

**INVESTIGATION OF RESOURCES AND CONDITIONS ON STUDENTS'
ACADEMIC PERFORMANCE IN PUBLIC SECONDARY DAY SCHOOLS IN
KISII CENTRAL SUB-COUNTY KENYA**

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DECLARATION AND APPROVAL

Declaration by the Student

This project is my original work and has not been presented for a degree in any University for the award of a degree.

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Approval by supervisor

I confirm that the project was developed by the student under our supervision

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DEDICATION

This project is dedicated to my family for their encouragement and patience during my study period.



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My utmost acknowledgement is to the Almighty Farther for the gift of life. I am grateful to my husband and children for the moral and financial support. My appreciation also goes to my supervisor, Dr.Zacharia Mokuu and Dr. Simon Nyakwara, for their encouragement and guidance to ensure success of this research project. I honestly thank all the respondents who spared their time to participate in making this project a success. Last but not least, I thank Mount Kenya University staff -Kisii campus for their facilities that enabled me come this far.



ABSTRACT

Kenya is determined to provide free basic secondary education to all its citizens. However, in spite of all these efforts, the Education sector in Kenya continues to face number of problems, especially declining performance of pupils in Kenya Certificate of Secondary Education (KCSE). Kisii Central sub-county is one of the sub counties in Kenya faced by poor academic performance. This study was designed to examine factors leading to poor academic performance in Kenya certificate of Secondary education in Secondary day schools in Kisii Central sub-county. The study was guided by the following objectives : To find out effect of teaching and learning resources on students' academic performance; and to establish the effect of home based factors on students' academic performance in secondary day schools in Kisii Central Sub County. The target area for this study was Kisii Central sub-county which has a total number of 151 secondary day schools comprising of 33121 students enrolled in the schools and a teacher population of 1035. The targeted population was 1579 respondents who were sampled from 101 secondary day schools. This comprised of principals, teachers, board of management members and Form four students. Simple random sampling procedure was used to get the sample size of 236 respondents from 17 secondary day schools in the sub county that were sampled as follows 17 principals, 47 class teachers, and 17 BOM members and 176 class form four students, where 10 students were drawn from each stream. Descriptive survey design was adopted to describe the findings. Questionnaires were used as tools to collect data. Pilot study was conducted to ensure reliability and validity of the data collection instrument. The collected data was analysed by both descriptive and inferential statistics where descriptive statistics involved mean and percentages. Inferential statistics involved regression analysis. It was then presented in form of charts and frequency tables. The study found out that inadequate resources and classrooms affected teachers' service delivery thus, posed a challenge in improving students' academic performance. The study concluded that lack of teaching materials such as libraries, textbooks, science laboratories and inadequate laboratory chemicals and equipment contribute greatly to poor academic performance. It was also concluded that schools in the sub-county had teacher shortage which affected effective teaching and learning. The study also concluded that socio-economic factors such as parental occupation and parental level of education affected students' performance in Academic in the sub- county. The study therefore concluded that teachers' influence affected performance of the learner. The study recommends that schools should be provided with the required facilities to facilitate proper learning. Principals who are school managers should ensure that the teachers prepare adequately the requisite professional documents and they should frequently supervise them in their content delivery to ensure that there is quality teaching.

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LIST OF ABBREVIATIONS AND ACRONYMS

BOM	-	Board of Management
EFA	-	Education for All
FPE	-	Free Secondary Education
KCPE	-	Kenya Certificate of Secondary Education
KENPRO	-	Kenya Projects Organization
KNEC	-	Kenya National Examination Council
MOE	-	Ministry of Education
MOEST	-	Ministry of Education Science and Technology
NER	-	Net Enrolment Ration
NIER	-	National Institute for Education Research
PTA	-	Parents Teachers Association
STR	-	Student Teacher Ratio
TPADS	-	Teachers Appraisal Development Standards
TSC	-	Teachers Service Commission
UNESCO	-	United Nations Education, Scientific and Cultural organization
UNICEF	-	United Nations International Children Education Funds

CHAPTER ONE

INTRODUCTION

The backdrop, issue statement, study goals, importance, scope, limits, assumptions, and operational definitions of terminology are only a few of the important elements of the research that are outlined in the first chapter.

1.1 Background of the Study

Education, while not the sole determinant of success, is widely acknowledged as a crucial element in human development. It significantly contributes to the political, economic, and social dimensions of a nation's progress. As one of the most valuable resources a country can offer its people, education is especially important when focused on empowering the youth with the knowledge, skills, and competencies necessary for active participation in national development. Consequently, education should be a central focus in a country's development strategies. In many regions, advancement from one educational level to the next is often based on performance in national examinations (Smith & Johnson, 2020).

In Germany learning of Chemistry as a science has been made very interesting to learners and hence eliminating wastage in grades by making good use of the laboratory as the center of discovery in teaching and learning of the subject. This process of learning is purely investigative, interrogative and inquisitive in nature. Students are required to gather practical data, analyze it and establish the relationship within the data gathered and connect it to the real world. (Lunetta, Hofstein and Clough, 2009)].

A study that selected 59 schools in India found that only 49 of the schools had buildings, and of those 49, 25 had restrooms, 20 had power, 10 had school libraries, and 4 had TVs. Schools with appropriate physical amenities performed better academically than those with inadequate facilities. Carron and Chau (2006) concluded that there is a substantial association between student achievement and the quality of the learning

environment. A considerable percentage of teachers in China, Guinea, India, and Mexico lacked the pedagogical abilities required for a respectable presentation of the subject matter, as well as the subject matter they taught. This had a major effect on the students' performance..

Seventy percent of Bangladeshi secondary school graduates could not read, write, or count properly, according to data gathered by the DSE. IRIN provided this information (2009). The bulk of the pupils attended religious institutions (Madras) where English was not taught, and the situation was considerably worse in rural areas where there were few English teachers. The institutional framework and the organisational structure were both weak. The teachers lacked commitment to their job in addition to being unqualified. Owing to a shortage of classrooms, pupils were studying in two separate shifts. Because of the poor teacher-to-student ratio, there were not enough contact hours. There were too many holidays, such the 20-day Ramadan, the 5-day Summer, and the 5-day Eid, which limited the amount of interaction hours. In Bangladesh, almost 200,000 teachers were hired to teach the 19 million children living there..

In Sub-Saharan Africa, the region faces challenges due to unmet needs in scientific literacy, which contributes to lower performance in national examinations. This, in turn, limits the number of students who pursue science-related courses. As cited by Bennett Lubben and Hogarth (2007) there is inadequate exposure to students to practical approach in learning of sciences which ought to emphasize on active learning where the focus is on learner centered education, participatory teaching, inquiry-based approaches, critical thinking and problem solving.

In Tanzania the teaching of science subjects is largely concerned with the collection of facts by the students and as well as a way of thinking about the world at large. It emphasizes on the developing of analytical skills, critical observations and the

creativity of a learner and ability to solve problems as reported by UNESCO (2013) whereby differences exist between government schools and community schools resulting into inequalities in learning and teaching of sciences. Community schools are seen to be performing poorly in science subjects yet they are given equal treatment in private schools in National Examinations.

The age of students, the language they speak, the amount of time they spend on a topic, the size of the class, the textbook, and the ratio of students to desks are important factors that influence learning achievement, according to the results of a research survey that was conducted in Uganda on the analysis of variables that influence learning accomplishment. Additionally, the study showed that teachers' qualifications, background, and in-service training affected their students' academic performance. It was also found, according to Nannyonjo (2007), that a significant factor influencing people's academic achievement was the way the school was run. However, according to national statistics from Uganda, according to a February 2010 Norag News article, 83% of teachers have gotten training, while just 17% have not. There is a correlation between the lowest teaching credentials held by 62 percent of certified instructors and the poor educational outcomes of their students.

According to Nebraska Synod (2009), the USAID provided funding for a container that held 22,000 textbooks in order to provide tools to help with the English-to-Rwandan transfer. The goal was to increase reading opportunities and boost literacy in Rwandan schools. The Tanzania Textbook Project seeks to enhance learning outcomes in Rwanda by giving Tanzanian schools access to current, relevant textbooks. Ambassador Symington urged students to read widely in order to succeed academically. Lack of access to textbooks and practice opportunities hinders students' capacity to communicate in English. Between the years 1998 and 2001, Togo had a

significant reduction in the ratio of STR, which went from 41:1 to 35:1. At the same time, the country's NER increased from 90 percent to 92 percent. One quarter of all newly hired instructors were given contracts for shorter periods of time, and their salaries were much lower than those of permanent teachers. The results of a research that was carried out in Togo reveal that contract instructors were less successful than other teachers (Kigotho, 2004). This is despite the fact that STR was decreased. The country of Kenya The passage of the Children's Act in 2001, which was followed by the implementation of FSE in January 2003 in Kenya, has resulted in significant educational advancements. From 5.9 million in 2002 to 6.9 million in 2003, there was a considerable rise in the number of students enrolled in secondary schools. This represents a 17% growth, which corresponds to a GER of 99% (102% of students were female and 97% were male).

In Kenya the science curriculum has been revised more often to give it a practical approach. MOE (2015) report that most community schools lack adequate instructional materials and the classes being overcrowded. Most instructors do not have expertise in the subjects they teach. Sometimes high school leavers are employed by the schools to teach science subjects because they had passed their K.C.S.E Examinations. In most cases teachers do not allow learners to experience the learning of sciences in laboratories. Hence most students end up performing poorly in science subjects and therefore few will end up pursuing science-oriented courses. Countries like Indonesia and Philippines had low academic performance. This issue was linked to inadequate resource allocation and ineffective management. The study found that, despite the government's significant efforts to provide physical infrastructure, there remained a shortage of teaching and learning materials, as well as a lack of qualified educators.

As a result of the high enrollment rate, the academic performance of secondary school students in Kenya has been confronted with a great deal of difficulty (Ministry of Education, 2013). According to the findings of research conducted by Kathuri (2008) on the elements that influence performance in the KCSE, the most significant aspects that contribute to KCSE poor performance are the quality of instructors, the effective use of teaching techniques, a good administrative set up, and the entering behavior or talents of students. Additionally, the commission of inquiry that was led by Koech (2010) discovered that low performance on tests was attributed to a number of factors, including ineffective instruction, absenteeism among both instructors and students, irrelevance of the curriculum, and inadequacies of the assessment system.

There are many issues in specific regions of Kenya that have been linked to students' performance on the Kenya Certificate of Secondary Education. High rates of student absence from school, poor infrastructure, a lack of motivation, insufficient staff, and a shortage of role models are some of these causes. The poor performance in the KCSE has been attributed to a number of problems, according to Magarini and Katana (2010). Some of the factors contributing to this problem include understaffing instructors, a lack of enthusiasm on the part of both educators and learners, poor time management, insufficient discipline standards, negative community effects, and a lack of appropriate teaching and learning resources. Despite this, these factors differ depending on the study location in addition to the school. Therefore, study in every field is required to pinpoint the precise factors influencing the KCSE's success in that area (Morumbwa, 2006). Thurair (2000) states that there are many problems in the Kenyan Meru Central District that need to be resolved, such as inadequate oversight and inspection, inadequate teacher pay, and transfers that occur in the middle of the term..

The investigation also identified a number of other features, and these features were similar to those reported in other areas. Understaffing, a dearth of resources for teaching and learning, a lack of excitement, and insufficient support from the surrounding community are a few of the factors that make this scenario what it is. Ondieki (2015) reports that an investigation was conducted on the school-based factors that affect students' performance as they go from one level to the next in Kisii Central Sub-County. He revealed the key school-based issues that negatively affected students' performance. These included a bad attitude among both students and teachers, as well as insufficient subject covering brought on by inappropriate teaching strategies. To identify the factors that are impeding kids' academic progress in school, research studies have been conducted, with Eshiwani (1983), Schneider (2003), and Reche et al. (2012) being just a few examples. Adeyemo (2005) determined the qualities that teachers bring to the classroom that affect instruction and learning in his research. Researchers at the Centre for Public Education found that teachers had a stronger influence on students' achievement than things like the learner's race, class, prior academic history, or school. This study was done in 2007. Based on studies by Reche et al. (2012) and Gakure et al. (2013), parental involvement, school climate, and student behaviour are additional variables that affect academic performance. Over the last several years, the Kisii Central Sub-County's school average ratings have been continuously declining. Though Kisii South Sub-County is not an exception to this trend, the results of the two consecutive years show the lowest improvement in (MoE, 2013). The sub county's mean KCSE score dropped from 232 in 2016 to 222.60 in 2017, indicating a reduction in academic performance. According to the county's Integrated Development Plan (2013–2017), there are 399 public schools and 146 private schools among Kisii County's total of 545 secondary schools. The Kisii South

Sub County has 151 public and private schools overall, with 33121 pupils registered in various institutions. There are 1035 instructors hired in total; the teaching team is comprised of 479 female teachers and 556 male teachers. On the other side, the sub county is lacking 201 educators. our particular combination of events served as the foundation for our investigation.

