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Resilience in School

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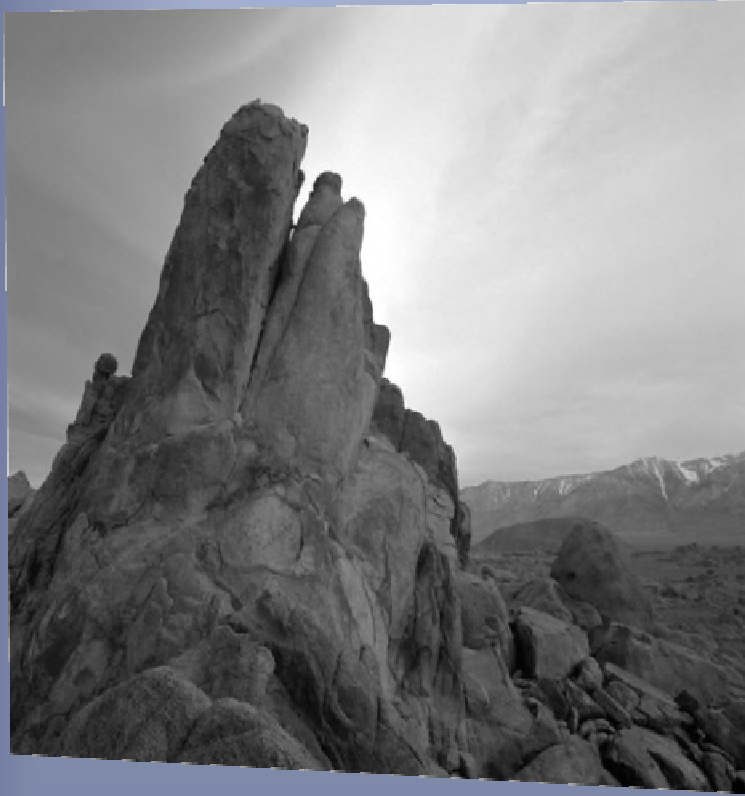
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Resilience in school

Factors that motivate students to perform well in their basic primary education despite an unlikely environment to support this success. A case study of Kibera slums, in Nairobi, Kenya

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Master Project

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ABSTRACT

This study explores the factors that motivate students to perform well in the national examination at their basic primary education level despite the unlikely environment to support this success in Kibera slums, Kenya. In the current situation in Kenya, national examinations are used as a basis of distributing the fewer than students slots in secondary school, despite the different circumstances facing each candidate, passing of the Kenya Certificate of Primary Education is still an important factor that determines a child's eligibility to attend secondary school. Students enrolled in Kenyan primary school system take the same national exams regardless of the environment or challenges in which the students learn and grow up. Some children coming from the slum areas and living in impoverished environments manage to do well just like children from well to do families. This research will specifically focus on capturing the voices of students who graduated and excelled from primary schools in Kibera slum, Kenya. The researcher believes that for every institution there has to be a strength that the institution can built on for the better of the community. Thus, the researcher will focus on children who have completed their primary education. These children will share stories on the support system within the school and at home that enable them to complete and excel in their education in challenging environment.

The study will use resilience theory and the concept of "positive deviance" to examine resilience of the students that perform well. I used personal narratives in my interview questions and adopted Appreciative Inquiry approach to design the interview question to capture the strengths from the students. Findings from the study showed that significant others in the students' lives like teachers, motivational speakers and youth church leaders played a role in the students in building resilience. Despite being in a challenging environment, the students have

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built hope in a higher being thus the participants reported that religion/spirituality was the most important aspect that builds resilience and determination to the students and this enabled them shape their identity

INTRODUCTION

Key words: Education Resilience, Slums, Positive Deviants, Appreciative Inquiry

The light streamed in through the large cracks of the mud house where John lives with his mother and his five other siblings in Kibera. John knows what it means for him when the light streams in through the wall cracks; he has to wake up and get ready for school. This has been a routine for him but today in particular, he just never wanted to wake up. Maybe it was because he had to walk for almost two hours searching for firewood the previous day after a long day in school, or was it the water he had gone to fetch all the way from his aunts place a kilometer away since he gets it free at his aunts place. He wished he could shut his eyes and forget his responsibilities just for one day, only one day. Peter his younger brother woke up too and John had to pull himself together from his thoughts and smile at him. He pulled himself out of bed and went outside to light fire so that he could make breakfast for his five siblings. He had been making breakfast and preparing his siblings for school since their father left for an unknown destination six years ago, and he knew he had to support his mother and siblings. He acknowledged that his mother was a hard worker though this did not reflect in her earnings. His mother left very early in the morning while it was still dark with other women to look for manual jobs. As he thought of his mother, John said a silent prayer, hoping that she would get some work and pay for his end of primary exam fees.

Fire was quickly dying out and so John added more firewood he knelt down to blow the fire and he smiled when he saw sparks. Five more minutes and “strong tea”-tea without milk,

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would be ready. He could hear his siblings talking and he knew they were all awake. John entered the house with the steaming hot tea and served each of his siblings with the steaming hot tea. He looked for leftover food from the previous dinner pots for the younger children to eat but today was not a good day as all the food from dinner the previous night was gone.

After about 15 minutes, John and his siblings started walking to school, they did not have much to say to each other and as they passed by the road, they waved at people they knew along the way. So many young children of their age had dropped out of school and it was almost tormenting for him to wave at them because of the eyes they gave him and his siblings on their way to school. He still had to go to school; he had made a promise to his mother that he would complete school and pass the exam with “flying colors”. He also prayed each morning and it always felt good praying. Peter his younger brother commented on how dry and hot the sun was that morning, and John replied that he should thank God it was not raining because it would have been a completely different complains with the open sewerages that they had to pass on their way to school. As they went got closer to the last turn to school, his younger siblings ran past him. He walked slowly and saw the view of the dirty rusted roofs and mud walls marking the school buildings. Sometimes he wondered if his school was, only ten years old because the buildings seemed extremely old and so were the roofs. He always had fears that someday strong winds would blow away the roofs, resulting to a collapse of the building on the students. He let this thought linger for a while as he entered the school grounds.

School was not always a comforting place for John but he preferred it to home. The first lesson was with Mr. Kamau. Mr. Kamau had been teaching in the school for three months now. He had heard from other teachers that several of their students had dropped out of school and the teachers could only pick a handful of graduates that had managed to do well to and continue with

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to secondary school. As he said good morning to his ever-smiling students, tears filled his eyes. He always wondered what it was like for these students to come each day in school even if most of the time it felt like there was no light at the end of the tunnel, and how they managed to come to school despite the challenging environment around these children living in the slum.

A slum, as defined by the United Nations agency UN-HABITAT (2003) is a run-down area of a city characterized by substandard housing and squalor and lacking in tenure security. Slum dwellers make the non-formal settlements their homes for generations, thus and have their families live in the slums for generation and thus continuing the poverty cycle. The story above is a common narrative in most slum areas.

The government has tried to bridge the gap between the rich and poor, by providing free primary education for all, to help break the poverty cycle. However, research has shown that despite the good intention of the government to its people, free primary education has had its fair share of failures in education achievements and high dropout rates at the primary level in Kenya (Kenya, 2008). From the literature reviews used in this study, it is clear that student's success even with the introduction of free primary education has not be successful for all because of lack of supportive environment that would enhance students' educational performance. Despite challenges, there are students who are resilient and have been able to perform well under these challenging circumstances and in this research; the researcher will refer to these students as positive deviant students. Marc Larine (nd) defines positive deviance as "Uncommon behavior that does not conform to expected norms but would be deemed positive by a referent group" (p.24).

Wang et al. (1994) define educational resilience as high possibility of academic success despite an unlikely environment to support this success. This research study aims at looking at

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factors that enable educational resilience of positive deviant students in Kibera, a slum area in Kenya. The study will focus on students who have completed their primary school education and performed well and it will dwell on the factors that enabled them to complete their education despite challenging educational environments.

Statement of problem

There has been a general agreement by various educational stakeholders that the performance of students has been deteriorating over the years since the introduction of Free Primary Education in Kenya (Bold et al., 2010; Jaggia & Kelly-Hawke, January 1, 1999). Education is among the key human development indicators (UNESCO, 2005) and the government of Kenya has shown the importance of education since Kenya got its independence in 1963 where the educational system has kept evolving over the years, especially in the past decade after the introduction of free primary Education in 2003.

Introduction of Free primary education led to massive increase in the rate of enrolment in Kenyan public schools. Free primary Education created access for many disadvantaged children to enroll in schools, and most significantly for those who had previously been marginalized through the fee-paying policy in public primary schools (Kenya, 2008). The government showed commitment to support free primary Education by allocating more funds education. However, several research studies have reported that despite the good will by the government to introduce free primary Education, Free primary education is facing several challenges and as a result, affecting the quality of education that the students are getting. A good Example was a bloated student/teacher ratio following the massive increase in enrolments. Other challenges with this situation are in the supply of teaching and learning resources such as text books, the increase in

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the ratio of students per toilet shared, teacher shortage, and overcrowding in classes (Ngware et al., January 1, 2011)

Due to the overwhelming need for free basic education that could not be fully met by the government, churches and NGO's started schools in many parts of the countries, including non-formal settlements like Kibera, which boasts of 228 non-government schools and only 2 public schools. Unqualified teachers, small classrooms, informal structures, low, characterize the non-governmental schools especially in the non-formal settlement and unstable resources as compared to government schools (Ngware et al., January 1, 2011).

Previous researches in Kenya have focused on factors that have led to poor performance in the national examination in Kenya (Kinuthia, 1996,) They have specifically looked at factors within the school, environmental factors and family factors (Nyaga, 2011; Ejakait et al., March 11, 2011). Other studies focus on factors that contribute to low students' performance in the Kenya national examinations mostly due to the challenging environment (Kenya, 2008). Some studies link students' performance to the environment and especially looking at the type of school that the children attend (Ngware, et al., January 1, 2011; Kinuthia, 1996). Other studies look at factors that lead to school dropout and this studies link the school drop out to the four main factors attributed to low students' performance.

