and Wibowo's (2020) study on the impact of school infrastructure on student learning activity. Many people attribute a region's economic and social development to the existence of various types of infrastructure. The infrastructure facilities that support a community are integral to the community's ability to function. The importance of infrastructure as a foundation for a wide range of endeavors is demonstrated here. The accomplishments of a system are indicative of the efficiency of its infrastructure. This is due to the fact that a well-functioning infrastructure is crucial to the smooth running of the entire system (Stevens, 2006).

The development of necessary educational facilities follows naturally from the educational process. To illustrate the possible influence of infrastructure quality on educational instruction and learning experiences, consider the classroom. Lawanson and Gede (2011) contend that students are more likely to take an active and enthusiastic approach to learning in such an environment. The claims made by professionals in the field all point to the same conclusion: educational facilities and services exist to improve the educational process and help students succeed. Therefore, when students are faced with inadequate infrastructure, they feel a loss in excitement and motivation, which may prevent them from fully engaging in the learning process. The layout of classrooms and other building features is crucial to the success of educational programs. The present research found that students' levels of Academic Self-Concept (ASC) were directly related to the amount of time they spent actively learning while at school. This finding is

consistent with the current body of research, which shows that students feel uneasy due to a deficiency in the school's physical facilities.

Researchers Yangambi (2023) looked on how school facilities affected student performance in the classroom. This study's findings point to a lack of suitable physical infrastructure as a major cause of poor educational quality in some nations. Physical comfort and an environment that encourages learning are both beneficial to students. The quality of education provided is directly impacted by the condition of the school's physical plant. Examining this metric is one way to gauge the success of reform efforts in the classroom. Based on the findings of this research, it is suggested that educational institutions prioritize the evaluation and enhancement of their school infrastructure to enhance both student learning and teacher effectiveness.

In their investigation of factors influencing students' success on the English section of the Kenya Certificate of Primary Education Examination, Wander et al. (2020) cited the importance of school resources and infrastructure. Key indications of a school's readiness to help pupils succeed on the Kenya Certificate of Primary Education Examinations include the quality of teaching materials and the physical infrastructure. This declaration highlights the significance of infrastructure in ensuring the safety of students and fostering their intellectual, emotional, and social growth.

The interviews revealed that both head teachers and teachers/counselors had challenges in providing students with enough and appropriate physical amenities. However, they

stated that there were facilities available to accommodate all pupils. The H6 head teacher commented on the situation.

> *In my primary school, we have tried to provide conducive buildings and classrooms to help learners take part in their academic activities. Though there has been a challenge with space, but adequate effort has been made to ensure that all learners are accommodated. There is adequate lighting and ventilation and all pupils provided with chairs and desks.*

The views expressed by the head teachers were echoed by the teachers who served as counselors. Primary schools in informal settlements face a number of challenges, as they explain in their statement. However, they do offer students access to facilities that make it easier for them to participate in educational activities. TC6, the educator-counselor, took notes;

> *In my primary school, there is considerable effort to provide physical facilities to cater for the interest of all learners. Though not spacious, classrooms are well-ventilated and have good lighting with few instances of overcrowding. Toilets are few though are clean and washed on a daily basis.*

Despite these divergent opinions, the data suggests that when children are provided with adequate material resources, they are more likely to be actively engaged in their learning and to form a positive academic self-concept. According to a study conducted by Earthman and Lemasters (2013), it was observed that students who were enrolled in educational institutions that met or above the prescribed minimum criteria exhibited superior performance on the Comprehensive Test of Basic Skills in comparison to their counterparts who attended schools that did not meet the necessary standards.

Verspoor (2012) suggests that primary schools' lack of adequate physical infrastructure may prevent them from attracting pupils and fostering a positive academic identity. This study found that students' perceptions of their own academic pride and achievement were significantly impacted by factors such as classroom temperature, the presence or absence of graffiti, the state of science laboratories, locker facilities, the quality of classroom furniture, the color of the walls, and the quality of the acoustics.

The existence of noise pollution from the neighborhood is another factor that can compromise the safety of a school's physical building. There has been some progress in reducing school congestion in the Philippines, according to Navarro's (2022) research on school infrastructure. Recognizing and addressing the existing spatial inequalities in the classroom-to-student ratio is, nevertheless, of the utmost importance. The prevalence of overcrowding in some school districts is a visible sign of spatial inequality. The rising student population, the deterioration of existing classrooms due to age and natural disasters, and the inadequacy of some rural school facilities in terms of meeting quality and safety criteria all contribute to the pressing need for additional classroom space. When compared to other countries, significant gaps in WASH (water, sanitation, and hygiene) infrastructure access become evident. The Philippines has a relatively low level of providing Water, Sanitation, and Hygiene (WASH) services to educational institutions in East and South-Eastern Asia compared to its neighbors, many of which have a lower per capita GDP than the Philippines.

Improving students' access to quality educational materials requires close cooperation between the public and private sectors. Allocating resources to a top-notch learning

setting ultimately shows to be a wise financial decision. Enhanced educational outcomes for kids, heightened future labor productivity, and amplified potential for endogenous economic advancement would occur. This finding is consistent with the results of the study on Kibra's informal settlements, which emphasize the critical need to upgrade classroom capacity, lighting, and sanitation facilities.

During interviews, head teachers and guidance counselors echoed students' concerns that outside noise has a negative impact on their ability to concentrate and learn. The H7 head teacher has spoken up.

> *Instances of noise pollution around my school is rampant and has been a distortion to learning to an extent where many learners do not feel happy or glad to attend school programmes.*

The teacher-counselors agreed on many points, stating that many students are unhappy with their experience at primary schools in informal settlements. Educator-counselor TC6 conducted further research and came to the following conclusion:

> *Within the neighbourhood of my primary school, noise pollution has become a serious occurrence which, in many occasions interferes with learning activities. This has made many pupils to lose interest in learning activities and even sometimes, stay away. They do not feel comfortable and glad attending academic activities in primary schools in informal settlements.*

This research builds on work done by Sara Caviola in 2021, which investigated the impact of background noise on students' ability to do mathematics. A mental calculation test was given to 162 students between the ages of 11 and 13 in a classroom setting. The range of noise levels often experienced in urban educational settings was simulated by selecting three listening scenarios: quiet, traffic, and classroom. As the task difficulty and age of the children increased, a negative association was shown between the listening

condition and arithmetic performance. The findings of this study demonstrate that the influence of ambient noise on the performance of children is dependent upon the level of difficulty connected with the activity at hand.

The effects of noise pollution on students' schoolwork in the Kano Metropolitan Local Government Areas of Nigeria were investigated by Abubakar et al. (2021). Descriptive research methods were used for this investigation. A total of 377 people from many different states participated in the survey that yielded these results. According to the findings, there is a strong link between students' inability to understand teachers' explanations and their academic achievement.

The results provided here are congruent with those of an earlier study conducted by Viluti (2019) in Kibra Sub-County. The results of the study showed that a school's microsystem's activities had a substantial impact on students' performance in the classroom. Viluti (2019) argues that having a campus free of noise pollution and other sources of distraction increases students' motivation to attend school, and this study supports this idea by highlighting the importance of smaller, informal primary schools that prioritize such environments. This shows that a pleasant and peaceful school environment, free from outside noise and distractions, brings about a sense of satisfaction and comfort among students and aids them in their academic endeavors, something that is lacking in many primary schools in informal settlements. The ecological hypothesis asserts that one's immediate environment has a substantial impact on one's developmental trajectory. The willingness to attend and participate in learning can be hampered by deteriorating physical conditions in a school, which in turn can limit the development of

academic goals and the promotion of academic self-concept. In a nutshell, primary school students living in slums can benefit from improved academic self-concept if better educational facilities are made available to them.

4.3.6 Provision of Curriculum Support Materials and Pupils' Academic Self-concept

The goal of the study was to evaluate how curriculum support materials supplied in primary schools located in informal settlements affect students' assessments of their academic abilities. Information was received from pupils in class VII. Results are shown in Figure 6;
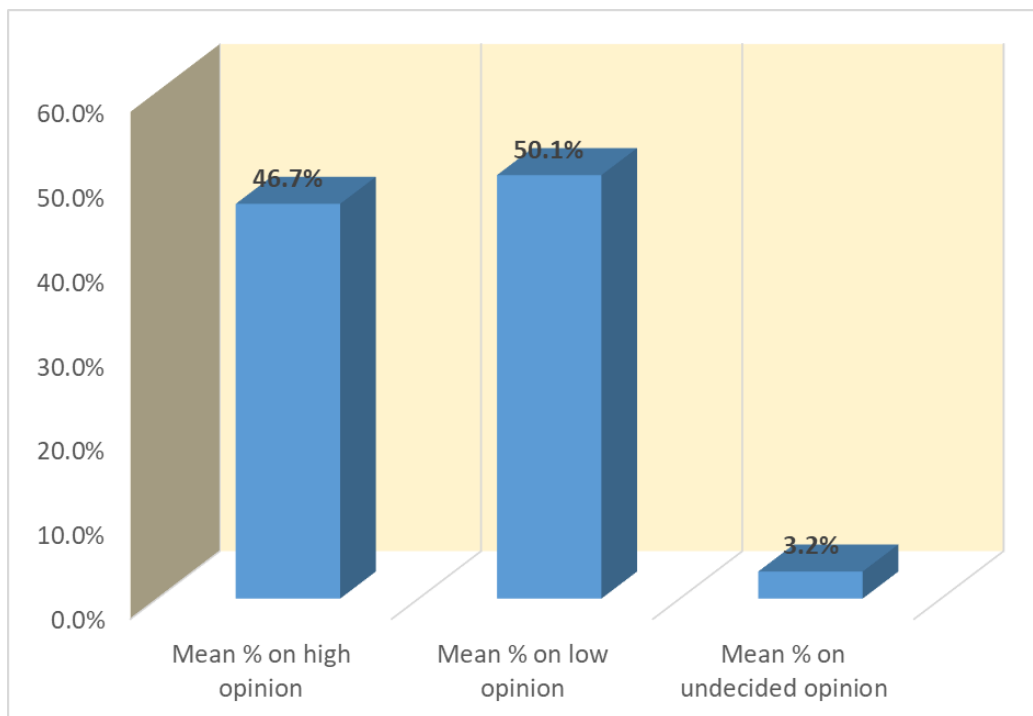
Figure 6: Views of Learners in Class VII on the Influence of Curriculum Support Materials on Academic Self-concept.

Source: Field Data (2022)

According to Figure 6, a considerable percentage of students in primary schools located in informal settlements (46.7% to be exact) believe that the availability of curriculum support resources has a significant influence on their perceptions of their own academic talents. However, half of the respondents (50.10 percent) had a different opinion. It was agreed upon that primary schools in slum areas suffer from an insufficient supply of engaging textbooks covering a wide range of disciplines.

School administrators and guidance counselors concur with students that meeting the demand for textbooks while maintaining the ideal student-to-book ratio is difficult. H8, the school head teacher, delivered an announcement.

> *In my primary school, the learner-book ratio is still low and the textbooks we have cannot cater for the interests of all learners. In many cases, pupils share textbooks for critical subjects such as mathematics, sciences and languages.*

Teacher-counsellors have also voiced their endorsement of the viewpoint that the present accessibility of textbooks for primary school students residing in informal settlements is inadequate. TC7, the teacher-counselor, was being monitored.

> *In my class, many pupils do not complete their assignments due to lack of adequate textbooks for critical subjects.*

These findings corroborate the results of a research conducted by Wakahiu (2015) in Kibra Sub-County, which revealed that a significant proportion of students in primary schools located in informal settlements struggle to achieve the objectives outlined in the curriculum due to insufficient availability of instructional materials.

