FACTORS AFFECTING ACADEMIC PERFORMANCE OF STUDENTS IN HIGHER LEARNING INSTITUTIONS: A CASE STUDY OF KENYATTA UNIVERSITY MAIN CAMPUS.

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A RESEARCH PROPOSAL SUBMMITED TO THE SCHOOL OF MANAGEMENT AND LEADERSHIP IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF DEGREE OF EDUCATION (ARTS) OF THE MANAGEMENT OF AFRICA.

SEPTEMBER 202

DECLARATION

I declare that research project is my original work and has not been submitted to any institutions.

Signature: …… Date……

RIALEM JOAN CHELANGAT

BEDK/2/00093/3/21

Declaration by the Supervisor

This research project has been submitted for the examination with my approval as the university supervisor.

Signature: ……Date……

DR. JACKSON NDUNG'U

DEDICATION

I would like to dedicate the research work to my family and friends who encouraged me when writing this project research.

ACKNOWLEDGEMENT

I wish to recognize individuals whom contributed to the successful completion of this research project. Special appreciation goes to my supervisor Dr. Jackson Dung's for his professional advice and guidance in the research project proposal. I also appreciate my father, Mr. Joel Rialem and Brother Caleb Ruto for their moral support and encouragement during my study.

ABSTRACT

The study examine the factors influencing academic performance among students in higher learning institutions with a focus on Kenyatta University Main Campus. The study was guided with three objectives which were: To determine the effect of student based factors on academic performance among students in higher learning intuitions, to examine the effect of family backgrounds on academic performance among students in higher learning instutions, to investigate impact of institutional resources on academic performance among university students. A descriptive research design was employedfor this study because it allowed the use of descriptive statistics and explanations for analysis. The study targeted 368 first year students perusing bachelors' degree in education arts and sampled 79 respondents using Yamane's (2019] formula. This study used stratified random sampling method. Stratified random sampling method ensured that at least member from each group got a chance to represent their views in the study. The data was collected using questionnaires, analyzed and presented using tables, frequencies and graphs so that recommendations and conclusions were drawn. The study revealed the ethical considerations to be followed and provided the recommendations required to solve the issue of academic performance in most higher learning instructions.

TABLE OF CONTENTS

DECLARATION.....**ii**

DEDICATION ..... **iii**

ACKNOWLEDGEMENT .....**iv**

ABSTRACT.....**v**

TABLE OF CONTENTS.....**vi**

LIST OF TABLES.....**viii**

LIST OF FIGURES.....**ix**

ACRONYMS AND DEFINITION.....**x**

OPERATIONAL DEFINTION OF TERMS.....**x**

CHAPTER ONE.....**1**

INTRODUCTION **1**

1.1.Background of the study.....1

1.2. Statement Of the problem.....6

1.3.Objective of the study. 7

1.3.1 Specific Objectives.....7

1.4. Research questions.....8

1.5.Significance of the study. 9

1.6. Scope of the study 7

1.7.Chapter summary 7

CHAPTER TWO 8

LITERATURE REVIEW 7

2.0. Introduction 8

2.1.Theoretical literature Review 8

2.2 Empirical literature review 10

2.3. Summary and research gaps. 16

2.4. Conceptual framework 18

2.5. Operationalization of variables 18

2.6 Chapter summary 21

CHAPTER THREE 21

RESEARCH DESIGN AND METHODOLOGY 21

3.0.Introduction 21

3.1Research design 21

3.3 Sample and SamplingTechnique 22

3.4 Instruments 23

3.5 Pilot study 23

3.5.1 Validity 23

3.5.2 Reliability test. 23

3.6 Data collection procedure 24

3.7 Data analysis and presentations 24

3.8 Ethical Considerations 24

3.9 Chapter Summary 25

CHAPTER FOUR……...26

RESEARCH FINDINGS AND DISCUSSION……...26

4.0 Introduction……...26

4.1 Presentation of findings…….....26

4.2 Limitations of the study……47

4.3 Chapter summary……..48

CHAPTER FIVE……..49

SUMMARY,CONCLUSION AND RECOMMENDATION……...49

5.0 Introduction……...49

5.1 Summary of the findings……..49

5.2 Conclusion……51

5.3 Recommendation……..52

5.4 Suggestion for further studies……..53

5.5 Chapter summary……..……..53

References……...54

APPENDIX I :INTRODUCTION LETTER

APPENDIX II: RESEARCH QUESTIONNAIRE

APPENDIX III: RESEARCH STUDY WORKPLAN

APPENDIX IV RESEARCH STUDY BUDGET

LIST OF TABLES

Table 2.3 Summary and research gaps..……17

Table 2.5 Operationalization of variables…….19

Table 4.1 Response rate……26

Table 4.2 Gender of the respondents…….28

Table 4.3 Age of the respondents……..29

Table 4.4 School background……31

Table 4.5 Rating of Instructor quality……32

Table 4.6 Impact of student Instructor ratio……...33

Table 4.7 Ranking Family problems……..…43

Table 4.8 Institutional resources…….45

Table 4.9 Students Academic performance……47

LIST OF FIGURES

Figure 2.4 Conceptual framework…….19

Figure 4.1 Response rate……27

Figure 4.2 Gender of the respondents……....28

Figure 4.3 Age of the respondents……30

Figure 4.4 Quality of instructor……....32

Figure 4.5 Rating of Instructor quality……...33

Figure 4.6 Impact of Instructor-Student ratio……....34

Figure 4.7 Ratio of Instructor to Student ratio……..34

Figure 4.8 Response rate of effect of student based factors……..36

Figure 4.9 Peer pressure……....38

Figure 4.10 Response rate on level of agreement on student based factors……..40

Figure 4.11 Ranking Family problems……..43

ACRONYMS AND DEFINITION

CF Conceptual Framework.

FPE Free Primary Education.

Go Government of Kenya.

MDGs Millennium Development Goals.

OECD Organization for Economic Cooperation and Development...

SSE Subsidized Secondary Education.

UPE Universal Primary Education.

UN United Nations.

USA United States of America.

OPERATIONAL DEFINITION OF TERMS

Academic performance Refers to the student's outcome measured by GPA

Exam results, class attendance and progression rates

As self-reported and supported by institutional records.

Student Based factors these are individual attributes and behaviors such as study

Attitudes such as study attitude, peer influence, time

Management and adjustment challenges directly sharpen

Academic achievement among students

Family background Refers to the social and economic conditions of a student's

Family including parental education level.

School background Refers to the kind and quality of secondary school attended by the student including available facilities

Class sizes, teacher quality and overall preparedness.

Institutional resources Refers to the physical, academic and support services provided by the institution to aid learn.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Chapter one details with the background of the study, statement of the problem focusing on the variable and academic performance, it outline the research questions, objectives ,scope of the study and significance of the study to the society and educational sector.

1.1. Background of the study.

Education results is known as the main contributor for national and community development ,equipping individuals with important skills,values and competencies for personal and societal growth (UNESCO,2020).It does not only improve human capital but also encourage economic competiveness ,civic participation and cultural integration.(World Bank,2021) pointed out that quality of education is a good factor for building a productive labour force and ensuring long term sustainable development.

In United States of America (USA), the government provide for free education up to secondary school level and subsidized education in higher learning institutions. Students have no option other than attend school to acquire education that is funded by the government. However, higher education is facing many challenges When rate of unemployment continues to rise,job opportunities comes up and it becomes important for workers to have right skills that fit the job demand,. As a result, the federal government has

focused on accreditation standards by evaluating colleges based on inputs such as library size, disciplinary codes, mission statements, faculty hour caps—metrics and technological based industrial skills to boost students' academic performance that meet job market demand (Smith ,2020).

In Japan, the education system is high-performing. International comparisons have long shown that Japan is a high-performing country. In the 2017 Organization for Economic Cooperation and Development (OECD) programmer for International Student Assessment (PISA), 15-year-old Japanese students ranked in the first docile in science, mathematics and reading. Kawasaki,(2021) pointed out that when Japan faces challenges in adapting its higher education sector to meet the changing labor market it faces it mostly in digital competencies.