A study in the USA examined the role and influence of environmental and cultural factors on the academic performance of African American males (Harrington, 2008): this study is vital because there is a lot of stereotype in Kenyan society and this influences identity of children. Examples is the African American male students labeled as "problematic" and are at risk of drop out; likewise, children from Kibera are not viewed as children that can make it in life or can perform well because people judge these children from where they come from, there

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challenging situation. From the interviews, a student said, *“You know when you are from Kibera people expecting you not to perform well...and my friends in school ask how I can afford money to pay for fees. I feel sad but I just ignore it. You know how it is here.”*

There has been research on Education resilience where several studies have examined best methods of building resilience. The research seems to agree that building student-teacher relationship and having role models are key to building resilience (Teporich, 2012). Religion and spirituality has also been suggested to play a key role in resilience of students (Blanusa, January 1 2009; Barrett, 2011; Teporich, 2012).

Statement of purpose

This research aims at observing factors that lead to resilience of positive deviant students and academic performance. The research will specifically focus on students who were born and attended school in Kibera slums in Nairobi Constituency, and scored 375 marks out of the total and above in Kenya Certificate of Primary Education (KCPE) or scored a B+ in Kenya Certificate of Secondary Education or have successfully attained a degree. The Kenya Certificate of Primary Education is a national examination given to students at the end of the eighth grade, the last level in primary school, and its main purpose is to sift candidates for the slots to high school. The exam is also used as a determinant for the kind (status) of high school they will attend. Attaining 375 marks in KCPE enable a child to enroll to a national secondary school, which take the top brains in the country (Omanga, January 14, 2011). I will examine the characteristics of the positive deviant students in Kibera in regards to the support system within the school, the environmental and at home that enable the positive deviant students to perform well in their education in challenging environment using Appreciative Inquiry approach in designing the interview questions. Appreciative Inquiry focuses on studying what gives life to

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human systems when they are functioning at their best (Whitney & Trosten-Bloom, 2010).

Despite Appreciative Inquiry(AI) and Positive Deviance(PD) both embracing a “positive core”, the two differ in a range of factors: PD starts with a dilemma while AI does not necessarily start with a problem, but also an aspect of an organization that is working well and building on that aspect to make it better. This approach enables AI to generate questions of what might be possible and allow people to dream and envision an ideal future that is geared to design practices to reach the desired goal, while PD requires observable change. However, practitioners using PD also use AI as a complementary approach. Ochieng (2008) suggests that while PD approach may be more concrete and targeted, AI methods can help strengthen a PD learning process. In this study PD approach will be used to identify behaviors among students in Kibera which contribute to successful outcome in Education. The researcher will use AI approach as a methodology for identifying and amplifying positive deviance behavior. The researcher anticipates that this study will offer insights to various educational stakeholders on building resilience in students that live in unsupportive learning environment. This is by using available resources to make the situation in informal primary school better for the children.

Overarching research Question

What factors contribute to educational resilience among positive deviant students in Kibera slums?

Specific Research Questions:

Research questions

1. What personal factors contribute to educational resilience among positive deviant students in Kibera?

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2. How do the educational positive deviant students deal with unfriendly environment to excel?
3. What schools factors contribute to educational resilience among positive deviant students in Kibera?
4. How do home factors contribute to educational resilience among positive deviant students in Kibera?

Life in Kibera

Kibera is the largest slum in Kenya, it covers 2.5 square Kilometers (630 acres), and the population of Kibera is still a puzzle as different actors give different figures. The Kenya population and housing census, 2009, reported that the population is 170,060 with the total number of people living in slums in Kenya reported to be about 618,916. House of Commons 2008 approximated the number to be 800,000. The number differs based on the differences among stakeholders. Namale (2010) approximates that as December 2010, Kibera had 228 non-formal schools and 2 formal schools.

Life in Kibera from an outsider point of view

From my experience while collecting data in Kibera, most of the paths leading to the houses were covered with raw sewerage passing behind and in front of the mud houses and with my two assistants, we had to jump over the raw sewerage as we tried to find our way into the slum. The streets were busy with business ranging from women roasting maize, men repairing shoes, fishmongers, vegetable kiosks, food and second hand clothes vendors. Most of the houses I visited were one roomed, and they were partitioned with pieces of cloth. The houses were dark inside despite having electricity and it being during the day. One of the students explained that the light is very dim because so many people were using the “illegal electricity” for business during the day. Hynes (January 1, 2010) describes Kibera as a slum with over 2.5 million people with no running water and the sewerage system runs openly in the streets. She described it as “an everlasting impression on your psyche” (pg. 2). Much of the ground in Kibera is composed of refuse and rubbish with open sewers. She continues to say, “there is real poverty” and wonders how the children are able to run around happily and laughing.

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Life of Kibera from the point of view of a student residing in Kibera

From the personal narratives with the students, the story in the first section of this chapter tells most of their stories. There was a comment of “you know how life in Kibera is” and to clarify this statement, one of the students said, “We do not have electricity direct from the Kenya power and lighting company but someone “steals” electricity and sells it to people at a cheaper rate”. Most of the students interviewed talked about the conditions that they live in especially the lack of money and mostly the lack of basic needs, temptation to fall into drugs, unhygienic environment, and lack of water and sanitation facilities, as key factors to dropping out of school, in addition to a lot of peer pressure from friends.

Image of Kibera



Picture 1: A section of Kibera slums with garbage and open sewerage of the paths

LITERATURE REVIEW

The term resilience started from early psychological studies that explored the children who seemed “invulnerable” to unfavorable living. Over a two-decade period, resilience was preferred to the term “invulnerable”. Different fields use the term resilience. In the physical sciences, resilience refers to quality of material (Walker & Salt, 2006). The term resilience lacks a standard definition and in some cases, resilience has been used interchangeably with recovery in instances of traumatic experience, which Ungar (2012), disagrees on the basis that resilience does not equal to recovery.

(Ungar 2012, p. 14) summarizes resilience and defines it as “A set of behaviors’ over time that reflects interactions between individuals and their environment in particular the opportunities for personal growth that are available and accessible”. Resilience was originally a personal trait. However, over the years the term has been redefined as a process that is dynamic (Luthar et al., 2000). Individual factor in resilience is important but to get access to the resources available in a community, the family, community and government play an important role in the access as the resources availability depends on the culture of that community. This is a socially constructed norm. Ungar says “Resilience is a shared quality of the individual and the individuals social ecology, with the social ecology likely more important than the individual factor to recovery and sustainability well-being for populations under stress” (p.17). This means that the outcome in resilience is judged differently depending on the society and resilience is not a personal trait rather it is shared by the interaction of the individual and the society what Becker & Luthar (2002) in their social-emotional explanation for achievement gaps in disadvantaged children refer to as “mesosystem”. “Mesosystem” is social structures that interacts and influences a child and “microsystem” which directly influence of a child’s development that

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influences achievement in school (religious institutions family, school, parents, teachers, and friends.

To understand resilience we will explore literature materials in which students have faced adversity “making resilience a first quality of the broader social and physical ecology and second, a quality of the individual” (Ungar 2012, p 27). I will look at the relationship in the interactions’ between the students and the elements in the society that influence resilience.

Reche, et al. (2012) conducted a study to find out the factors that contribute to low performance of students in Kenya Certificate (KCPE) in Mwimbi Division, Maara District in Kenya. The researchers’ investigated the school, teachers and community, and pupils based factors. The researchers used descriptive survey design. The researchers selected six head teachers, 146 class eight students and 51 teachers and questionnaires’ were administered to the sample.

The findings showed that the school-based factors that contributed to poor performance was late start date of the school term, inadequate school resources, the school administration rules and policies. The teachers based factors included low teacher level commitment, teacher absenteeism, lack of teacher motivation and heavy teacher workload. Pupils based factors that hindered performance was the language of instruction being different from the language the children spoke, rate of absenteeism and pupils’ lateness to schools. Community based factors included low parent and teacher consultation, parents’ hesitation to provide learning materials and lack of parents’ willingness to participate in school development and even assisting pupils at home.

Just like school factors in the above study, several other studies agree that schools play an important role in educational outcome of students. This is from the policy level in school, type of

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school and resource people in school. These factors have affected both the academic outcome of students in terms of completion and academic performance. Mukudi (2004) investigated the effects of user-fee policy on attendance rates among Kenyan elementary school children. In the study, the researcher sought to show how user-fee policy has affected attendance rates and dropout rates among elementary school children. The findings revealed a link between fee policy charges in school and school dropout rate. The study also revealed a relation between low economy vulnerable parents to access private school. The researcher linked drop out to fee policy in Kenyans schools. Mukudu (2004) concludes that inadequate resources by the government and parents have made it almost impossible for the country to achieve education for all. This is an interesting observation by Mukudu (2004) because the study was carried out before Free Primary Education and from his conclusion; Mukudu (2004) predicted that with inadequate resources by the government then it would be almost impossible for the country to achieve education for all. This resonates well with the next study where Kenya (2008) investigated the impact and sustainability of Free Primary Education in Migwani Division. The researcher noted that since the introduction of Free Primary in Kenya in 2003, a lot of research has examined the effect of Free Primary Education without giving it ample time for implementation. The researcher thus conducted his study after five years of implementing Free Primary Education. The researcher sought to answer whether enrolment increased or decreased since the policy introduction and what were the causes, how quality of education has been affected by the new policy in relation to enrolments and introduction of additional instructional materials, and the funding sources for the policy and what is the sustainability.

Because it was a longitudinal study, research was conducted in 2002 before introduction of FPE and then after five years (2007) to allow space for implementation. Data collection

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featured enrolment rates, funding and performance in the national examinations, the Kenya Certificate of Primary Education (KCPE).

The findings revealed children dropped out of school because of; lack of interest, poverty and HIV pandemic, the quality of education was lower than it was before implementation of Free Primary Education and the government has increased funding for FPE but as a result cut back on secondary education, which has negative implication. The researcher concluded that for sustainability, the parents in Migwani are to supplement government funding. The two studies above differ as Mukudu (2004) noted that fee policy increased drop out yet Kenya (2008) thought it would be important for some fee to be introduced to improve the learning environment and thus outcome of children.

The type of school has also been an important factor on students' completion and academic performance in schools. Ngware et al. (January 1, 2011) examined the status of quality of school inputs in government-owned and nongovernment-owned schools in Nairobi settlements and compared the observed levels of quality of inputs in the Nairobi schools with national and international standards. The research question was what is the quality of primary school inputs provided in urban schools in Kenya? The researcher used a school survey to collect data on school characteristics in two informal schools (Korogocho and Viwandani) and two formal settlements (Jericho and Harambee) from Education Research Program (EPR) longitudinal study. Based on the national benchmarks, the quality of education provided in government schools was "better" with regard to infrastructure, teacher qualifications, and textbook provision than that provided in all the nongovernment-owned schools. Nongovernment schools had class sizes that were smaller and this enabled lower pupil–teacher ratio (PTR). The lower side of government schools was that the classes were larger and thus low level of teacher–pupil interaction.