During the course of the interviews, it was observed by the head teachers and teacher-counsellors that the lack of resource centers, libraries, and essential reference books

remains a significant obstacle in numerous primary schools located within informal settlements. The headteacher of H9 made a statement.

> *In my primary school, we have tried to ensure that learners have resource centers and critical learning materials. This has enhanced the desire of learners to attend academic activities.*

The statements were corroborated by the guidance counselors and educators. This study's findings corroborate those of Wakahiu (2015), who found that inadequate funding poses a serious challenge to students' ability to learn and succeed in primary schools located in informal settlements. Both head teachers and teachers-in-charge said that arranging field trips as a means of instruction has proven challenging. H10, the school head teacher, remarked as follows:

> *In my primary school, the cost of taking pupils out for field trips and participate in outdoor learning activities has often made it difficult to engage in such programmes.*

The research showed that seventh graders felt that educational field trips outside of the classroom would be helpful. This result is consistent with research by Nyorere et al. (2022) that looked at how participating in educational field trips affected students' perceptions of their own abilities in the classroom. The Uyo Local Education Committee conducted a research with secondary school students, and the results showed a statistically significant improvement in students' perceptions of their own academic abilities.

It has been noted by teacher-counselors working in informal settlements that primary schools have a hard time arranging instructional field trips due to budgetary constraints

and a lack of resources. This study's findings go counter to those of Paterson and Fleet (2014), who claim that educational resources like field trips improve students' dispositions toward school. As a result, students show more competence in developing a wide range of skills and benefit from smoother transitions between disciplines. In conclusion, the results show that, despite their limited use, study excursions serve as a significant teaching strategy by adding variety to the typical classroom setting.

4.3.7 Provision of School Security and Pupils' Academic Self-concept

The purpose of this research was to analyze how the presence or absence of security measures at primary schools in informal settlements affected students' perceptions of their own abilities in the classroom. The study's authors compiled descriptive statistics and reported their findings in Figure 7:
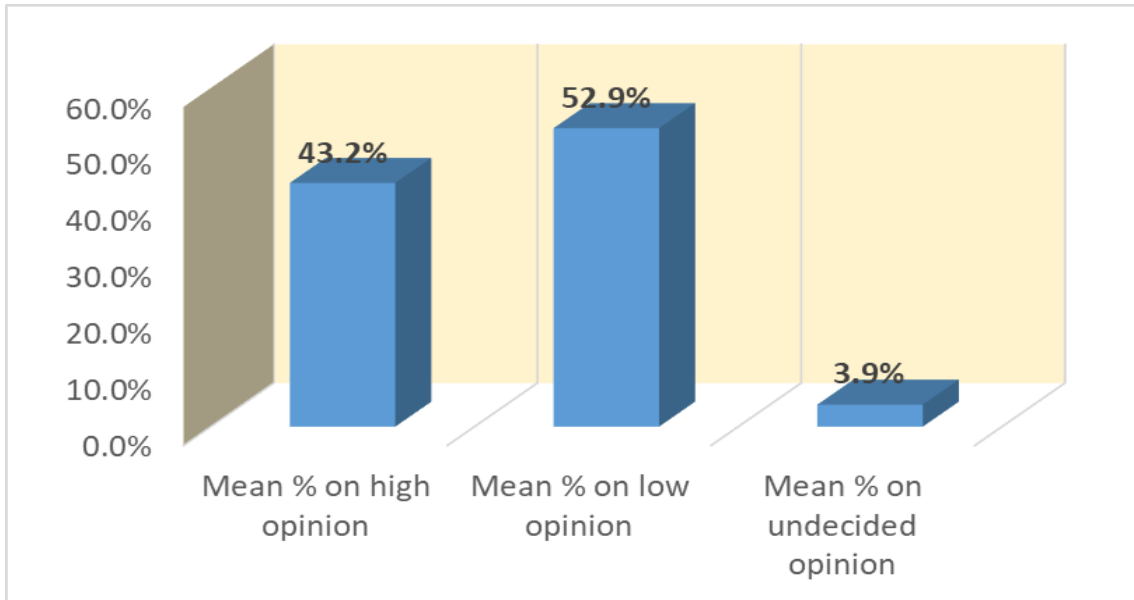
Figure 7: Views of Learners in Class VII on the Influence of School Security on Academic Self-concept.

Source: Field Data (2022)

Figure 7: According to the findings, a mere 43.2% of seventh-grade students in schools situated in informal areas reported a positive perception of their sense of security. Human habitation is the subject of this talk. However, a sizeable percentage of respondents (52.9%) expressed pessimism, indicating a lack of perceived security within the classroom. Their message covered two primary areas of safety concern. The initial item of concern belonged to the question of corporal punishment, which was examined in regard to a specific set of kids. Seventh-graders, in particular, were found to have a strong belief that physical punishment was not used in primary schools in informal settlements by a large percentage (40.8%). Furthermore, a sizable percentage of kids (45.3% to be exact) claimed that covert bullying was prevalent inside the school setting, and that it

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often went unnoticed by adults. The kids also noticed that there were no safety precautions taken along the path that led from their houses to the school. This path was used by adults who were just hanging out. The kids are more likely to feel unsafe because of this situation.

However, school administrators and guidance counselors stressed their efforts to provide a secure learning environment. H11, the head teacher, confirmed all of the information that was given to him.

> *In my school, learners' safety is paramount and all measures have put in place to ensure that pupils feel safe to undertake their academic activities. Use of corporal punishment is not condoned and cases of bullying have gone down.*

Teacher-counsellors also stated that learners are well taken care of while at school. Teacher-counsellor, TC8, stated:

> *In my school, instances of caning learners and bullying have gone down in my school. Instead, career guidance and counselling have been adopted to ensure that pupils pursue their education with minimal challenges.*

Students' intellectual self-concepts are influenced by their experiences at school, therefore it's important to look at how factors like student safety and a supportive learning environment play a role in that. In order to further their education, students are more likely to enroll in schools that provide a safe environment with little opportunities for harm.

When asked how they felt about the idea that students in schools located in informal settlements are actively encouraged to foster a sense of unity and refrain from engaging in acts of bullying towards their peers, 56% of seventh graders strongly agreed. The vast

majority of head teachers and guidance counselors we polled agreed with this statement. H12, the school's head teacher, vouched for the following:

> *In my school, we encourage learners to be each other's keeper and ensure that their peers are safe and taken care of. We encourage them to be empathetic to each other's challenges and help where necessary. This has motivated pupils who may lose hope to feel a sense of belonging.*

The teacher-counsellors concurred with these perspectives, emphasizing the essential role of a sense of belonging in fostering the social and cognitive development of students within any educational environment. The educator-counselor, hereafter referred to as TC9, conveyed:

> *In my school, we ensure that pupils work as a family and share their challenges at all times. This has enabled us to solve many challenges which might have otherwise hindered their development of academic self-concept.*

This confirms the arguments made by Volpe (2011) that schools should foster and promote alertness and a sense of collective accountability towards students' safety in order to increase their academic results. In essence, schools create a welcoming environment that encourages students to feel like they belong by encouraging them to live together as a family unit within the institution and by encouraging them to work together to solve routine problems.

The study also uncovered a significant concern about the security of the school's athletic fields. In this study, 55.4% of students agreed that the school's fields are not suitable for students because of their stony surface and their placement beyond the school compound.

The scenario surrounding the toilets was similar, as the learners voiced displeasure with their quantity, cleanliness, and overall discomfort experienced when using them. Interviews with head teachers and guidance counselors confirmed that children living in informal settlements are less likely to enroll in primary school because they are afraid for their safety. The head teachers, however, did not agree with the students on the matter of playground and restroom security. H13, the school's head teacher, said:

> *In my primary school, we have clean and safe toilets for all learners. They may not be enough but are well-maintained to ensure that learners are safe from any diseases. With regard to safety of playgrounds, we have a space where learners can play and undertake outdoor activities and is safe for learners.*

Teacher-counselors have noted that the present toilets are clean and safe for students to use. The only problem is that there aren't enough of them. Despite the participants' varying points of view, this study highlights the critical role that facilities like clean restrooms play in encouraging student participation in classroom learning. This study's results corroborate those of a similar study conducted in the Netherlands by Brosig and Kalichman (2014). According to Brosig and Kalichman (2014), schools have a responsibility to provide a secure learning environment for their students.

Findings from a study by Finlayson and Koocher (2013) suggest that schools with access to this kind of data are better able to create and implement effective safety measures. As a result, this helps reduce instances of bullying and makes it easier to address worrying trends in student attendance and performance.

Ladan and Yabo's (2023) research in Nigeria looked at how students' perceptions of their own academic abilities were affected by the occurrence of violence in schools. The outcomes of this research reveal that violence continues to be an underappreciated feature of school culture, appearing in many forms throughout all educational tiers. It was also noted that such aggression has a negative impact on pupils' perceptions of their own academic abilities. The study offers suggestions for improving school climate in order to help students develop a positive view of themselves as learners based on the findings. Educational leaders were urged to devise plans to counteract the pervasiveness of a school climate that encourages both physical and psychological forms of violence.

According to these results, creating a safe and welcoming classroom setting is crucial to helping students feel confident in their abilities as students. Students' enthusiasm and participation in school-related activities are increased when primary schools in informal settlements have access to safe playgrounds and clean bathrooms.

4.3.8 Teacher-Learner Interactions and Pupils' Academic Self-concept

The study sought to determine the extent to which teacher-learner interactions in primary schools in the informal settlements influence development of academic self-concept among pupils. Figure 8 displays the outcomes of the collection of descriptive data:
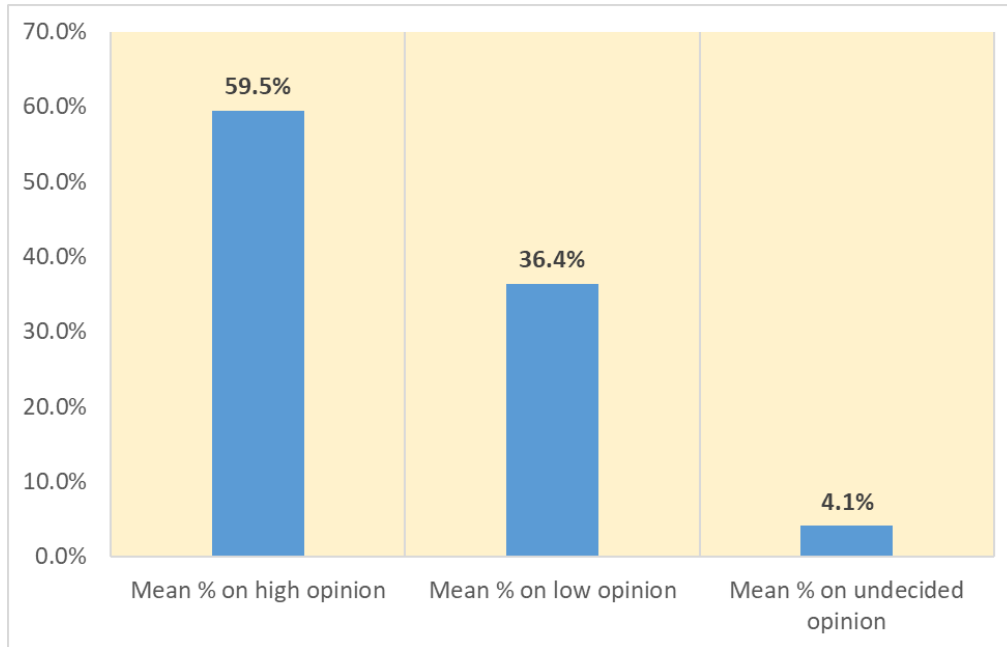
Figure 8: Views of Learners in Class VII on Teacher-Learner Interactions on Academic Self-concept.

