

**SOCIO-CULTURAL FACTORS INHIBITING MANAGEMENT OF ACADEMIC
PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN LUGARI DISTRICT,
KENYA**

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ABSTRACT

This study investigated the influence of socio-cultural factors on the academic performance of standard eight pupils in North division, Lugari district. The statement of the problem investigated inappropriate utilization of socio-cultural factors in the study area. The objectives of the study were to: determine the influence of family structures, establish the influence of parenting styles, and establish the influence of parental level of education and to find out the effect of gender stereotypes on the academic performance of standard eight pupils. This study was limited to one division but it was significant as it was geared at enriching the teaching pedagogy in schools. The findings were in agreement with Vygotsky's Socio-cultural theory on human learning that was revised by Lee & Smagorinsky (2000). Review of related literature helped in arriving at certain vital decisions. This study conceptualized socio-cultural factors as independent variable, academic performance as dependent variable, institutional processes as intervening variable and individual characteristics as moderating variable. Descriptive survey research design was used as it enabled collection of data about people's attitudes, opinions and habits. Purposive sampling technique was employed in selecting six public primary schools from which twenty four teachers, one hundred and eighty six pupils and one hundred and eighty six parents were selected through simple random sampling to form a sample size of three hundred and ninety six respondents from whom data was collected and generalized. The instruments of data collection included questionnaires for teachers and pupils and classroom observation checklists. Interview schedule was conducted with parents. The data collected was coded and analyzed using the statistical package for social sciences (SPSS). Frequency tables and percentages were drawn to illustrate the findings. The findings revealed that pupils from stable families attained high grades as they were accorded the necessary assistance and psychological support unlike their counterparts from disintegrated families. The study established the importance of both parental responsiveness and demandingness as components of appropriate parenting which necessitates good results. Similarly, the researcher established that parental level of education and occupational class were more strongly associated with student's educational attainment. Lastly this research report recommended that parents and other socializing agents make an effort to expose both boys and girls by teaching them to be androgynous and responsive to the current trends in education.