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Nongovernment schools on the other hand had poor classroom structures and inadequate textbook, especially in private individually owned schools and community-owned schools. Generally meeting the quality benchmarks in primary schooling to enable supportive learning environment is still a challenge among urban populations. Another almost similar study that examined type of school is Ejakait et al. (March 22, 2011) who examined factors associated with low achievement among pupils in urban informal neighborhoods (Korogocho and Viwandani) in Nairobi, Kenya. The study agrees with Ngware et al. (January 1, 2011) that the type of school a child goes to in this non-formal neighborhood affects the pupils' achievements. For instance, a student attending a public school, irrespective of the type of neighborhood, on average score less marks than that in a private school. A different study disagrees with this claim about the type of school a child attends directly influencing academic performance of the child. Trowbridge (January 1, 1972) examined whether self-concept was different in children with varying socio-economic status, dimensions of self-concept and whether differences in self-concept by socio economic status correlated with variables like race, age, sex and density of the population.

The researcher selected one hundred and thirty three classes in forty-two elementary schools in rural and urban part of IOWA. Findings showed that children from low socio economic status have higher self-concept scores, which some studies disagreed with. Age and sex were insignificant factors of socio economic status effect. The sample had shortage of middle class socio economic blacks and thus, the researcher did not measure. Trowbridge introduces the notion of resilience, those children from low socio-economic status attending certain schools that reflect their socio economic status does not directly influence their self-perception. These children have higher self-perception of performance than those from higher socio economic status. Trowbridge research introduces us to a study by Noguera (2003) who examined the

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influence of environmental and cultural factors on the academic performance of African American males. Noguera (2003) uses the works of other researchers to explore the influence of environmental and cultural factors on academic performance and ways in which environmental and cultural forces shape the relationship between identity, particularly in regards to race and gender.

The researcher explains the notion of labeling and poverty shape the attitudes people have towards the African American males and how this affects the boys. The researcher explains that majority of researchers have written and agreed on how labeling had had negative impact on the youth. The previous researches talk about failures of African American males' youth in terms of their behavior and the notion of poverty cycle simply as a continuous cycle without critically looking at underlying factors that enable the continuous of poverty cycle. This reinforces the stereotype of race. He uses research that shows resilience of these boys and discusses what can be adapted to improve academic performance. From his findings the researcher suggests that for schools to influence attitudes and behaviors of this boys is by first learning to understand ways in which the structural forces shape their expectancy in school and this trickles down to how this boys construct their identity. Trowbridge (January 1, 1972) and Noguero (2003) agree that socioeconomic status, type of school, neighborhood and race affect students' performance; however, they argue that this is not the cause but the relationships and interactions with the individuals that results in students' performance.

In the next section, I will focus on studies that examine factors that contribute to academic performance and lower drop out levels in school. The studies I will look at examine the role of significant others like parents, teachers and family in student' academic work, teachers-

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parents relationships and lastly the role of religion and spirituality as protective factor in building resilience.

Rainer (January 1, 2009) explored factors that help contribute to high school completion among African American male who were a vulnerable population and prone to school dropout because of their racial identity which is a source of self-devaluing. The researcher selected seven male participants who had recently graduated from high school and were planning to join college in San Jose and Los Angeles. Factors that led to the participant's completion of high school were close relationship with parents or mentors who motivated them to graduate from high school, teachers' positive attitude and high exception, and after school curriculum activities. The researcher in the study only selected young men who were planning to join colleges. The researcher concluded that having strong support system and extra curriculum activities after school helped to motivate the students to complete schools. Nyaga (2011) agrees with Rainer (January 1, 2009) on importance of role models in school to build students resilience. Nyaga (2011) investigated factors that lead to drop out of female students in secondary school in Embu, Kenya because girls were more prone to drop out of school than the boy child. The researcher sought to answer school based, socio cultural, and personal factors that lead to female students drop out in secondary school in Runyenjes division, and the possible ways of enhancing retention of female students in secondary schools.

The study established that girls dropped out of secondary school due to: pregnancy, lack of school fees and mistreatment by teacher. The socio cultural factors that lead to girls dropping out were family economic factors, early marriages, family set up, and beliefs. Personal factors that led to drop out were students discriminatory by teachers and sexual harassment. The researcher recommended enhancing of guidance and counseling in schools, Provision of

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bursaries to girls, community sensitization on the importance of girl child education, girls encouraged to enroll back to school after delivery, capacity building for the head teachers and teachers, provision of bursaries and proper monitoring of schools by all stakeholders. Harrington (2008) explores the issues surrounding boys' early school leaving, and makes links between their experiences with teachers at school and their early school leaving decision. No questions directly asked the boys the role teachers played in their decision to drop out of school. Analysis of the boys' stories showed that teachers strongly influenced the quality of the boys' school experience and motivation to complete school. The researcher concluded that because of the strong link of teachers, influence on boys drop out, schools should put more thoughts on possible action that will enable teachers to assist boys' complete school and better their future lives. Tepovich (2012) examines what can be done in class to create resilience at risk African American students. Anna explores the best and practical methods of incorporating in class to build student resilience. The findings showed that building a strong teacher student was vital and this involved teachers giving clear expectations from students. Nyaga (2011), Tepovich (2012) and Harrington (2008) agree on the role of teachers in playing a significant role in enabling completion of school for at risk students despite very different geographical areas.

Abuya et al. (2012) analyzed the role of family in girls' education in two slums schools within Nairobi province. The researchers found out that despite girls dropping out of school because of family discrimination with boys being preferred, the school-going girls continued going to school because of significant others like grandparents who motivated and ignore negative remarks about educating girls. These girls also had role models in their families who encouraged them and informed them of the benefits of being in school. The teachers interviewed identified ways to keep girls in schools and this has been by building their confidence in staying

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in school despite the challenges they face. In one school that is Kamu, the teachers have established guidance and counseling.

The researcher concludes that family based protective factors encouraged persistence to go to school by girls. The researcher encouraged that grandmothers should be encouraged to step in girls' education and in addition, teachers' role is very crucial for retention of girls in school.

Adams & Christenson (September 1, 2000) carried out a survey on family-school relationship in an urban school district. The study was a descriptive study. It aimed at answering the differences in trust between parents and teachers across grade levels, parents and teachers opinions on what contributes to trust, and whether parental trust level relates to students performance. Adams and colleagues define trust as "confidence that another person will act in a way to benefit or sustain a relationship to achieve positive outcomes for students" (Adams & Christenson, 1998).

The researchers selected 1234 parents and 209 teachers from 6 schools in the school district. Parents and teachers' completed questionnaires that consisted of questions that measured trust, nature of parents, teacher interaction frequency, recommendation for improving variables.

The results showed that trust levels were significantly higher in elementary school however; parental trust was significantly higher in elementary school as teachers trust remained constant across grades. Trust levels of parents declined between elementary and junior high school and trust level correlated with students' performance. Trust levels of parents go lower as the child goes higher on the academic ladder. Some reasons the researchers suggested was because Parents felt they did not have professional credentials to initiate involvement in schools, Teachers' trust level remain constant because they do not have so much contact with parents. Parents trust also declines because as the children go higher in education, communication

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between parents, students and teachers becomes challenging unlike while in lower grades where a teacher can talk to his/her child and also directly talk to the teacher about the child.

Another study that looks at parents' role is Tam & Chan (January 1, 2009) who uses an ecological view to examine parental involvement in homework and its relationship with primary school achievement in sociocultural context in Hong Kong. The sample was from 36 primary schools, which captured both public and private schools, urban and new town. 1398 students from 72 classes from the selected schools were given questionnaires to fill. The parents who responded to questionnaires were 319 fathers and 990 mothers. The parents were supposed to mail back the responses. The researchers found out that there was a strong relationship of children's academic performance with higher parental involvement even with parents with low educational achievements. Chinese parents take a considerable time to supervise their children schoolwork. The parents that were not involved were parents with mostly older children. Tam & Chan (2009) and Adams & Christenson (September 1, 2000) agree that parents are less involved in their students education as the children get older in teenage hood that when they were younger.

Another interesting study on role of parents in their children education is Cheung & Pomerantz (January 1, 2011) who examined parental involvement in children's learning as well as parents' psychological control and autonomy in China and USA where parental ideologies about learning and the role of the parents differs. The findings showed that American s parents were less controlling and let their children learn by themselves more than Chinese who were in control and consequently the Chinese parents' way of involvement did not facilitate emotional competence functioning of the children as compared to American children.

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Apart from the relationship between the significant others and students and teachers in influencing the academic achievement and completion rate of students, religion and spirituality has been referred to as a protective factors in different studies. Rutter (1985) defines protection factor as “influences that modify, ameliorate, or alter a person’s response to some environmental hazard that predisposes one to maladaptive outcome” (p. 100). Students in a learning environment that does not support learning tend to create supportive factors that enable them to survive. Teporich (2012) examines the best methods to build resilience for at risk students. The findings show that building on teacher-student relationship, support systems are among strategies to build resilience for students.

Eggum et al.(January 1, 2011) who interviewed 57 youth in Tororo, Uganda to understand the manner in which life events, protective factors associated with resilience (example is coping, social support, self-worth), asked what gives them hope, religion and education were the frequent answers from the youth. Despite the negative events in the lives of these youths, the youth were still optimistic of a better future. Carlson et al. (2012) discusses the coping strategies and resilience of unaccompanied refugee minors (URM), a case study of lost boys from Sudan. The author introduces religiosity as one of the individual protective factors. One of the boys interviewed spoke of God having a plan for each one of us. Religion and spirituality has been a protective factor that these students use to cope. Reichert & Ravitch (2010) conducted an exploratory qualitative study in western USA, which had a significant Jewish population. The researchers used narratives, where the boys shared their own personal stories about their lives and what formed their identity on issues surrounding boyhood. In their narratives, the boys shared how they manage to navigate their daily lives through guided doctrines, relationships and commitments they have adopted to form their identity.