Source: Field Data (2022)

Figure 8 reveals majority of learners believed that the interactions between teachers and learners influences academic self-concept of pupils in primary schools in informal settlements (59.5%). This was followed by those of the contrary opinion (36.4%).

The survey found that a majority of kids (59.5%) at primary schools based in informal settlements believe that the interactions between teachers and students affect pupils' academic self-concept. As a result, there were 36.4% of those who disagreed with us.

This viewpoint was bolstered by the belief that primary school teachers should utilize monitoring strategies that establish engaging classroom environments and build deep teacher-student bonds. Teachers' monitoring efforts, according to the majority of head

teachers and guidance counselors, are meant to spark students' interest in and enthusiasm

for learning. H13, or the top dog, made the following statement:

> *In my school, I have encouraged teachers to adopt hands-on teaching*
> *and supervision approaches to make learners enjoyable and master*
> *concepts.*

Teachers echoed this sentiment, noting that they routinely engage in supervisory

techniques geared at determining how much pupils have learned in each subject area.

This is what TC10, our anonymous observer, noticed:

> *I have always embraced supervision activities which encourage learners*
> *to master concepts taught and assess the extent to which they have*
> *acquired knowledge and skills.*

This suggests that pupils develop more confidence in their own academic abilities as they

form closer bonds with their teachers. As a result of teachers' genuine concern for their

pupils' academic development, students feel more at ease opening up about personal

issues that may be getting in the way of their learning. As a result, educators learn more

about their students' unique challenges and can tailor their instruction accordingly. This

suggests that teachers' methods of instruction and supervision have a significant impact

on their pupils' academic and social development, as well as on their general views and

opinions of the school.

The results of this study provide supporting evidence for the claims made by Allen et al.

(2014), namely that students' interactions with teachers have the potential to be a

predictor of students' social and academic success. According to Allen et al. (2014),

students demonstrate better capacities to acquire and employ relevant social skills for

problem negotiation and management when they form favorable relationships with their teachers. A large majority of seventh graders agreed that their teachers play a crucial role in inspiring pupils to succeed academically, as shown by the results of the survey. Interviews with head teachers and guidance counselors support the idea that educators play a crucial role in inspiring students to give their all in the classroom. H14's headmaster made the following observation:

> *Teachers in my primary school have often encouraged pupils to take their academic activities seriously. They have always advised them to work hard and pass their examinations since their future depends on it. In fact, we have set up career guidance unit headed by a teacher-counsellor tasked to advise and encourage pupils to invest much of their time in academic activities.*

All of the educator-counselors shared this view. According to their statement, in addition to imparting knowledge and skills, their responsibility also involves promoting a strong work ethic among pupils. The educator-counselor identified only as TC11 stated:

> *I have often spent most of my time including time for teaching just talking to my pupils to work hard and take their studies seriously. I have often encouraged them to concentrate on their studies despite their socio-economic background for education is the key for unlocking their potential and change their current situation.*

According to these ideas, the qualities of a good relationship between a teacher and a student include mutual respect and a willingness to work together. Teacher-student connections that are built and maintained via overt acts of presentation, acknowledgement, comprehension, proximity, anticipation, regard, concern, and collaboration are more likely to produce strong and long-lasting bonds. This shows that teachers' words of praise help pupils see education as vital to their future success and to the advancement of society and the economy as a whole.

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Professor-student relationships have been shown to improve students' confidence in their own abilities and worth. Students' academic identities are shaped and their motivation and achievement in the classroom are bolstered by the quality of the relationships they develop with their professors. Students are more inclined to actively interact with educators who display social skills, academic acumen, leadership traits, a supportive manner, and an objective approach in their reactions to different implicit, unexpressed, and nonverbal indicators. This highlights the importance of teachers and students communicating with one another.

The findings of the study by Sen (2021) on the importance of developing a close relationship between teachers and their students are consistent with the aforementioned remark. According to Sen's findings, classrooms where teachers actively engage with their pupils are better able to meet their students' emotional, social, and cognitive needs. Both classroom management and student development are profoundly influenced by the dynamic between teachers and students. A child's intellectual, social, and emotional development, as well as their overall psychological well-being, can benefit greatly from a positive teacher-student interaction, as stated by the developmental perspective.

Successful student-teacher relationships are defined by trust and respect on both sides, as stated by Coristine et al. (2022). Increasing one's knowledge of students' unique qualities, giving them more freedom in the classroom, and consistently inspiring them to do better are just a few of the methods that can be used to connect with and inspire students. This shows the students that their teacher values who they are as individuals and the value they

place on their work. In addition to increasing students' chances of academic achievement, building strong relationships with them makes the classroom a more welcoming and comfortable place for everyone.

Numerous studies have shown that students who develop close relationships with their educators are more likely to succeed in school and in life. Statistically speaking, these kids have a better chance of being successful learners and students. Students are more likely to take intellectual risks when they like and respect their teachers, and when they try new things. In conclusion, students who earn their teachers' respect and admiration are more likely to succeed academically.

One important result of getting to know your professors well is that you can foster an environment based on mutual respect and understanding in the classroom. Educators can win over their students and make a favorable impact on their learning experience by clearly and deliberately outlining the program's goals and objectives. There could be a wide range of interpretations of this phenomena among students. Teachers will be able to keep tabs on their pupils' academic progress and make any necessary adjustments to their techniques and facilities as a result of the high correlation (Admin, 2017). Educators can do their share to create a welcoming learning environment for all students by encouraging them to contribute to class discussions in a variety of ways, including through oral and written presentations. Admin (2017) found that children who develop strong relationships with their educators report greater psychological health and a more positive self-image.

Mwangi's (2021) research used a descriptive survey approach informed by Vygotsky's (1978) theory of social development to investigate how different types of classroom interaction affected the performance of Chemistry students in public secondary schools in Murang'a County, Kenya. A total of 10,010 Form 3 chemistry students and 300 chemistry teachers from 120 public secondary schools were randomly selected between 2009 and 2016. Students were chosen based on their average performance in Chemistry in the Kenya Certificate of Secondary Education National Examination, which ranged from 4.0 to 6.0. The level of conversational engagement between the teacher and students was found to have a significant, beneficial effect on the students' academic progress in chemistry, as determined by the regression analysis. The study's findings highlight the need for organizations responsible for educating secondary school teachers to add courses on spoken and nonverbal communication into their curricula. It is also suggested that workshops be held for chemistry educators to help them develop their skills in leading productive classroom discussions and fostering positive relationships with their students. This demonstrates the significance of positive teacher-student interactions in creating an environment where kids feel comfortable and supported, allowing them to reach their full academic potential.

Ngunjiri's (2020) research looked into how classroom discourse between educators and students affected students' interest in mathematics. From the 113 public high schools in Laikipia County, a total of 8,357 pupils in Form Four were selected at random. The study's findings suggest that teachers can improve classroom management and student progress by utilizing more efficient forms of student-teacher interaction. As a result,

students may experience a boost in their desire to learn on their own accord, which in turn may improve their academic performance. Both head teachers and teacher-counselors expressed solidarity with the kids' feelings during the interview, reiterating their worry over students' absences. H15, the school's head teacher, verified :

> *We always ensure that all learners attend school activities and whenever any one of them absents himself or herself from school or fails to undertake their homework, we always do a follow-up to find out why.*

The teacher-counselors were adamant that they always ask students why they were absent to get to the bottom of the problem. TC12, the educator-counselor, noticed:

> *In my class, I often ensure that all learners are present and, for those absent from school, there must be an explanation towards the same. I always call their parents or guardians to find out why pupils miss school. In other words, I am always concerned.*

The results of this research highlight the value of teachers' interest and involvement in their students' education. It has been shown through empirical research that teacher-student mentorship can improve instructional approaches and accelerate the learning process. Students in primary schools in informal settlements benefited greatly from teachers' care, concern, and mentoring, as evidenced by their increased motivation to learn and improved academic self-concept.

Du Plessis's (2020) research in South Africa looks at how preservice teachers feel about, and have dealt with, learner-centered education. It emphasizes the role that instructional methods, learning activities, classroom design, and instructional programs play in enhancing the educational experience. These features are often linked to the "learner-centered" approach because of their importance in facilitating successful education.

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Learner-centered training was one of the understudied tenets, with an emphasis on student participation, dedication, and the development of unique expertise. Responsible intervention measures, such as encouraging self-reflection and active involvement of teachers, were also observed to increase students' confidence in their academic ability.

According to Muraya and Wairimu's (2020) research, primary school teachers in Kwale County, Kenya were studied to see how mentorship affected their teaching practices. The findings of this research shed light on the substantial role played by teachers' instructional strategies in contributing to the subpar academic attainment found in primary schools across Kenya.

In the interviews, both head teachers and teachers stressed the importance of dividing students up into smaller groups so that weaker students could receive more personalized remediation. The head teacher of H16 school spoke out.

> *In my school, teachers put learners into different discussion groups and assign them tasks. This helps the teachers identify capabilities of every learner and seek strategies of areas of weaknesses.*

Educators, including teacher-counselors, have agreed that using a cooperative learning approach is the best way to help students who are judged to have lower proficiency levels acquire new material. TC13, the educator-counselor, noticed:

> *In my class, I often group learners as high and low achievers. This has enabled me to identify individual learner needs, preferences and weaknesses and thus design a teaching and learning strategy to solve those challenges.*

This study's findings imply that teachers in primary schools in informal settlements view the use of group work as a viable means of increasing pupils' topical understanding. In

essence, using a grouping technique allows teachers to provide individualized lessons for kids with poorer learning abilities, helping them catch up to their colleagues in the classroom.

Educators have adopted counseling procedures if they support the views held by the majority of students, as was the case with school head teachers and teacher-counselors. H17, the school's headmaster, made the following observation:

> *In my school, counselling of learners has become a priority for all teachers. We have set up counselling department to provide an avenue where pupils can air their grievances and get listened to and solutions sought.*

The veracity of this claim was supported by the teacher-counselors, who confirmed participating in counseling programs in order to gain the requisite abilities for effectively addressing the ongoing challenges experienced by pupils. The individual known as TC14, who fulfills the role of a teacher-counselor, articulated the subsequent perspective:

> *I have undergone through training on counselling programmes to enable me have prerequisite skills to understand challenges which pupils face and offer solutions. In my school, we have a counselling department which exclusively deals with behavioural and academic challenges which learners face.*

This highlights the value of counseling as it assists students in making relationships with school resources that can increase their academic and social achievements, as well as generate a more favorable perspective of the educational environment overall. The findings of this study lend credence to the claims made by Guhn et al. (2013) that positive teacher-student interactions have a substantial positive impact on the development of relational and social abilities in elementary school children, abilities that are critical for fostering a strong academic identity. These findings lend credence to Allen et al.'s (2014)

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argument that kids benefit from social skills instruction when teachers and students engage in constructive interactions, like those found in counseling.