In some African nations, Uganda's education system has undergone a several reforms since independence. These reforms encompass numerous attempts and interventions to ensure that the system is effective and meet the academic performance standards in international standards. on poor exam outcomes. To improve the academic performance standards, the government revised education sector strategic plan (2007 – 2015.All these strategies inevitably required enormous financial commitment. These finances were needed for training teachers and reducing pupil-teacher ratios and, equipping students and instructors with scholastic materials including textbooks and library resources (Tumushabe, 2019).

The most notable Elimu Yetu Coalition was the cost sharing framework, by which the government was to meet salaries of teachers and education administration costs while parents provided tuition fees and textbooks; communities on the other hand were to be responsible for putting up physical facilities and ensuring their maintenance (GoK, 2014). Free education policy was released in order to make education more accesible and increase educational attainment in the country. This policy was followed later with the Subsidized Secondary Education (SSE) policy in 2008 which equally was aimed at accelerating

enrollment and quality of secondary education in the country (Odhiambo, 2020). These policies had international backing and credibility, as they were part of the universally agreed Millennium Development Goals (MDGs), and other internationally agreed protocols (Orodho, 2015).

The subsidized free primary education policy was introduced to help the economically disadvantaged with an opportunity to benefit from government sponsored education provision. The policy mainly helped in increasimg enrollment rates drastically but it also placed pressure on existing facilities and teaching staff as the resources did not expand at the same rate.Demand for higher education continued to increase with many students who were unable to be absorbed in Kenyan universities (Odhiambo, 2021).

Since this expansion was not accompanied by a commensurate increase in human resource, the result has been a steady decline in quality of academic performance and increasingly serious questions about its relevance (Mwiria & Nyukuri, 2019).

Academic performance can be viewed in terms of the correspondence between the goals, or expectations of society and changes that take place in the learners, the education system and the society as a whole. Scott (2017) defines academic performance as how well a student is accomplishing his or her tasks and studies or the degree to which a student achieves educational goals. There are no precise indicators for measuring academic performance, but most of the times; the academic performance of a student is measured by his grades in class assignment, tests and examination. Past research shows that having good grades comes from a god structure of the family,infrastructure and teaching and learning process.There are also hidden factors on why students extend maybe because health of the student but this seem only quarter having serious disease while studying that they need to take a special study leave (Hijazi & Naqvi, 2019).

Good performance in academics among learners increases their motivation for further studies. Excelling in exams, for students means no supplementary papers or re-takes exam which enables them to graduate on time and opportunity for further studies. Delays caused by re-take exams as a result of poor academic performance creates tiredness and boredom among student to study because they feel their study period is too long. As a result, their academic performance is affected since their interest is school is diminished and in many occasions. In many occasions, their parents still forced them to study and to make sure their children get the best grades as they graduate (Ali et al., 2020). Indeed students' academic performance is surrounded by numerous challenges and therefore this aims at providing empirical evidence on factors affecting academic performance in higher learning institutions.

1.2. Statement Of the problem

Most public universities are faced by difficulties that affects the learning process and sometimes quality of education provided. The rapid expansion of the student enrollment which has been driven by free primary Education and subsidized secondary Education policies which has led to overcrowded classrooms and overstretched facilities reducing the level of interaction between students and lecturers,Odhiambo (2020).Such conditions reduces mentorship opportunities and also personalized learning experiences.

Standa (2020) stated that teaching practices particularly have remained traditional ,where lecturers often dictate notes for students to write which promotes rote learning instead of creativity,critical thinking and problem solving.In some institutions, students face conditions that are difficult for studying. overcrowded classes, inadequate library and laboratory facilities, distracting living conditions, and few, if any, student services are the norm Hijazi and Naqvi,(2019).The fund shortage are challenges faced by most universities which are making conditions more worse. Increased congestion due population is

among many other factors such as hostel problems, including hostel food, friends and home sickness which students face. Negative Peer pressure is also suspected for making some students to engage in negative habits such as over-drinking of alcohol, smoking of cigarette and marijuana, sexual related activities and other socially unacceptable acts that tends to affect their performance

Therefore, this study assessed the factors affecting academic performance among students in higher learning intuitions.

1.3.Objective of the study.

1.3.1 General objectives

The main objective of the study was to investigate factors affecting academic performance of students higher learning institutions,case study of kenyatta university main campus**.**

1.3. 2 Specific Objectives

(i)To examine the role of school background on academic performance among students in higher learning intuitions.

(ii)To determine how student based factors affects academic performance among students in higher learning intuitions

(iii)To examine the effect of family backgrounds on academic performance among students in higher learning intuitions

(iv)To investigate effect of institutional resources on academic performance among university students.

1.4. Research questions.

(i)What are the effects of school background on academic performance among students in higher learning intuitions?

(ii)How does student based factors affect on academic performance among students in higher learning intuitions?

(iii)How do family backgrounds affect academic performance among students in higher learning intuitions ?

(iv)What are the effect of institutional resources on academic performance in higher learning institutions?

1.5.Significance of the study.

The findings of this study are important to many organizations at large through the following ways

The study helps the administrator of the schools to know the key issues affecting academic performance of most university students and formulate strategies which they can implement to create conducive environment for learning. School instructors will find the study important as the study will unveil key factors that influence the quality of education and help in coming with policies that addressing their teaching and training methods. The parents will benefit from this study the research outcomes will enlighten them on key based issues that reduces the overall performance of their children in schools and take right remedies for the problem. The study is important to education regulators (Ministry of education) and other relevant stakeholders as the results will provide information on the existing conditions in higher learning institutions. Such information will guide them in developing appropriate policies and alternative actions based on empirical evidence and data.

1.6. Scope of the study

This study will be conducted at Kenyatta University, one of the leading higher learning institutions in Kenya. The research will focus on identifying the factors that influence academic performance among university students. The study will be carried out from April to September 2025.

1.7.Chapter summary

This chapter shows the background, problem statement, objectives, research questions, significance, and scope. It highlighted the global and local education challenges, emphasizing the need for research on academic performance in Kenyan university.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction.

This chapter discussed the theoretical literature related to the study and other studies carried out in the past, helped to develop an insight in my area of study and correlate the findings which are useful for further studies.

2.1.Theoretical literature Review

2.1.1 Institutional Theory

Institutional theory has been used to explain how organizations respond to certain pressures from organization from their environmwnr.However,the theory has been faced by a lot of criticism particularly for assuming that organizations are too passive and failing to account for strategic bbehaviour.Grossi et al.(2019) studied how hybrid universities balance traditional academic values with the demand of the market showing the challenges faced in maintain legitimacy.

Furthermore,Barber (2025) pointed out that the reliance on the concept of institutional gaps in emerging markets,advocatesss for a more deep understanding of institutional dynamics.Theory revealed that their was weakness in institutional compliance such as insignificance which does affect

The outcomes like student academic performance.Wicaksono et al.(2023) pointed out that mimetic and normative pressure plays an important role in the adoption of e-learning in Indonesian universities during the COVID-19 pandemic,showing that institutions that often conform to practices shown legitimate rather than solely efficient.

2.1.1 Structural Functionalism Theory

Functionalism is criticized for leaving negative impact in the social circle Functionalism does not encourage people to take an active role in changing the social environment, even when it can benefit them.

Merto(2019) viewed education as a subsystem of the society that mantains equilbrium by transferring knowledge ,skills and values.The theory emphasizes that all components of the education system(students, lecturers,infrastructure and families are interdependent.

For this study,the theory explains how disruptions in one component for example,insufficient financial support from families destabilize the entire system and negatively influence performance.At Kenyatta university,when overcrowded lecture halls limit lecturer-student interaction ,the function of education as a system of knowledge transfer is worsened leading to poor performance.Thus,the theory influences interconnectedness of school,student and family factors in shaping academic outcomes.

