

**CAUSES OF POOR ACADEMIC PERFORMANCE IN PUBLIC SECONDARY  
SCHOOLS IN AWENDO DISTRICT, MIGORI COUNTY**

**BOSCO OKINYI  
BEDS/000513/1122/05321**

**A Research Report Submitted In Partial Fulfilment of the Requirement for The Award Of  
Bachelor of Education Degree of Mount Kenya University**

**APRIL 2015**

## ABSTRACT

The purpose of conducting this educational research was to discover the challenges facing academic performance by students in the public secondary schools in Awendo District, Migori County. For the past three years, there has been a steady increase in the number of students who do not attain the threshold score of C+ for further training in university. The specific objectives of this study were to establish if teachers of Awendo district, Migori County felt motivated to work hard, to determine the role of parents in ensuring high academic standards in Awendo district secondary schools, to ascertain if poverty had played a role in low achievement by students in most of Awendo district secondary schools and to determine if the government and its agencies were doing enough towards the realisation of good academic standards in public secondary schools in Awendo district, Migori County. This was guided by B.F. Skinner's findings about the influence of reinforcement. Research design used was the Descriptive design which is known to help provide answers to questions of who, what, when, where and how associated with a particular research problem. Descriptive design was deemed appropriate in this research since under this design, the subject was being observed in a completely natural and unchanged environment. The locale of this study was Awendo District in Migori County, Kenya. The district covers approximately thirty-four square kilometres. Awendo district borders Uriri district to the north, Rongo district to the west and Kuria district to the south. The target population for this research was fifty-five public secondary schools in Awendo district from which a sample size of 15% was obtained. Through systematic sampling technique, it then involved a 10% sample size of members of Form Four. On average, it was estimated that each of the schools had 55 learners in form four. A 10% sample size from the target population of 495 candidates of the sampled schools would then yield a sum of 50 learners, beside the nine principals up for interviewing. The nine sampled schools have fourteen Form four streams and therefore 14 class teachers. In total, the researcher handled 73 respondents. The data so obtained was analyzed and then interpreted to have meaning. The researcher employed narrative techniques to establish the challenges facing academic performance. The quantitative data was then consolidated into statistical tables and pie charts to interpret data. The beneficiaries of the findings from this research include the government of Kenya which may use these results to improve on its monitoring techniques. School administrations may also realise certain areas on which they may need to check on from the findings of this research. Even the parents may find out a common undoing and improve in that respect. School heads must be people who are creative and responsive and be seen and understood to be alive to all issues. The schools need to institute some profit making activities so as to avoid being stranded in executing school projects. There also ought to be frequent in-service refresher courses for school administrators to help make them alert as regards their roles in the schools. All parents need to acquire at least some level of literacy to help them in this.