

**FACTORS CONTRIBUTING TO STUDENTS POOR ACADEMIC
PERFORMANCE IN DAY HIGH SCHOOLS IN NAIROBI: (A CASE STUDY
OF MAKINI HIGH SCHOOL)**

OGOMBO DOROTHY

**A RESEARCH PROJECT CARRIED OUT IN PARTIAL FULFILMENT FOR
THE AWARD OF DIPLOMA IN MANAGEMENT AND LEADERSHIP OF
THE MANAGEMENT UNIVERSITY OF AFRICA.**

OCTOBER 2019

DECLARATION

This Research Project is my original work and has not been presented for a degree/diploma in any other university.

Signature

Date

.....

Ogombo Dorothy

DIP.ML/2/00010/2/2018

This proposal has been submitted for examination with my approval as University Supervisor.

Signature

Date

.....

Moses Leseiyo

The Management University of Africa

DEDICATION

To my Mother, the tower of strength and motivation that held me whenever I was nearing a breaking point – it was tough balancing between family responsibilities and career progression.

My son & daughter, for your patience whenever I was locked up preparing for the examinations and the late nights when you had to go to bed early before my arrival from evening classes.

ACKNOWLEDGEMENT

This research paper could not have been completed without the valuable guidance from my Research Supervisor, Moses Leseiyo.

Special thanks to the management of Bollore Logistics for their patience and understanding and according me resources to enable the completion and compilation of this paper.

ABSTRACT

Performance of students is a product of socio-economic, psychological and environmental factors. It was interesting to note that several studies made on factors that influence academic performance in public schools; socio-economic factors such as parents' net income, wealth & education background, lack of adequate teaching material, equipment and other environmental factors like location of schools. On the other hand, in private schools, the cost of education is high; the schools are fully equipped and have up-to date teaching materials hence parents are committed to meet these high costs hoping that this is enough to ensure that high performance, sadly not the result. The purpose of the study was to examine the factors contributing to poor student academic performance in Day High Schools. Objectives selected; to find out the influence of on Student Attitude, Motivation, Home environment and Life skill on academic performance of students in Kenya Certificate of Secondary Education Examinations. The study used Makini High School, a mixed day-secondary school, because of its easy access and the presences of both male and female gender of the population all form four students. Descriptive survey research design was used to explore factors influencing student academic performance. The data was collected from questionnaire administered to students and quantitative data was analysed using descriptive statistics such as means, frequency counts and percentages. The findings on attitude and motivation slightly above half mark could imply that students could be impacted from the home environment – lack of adequate parental support and close monitoring as well as week life skills. Life skills training of student as per of the educational curriculum is recommended.

TABLE OF CONTENTS

DECLARATION.....	i
DEDICATION	ii
ACKNOWLEDGEMENT	iii
ABSTRACT	iv
TABLE OF CONTENTS.....	v
LIST OF FIGURES	viii
LIST OF TABLES	ix
CHAPTER ONE.....	1
INTRODUCTION.....	1
1. Introduction.....	1
1.1 Background of the Study	1
1.1.1. Profile of Makini School.....	2
1.2. Statement of the Problem.....	3
1.3. Objectives	4
1.4. Research Questions	4
1.5. Justification of Significance of the Study.....	4
1.6. Scope	5
1.7. Chapter Summary.....	5
CHAPTER TWO.....	6
LITERATURE REVIEW	6
2.0 Introduction.....	6
2.1 Theoretical Framework	6
2.2 Empirical Review.....	7
2.2.1 Students' Characteristics.....	7
2.2.2 Home Environmental Factors.....	9

2.2.3 Life Skill Training	9
2.3 Summary on research gaps	11
2.4 Conceptual Framework	12
2.5 Operationalization of variables	13
2.6 Chapter Summary.....	14
CHAPTER THREE	15
RESEARCH DESIGN AND METHODOLOGY	15
3.0 Introduction.....	15
3.1 Research Design.....	15
3.2 Target Population.....	15
3.3 Sample Size determination and Sampling Techniques	15
3.4 Research Instruments	16
3.4.1 Validity of the Instruments.....	16
3.4.2 Reliability of the Instruments	16
3.5 Data Collection Procedure.....	16
3.6 Data Analysis & Presentation	17
3.7 Ethical Considerations.....	17
3.8 Chapter Summary.....	17
CHAPTER FOUR	18
RESEARCH FINDING AND DISCUSSION	18
4.0 Introduction.....	18
4.1 Presentation of Research Findings	18
4.2 Limitation of the Study.....	21
4.3 Chapter Summary.....	21
CHAPTER FIVE	22
SUMMARY, RECOMMENDATIONS AND CONCLUSIONS	22
5.0 Introduction.....	22

5.1 Summary of findings	22
5.2 Conclusion	23
5.3 Recommendations	23
REFERENCES	25
APPENDICES.....	27
APPENDIX I.....	27
LETTER OF INTRODUCTION	27
APPENDIX II	28
RESEARCH AND STUDY QUESTIONNAIRE	28

LIST OF FIGURES

Figure 2-1 Factors affecting Students performance	12
Figure 4-1: Pie Chart of Frequency of Factors affecting Performance	21

LIST OF TABLES

Table 2-1: Operational Variables	14
Table 4-0-1: Gender of Respondents Frequency.....	18
Table 4-0-2: Extent of the Attitude on performance	18
Table 4-0-3: Extent of Motivation on Academic Performance.....	19
Table 4-0-4: Extent of Home Environment of Students on Academic Performance ..	19
Table 4-0-5: Extent of the Life Skills on academic performance	20
Table 4-0-6: Summary of the frequency of factors affecting academic performance.	20

CHAPTER ONE

INTRODUCTION

1. Introduction

This chapter contains background of the study, statement of the problem, objectives, research questions and justification or significance of the study.