2.1.3 Human capital theory

Human capital theory which was invented by Becker(2020) argues that education is an investmentr that improves individual prroductivity and national development.Academic performance represents the return on invesrement made by students,families and governments. Well performing students acquire knowledge and skills that improve their employability and capacity to contribute to economic growth. This study relates to the theory by showing how family background is an important investment in human capital. Families that provide resources and encouragement expects students to succeed academically and secure better career opportunities .When students perform poorly due to inadequate institutional support both families and society lose the expected returns.

2.1.4 Social capital theory

Social capital theory by Coleman(2021) pointed out that value of social networks, trust and relationships in fostering success. Supportive peer groups, engaged families and mentoring lecturers provide the social capital that motivates students to excel.Conversely,negative social environments , for example peer groups promoting absenteeism diminish academic performance.This theory helps in explaining the student-based factors under study.At Kenyatta university,students who form academic networks benefit from positive reinforcements while those exposed to negative peer influence struggle academically.Thus ,theory highlights the relational dynamics that influence academic outcome

2.2. Empirical literature review

This section examines the empirical and conceptual review of the studies done in the past in relation with the research questions of this study. The purpose of empirical and conceptual review is to discover the gaps in the literature and forming theoretical basis of the study

2.2.1 School Background and Students Academic Performance

School background refers to inputs in the teaching learning process, which determine students' academic performance (Ciboria & Handset, 2019). In this study, school background characteristics include the learning facilities or infrastructure, quality of instructors and instructor: student ratio among others. Infrastructure can be viewed as related to education such as classrooms, libraries, sports and recreation centers, furniture, laboratories; administrative blocks such as electricity and water Doane (2020). Within the facilities available in an institution the students are getting better expressed (Doane, 2018).

The evidence from research in other parts of the world points to the great importance of school facilities in relation to quality education (Musau, 2020). An empirical investigation by Ciborra & Hanseth, 2018) examined a contingency view of infrastructure and knowledge in public schools in Maldives (Asia). The study sampled 150 respondents who were interviewed through open ended questionnaires to facilitate data collection. Regression tests and co-relation tests were conducted with helps of SPSS to enhance data analysis and interpretation.Such factors as availability of laboratories and a clean water supply, classroom maintenance, space and furniture availability all have an impact on the critical learning factor of time on task (Ciborra & Hanseth, 2018).

According to Amrai, and Motlagh (2017), teaching and learning process are closely related to each other. Doane (2018) examined the relationship between school facilities and academic achievement in public primary schools if Guam in Asia. The study used cross sectional research design that applied both qualitative and quantitative research approaches. The sample size for the study was 60 head teachers in sixty primary schools who were through purposive sampling method. Close ended questionnaires constructed using five-point Likert scales were shared among the study participants. Regression tests and co-relation tests were conducted with helps of SPSS on the data collected to establish comparison between school facilities and academic achievement. According to the findings of the study, there was a strong significant relationship between A study proved that the smaller class, the students will receive clear instruction from the instructors and it became easy for them to achieve such goals (Doane, 2018).

Bleiklie (2018) asserts that it will become good if the students having a greater class in order to have good academic performance but the students need to put more effort to study. This is since nowadays, online learning has come to be the the fastest method for students to study. If the infrastructures are well

equipped then it will have perfect attention by the lecturers and the results will show high motivation for the students in which they can have better academic performance and effective learning (Doane, 2018).

On other hand, Hammond (2020) views quality of instructors as one of the aspects that determines the school background and students' academic performance. Quality refers to the degree of excellence as measured against agreed upon standards (Telli, 2019). Adesoji and Olatunbosun (2018) examined the school environment factors as determinants of achievement in senior secondary school chemistry in Oyo state, Nigeria. Although there existed many variables, the study focused on quality professional development is the main purpose of the study. The research findings showed that quality professional development can change teachers' practices and positively affect student learning and thus improve quality of education

According to Hammond (2020), this means that how teachers are prepared for teaching is one of the most important critical indicators of education quality. Preparing teachers for the challenges of a changing world means equipping them with effective teaching practices and the ability to work collaboratively with other teachers, students, members of the community and parents (Telli, 2019). Declining teaching morale has serious implications for the recruitment and retention of teachers as well as for teacher performance (Grossman, 2019).

In Tanzania, Omari, (2021) assert that the perception that the status of teachers in society is declining is encouraged by the use of shorter teacher training programmes and lowered entry qualifications for teaching. Qualified teachers believe that their work is diminished in the eyes of the public by the employment of unqualified people who are also called teachers (Omari, 2015). While pay and conditions are important contributors to motivation, there is evidence that other issues are almost as important as the actual level of remuneration (Fry, 2017)

Another keys aspect the dictates school background is the ratio of instructors to students (Fraser & Killen, 2015). Student-teacher ratio refers to the number of learners enrolled in a given level of education divided by the number of teachers in the system (Grossman, 2019). The measurement may provide university managers with a ratio of how many academic staff is needed for the number of full-time students on campus (Grossman, 2019).

Musau (2019) carried out a study on factors influencing pupils' performance in Kenya Certificate of Primary Examination (K.C.P.E) in Machakos County. The study found that the ratio of teachers to pupils had significant negative effect on time duration the teacher would have used to have personal touch with the students. Pupils lacked personal attention where the ratio was high while learners got time with the teacher where ration was low. Fraser and Killen (2015) confirm that student-teacher ratio is a significant measure of quality in education and academic achievement. These observations lend support to the view that other factors held constant (such as learners family background, material inputs, and so on), teacher factor is the most powerful determinant of learners' academic achievement (Dynarski, 2018).

2.2.2 Student based factors and academic performance

Beyond institutional resources,learner characteristics and behaviours strongly influence academic outcomes.Peer influenc has been widely acknowledged as a determinant of performance.Ryan (2019) showed that peers can either motivate students to remain focused and disciplined or encouraged disengagement through truancy and negative behaviours such as substance abuse.Attitude toward learning is another powerful factor .Amrai and Motlagh (2020) showed that students with positive attitudes and a strong commitment to education consistently outperformed their counterparts with negative attitudes who often displayed abseenteeism and lack of motivation .Time managemnt also plays an important role as students who fail to allocate time effectively between academics and social

engagement often underperform compared to those with disciplined study schedules.A further dimension of student related factors is homesickness particulary among first year students adjusting to university life.Thurber and Walton(2019) observed that homesickness reduces concentration causing absenteeism and hinders adjustments to the demands of higher learning.These findings suggest that while universities provide the learning environment ,the ultimate outcome depends mostly on students discipline ,motivation and social choices.

2.2.3 Family background and academic performance

It shows that family background is a major indicator for academic achievement.Parental education plays an important role with Orodho(2021) showing that parents with high education levels often are more involved in their children's academic lives and are better positioned to encourage strong performance.Financial stability is equally critical .Ali et al.(2018) reported that students from wealthier families consistently perform better,as they can afford textbooks, learning technology and comfortable living conditions conducive for learning.In contrast,students from low income families often struggle to access necessary resources which negatively affects performance. Guidance and emotional support also matter with Hijazi and Naqvi(2019) showing that students lacking parental guidance often develop poor study habits and low motivation. In uganda ,Tumushabe(2018) observed that financial burden frequently led to absenteeism ,poor performance and in some cases dropout illustrating the importance of a family stability in sustaining educatioon.Together ,these findings suggest that parental involvement ,financial resources and emotional support are important in student success in higher education.

2.2.4 Institutional resources and academic perfoormance

Empirical studies consistently shows that institutional resources such as libraries ,laboratories ,lecture halls and ICT halls play an important role in determining student achievement.Doane (2018) and Ciborra and Hanseth(2018) pointed out that students with access to well equipped libraries and laboratories performed better because they would access updated materials,conduct experiments and complete assignments effectively.In contrast Grossman (2019) noted that overcrowded classrooms and strained facilities,common reality in many African universities due to rising enrollment,reduced concentration and lecturer student interaction,Fraser and Killen(2015) established that high student-teacher ratios reduces individualized support,resulting in lower academic achievement.