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The researchers used focus groups because of the nature of boys who they say take time to open up. The boys selected all turned out to be Jewish committed. The researchers found out that the boys drew confidence from their histories, relationships and ideologies from their religious-cultural community. The boys found this necessary to enable them defy the peer pressure that surrounded them in a world that had ideals of manhood and they were able to define their own identity.

Barrett (2010) explored the role of religion involvement in African American adolescence in the urban areas. The author looks at the vital role the church plays in low-income urban areas in helping shape their attitudes, outlooks, behaviors and how this relates to educational success. The sample consisted of senior years students from six public schools. In his argument, Barrett (2010) says that religion, socialization relates to positive educational outcomes like higher education goals, low dropout rates and increased performance in standardized tests because religion inscribes ideals of consciousness within the youth. Religious socialization reinforces proper behavior, hard work for excellence in school performance. Those who were more religious performed better than the less religious.

Gunnestad & Thwala (2011) explored the relationship between religion and resilience in children and youth in difficult situations. The researchers collected data from 29 preschool students in Zambia and 32 orphans in schools in Swaziland from ages 7-18 years. The findings showed that most respondents referred to the influence of religion. In all the above studies on religion and spirituality, students that were more religious were more resilience. Ideologies in religion shape the children's identity to be more hopeful for greater things and this builds the children's resilience to keep working hard in the hope for a better future.

Summary of Literature Review section

The studies above have shown the role of parents, teachers and significant others as important in enabling resilience of children. The relationship between parents, teachers and students is important for the students to make informed decisions like remain in school for the girls in rural parts of Kenya and even boys in Australia. Another important aspect of the literature review was on spirituality and hope. From the studies above, spirituality and religion have been shown to have shaped young people, children and even teachers identity despite challenging environment (economically and socially). McDonald et al. (2010) write about resilience of hope and the authors introduce Freud's and his theory on defense mechanism where human beings develop defense mechanism so that they can continue to exist. One such mechanism is hope where hope is directed towards something that the human mind cannot see and without hope the human being can easily be destructed or and despair. Hope then influences the way of thinking which leads to human beings acting in the way of thinking to make their lives better. In my paper, the Jewish young boys, lost boys from Sudan, teachers, and youth from southern part of Africa, regard God as the source of hope and this hope has enabled them to shape their identity as people and be resilient.

METHODOLOGY

I conducted a qualitative research to capture success narratives from positive deviant students in Kibera slums in Nairobi, Kenya. In my research sample, I arranged through a local NGO in the area to give me contacts for the sample. I capitalized on the NGO's who referred me to schools and students that fit my study. The study sample consisted of seven students (2 female and 5 male students), three parents of the three of these students, two teachers and one religious elder. The students selected had all attended schools in Kibera and graduated with 375 marks and above which is the cut-off point of graduates from public primary to enroll in national schools in Kenya.

I chose qualitative research and especially personal narrative because I wanted to capture the stories from the children, to capture the in-depth comprehensive information of the students as the students' narrated their stories. Story telling has been an integral part of the African culture as back in the olden days people used to sit around the fireplaces with the older generation telling the younger generation stories of where they came from and why they do particular things the way they do them. This was a way of passing down traditions and retelling this story enables the respondents to creating a peoples identity (Plummer, 1995). Story telling is still present among human beings as people narrate their experiences (Plummer, 1995) despite changing of times from telling stories around the fireplace, it is still present but no longer common as it was before. This chapter discusses the procedures used to select participants, research instruments used for data collection, data analysis approach, and ethical issues of the study.

Data collection procedure

First, I completed CITI (Collaborative Institutional Training Initiative) training, which is a requirement before undertaking any research with human subjects. I then submitted my research proposal for approval to my academic advisor who approved it. I then submitted the Human Subject Review forms to the Institutional Review Board person for approval.

As an outsider in Kibera and interested in carrying out research in Kibera, it was necessary for me to use contact people I knew in Kibera to introduce me to other networks that would enable me get the participants for the research. I thus contacted my former colleagues in Nairobi, Kenya who introduced me to a local Non-Governmental Organization (NGO) in Kibera that was going to assist me in finding the participants. I used purposive sampling and specifically snow balling technique to select the sample of positive deviant students because of the characteristic of the participants that I was interested in using for the research. These participants were not many in number and because they were alumni in primary schools, it would have been challenging to locate them after graduating from primary school, because primary schools in Kibera do not have a mechanism of tracking all their students. Petersen & Valdez (January 1, 2005) says that snow balling is mostly used to work with a sample that is almost impossible to identify and find. Contacts from NGO enabled me to locate the first few contacts and teachers. Then the teachers used their networks to find the sample. I used purposive sampling technique to select class eight teachers from schools that the positive deviant students had graduated from and to select community members through responses from interviews with the students about who motivated them in the community.

I recruited two research assistants with the help of a local NGO in Kibera. The two young men selected were youths in Kibera, well known by community members in the area, and knew

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the terrain. The work of the research assistants were to act as tour guide for the researcher because finding the students at their homes would have been an almost impossible task without research assistants who knew Kibera well. The research assistants were also important because of insecurity in the area and thus having familiar faces with the researcher offered a more trusting environment to the local people.

We visited households and because the community members knew the research assistants, it became easy to introduce ourselves and to create a safe environment considering that it was an election year and people had mistrust towards strangers. I introduced myself to the parents and the purpose of my visit. I then introduced my research mentioning the benefits, risks, time and the fact that it was not paid. I also mentioned to the parents that I would be recording the conversation and assured them that I would delete the recordings after my research and that I would protect the identity of the children. I then asked the parents if they would want their children to participate in the study. Once the parents agreed to allow the children to participate, I confirmed my intentions this time recording and asking for recorded consent. I then requested the parents to call the children and explained the purpose of my visit.

Once the children gave me permission to record, I requested for a recorded consent. I then asked them where they would want to sit or stand as I interviewed them. I also asked the children what language they would want us to use. All the children said English and I informed them that they could use slang or Kiswahili where necessary considering that English is a second and to some third language. As for the parents, I majorly used Kiswahili unless they switched to English, which was rare. The teachers and youth church leader switched the language naturally during the conversation. Code switching is very normal in conversations in Kenya. I thanked the parents and students both before and after the interview.

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My research was mainly to capture student's voices as they shared their stories on resilience thus I used personal narrative. The interview was semi structured and followed a set of open-ended questions to allow the participants articulate their thoughts without having boundaries. Thus, the interview questions acted as a guide to capture the themes and depending on the participant's narrative, I restructured the question to enable the participant gear their narrative towards the research questions to capture themes on environment, school, home and personal motivation. The questions were using positive statements to enable the researcher to capture the students' success story.

The positive statements were generated using Appreciative Inquiry methodology which focusses on studying what gives life to human systems when they are functioning at their best (Whitney & Trosten-Bloom, 2010). Appreciative Inquiry approach uses 4-D approach as in the figure below

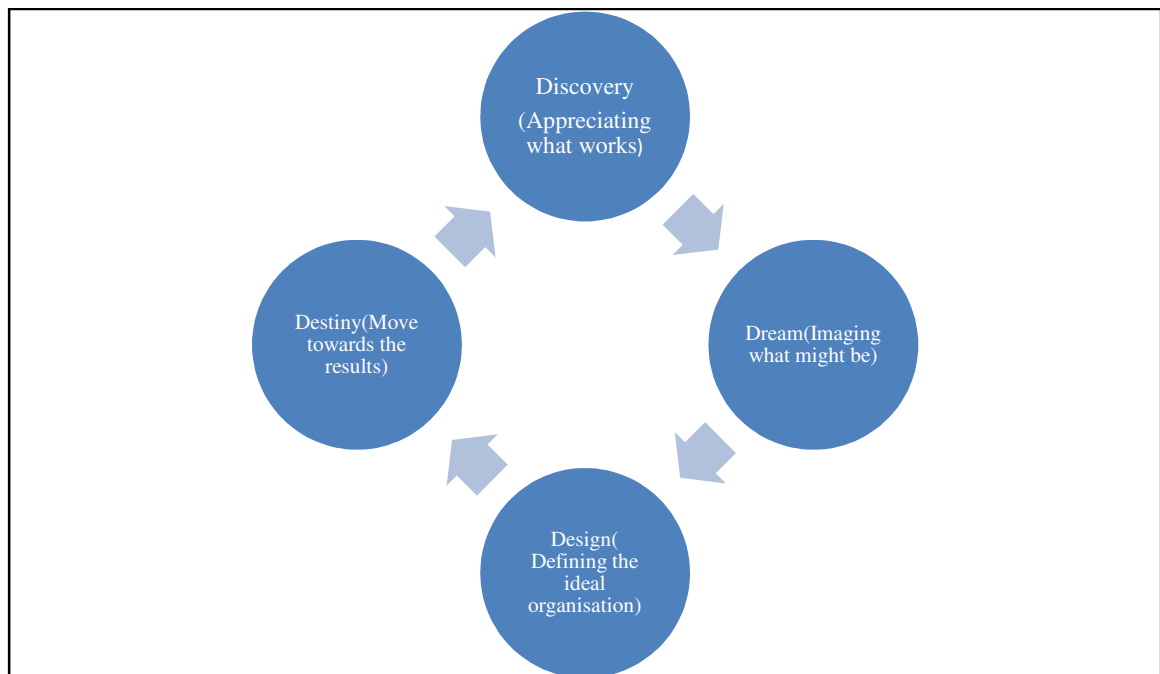


Figure 1 Adapted from: Whitney & Trosten-Bloom (2010). The power of Appreciative Inquiry

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In my research, I did not go in depth to capture all the 4-D because of limitation in time; I used Discovery and Dream phase. Under Discovery phase, the participants told narratives of what enabled them cope in the challenging environment in Kibera. In Dream phase, I asked the participants to imagine that it is five years from now and the head teacher has given an opportunity to talk to other students or parents, what message would they want to share with other parents and students to encourage them to be resilient.

I then selected a youth church leader as a motivating factor for students in the community and that the students mentioned to examine how community members positively influence educational resilience in schools.

I introduced myself as a Masters student from the University of Massachusetts-Amherst and had previously worked with a youth group from Kibera in 2010, and I was interested in finding out what makes students thrive in Kibera despite unsupportive environment to enable academic achievement as compared to other areas. I mentioned that the interviews would be semi structured and will entail sharing their success stories. I explained to them that the results were important as they could be used to influence educational stakeholders build on their recommendations from their own stories and inform other research that will influence policy makers to build on their recommendations. I assured the participants of anonymity since I was recording their stories. In addition, I did not ask for signatures from the parents and teachers because it was an election year and the research assistants advised me not to ask for signatures as this would make the participants uncomfortable because of mistrust of giving signatures during this sensitive time, thus I recorded the participants' informed consent.