1.2 Statement of the Problem

Everyone from parents to school officials to other interested parties, including politicians, is concerned about student achievement. Given this, the government has stepped up its efforts to guarantee that schools have sufficient personnel, that students have access to necessary learning resources (such as textbooks or school libraries), and that students can participate in extracurricular activities through FSE. When looking at the mean score table for the Kenya Certificate of Secondary Education tests in 2015, 2016, and 2017, it seems that there was no improvement in performance. As a consequence, sub-county officials have been gathering at Kisii High School to deliberate on the matter. The study aims to analyse the factors that have contributed to the decline in KCSE performance in scientific subjects, bearing this concern in mind. By ensuring there are adequate teacher-to-student ratios, the Instructors Service Commission has increased the amount of contact hours.. Additionally, via the TPADS, they have engaged qualified teachers to monitor them on a regular basis in order to improve the quality of service delivery. The BOM of schools, on the other hand, is responsible for ensuring that suitable physical learning facilities are available, such as classrooms, restrooms, and other amenities. The sub-county has been conducting continuous assessment examinations on a term-by-term basis, as well as organizing

regular workshops for principals and teachers for the goal of providing advisory services. On the other hand, the Kenyan government, via the Kenya National Examination Council (KNEC) agency, has provided instructions about the administration of national examinations. There have been a number of studies that have proposed suggestions, however the issue is still there. In light of this, the researcher seeks to investigate the variables that continue to contribute to the poor academic performance of females in scientific courses at Kisii Central Sub-County Day Secondary schools, despite the fact that all of the aforementioned measures have been put into place.

1.3 Purpose of the Study

The purpose of this study was to examine Resources and conditions affecting students' academic performance in public secondary day schools in Kisii Central Sub County Resources and conditions

1.4 Objectives of the Study

The study was guided by the following specific objectives;

- i. To find out effect of teaching and learning resources on students' academic performance in public secondary day schools in Kisii Central Sub County
- ii. To establish the effect of home-based resources on students' academic performance in public secondary day schools in Kisii Central Sub County
- iii. To determine challenges faced by Students from public secondary day schools in Kisii Central Sub County in achieving high academic performance.

1.5 Research Questions

The study will be guided by the following research questions;

- i. How does teaching and learning resources affect students' academic performance in public secondary day schools in Kisii Central Sub County
- ii. What are the effects of home-based resources on students' academic performance in public secondary day schools in Kisii Central Sub County?
- iii. What are the challenges faced by students from public secondary schools in Kisii Central Sub County in achieving positive academic performance?

1.6 Significance of the Study

The results of this study will encourage other researchers to further explore similar topics. The findings will assist the Ministry of Education's policy analysis and formulation department in developing interventions to enhance academic performance in secondary day schools. By implementing effective interventions, the government, parents, students, and society as a whole stand to gain both socially and economically through improved academic outcomes. The overarching goal of this research is to provide light on the elements that have an impact on students' academic achievement in secondary day schools and to provide evidence that these findings have real-world applications. Additionally, the findings will benefit researchers and scholars by providing a foundation for further research on related topics, while also serving as a valuable reference for those studying similar subjects within their areas of expertise.

1.7. Scope of the study

The purpose of this research was to examine the factors influencing KCSE scores in Kisii Central Sub-County, Kisii County's public secondary day schools. The influence of instructional materials and other home-based variables on fourth graders' performance were among the topics covered. From 2018 all the way to the end of 2021, the research was conducted. Kisii County, more specifically Kisii Central Sub County,

was the site of the research. Public secondary day schools were the only ones from which the researcher collected data; study participants included administrators, instructors, students, BOM, and education officials.

1.8. Limitations of the Study

1. The researcher could not cover a vast region due to time and financial constraints; consequently, the results are confined to public day secondary schools in Kisii central sub county. The results, however, were expanded to include other private secondary day schools in the central sub-county of Kisii. Collecting reliable data proved challenging due to respondents' concerns about potential victimization. However, this issue was addressed by reassuring participants that the research was solely for academic purposes.

1.9. Assumptions of the Study

1. Teachers in public secondary day schools in Kisii central Sub County were well trained and dedicated to work towards positive students' academic performance.
2. Principals in the secondary day schools were experienced and well trained on administrative skills. Students in the schools were dedicated to learn.
3. Free secondary education and sufficient learning facilities were given by the ministry of education to assist the schools.

1.10 Operational Definition of Key Terms

- Academic performance:** This refers to a grade that reflects the academic performance of Form 4 students, representing their acquired knowledge and skills, such as in the KCSE within public secondary day schools in Kisii Central Sub-County.
- Administrative challenges:** These are challenges faced by school principals while managing their schools in Kisii Central Sub-County.
- Administrative skills:** Skills the Principals need in planning, organizing controlling, decision making, communicating in order to improve performance of the public secondary schools in Kisii Central Sub County .
- Child labor:** This refers to tasks or responsibilities carried out by school-going children in Kisii Central Sub-County, either with or without compensation.
- Contact hours:** Typically, this refers to the time frame (in hours) from 8:00 am to 4:00 pm when the sub-county's instructors and students engage in classroom instruction.
- Home based factors:** This section discusses the factors affecting KCSE scores in the family environment of students in Kisii Central Sub County. Parental education level, home obligations, child labour, family stability, income level, and background are some of the criteria that are considered..

Mean score :	This refers to the average score representing the academic performance of individual or group Form 4 students in Kisii Central Sub-County.
Public schools:	Refers to an institution of learning in Kisii Central sub county where students learn and are owned and run by the government of Kenya.
Pupil teacher ratio:	Form 4 enrolment in public secondary day schools in Kisii Central Sub-County is shown by this figure.
Teacher qualification:	This refers to the sample of achievement of teachers in Kisii Central sub county in regard to attained skills and knowledge.
Teaching materials:	learning Educators in Kisii Central Sub-County make use of instructional materials including textbooks and practice books..

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

Students' academic achievement in public secondary schools is examined in this chapter via a literature study. The elements impacting pupils' academic success in public secondary day schools have been the subject of several hypotheses and empirical investigations. Research on home-based variables, school-based factors, and the obstacles that students face in attaining academic success and solutions to these obstacles are reviewed in the empirical literature. The chapter concludes with a discussion of research gaps and a conceptual framework.

2.1. Empirical literature

Research on what influences secondary school students' grades is the main emphasis of this section. The examination of relevant literature about the study's aims occupies the bulk of this part.

2.1.1. Effect of teaching and learning resources on students' academic performance in secondary day schools

Global consensus has long acknowledged that high-quality instructional materials have a significant impact on students' ability to learn and succeed in the classroom. In the United States, a study by Johnson et al. (2017) highlighted that schools equipped with adequate learning materials, such as textbooks, laboratory equipment, and digital resources, significantly improve students' academic outcomes. The study found that students in well-resourced schools scored higher on standardized tests compared to

those in poorly resourced schools, underscoring the direct link between resource availability and academic success.

Public secondary school students in Australia were the subjects of research by Smith and Brown (2018), who looked at how access to educational materials affected their performance. According to their findings, creating a supportive learning environment relies heavily on having access to a range of instructional resources, such as modern textbooks, interactive whiteboards, and online learning platforms. Policymakers should prioritise allocating resources to decrease the achievement gap across schools, according to the report..

Similarly, Yamada (2016) looked at how different instructional materials affected the grades of Japanese high school pupils. Schools that have contemporary scientific labs, enough teaching resources, and well-stocked libraries had students with greater levels of academic accomplishment, according to the report. In order to raise the bar for education and see gains in student achievement across the board, the research found that funding for classroom materials is essential.

Everybody agrees that classroom materials have a major impact on how well pupils do in school. To combat declining academic performance, for example, the Japanese Ministry of Education prioritised the purchase of more primary school textbooks beginning in 2011 (Takahiro Fukada, 2010). By guaranteeing that students have access to necessary learning resources, this effort sought to improve learning outcomes by increasing the availability of current textbooks in classrooms.

Similarly, in the Philippines, Katana (2007) highlighted a textbook program aimed at improving national academic achievement levels among students in key subjects such as Philippine, Mathematics, and Science. The program successfully reduced the student-to-book ratio from 10:1 to 2:1, which was associated with marked

improvements in student performance. This initiative demonstrated the critical role that adequate teaching and learning resources play in fostering academic success.

In South Africa, the relationship between teaching resources and academic performance has been a subject of considerable research. Mokoena (2019) conducted a study in several secondary day schools, revealing that the availability of textbooks, science kits, and information technology resources significantly influences students' academic outcomes. The research indicated that schools with better resources performed well in national exams, highlighting the importance of equitable resource distribution to enhance educational outcomes.

The effect of instructional materials on secondary school students' achievement in Nigeria was investigated in a research by Okafor and Igbinedion (2020). Students were more likely to pass when their schools had sufficient resources, such as modern classroom technology and well-kept physical spaces. The study also pointed out that inadequate funding for educational resources often leads to disparities in academic achievement, suggesting the need for government intervention in resource allocation.

The impact of instructional materials on secondary school students' grades in Ghana was studied by Asare and Badu (2021). According to their research, better academic performance is closely associated with the availability of high-quality learning materials. The research emphasized that continuous investment in educational resources is essential for sustaining high academic standards and addressing the challenges faced by under-resourced schools.

The Tanzanian Textbook Project, which was referenced by Nebraska Synod (2009), aimed to provide schools in Tanzania with modern textbooks that would help enhance learning results. Adequate resources are crucial for improving educational quality and

student accomplishment, as the project's emphasis on making sure students have access to current and relevant learning materials highlights.

Students' performance in secondary day schools in Kenya is strongly influenced by the accessibility and use of instructional materials. Schools with sufficient resources, including textbooks, lab equipment, and other teaching materials, often outperformed schools with inadequate resources on the KCSE tests, according to research by Mwangi and Karanja (2019). The researchers urged for more public financing to guarantee that all schools could afford necessary educational materials.

According to the findings of Eshiwani (2012), schools in Kenya that lacked basic resources including labs, libraries, and textbooks often fared badly on national assessments. The research highlighted the fact that having access to sufficient instructional resources made teaching more manageable and improved the retention of around eighty percent of the information that was acquired. The significance of the role that resources play in supporting successful teaching and learning processes in schools is brought into focus and highlighted by this.

Furthermore, consistent with Fuller's (2006) findings, Obonyo's (2007) research found that instructional resources, such as instructional texts, visual and audio materials, and other similar tools, facilitate student-instructor communication and learning through exploration. Using these materials, students are motivated and encouraged to participate in the learning process. Additionally, they assist in clarifying ideas and adding meaning to the texts, which further emphasizes the need of having sufficient resources in order to accomplish educational objectives.

Njoroge and Kamau (2020) dug further into the topic of how digital resources affected secondary school students' performance in Kenya. Academic performance was better in

schools that had access to computers, projectors, and the internet than in schools without these facilities, according to the research. The findings underscored the need for integrating technology into the learning environment to enhance student engagement and performance.

Similarly, Nyamongo (2012) identified key teaching and learning resources such as teacher-student ratios, infrastructure, and school enrollment classroom ratios as critical factors affecting students' performance. The study highlighted that schools with better teacher-student ratios and adequate infrastructure tend to achieve higher academic performance, pointing to the need for adequate resource allocation in improving educational outcomes.