Beyond physical infrastructure ,institutional support services have been associated to student success.Hammond(2015) emphasized that counselling ,mentorship and academic advising programs help students overcome stress,homesickness and adjustment difficulties leading to improved attendance and grades.Thurber and Walton (2017) observed that first year students particularly benefit from such services as they ease transition to higher education. However ,in contexts where these resources are underfunded ,students report poor adjustment,absenteeism and low performance.Collectively ,these studies suggest that adequate institutional resources improve academic achievement.

2.3. Summary and research gaps.

Below represents the summary and research gaps within the study as represented by table 2.3.

Table 2.3 Summary and research gaps

Authors and year	**Focus of the study**	**Key findings**	**Identified gaps**	**Focus of the current study**
Amrai and Motlagh(2017)	Student based factors Attitude performance	Positive attitude inluences achievement	Conducted in Iran;limited African university context	Examine effects of student based factors on performance at Kenyatta university
Ryan (2016)	Student based factors	Peer can motivate academic efffort	Focused on secondary schools	Investigates peer influence among Kenyan undergraduates
Ali et al.(2018)	Family background-Financial stability	Financial support linked to better performance	Limited evidence from African universities	Examine the role of family income in student achievement

Orodho(2013)	Family background-Parental education	Higher parental education improves involvement	Focused on secondary schools	Extended findings to Kenyan university students
Doane (2018)	School background-Facilities	Adequate facilities improve academic achievement	Did not consider interaction with institutional resources	Analyzes parental involvement alongside institutional factors
Grossman(2019)	Institutional resources-Enrollment strain on resources	Overcrowding reduces student-lecturer interaction	Weak linkage to performance outcomes	Connects institutional resources adequancy to performance in Kenya
Hammond (2015)	Institutional resources-mentorship and counselling	Support services improve performance	Limited Kenyan university research	Examines institutional support services and performance

2.4. Conceptual framework.

The conceptual framework (CF) is the network of linked concepts in a research they shows the Relationship between independent and dependent variables (Creswell, 2016).

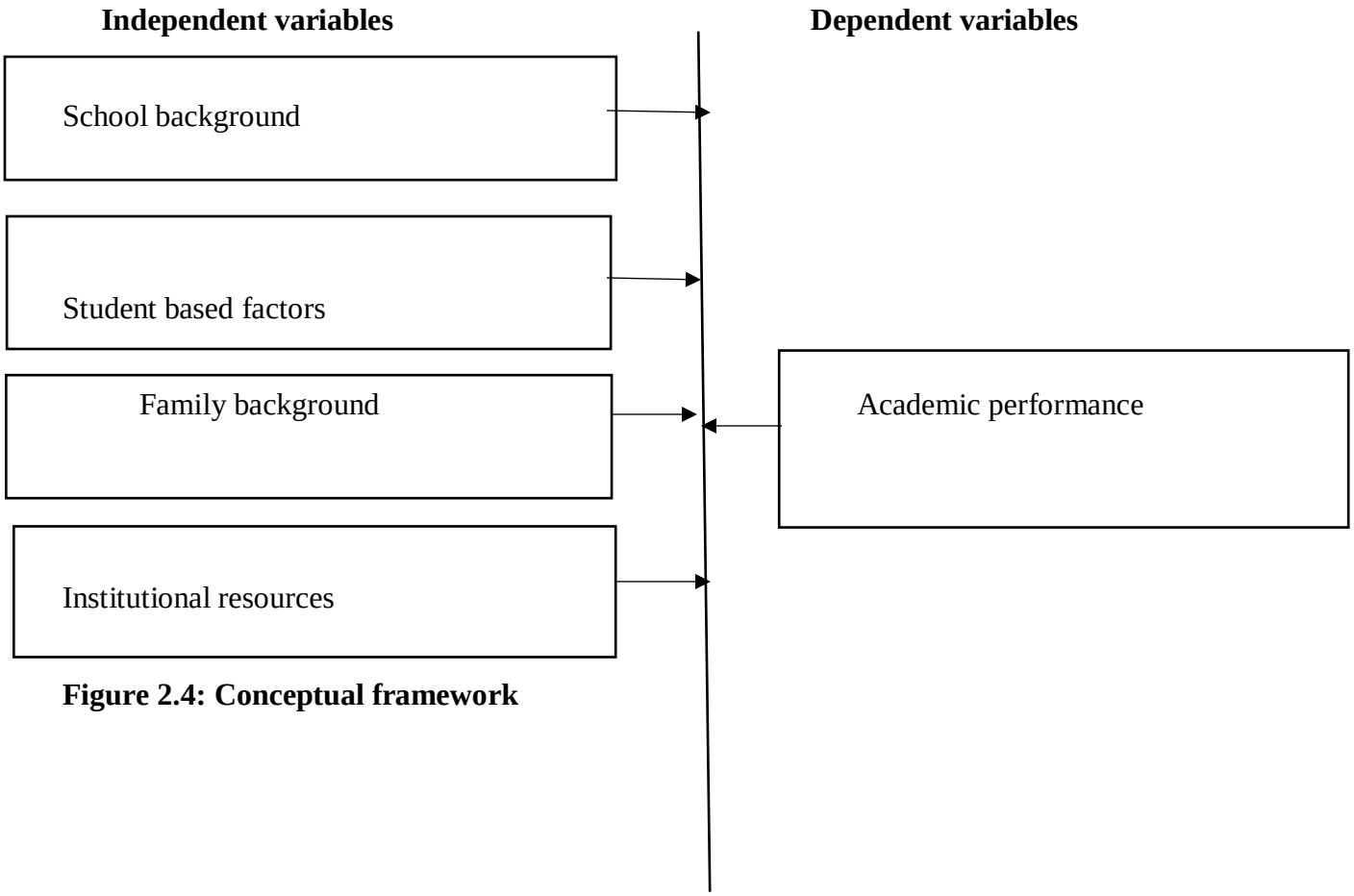


Figure 2.4: Conceptual framework

2.5 Operationalization of variables.

Table 2.5 Operationalization of variables

Variable	Indicators	Measurement scale	Tool of Analysis
School background	● Type of secondary school attended ● KCSE grades ● Facilities in prior schools	Interval scale	Descriptive statistics
Student based factors	● Attitudes ● Peer influence ● Study habits ● Time management ● Homesickness	Ordinal scale	Correlation and Regression
Family background	● Parental education ● Parental involvement ● Financial stability ● Family structure	Ordinal scale	Descriptive statistics

Institutional resources	• Libraries • Labs • ICT • Lecturer-student ratio • Mentorship • services	Ordinal scale	Descriptive statistics

2.6 Chapter summary

This chapter explore the theoretical literature review aspect, empirical literature review , and summary and research gaps and explain the conceptual framework and finally operationalization of the variables

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0. Introduction.

This chapter details the research design target population, sampling methods, data collection instruments, and data analysis techniques.

3.1Research design

This study employed descriptive research design incorporating survey methods, including correctional approaches As (Kothari 2020) defines research design as arrangements of situations for data collection and analysis that aims to combine relevance to the research purpose .The descriptive design is widely used for gathering current data on factors affecting academic performance in higher learning institutions .The research relies on a cross-sectional survey employing quantitative techniques for data collection through questionnaires to provide unbiased description on population characteristics. The study reports on observed phenomena without researcher control over variables.

3.2 Target population

The target population is made up of all first-year students pursuing bachelor's degrees in education arts at Kenyatta University Main Campus. The total population is 368 students .this specific population was chosen to provide details into the experiences of students transitioning into higher education within a particular academic discipline.

3.3 Sample and Sampling Technique

The study will use a sample size of 368 respondents, determined using Yamane [2019] formula with an error value of 0.1.

$$\boldsymbol{n = \frac{N}{1+N(e)^2}}$$

n=selected sample

N=Total population

e=error value [0.1]

Therefore,

$$\mathbf{n = \frac{368}{1+368\ (0.1)^2}}$$

$$\mathbf{n = 79 \quad Respondents}$$

Therefore the researcher used 79 respondents as the sample size.