Data analysis procedure

The nature of the interview was narrative, this allowed the participants to talk, and it seemed challenging for the participants to narrate the resilience stories without talking about the challenges they faced each day. I replayed the interviews for each participant and both the teachers' parents and students had the same narrative, stating the challenges they have then what makes them to continue hoping for the best. Because my research was based on Appreciative Inquiry where I was focusing on what makes the participants resilient, I selected the positive parts of the narratives that were on resilience and used them on my finding section to answer the research questions. The rest of the narratives that the participants shared on challenges they face, I used in my introduction part narrative and on life in Kibera from an insider's point of view.

I grouped the positive responses from the participants in three themes of the research questions. The students did not address the fourth themes on personal factors directly, rather the students explained why they were who they were now, thus, I developed another theme that captured the narratives on religion and spirituality, and I labeled the theme as protective factors. Other researchers in my literature review have used the term protective factor as an important factor that shapes resilience and identity of students and teachers (Rutter, 1985).

The interviews lasted for 35 minutes to an hour apart from one student who I interviewed for 20 minutes. The student was overwhelmed with emotions about her struggles in life. After recording the interviews, I listened to them repeatedly to pick up the themes and this enabled me to remember the stories and the connection I had with the participants, the body language as they spoke and facial expressions. I then transcribed the data and put small notes where I recalled emotions and body language of the participants. I choose the parts that were positive to students

because my study was on resilience. The challenges they face I put it under the subtitle Life in Kibera in section one of this paper and I also used to write the Introduction narrative.

Discussion and Limitation

I used purposive sampling technique that entails only selecting a sample with same characteristics of high performing students in primary school. The sampling is specific so that the researcher can capture the success stories however; this is a threat to external validity, as generalization of the research may not accurately represent the characteristic of the general population that which is varied ranging from children with special needs, learning disabilities, repeat, to children who perform well in class. Although this is a threat to external validity, the study is still useful as the results and recommendation from the students can influence research on building educational resilience in Kibera.

The area selected for the study is a slum area and this might limit the generalizability of the research results. However, more than half the population in Kenya lives on a dollar a day and thus the study will be useful in showing the relationship between student motivation and academic resilience despite low resources which is extremely important to achieve education for all.

The sample selected are alumni of primary schools in Kibera and this is both an advantage in relation of the rich data that I collected however, this does not reflect their actual attitudes when they were in class eight because when I collected the data the children were in secondary and even University. My research does not capture for maturity of the students and it would have been interesting to have a pretest research on what factors motivated the students to do well before to capture students' attitudes and if any change has happened in their view of resilience.

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The sample size was small and this is because getting children that had scored over 375 marks was challenging. It was also an election period and we visited some house where parents were not in and left very early in the morning thus I could not get to interview younger students below age 18 without parental consent.

Reflections on the process

I had targeted to interview the children who had just completed primary school in year 2012 but the reality of the field at the time led me to working with the alumni and I actually explored whether the resilience they had still existed when they transitioned to the secondary level.

Parents of the children I interviewed had a problem signing the consent forms. This was because it was an election period and the people are filled with fear and do not want their signature on any paper. It was interesting though that they allowed me to record them and their children. The parents requested I record them accepting permission to interview their children.

Accessibility to the houses was a big challenge and a researcher who would want to go to Kibera should make sure that he/she has contacts with people that know the area well and can locate the residences of their samples. It is also important to have these people for security because a new comer in the area can be easily frustrated or attacked with the young men idling around the streets.

FINDINGS AND DISCUSSION

The children I interviewed in this research had an average of five siblings. Only two out of seven children I interviewed had both parents living with them and interesting enough those that did have their father did not mention their father's role in relation to resilience. Five of the children's mothers had dropped out of school in class six or seven because of lack of funds. One of the mothers' dropped out of school in form three because she got pregnant. The parents of three out of seven of the children were casual laborers' who searched for jobs almost each morning. Two were fishmongers; one was a second hand clothes vender and the last one a food vender. Out of the seven students, only two were girls and this was because of high dropout rates of the girls.

Five out of the seven students were high school students and the two were university students. Four of the children went to public schools and three to informal schools. The ratio of male to female teachers was 1:1. One of the teachers had been teaching in Kibera for almost nine years and the other sixteen months. The teacher with more experience was from a public school and the other teacher was from an informal school. In my consent, I assured participants utmost confidentiality of the stories that they shared with me and promised to hide their identity thus I used pseudonyms and chose Biblical names for the student participants with no particular order, because biblical names are common first names in Kenya population.

In my research, I explored the factors that contribute to educational resilience among positive deviant students in Kibera slums. The research interview questions revolved around personal, environmental, school and home factors that contribute to educational resilience among positive deviant students in Kibera. In this section, I will use categories of place of school, environment, family, and personal to answer my research questions that I raised in the beginning

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of the research. Just like in the literature review, most of the categories I will use will be interrelated because the factors that enabled the students selected had an effect on each causal-effect relationship, as we will see in the findings. I have merged the findings and discussion section to enable the reader easy understanding of the findings.

Students' profile

John is a 17 year old boy and in secondary school. John has lived all his life with his elder siblings who took responsibility of taking care of him after their father passed away when he was only three years old. His mother lives in the rural area, is a casual laborer, and does not support him in any way. His eldest sister that supports him now is also a casual laborer. John attended a public primary school in Kibera.

Peter is sixteen years old and is in secondary school. He lives with his mother and his six siblings in a one-roomed tiny house. He is the first-born and his mother gave birth to him while in secondary school. His parents separated after his last brother was born. His mother is a casual laborer and on the day of the interview, his mother was at home because she was not lucky to find any job for the day. Peter went to an informal school supported by the church.

Anna is the eldest child in a family of eight. Not all the eight children are her siblings. Two of the children belong to her aunt and they were staying together because their aunt passed on and her mother is now responsible of raising her sister's children as her own. Anna is 18 years old and in secondary school. She attended a public primary school in Kibera. On the day of the interview, I found Anna, her mother, and three other children scrapping off scales from fish so that the mother could go sell it later on in the afternoon to raise money for Anna's transport to school the next morning. Anna's mother was a fishmonger in Kibera.

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Jude is a 20-year-old student and is in one of the public universities in Kenya. He lives with his mother and his four other siblings. His mother is a fishmonger and his father separated with the mother when he was young. He had the impression that when their dad was supporting them life was better. Jude went to a public school in Kibera, it was very challenging paying fees, and every day he was worried about being sent home for fees, which was the case most of the time.

Simon is sixteen years old and in secondary school. He is Jude's brother and at the time of my visit; his older brother was drunk in the house. He attended an informal school in Kibera and got scholarship from his brother that I found drunken at home. His mother is a fishmonger and his brother Jude is in University.

Mathew is fifteen years old and in his second year in high school. He went to a public primary school. His mother dropped out of school from class seven and his dad went through to high school. His mother is a food vendor and sometimes his dad helps the mother to sell. He is the fifth child out of six.

Mary is 21 years old and in University. Mary's interview was the shortest and lasted about 20 minutes. Mary was very emotional while she shared her personal story. Mary and her mother were at their stall in Kibera market. Mary's mother is a second hand clothes vendor.

Place of school

Fee policy

Introduction of free primary education by the government led to the students' retention in my findings. Mukudi (2004) carried out his study before the introduction of free primary education and in his recommendation; he says that abolishing of fees would do good to students'

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retention in school. My research supports his claims. John-one of the students interviewed said his greatest motivation was due to the government introducing free primary education.

I did not leave school because I was getting free primary education. It would have been insane for me to leave school yet I was getting free primary education” In another instance John said *“even if I got motivation from my elder siblings, we did not have money and this motivation would have gone to waste but the government came in.*

As the student summarized factors that build resilience in him he said, *“God summarizes everything” I got scholarships because of God* (here he was referring to his financial status in high school) *the government helped us because of God”* (here he referred to the government introducing free primary education as the work of God)

A second child, Peter, supported the role that free primary education played in keeping them in school he said, *“School really helped me, I went and it was like I was learning for free. If you go out there* (him referring to private school), *people pay thousands of shillings. Going to that school made my mother save some money to take me to high school so school in some way changed my life.*

Kenya (2008) carried out his research after five years of Kenya implementing free primary education in Migwani division Kenya. In his recommendations, he suggests that introduction of some small fee would enable sustainability of quality education. His findings show that one of the factors that lead children to drop out of school was low quality education. In my study, the students remain in school because it is free. The findings in these two studies could be different because of the characteristics of the sample selected. I used purpose sampling to select positive deviant students who were performing well in school despite an unsupportive environment, meaning that these students are less prone to dropping out yet Kenya (2008) used

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random sampling thus had a wider range of students with different characteristics and one of his research question was to look at school dropout. The method of interviewing was also different, in this research I looked at the strengths of the children while Kenya (2008) was looking at the effects of enrolment that is, whether enrolment increased and decreased thus the questions were tailored towards finding problems and then solution to the problems.

Teacher's support

The students described two kinds of teacher support. Teachers as motivators to students and teacher parent relationship. Two students talked about the relationship between teacher and their parents, four students mentioned about Teachers being their motivators. The two students that talked about teacher-parent relationship had two same ideas but described it differently.

John shared his story that he almost gave up in life because life was too tough to continue. John said that after his father's death, the community expected them not to make it. His mother sent him and his older siblings to the city when he was three years old and life was too difficult. He and his siblings were struggling to make ends meet and the situation was getting worse with the elder siblings also struggling to be in school and him too. Then the teachers came in because they knew his situation and spoke to him often. I asked John if the teachers spoke to him alone and he responded that the teachers spoke to him alone because the teachers knew of his struggles and of him losing hope and just wanting to drop out of school.