1.1 Background of the Study

Performance is defined as completion of a task with application of knowledge, skills and abilities (Shields & Brown, 2015). To perform is to take a complex series of actions that integrate skills and knowledge to produce valuable results. According to (Elger, 2007) in his study of Theory of Performance, he states that developing performance is ‘a journey’ and the level of performance describes the location in the journey. The level of performance will engage the level of skills, identity, personal factors and fixed factors. High performance contributes to organizations’ learning, increase level of skill and quality, lower costs, and increases capability to tackle challenging tasks and improves motivation of the performers.

To grow into well-functioning adults, it is critical that youth learn key life skills. Life skills include critical and creative thinking, decision-making, effective communication, as well as skills for developing healthy relationships and a positive self-concepts. Life skills help people make responsible and informed choices and can promote healthy lifestyles as well as career skills. According to World Health Organization, life skills may be defined as “abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life... Every school should enable children and adolescents at all levels to learn critical health and life skills.” Unfortunately, however, many children do not have access to education that provides such life skills training. World Education works with partners—including ministries of education, schools, and non-governmental organisations; to develop life skills curricula and training approaches—to assist programs to more effectively integrate and teach life skills to students in both formal schools and non-formal settings. In Cambodia, for example, World Education is supporting the National Life Skills Education Policy by developing a teacher

training curricula with a three-tiered classification of life skills including general life skills, pre-vocational skills, and career skills. In Nepal, World Education created integrated literacy curricula whereby out-of-school students learned literacy skills using materials that taught them key life skills—from health and cleanliness to avoiding being trafficked—while learning to read.

Many schools have taken the approach of prevention by providing learners with information on the dangers of smoking, alcohol and use of illegal drugs however it has been discovered that this does not decrease the use of the same as they can see that ‘everybody is doing it’. Imparting Life skills would be effective tool to equip the learners on how to resist the influence of smoking or consuming alcohol.

Motivation is a dynamic process of inner urges and changes that stimulate behaviour to achieve needs, mediated by the environment and individual (Kudrinskaia & Kubarev, 2013), (Melnic & Botez, 2014), (Pretty, 2014). Students are prone to fluctuations in motivation during the period when undertaking education at any level and this influences achievement and as a consequence, self-actualisation needs (Kudrinskaia & Kubarev, 2013). Self-actualisation needs conceptualised by Abraham Maslow as selflessness and altruism (Greene, 2007), may be responsible for the variance among individuals’ motivation in an academic setting. Achieving self-actualisation needs, in which an individual acts for the wellbeing of others and for purpose greater than their individual life, fosters strong bonds with others. Human beings are social creatures driven by their innate desire to foster relationships and feel a sense of belonging, an evolutionary characteristic to ensure longevity (Greene, 2007); (Huss E, 2014); (McNeill, 2015); (Petty, 2014).

1.1.1. Profile of Makini School

Makini Schools was founded in February 1978. It was then called the Riara Gardens Academy and began as a nursery school with just 8 children. In 1996, the high school was opened enrolling 27 boys in Form 1. The following year, it admitted girls. On its 40th anniversary in 2018, the school was acquired by Scholé International, who are managing the school and have brought in global best practice while maintaining the Kenyan curriculum with the aim of making Makini a World Class school. The Mission statement states that Makini will actively encourage and facilitate the formation of each student’s moral character, unique skills, capabilities and talents; the

creation of a strong communal ethos of social responsibility; and the achievement of the highest possible academic results. The Vision is provide quality education at affordable cost and to create centres of excellence in which each child will develop the highest possible moral, academic, cultural and sporting standards; a wide range of interests, capacities and talents; a strong sense of social responsibility and carry these values into adult life. They also believe in enhancing PBIS (Positive Behavioural Interventions & Support) by embedding them in our policies, programmes and activities in and out of school. This further enables us to monitor and support the social, emotional, behavioural and intellectual development of our students.

1.2. Statement of the Problem

Makini is a mixed day High School offering 8-4-4 system of education is located in the leafy suburbs of Kilimani in Nairobi County. This study was conducted at Makini High School after the parents and teachers observed a significance drop in the performance of students after their second year of schooling in 2018. The students entry grades at joining in 2016, show that they performed exceedingly well in the Kenya Certificate of Primary Education examination at the end of 2015, with majority scoring above 350 marks – Grade B however, the examination results of 2017 and 2018 show the best performance at grade C with most of the students scoring grade D & E respectively.

Studies in other areas have confirmed the presence of several factors that contributed to poor performance in schools in Kenya. For example, (Eshiwani, 1993) conducted a study in Western province of Kenya on factors influencing performance among primary and secondary school pupils and noted that school facilities such as textbooks, visual aids and libraries are vital to performance in national exams. According to (Wamai, 1991), a study carried out in Kenya schools indicated that academic qualification of teachers is one of the most important factors that determine academic achievements by learners. If pupils are bored and fail to see the connection between their personal lives and what is taught at school, they become candidates of academic failure, which leads to poor performance in examinations. It is true that poverty affects performance negatively - A pupil who cannot afford basic needs such as food, clean water, clothes, proper housing and sanitation cannot concentrate on their studies due to these problems. On other hand, a pupil from financially stable environment may have necessary equipment and provisions yet experience poor

performance because of other underlying factors such as the lack of moral support and participation the parents or guardian in their growth and development at school. Such students are highly influenced by peer pressure to engage activities that the parents or guardians may deny the participation by their young ones because their absence in the growth of the student created a gap in information due to their busy schedules and lack of attention. Our case in study has excellent facilities and teaching support for their learners and do not lack basic needs driving the concern to investigate the factors that contribute to this poor academic performance in comparison to other day schools in Nairobi.

1.3. Objectives

1. To determine how attitude affects students' academic performance.
2. To establish how home environment affect students' academic performance.
3. To determine the impact of motivation on students' performance.
4. To establish the importance of life skills in students' performance.