Mwangi (2013) highlighted the significant role that specific teaching and learning resources, including revision books, textbooks, libraries, and laboratories, play in shaping students' academic performance in secondary day schools. The study concluded that schools with access to these resources consistently outperformed those lacking them, suggesting that investment in educational resources is essential for improving academic performance in Kenya's secondary education sector.

Using data collected from secondary schools in rural Kenya, Wambua (2021) looked at how different classroom materials affected students' grades. According to the study, student achievement was better in schools where classrooms were adequately equipped with furniture such as tables, chairs, and instructional aids. The study concluded that improving the physical learning environment is crucial for achieving better academic results and called for policies to support resource allocation in underdeveloped areas.

2.1.2 Effect of home-based factors on student academic performance in secondary day schools

Home-based factors have been widely recognized as significant determinants of students' academic performance worldwide. In the United States, research by Johnson and Roberts (2017) demonstrated that parental involvement in a child's education, including monitoring homework and engaging with teachers, significantly improves academic outcomes. Because they got more encouragement and support at home, kids whose parents were interested in their education did better academically, according to the research..

Where a kid lives has a major impact on how well they do in school. Parents' degree of education has a substantial impact on their children's performance in school, according to studies conducted in the US. Haveman and Wolfe (2005) suggest that parents with higher educational attainment can foster their children's intellectual abilities, resulting in better academic performance and higher chances of pursuing further education. Similarly, Holmes (2003) confirms that children of more educated parents in the U.S. are more likely to attend school and advance further in their studies.

In Italy, family structure has been highlighted as a critical factor affecting students' academic performance of Italian students living with both parents had a better graduation rate and test passing probability than students living in other types of families, according to research by Bavaro (2008). The study highlighted that stable family environments provide better support systems for students, which in turn positively affects their academic achievements.

Domestic violence and its impact on children's academic performance is another pressing global concern. Jaffer (2009) states that children in Canada who are exposed to domestic violence, whether directly or indirectly, are more likely to be neglected,

which may lead to serious issues with their cognitive development, behaviour, emotions, and overall well-being. According to the National Centre for Women and Family Law (2004), children with these impairments are more prone to struggle academically, engage in frequent fights with their peers, and defy adult authority. Their scholastic performance suffers and their daily lives are profoundly affected by these deficiencies.

In the United Kingdom, a study by Harris and Goodall (2016) emphasized the influence of socioeconomic status on students' academic achievement. The research highlighted that children from higher-income families often had access to more educational resources at home, such as books, computers, and internet access, which contributed to better academic performance. Conversely, students from lower-income families faced challenges that hindered their academic success, such as limited access to these resources.

In Australia, Taylor et al. (2018) explored how family structure influences students' academic performance. Their research found that students from stable two-parent households tended to achieve higher academic success compared to those from single-parent or disrupted family environments. The researchers attributed this to the consistent support and resources available in stable households, which positively influenced students' educational outcomes.

In the African context, home-based factors have also been shown to play a crucial role in determining academic performance. Obilor and Amadi (2017) performed research in Nigeria and discovered that pupils' academic performance was substantially affected by their parents' level of education. Students whose parents with advanced degrees performed better in school, according to the study. This might be because their parents set a superior example by valuing education and providing academic support at home..

The same holds true in Nigeria, where parental income is a key factor in their children's educational success or failure. Parents' occupations were positively associated with their children's IQ and academic achievement, according to research by Eysenck and Cookson (2008). According to the research, a child's academic performance is influenced by their parents' employment since it represents their intellectual ability. However, Kathuri (2008) argued that in Nigeria, socioeconomic background might have a limited effect on academic performance, indicating a need for further research to explore this relationship in different African contexts.

Child labor remains a pervasive issue in Africa, significantly affecting students' academic performance. Akeri (2015) discovered that in Ghana, home environment, especially in homes where child labour is common, had a stronger impact on academic success than intellect. Child labour is pervasive, the research found, and it takes kids' focus away from schoolwork, which in turn causes them to do poorly on national exams. Child labour becomes essential for families to survive in Ghana as poverty levels grow, according to Abagi and Odipo (2007), who also noted that this practice has a detrimental effect on children's academic performance.

Important aspects impacting children's academic achievement in South Africa include parental care and family stability. According to Shittu (2004), children whose parents do not provide enough care, particularly in the aftermath of a divorce, death, or separation, are more likely to suffer from severe socioeconomic deprivation, which in turn affects their academic performance. South African children from unstable homes are more likely to struggle academically, according to the report, since they don't have the social and financial supports they need to succeed in school.

Mokoena (2019) investigated the correlation between students' home environments and their academic achievement in South African secondary schools. The study revealed

that students from homes with a supportive learning environment, characterized by access to study materials and a quiet place to study, achieved higher grades compared to those from less supportive environments. The research underscored the importance of a conducive home environment in fostering academic success.

Kwabena and Addo (2020) looked into the effect of parents' jobs on their children's schoolwork in Ghana. The results demonstrated that kids whose parents had secure, well-paying employment fared better in school because those parents could afford to provide their kids all the help they needed. The study highlighted the role of financial stability in ensuring that students have access to the tools and environment needed for academic success.

In Kenya, pupils' academic success is heavily influenced by variables at home, especially in public high day schools. Students' academic performance was shown to be favourably connected with parental engagement, according to a research conducted in Kisumu County by Ochieng and Mwangi (2018). This involvement included frequent contact with instructors and participation in school events. According to the research, pupils' academic performance improves when their parents take an active role in their education.

In a similar vein, Njoroge and Kamau (2019) looked at how students' socioeconomic condition affected their graduation rates in Nairobi. Pupils from higher-income families performed better academically because they had greater access to tools that help pupils learn, such as technology and private tutors. On the other hand, pupils from lower-income backgrounds encountered obstacles that hindered their academic achievement, such as limited availability of these resources.

The educational level of parents in Kenya also plays a crucial role in determining students' academic outcomes. Students' success in high school is strongly correlated

with their parents' degree of education (Abagi and Odipo, 2007). Parents with greater education were better able to encourage and support their children's academic pursuits, which translated to superior academic performance in the children, according to the research.

Child labor and household chores are pervasive issues affecting students' academic performance in Kenya. Mbiti (2007) found that the greater demand for household duties placed on students by their families often leads to absenteeism and poor academic performance. UNICEF (2007) similarly highlighted that household chores take away valuable time that students could otherwise spend on their education, thereby contributing to their failure in academic performance. These findings underscore the need for interventions to address child labor and the heavy burden of household responsibilities on students in Kenya.

In Kisii Central Sub-County, Maengwe and Nyamongo (2020) explored the influence of family structure on students' academic performance in public secondary day schools. The study found that students from single-parent families or households with frequent domestic conflicts often performed poorly in school. The researchers attributed this to the lack of emotional and financial support, which affected the students' ability to focus on their studies and succeed academically.

2.1.3 Challenges facing student's academic performance

Globally, girls face various challenges in achieving high academic performance, often due to societal norms and gender expectations. In the United States, research by Smith and Thomas (2017) highlighted that girls are often discouraged from pursuing science, technology, engineering, and mathematics (STEM) subjects due to prevailing gender

stereotypes. These stereotypes contribute to lower self-confidence among girls in these areas, ultimately affecting their overall academic performance.

In the United Kingdom, the shortage of qualified teachers is a persistent problem that hampers the efforts of school principals to achieve academic excellence. Sifuna (2006) highlights that the uneven distribution of qualified teachers across schools results in some schools having a higher teacher-student ratio, leading to overworked teachers and reduced teaching effectiveness. This shortage directly affects student performance, as the quality of instruction is compromised in overcrowded classrooms.

In Australia, financial management challenges are a significant concern for school principals. Opondo (2006) notes that principals often struggle with budgetary constraints and a lack of accounting personnel, which complicates the process of financial planning and management. Without proper financial oversight, schools may face difficulties in acquiring necessary resources, maintaining physical facilities, and implementing educational programs, ultimately affecting students' academic performance.

In India, Sharma (2016) found that early marriage and childbearing significantly hinder girls' educational achievements. The study revealed that girls who are married off at a young age are often forced to drop out of school to fulfill household responsibilities, thereby missing out on opportunities to excel academically. Traditional gender norms and customs are more strictly maintained in rural regions, making this problem even more widespread there..

In Japan, a study by Nakamura (2018) examined the pressure to conform to traditional gender roles as a significant barrier to girls' academic success. The research found that societal expectations for girls to focus on domestic responsibilities and caregiving roles, even at a young age, led to reduced study time and lower academic performance. This

cultural expectation often results in girls prioritizing family obligations over their education.

Many cultural and economical variables make it difficult for females in Africa to do well in school. Poverty is a major obstacle to girls' education in Nigeria, according to Okeke and Ume (2019). The research revealed that children from low-income households are more prone to be pulled out of school to help support their family financially or to avoid paying for their education. This financial strain disproportionately affects girls, limiting their ability to perform well academically.

In Tanzania, gender-based violence and harassment in schools are major challenges that hinder girls' academic performance. A study by Mbilinyi (2017) reported that many girls experience sexual harassment from both male peers and teachers, creating a hostile learning environment. The fear and trauma associated with such experiences lead to absenteeism, low concentration, and ultimately poor academic outcomes for the affected girls.

In Uganda, the shortage of qualified teachers is a significant challenge impacting the ability of school principals to achieve high academic performance. According to Ssekamwa (2015), many schools in Uganda face difficulties in attracting and retaining qualified teachers, particularly in rural areas. The high teacher-student ratio leads to overcrowded classrooms, where teachers are overburdened and unable to provide adequate attention to individual students. This situation contributes to a decline in the quality of education and subsequently poor academic performance.

In Zambia, the management of school finances is a critical issue that affects the ability of principals to enhance academic performance. Banda (2016) reported that many school principals in Zambia struggle with financial management due to inadequate training and a lack of support from the government. This challenge leads to poor

budgeting practices, misallocation of funds, and delays in the procurement of necessary educational resources. The resulting financial constraints make it difficult for schools to maintain their physical facilities, provide adequate learning materials, and implement educational programs, ultimately impacting student performance.

In Kenya, girls in public secondary day schools face several challenges that impede their academic success. In Kisii Central Sub-County, a study by Ochieng and Nyambega (2020) highlighted the impact of cultural practices, such as FGM, on girls' education. The study found that girls who undergo FGM are often married off early, leading to school dropout and poor academic performance. This practice, deeply rooted in cultural traditions, continues to be a significant barrier to girls' education in the region.

The shortage of qualified teachers is another significant challenge in Kenya. Sifuna (2006) notes that the distribution of teachers across Kenyan secondary schools is uneven, leading to some schools having an excessively high teacher-student ratio. This imbalance places a heavy burden on teachers, who are often overworked and unable to manage their classes effectively. As a result, the quality of education declines, and students' academic performance suffers.

Financial management challenges also pose a significant obstacle for Kenyan principals. According to Kithinji (2013), many principals lack proper financial management skills, which complicates the budgeting process and the management of school finances. This inadequacy in financial oversight can lead to a shortage of resources, delays in fund disbursement, and an inability to implement necessary school programs, all of which negatively affect academic performance in schools.

When it comes to females' academic success in Kenya, socio-economic issues are also quite important. Researchers Wanjiku and Mwangi (2019) in Nairobi found that many

low-income households compel their daughters to work to help maintain the family. This additional burden of work, coupled with their academic responsibilities, leads to fatigue and limited study time, resulting in lower academic achievement.

Lastly, in rural areas of Kenya, access to educational resources remains a significant challenge for girls. According to Muthoni (2018), many girls in rural secondary day schools lack access to essential learning materials, such as textbooks and internet resources, which are crucial for their academic success. The study emphasized that this lack of resources disproportionately affects girls, who are already at a disadvantage due to societal expectations and family responsibilities, further exacerbating their academic challenges.

2.2 Theoretical literature

This section sheds light on the theoretical framework supported by different authors' views on factors affecting students' academic performance.

2.2.1 Effective Schools theory

All of this investigation was based on Lezotte's (2001) Effective Schools Theory. According to Lezotte, an effective school is one that can be evaluated based on the level of accomplishment of its students, as well as one that indicates the existence of both qualitative and quantitative aspects simultaneously. After conducting a number of studies, Lezotte (2001) identified seven factors that are associated with successful schools. Considerations such as these include effective instructional leadership, a well-defined and focused mission, safe and well-organised schools, a climate with high expectations for students' accomplishments, regular assessment of student progress, constructive relationships between home and school, and sufficient time and opportunity for learning.