In John's narrative I got two aspects, one is that he almost gave in because of the expectations the community had in him and his family-to fail. He said "*The community did not help because after my father died, the community members started saying "let us wait and see if they will succeed" because they knew my mother had no money*". John's experience agrees to the notion and ideas of the power of labeling and expectations that people have towards individuals

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of a different class or of the same class. (Rainer, January 1, 2009) explores factors that contribute to high school completion rate of African American male who she sees as vulnerable population because of the stereotype that surrounds them. In her findings, Rainer (January 1, 2009) says that teachers role of motivating students was important for resilience. Nyaga (2010) Agrees with Rainer (January 1, 2009). Nyaga (2010) investigated the factors that led to drop out of girls in Embu, Kenya. Nyaga (2010) found out that cultural factor was among the reasons why girls dropped out of school. In both of the above studies, community stereotype on a certain group of people influences their academic success.

The second aspect of John's story is the role of the teacher. In his story on the role of the teacher, I was able to get to aspects of the role of the teacher. One was on individualized attention of the teacher to a student and the role of the teacher as an advisor or motivator. John said, *"The school was near where I was staying, Teachers were motivating me and they talked to me because of my condition* (He was referring to the difficult situation he and his siblings were going through because they did not have money), *I was about to lose hope in Education. As I kept replaying John's words, there was a sense of satisfaction as he said this because of the personal attention he received. A second student also mentioned about personal attention she got from the teachers. Anna talked about her role as being a peer counselor in school a role she was proud of having in primary school. I asked her how she got the role and she smiled and said "The teachers saw something in me that I did not see, I was so happy when one of the teachers approached me and told me that the teachers thought I could make a good peer counselor, I was in class six then". I asked her how she would describe her performance before class eight and she replied, "actually I was a medium performer in school all my life then after class six something happened and I started moving away from being a medium performer to going*

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towards a top performer". I asked her about her performance to understand if the teachers choose her for her role because she was a top performer. However, after she became a peer counselor she started performing well, after the talk with the teacher and her feeling that teachers could see something in her that she herself had not seen.

In both narratives, the personal encounters with the teacher felt special for the students' at that particular time. Teachers' level of commitment to the students and motivation to students' success is an important factor to enable retention rate and better school performance (Reche et al., 2012; Rainer, January 1, 2009; Nyaga, 2011; Harrington, 2008).

A second factor is the role of the teacher as a motivator. Teachers motivated students and invited motivational speakers to talk to the students. Peter, the seventeen year old who lives with his mother and six siblings, said, "*Teachers were there for us and talked to us each day to work hard*". Anna was excited about the teachers' choice in selecting her as a peer advisor however she did not relate it to her success rather something else and she said, "*Teachers were a bit supportive because they brought us motivational speakers who told us we have a choice to decide the life they wanted to live*". The teacher's role in Anna's success might have been the one on one relationship with her. The word "*a bit*", when used in Kenyan conversation means little or minimum and her using a bit meant not quite though they played a role. Jude narrative was quite different and he felt that teachers played a big role in building resilience. He talks about teachers pushing them to perform well and teachers bringing in motivational speakers to speak to them. Jude mentioned in his story that personal motivation was very important more than motivational speakers were and he is quick to add that this is not the case for everyone because other students require motivation like Anna and John's cases. I asked him why he says so and he responded

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Without personal drive, motivational speakers will not help you. However, other people can still get personal drive from motivational speakers. Speakers who share their life struggles and you feel he is speaking to you and in your mind you say if he made it why not me. Teachers used to push us. They had a personal understanding of us. (Jude)

Despite Jude having a different notion of the degree that the teachers played in their success, all the three students agree that personal attention from teachers play a key importance for them to succeed. Jude used the terms “push” and “personal understanding”. I asked all the students on what they would have done if they were given an opportunity to bring change for students in Kibera to perform well, this question was structured differently depending on the flow of stories that the children shared and Jude said that he would want to change the capacity of classes. An example he gave was that one teacher should not serve 50+ students since it would be challenging for one teacher to serve all the students Simon too in his wish says that hiring more teachers will reduce teachers’ exhaustion and enable teachers to be more productive because they are very exhausted. He says that he would hire more teachers so that students can be happy and learn better.

This brings in the notion of teacher to student ratio in schools. Harrington (2008) agrees with the students in my research. Harrington (2008) explored factors that led to boys dropping out of school and his interview questions was designed in a way that the students were not directly asked of the role of the teachers. Interesting enough was that the boys mentioned that the strong relationship with the teachers strongly motivated them to complete school. A close personal relationship enable the teachers understand each student’s capabilities and support them more. Like Anna, it gives students more confidence and even the motivation to work harder.

The third aspect is the relationship between teachers and parents. Two students spoke about this and none of the parents or teacher mentioned about their relationship with the parents. When I interviewed Mathew and asked him to mention supporting factors that enabled him

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perform well he said that he was required to pay some exam fee in school and sometimes when his parents could not afford to pay, his mother would go visit the teachers who let him in class and this made him miss school less. This for him made him stay in school and thus not want to let down his parents.

Simon supported Mathew's story and he was very passionate about explaining why teachers-parent relationship should be very good. Simon narrated to me that teachers were very unwelcoming in the school that he went to and this affected those students that their parents came to school and disagreed with the teachers to an extent of having the desire to fight. Simon, in his wish of a better school, had two recommendations and one wish was that parents and teachers should have a good rapport for the sake of the students.

Different authors have discussed about importance of building Teacher-parent relationship. Adams & Christenson (September 1, 2000) found out that trust between teacher and a parent was important for students' academic performance. They also noted that the parents and teachers trust levels declined over time as the students goes higher the academic ladder because of challenges in discussing an older child performance with teachers, as compared to younger children in an elementary school in USA. This can also be because of the culture of parents are less controlling (Cheung & Pomerantz, January 1, 2011). In Kenya however from my experience, parents are more controlling and seek teachers more when students are in the highest level of primary school and secondary level because these are the most important times of the students' lives as the results in this grades determine their lives. Despite levels of trust declining, Adams and colleagues recommend that for better academic success, trust between parents and teachers relationships is vital in the academic setting.

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The teachers selected talked about encouraging the children to ignore peer pressure because that was among their many worries. Mrs Juma who had been in the school for almost 9 years said that a good number of students performed fairly well considering the environment in which they lived and went to school and also the families they came from (here she was referring to children losing parents to HIV related infections and also drunk parents). Mrs Juma told me that most of the children are willing to learn but after they finish primary education and there is no one to support them financially, they end up in bad gangs so that they can be able to cash in quick money. Mrs Juma agreed with the students about teachers giving advice and she said she has always prayed for her students to do well and get scholarships.

Mr Kamau had not taught in Kibera for a long period and he talked about being able to understand the children's special needs as important for building resilience. He added that this was not easy to achieve because of the overcrowded classrooms and inadequate teachers but while in class, He encourages his students to never give-up. Mr Kamau is not a resident in Kibera. His only wish was that the government would work with them more and support the non-formal education sector, which was more in number than public schools but received less attention from the government.

Teachers' role in academic resilience is very important, according to this study; the degree of the teachers' involvement in individual students strongly influences retention and better performance.

Place of Home

Different researchers have proved that probably one of the greatest determining factors of students' academic performance is parental involvement (Tam & Chan, January 1, 2008). Of the two parents, several studies show that the mother is more active in the children's academic

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performance as compared to fathers (Rogers et al., March 1, 2009). In my study, none of the students I interviewed mentioned the role the father played. The question I asked did not specifically state father but I asked about the parents' role. The children mentioned their mother and the role of the parents in relation to offering financial assistance like paying of exam fees, praying for them and encouraging them. Their mothers did not offer any direct help in relation to academic success like assist them with homework.

Peter narrated that after their father left them, his mother told him to work hard so that he could help them. Peter continues to say that his mother had promised him that if he works hard, she would take him to a good school. With a smile, Peter told me that he knew his mother was lying because he knew she had no ability because she had no money to fulfill the promise, but he did work anyway for her. In Peter's narration, he says that the mother helped him in a special way by working hard to pay for his exam fees and sometimes extra coaching or shadow education (shadow education was abolished in Kenya though it still happens in schools). Peter makes it clear that he sees how much his mother works to support him and this makes him work hard too.

Peter's mother was in the house almost all day because she could not find any work to do and I requested that I interview her. I asked her how she motivates Peter because he has spoken so highly of her being part of his success and his working hard in school. Peter's mother responded that she tells Peter to work hard so that in the future he can help her and the other children because their father is no longer there (Peter's father separated with the mother after the last sibling was born). The mother gives credit to the school that Peter went because she did not help him in any way when it came to reading. She adds that she only paid for his extra coaching after school *"I used to talk to him to work hard and provide him with money for extra*

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coaching/shadow learning. The school used to insist on parents paying for extra coaching and I used to sacrifice and pay for him when I was able. I also prayed for him every time to succeed”.

Anna agrees with Peter’s and says that she works hard because of her parents. She says that she works hard so that she can appreciate her parents by giving them the best because they sacrificed a lot to see her in school. Anna mentions that her parents believed in her and this made her work hard. Simon narration is the same and he says that the mother is his role model because every day she fights for them. Simon says that his mother does nothing in particular to help him in school but she works so hard and even when their father left them, she is still there fighting for them alone. Simon tells me that his drunk brother who I met in the house when I entered is a nice person and has supported him to succeed because he took advantage of his working in a youth organization to find Simon scholarship that enabled him complete school. Simon also says that his brother Jude who is in university assisted him to do well in school because he would buy him past exam papers on his way to the university and he would assist Simon to revise in the evening.

I interviewed Jude and Simon’s mother. She had just come back from selling her fish. I will refer to her as Mama Simon because Simon thought she was his role model. Mama Simon just like Peter’s mother did not take any credit for her children’s success she said, *“I did nothing to help my children to perform well. I only prayed to God to guide them”*. I ask Mama Simon why she said that she did not help her children perform well and she talks about the power of prayers. I will look at the aspect of religion in theme number four.

John speaks about his older siblings who took the role of his parents in raising him up to support him in school. John says that he sees how his elder siblings have worked hard and one of his elder brother’s is in a public university.

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From the Literature reviews, parental involvement in a child's education is important in children's education. From my research, most of the parents here did not directly support their children academically maybe because of the level of education since some had dropped out of school but they offered a different kind of support for the children. For Anna the parents believed in her, As for John, Anna, Simon their parents worked hard, and they worked hard too to make their parents proud. Academic involvement of parents to children is important but so is a parent being role models. Abuya et al. (2012) analyzed the role of family in girls' education in two slums schools within Nairobi province and the researchers found out that most of the girls that were raised up by their grandparents continued going to school. The researchers found out that despite girls dropping out of school because of family discrimination with boys being preferred, the school-going girls continued going to school because of significant others like grandparents. The grandparents ignored negative comments about educating the girl child and encouraged the girls on importance of education. Despite the grandparents being uneducated, they still played a key role in the girls education. In the recommendation the researchers thought it wise for schools to tap in using grandparents and other significant people.