The findings of the current study corroborate those of Coristine et al. (2022), who found that positive student-teacher relationships boosted students' academic engagement, self-perception, and mental health in the short term. A decrease in disruptive behaviors and an increase in academic success have both been linked to the presence of these close relationships. Fostering children's intellectual development and academic success in the classroom relies heavily on the establishment of teacher-student connections. The short-term academic success of pupils is unquestionably aided by the development of relationships between teachers and students. According to Buffet (2019), the time that students spend in a given classroom and learn from a given teacher determines the strength of their bonds.

Students need to feel comfortable sharing their thoughts and know that their opinions matter, thus it's important for students and teachers to have a strong rapport. Students may then continue to benefit from their newfound intellectual self-assurance throughout their whole academic careers. The student's social and emotional growth mirrors their improved sense of self-worth and confidence.

4.4 Analysis of Hypotheses

Pearson's Product Moment Correlation Analysis was applied as the statistical approach for analyzing hypotheses. The presentation covered the data, interpretations, and debates that were important to testing the following null hypotheses:

i. **H_{01}:** There is no statistically significant influence of school physical facilities on academic self-concept among primary school pupils in informal settlements of Kibra Sub-County, Nairobi County, Kenya.

ii. **H_{02}:** There is no statistically significant influence of curriculum support materials on academic self-concept among primary school pupils in informal settlements of Kibra Sub-County, Nairobi County, Kenya.

iii. **H_{03}:** There is no statistically significant influence of school security on academic self-concept among primary school pupils in informal settlements of Kibra Sub-County, Nairobi County, Kenya.

iv. **H_{04}:** There is no statistically significant influence of teacher-learner classroom interactions on academic self-concept among primary school pupils in informal settlements of Kibra Sub-County, Nairobi County, Kenya.

4.4.1 Inferential Findings on the Influence of Physical Facilities on Pupils' Academic Self-concept

H01, the null hypothesis, states that providing physical amenities has no statistically significant impact on the development of academic self-concept among kids in primary schools located in informal settlements. Data were collected from 30 teacher-counselors to test this. Both the percentage of students in Grade 7 who made academic goals and a

rating of the school's physical facilities (on a scale from 1 to 3, with 3 indicating adequacy, 2 indicating inadequacy, and 1 suggesting ambiguity) were reported by these teachers-turned-counselors. The results are shown in the Figure 9:
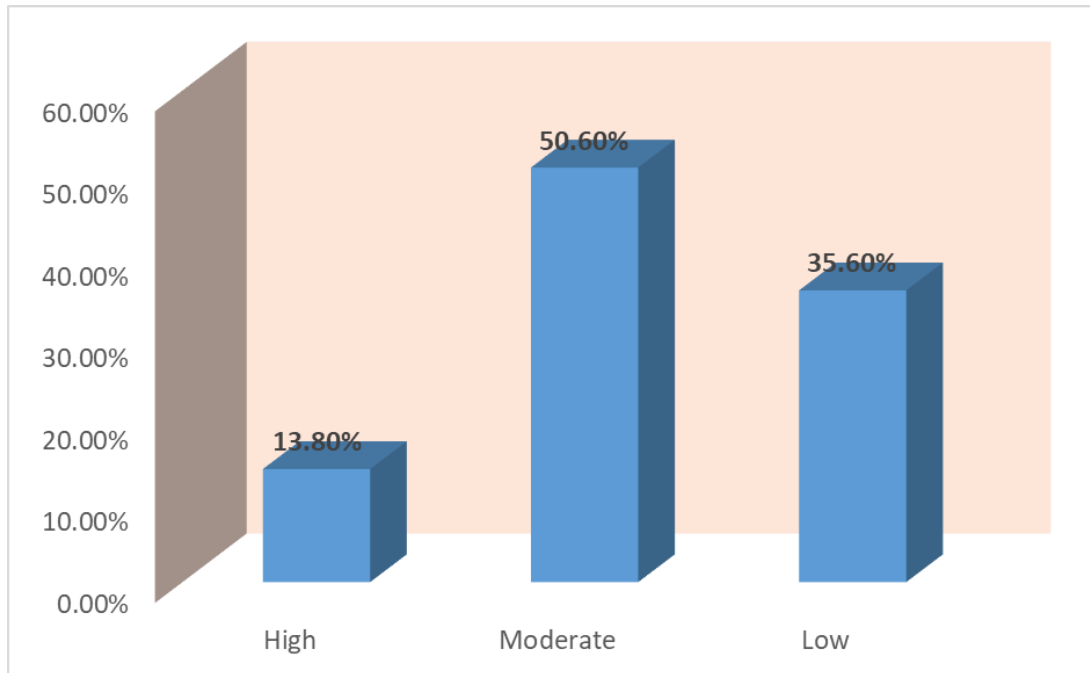
Figure 9: Provision of physical facilities

Only 13.80% of students said they believed there was a direct correlation between the quality of physical facilities and the number of students who set academic goals. However, a sizeable minority of respondents held a different view, with 50.60 percent expressing a moderate level of conviction and 35.60 percent expressing a low level of belief.

Figure 9's data shows that providing students with adequate physical facilities is crucial to establishing a strong sense of academic pride. It can be extrapolated that an upgrade in

school infrastructure has a good impact on students' self-perception as competent learners, thereby inspiring them to pursue bigger academic goals.

Njiri et al. (2021) found that since the introduction of the Free Primary Education (FPE) program in 2003, the number of private schools in Kenya has increased dramatically—by more than a factor of four. There was a dramatic increase in the share of primary school students attending private schools, from 4.6% in 2004 to 11.5% in 2007. Because of the strain and overuse of their physical infrastructure, schools are feeling the effects of an increase in enrollment, which has made it more difficult to understand what makes schools successful. Therefore, the ability of school administrators to acquire, strategize, and safeguard critical resources crucial for the development of educational institutions will determine the effect of physical planning on the growth of private primary schools in Kenya. According to the findings, primary school entrepreneurs in informal settlements need to be made more aware of the importance of providing certain facilities to their children.

Analysis of the study's data using Pearson's Product Moment Correlation yielded the results shown in table 5 as follows:

Table 5: Pearson's Product Moment Correlation Analysis Showing Relationship Between Levels of Adequacy of Physical Facilities and the Pupils' Academic Self-concept

		Pupils' Academic Self-concept
Levels of Adequacy of Physical Facilities	Pearson Correlation	.507[*]
	Sig. (2-tailed)	0.004
	N	30

**. Correlation is significant at the 0.001 level (2-tailed).

In Table 5, we can see the outcomes of a correlation analysis using Pearson's Product-Moment. This research was conducted to learn more about how students' academic self-concepts and the availability of adequate physical resources influence each other while setting personal academic goals. The significance level (p-value) obtained from the test, 0.004, was lower than the predetermined threshold of 0.05; hence, p-value = 0.0040<0.05 represents this mathematical connection. The correlation coefficient (r) obtained from the test was 0.507. Therefore, the null hypothesis, $H0_1$ was rejected.

This statement lends credence to the idea that students are attracted to and driven to learn more within educational institutions that have sufficient physical infrastructure. In general, kids show a preference for schools with desirable features such as gender-separate restrooms, large classrooms with blackboards, sufficient lighting and air, and space set aside for extracurricular activities.

This result is consistent with the findings of Etale et al., (2020) on the effect of school infrastructure on instruction and learning in Bungoma County, Kenya's public primary schools. As can be seen in figure 4 above, their research shows that classroom appropriateness has a significant role in shaping the teaching and learning process.

This study adds to the growing body of evidence suggesting that students in low-income communities benefit greatly from the provision of basic facilities at their local primary schools.

4.4.2 Inferential Findings on the Influence of Provision of Curriculum Support Materials on Academic Self-concept of Primary School Pupils' in informal settlements of Kibra Sub-County

To test the null hypothesis, H_{02}: *There is no statistically significant influence of provision of curriculum support materials on development of academic self-concept among primary school pupils in informal settlements*, data were collected from the 30 teacher-counsellors on levels of adequacy (Adequate = 3, Not adequate = 2 and Not Sure = 1) of curriculum support materials and number of learners sampled in class VII who set academic goals as shown in figure 10:
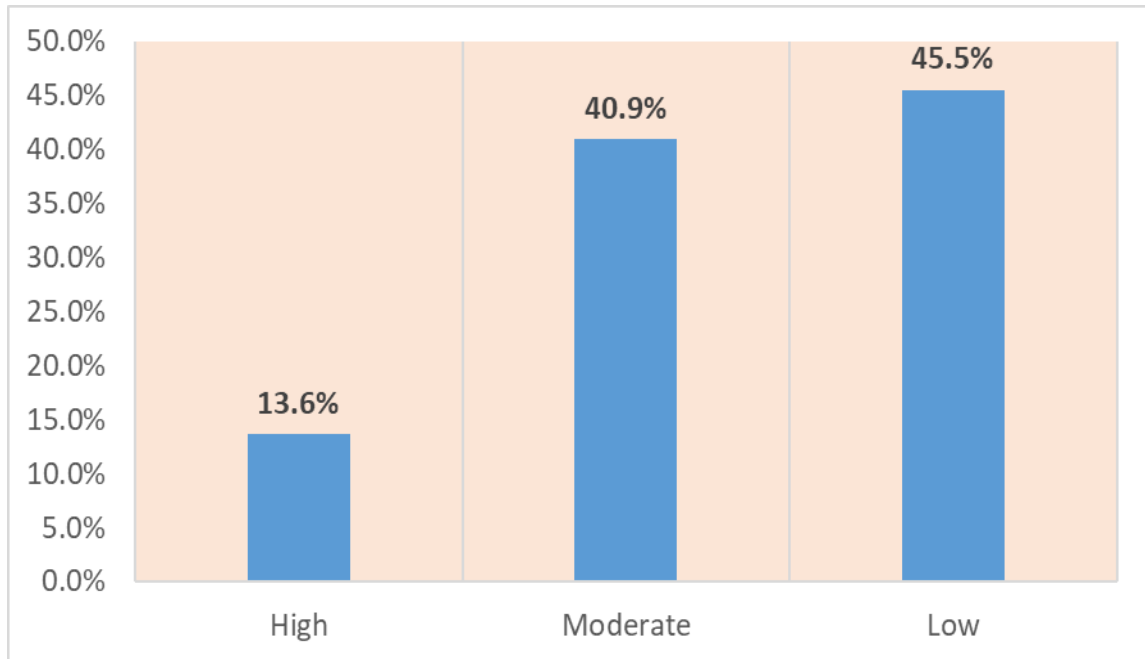
Figure 10: Levels of Adequacy of Curriculum Support Materials and the Number of Learners Who Set Academic Goals

Figure 10 shows how having access to extra-curricular materials might boost students' self-efficacy in the classroom. This suggests that students who are provided with better curricular materials will have a more positive view of themselves as students and will be more motivated to strive for more rigorous academic accomplishments. Pearson's Product Moment Correlation Analysis was applied to the data, and the results are shown in. Table 6:

Table 6: Pearson's Product Moment Correlation Analysis Showing Relationship Between Levels of Adequacy of Curriculum Support Materials and Pupils' Academic Self-concept

		Pupils' Academic Self-concept
Levels of Adequacy of Curriculum Support Materials	Pearson Correlation	.539[**]
	Sig. (2-tailed)	0.002
	N	30
**. Correlation is significant at the 0.001 level (2-tailed).		

Table 6 displays the results of a Pearson's Product-Moment Correlation Analysis, which examines the connection between students' perceptions of their own academic aptitude and the quality of the supplementary materials they were given. A p-value of 0.002 indicates statistical significance, meaning the result is more likely to be true than not (p-value 0.05). The results showed a correlation with a coefficient of r = 0.539. As a result, we can't start with H02 as our foundation. This study adds to the growing body of evidence suggesting that exposing primary school pupils to a variety of curriculum options outside of the classroom can have a positive effect on their confidence in the classroom.

