

**SOCIOLOGICAL FACTORS AFFECTING ACADEMIC PERFORMANCE OF PUBLIC  
SECONDARY SCHOOLS IN MACHAKOS COUNTY, KATHIANI SUB-COUNTY,  
KAEWA LOCATION, KAEWA SUB-LOCATION- KAVIANI ZONE**

**MWANGI NG'ANG'A SAMUEL**

**BEDS/000513/3122/19547**

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENT FOR THE AWARD OF A BACHELOR DEGREE IN EDUCATION OF  
MOUNT. KENYA UNIVERSITY**

**OCTOBER 2015**

## **ABSTRACT**

This study aimed at gaining an in-depth understanding of the cause's poor performance in public secondary schools. Although a number of studies have been done on factors affecting access, performance and retention in secondary schools in other parts of the Country, no specific study has investigated the continued poor performance in secondary schools in machakos county regions particularly in kathiani sub county kaewa sub location kaviani zone in spite of free secondary education. Scholars therefore need to research deeper and explore this problem. The study will be based on the following objectives: To determine the factors that affect enrolment, retention and performance in secondary school within kathiani sub county. To assess the perception of the school going children and the view of the community regarding education, identify the key challenges that prevent school going children from accessing secondary education despite free secondary education and to identify the local people's suggestions and mitigation measures for addressing the problem. The researcher adopted the classical liberal theory of opportunity and social Darwinism. The theory asserts that each person is born with a given amount of capacity, which to a large extent is inherited and cannot be substantially changed. It also states that social mobility is promoted by equal opportunity of education.

This research is an inquiry on the sociological factors affecting student academic performance in Machakos county Kathiani sub county kaewa location kaewa sub location kaviani zone Public secondary schools. The society plays a key note in student's academic performance .students being part of the large society influences the student's performance either positively or negatively. Research shows that students who are highly motivated perform better than those who are scolded or punished. Students who suffer abuse are likely to have selective mutism- a situation where they will refuse to speak in situation in which they are expected to talk even when they are expected to talk even when they know the answer. These students may also have social phobia. The fear of being judged or evaluated by other kids and or adults. They will try to avoid meeting new people, performing or interacting with others. They greatly fear emebarrassment or humiliations and hence psychologists have unearthed many development disorders (emotional, physical, and psychological) which have helped sociologists to think critically on the society's influence to the academic performance.

This study investigates how the nature of the family influences the academic performance of a student in school. The study looks at a democratic family and its influence on academic performance of its children, an autocratic family and its effects on academic performance of its children in either a single parent family or in a nuclear family.

The research also looks at the school as a socializing agent and its effect on pupil's academic performance. The research also looks at investigating the impact of the man's medic democratization, peers, culture and technology and their impact on the pupil's academic performance,

The data will be analyzed using quantitative research technique. All this will be done in order to assist the policy makers, teachers, parents and the pupils to improve their service delivery in order to maximize academic performance for the betterments of the individual pupil