Place of environment

Slum environment and low socio economic environment mostly translates to poor academic performance and even drop out. Researchers have proved this (Ngware et al., January 1, 2011, Ejakait et al., March 22, 2011. However, low socio economic status can lead to success in positive deviant students. The students I interviewed all came from low socio-economic backgrounds and from the interviews, most of the children here were worried about their parents' inability to fund their education. The students agreed that Kibera is not a place you would want to live and this led them to work harder to leave Kibera.

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The question I asked on environment was not specific to the school environment, home environment but the environment in general in Kibera. Some students spoke of the environment in school, while others chose to speak of Kibera.

Peter says that after his father deserted them, his mother told him to work hard and because he did not like the situation (referring to poverty in Kibera) he was motivated to work hard. He says, *“You know where I am right now, I do not like it”*. Peter described his daily life in Kibera and said it would not make sense for anyone to want to live in that environment. You can only live in the environment if you have no choice but then he has a choice to work hard. In his recommendation Peter, refers to the life in Kibera as he talks about the children focusing their hope in God and looking within themselves if this (life in Kibera) is what they want for their future and if it is not then they should work hard and trust in God. Hope to leave the environment made Peter who he is. Because of the nature of life in Kibera Peter talks about helping his siblings not to go through what he has gone through. He uses the word “responsibility”. Peter understands that life in Kibera is tough but he has responsibilities of helping his younger siblings thus, he cannot give up.

Anna started her story with *“I want to move from here to somewhere else”*. Just like Peter, she knows that she has a choice to move from Kibera to a better place where she will be able to take care of her younger siblings. Anna sees the environment in Kibera as a challenge that she will conquer. I ask Anna how other students can learn and see past the environment and work hard. Anna tells me role models are important but they are very few. Role models who can testify that they came from Kibera or a place with similar challenges like Kibera, talk to them on how they made it, and encourage them to be resilient.

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Simon was the only student that commented on the physical environment surrounding the school and in school. Simon says, “*The school supports children but I still think it was not a good place for learning environment*” he continues to say that the environment around the school was not conducive for any learning and no one should learn there. Simon was referring to the places where people take cheap liquor and drugs and he was very outspoken about it. I have the impression that his comment arose because of his personal experience of having an alcoholic brother whom I met very drunk during the day of the interview.

Jude who is Simon’s brother said that the environment was very challenging. He explains to me the daily challenges living in Kibera example is every day while in school he was always scared he will be sent away because he did not have fees, getting food was a problem after his father left them, lacked conducive environment to study at night because of overcrowding in the one roomed house they live in. He completes his story by saying, “*every morning that I woke up was a constant reminder that I needed to change where I was*”. Trowbridge (January 1, 1972) agrees with this study, as these children do not let their low socio economic environment affect their self-concept and determination. Trowbridge research found that children in a low socio economic background had high self-concept than those with higher socio economic status. The students here had so much hope that by working hard, it will enable them to leave the environment and be in a better place. Their self-concept of being successful is very high despite the challenges that face them.

Protective factors

Spirituality was a key aspect in all the participants’ narratives. Teachers, parents, students, and the youth church leader. The students ranked the factors that determined their resilience and religion played a key role. Parents talked about leaving everything to God and

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Teachers said that they held prayers for the children and encouraged them to work hard because God had good plans for each one of them. Each child talked about the role God played in their lives and I will mention the participants' voices. Peter said,

Overall, I can say God has played the key role in my life. I can say prayer works. I have all these things because of God. I prayed for my success and he gave me. Therefore, because of that I cannot lose hope right now because anything can pass away, my mum can pass away and I will have nowhere to go and my dad left us but God will not leave me (Peter).

Peter acknowledges that his only hope is God. In my previous theme of “place of home”, Peter speaks highly of his mother as an important figure in his reason to work hard but he knows even if his mother leaves he will continue to work hard because God is there. He looks up to a greater being that is his hope. I asked Peter what he would say if the head-teacher gave him five minutes to speak to other children who were in a situation like his, what he would tell them to motivate them to succeed. Peter responded that he will tell the other students to focus on God and look at their lives and if they think they need to change, their lives then they should aim to work hard to change their lives and trust in God. Peter feels that a connection and focus with God leads to perseverance. I then asked Peter when he started believing in God and the passion he has in him and he told me that the youth church leaders are there for them. In his own words, Peter says, *“This people are serious, they follow you up, they want to know what you are doing, and they even come home when you fail to show up in church”*. Just like in school, Anna, and John mentioning the personal attention they receive from Teachers, Peter mentions about this. Jude talks about the teachers pushing them.

Anna talked about the personal attention she got from the teachers when she said the teachers saw something she did not see in herself. Anna summed up that for her God summed up her source of motivation. In her own words, she says, *“God matters in everything because if it*

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was not for God I do not know. He gives us strength, the courage and knowledge. It is him”

(Anna words were very intense as she told me about God. I felt like she took deliberate pauses to make her point). Anna continued and told me it is not easy to trust in God and have morals because of her environment and the pressure to do what the other girls are doing however, she maintained that because the teachers chose her as a peer counselor and this meant that they had their eyes on her. Just like Anna and Peter, John says, *“God summarizes everything; I got scholarship because of God. The Government also helped us because of God”*.

Mathew, Jude and Simon talked about God having a plan for them. They knew that they would succeed one day and they just had to work harder. It was interesting to note that once they started talking about spirituality all the children changed their tone of voice. It was very deep in them.

Mary a 21 year old and in University did not speak a lot. She was very emotional on the subject of what made her succeed. Mary was ready for the interview but all she said was that everything she has and the far she has come is because of God’s grace. She continued telling me that she was a testimony because what she and her family had gone through no one in this world should ever go through. Mary said for her no one was there for her, and this she repeated and said all credit Goes to God and she broke down. Mary’s interview was my shortest interview and lasted about 20 minutes.

I spoke with Mary’s mother and the mother told me only God saved them. The mother told me that they do not talk a lot and let God’s will take course and so far they have learnt to live by God’s grace. Peter’s mother talked about prayers and she said that she prays for the son to succeed and she says parents should pray for their children. Simon and Jude’s mother agrees with this other two women and she says”

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I think it will be good for parents to pray for their children that God leads them so that they can fend for themselves in the future because they have no helper apart from God. Parents should put their hopes in God because God is the one who gives us everything” (Mama Simon and Jude).

The parents in their talks did not think they help their children directly to do well apart from praying for them. This shows their great trust in God and for them only God can lead the children.

The two teachers talked about spirituality too. The teachers said that they always pray for the best in the children and they know that one day God will be there for them. The teachers mentioned about prayer day held before exams to pray for the students to pass and believe that if maybe they did not pray the children would do worse. As the teachers talked especially the Mrs Juma who has been teaching the children for almost nine years, you would notice her optimism for a better future in children in Kibera from her body language. She talked with much confidence about God being there for the children one day. Both teachers mentioned that as they taught they would always remind the children not to lose hope in God. There has been literature on the role of religion and spirituality in the works of educators. Blanusa (January 1, 2009) explored the role of religion in educators and found out that educators experience their religion or spirituality as being the basis of what they do and view the students which extends beyond the school and also provides the source of their study and resilience. Blanusa (January 1, 2009) agrees with this study on the role of religion in teachers: and how religion enables teachers in building resilience and encouraging their students in Kibera despite the challenging environment.

Apart from the church leaders, none of the children mentioned that any other community member helped them succeed. John said the community members were waiting to see how they would succeed after their mom passed away, Susan said no one apart from God. John spoke only of the youth church leader that was there for him, Anna, Jude and Simon did not think the

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community members helped in any way and Simon actually says that he avoided staying out with his other friends and others because of influence.

Just like the teachers, the youth community leaders talked about God's promises in the bible, and the importance of reminding the children about God's promises. The youth church leader grew up in Kibera and he was surprised that Peter had mentioned him. He shared his life story and he wished that someone had been there for him to tell him about God when he was a child but now that he had chance he was going to preach.

Current literature has mostly shown the positive effects that religion has in youth in building identity and resilience. Carlson et al, 2012 describe religion as a protective factor that helps the youth cope, a case study of lost boys from Sudan. Just like in my study, a lost boy from Sudan talks about God's promises "God has a good plan for each of us" and this helped the lost boys cope in the USA despite being unaccompanied minors. Barrett (2010); Gunnestad & Thwala (2011) agree that religion is being used by at risk youth as a coping mechanism. Reichert & Ravitch (2010) finds that religion and spirituality of Jewish youth in the USA enables them shape their masculine identity. From the personal stories the Jewish boys share, the religious doctrines, relationships and commitments they have adopted have enabled them shape their identity. In all the literature materials above, the more religious the youths are, the more resilient they are. Thus the degree of spirituality also matters and in my study the students have total surrender to God, its him they hope for and who has given them all things and even enabled government introduce Free Primary Education according to John, Peter says even if his mother abandons them God is still there, Anna, Mary, Jude, say it is God.

In my experience, many people in Kenya believe strongly in God and this can be the reason why the students, parents and teachers referred mostly to God. Van der Merwe (2008)

says, “According to the African worldview, reality is seen as a closed system in which everything hangs together and all aspects are affected by any change in the system. In this closed system, there is a hierarchy with God at the apex (Van der Merwe 2008, 55). This might help explain why the participants I interviewed referred to God though it would have been interesting to interview a larger population and maybe students who are not from a slum on factors that enabled them do well.

RECOMMENDATION AND CONCLUSION

The purpose of this study was to capture students’ voices on factors that enable them to perform well in a challenging environment. From the students’ narratives, the environment is one of the factors that made them do well. The students are tired of being in the slum area and are using education to be a bridge towards a better life for them and their families. The environment is harsh for the students and the children are working hard to leave. The student used religious ideologies about God having a good plan for them and it was for them to work hard to get out of the challenging environment. Religion and spirituality ideologies gave them hope and role models gave them a push to keep the hope in them. The children had a role to return to society by helping their siblings thus they had a responsibility to work hard not only for them but also for their younger siblings and parents.

