

**SOCIO-ECONOMIC FACTORS CONTRIBUTING TO
LOW PERFORMANCE OF STUDENTS IN DAY
SECONDARY SCHOOLS IN NGARIAMA ZONE OF
KIRINYAGA EAST ZONE; A CASE STUDY OF
GACATHA MIXED DAY SCHOOL.**

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ABSTRACT

This research was carried out at Gacatha Mixed Day secondary school in Ngariama zone. It was a case study to be used for day schools in Ngariama zone of Kirinyaga East District.

The objective of the research was to investigate how socio-economic background of students affects their academic performance. The researcher also wanted to investigate whether there is a relationship between the K.C.P.E entry behaviour and the K.C.S.E performance.

In the literature review, the researcher wanted to examine the impact of the free Day school education, which is a cost-sharing undertaking between the government and parents of day schools.

The researcher used questionnaires and interviews to gather data. Data from secondary sources was also accessed through perusal of previous records. The researcher analysed data through pie charts, histograms and Spearman's rank correlation coefficient.

It was established that students' socio-economic background has a significant effect on academic performance. It was also established that there is a significant effect between the student K.C.P.E entry behaviour and K.C.S.E performance.

The researcher concluded that a challenged socio-economic background leads to poor academic performance.

A challenged socio-economic background manifested itself through absenteeism, poverty, family-breakup, social decay, truancy and lateness.

The researcher recommended that the government should re-examine the constituency development bursary fund kitty in order to cater for a bigger number of students.

Parameters of who should benefit from the kitty should be re-examined.

Finally the researcher recommended that day school should receive more infrastructure in order to offer equal opportunities between day scholars and boarders.