1.4. Research Questions

- i. How does student attitude influence academic performances in High Schools?
- ii. To what extent does home environment affect academic performance in High Schools?
- iii. How can motivation influence Students' performance in High Schools?
- iv. How can Life Skill training improve performance of students?

1.5. Justification of Significance of the Study

The research will benefit the Students, School administration and Parents. The study enables students to experience holistic learning in development and growth of these young people in every area of their lives. The students will have a sense of responsibility and independence with improves their motivation. The school administration will release more effective results in meeting and exceeding the expectation of the stake holders. It will also enable development of new teaching methods and organizational approach for effective learning contributes to increase in level of skill the ability to set goals, persist, maintain a positive outlook increases and effectiveness of the students. The presence of parents in schools not only provides

additional academic supports but also creates community and cultural connections. Their support involves participation in school planning teams and school-wide activities in a variety of ways. Parent will participate in the assessment and problem solving process to create individualized positive behaviour support plans for their children, a positive development for the students and parents alike. By maintaining active communication channels with the young persons as they grow and keeping note of the behavioural changes by commending good behaviour and correcting bad behaviour as and when it happens.

1.6. Scope

The study is set to highlight factors affecting students' performance in Day High Schools. The study is targeted 40 form four students, conducted in July 2019 at Makini School, in Nairobi County.

1.7. Chapter Summary

This study is necessary to understand the root cause of the decline in performance in order to make necessary adjustment for the future student population and allow the educators to re-align the teaching practises to cater for those needs.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Several studies have been conducted to determine the factors that influence academic performance. Various factors have been investigated and found to have either direct or an indirectly effect on the students' performance. Parents are preoccupied with meeting daily social obligations like food, shelter and clothing leaving the young person exposed to social networks (internet) and peer-pressure from groupings and relationships they build along the path. In this chapter, we review the theory of motivation that may have worked well in the past but we can clearly determine that this is not enough. On the other hand, more emphasis is being stirred towards 'Life skill training' which provides crucial skills to this vulnerable group.

2.1 Theoretical Framework

Abraham Maslow's Theory of Motivation

This theory is a typology of needs. The five types of needs identified by (Maslow, 1943) are physiological, security, affiliation, esteem and self-actualization. This theory interprets needs as states of deficiency and motivation as striving towards gratification of the behaviour. Affiliated needs may affect academic performance. Students will work hard at school to please and therefore obtain commendation from parents and teachers. The level of achievement that students will aspire is largely determined by the standards set by teachers and parents. The prestige motive underlie the general competitive desire to excel in academic performance and all effort made to succeed in school so that one may climb the social ladder and become important in the society.

Theory of Performance

The Theory of Performance (Elger , 2007) develops and relates six foundational concepts to form a framework that can be used to explain performance as well as performance improvements. To perform is to produce valued results. A performer can be an individual or a group of people engaging in a collaborative effort. Developing performance is a journey, and level of performance describes location in the journey. Current level of performance depends holistically on six components: context, level of

knowledge, levels of skills, level of identity, personal factors, and fixed factors. Three axioms are proposed for effective performance improvements. These involve a performer's mind-set, immersion in an enriching environment, and engagement in reflective practice.

Performer's mind-set includes actions that engage positive emotions. Examples include setting challenging goals, allowing failure as a natural part of attaining high performance, and providing conditions in which the performer feels a right amount of safety. Immersion in a physical, social, and intellectual environment can elevate performance and stimulate personal as well as professional development. Elements include social interactions, disciplinary knowledge, active learning, emotions (both positive and negative), and spiritual alignment. Reflective practice involves actions that help people pay attention to and learn from experiences. Examples include observing the present level of performance, noting accomplishments, analysing strengths and areas for improvements, analysing and develop identity, and improving levels of knowledge.

2.2 Empirical Review

2.2.1 Students' Characteristics

a) Students Attitude and Motivation

Pupil's attitudes, languages used and motivation play a role in how pupils perform academically. Studies show that lateness and absenteeism affect performance negatively. (De Ketele, 2000) says that the degree to which students are able to work co-operatively and demonstrate curiosity and autonomy depends on the teacher's use of participation pedagogy.

To this effect, pedagogy of integration has objectives:

Making sense of the learning process: by placing the learning process within a meaningful context that makes sense to the student in relation to the real-life situations he needs to face in life. Differentiating matters by relevance, focusing on the important, either because it is necessary and practical for daily life, or because it may become the basis for future learning.

Applying the learning to practical situations: This means not just filling the student's head with knowledge, but teaching him/her to relate the learned material to

values - the learning objectives - such as becoming a responsible citizen, a competent worker, an independent individual. The student will be consequently be evaluated within a complex scenario (Roegiers, 2004).

Associating the learned elements: and thereby responding to one of society's major challenges, which is to provide a child with the capacity to mobilize his/her knowledge and skills to deal effectively with daily situations, and hopefully even with unexpected ones. This fourth objective is based on the close interlinking of the preceding three objectives mentioned (process, relevance and application).

b) Students' Discipline

Order and positive behaviour communicate seriousness of purpose. The association between indiscipline and under achievement becomes more apparent by adolescence. Improved academic functioning co-occurs with a reduction in the prevalence of conduct difficulties. (Botvin, Dusenbury, Tortu, & Botvin, 1990) summarizes that sound 'prevention practices' can reduce later youth involvement in a range of undesirable behaviours' including substance abuse, premature sexual activity, and criminal activity. This approach involved:

Approaches to teaching information:

Include providing students with information about the dangers of smoking, drinking, and using illegal drugs. This approach may seem like a logical approach to the problem of drug abuse, numerous studies have shown clearly that they do not work; they do not decrease teen drug use. Similarly, research has also shown that trying to scare kids into not using drugs by dramatizing the dangers of drug use do not work. Yet, notwithstanding the fact that neither approach is effective, many schools continue to use one or both of these approaches to prevent or deter adolescent drug use.