A good school, according to Lezotte (2001), has administrators who act as instructional leaders, who consistently and effectively communicate the school's purpose to teachers, parents, and students, and who reflect that mission themselves. Paying close attention to both the results of student learning and the efficacy of classroom and school-wide procedures is essential when doing regular monitoring of teaching and learning (Lezotte, 2001). A variety of assessment outcomes, including as test scores, student-developed goods, performances, and other signs of proof of learning, are tracked in order to monitor learning. It is the responsibility of supervisors to evaluate the program and the teachers, while instructors are expected to check their own teaching via self-reflection. Instructional planning for individual students and school-wide decision-making and planning are both informed by assessment results. The data is used to change school-wide and classroom practices. Lezotte (2001) argues that the phrase "family and community involvement" encompasses a wide range of efforts by businesses, parents, and other community members to support education and student achievement. By taking part in various activities that emphasise the importance of education and provide support and encouragement for students' educational endeavours, adults, including families, may get involved in the education of youth. Participation in these authorised techniques does not need adults to spend time at the school location. Students have a tendency to learn the majority of the lessons that they spend time on, which is what is meant by the phrase "opportunity to learn" and "student time on a task." In the event that each of the instructors at the school has a clear knowledge of what the important learner goals are, both on a class-by-class and subject-by-subject basis, then time on task is taken into consideration. The pupils should be allowed time to study the material after it has been made apparent what it is that they should be learning. Instruction on the fundamental abilities takes up a

significant portion of the time that instructors spend in the classroom in an efficient educational institution. All students, regardless of their ability, racial or gender identity, or financial standing, are afforded equal educational opportunities.

The theory was applicable to this investigation due to the fact that the seven factors that are directly associated with successful schools need strong leadership on the part of the principal. It is in line with what Sullivan and Glanz (2000) say: that school leaders should lead in a way that makes everyone agree on the directions the school should go and then handle change so that the school can actually follow its vision. The purpose of the research was not only to validate Lezotte's (2001) hypothesis of successful schools, but it also identified steps that schools that continuously perform badly might do to enhance their academic performance. This was accomplished by determining the correlates of schools in Kenya that have consistently high levels of academic achievement.

2.3 Theoretical Framework

The relationship between the dependent variable and the theory used in the research is shown in figure 1 below.

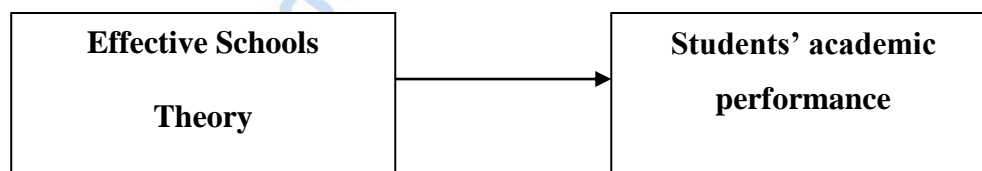


Figure 1: Theoretical Framework

Source: Researcher (2024)

2.4 Conceptual Framework

Orodho (2009) defines a conceptual framework as a model that graphically depicts the interrelationships of research variables. As shown in Figure 2.2 below, it identifies the factors that impact performance and establishes connections between these variables.



Independent variables

Dependent variables

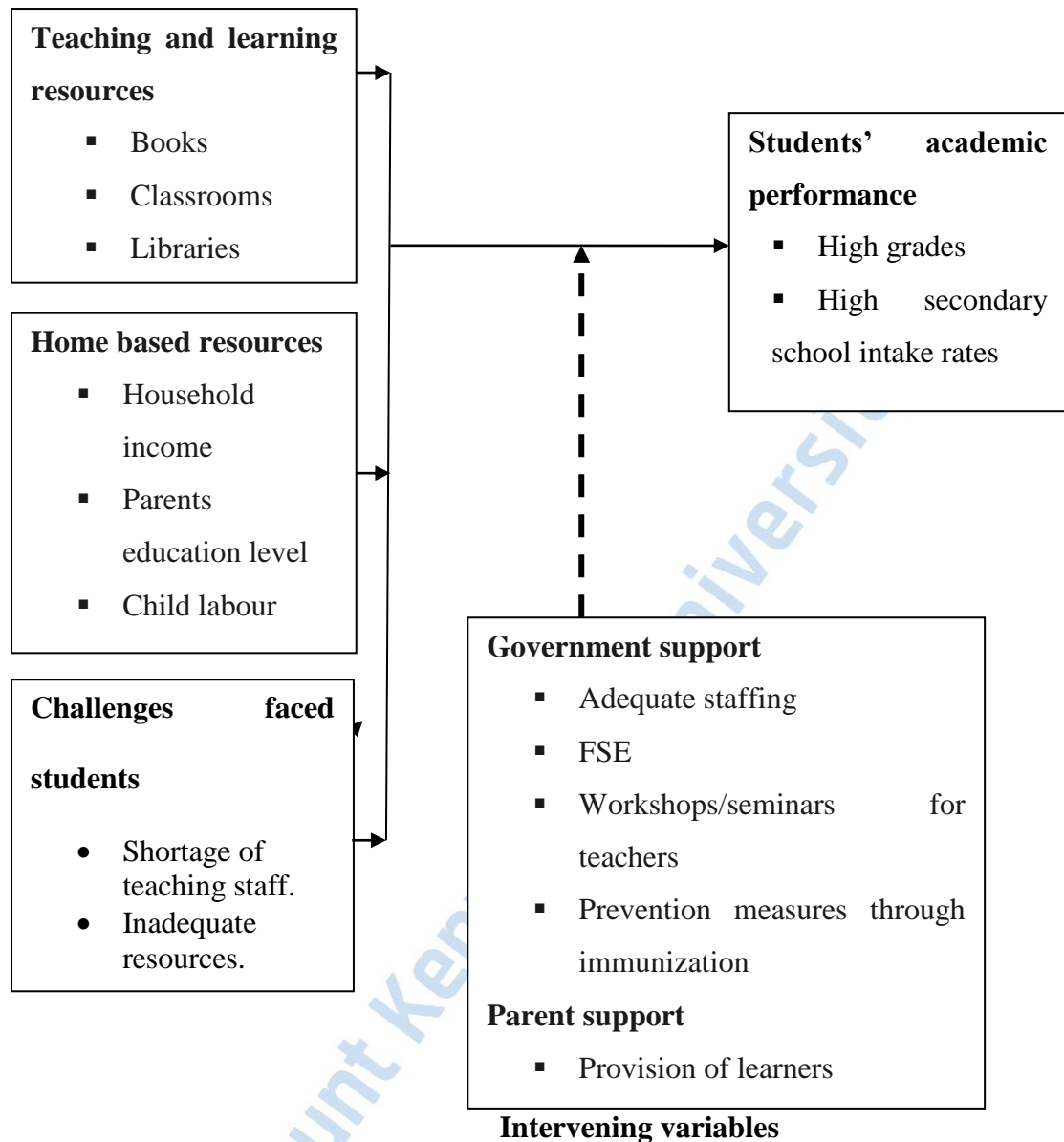


Figure 2. Conceptual Framework

Source: Researcher (2024)

Figure 2 shows how students' performance at KCSE level is influenced by several factors that interact with one another. These factors have been used by the study as independent variables. They are school based factors and home-based factors. School based factors include learning resources, teacher student ratio etc. The KCSE results are often better for schools that have sufficient classroom space, books, and other learning

materials. Learners' academic performance may be impacted by variables such as parental education, poverty, and the prevalence of child labour. Reducing the detrimental impact of these variables on kids' academic performance may be achieved by government assistance, parent-teacher relations, and the management abilities of administrators.

2.5 Research Gaps

The literature reviewed showed that there are various factors affecting academic performance in national examinations (KCSE). The study used effective theory, learners' theory and system theory to support literature. The theories attempted to clarify the effects of both school- and home-based variables on children' academic performance, but they failed to do so in a way that would have been helpful to principals in overcoming the obstacles that prevent their pupils from reaching their full academic potential. On empirical the study reviewed school-based factors, home based factors, challenges facing principals in achievement of academic performance and how to address the challenges. Some studies showed how various factors affects students' academic performance but others did not example George et al., (2012) identified several school-based factors influencing students' academic performance. Principal face various challenges which were not exhausted by the literature.

2.6 Summary of Literature Review

From what we can tell from the literature, secondary day schools in Kenya have a wide range of class sizes. Large classrooms (more than 40 students) are said by instructors to have a detrimental impact on teaching, whereas schools with smaller classes have shown positive outcomes. A family's financial situation is a major determinant on their

educational achievement. Instead of failing, he identifies poverty as the leading cause of students' poor performance on tests (Cardoso, 2007).

A child's academic success is strongly correlated with their parents' socioeconomic level, according to the research. Additionally, Eysenck and Cookson (2008) found that a child's IQ and academic achievement were positively correlated with their parents' occupational level.

Finally, principals face obstacles to academic performance due to factors such as overcrowded classrooms, inadequate physical facilities, and a lack of qualified teachers. These factors have a negative effect on both the quality of instruction and student achievement, as well as school discipline. The research relied on Lezotte's (2001) Effective Schools Theory.



CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The research approach used to carry out the study is described in depth in Section Three. It contains sections on the target population, the study site, the equipment utilized, the sampling methods and procedures, the data gathering process, and the data processing methodologies...

3.1 Research Methodology

According to Cooper and Schindler (2008) data extraction measurements should be reliable and valid. Qualitative and quantitative methods was applied throughout this research. Numeric data was converted to numbers and was generated using quantitative techniques. This method is precise and was used for the purposes of analysing numeric data obtained from the questionnaires. Qualitative methods were used to collect non numerical data collected through use of interview guides. The information gathered was analysed interpretatively, subjectively, and diagnostically. This method was used to analyse data collected from interview guides.

3.2 Research Design

Research design, according to Willis and David (2011), is the plan or approach used to carry out research. In a similar vein, Nachmias and Nachmias (2006) describe it as the study's master strategy for addressing the research objectives. In order to characterize the interactions between variables, this study used a descriptive research methodology, which is helpful for obtaining data regarding the present status of a phenomena. As per Kothari's (2004) assertion, descriptive research centers in formulating precise forecasts

and recounting details and attributes pertaining to people, groups, or circumstances. This design was selected because it minimizes bias in data collection and interpretation while offering a comprehensive picture of the situation. It was especially appropriate for addressing the goal of the research, which was to look at how the variables related to one another (Kothari, 2008). The design also took into account variables being studied, research methodologies, data collecting techniques, and sample size in relation to the target population.

3.3 Study Location

The research was carried out at public secondary day schools in the southwest of Kenya, in the Kisii County, specifically in Kisii Central Sub-County. Nairobi, Kenya's capital city, is around 300 km away from the county. Because of the four-year trend of declining student academic performance, Kisii Central Sub-County was chosen for this study.

3.4 Target Population

A population, according to Cooper and Schindler (2003), is the whole collection of elements from which conclusions are drawn. This perspective is consistent with Mugenda & Mugenda, who define a population as the totality of people, things, or events that have a single, observable trait in common. The overall number of respondents or the particular setting that the researcher is interested in is referred to as the target population (Willis and David, 2011). In public secondary schools in Kisii Central Sub-County, the research's participants included principals, instructors, students, parents, and members of the BOM. The study placed special emphasis on the principals of the sampled schools.

Table 1: Target Population

Zones	Public Schools
Nyaura Secondary School	18
Kiamabundu Secondary School	14
Nyatara Mixed Secondary School	24
Masongo Secondary School	14
Nyaguta Secondary School	18
Amariba Secondary School	13
Total	101

Source: Researcher (2024)

3.5 Sampling Procedure and Sample Size

Researchers may learn more about a population by examining a small sample of its members, which can save time and money. Sampling is the process of choosing a subset of examples from which to derive conclusions about the wider group (Orodho, 2009). A certain number of people are selected throughout this procedure to serve as representatives of the larger population. To establish the sample size for this investigation, a straightforward random sampling method was used. Simple random sampling, according to Gladwell and Daniel (2010), guarantees that each person in the population has an equal probability of being chosen. This method was thought suitable for the research as it gives each responder an equal chance to take part. In accordance with Mugenda & Mugenda's (2003) suggestion that a sample size for social studies should range from 10% to 30%, the research sampled 17% of 101 schools located in six zones within Kisii Central Sub-County, or 17 schools total. As a result, 176 Form 4 students—ten from each class—17 principals, 17 members of the Board of

Management, and 47 class instructors made up the sample. The sample size included 257 responders in total.