Based on these results, it is safe to assume that access to curricular support materials, such as textbooks, has a major impact on student enrollment and motivation in primary schools situated in informal settlements. However, this issue has not been thoroughly addressed in many of these classrooms. Certain children came to an agreement, suggesting that primary schools in informal settlements do, in fact, have chalk boards.

The viewpoints expressed above were echoed by the head teachers and teacher-counselors, who stated that each classroom has a chalkboard.

This confirms the findings of Chetty (2019), who studied the lives of teachers of reading and writing in South Africa's Western Cape's poorest communities. According to the results, several factors have been identified as major contributors to underachievement in literacy. These factors include a lack of resources, family support, teacher expertise, curriculum changes, cognitive activities, and the complex social dynamics associated with poverty.

Chepkemei et al. (2022) conducted a study to determine how well-prepared primary schools in Kenya were to apply the Competency Based Curriculum in the midst of the COVID-19 pandemic. According to the results of the study, in order for schools to efficiently implement their curricula despite the crisis brought on by the pandemic, they will need to increase and upgrade their physical resources. The study thus proposes that it is advisable for the government to ensure the availability of appropriate teaching and learning resources in all schools to support the proper execution of the curriculum during the COVID-19 crisis. According to the findings of this research, students are more motivated to put forth effort and attain high levels of performance when they have access to curriculum support materials that facilitate their learning and instill in them a sense of self-efficacy.

4.4.3 Inferential Findings on Influence of Provision of School Security on Academic Self-concept of Primary School Pupils in Informal Settlements of Kibra Sub-County, Nairobi County.

To test the null hypothesis, **H$_{03}$:** *There is no statistically significant influence of provision of school security on academic self-concept among primary school pupils in informal settlements*. Data were collected from the 30 sampled primary schools in informal settlements on the number of security guards per school and the number of learners sampled in class VII who set academic goals. The results are shown in Figure 11:
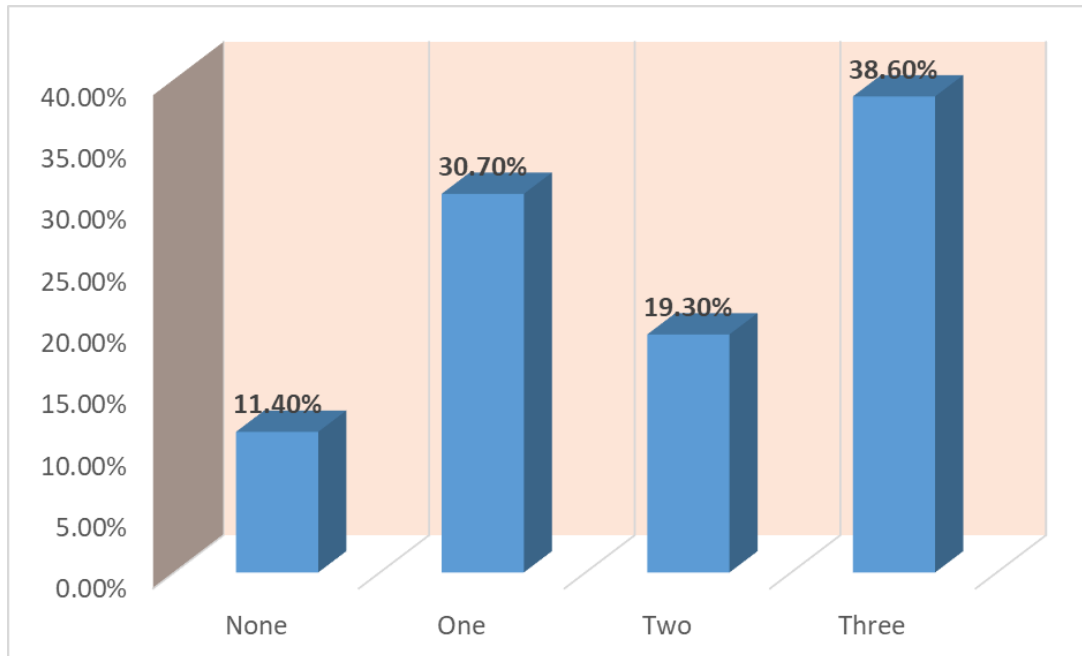
Figure 11: Number of Security Guards Per Primary School in Informal Settlements and Number of Learners Who Set Academic Goals

Figure 11 shows that a sizeable minority of students (38.50%) believe that the presence of three (3) security officers increases the number of students who set academic goals.

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Next, 30.70 percent of people polled said that a single security guard was all that was needed to maintain the same level of safety.

This research shows that the academic self-concept of primary school pupils living in informal settlements is significantly influenced by the provision of adequate security. In essence, primary schools that possess suitable security measures have a better propensity to attract pupils who are motivated to attend school and engage in learning through the formation of academic objectives. Table 7 displays the results of a Pearson's Product Moment Correlation Analysis of the data.

Table 7: Pearson's Product Moment Correlation Analysis Showing Relationship Between Provision of Security and Pupils' Academic Self-concept

		Pupils' Academic Self-concept
	Pearson Correlation	.668[**]
Number of Security Guards	Sig. (2-tailed)	0.000
	N	30

**. Correlation is significant at the 0.001 level (2-tailed).

The results of a correlation analysis between the number of security personnel and students' perceptions of their own academic ability are shown in Table 7. The test's p-value of 0.000 was significantly less than the p-value of 0.05, indicating that the finding was statistically significant. The significance of this connection was further confirmed by the correlation coefficient ($r = 0.668$, $p = 0.000$). Therefore, we cannot consider H03 as a

valid starting point for our investigation. This study's results provide empirical backing for the hypothesis that primary school pupils perceptions of their own academic talents are greatly influenced by the level of security they feel at school.

As a result of what has been discussed, we can draw the conclusion that stakeholders and school leadership must place a premium on the child's holistic development in order to successfully handle the barriers connected with the implementation of child-friendly schools. To do this, it's important to think about how different aspects of the classroom setting contribute to our understanding of the difficulties kids experience.

According to the findings of this study, educators must be cognizant of the fact that children come from diverse backgrounds and have various needs. This is in line with the findings of a study that set out to investigate the safety of school environments in an effort to boost students' feelings of safety and, by extension, their motivation to learn. In light of the data at hand, it is very clear that schools must take every precaution to keep their students safe.

Kaiko (2021) argues that schools have a responsibility to provide a safe space for its students, faculty, and the local community. For the sake of students' physical, emotional, and social well-being, it is imperative that schools have effective safety and security management in place to reduce the likelihood of accidents and incidents. The researcher wanted to build a consistent knowledge of school safety and security in order to promote communication and decision-making among stakeholders involved in this area. What's more, how safety or security is conceived has important implications for how it's

implemented in schools, providing a window of opportunity to have a positive impact on the lives of educators, students, and support staff. Safeopedia (2021) states that "safety" refers to "the state of being free from harm," which incorporates all efforts to protect people's lives, well-being, and physical well-being. To be safe means that there is no risk of injury or other negative consequences. One alternate definition of safety is the systematic control of hazards within an acceptable threshold.

Fundamental principles must be protected, upheld, and maintained, and any possible threats to these ideals must be repelled. Students, teachers, and staff can relax and focus on their studies in an environment that meets their physical and emotional needs. A safe school lays greater emphasis on resolving internal, or school-based, threats. McGuire (2017) found that kids can feel unsafe at school if they fear for their safety due to threats from teachers or other adults in charge, or if they are worried about the safety of the building itself. An unsafe scenario exists when there is violence on school grounds, whether it be amongst students, teachers, or community members.

The findings of a study by Blynova et al. (2020) highlight the significance of social and psychological safety to success. This study looked at how teenage athletes' accomplishment motivation changed as a function of the level of psychological safety they experienced while studying at a sports academy. Prioritizing a socially and psychologically friendly educational atmosphere inside a sports school has the potential to increase the cultivation of individual success and the promotion of collective well-being. This jibes with the finding that when students have a sense of safety and stability

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in the classroom, they do better academically, set loftier goals, and have a more positive attitude on their educational prospects.

Limboro's (2019) study, titled "Learning Environments and Pupils' Participation in Primary Education in Nairobi Urban Slums," makes clear that countries need to invest heavily in providing high-quality education for male and female students at the foundational stages if they want to ensure their economic stability in the long run. It is crucial that a secure and risk-free atmosphere be created for students to learn in. Although learning can take place in a variety of settings, the study suggests that effective instruction is most likely to take place in well-designed classrooms. The study found that significant barriers to girls' capacity to gain access to education, remain enrolled, and succeed academically include a lack of gender-responsive pedagogy in educational instruction and a lack of safety measures. These are absolutely essential in raising their chances of achieving their goals in life.

Child health, safety, and protection were the focal points of a separate study (Musili, 2023), who looked at the institutional elements that affect the spread of "child-friendly" schools in Kenya. The research shows that just a minority of schools have comprehensive child protection measures in place to prevent, detect, and report incidents of child abuse. It has been discovered that instances of gender-based discrimination, the upholding of ethnic stereotypes, and the maintenance of harmful cultural behaviors all have a negative effect on the classroom setting.

This study's findings are consistent with those of a previous study by Murungi et al. (2021) titled "Children's Safety and Security in Non-Formal Pre-Primary Schools," which found that putting into place intervention strategies is essential for reducing the risks that children face in non-formal settings. All preschools and kindergartens in Nairobi City County with ties to informal schools in slum areas were selected using a stratified random sample method, as were their individual head teachers and teachers. The results showed that the participants used a variety of intervention strategies, such as county government initiatives, school administration initiatives (like transportation logistics), and the installation of physical barriers (like fences and locked gates) on the school grounds. Students would be able to focus on their studies and achieve their academic goals with the help of this measure's implementation, which would safeguard their personal safety.

4.4.4 Inferential Findings on Influence of Teacher-Learner Interactions on Academic Self-concept of Primary School Pupils in Informal Settlements of Kibra Sub-County, Nairobi County.