Changing the Focus to Social Influences:

Social influence occurs when a person's emotions, opinions or behaviours are affected by others intentionally or unintentionally. Social influence takes many forms and can be seen in conformity, socialization, peer pressure, obedience, leadership and persuasion. In 1958, Harvard psychologist Herbert Kelman identified three broad varieties of social influence. Compliance is when people appear to agree with others

but actually keep their dissenting opinions private. Identification is when people are influenced by someone who is liked and respected, such as a famous celebrity. Internalization is when people accept a belief or behaviour and agree both publicly and privately.

2.2.2 Home Environmental Factors

a) Parents Attitudes towards Education

Parents' interests and aspirations of their children's education determine performance. A positive attitude of the parent and moral support build a psychological stability in the children. It is evident that psychological valuables create an impact on a student's performance in academics. Children who are encouraged in their work by their parents seem to be at an advantage compared to those that are not encouraged. This interest is related to the parents' social economic and cultural status and to a large extent educational level (Morrison and Mclutye, 1971).

- b) Parents must strive at ensuring effective communication and in so doing, determine acceptable behaviours in all spheres. Commendation for job well done and correction on mistakes should be on-spot and not left for another day – it will be difficult.
- c) Values and beliefs systems in the home are important motivator by helping the young person to grow spiritually – encourage participation in youth seminars with a religious foundation.

2.2.3 Life Skill Training

The Life Skills Training (LST) program includes three major components: one component is very similar to the prevention approach that evolved from the work of (Evans, R.I., Henderson, A.H., Hill, P.C.& Raines, B.E. (1979)) in which they focused on helping adolescents resist social influences to use drugs. The two other components focus on competence enhancement with an emphasis on teaching self-management skills and general social skills.

It was our understanding of the general constellation of risk factors that even if you have an effective prevention approach that targets the social factors, as Evans and others did starting in the late 1970s, you could not simply teach kids the skills to say no and assume that they would naturally use those skills and say no. As it turns out, a lot of young people do not want to say no, they want to say yes. To be effective

prevention approaches must not only give kids the skills they needed to deal with high-risk situations where they might be offered tobacco, alcohol, marihuana or other drugs. They must also teach a broader set of skills as a means of decreasing potential motivations to use drugs or engage in other problem behaviours.

Drug Resistance Skills

The drug resistance skills component in the LST program is similar to that tested in many other studies by researchers at the University of Southern California, the University of Minnesota, Stanford University, and the Oregon Research Institute. The various elements of the drug resistance skills component include the following:

- Making students aware of the pro-drug social influences they are likely to experience as they move through middle or junior high school (which includes students during the beginning of the adolescence period starting from ages 11 to about 14),
- Reinforcing anti-drug norms or correcting the misperception that everybody is using drugs,
- Providing prevention-related knowledge that is likely to be personally relevant to students and to have direct relevance for prevention, and
- Teaching students a set of drug refusal skills.

These are the main components of the social influence strategy that have been incorporated into the LST approach along with the other components that will be described below. There are numerous studies with just these elements. Overall, these studies have produced reasonably strong prevention effects. But those effects have not been very durable over time and they have not demonstrated an impact on serious levels of drug involvement.

Self-Management Skills

A second major prevention component of the LST approach focuses on self-management skills. Included in this component are a set of important skills which teach students how to cope with the complexities of life such as problem-solving and decision-making, skills for coping with stress and anxiety, and a set of skills that we refer to as personal behaviour change skills. These personal behaviour change skills include teaching adolescents how to set short-term and the long-term goals, monitor

their progress toward those goals, and reward their own personal efforts as they achieve the goals that they set for themselves.

Social Skills

Through the LST program, also teach a set of general social skills.

- 1) Teaching students effective communication skills (for example, how to avoid misunderstandings, greetings and brief social exchanges, how to meet new people, and how to build healthy friendships and form healthy and positive peer relationships).
- 2) Teaching conversational skills - how to start a conversation, how to sustain it, how to bring it to a graceful conclusion.
- 3) Teaching student how to give and receive compliments.
- 4) Teaching students general assertive skills and practice them in the classroom. Students are taught how to stand up for their rights, how to make requests, and how to refuse unreasonable requests. Where possible, real-life situations are used for practice. For example, students are taught how to handle a situation involving buying something that does not work like a watch. It may include a scenario where the student bought a watch from the shopkeeper only to discover that the watch did not work. The student then needed to practice bringing the watch back, telling the shopkeeper the watch did not work and that she would like her money back or would like to have the watch fixed or replaced.

2.3 Summary on research gaps

Students Characteristics

Students' attitude towards learning influences their motivation to learn. Students with positive attitude towards learning will always be eager to ask questions in class, consult teachers outside classroom and complete the assignments. It was also seen that laziness played a role in the poor performance of the students as they were not accountable for completion of the assignments & research, copying (sharing) and influences of social media (mobile phones). The school has introduced new programs to visit hospitals and rehabilitation centres for Substance abuse so as to create more awareness of the dangers of drugs and substance abuse.

Home environment

Parents attitude have a great impact on the academic achievement of the student. This study found out that most parents / guardian have questionable attitude towards education. This was evidenced by their concern over the students school work, their attendance to school functions, their relationship with their child's teachers and their child's motivation through rewards. It was established that parents were not aware of the homework (assignments) and if the students completed them and what occupies the children when they are in the home environments.

These results also indicate that parent attendance to meeting & performance review is poor, therefore the parents are not available to give moral support to the teaching staff and to ensure there is smooth running of the system - this results in poor performance. Parents with good relationship with the teachers will consult more of their students' progress than those who have poor relationship or those who have indifferent attitude towards the teachers. Parents identified that they need to motivate the students through encouragement and rewards are very effective in reinforcement of learned behaviour. The absence of parental encouragement and rewards motivates learners which lead to poor performance.

2.4 Conceptual Framework

The study was based on conceptual framework figure 2-1.