Table 2: Sampling Grid

Zones	Sampled Public Schools (30%)
Nyaura Secondary School	4
Kiamabundu Secondary School	2
Nyataro Mixed Secondary School	3
Masongo Secondary School	2
Nyaguta Secondary School	4
Amariba Secondary School	2
Total	17

Source: Researcher (2024)

3.6 Data Collection Instrument

These are the tools that were used to gather information. The researcher used a questionnaire to collect primary data from the participants in this study.

3.6.1 Questionnaire for Teachers and students

In order to gather information from the chosen participants, questionnaires were used. Willis and David (2011) state that questionnaires are collections of questions with the expectation that respondents would write answers. Because of the ease of analysis, the ability to retain participant anonymity, and the uniformity of the questions asked of all respondents, questionnaires are a useful tool for collecting data from large populations (Orodho, 2009). In order to ensure that the answers collected were relevant to the study's aims, closed-ended questionnaires were used for this investigation. After two weeks of distribution and collection, the surveys were physically collected.

3.7 Piloting

The reliability of the data gathering procedures is crucial to the credibility of the study, according to Mugenda & Mugenda (2009). Orodho (2009) states that the goal of doing a pilot study is to check the clarity and effectiveness of the questionnaire items. The surveys were piloted with people from a separate sub-county to make sure they were valid and reliable. The questionnaires and interview guide were administered for the first time, and a follow-up was conducted after two weeks. This process ensured that the questions accurately measured the intended variables, that the wording was clear, that all respondents interpreted the questions consistently, and that any researcher bias or unclear questions were identified and corrected.

3.7.1 Reliability of the Instrument

The degree to which a tool reliably performs its function as designed is known as its reliability (James, 2007). The degree to which a research instrument consistently yields the same outcomes or data when tested several times is defined by Mugenda & Mugenda (2003) as reliability. Using a test-retest design, the researcher double-checked the instruments with students from a nearby sub-county's secondary day schools to make sure they were reliable.

3.7.2 Validity of the Instrument

The term "validity" is used to describe how well the results of a study match the theoretical ideas under investigation (Omollo, 2009). In order to guarantee the validity and reliability of the data analysis findings, it evaluates the test's ability to measure the target variable (Orodho, 2009). The researcher consulted a university supervisor for advice before beginning field data collecting to guarantee the reliability of the devices.

3.8 Data Analysis and Presentation

In order to find useful insights, make conclusions, and aid in decision-making, data analysis include cleaning, converting, and modelling data. It includes a variety of methods used in many different areas, including the scientific community, industry, and the social sciences (Kothari, 2008). Prior to computer-assisted data summarization into tables, this study's field data was categorized according to the topics under research. After the data was refined, descriptive and inferential statistics were used to examine it. Percentages and averages were examples of descriptive statistics, but regression analysis was an example of inferential statistics. The data was presented in a straightforward and intelligible manner using frequency tables and pie charts to organize and summarize it. This helped in interpreting the study results. During the results discussion, tables and pie charts were used to show the distribution of questionnaire answers in terms of percentages and frequencies.

To investigate the connection between variables at school and kids' academic performance and factors at home, a multiple regression analysis was administered. The analysis followed the structure of a multiple regression model, with the relationships between the variables expressed through the equation provided below:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Where:

Y = Annual performance of secondary day schools

α = Constant/the intercept point of the regression line and the y-axis

β = the slope/gradient of the regression line

X_1 = teaching and learning resources

X_2 = home based factors

X_3 = challenges

ε = Error term

Annual performance of secondary day schools = $\alpha + \beta_1$ (school based factors) + β_2 (home based factors) + β_2 (challenges) + ε

The F-test and t-test were used to evaluate the strength of the association between the independent and dependent variables. A significance level of 5% and a confidence interval of 95% were specified. The significance of the differences between zero and the coefficients β_1 and β_2 was ascertained using these tests. If so, it was determined that there was a robust positive correlation between the two sets of data. Also, to check whether the findings were statistically significant, an ANOVA was run.

3.9 Ethical Considerations

All the while the researcher was gathering data, they were acting ethically. This included taking precautions to safeguard respondents' personal information, making sure their participation was entirely voluntary, and honoring their right to withdraw from the research in whole or in part. After giving participants a thorough description of their role, we were able to get their consent. Excluding personally identifiable information (such as names and ID numbers) from the data gathering method guaranteed anonymity and rigorously preserved the confidentiality of the respondents' data. The researcher personally collected the data to prevent any third-party involvement and potential manipulation, ensuring that the data was used solely for research purposes. Since this study involved minors, a consent form was prepared, as shown in Appendix III, requiring parental consent before any child could participate in the study.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.0 Introduction

The study's results are presented, analyzed, interpreted, and discussed in this chapter. Students in Form 4 at public secondary day schools in Kisii Central Sub-County, Kenya, had their academic performance analyzed in relation to socio-cultural hurdles. This chapter is structured into multiple sections, one of which contains the response rate and demographic information of the respondents. The study's objectives are as follows: to determine how public secondary day school teaching and learning resources affect students' academic performance; to determine how home-based factors affect students' academic performance; and to identify the obstacles that principals in Kisii Central Sub-County confront in their pursuit of high academic performance for their students. The chapter starts with a discussion of the response rate, then moves on to the respondents' demographic information.

4.1 Response Rate

We received 236 completed surveys from a total of 257 that were sent out to potential participants. This translates to a 91.8% response rate. Given that a response rate of 70% or more is deemed enough for data analysis, the 91.8% response rate is acceptable, as per Mugenda & Mugenda (1999). You can see the response rate in Table 3.

Table 3: Response Rate

Category	F	%
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Administered	257	100.0
Returned	236	91.8

Source: Field Data (2024)

4.2 Demographic Characteristics of the respondents

The demographic data gathered included sex, degree of education, and duration of employment. Students' socio-cultural hurdles and their academic achievement in public secondary day schools were thought to be affected by these factors. Table 4 displays the results of the gender specification question.

Table 4: Gender of the Respondents

Category	f	%
Female	143	60.6
Male	93	39.4
Total	236	100.0

Source: Field Data (2024)

The data in Table 4 show that out of the total number of respondents, 143 (or 60.6%) were female and 93 (or 39.4%) were male. Table 5 displays the results of the question asking respondents to indicate their degree of education.

Table 5: Respondents' level of Education

Category	F	%
Tertiary	3	1.3
Degree	26	11.0
University	207	87.7
Total	236	100.0

Source: Field Data (2024)

According to Table 5, 207 respondents (87.7%) had a bachelor's degree or above, 26 (11.0%) had a master's degree, and 3 (1.3%) had a doctorate. In addition, we asked respondents to specify how many years of teaching experience they had; Table 6 displays the findings.

Table 6: Years of Experience

Category	F	%
<10 years	14	5.9
10-19 years	89	37.7
20-29 years	114	48.3
30 years and above	19	8.1
Total	236	100.0

Source: Field Data (2024)

As shown in Table 6, majority 114(48.3%) of the respondents had worked as a teacher for a period of 20-29 years, 89(37.7%) 10-19 years, 19(8.1%) 30 years and above and 14(5.9%) for a period of less than 10 years. This implies that the respondents have been teachers for a long period hence, can easily understand the importance and challenges of Social cultural barriers.

4.3 Effect of Teaching and Learning Resources on students' Academic Performance in Public Secondary Day Schools

4.3.1 Descriptive Analysis

In order to examine the effects of instructional materials on secondary school students' grades, the research used descriptive statistics such as percentages, means, and frequencies. Regarding the variable of socio-cultural obstacles impacting students' academic performance in public secondary day schools, descriptive statistics

(frequency, percentage, and mean distribution) were used to measure the degree of agreement on a five-point Likert scale. Table 7 summarizes the findings.

Table 7: Descriptive statistics for Teaching and learning resources on students' academic performance in public secondary day schools

Statements		SD	D	U	A	SA	MEAN
The library is not well stocked students academic performance	F	19	18	16	95	88	3.91
	%	8.1	7.6	6.8	40.3	37.3	
There is availability of quality instructional material which improves academic performance	F	2	34	17	96	87	3.98
	%	0.8	14.4	7.2	40.7	36.9	
There is no adequate textbooks which contributes to poor students academic performance	F	10	12	26	81	107	4.11
	%	4.2	5.1	11.0	34.3	45.3	
There is enough books which contributes to improvement in students academic performance	f	7	21	12	64	132	4.24
	%	3.0	8.9	5.1	27.1	55.9	

Source: Field Data (2024)

Table 7 indicates that 95 (40.3%) of respondents agreed with the statement that the library being inadequately stocked affects students' academic performance, while 88 (37.3%) strongly agreed, 19 (8.1%) strongly disagreed, 18 (7.6%) disagreed, and 16 (6.8%) remained undecided. The findings suggested that respondents generally agreed (Mean = 3.91) with the statement that the availability of quality instructional materials enhances academic performance. This suggests that as socio-cultural barriers are addressed, students' academic performance improves. These results align with David's (2008) findings that reducing socio-cultural barriers contributes to better academic outcomes.

Additionally, 96 (40.7%) of respondents agreed with the statement that ineffective teaching resources contribute to poor academic performance, with 87 (36.9%) strongly agreeing, 34 (14.4%) disagreeing, 17 (7.2%) undecided, and 2 (0.8%) strongly disagreeing. The study further revealed that respondents generally agreed (Mean = 3.98) that teacher appraisal of their formal education improved student academic performance.

Comparably, 107 (45.3%) respondents strongly agreed, 81 (34.3%) disagreed, 26 (11.0%) were unsure, and 10 (4.2%) severely disagreed with the assertion that having enough books improves pupils' academic achievement. According to the results, most respondents (Mean = 4.11) thought that student performance was enhanced by teacher evaluations that prioritised advanced professional development. This suggests that improving student results involves overcoming sociocultural constraints associated with professional learning. These results are in line with study by Odhiambo (2005), which found that student academic performance is favourably impacted by teachers' evaluation of advanced professional development..

4.4. Influence of Home-based resources on students' academic performance in public secondary day schools

4.4.1 Descriptive Analysis

This study aimed to examine the relationship between teacher evaluations of the administration of instructional materials and students' performance in secondary school in Kisii Central Sub-County's public schools by using descriptive statistics such as percentages, means, and frequencies. When it came to the variable of socio-cultural obstacles impacting the management of teaching and learning resources, descriptive statistics like frequency, percentage, and mean distribution were used to quantify the

degree of agreement on a five-point Likert scale. This helped with analysis. Table 8 summarizes the findings.

Table 8: Descriptive statistics for influence of home based resources on students' academic performance in public secondary day schools

Statements		SD	D	U	A	SA	MEAN
Parents level of education determines students' academic performance	f	29	15	10	73	109	3.92
	%	12.3	6.4	4.2	30.9	46.2	
Household level of income influences students' academic performance	f	10	21	8	79	118	4.16
	%	4.2	8.9	3.4	33.5	50.0	
Child labour makes students not to concentrate on their studies hence reducing their performance	f	12	8	14	78	124	4.25
	%	5.1	3.4	5.9	33.1	52.5	
Social cultural barriers on library resources management improves students' academic performance	f	10	15	10	104	97	4.11
	%	4.2	6.4	4.2	44.1	41.1	

Source: Field Data (2024)

According to Table 8, 109 (46.2%) of the respondents agreed that parents' educational attainment affects their children's academic performance, whereas 29 (12.3%) strongly disagreed, 15 (6.4%) disagreed, and 10 (4.2%) were not sure. The results imply that respondents were largely in agreement (Mean = 3.92) that parents' economic levels had an effect on their children's academic achievement. This suggests that using classroom resources in a way that overcomes sociocultural obstacles might enhance student performance. These results support the research of Ahmed et al. (2010), which showed

that improving classroom resource management via the removal of sociocultural obstacles improves student performance.