To test the null hypothesis, H_{04}: *There is no statistically significant influence of teacher-learner interactions on academic self-concept among primary school pupils in informal settlements*. Data were collected from the 30 teacher-counsellors on the number of occasions when teachers interact with learners in primary schools in informal settlements (during class instruction, supervision of learner activities, allocation of tasks and during counseling sessions) and the number of learners sampled in class VII who set academic goals. The results are shown in figure 12:
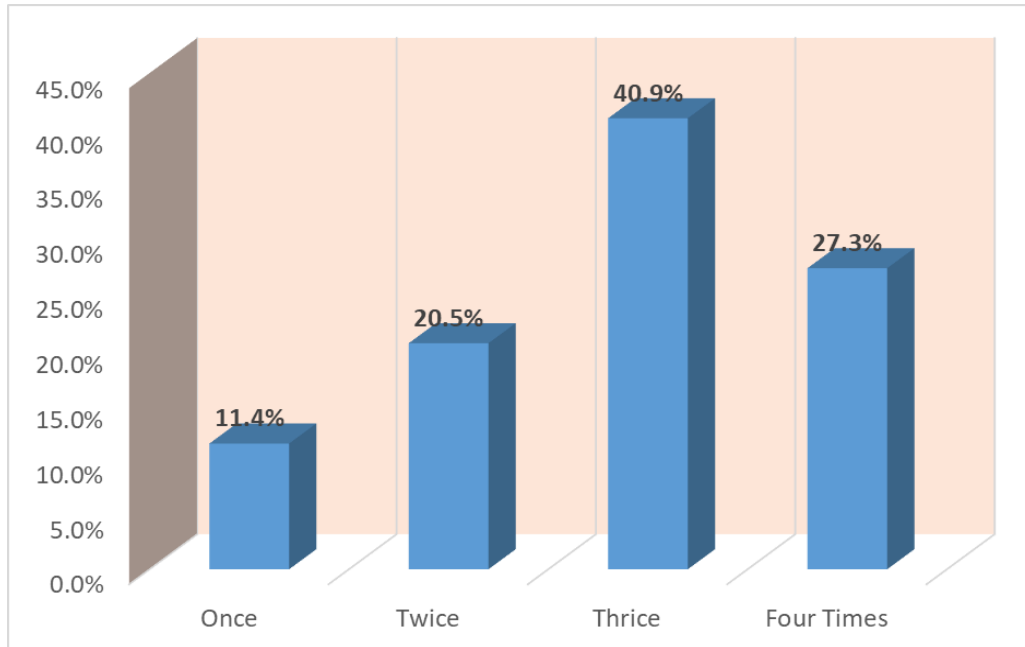
Figure 12: Number of Occasions Teachers Interact with Learners and the Number of Learners Who Set Academic Goals

Figure 12 displays the results showing that the interactions between teachers and students in primary schools in informal settlements had the greatest impact on kids' academic self-concept. The next largest group, individuals with opposing views, accounted for 36.4% of the entire population. This suggests that teacher-student interactions in primary schools located in informal settlements have a major impact on how students perceive their own abilities. In primary schools, where teachers' main focus is on teaching, only a small percentage of students show a lack of motivation to learn. Because of this, it stands to reason that if teachers spent more time with their pupils, the kids would develop a more positive view of themselves, hence increasing their desire to succeed academically. The analysis of the data was performed using Pearson's Product Moment Correlation, and the findings are shown in Table 8;

Table 8: Pearson's Product Moment Correlation Analysis Showing Relationship Between Teacher-Learner Interactions and Pupils' Academic Self-concept

		Pupils' Academic Self-concept
	Pearson Correlation	.598[**]
Teacher-Learner Interactions	Sig. (2-tailed)	0.000
	N	30

**. Correlation is significant at the 0.001 level (2-tailed).

Pearson's Product-Moment Correlation Analysis was used to look into how much time teachers spent communicating with their pupils affected their perceptions of their own teaching skills. Table 8 displays the results. A p-value of 0.000, which is less than the internationally accepted criterion of 0.05, indicates that the result is statistically significant. A p-value of 0.000 indicates a statistically significant correlation coefficient (r) of 0.598. As a result, H04 cannot be the correct null hypothesis. This study's results lend support to the idea that interactions between teachers and students are crucial in shaping students' beliefs of their own academic ability, especially among students attending primary schools in low-income neighborhoods.

This research suggests that students benefit from their contacts with teachers by gaining marketable skills like good communication. Making mistakes is an inevitable part of the learning process, but when students and teachers interact positively, it has a domino effect that helps kids understand this. By developing strong bonds with their teachers,

students are better able to see their own education as a continuous process. The student's sense of safety will be bolstered over time as a result of this relationship.

Students' self-efficacy and their choice for the flipped classroom model were found to be positively correlated with teacher-student communication in a study done by Li and Yang (2021) at a Chinese institution with undergraduates. The favorable association between teacher-student contact and students' self-efficacy is mediated by students' preference for the flipped classroom. Therefore, it is essential for teachers to prioritize student-centered pedagogy and create a welcoming classroom environment where each student is treated with dignity and respect. Consequently, the frequency of students' interactions with teachers positively corresponds with the enhancement of their levels of academic self-concept.

Akhtar et al.'s (2019) research on the effect of teacher-student interaction on motivation and achievement found that when teachers make an effort to build positive relationships with their students, the students are more likely to develop a strong commitment to succeeding. Furthermore, this study illuminated the several aspects that influence a child's development, particularly how these factors contribute to the child's learning of external authoritative skills and facilitate their cognitive development. A teacher's influence is most effective when it is greater than any competing authoritative influences. This research adds to the current body of literature by elaborating on the role of the teacher-student connection in developing students' academic self-concept (ASC).

Muteti's (2021) research looks at how the atmosphere at Green Pastures School in Kibra Constituency affects kids' capacity to learn. The results of the evaluation stress the importance of the classroom setting in fostering students' academic growth. This is the case because it ensures the provision of educational support to all pupils, irrespective of their socio-economic or academic proficiency. According to the findings, teachers can better tailor their lessons to their students' needs when they have a thorough understanding of their demographics.

Wangia and Otonde's (2020) study of a Kenyan secondary school found that teachers and students demonstrated politeness in their interactions with one another through the pragmatic use of language. All schoolchildren in Kenya are required, as part of the national curriculum, to learn and use a standard set of polite terms. The research looked into methods teachers might use to encourage students to speak politely in the classroom.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a summary of the research findings, conclusions, recommendations, and suggestions for future research, all of which are aligned with the objectives of the study.

5.2 Summary of Research Findings

This section provides a summary of the findings from the study's objectives, which encompassed assessing students' self-perceptions of their academic capabilities and examining the influence of school infrastructure, curriculum support materials, security, and teacher-learner interactions on the academic self-concept of primary school students residing in informal settlements.

5.2.1 Levels of Academic Self-concept of Primary School Pupils in Informal Settlements

The research findings indicate that there is a low level of academic self-concept among primary school kids residing in informal settlements. However, a majority of the participants expressed their desire in pursuing education due to its potential to enhance their future prospects and quality of life. In essence, students possess the conviction that education serves the purpose of enhancing their future prospects, hence fostering a constructive self-perception that motivates their attendance and diligent engagement in

scholastic endeavors. Despite these findings, a significant number of learners exhibit reduced motivation in establishing academic goals to facilitate their educational pursuits, as well as a lack of motivation in engaging with academic tasks and assignments to enhance their learning outcomes. In essence, the significance of the school environment in fostering learner motivation and enhancing academic engagement and performance should not be underestimated, as it plays a crucial role in the development of learners' academic self-concept. Moreover, students enrolled in primary schools located in informal settlements exhibit a strong belief in their capacity to exert effort, embrace setbacks, and achieve improved academic performance despite the various obstacles they face within the educational setting. The study additionally found that a significant number of students who perform poorly in their examinations experience periods of stress that hinder their attendance at school.

According to the research findings, a significant number of students residing in informal settlements demonstrate a lack of focus and engagement in their academic pursuits, instead opting to participate in leisurely activities such as playing during instructional periods. The potential cause of this phenomenon may be attributed to the various factors inside educational settings that collectively contribute to the suppression of one's academic self-perception.

5.2.2 Provision of Physical Facilities and Pupils' Academic Self-concept

The results of a mixed study indicate that the presence of physical amenities in primary schools located in informal settlements has an impact on the academic self-concept of

students. Based on the research findings, it is evident that the architectural state of primary school buildings in informal settlements is substandard. The classrooms lack sufficient space, the restroom facilities are inadequate for accommodating both male and female students, and the overall ventilation within the buildings is poor. Additionally, the availability of desks falls short of meeting the needs of all kids. While the head teachers and teacher-counsellors disagreed with the opinions expressed by the learners, they did acknowledge the existence of issues related to the provision of sufficient and suitable physical facilities. This suggests that the management of primary schools situated in informal settlements has not fully addressed the crucial task of providing physical amenities to attract students and facilitate the development of their academic self-concept. In essence, students are drawn to educational institutions located in informal settlements that possess enough physical infrastructure, hence fostering a sense of motivation to engage in academic pursuits within these schools.

The study also established that noise pollution, emanating from the activities undertaken by the neighbors surrounding primary schools in the informal settlements, has become rampant and is a serious distraction for learners' concentration in their studies. This indicates that activities around a school microsystem are critical to the academic success of learners. Conducive school environment devoid of any noise or distraction make learners glad and comfortable to pursue their education.

The results of this study provided support for the alternative hypothesis, which posited that students' academic self-concepts would experience a shift if improved physical

facilities were provided in primary schools situated in informal settlements. This conclusion was drawn based on the findings that rejected the null hypothesis, which had initially proposed that no such change would occur. The statistical analysis yielded a p-value of 0.004, further reinforcing the rejection of the null hypothesis. To put it differently, primary schools that possessed sufficient physical facilities exhibited a greater proportion of students who established academic objectives.

5.2.3 Provision of Curriculum Support Materials and Pupils' Academic Self-concept

The study's quantitative and qualitative results both confirmed that curriculum support materials play a significant impact in enhancing the academic self-concept of primary school students in informal settlements. Nevertheless, the study unveiled that primary schools situated in informal settlements suffer from a scarcity of textbooks, reference books, and narrative books across all disciplines, hence lacking the necessary resources to foster student motivation towards attending school. To put it another, a considerable proportion of students attending primary schools in informal settlements experience difficulties in achieving curricular objectives as a result of insufficient provision of instructional materials.

In contrast, a significant number of primary schools lack library facilities, while those that do possess libraries often lack additional reading or reference resources to cultivate students' enthusiasm for attending school, as well as lacking access to ICT devices. This observation highlights the ongoing difficulty in providing curriculum support resources in primary schools located in informal settlements, resulting in learners facing challenges in

meeting their curriculum objectives. The study additionally indicated that primary schools located in informal settlements exhibit a limited occurrence of study excursions beyond the school premises, and the learners in these schools demonstrate a lack of utilization of diverse learning methodologies for acquiring new knowledge.

The findings were substantiated by the rejection of the null hypothesis, which posited that there would be no alteration in students' academic self-perceptions due to the implementation of curriculum support materials in primary schools situated in informal settlements. This conclusion was reached with a 95.0% confidence interval and a p-value of 0.002. This suggests that when primary schools provide learners with sufficient curriculum support materials, it leads to the establishment of academic goals by many learners.

5.2.4 Provision of School Security and Pupils' Academic Self-concept

The findings of the study indicate that the implementation of security measures in primary schools located in informal settlements has a noteworthy impact on the development of academic self-concept among students. Nevertheless, a significant majority of the participants expressed concerns over their personal safety when attending primary schools located in informal settlements. While the majority of learners observed a decrease in instances of corporal punishment at primary schools located in informal settlements, they do not agree with the notion that incidents of bullying have decreased to the same extent. The implications of these findings suggest that the safety of students and the general school environment have a crucial role in influencing the development of intellectual self-concept among kids, despite the ongoing challenges involved. Students

are more inclined to enroll in educational institutions that provide a secure environment conducive to their academic pursuits, characterized by a reduced prevalence of incidences of insecurity.

According to the findings of the study, participants saw that primary schools located in informal settlements promote a sense of communal living among their students. This suggests that when students reside together as a family inside the school setting and engage in the sharing of their daily challenges, it fosters a supportive atmosphere in which all learners experience a sense of belonging and are consequently empowered to actively pursue their academic endeavors.

Furthermore, it is apparent that the playing fields within primary schools located in informal settlements lack adequate safety measures for engaging in physical activities, and the available bathroom facilities are insufficient to meet the needs of the learners. This suggests that while not always assured, the security and safety of the school environment are of utmost importance in facilitating effective learning. In summary, the findings of this study support the rejection of the null hypothesis. The null hypothesis posited that the provision of security does not have a significant impact on the development of academic self-concept among students in primary schools situated in informal settlements. This conclusion is based on the results obtained at a 95 percent confidence interval, where the p-value was found to be less than 0.05. In essence, primary schools that possess sufficient security measures have a greater propensity to attract a larger number of students who are inclined to attend school and engage in learning activities, driven by the establishment of academic objectives.