In all the three themes, the role models were important in building resilience of the students. The role models, pushed, encouraged and made the students feel they could make it and this enabled the children to build an identity. The role models passed on religion and its ideologies of hope and a better future and the students referred to the importance of religion, the children put their hope in a greater supernatural being. This greater being had good plans for them and this enabled the children to work hard for a future that they knew was going to be

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bright. This hope made the children overcome the challenges. It is important to note that the significant others enabled cultivation of the spiritual aspect in the students and this shaped their identity.

Recommendation from participants

I designed the interview questions using Appreciative Inquiry Approach. In the dream phrase, the participants envisioned a desired future. I asked student and parent participants what their ideal future would look like, and for other participants I asked them if in 5 years, the head-teacher of their school gave them five minutes to talk to students or parents what would they tell them so that they can build the students resilience. Some participants had nothing to say and said everything for them is okay. Others responded as follows:

Peter says that he would tell the other children to focus in God and look at their living conditions, which should make them want to change. For Peter he thinks the children should not lose hope because of the environment but be resilience so that they can do the best and leave the environment. He sees that God or being spiritual and trusting in God is very important for these children and religion should be emphasized.

Peter's mother said if she was to talk to parents, she would encourage parents to not only pray for their children but also to look at the positive outcome of education whereby if they take their children's education seriously, their children will be able to liberate them from poverty. Parents should imagine what it would look like when their children succeed and get good jobs and this would motivate the parents to pray more and help their children.

Anna's dream for the future is that Kibera would have more role models who grew up in the slum area and have succeeded. The schools can invite the role models regularly to speak to students and as a result, they will see that it is possible for them to succeed and this would

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motivate the students not to give up while in their wanting situation and poor environment but focus on the big picture, a brighter future.

Simon recommended that in future teachers and parents should develop a good rapport. Simon also mentions increasing the number of teachers in schools and says that one teacher should not teach one class throughout the day. This is because teachers get exhausted leaving one class and going on in the next for another subject.

In Jude's future, factors that will enable resilience of students and better performance in school, the government will hire more teachers and the teacher to student ratio will be less than 1:40.

Jude's and Simon's mother's future will be the time when parents will always pray for their children that God may lead them against social evils such as alcoholism, theft and dropping out of school. The parents will pray for their children for them to work hard and be able to take care of their families in the future.

In Mathew's future, he says he sees himself talking to students and telling them to be strong and that he would advise the students that despite all the challenges they face, they should never ever give up. He continues to say that he will let the students to know that even in the toughest conditions; as long as the students remain focused, they can still manage to succeed.

John's wish is that he would connect Kibera schools to the outside world for financial aid to complete not only the basic levels of education but higher levels too.

Conclusion

Thinking of ways in which resilience can be fostered

Recommendations from the participants suggest an increase in number of teachers. The students want the government to increase the number of teachers to reduce the teachers'

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workload and for them to get a one on one attention from the teachers. Jude and Simon did not mention about the role of the teachers in their academic achievement, however the two acknowledge that individualized attention from teachers is an important aspect in building resilience in students in Kibera. Teachers' role in education is one of the Key factors in building resilience and thus increasing the number of teachers in Kibera would enable teachers to have more time with students.

The participants in this study all mention religion and spirituality as a key factor in building resilience and shaping them. Religious leaders can be used to enable more children build their resilience through teachings about acceptable norms in the society to reduce drop out and increase the chances of this children in the slum areas to achieve better and break the poverty cycle in their community. The religious ideologies will enable this children have hope for a better future and take the opportunity to be in school.

Schools should try to invest in role models and even mentors who grew up in Kibera to share their stories that the children can relate with so that the children can have hope that others in similar conditions made it. It would be important that teachers and parents work together to have conversations of how to be good role models in schools and at home to build the children's resilience. Thus, parents and teachers relationship is very important in Kibera environment to keep children in school.

Financial assistance and scholarships would enable children's resilience in Kibera. The children's challenge was access to school fees that sometimes made them miss in school thus having scholarships after primary school would not only foster resilience but also give children a chance to make their lives better by going to secondary school. The students will have something to look forward too instead of worry where they will get school fees.

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Although this study had a small sample size, its findings agree with other researchers on the role that significant others play in building resilience and the importance of religion and spirituality. The significant others especially in my study did not motivate students to work hard but enabled their growth in spirituality and ideologies from their religion enabled them to have hope and this shaped their identity. It would be interesting for future researchers to look at the role of religion and spirituality in academic achievement in different socio economic backgrounds in Kenya.

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APPENDICES

1. Consent Form for Parents of Minors Participating In the Project

Project Title: “Resilience in school: Factors that motivate primary school children to complete primary education in Kibera, Nairobi.”

Investigator: Milka Kagira Ndura, University of Massachusetts, Amherst

The purpose of my research is to examine factors that lead to resilience of children who have completed primary school and got marks of 375 and above in KCPE in Kibera. I will look at your child’s success story on what actually led him/her to complete school and perform well in a challenging environment. I would like you and your son/daughter to participate in this research. If you and your child would agree to participate in this project, I will conduct an interview with them which will last about 30-45 minutes and your child will share his/her success story in his/her journey to success.

All information I would obtain from those interviews and observations will be protected and nobody will have an access to it except me. Your child’s real names would not be mentioned unless you want me to use them. Your child has a right not to answer to any question if it makes him/her feel uncomfortable. Because I want to remember everything, you or your child have said I would like to record all our interviews. Nobody will have access to these records except me. All the record will be deleted after I have analyzed all data. I however, want to reserve the right not to disclose your child’s answers.

You and your child have the right to decline to participate in this project. You and your child can stop at any time. If you decide not to allow your child to participate, or if your child does not want to participate, it will not affect either of you in any way.

You and your child may not directly benefit from this project. However, the results of this research can be used to inform policy-makers and educators so that they would better understand cross-cultural issues and adequately accommodate international children.

If you need to reach me, my e-mail address is mndura@educ.umass.edu, and my mobile is 413-345-4232 in the USA and here in Nairobi you can use +254-722330803

If you think this project is something you are interested doing, I need to ask you or/and your parent(s) to respond and say yes if you want to and no if you do not want to. I will record your response

2. Consent Form for Students Over 18 Years

Project Title: “Resilience in school: Factors that motivate primary school children to complete primary education in Kibera, Nairobi.”

Investigator: Milka Kagira Ndura, University of Massachusetts, Amherst

The purpose of my research is to examine factors that lead to resilience of students who completed primary school and got marks of 375 and above in KCPE in Kibera. I want to hear your success story on what actually led you to complete school and perform well in a challenging environment. I would love for you to participate in this research. If you agree to participate in this project, I will conduct an interview with you, which will last about 30-45 minutes to share success story in your journey to success.

All information I would obtain from the interviews and observations will be protected and nobody will have an access to it except me. Your real names would not be mentioned unless you want me to use them. You have a right not to answer to any question if it makes you feel uncomfortable. Because I want to remember everything you say, I would like to record all our interviews. Nobody will have access to these records except me. All the record will be deleted after I have analyzed all data. You have the right to decline to participate in this project. You can stop at any time. If you decide not to participate, it will not affect either of you in any way. You may not directly benefit from this project. However, the results of this research can be used to inform policy-makers and educators so that they would better understand cross-cultural issues and adequately accommodate international children.

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If you think this project is something you are interested doing, I need to ask you respond and say yes if you want to and no if you do not want to. I will record your response

3. Consent Form for Teachers and Youth Church Leader

Project Title: “Resilience in school: Factors that motivate primary school children to complete primary education in Kibera, Nairobi.”

Investigator: Milka Kagira Ndura, University of Massachusetts, Amherst

The purpose of my research is to examine factors that lead to resilience of students who completed primary school and got marks of 375 and above in KCPE in Kibera. I want to hear your side of the story on how you enable this student’s complete school and perform well in a challenging environment. I would love for you to participate in this research. If you agree to participate in this project, I will conduct an interview with you, which will last about 30-45 minutes to share success story in your student journey to success.

All information I would obtain from the interviews and observations will be protected and nobody will have an access to it except me. Your real names would not be mentioned unless you want me to use them. You have a right not to answer to any question if it makes you feel uncomfortable. Because I want to remember everything you say, I would like to record all our interviews. Nobody will have access to these records except me. All the record will be deleted after I have analyzed all data. You have the right to decline to participate in this project. You can stop at any time. If you decide not to participate, it will not affect either of you in any way. You may not directly benefit from this project. However, the results of this research can be used to inform policy-makers and educators so that they would better understand cross-cultural issues and adequately accommodate international children.

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If you think this project is something you are interested doing, I need to ask you to respond and say yes if you want to and no if you do not want to. I will record your response

Resilience in school

1. Interview Questions for students

Tell me about yourself (age, level of education, parents level of education, marks you got in KCPE, family background, school you attending in Primary school)

1. Tell me something about you that made you successful in school
2. Do you think your community, home and school played a role in your success in school?
If yes what makes you say so? (You can mention people that you feel enable this success)
3. If five years from now you are given a chance to change something in the school that you went what would you change?

OR

4. If in five years you were given an opportunity to talk to other children here in Kibera to be resilient in school what would you have told them?
5. Is there any other person or factor that enables your success or is there any other comment related to success that you want to mention?

2. Interview Questions for Parents

1. Tell me about yourself (level of education, work you do, your family)
2. Your son/daughter mentioned you as a key person/role model in her/his life, how do you feel about this and how did you enable this success?
3. If five years from now you are given a chance to change something in the school that your went what would you change?

OR

4. If in five years you were given an opportunity to talk to other parents here in Kibera to take active role in their children's education what would you have told them?
5. Is there any other comment you would want to mention?

3. Interview Questions for Teachers

1. How long have you lived and taught in Kibera
2. What motivated you to teach in Kibera?
3. How does a normal school day in Kibera feel?
4. What motivates you to continue teaching in Kibera?
5. Do you think you have a role in enabling student's perform well in KCPE? Please explain what makes you say so
6. Is there any other comment you would want to mention?

4. Interview Questions for Youth Church Leader

1. Tell me about yourself (background, how long you have lived in Kibera, time in ministry work)
2. What motivates you to work with the youth in Kibera
3. What do you think about educational performance in Kibera?
4. A youth member from your church mentioned you as a key person/role model in her/his life, and speaks of you helping them shape their lives how do you feel about this and how do you enable this success?
5. Is there any other comment you would want to mention?