Moreover, 118 (50.0%) of the respondents agreed with the assertion that kids' academic performance suffers as a result of child work; 79 (33.5%) strongly agreed, 21 (8.9%) disagreed, 10 (4.2%) severely disagreed, and 8 (3.4%) were unsure. According to the survey, most respondents (Mean = 4.16) believed that sociocultural obstacles affect pupils' academic achievement.

Comparably, 124 (52.5%) highly agreed, 78 (33.1%) agreed, 14 (5.9%) were unsure, 12 (5.1%) strongly disagreed, and 8 (3.4%) disputed that having an unfavorable home environment affects one's academic success. According to the findings, most respondents (Mean = 4.25) believed that poor family environments had a detrimental impact on students' academic success. This result is consistent with Danielson's (2011) research, which demonstrated the influence of sociocultural obstacles on academic performance.

In conclusion, 104 (44.1%) of the participants concurred that inadequate parental guidance results in subpar academic achievement. However, 97 (41.1%) strongly concurred, 15 (6.4%) disagreed, 10 (4.2%) severely disagreed, and 10 (4.2%) were unsure. According to the survey, participants agreed (Mean = 4.11) that poor parental care results in subpar academic achievement, highlighting the importance of parental participation in students' success.

4.4.2 Inferential Analysis

Table 9: Inferential Analysis

Pearson Correlations

		Home based	students'
		factors	academic
Control Variables			performance
	students'	Correlation	1.000
Home based	academic	Significance	.
factors	performance	(2-Tailed)	.000
		Df	0
			165

Source: Field Data (2024)

A Pearson Correlation Product was used by the researcher to examine the interrelationships of the objective variables. This study set out to answer the question, "How do students' personal circumstances at home affect their academic performance in public secondary schools?" by looking at the data shown in the table below. Results showed a robust relationship between students' home life and their academic achievement ($r = .00$), suggesting that issues related to students' homes have a substantial impact on students' academic success in secondary day schools. Moreover, the research discovered a robust association between elements related to the home and academic success; the correlation coefficient was .003, indicating that these factors significantly impact pupils' academic achievements.

4.4.3 Thematic Analysis

This was supported by an interviewee who had the following to say;

“Laboratory equipment enables students to engage directly with the data they collect, providing them with hands-on learning opportunities through conducting their own experiments. This practical experience enhances

their understanding. Additionally, it has been observed that having access to lab equipment and supplies makes the teaching and learning process more efficient and effective for both teachers and students.”

Thus, addressing socio-cultural barriers related to the management of laboratory resources leads to an improvement in students' academic performance ... Male Participant, 47 years old, Education Field Officer. This suggests that when socio-cultural barriers in laboratory resource management are addressed, students' academic performance is enhanced.

4.5 Challenges faced by students from public secondary day schools in achieving high academic performance

4.5.1 Descriptive Analysis

Researchers in Kisii Central Sub-County used descriptive statistics like percentages, frequencies, and means to look at how students' home lives affected their grades in public secondary day schools. Table 10 summarizes the results of the study, which utilized descriptive statistics (such as percentages, frequencies, and means) to assess the extent to which students agreed on a five-point Likert scale about the impact of home-based factors on students' academic performance in public secondary day schools.

Table 10: Descriptive statistics for Challenges faced by students from public secondary day schools in achieving high academic performance

Statements	f	S	D	U	A	S	ME
		D				A	AN
Congested classrooms is the major challenge affecting principals form delivering	23	2	1	4	7	8	3.7
		3	7	1	3	2	4

	f	9	7	1	3	3	
	%	9	7	1	3	3	
	.	2	7	0	4	4	
		7	4	9	7		
The school has limited facilities which contributes to poor students' academic performance	f	1	2	2	7	9	3.8
		6	9	4	7	0	3
	%	6	1	1	3	3	
	.	2	0	2	2	8	
		8	3	2	6	1	
Shortage of teachers experience in the school is major challenge to students' academic performance	f	5	1	2	8	1	4.2
			1	3	1	1	4
							6
	%	2	4	9	3	4	
	.	7	7	4	9		
		1		3	2		
The principals faces challenge of finance management	f	8	1	8	1	1	4.1
			3		0	0	9
					4	3	
	%	3	5	3	4	4	
	.	5	4	4	3		
		4		1	6		

Source: Field Data (2024)

According to Table 10, 82 (34.7%) of the respondents strongly agreed, 73 (30.9%) agreed, 41 (17.4%) were unsure, 23 (9.7%) strongly disagreed, and 17 (7.2%) disagreed that overcrowded classrooms constitute a serious barrier to principals' capacity to give effective instruction. The results show that most respondents (Mean = 3.74) agreed that principals' ability to provide services is hampered by packed classrooms. This suggests that congested classrooms present a major challenge to principals in improving students' academic performance, aligning with Milanowski's (2004) findings, which highlight the influence of class size on academic achievement.

Furthermore, 90 (38.1%) of those surveyed strongly believed that inadequate school facilities are a factor in students' poor academic achievement. 24 (10.2%) were unsure, 77 (32.6%) strongly disapproved, 29 (12.3%) disagreed, and 16 (6.8%) agreed. According to the survey, most respondents (Mean = 3.83) agreed that inadequate facilities had a detrimental impact on students' academic achievement. This implies that academic results for students are likely to suffer in schools with insufficient funding.

In a similar vein, 116 (49.2%) respondents strongly agreed, 81 (34.3%) disagreed, 23 (9.7%) were unsure, 11 (4.7%) disagreed, and 5 (2.1%) strongly disagreed that there is a severe challenge to students' academic performance due to a lack of competent instructors. According to the results, a significant obstacle to pupils' academic performance is the lack of skilled instructors (Mean = 4.24).

Lastly, 104 (44.1%) of those surveyed agreed that one of the biggest challenges facing head instructors is overseeing student behavior. 13 (5.5%) disagreed, 8 (3.4%) strongly disagreed, and 8 (3.4%) were unsure. Of those who expressed agreement, 103 (43.6%) strongly agreed. According to the research, respondents (Mean = 4.19) agreed that overseeing student discipline is a major problem for principals. According to this, academic performance suffers as student discipline deteriorates, which is in accordance

with Odhiambo's (2005) results that better student discipline improves academic outcomes.

4.5.2 Analysis of Inferential Statistics

Table 11: Inferential Analysis

		Pearson Correlations		
Control Variables		Challenges	Achieving in students' academic performance	
Challenges	Achieving students' academic performance	Correlation	1.000	.531
		Significance (2-Tailed)	.	.000
		Df	0	165

Source: Field Data (2024)

In order to examine the relationship between the variables pertaining to the third aim, the researcher used the Pearson Correlation Product. Results showed that 43.5% of principals felt that students' academic achievement was affected by the difficulties they encountered while trying to use instructional tactics in the classroom. The study recorded an average mean of $M = 2.07$ with a standard deviation of $.750$. It was also found that principals in public secondary day schools face significant challenges in achieving high academic performance.

4.5.3 Thematic Analysis

This was supported by an interviewee who had the following to say;

“...Classroom teaching is a nearly universal activity aimed at facilitating student learning. It serves as the process that connects the curriculum with students, enabling the achievement of educational goals. Consequently, addressing socio-cultural barriers in the application of inquiry-based instruction within the classroom leads to improvements in students' academic performance ... Female Participant, 36 years, Field Education Officer.”

This suggests that when principals in public secondary day schools face numerous challenges, the likelihood of a decline in academic performance increases.

4.6 Discussions of Findings

The following section explores the study's findings, drawing comparisons and contrasts with prior research to emphasize similarities, differences, and the broader implications of these results within the context of existing literature.

4.6.1 Effect of Teaching and Learning Resources on students' Academic Performance

Public high day school students' academic performance is the subject of this debate, which centers on the role of instructional materials and the impact of social and cultural factors..

Participants in the survey were unanimous in their belief that students' academic performance suffered due to a lack of adequate library resources. The assertion that the library is under-stocked and contributes to students' low academic performance was supported by 40.3% of respondents, with 37.3% strongly agreeing. The fact that students' academic challenges are exacerbated by insufficient library resources is further supported by the mean answer of 3.91. The results are in line with what is already known in the literature on how library resources may greatly improve students'

academic achievement. One example is the correlation between secondary school libraries and better student results, as shown in a 2016 research by Kinyanjui et al. The study emphasized that access to a wide range of books and reference materials helps students develop better study habits and deepens their understanding of subject matter. In contrast, the lack of adequate library resources, as highlighted in this study, can hinder students' ability to perform well academically.

Academic performance is positively affected by the availability of high-quality instructional resources, according to the research. The findings revealed that, on average, 3.98 out of 5, respondents felt that high-quality instructional resources improve academic achievements, with 40.7% strongly agreeing and 36.9% agreeing. This confirms what other studies have shown: that classroom resources are crucial to the success of both teachers and students. Okongo et al. (2015), for example, discovered that students' academic performance improves when appropriate instructional resources are readily available. According to the research, instructors are better able to explain difficult ideas when they have access to high-quality instructional resources to build their lessons on..

However, the study also highlighted concerns regarding the adequacy of textbooks, with 45.3% of respondents strongly agreeing that the lack of textbooks contributes to poor academic performance. This concern is echoed by other studies, such as that of Wambugu and Changeiywo (2016), who found that inadequate access to textbooks was a significant barrier to effective learning in Kenyan secondary schools. Their research suggested that students without sufficient textbooks are less likely to engage in independent study, which is crucial for academic success. The current study's findings, therefore, reinforce the need for adequate provision of textbooks to support student learning.

Additionally, with a mean score of 4.24, 55.9% of respondents strongly agreed that having adequate books available adds to greater academic achievement. This discovery implies that when students have access to sufficient learning resources, their academic performance is likely to improve. This is in line with the findings of Odhiambo (2018), who observed that well-resourced schools tend to produce better academic results due to the availability of necessary learning materials.

The research went a step further by investigating how social and cultural factors affect academic performance in respect to instructional materials. The results imply that students' academic performance might be less affected by social-cultural obstacles when sufficient teaching and learning materials are available. For example, respondents indicated that when schools are equipped with quality instructional materials and adequate textbooks, the impact of social-cultural barriers, such as language differences and socio-economic challenges, is less pronounced. This is consistent with the findings of Mwangi and Kimu (2017), who argued that well-resourced schools are better equipped to support students from diverse backgrounds, helping them overcome social-cultural barriers and achieve academic success.

Academic achievement is greatly impacted by teacher evaluation and professional development, according to the research. Participating educators are better able to meet the needs of their students when they participate in ongoing professional development opportunities, such as graduate-level coursework and workshops. The findings of Wanzare (2018), who studied the effects of teacher evaluation systems on professional development and classroom performance, corroborate these findings. Teachers are more likely to use new tactics and keep up with current educational practices when they are regularly evaluated and given feedback, according to Wanzare's research. This, in turn, benefits students' academic achievement..

Academic performance may be positively affected by focused interventions that address social-cultural obstacles, according to the study's results. To better connect kids' home lives with what they learn in school, educators may do things like provide culturally appropriate teaching materials and include varied viewpoints into lesson plans. Researchers Njoroge and Nyabuto (2018) found that culturally responsive instruction improved academic performance for students from a variety of backgrounds, lending credence to this strategy. Their research found that when teachers incorporate students' cultural experiences into their teaching, students are more likely to engage with the material and perform better academically.

In addition, the study highlighted the need for schools to provide support systems for students facing social-cultural barriers. This includes offering additional tutoring, mentorship programs, and counseling services to help students navigate challenges related to language, socio-economic status, and family dynamics. Research by Gikandi and Mungai (2019) supports this approach, finding that schools with robust support systems for students from disadvantaged backgrounds are more successful in improving academic performance. Their study emphasized the importance of creating an inclusive school environment where all students feel supported and valued.

4.6.2 Influence of Home-based resources on students' academic performance

In this article, we will examine the ways in which social-cultural obstacles and resource management at home affect kids' academic achievement in public secondary day schools.