Stratified random sampling was employed to ensure representation from all subgroups within the population. This technique guarantees each number of population has an equal chance of being selected improving generalization of the findings.

3.4 Instruments

The instruments for data collection was a questionnaire, which was divided into sections one was Section 1 focuses on the background information of respondents, while Section 2 aimed at gathering data on the impact of home-based factors on students' academic achievement. Closed-ended and open-ended questions were included in the questionnaire to capture a wide range of responses.According to cresswell and Poth (2019) combining different instrument improves fairness and depth of data collected.

3.5 Pilot study

A pilot study was done prior to the main study to taste the data collection instruments. This involved administering questionnaires to a small group of six students at the Management University of Africa, Which was excluded from the main study population

3.5.1 Validity

To ensure content validity, the questionnaire was revised by experts in the field of education. Feedback from this experts was used to make sure the accurately measures the factors affecting academic performance.

3.5.2 Reliability test.

The reliability was conducted using the cronbach ‘s Alpha coeffiecient . A pilot study was conducted with 30 students from different campus of Kenyatta university whom were not somehow included in the main study.A cronbach’s Alpha coefficient of 0.7 and above was considered acceptable for internal consistency in line with the recommendations by Taber (2019).

3.6 Data collection procedure

Following the pilot study and necessary revisions ,the questionnaires will be distributed to the selected sample of 79 first year education arts students at Kenyatta University main campus .The researcher will personally administer the questionnaires during the scheduled time, providing brief instructions and ensuring clarity. Respondents will be given sufficient time to complete the questionnaires.

3.7 Data analysis and presentations.

Quantitative data from the structured questions will be coded and entered into the statistical package for social sciences [SPSS] for analysis. Descriptive statistics, including frequencies, percentages, means, and standard deviations, will be generated. The 5-point Liker scale responses will be analyzed to determine the level of agreement among respondents. Data will be presented in the form of frequency tables, bar charts, and pie charts.

Qualitative data from the open ended questions will be analyzed using thematic analysis. Responses will be categorized into themes and patterns, allowing for in-depth understating of respondents' perspective. Thematic findings will be integrated with quantitative results to provide a comprehensive analysis

3.8 Ethical Considerations

The study followed strict ethical standards so as to protect the rights and welfare of the participants.

3.8.1 Informed Consent

Respondents were told the importance of the study, procedures tobe followed and risks and benefits. They were given informed consent form to sign, indicating their willingness to participate.

3.8.2 Voluntary Participation

Participation was voluntary in the study and respondents were told that they could move out from the study at any time.

3.8.3 Confidentiality

All the data collected will be stored confidentially and was mainly used for the study.

3.8.4 Privacy

Privacy was respected throughout the data collection and analysis process for each participant

3.8.5 Anonymity

Respondents' names and identifying information was not collected, ensuring anonymity.

3.9 Chapter Summary

It explored the research methodology used in the research , including the research design ,target population, sampling methods, data collection instruments, pilot study, data collection procedures ,data analysis techniques, and ethical considerarations

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter presents research findings based on the data collected from students, lectures, and administrators at Kenyatta University. The findings are organized according to study specific objectives with data presented in tables and figures.

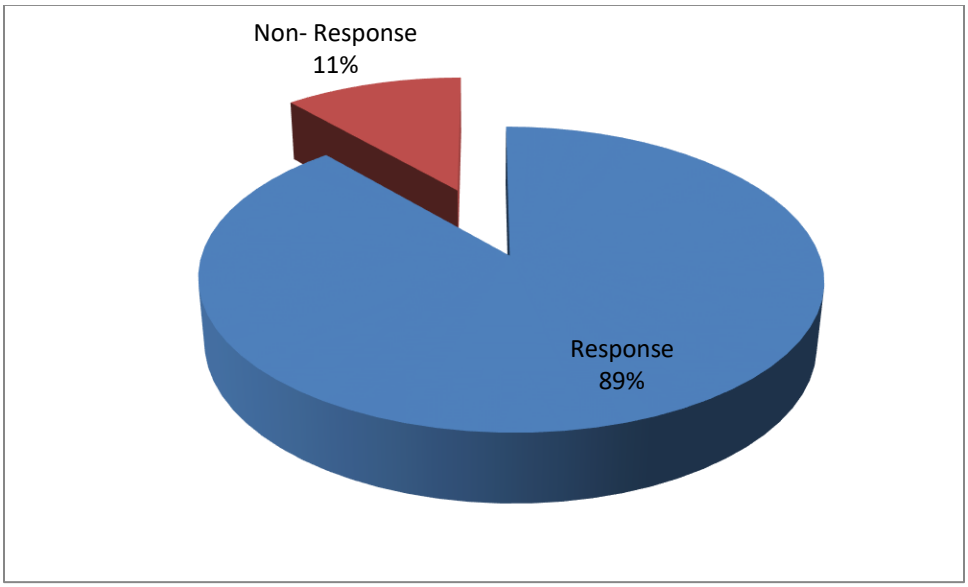
4.1 Presentation of research findings

The researcher distributed 79 questionnaires to the respondents; only 70 were fully filling achieving a response rate of 89%. This response rate was sufficient for data analysis according to Magenta & Magenta (2009) as it was above 60.

Table 4.1: Results on Response Rate.

Questionnaires	**Frequency**	**Percentage**
Response	70	89%
Non-Response	9	11%
Total	**79**	**100**

Figure 4.1 Response rate



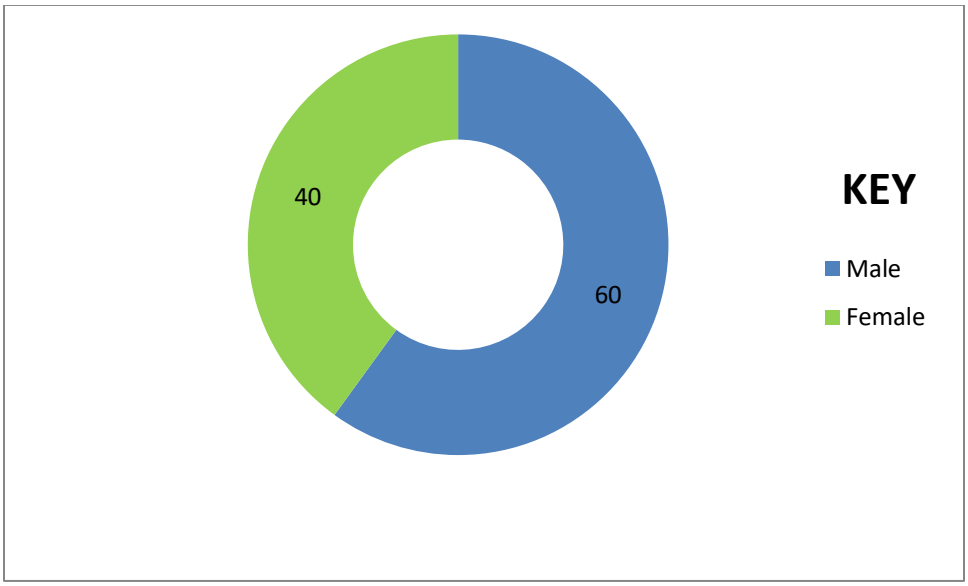
4.1.2 Gender of the Respondents

60 % (n=42) of the students in this institution are female while 40% (n=28) are males. Females were more compared male in bachelors' degree in education arts.