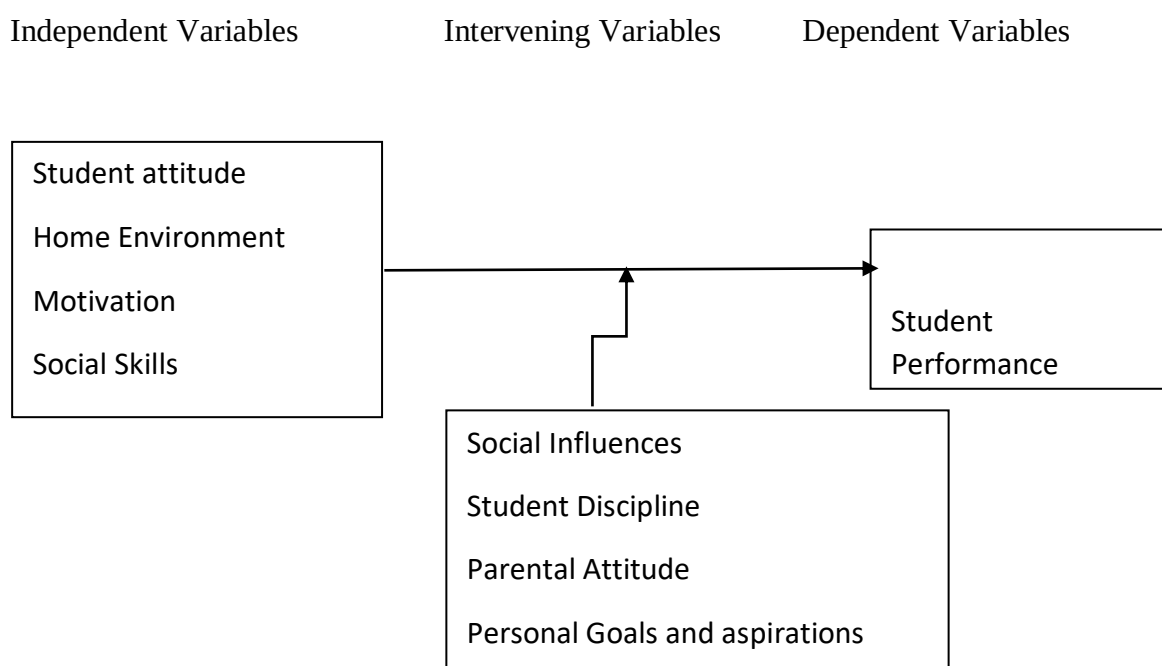


Figure 2-1 Factors affecting Students performance

Figure 2-1 is a conceptual Framework showing factors affecting students performance was used to help focus on the variables in the study. A student's academic performance is a dependent on student attitude, home environment, motivation and social skills. Intervening variables like social influence occurs when a person's emotions, opinions or behaviour is affected by others intentionally or unintentionally and can be seen in conformity, socialization, peer pressure, obedience, leadership and persuasion. Social influence may also affect student discipline which will condition changes in behaviour while impact on attitude and motivation levels. The parental attitude influences occurs in the home environment can either encourage the learner to hard work or demotivate when positive language of encouragement and understanding is lacking in the environment where the learner expects love and support during this critical stage of teenage development. Life skills on how to set short and long-term goals, monitor progress toward those goals, and reward personal effort will create positive improvement on performance.

2.5 Operationalization of variables

The indicators were denoted by the main variables in order to render them measurable as presented in Table 2-1.

Research Objective	Dependent Variable	Indicators	Data Type
To examine student attitude influence academic performances in High Schools?	Performance in Exams	Prevailing Attitude among students Willingness to participate in activities	Descriptive
To examine the extent home environment affect academic performance in High Schools?	Mean Score Performance in Exams	Conduciveness of Environment for learning purposes Recognition of Parental Support	Descriptive
How can motivation improve Students' performance in High	Mean Score Performance	Availability of Motivation	Descriptive

Schools?	in Exams	Frequency of Motivation	
How can Life Skill training improve performance of students?	Mean score Performance in Exams	Which skills students possess that aid performance Set targets and reward for achievements	Descriptive

Table 2-1: Operational Variables

2.6 Chapter Summary

The chapter looks at literature review on factors influencing academic performance of students in Makini School. The study aimed at examining students' attitude, skill sets and level of motivation as factors that influence academic performance. The rising need of competitive grades in order to secure opportunities in the higher learning institutions highly dictate the need to improve on; school administration and management, discipline, availability of teaching and learning resources, levels of student motivation and teaching approaches.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter focuses on the research methodology that was used in this study to answer the research questions. It presents the research design, sample and sampling procedure, research instrument that were adopted in the study. It also explains the piloting of the research instrument, validity and reliability of the research instrument, data collection methods, data analysis techniques and ethical considerations

3.1 Research Design

Descriptive survey design was used to explore factors influencing students' performance in term exams in Makini School. (Mugenda, 1999) described descriptive survey as the process of collecting data with an aim of testing hypothesis or answering questions concerning the current status of the subject under study. This study employed descriptive survey research design as it was best suited for the study since it allowed the researcher to generate both numerical and descriptive data that was used in measuring the relationship between variables as well as determining their influence on academic performance.

3.2 Target Population

The study targeted 40 form four students at Makini Day School. The students having been in the school for the last three years were well equipped with information needed in the study.

3.3 Sample Size determination and Sampling Techniques

This section describes the procedure used to determine the sample sizes and the sampling techniques employed. Sample size determination (Mugenda, 1999) explained that "Where time and resources are available, a researcher should take as big a sample as possible". However, generally, the sample size depends on factors such as the number of variables in the study, type of design, method of data analysis and the size of the accessible population. This study targeted 40 form four students and applied a stratified random sampling technique to ensure representation of all school categories.

3.4 Research Instruments

Data was collected using self-administered questionnaires. Questionnaires were used because it saves time and all the respondents were literate and therefore could answer to them comfortably. Closed ended questions and a few open ended questions were administered to the sample chosen for the study so as to be used in collection of primary data.