With a mean score of 3.92, the survey indicated that a considerable portion of respondents (46.2%) agreed and 30.9% strongly agreed that the educational background of parents had a bearing on their children's academic achievement. This result agrees

with previous research that has shown that parental education has a significant impact on their children's academic performance. For example, research by Mutegi et al. (2018) indicated that children of parents with higher levels of education had better academic outcomes because they received greater academic assistance from their parents. Educated parents are often better equipped to help with homework, provide educational resources, and create a conducive learning environment at home, all of which contribute to better student outcomes.

Additionally, the survey found that parents' money had a considerable impact on their children's academic success, with 50.0% of respondents strongly agreeing and 33.5% agreeing, resulting in a mean score of 4.16. This result is consistent with study by Orodho (2017), who discovered that since they have access to superior educational tools including technology, textbooks, and private tutoring, kids from higher-income households often do better academically. The study also highlighted that students from low-income families often face challenges such as inadequate nutrition, lack of school supplies, and the need to work after school, all of which can negatively affect their academic performance.

The issue of child labor emerged as a significant factor impacting academic performance, with 52.5% of respondents strongly agreeing that child labor prevents students from concentrating on their studies, resulting in poor academic outcomes. The mean score for this statement was 4.25, indicating strong agreement among respondents. This finding is supported by the work of Githinji and Kanga (2019), who explored the negative effects of child labor on education in Kenya. Their study found that students involved in child labor often miss school, have lower attendance rates, and are less likely to complete their education, all of which contribute to lower academic

performance. The current study's findings highlight the importance of addressing child labor as a barrier to academic success, particularly in low-income and rural areas.

The study also found that an uncondusive home environment significantly affects students' academic performance, with 52.5% of respondents strongly agreeing, and 33.1% agreeing with the statement, leading to a mean of 4.25. This result is consistent with the study conducted by Wambugu and Yatich (2016), who looked at how the family environment affected students' academic achievement in secondary schools in Kenya. Their investigation revealed that a number of issues, including congested living quarters, domestic abuse, and a lack of parental supervision, may put pupils under stress and hinder their ability to concentrate in class. The results of this research support the need of home environment-focused interventions as a crucial component of raising academic achievement..

The research also revealed that resource management is impacted by social and cultural obstacles. According to the findings, with a mean score of 4.11, 44.1% of respondents agreed and 41.1% strongly agreed that inadequate parental care relates to low academic achievement in kids. The results of Mwangi and Njuguna (2017), who investigated the impact of parental participation on academic success, are in line with this outcome. According to their research, adolescents who have parents who are not interested in their education often do poorly academically. This might be because of cultural standards, employment obligations, or other reasons. The lack of parental care often results in students receiving less guidance, motivation, and support, which are crucial for academic success.

Also, the research made the case that social-cultural barriers—like gender norms and conventional beliefs—may have a detrimental effect on how teaching and learning resources are managed, which in turn may have an influence on student performance.

For example, in many societies, females' education is not valued, which results in less funding going toward it. This finding is supported by the research of Kimani and Mwiti (2019), who found that cultural attitudes towards education, particularly for girls, significantly affect their access to educational resources and opportunities. The research made clear that schools often lack the resources they need in areas where education is not highly valued, which has an immediate negative effect on kids' academic performance.

The research also made clear how important it is for educational institutions to deal with social and cultural hurdles by implementing focused interventions including parent education seminars, community outreach initiatives, and curriculum integration of culturally appropriate resources. These results are consistent with the research of Njeru and Njagi (2017), who suggested that in order to remove cultural obstacles to education, schools should actively interact with parents and the community. Their study found that when schools take an active role in educating parents about the importance of education and involve them in the educational process, students' academic performance improves. The significance of these treatments in reducing the negative impacts of social and cultural barriers on academic performance is highlighted by the present research.

In brief, the results of the research demonstrate the noteworthy influence of variables originating from home on the academic achievement of pupils attending public secondary day schools. Parental education and income levels, child labor, home environment, and social-cultural barriers all play a crucial role in shaping students' academic outcomes. These findings are consistent with existing literature, which emphasizes the need for comprehensive approaches that address both the in-school and out-of-school factors affecting students' education.

The implications of these findings are far-reaching. For educators and policymakers, the study underscores the importance of providing support to students from disadvantaged backgrounds, particularly in addressing home-based challenges such as poverty, child labor, and lack of parental involvement. Schools should consider implementing programs that engage parents, provide additional resources to low-income students, and create a supportive learning environment that takes into account the social and cultural context of the students.

4.6.3 Challenges faced by students from public secondary day schools in achieving high academic performance

This conversation focuses on the difficulties public secondary day school administrators have in obtaining excellent academic performance, specifically in Kisii Central Sub-county. It highlights the consequences of crowded classrooms, inadequate facilities, teacher experience, and disciplinary control..

The study revealed that congested classrooms are a significant challenge for principals in delivering quality education, with 34.7% of respondents strongly agreeing and 30.9% agreeing with this statement, leading to a mean of 3.74. This result is in line with research that highlights how classroom size affects student achievement. For example, a study by Uwezo (2017) found that overcrowded classrooms lead to difficulties in classroom management, reduced teacher-student interaction, and a decline in the quality of instruction. The current study reinforces these findings, suggesting that when classrooms are overcrowded, it becomes challenging for principals to ensure that teachers can effectively deliver lessons, which in turn affects students' academic performance.

The research discovered that in addition to crammed classrooms, inadequate school facilities represent a significant obstacle to subpar academic achievement. The mean score for this statement was 3.83, with 32.6% of respondents strongly agreeing and 38.1% strongly disagreeing. This is consistent with research by Kariuki and Nyaga (2019), who found that inadequate school facilities have a significant role in pupils' poor performance in secondary schools in Kenya. The results of their research demonstrated how students' learning experiences are hampered and their options to participate in practical and extracurricular activities that improve academic achievement are limited when necessary facilities like labs, libraries, and sports equipment are lacking..

The issue of teacher experience emerged as a significant challenge, with 49.2% of respondents strongly agreeing and 34.3% agreeing that a shortage of experienced teachers negatively affects students' academic performance. The mean score for this statement was 4.24, indicating strong agreement among respondents. This finding is supported by the research of TSC (2018), which emphasizes the importance of experienced teachers in delivering quality education. The study found that experienced teachers are better equipped to handle diverse classroom challenges, implement effective teaching strategies, and mentor younger teachers. The shortage of experienced teachers, therefore, poses a significant challenge for principals, as it directly impacts the overall quality of education and students' academic outcomes.

Furthermore, the survey discovered that 44.1% of respondents agreed and 43.6% strongly agreed that controlling students' discipline is a significant issue for principals, yielding a mean score of 4.19. The results of Mutua and Ochieng's (2020) investigation of the effect of student behavior on academic achievement in secondary schools in Kenya are in accordance with this finding. Their research found that indiscipline among

students leads to frequent disruptions in the learning process, increased absenteeism, and a lack of focus on academic activities. The results of the present research indicate that administrators have considerable difficulties in maintaining discipline, which has an impact on students' academic achievement. Creating a favorable learning environment requires competent discipline management, and failing to do so might result in a drop in academic performance..

The implications of these findings are far-reaching. For educators and policymakers, the study underscores the need to address the structural and resource-related challenges faced by public secondary day schools. Overcrowded classrooms, inadequate facilities, and a shortage of experienced teachers are systemic issues that require targeted interventions. For instance, the government and education stakeholders could consider policies aimed at reducing classroom sizes, increasing funding for school infrastructure, and implementing programs that attract and retain experienced teachers in public schools. Additionally, providing professional development opportunities for principals and teachers can help them develop effective strategies for managing discipline and improving student outcomes.

The results of the research further emphasize how crucial parental and community engagement are in tackling these issues. For example, communities could play a role in supporting schools by advocating for better facilities and resources, while parents could be more involved in reinforcing discipline and supporting their children's education at home. This approach is supported by the research of Ngure and Muchemi (2018), who found that schools with active parental and community involvement tend to perform better academically. Their study emphasized that when parents and communities are engaged in the educational process, they can provide additional resources, support, and motivation for both students and teachers.

Furthermore, the study suggests that principals need to be empowered with the necessary skills and resources to manage the challenges they face effectively. This includes providing them with training in financial management, resource allocation, and leadership, as well as ensuring that they have access to adequate support from the government and education authorities. The research by Wanyama and Kamau (2017) supports this view, highlighting that principals who receive continuous professional development and support are better equipped to handle the complexities of school management and improve academic performance.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The results are reported in this chapter, and then come the conclusions, advice, and ideas for further study.

5.2 Summary of Findings

This research set out to investigate the sociocultural constraints influencing Kisii Central Sub-County students' academic performance. To direct the study, four research questions were created. Finding out how teaching and learning resources affect the performance of pupils in public secondary day schools was the main goal of the first study question. Examining the impact of variables at home on kids' academic achievement in public secondary day schools was the goal of the second question. The third inquiry was to ascertain the obstacles that principals in Kisii Central Sub-County's public high day schools confront in attaining favorable academic results. Finally, the fourth study topic looked at how instructors in Kisii Central Sub-County's public secondary schools affect their pupils' academic performance.

5.2.1 Effect of teaching and learning resources on students' Academic performance

The results showed that academic achievement was impacted by a number of socioeconomic variables. For example, 67 (67% of the students) said that their families' main sources of income were farming and livestock raising, which was inadequate to satisfy their educational demands. This lack of material assistance had an influence on the students' academic performance. Another factor was the parental level of education, which all principals, 7 (100.0%), identified as affecting students' academic

performance, while 6 (35.3%) of teachers reported that it had a significant impact on academic outcomes.

5.2.2 The extent to which home based resources are affecting academic performance

The survey also showed that 5 (71.4%) principals said that domestic tasks had a substantial influence on student achievements, while 4 (57.1%) principals claimed that early marriages had a considerable negative impact on academic success. Furthermore, 5 (71.5%) of the principals said that male circumcision has no impact on their ability to execute..

In contrast, the majority of teachers, 9 (52.9%), highlighted that domestic chores significantly impacted performance, while 5 (29.4%) noted that it had a substantial effect. Furthermore, 3 (17.6%) of the instructors said that household tasks had a negligible impact on output. Additionally, according to 7 (41.2%) of the instructors, female genital mutilation, male circumcision, and early marriages had a major impact on students' academic performance..

5.2.3 Challenges of students' academic performance

Additionally, the research found that out of all the principals surveyed, 6 (or 85.7% of the total) said that a lack of teachers significantly affected student achievement, while 5 (71.4%) said that inadequate classroom materials also played a big role. In addition, five principals (71.4%) brought up the fact that course material had a significant impact on student achievement, and the same amount brought up the fact that disciplinary measures and individual teacher traits played a major role in student achievement. Similarly, almost half of the instructors (58.8%) said that students' grades were greatly impacted by the content covered in class, while nearly half (47.1%), cited teacher

shortages as a key factor. Additionally, 46 students (46.0%) believed that punishment significantly affected their performance, while 45 students (45%) found that instructional materials significantly affected their grades.

5.2.4 How teachers influence on students' academic performance in public secondary day schools

The findings indicated that 8 respondents (33.3%) indicated that schools started learning during the first week. In such schools' time is not lost and therefore the performance may be better. To determine if teachers prepare for their lessons the findings indicated that 9 respondents (37.5%) prepare their lesson plans regularly while 62.5% of the teachers do not prepare their lessons regularly. Inadequate preparations can influence learners' performance negatively. The findings indicated that 18 respondents (75%) give continuous assessment test weekly while 6 respondents give continuous assessment test monthly. Continuous assessment tests improve the performance of students.

5.2 Conclusions

The research found that in Kisii Central Sub-County, students' academic performance is being negatively affected by socio-cultural obstacles. The majority of students' families were farmers or raised animals, which meant that their income wasn't enough to cover their educational expenses, which had a detrimental impact on their grades. Additionally, the research found that low academic performance in Kisii Central Sub-County is caused by variables related to the school. Some of these problems were students' lack of discipline and teachers' lack of enthusiasm, as well as a dearth of resources like libraries and scientific labs, as well as chemicals and equipment that are necessary for effective instruction..