Table 4.2 Gender Respondents

Gender	Frequency	Percentage
Female	42	60
Male	28	40

Figure 4.2 Gender of the respondent



Source: (Research, 2025)

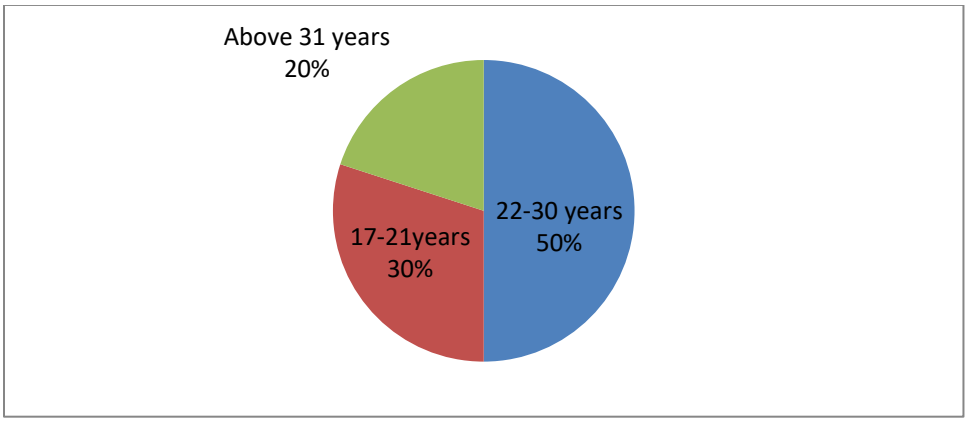
4.1.3 Age of the Respondents

50% (n=35) of the respondents were aged between 22-30 years; 30% (n=21) were aged between 17-21 years while 14 (20%) were above 31 years. Therefore, the above findings suggest that all age brackets of first year students were represented.

Table 4.3: Age of Respondents

Age brackets	Frequency	Percentages %
17-21	21	30
22-30	35	50
31 and above	14	20

Figure 4.3 Age Respondents



Source: (Research, 2025)

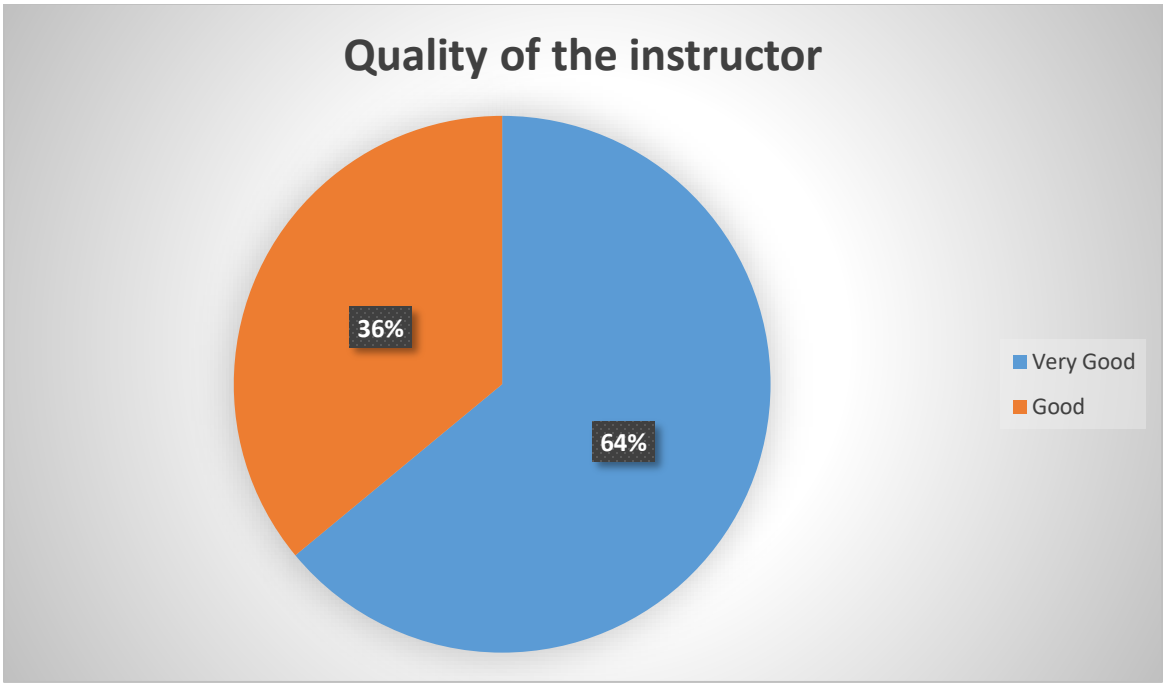
4.1.4 School Background and Academic Performance

The study examined the influence of school background on academic performance among higher learning students. The respondents expressed their views if infrastructure was good and able to conduct teaching. Some respondents (80%, n=49) indicated that infrastructure satisfied the need of teacher's and learner's activities. However, there was a small variation among 17% (n=12) of the respondents whom showed that school infrastructure satisfied did not satisfy need of teachers' and learners' activities while 10% indicated "I don't Know." The above findings implied that the school was well equipped with facilities that facilitated teaching that results in good grades in their college.

Table 4.4 School background

Category	Frequency	Percentage
Satisfied	49	70%
Did not satisfy	12	17%
I don't know	9	13%
Total	70	100

Figure 4.4 The Quality Of Instructor.



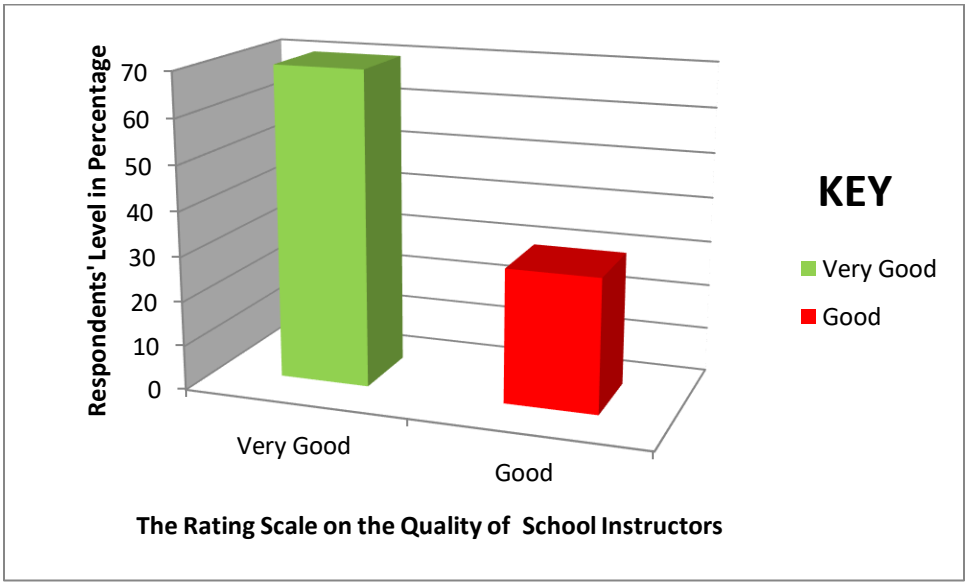
The respondents further pointed out the quality of their school instructors in facilitating high academic achievement among the students. 64% (n=45) and 36% (n=25) of the respondents stated that the quality of their school instructors to be "Very Good which was 64% and Good was 36% respectively. These finding pointed that teachers are the most important tools for making sure education of high standards is attained within and outside classrooms. Placing well trained teachers as the core of education is an important step in advancing better academic results.