According to (Bryman & Bell, 2003); closed ended questions have an advantage over open ended questions since they are easy to process answers, enhance comparability of answers and make them easier to show relationship between the variables. However, the questionnaire also enabled the researcher to use open-ended questions to the minimum thus permitting a greater in-depth response from the respondents. These particular responses enabled the researcher to get greater insight into the feelings, decisions and thinking of the respondents. The researcher also carried out a pilot test for the questionnaires to assist the researcher to get some ideas on the quality of the questionnaire, the clarity, the length of the questionnaire and to ensure that the items in the instrument are stated clearly and are not ambiguous (Mugenda, 1999).

3.4.1 Validity of the Instruments

Validity indicates the degree to which an instrument measures what it is supposed to measure. (Kothari, 2004) the questionnaires were well structured to ensure that they remained focused, accurate and consistent in the course of the study. This was assured through wide consultations between the researcher and the Research supervisor giving guidelines. Peer proof reading was used to ensure both face and content validity of the instruments.

3.4.2 Reliability of the Instruments

This is a measure of the degree to which a research instrument yields consistent results or data after repeated trials, (Mugenda, 1999). The procedures used in pretesting were identical to those that were used during the actual study or data collection. Comments made by respondents during pretesting were used to improve the instrument. After the piloting a test -re-test method was used to ensure reliability.

3.5 Data Collection Procedure

The researcher visited Makini School and created a rapport prior to the collecting of data. Appropriate permission for students to participate in the study was sought in

advance by the researcher from the school administrator. Data was collected using self-administered questionnaires. The questionnaire was appropriate because it saved on time and the targeted respondents were literate. It also ensured uniformity in the way questions were asked. Equally respondents feel free to answer sensitive questions if they are not required to disclose their identity (Mulusa, 1988).

3.6 Data Analysis & Presentation

The questionnaires were cross-examined to ascertain their accuracy, completeness and uniformity. Data was first cleaned by ensuring completeness of information at the point of collection. It was coded and organized into different categories. Data was analysed using descriptive and inferential statistics in order to answer the research questions and objectives. This helped to draw inferences over factors that influence the dependent variable. The results from the data analysis interpreted; inferences made and presented using frequency distribution tables. To determine whether there was any relationship between the dependent variable which was academic performance of students in Kenya Certificate of Secondary Education and other variables in the study, correlation was applied.

3.7 Ethical Considerations

Informed consent was obtained from all those participating in the study. Those not willing to participate in the study were under no obligation to do so. Respondents' names were not indicated anywhere in the data collection tools for confidentiality and information gathered was only used for the purposes of this study. The necessary research authorities were consulted and permission granted. As stated earlier a copy of the findings will be availed through the Email at request to the respondents.

3.8 Chapter Summary

This chapter determined the sample size of the population under study, the type of questionnaire applied during the data collection, techniques employed.

CHAPTER FOUR

RESEARCH FINDING AND DISCUSSION

4.0 Introduction

This chapter deals with the analysis of data, their presentation and interpretation as collected in Makini Day School. Data are presented in tables and analysed as was collected from the sampled schools. The analysis aimed at addressing the purpose of the study, which was on factors influencing students' performance in Makini School. Performance in relation to the various independent variables mentioned in Chapter one are presented and discussed.

4.1 Presentation of Research Findings

A total of 40 questionnaires were administered to form four students. In this case, a 60 percent return rate which was realized being 24 out of 40 students. This was very adequate for the study since according to (Mugenda, 1999) a 50% response rate is adequate, 60 percent good and above 70 percent is rated very well.

Table 4-0-1: Gender of Respondents Frequency

All respondents were asked to indicate their gender and the findings are as presented.

Gender	Male	Female
Number	16	8
Frequency	66%	34%

The table 4-1 recorded more responses from male than females, suffice to add that it was entirely out of ones' free will to participate.

Table 4-0-2: Extent of the Attitude on performance

The questions answered in this section touched on responsibility of the student.

Responses	Extent Frequency	Percentages
Strongly Disagree	24	36%
Moderately	14	21%

Strongly Agree	28	42%
TOTALS	66	100%

The table 4-2 on students attitude returned 42% - strongly agreed could imply that they were a positive attitude while 21% were taking action only on some case then 36% strongly disagreed may imply that they did not follow up on the mistakes.

Table 4-0-3: Extent of Motivation on Academic Performance

The questions poses to gauge the level of motivation among students.

Responses	Extent Frequency	Percentages
Strongly Disagree	2	4%
Moderately	18	38%
Strongly Agree	28	58%
TOTALS	48	100%

The table 4-3 shows on extent of motivation 58% as strongly agreeing with the statement 38% moderately agreed were unsure while 4% did not agree of their value addition.

Table 4-0-4: Extent of Home Environment of Students on Academic Performance

To understand if the student have the support of the parents in academic and extra-curriculum activities.

Responses	Extent Frequency	Percentages
Strongly Disagree	40	56%
Moderately	22	31%
Strongly Agree	10	14%

TOTALS	72	100%
--------	----	------

The table 4-4 shows 14% strongly agreed to have parental support; 56% strongly disagreed did not identify with meaningful participation, 31% moderately agree meant they got support from time to time.

Table 4-0-5: Extent of the Life Skills on academic performance

To find out if the students are responsible and accountable in real life situations.

Responses	Extent Frequency	Percentages
Strongly Disagree	14	15%
Moderately	34	35%
Strongly Agree	48	50%
TOTALS	96	100%

The table 4-5 shows that 50% students agreed could imply they are responsible and confident, 35% moderately agreed means they were unsure of themselves while 15% disagree may experience difficult with some life skills.