5.2.5 Teacher-Learner Interactions and Pupils' Academic Self-concept

According to the results of the study, the interactions between teachers and learners have a significant impact on the formation of academic self-concept among students in settlements. The participants in the study saw that educators engage in supervisory practices that enhance the appeal of the learning process and facilitate their ability to assess the extent to which students have comprehended certain topics. As previously mentioned, it is evident that both teaching and monitoring actions carried out by educators play a vital role in facilitating learners' comprehension of concepts.

Additionally, it has been established that teachers are responsible for reviewing and assessing students' homework, providing corrections when necessary, demonstrating concern for their well-being, and motivating them to excel academically in primary educational institutions. Furthermore, teachers are expected to serve as role models for their students. The aforementioned phenomenon can be ascribed to the notion that when educators provide encouragement, it instills motivation within students to recognize the significance of education and perceive it as a fundamental element for societal and economic advancement. These findings highlight the importance of the care and concern that teachers prioritize in the teaching of their students. In essence, the actions carried out by educators throughout their interactions with students are crucial in promoting student attendance and cultivating a genuine enthusiasm for education, ultimately fostering a positive academic self-perception.

The study additionally shown that educators employ instructional tactics involving group work by categorizing their students into low and high achievers when assigning academic tasks. Based on the responses provided, teachers have been able to implement personalized educational approaches in order to assist students with slower learning abilities in catching up with their peers. Nevertheless, a significant number of students fail to focus on their academic responsibilities during instructional periods, leading educational institutions to adopt counseling programs aimed at addressing this issue among learners. This assertion was corroborated by the participants who expressed that counseling programs have provided teachers with the necessary abilities to effectively address the persistent issues faced by students on a daily basis. In essence, counseling plays a crucial role by providing students with vital safety measures in the form of academic and social support systems inside the school environment, hence fostering a more optimistic perspective towards education among young individuals.

5.3 Conclusions

The aforementioned information suggests that pupils attending primary schools in informal settlements have low academic self-concepts. Students' motivation to attend class and build the kind of positive self-image that leads to success in school is, of course, contingent on their belief that education can help them live better lives in the future. Despite these findings, many students still lack the drive to proactively seek their education by setting and pursuing academic goals or to actively engage in academic tasks and assignments in order to improve their learning outcomes.

Primary schools in informal settlements typically have run-down buildings with inadequate ventilation, too few desks for all students, and insufficient bathroom facilities for both male and female students. Similarly, there has been a lack of sufficient supplementary materials for use with the curriculum. It is difficult to get students interested in attending primary schools in informal settlements because so few of them have sufficient quantities of texts for all courses. Even the schools that do have libraries typically lack the supplementary reading and reference materials, as well as the information and communication technology (ICT), that would motivate students to attend. This has made it impossible for kids in primary schools in informal settlements fail to reach curriculum objectives.

Most students attending primary schools in slum areas clearly do not feel comfortable there. In spite of this, several respondents emphasized the importance of teacher-learner contact activities like supervision and counseling, which have made learning exciting and helped them better understand their students. When assigning homework, teachers often divide their classes into groups for good and low performers. This has enabled teachers to apply individualize teaching practices to help slow learners catch up with the rest.

Primary school students in informal settlements will do better in class if policymakers invest in making their schools safer and more comfortable learning environments.

5.4 Recommendations

The study concludes with the following suggestions in light of the aforementioned results;

i. The research found that students in primary schools in informal settlements had lower levels of academic self-concept and made the recommendation that schools use a variety of activities and programs, such as mentoring, to assist students in these settings improve their academic self-concept. This will go a long way in boosting their self-esteem as well as self-efficacy beliefs.

ii. On provision of physical facilities and pupils' academic self-concept, the study recommends that management of primary schools in informal settlements should liaise with different stakeholders, donors and well-wishers to support the schools with space for expansion, playgrounds, furniture, libraries, resource centers and conducive classrooms. This will make the primary schools located in the informal settlements more attractive for pupils and thus boost their morale to participate in academic activities.

iii. On provision of curriculum support materials and pupils' academic self-concept, the study recommends that schools should collaborate with donors and other well-wishers to support the primary schools with adequate scholastic materials to attain the standard learner-book ratio for quality education.

iv. The report recommends that school administration and the Ministry of Education make it mandatory for all primary schools in informal settlements to employ a security guard and construct perimeter walls to protect students' physical and mental well-being. Parents and guardians should also ensure that they escort their children to school to guarantee their safety on their way to school.

v. On teacher-learner interactions and pupils' academic self-concept, the study recommendations were that teachers should enhance their interactions with their

learners and attend to their daily challenges. This should include improvising teaching approaches such as field trips and outdoor activities to break the usual classroom monotony.

vi. As a policy initiative, the Ministry of Education should enforce a policy which requires that all primary schools in informal settlements, whether public or private, adhere to or comply with the standards required for child-friendly school environment by enhancing quality assurance and standards checks periodically.

5.4.1 Suggestions for Further Studies

i. Head teachers of primary schools in informal settlements should be studied to see how their management styles affect their students' sense of academic achievement. As the research progressed, it became clear that many school administrators were motivated only by seeing that test scores, rather than things like students' perceptions of their own abilities in school, were raised.

ii. Teachers at primary schools in slum areas should be studied to see how their outlook affects the students' sense of academic achievement. The research's teacher counselors came to the conclusion that a teacher's job included more than merely instructing students. In the course of their employment, teachers take on several hats, including those of parent, mentor, role model, counselor, and confidant.

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APPENDICES

Appendix I: Letter of Introduction

May 2022

Dear Sir/Madam,

RE: PERMISSION TO CARRY OUT RESEARCH

I am a student undertaking a course in Doctor of Philosophy in Educational Psychology at Maasai Mara University. My research topic is **Influence of School Environment on Development of Academic Self-concept among Pupils in Primary Schools in Informal Settlements in Kibra Sub-county, Nairobi County, Kenya**. To achieve this, you have been selected to participate in the study. I kindly request the sampled respondents to, fully, participate in the study. This information will be used purely for academic purposes and your name will not be mentioned in the report. Findings of the study, shall upon request, be availed to you.

Your assistance and cooperation will be highly appreciated.

Thank you in advance.

Yours faithfully,

Grace Wandia Gatundu

Appendix II: Informed Consent Form

Dear respondent,

The researcher is a student undertaking a degree course in Doctor of Philosophy in Educational Psychology at Maasai Mara University, carrying out research on the **Influence of School Environment on Development of Academic Self-concept among Pupils in Primary Schools in Informal Settlements in Kibra Sub-county, Nairobi County, Kenya**. For this study, I will request you to give me some time as you will be asked some questions. I will maintain your privacy and confidentiality about your information. Your name will not be written on any of the materials, and only the researcher will have access to your information. The research will not benefit you personally. Your participation is voluntary, and you may change your mind and withdraw at any time before and during the study. We will not pay or give any facilities for this participation. If you want to take part to participate in this research, please sign the form below.

Participant:

------------------------   --------------------   -------------------
Code of Participant   Signature   Date

Researcher:

------------------------   ----------------------   ----------------------
Name of Researcher   Signature   Date

Appendix III: Consent Form For Parents/Guardians

Dear Parent/Guardian,

I am a student undertaking a degree course in Doctor of Philosophy in Educational Psychology at Maasai Mara University, carrying out research on the **Influence of School Environment on Development of Academic Self-concept among Pupils in Primary Schools in Informal Settlements in Kibra Sub-county, Nairobi County, Kenya**. For this reason, I wish to inform you that I will be using a student, under your care, in this study. This is only for educational purposes and thus, will not use the information nor use the student for any other purposes. I will also seek permission from the headteacher and the class teacher for that purpose. Thus, kindly allow me to interact with the student. I will maintain privacy and confidentiality about the information I will get from the school and the student. Participation is voluntary, and you may change your mind and withdraw the student at any time before and during the study. There will be no payment or give any facilities for this participation. If you want the student, under your care, to take part in this research, please sign the form below.

Guardian:

-------------------------   --------------------   --------------------
Code of Parent   Signature   Date

Researcher:

-------------------------   ----------------------   ----------------------
Name of Researcher   Signature   Date

Appendix IV: QUESTIONNAIRE FOR LEARNERS IN CLASS VII

Dear respondent,

The researcher is a student undertaking a degree course in Doctor of Philosophy in Educational Psychology at Maasai Mara University researching **Influence of School Environment on Development of Academic Self-concept among Pupils in Primary Schools in Informal Settlements in Kibra Sub-county, Nairobi County, Kenya**. The information you provide will be confidential and entirely used for this study.

Section A: Demographic Information

Instruction: Please tick against your most appropriate answer and fill the spaces provided.

1. Gender: Male　　　[　]　　　　　　Female　　　[　]

Section B: Pupils' Academic Self-concept in Primary Schools in Informal Settlements

1. Please, rate the extent to which you agree with the following statements on academic self-concept of learners in your school

   Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	In my class, I am interested in education since it will help me improve my life in future					
2	I always feel motivated to set academic goals to help me pursue my education					

3	I often attend school to ensure that I do not miss any lesson					
4	I rarely feel motivated to undertake academic tasks and assignments for better learning outcomes					
5	I do believe in my ability to perform better despite the challenges I encounter at school					
6	I usually work hard towards neat and thorough presentation of academic tasks and assignments					
7	In order to register high academic grades, I believe in working hard towards overcoming difficulties					
8	In my class, I often accept failure in my exams without too much stress					
9	I always concentrate in my academic activities as a way of registering good grades					

Section C: Provision of Physical Facilities and Pupils' Academic Self-concept

1. Rate the extent to which you agree with the following statements on physical facilities and how they influence your academic self-concept

   Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

	Test Items	SA	A	U	D	SD
		5	4	3	2	1

1	The buildings in my school look good which has enhanced my desire to go to school					
2	The buildings in my school are dilapidated					
3	The classrooms in the school are spacious					
4	My school has enough toilets for boys and girls					
5	There is good lighting in my class					
6	My class has enough desks					
7	In my class, desks are well arranged					
8	My school has a playing field for different activities					
9	In my school, there is noise from the neighbouring activities					
10	I am glad that I go to this school					
11	I am proud of this school					

Section D: Provision of Curriculum Support Materials and Academic Self-concept

1. Rate the extent to which you agree with the following statements on the influence of provision of curriculum support materials on your academic self-concept

   Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	My class has enough text books for all subjects					

		SA	A	U	D	SD
	which motivate me to go to school					
2	There is a chalk board in my classroom					
3	My school has a library for extra reading which enhances my desire to go to school					
4	My school library has reference books to enhance my desire to be in school					
5	My school has ICT gadgets which makes not to miss class					
6	I sometimes go for study trips outside the school					
7	I use a variety of strategies to learn new material					

Section E: Provision of Security and Pupils' Academic Self-concept

1. Rate the extent to which you agree with the following statements on how provision of security in your school influence your academic self-concept

   Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	I feel safe when in school					
2	There is no corporal punishment in school					

3	There is no bullying from other pupils					
4	I feel secure as I move from home to school					
5	My school encourages living in school as a family					
6	I love going to school because I feel safe there					
7	I miss school sometimes for fear of insecurity on the way					
8	The playing field in the school is safe for games					
9	The toilets in the school are safe for use by all					

Section F: Teacher-learner Interactions and Pupils' Academic Self-concept

1. Rate the extent to which you agree with the following statements on how your interactions with teachers influence your academic self-concept

    Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	My teachers adopt supervision activities which make learning interesting					
2	My teachers encourage me to do well in school					
3	My teachers check my homework always					
4	My teachers correct me when I am in the wrong					
5	My teachers care about me					
6	My teachers are my role models					
7	My teachers believe that I will do well in examinations					

8	When I am absent, my teachers are concerned					
9	My teachers group us as low and high achievers during allocation of academic tasks					
10	I concentrate on my school work during instruction					
11	Most of the teachers in my school are good since they always embrace counselling					

Thank you- Grace Wandia Gatundu

Appendix V: Interview Guide For Head teachers And Teacher-Counsellors

Dear respondent,

The researcher is a student undertaking a degree course in Doctor of Philosophy in Educational Psychology at Maasai Mara University researching **Influence of School Environment on Development of Academic Self-concept among Pupils in Primary Schools in Informal Settlements in Kibra Sub-county, Nairobi County, Kenya**. The information you provide will be confidential and entirely used for this study.