Table 4.5 Rating Of instructor Quality

Rating	Frequency	Percentage
Very Good	49	70
Good	21	30

Source; Research Data [2025]

Figure 4.5 Rating of instructor quality



The Quality of School Instructors

Source: (Research, 2025)

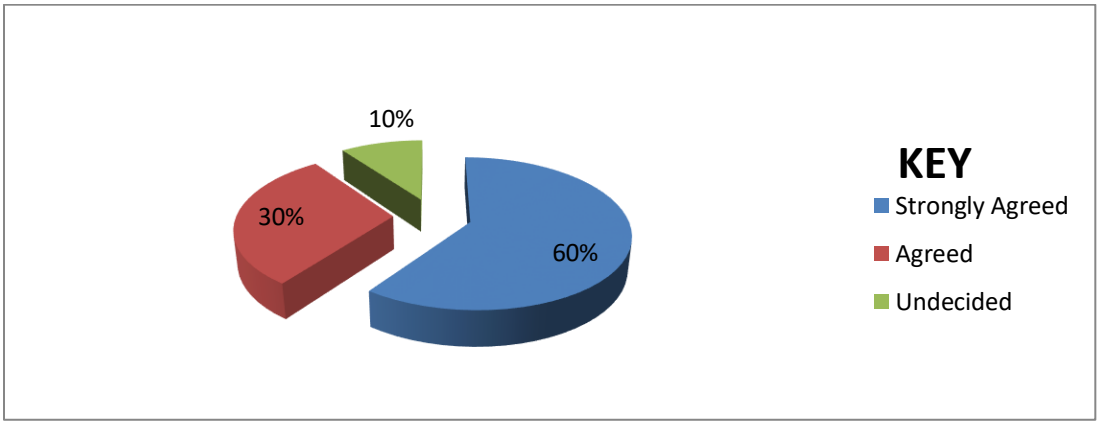
The figure showed that 70% of the respondents did revealed that the quality of school instructors was good while 30% of the respondents showed that they were good.

Table 4.6 Impact of Student Instructor Ratio

Response	Frequency	Percentage
Agree	42	60
Undecided	7	10
Disagree	21	30

Source; Research Data [2025]

Figure 4.6 Impact of student instructor ratio



The ratio of instructors to students

Source: (Research, 2025)

The respondents further indicated their level of agreement on the statements showing the relationship between school background and students' academic achievement. There was enough reading materials in the libraries as strongly agreed and agreed by the respondent with a count of 50 and 20 respectively. Classrooms were sufficient as strongly agreed by 56 respondents. Majority of the respondents with a count of 45 agreed there was presence of modern laboratories. However, a slighter variation occurred when 5 respondents disagreed with the statement regarding the presence of modern laboratories. There was a strong level of agreement by 47 respondents that their instructors were highly trained. 27 respondents also agreed that their instructors were highly trained. 40 respondents disagreed lessons to be unattended by instructors. However, there was prevalence of unattended lessons by instructors as agreed by 30 respondents. Missing marks was a common problem witnessed with the university. This was evidenced by 46 and 24 respondents who strongly agreed and agreed respectively. Majority of respondents with a count of 35 disagreed to experience shortage of Instructors. However, controversial results occurred when a minor variation with a count of 10 agreed to experience shortages in the number of staffs. The respondents (n=51) with strong level of agreement indicated that classrooms free from congestion while 56 respondents strongly agreed that the students lacked enough time with instructors.

Figure 4.7 Ratio of Instructors to students

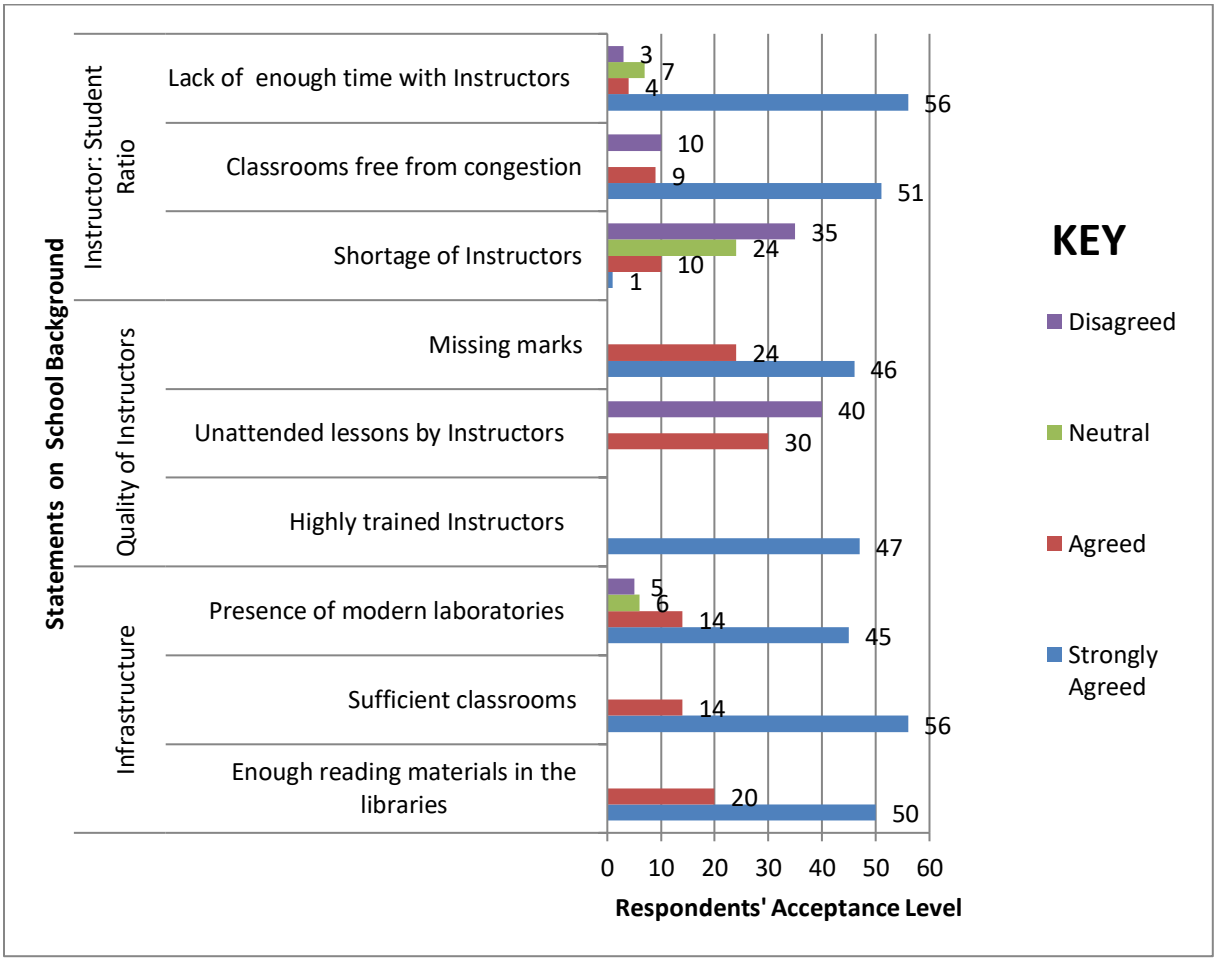


Figure 4.7; Respondents' Level of Agreement on School Background & Students' Academic Achievement

Source: (Research, 2025)

4.1. 5 Student Based Factors and Academic Performance

The Findings revealed the effect of student based factors on academic performance among higher learning students. The respondents gave their own opinions on the extent peer pressure, students' attitude and home sickness impacted on academic performance. Most of the respondents 60% (n=42) and 40% (n=28) indicated that peer pressure impacted on academic performance to very great extent and great extent respectively. This implies that peer groups can affect academics on the negative one and positive part where negative peer groups leads to leads low grades and deviant behavior while positive peer groups leads to good grades.

Students' attitude to Very Great Level influenced academic results as evidenced by 69% (n=48) of the respondents. This suggest that students who believe will not pass the courses needed will not get committed to work hard tom pass while those who are positive minded will put extra effort to excel in their courses. On other hand, home sickness to Great Extent influenced academic results. This was witnessed among 70% (n=49) of the respondents. The implication of this outcome is that home sickness causes distress that destructs students from daily functioning at school.