Table 4-0-6: Summary of the frequency of factors affecting academic performance

Responses	Extent Frequency	Percentages
Strongly Disagree - 1	80	28%
Moderately - 2	88	31%
Strongly Agree - 3	114	40%
TOTALS	282	100%

The table 4-6 was used to extract a pictorial representation pie chart using the sum of frequency measured on each table.

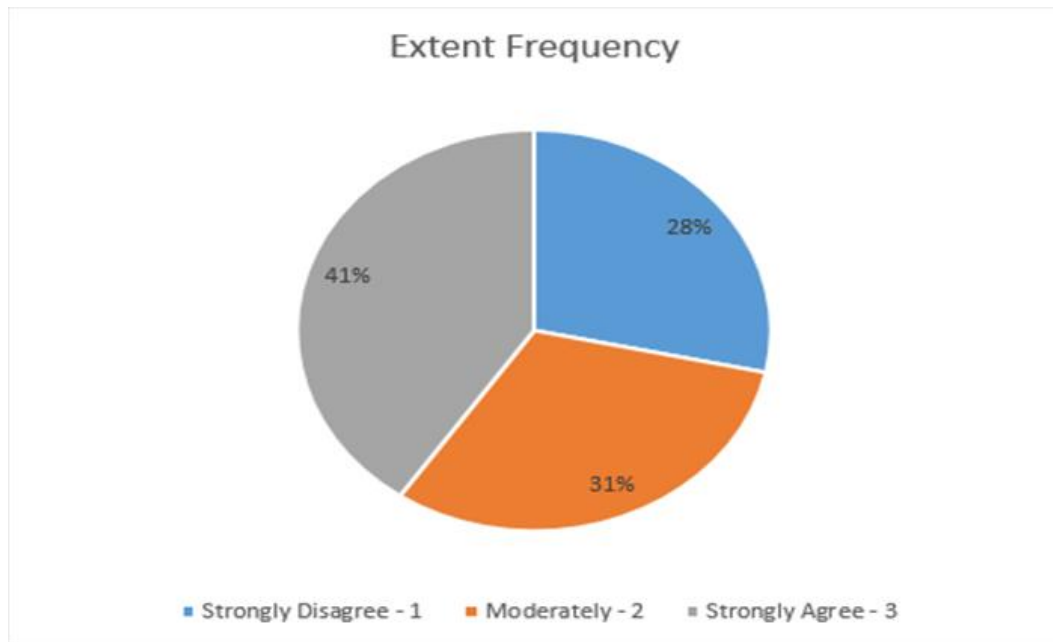


Figure 4-0-1: Pie Chart of Frequency of Factors affecting Performance

Strongly Disagree - 28%

Moderate – 31%

Strongly Agree – 41%

4.2 Limitation of the Study

The study was conducted in Makini School only as there were no other schools offering day facility in close proximity. The information collected from respondents are also based on personal experiences and may not be accurately weighted by the respondent. It was assumed that the student answered the questions honestly however consultations may have an impact on the results.

4.3 Chapter Summary

This chapter has dealt with analysis of students' data, the questions set from the objectives as per Chapter 1.4 with the aim of highlighting their impact on performance.

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

5.0 Introduction

This chapter presents the summary of the study, conclusions drawn from the findings of the study and the recommendations for possible action and for further research. The main aim of the study was to examine the factors that influence the academic performance of students in terms exams at Makini School.

5.1 Summary of findings

The questions posed were positive in nature and all findings in the study are analysed based on the research variables which are motivation, attitude, home environment and life skills. From the total sample population administered with questionnaire, 60 percent return from 24 students out of 40 total, 16 boys and 8 girls participated in the survey.

The questions posed to measure extent on student attitude returned 42 percent, who strongly agreed that they were responsible for improvements they were expecting whilst 36 percent strongly disagreed may imply that they did not follow up on the mistakes. Some 21 percent, moderately agree with the statements could imply they were taking action and not in some cases.

The question posed to gauge the level of motivation, tallied 58 percent as strongly agreeing with the statement may imply that although students are aware of what is required of them in school; majority were are not sure of the benefit of what they are learning and how they would apply it practically for the time spent in school. Those who moderately agreed were 38 percent whilst 4 percent did not agree.

The responses on home environment factor show that slightly over 14 percent strongly agreed to receive full support and attention from their parents; 56 percent strongly disagreed could imply they felt alone and parents were not following or understanding their secondary needs, while at least 31 percent experienced inconsistent attention.

The response on life skills questions may indicate there is need to facilitate the learners with life skills as 15 percent strongly disagree, could imply they lack

confidence and do not feel accountable. 35 percent moderately agreed to the statements while 50 percent strongly agreed.

5.2 Conclusion

Education is a fundamental right of every child; making sense of the learning process, applying the learning to practical situations and associating the learned elements by placing the learning process within a meaningful context that makes sense to the student in relation to the real-life situations he needs to face in life.

This study found that positive attitude of students towards learning enhances the student performance. Since attitude is a critical determinant of performance, the prevalence of negative attitude affects academic performance. It can therefore be concluded that negative attitude affect performance negatively while positive attitude will positively affect students' academic performance to a great extent.

This study found that the level of student motivation to a great extent influenced student performance. It was therefore concluded that student motivation as a factor and students academic performance as a variable are statistically dependent. Highly motivated students play a big role into overall performance.

Students' home environment is found to be significant in influencing academic performance of the learners. It was therefore concluded that home environment of the learner and academic performance are statistically dependent. The participation of the parents and their attitude and interest in the progress of the learner has an integral role in performance improvement, and that good performance can be predicated on the home background of the learners.