The lack of school administrators was also determined to be an impediment to quality education. The research also discovered that the sub-county pupils' academic performance was impacted by socio-economic characteristics, such as their parents' profession and educational background. Academic performance in Kisii Central Sub-County is impacted by socio-cultural, socio-economic, and school-based issues, according to most respondents. Lastly, the research found that students' performance may suffer if professors did not adequately prepare their lessons. Regarding continuous assessments, the findings showed that 18 respondents (75%) conducted weekly continuous assessment tests, while 6 respondents administered them monthly. The study therefore concluded that continuous assessment tests play a key role in improving student performance.

5.3 Recommendations

Based on the findings it was recommended that;

- 1) The necessary resources should be made available to schools so that students may study effectively.
- 2) In order to guarantee high-quality instruction, administrators should regularly oversee instructors and make sure they complete the necessary professional documentation.
- 3) Principals should coordinate school-wide rewards for instructors and students by publicly praising their achievements. It is reasonable to suggest instructors for promotions who have a track record of consistent success, for example.
- 4) The learning materials should be provided to schools within the county to facilitate learning.

- 5) Teachers should consistently prepare their lesson plans, schemes of work, and assessments for students to complete because when students are actively involved in their education, teachers experience positive effects on their relationships with students and parents, as well as reduced workload, improved attitude toward teaching, and higher academic performance.

5.4 Recommendations for Further Studies

- 1 This study's author recommends further investigation into the effects of social and cultural factors on pupils' academic achievement in public secondary day schools in Kisii Central Sub County.
- 2 Public secondary day schools in Kisii Central Sub-County: an analysis of the impact of school management committees on student achievement.
- 3 3. Conduct research to identify the elements that impact academic achievement in public secondary day schools throughout the nation.

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APPENDICES

Appendix I: Letter of Introduction

Dear respondent,

As a postgraduate student at Mount Kenya University, I am researching the effects of social and cultural factors on the academic achievement of fourth graders attending public secondary day schools in the Kisii Central Sub-County of Kisii County, Kenya. To satisfy the needs of my study, I am requesting your permission to gather data from your schools. I really appreciate your assistance in gathering information for this study's research report. That being said, I would really appreciate it if you could fill out the survey to the best of your power. Collecting these data is crucial to carrying out the research as planned.

Yours Faithfully,

Edinah Otondi



Appendix II: Consent to participate in a research study

Institution	Mount Kenya University		
Title of Study:	Examining social cultural barriers affecting academic performance of Form Four students sec day schools in Kisii Central sub-county, Kisii county, kenya		
Name:	Edinah Otondi	Phone:	0729201114

Introduction

Form 4 students at public secondary day schools in Kisii Central Sub-County, Kisii County, Kenya, are asked to engage in a research project that examines the socio-cultural hurdles that impact their academic performance..

- You were chosen as a potential participant because you meet the criteria of the target population.
- To ensure your participation in this research is safe and informed, please read the following information thoroughly and contact us with any concerns..

Purpose of the Study

- • To investigate the cultural and social factors influencing the fourth-year students' academic achievement in Kenya's public secondary day schools located in the Kisii Central Sub-County, Kisii County..

Confidentiality

- • Your identify will not be collected or stored in any way for this research; it is anonymous..
- Confidentiality of all study records is assured. All digital material will be coded and password secured, and research records will be saved securely in a closed file..

Right to Refuse or Withdraw

- Everyone is free to choose whether or not to take part in this research. At any moment, you are free to resign from the study or refuse to participate; doing so will in no way impact your standing with the researchers or Mount Kenya University. Benefits to which you are legally entitled will not be diminished as a consequence of your choice. At any time throughout the interview, you are free to skip questions or end the session altogether. Refraining from using your interview materials is another option available to you..

Right to Ask Questions and Report Concerns

- At any point before, during, or after the research, you are free to ask me anything you want about the study. Feel free to call me at 0729201114; my name is Edinah Otondi; if you have any further queries. You may get a synopsis of the study's findings if you'd like. If you feel that the researchers have ignored your concerns about your rights as a study participant, you may write to the Chairman of the Mount Kenya University Ethical Review Committee at P.O. Box 342, 01000, Thika..

Consent

- The fact that you have read and understand the material given and are willing to engage in this research project is signified by your signature below. The researchers conducting the study will provide you a signed and dated copy of this form to retain, along with any other pertinent printed documents..

Investigator: **Signature:** **Date:**

Participants: **Signature:** **Date:**

Appendix III: Consent for Minors to participate in a research study

Institution	Mount Kenya University		
Title of Study:	Examining social cultural barriers affecting academic performance of Form 4 students in public Secondary schools in Kisii Central sub-county, Kisii county, Kenya		
Name:	Edinah Otondi	Phone:	0729201114

Edinah Otondi would like to ask you to participate in a study. This study aims to investigate the cultural and social factors that have an impact on the academic achievement of fourth graders attending public secondary day schools in the Kisii Central Sub-County of Kisii County, Kenya..

- Your child's participation will include reading through the questionnaire and providing responses to as many questions as they can, based on their knowledge.

Risks and Discomforts

Neither you nor your kid are at danger from this study as far as anybody knows..

Confidentiality Protection

- The participants in this research will not be identified. A locked file will include all of the research records, and any digital material will be coded and placed in a password-protected file to ensure tight confidentiality..

Voluntary Participation

You are under not forced to take part in this research. At any point during the research, you have the option to remove your kid from participation or refuse to let them participate. No consequences will be imposed on your kid in the event that you choose not to authorize their participation or remove them from the research..

Right to Refuse or Withdraw

- You have complete freedom over whether or whether your kid takes part in this research. Your standing with the researchers or Mount Kenya University will be unaffected if you want to withdraw from the study at any moment. You will not lose any benefits to which you are legally entitled as a consequence of your choice. Additionally, you are free to skip any question or discontinue participation in the research at any time. Also, you may ask for your child's data to be removed from the research if you don't want it utilized..

Right to Ask Questions and Report Concerns

- You have the right to ask questions regarding this research and receive answers before, during, or after the study. Should you have any further questions, you can contact me, Edinah Otondi, at 0729201114. If you would like a summary of the study's results, it will be provided to you. Should you have concerns about your rights as a participant that have not been addressed, you may contact the Chairman, Mount Kenya University Ethical Review Committee, P.O. Box 342, 01000, Thika.

Consent

Before signing this parental consent form, I had the opportunity to review it and ask any questions I had. My kid may take part in this research if I provide my consent..

Participant's signature _____

Date: _____

Child's Name: _____

Appendix IV: Questionnaire

Please tick or fill in the bracket as appropriate (**tick one**):

Section A: Background Information

1. Sex (**tick one**)

Male Female

2. Academic Qualification: (**tick one**)

Others Certificate Diploma Undergraduate Postgraduate

3. age?

18-25 Years 26-34 Years 45-54 Years above 55

4. For what length of time have you been employed at your school?

0-4 Years 5-9 Years 10-14 Years above 15years

5. Rate the school performance?

Satisfactory not satisfactory

Section B: Teaching and learning resources

6. Does your institution have enough tools for teaching and learning?

Yes

No

7. What is the school textbook ratio?

1:1

1:2

1:3

1:4

None of the above

8. To what degree would you acknowledge the following about the impact of teaching and learning tools on students academic performance? On a 1–5 magnitude, mark the item that best describes what you think.

(5=strongly agree; 4=agree; 3=partially agree; 2=disagree; 1=strong disagree,)

	Strongly agree 5	Agree 4	Partially agree 3	Disagree 2	Strongly disagree 1
library is not well stocked students academic performance					
There is availability of quality instructional material which improves academic performance					
There is no adequate textbooks which contributes to poor students academic performance					
There is enough books which contributes to improvement in students academic performance					
There is ineffective teaching resources which contributes to poor academic performance					

Section C: Home based resources

9. To what extent do you agree that home based factors affect student academic performance?

Strongly agree []

Agree []

Disagree agree []

Strongly disagree []

10. What is your opinion on BOM's involvement in school events?.

Good []

Fair []

Poor []

11. To what extent would you approve of the following on the influence of school related elements on academic success of the pupils? On a 1-5 rating, mark the one that best reflects your point of view.

(5=strongly agree; 4=agree; 3=partially agree; 2=disagree; 1=strong disagree,)

	Strongly agree 5	Agree 4	Partially agree 3	Disagree 2	Strongly disagree 1
Parents level of education determines students academic performance					
Household level of income influences students academic performance					
Child labour makes students not to concentrate on their studies hence reducing their performance					
Unconducive home environment can lead to poor students academic performance					
Poor parental care contributes towards poor students academic performance					

Section D: Challenges faced by students from public secondary day schools in achieving high academic performance

12. How much do you agree with this claim about the difficulties principals face while trying to raise student achievement? Choose the answer that, on a rating system from 1 to 5, most accurately describes what you believe.

(5=Strongly agree, 4=Agree, 3= Partially agree,2= Disagree, 1= Strong disagree,)

	Strongly agree 5	Agree 4	Partially agree 3	Disagree 2	Strongly disagree 1
The main obstacle that principals have when it comes to providing					
Students' low grades are a result of the school's inadequate resources.					
Students' academic performance is significantly impacted by the school's shortage of experienced instructors.					
Managing the school's finances is a difficulty for the head of the school.					
Management of students discipline is major challenge facing head teacher					

Thanks for your contribution

Appendix V: Letter of Ethical Clearance

Mount Kenya University



REF: MKU/ISERC/2381

Date: 14 September 2022

TO: OTONDI EDINAH

REG: MED/2018/40961

Dear Sir/Madam,

RE: INVESTIGATION OF FACTORS LEADING TO POOR ACADEMIC PERFORMANCE OF SCIENCE SUBJECTS FOR GIRLS IN SECONDARY DAY SCHOOLS IN KISII-CENTRAL SUB-COUNTY, KISII COUNTY

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **1454**. The approval period is **14/09/2022 - 13/09/2023**.

This approval is subject to compliance with the following requirements;

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,

The Chairman
Mount Kenya University
Ethics Review Committee
P. O. Box 342 - 0100, Thika

Dr. Peter G. Kirira
Chairman, Mount Kenya University ISERC

Appendix VI: Letter of Postgraduate



DIRECTORATE OF GRADUATE STUDIES

MED/2018/40961

15th February, 2023

*National Commission for Science Technology & Innovation (NACOSTI)
Off Waiyaki, Upper Kabete
P.O Box 30623- 00100
NAIROBI, KENYA*

Dear Sir/Madam,

RE: OTONDI EDINAH- REGISTRATION NO. MED/2018/40961

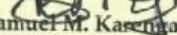
The purpose of this letter is to introduce the above named student who is pursuing **Master of Education Degree** in the **Department of Educational Management and Curriculum Studies** in the **School of Education**.

The title of the research is *"Investigation of Factors Leading to Poor Academic Performance of Science Subjects for Girls in Secondary Day Schools in Kisii-Central Sub-County, Kisii County."*

It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **February, 2023 and April, 2023**.

Any assistance accorded to the student will be highly appreciated.

Thank you.


Dr. Samuel M. Kasanga, Ph.D

Director, Graduate Studies

Enc.

Mount Kenya University
P. O. Box 342 - 01000, THIKA
Office of the Director
Graduate Studies

Main Campus, General Kago Road, P.O. Box 342-01000 Thika. Tel: +254 67 2820 000,


Cell: +254 720 790 796, 0709 153 000

Email: info@mku.ac.ke, Web: www.mku.ac.ke

Chartered and ISO 9001 : 2015 Certified Institution.

Unlocking Infinite Possibilities

Appendix VII: Research Permit from NACOSTI


NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION


Ref No: 956814 Date of Issue: 02/March/2023

RESEARCH LICENSE



This is to Certify that Ms. Edinah Bikeri Otondi of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kisii on the topic: INVESTIGATION OF FACTORS LEADING TO POOR ACADEMIC PERFORMANCE OF SCIENCE SUBJECTS FOR GIRLS IN SECONDARY DAY SCHOOLS IN KISII-CENTRAL SUB-COUNTY, KISII COUNTY for the period ending : 02/March/2024.


License No: NACOSTI/P/23/24011

956814 

Applicant Identification Number **Director General**

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

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Appendix IX: Similarity Index

Edinah Otondi

INVESTIGATION OF FACTORS LEADING TO POOR ACADEMIC PERFORMANCE IN SCIENCES FOR GIRLS IN SECONDARY ...



PROJECT



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