Section A: Demographic Information

1. Gender:………………………………………………………………

2. What is your level of education?..

Section B: Pupils' Academic Self-concept in Primary Schools in Informal Settlements

1. How would you rate the academic self- concept of learners in your primary school?

   ……………………………………………………………………………

2. How many learners in class VII in your school set academic goals?

   ……………………………………………………………………………

Section C: Provision of Physical Facilities and Pupils' Academic Self-concept

1. What is the condition of the physical facilities available in your primary school?

   ……………………………………………………………………………………

   ……………………………………………………………………………………

   …………………………………………………………………

2. On a scale of 1-3 where 1 is not adequate and 3 is adequate, how would you rate the levels of adequacy of physical facilities in your primary school?

…………………………………………………………………………………

………………………………………………………………………

3. To what extent does the condition of the physical facilities influence academic self-concept of learners of your primary school?

…………………………………………………………………………………

………………………………………………………………………….

Section D: Provision of Curriculum Support Materials and Academic Self-concept

1. Are curriculum support materials available in your school adequate for all learners?

………………………………………………………………………………

2. On a scale of 1-3, (1-not adequate,3-adequate) how would you rate the levels of adequacy of curriculum support materials in your primary school?

…………………………………………………………………………………

…………………………………………………………………………

3. How has adequacy of curriculum support materials influenced development of academic self-concept of learners in your primary school?

…………………………………………………………………………………

…………………………………………………………………………..

Section E: Provision of Security and Pupils' Academic Self-concept

1. What are some of the measures your school undertakes to ensure that learners are safe?

…………………………………………………………………………………………………

….………………………………………………………………………………………………

2. How has provision of security for learners in your primary school influenced development of their academic self-concept?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

Section F: Teacher-learner Interactions and Pupils' Academic Self-concept

1. Which instances do teachers interact with learners in your primary school?

………………………………………………………………………………….

2. What is the influence of teacher-learner interactions on development of academic self-concept among learners in your primary school?

…………………………………………………………………………………………………

……………………………………………………………………………………

Thank you, Grace Wandia Gatundu

Appendix VI: Introduction Letter From The Graduate School Of Maasai Mara University

Maasai Mara University

BOARD OF POSTGRADUATE STUDIES

OFFICE OF THE DIRECTOR

P.O. BOX 861 – 20500
Narok, Kenya www.mmarau.ac.ke

Tel: +254 – 20 -2066042
+254 – 20 - 8081874

7th June,2022

RESEARCH PERMITS SECTION
NACOSTI
UTALII HOUSE

REF: GRACE WANDIA GATUNDU – DE04/S/4000/2012

We wish to confirm that the above named is a bona fide PhD student at Maasai Mara University pursuing PhD in Educational Psychology in the School of Education. Her proposed research is '*Influence of School Environment on Development of Academic Self-Concept Among Pupils in Primary Schools in Informal Settlements in Kibra Sub-County, Nairobi County, Kenya.*' She would like to apply for a research permit from NACOSTI before she can proceed for field work and data collection.

We further confirm that the candidate has adhered to all research protocol requirements of Maasai Mara University and the proposed research has been rated as having no known adverse impacts on the environment and does not pose any ethical concerns.

This is therefore to request your office to issue her with a research permit.

Faithfully yours,
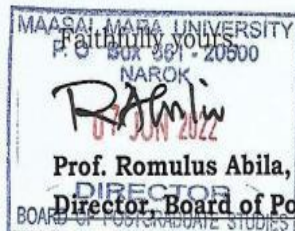
Prof. Romulus Abila, PhD.
Director, Board of Postgraduate Studies
abila@mmarau.ac.ke; https://orcid.org/0000-0001-8762-7153

Appendix VII: Authorization Letter From National Commission For Science, Technology And Innovation, Nacosti

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 411137

Date of Issue: 17/June/2022

RESEARCH LICENSE

This is to Certify that Ms.. GRACE GATUNDU WANDIA of Maasai Mara University, has been licensed to conduct research in Nairobi on the topic: INFLUENCE OF SCHOOL ENVIRONMENT ON DEVELOPMENT OF ACADEMIC SELF-CONCEPT AMONG PUPILS IN PRIMARY SCHOOLS IN INFORMAL SETTLEMENTS IN KIBRA SUB-COUNTY, NAIROBI COUNTY, KENYA for the period ending : 17/June/2023.

License No: NACOSTI/P/22/18371

411137

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR
SCIENCE,TECHNOLOGY &
INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

Appendix VIII: Research Authorization From The County Commissioner, Nairobi

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 411137

Date of Issue: 17/June/2022

RESEARCH LICENSE

This is to Certify that Ms.. GRACE GATUNDU WANDIA of Maasai Mara University, has been licensed to conduct research in Nairobi on the topic: INFLUENCE OF SCHOOL ENVIRONMENT ON DEVELOPMENT OF ACADEMIC SELF-CONCEPT AMONG PUPILS IN PRIMARY SCHOOLS IN INFORMAL SETTLEMENTS IN KIBRA SUB-COUNTY, NAIROBI COUNTY, KENYA for the period ending : 17/June/2023.

License No: NACOSTI/P/22/18371

411137

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION

Verification QR Code

RECOMMENDED
20/06/2022

..TY COMMISSIONER
NAIROBI COUNTY
ox 30124-00100, NB
TEL: 341666

NOTE: This is a computer generated License. To verify the authenticity of this document,
Scan the QR Code using QR scanner application.

Appendix Ix: Research Authorization From The County Director Of Education, Nairobi

Republic of Kenya
MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telegrams: "SCHOOLING", Nairobi
Telephone; Nairobi 020 2453699
Email: rcenairobi@gmail.com
cdenairobi@gmail.com

REGIONAL DIRECTOR OF EDUCATION
NAIROBI REGION
NYAYO HOUSE
P.O. Box 74629 – 00200
NAIROBI

When replying please quote

Ref: RDE/NRB/RESEARCH/1/65 Vol.1   Date: 20th June, 2022

Grace Gatundu Wandia
Maasai Mara University

RE: <u>RESEARCH AUTHORIZATION</u>

We are in receipt of a letter from the National Commission for Science, Technology and Innovation regarding research authorization in Nairobi County on the topic: *"Influence of school environment of academic self-concept among pupils in primary schools informal settlements in Kibra Sub-County*
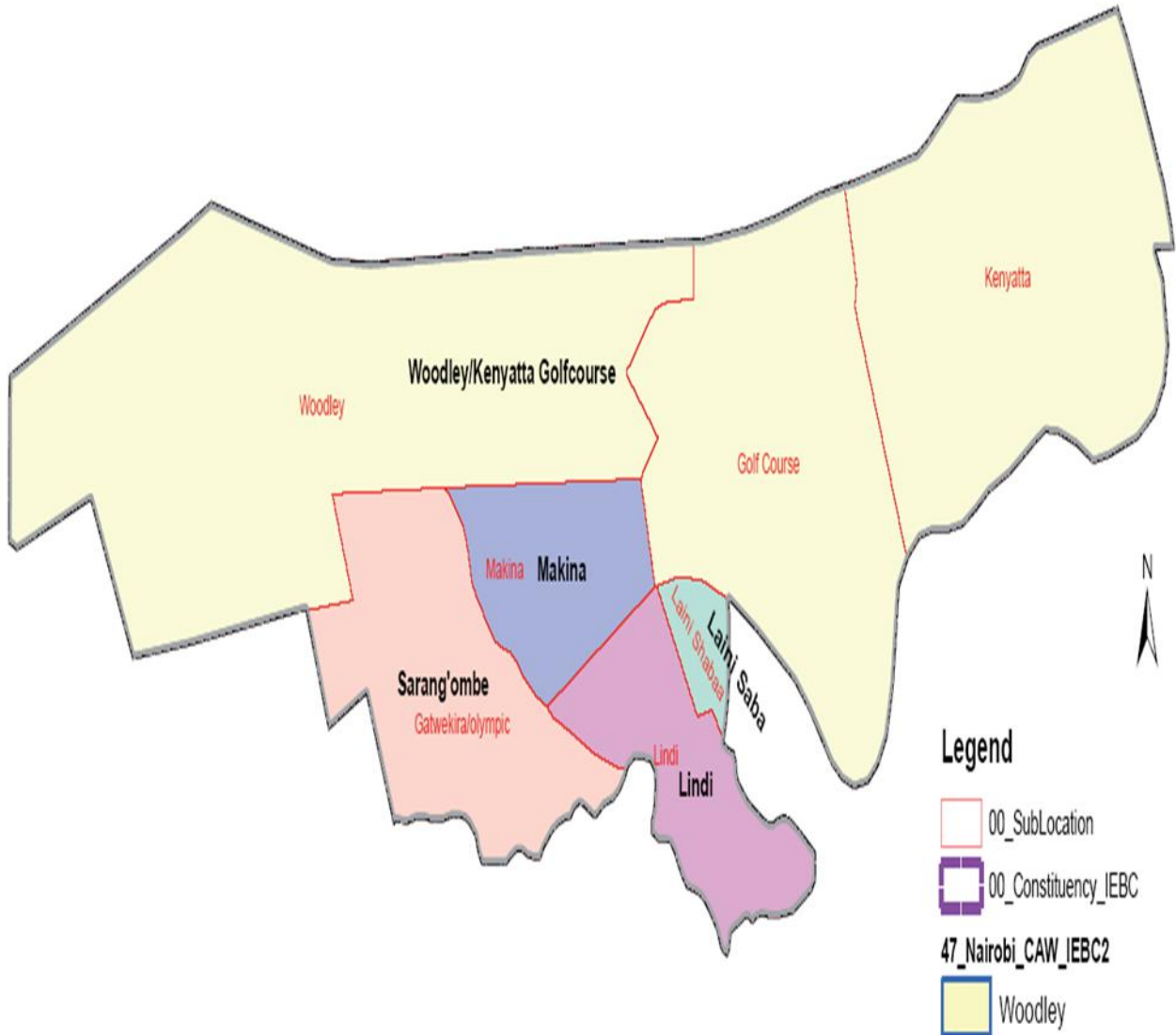
This office has no objection and authority is hereby granted for a period, ending 17th June, 2023 as indicated in the request letter.

Upon completion, you are advised to share your research findings with this and other relevant offices.

ANTONY MBASI
FOR: REGIONAL DIRECTOR OF EDUCATION
NAIROBI.

20 JUN 2022

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Appendix X: The Map Of Kibra Sub-County

Source: Independent Electoral and Boundaries Commission (2012)