Life skills equip vulnerable youth with survival life skills is not covered in basic education curriculum – the young persons' learn from each other hence highly likelihood of negative learning. Life skill training teaches effective communication and improves the self-esteem of the learners in the school environment, awareness of how to manage problems and decision making which will be vital for the future as well as engagement with the public

5.3 Recommendations

To create a positive learning attitude, re-ignite the quest to learn by connecting the lessons and skills development with the personal lives of the learners through group

activities and team building sessions using school trips. Motivation builds student's drive or persistence, desire to succeed, tendency to enjoy challenging tasks, and ability to work well without encouragement or reinforcement. Encourage Parents to attend family guidance and counselling programs so as to learn ways of supporting and encouraging the teenagers because of the rapid social influences that the young people are exposed to. Encourage parents enquire on the dreams and aspirations of the young person during growth and development will create an excitement to express themselves and share their desires. Parents should ensure that there create effective communication with their children as they grow up so as avoid them feeling like strangers and keep an keen eye on changes on behaviours defining limits of acceptable behaviours which should be agreed upon by the two parties. Young people should be engaged in productive and value added activities so to avoid idleness and boredom, which lead habits that may tend to moral degradation, substance abuses and irresponsible behaviours. Life skill training will equip young people to build healthy relationships and form positive peer relationships. It will also teach students to stand up for their rights and how to make requests or refuse unreasonable requests. Connecting the learners to a mentor helps improve the young persons' self-esteem and guide them in career goals and the steps on how to realise them. Life skill training are available through special short programs outside of the school calendars, parents should enrol their learners in those programs. It is important that the Education sector look into way of adjusting the curriculum to introduce the social skills and communication skills which are the key pillars in life skill training at high school level as a start-up for empowering the young people and prepare them for university.

REFERENCES

- Botvin, G. J., Dusenbury, E., Tortu, L., & Botvin, E. M. (1990). Preventing adolescent drug abuse through a multimodal cognitive-behavioral approach: Results of a 3-year study. *Journal of Consulting and Clinical Psychology*, 58 (4), 437-446.
- Bryman, A., & Bell, E. (2003). *Business Research Methods*. New York: Oxford University Press.
- De Ketele. (2000). En guise de synthèse : Convergences autour des compétences,.
- Elger, D. (2007). *Theory of Performance*. Pacific Crest.
- Eshiwani, G. S. (1993). Education in Kenya Since Independence. . Nairobi: Print Park.
- Greene, L., & Burke, G. (2007). Beyond self-actualization. *Journal of Health and Human Services Administration*,.
- Huss, E., & Magos, M. (2014). Relationship between Self-actualisation and employment for at-risk young unemployed women. In *Journal of Education and work* (pp. 27 (3), 306-322).
- Kothari, C. R. (2004). *Research Methodology: Methods & Techniques*. Delhi: New Age International Publishers.
- Kudrinskaya, L. A., & Kubarev, V. S. (2013). Characteristics of the learning motivation of students in higher technical educational institution. *Russian Education and Society*.
- Maslow, A. (1943). A Theory of Human Motivation Maslow. . *Physiological Review*, 50, 370-396.
- McNeill, D. (2015). Social freedom and self-actualization: 'Normative Reconstruction' as a theory of Justice.
- Melnic, A. S., & Botez, N. (2014). Academic learning motivation. *Economy Transdisciplinarity Cognition*, 17 (2), 56-62.

- Mugenda, O. M., & Mugenda, A. G. (1999). Research Methods. In *Quantitative and Qualitative Approaches*. Nairobi: African Centre for Technology study.
- Mulusa, T. (1988). *Evaluating Education and Community Development Programmes*. CEES. University of Nairobi, Kenya.
- Pretty, T. (2014). Motivating first-generation students to academic success and college completion. 48 (2), 257-264.
- Roegiers, X. (2004). *L'école et l'évaluation*. Brussels: De Boeck.
- Shields, J., & Brown, M. (2015). Managing Employee Performance and Reward: Concepts, Practices, Strategies. Cambridge University Press.
- Wamai, O. M. (1991). *Scratching the surface: Results of the first secondary examination under the new curriculum in Kenya*. Unpublished M Ed Long Essay. School of Education, University of Leeds.

APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

To: Respondent

6th July 2019

Re: Research Questionnaire

I am a student at Management University of Africa carrying out a study on the factors influencing student performance in Day schools with a case study of Makini Day School.

I am kindly requesting you to complete the attached questionnaire so as to enable me accomplish the study. Please, note that all the information given shall be treated purely and used for academic purposes and shall be treated as confidential.

Thank you for taking your time to complete the questionnaire and for your time and cooperation.

Yours faithfully

Dorothy Ogombo

Student at Management University of Africa

APPENDIX II

RESEARCH AND STUDY QUESTIONNAIRE

This questionnaire contains statements about your experience in your school. You will be asked to express your agreement on each statement. There are no 'right' or 'wrong' answers. Your opinion is what is wanted.

Draw x or tick on the box when:

1. You, Strongly disagree with statement
2. You, have no opinion of the statement (moderate)
3. You, Strongly agree with the statement

Be sure to give an answer for all questions. If you change your mind about an answer, just cross it out and circle another - simply give your opinion about all statements.

Name: _____ (optional)

Class: _____ Gender: _____

Sequence	Question	1	2	3
	How does student attitude influence academic performances in High Schools?			
1	When I do not understand a concept, I discuss it with classmates to clarify my understanding.			
2	I participate actively in class during quizzes and group assignment presentations.			
3	When I make a mistake, I try to find out why.			
	How does student motivation influence academic performance?			
4	I complete and turn-in my assignment on time without reminders from parent/guardians or teachers.			
5	Honestly, I do not know; I feel like I am wasting time in high school.			

To what extent does home environment affect academic performance
in High Schools?

6	My parents/guardian create time to review my performance report and set targets with me at home.			
7	My parents/guardians always attend the school meetings when invited to school.			
8	My parents encourage and support me to participate in sporting and other extra-activities			

How can Life Skill training improve performance of students?

9	I am willing to participate whenever I have a task to address the students/parents meeting or conference.			
10	I discuss something with someone I disagree with.			
11	I would seek permission from my parents / guardians to attend parties or meet friends outside the home environment.			
12	I am satisfied with my parents/guardians when my requests are declined.			