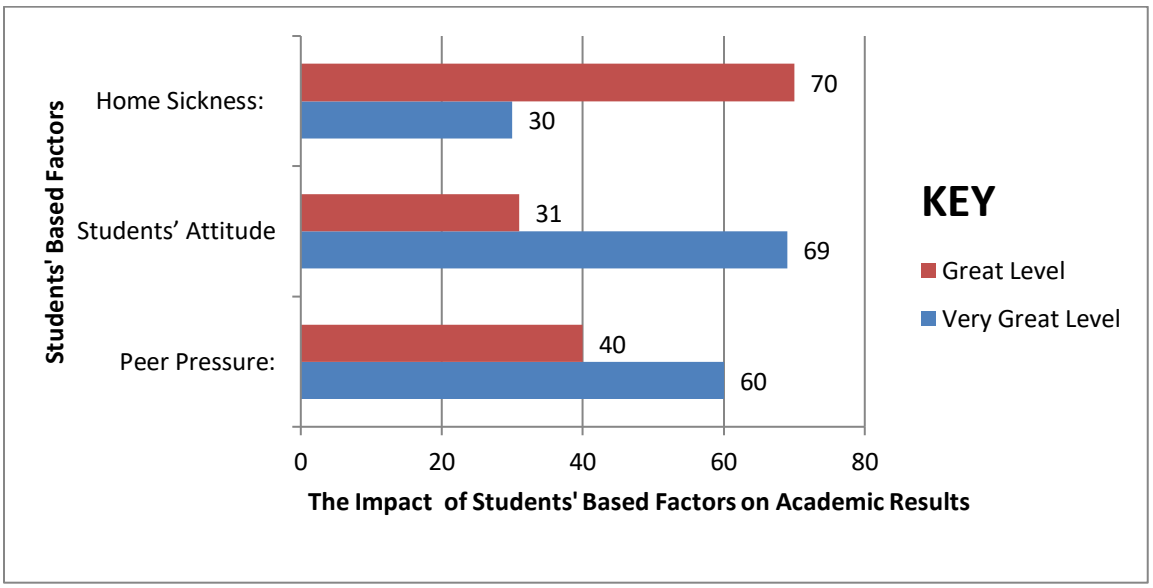


Figure 4.8 Response rate on effect of students based factors on Academic performance

The respondents also indicated the influence of students 'attitude and homesickness on attainment of best results in school. The results of the study indicated that students with negative attitude portrayed laziness in self-study, came late to class and engaged in other non-academic business. 71% and 29% of the respondents strongly agreed and agreed respectively with the statement that negative attitude enhanced laziness in self-study. 80% and 20% of the respondents strongly agreed and agreed respectively with the statement that students with negative attitude formed a habit of coming late to class. Negative attitude also engaged students in other non-academic business. This was supported by 64% of the respondent who showed strong level of agreement with the statement. These findings imply that students who are convinced that they lacked the ability to succeed or control the outcome of their educational experience made no effort to engage or excel in school-related work.

On other hand, students who portrayed homesickness lacked concentration in doing their assignments as evidenced by strong level of agreement from 89% of the respondents. There was strong level of agreement

by 80% of the respondents that there was poor concentration during the lesson as a result of homesickness. Truancy and day to day absenteeism was also evidenced among 79% of the respondents who showed strong level of agreement. This implied that homesickness caused distress that had debilitating effects on daily functioning of the students in class activities.

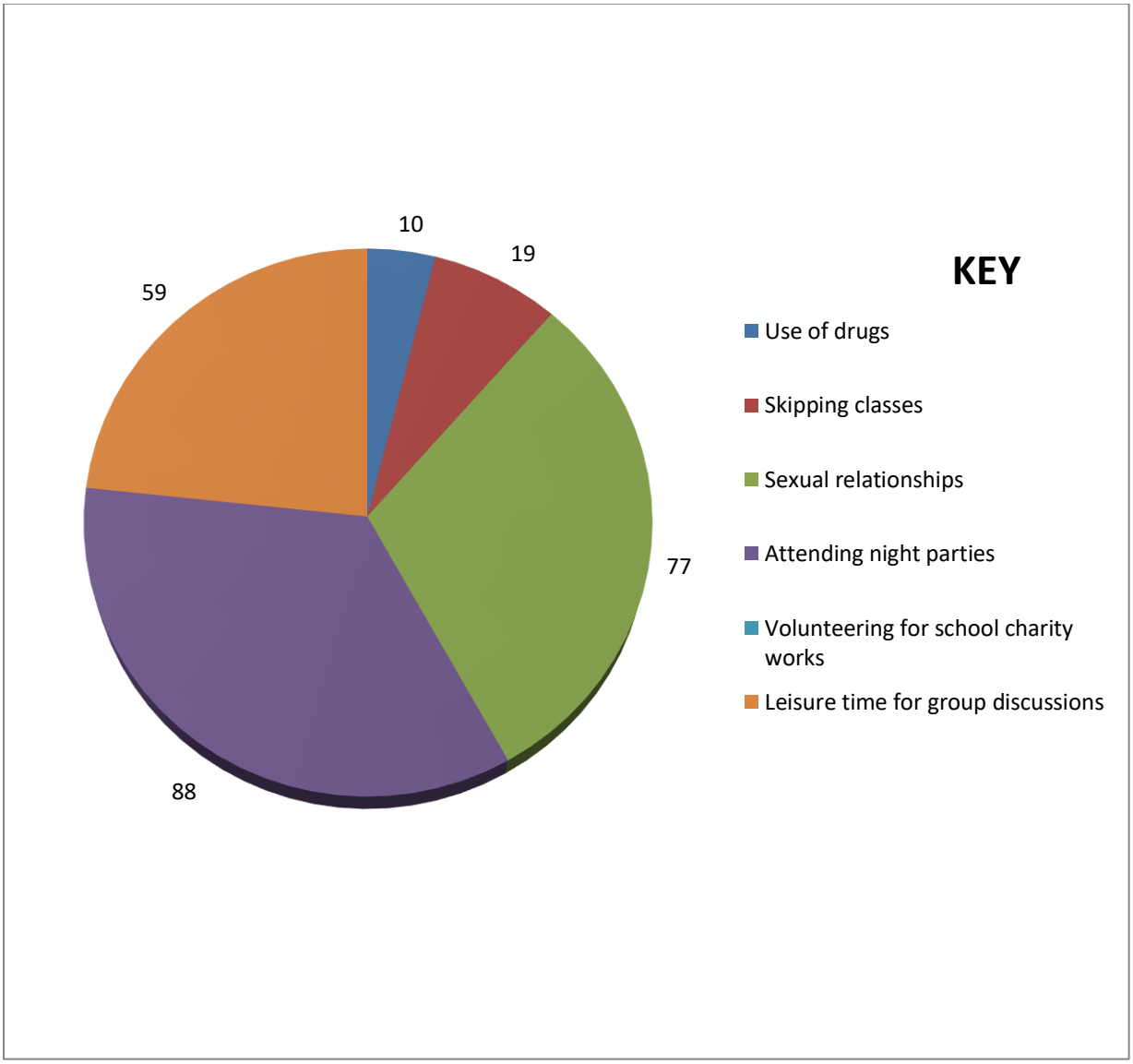


Figure 4.9: Peer pressure and the academic outcomes

Source: (Research, 2025)

The researcher further examined the relationship between peer pressure and academic outcomes at school. Students were asked to indicate different occasions they were involved in several peer pressure incidences. The use of drugs was an incidence that students sometimes were indulged in as a result of peer pressure. This was evidenced by 72% of the respondents. 18% of the students rarely used drugs while 10% used drugs many times. Sometimes peer pressure indulged students to skip classes as supported by 66% of the respondents. 19 % of the respondents showed that students skipped classes many times due to peer pressure while 15% confirmed students rarely skipped classes.

77% and 23% of the respondents indicated that students were “Many Times and Sometimes” involved in sexual relationship as a result of peer pressure. “Many Times” students attended night parties as evidenced by 88% of the respondents. Volunteering for school charity works was “rarely and sometimes” witnessed among students. This was strongly supported by 56% and 44% of the respondents correspondingly. Leisure time for group discussions was “many times and sometimes” witnessed among students as strongly supported by 59% and 41% of respondents correspondingly.

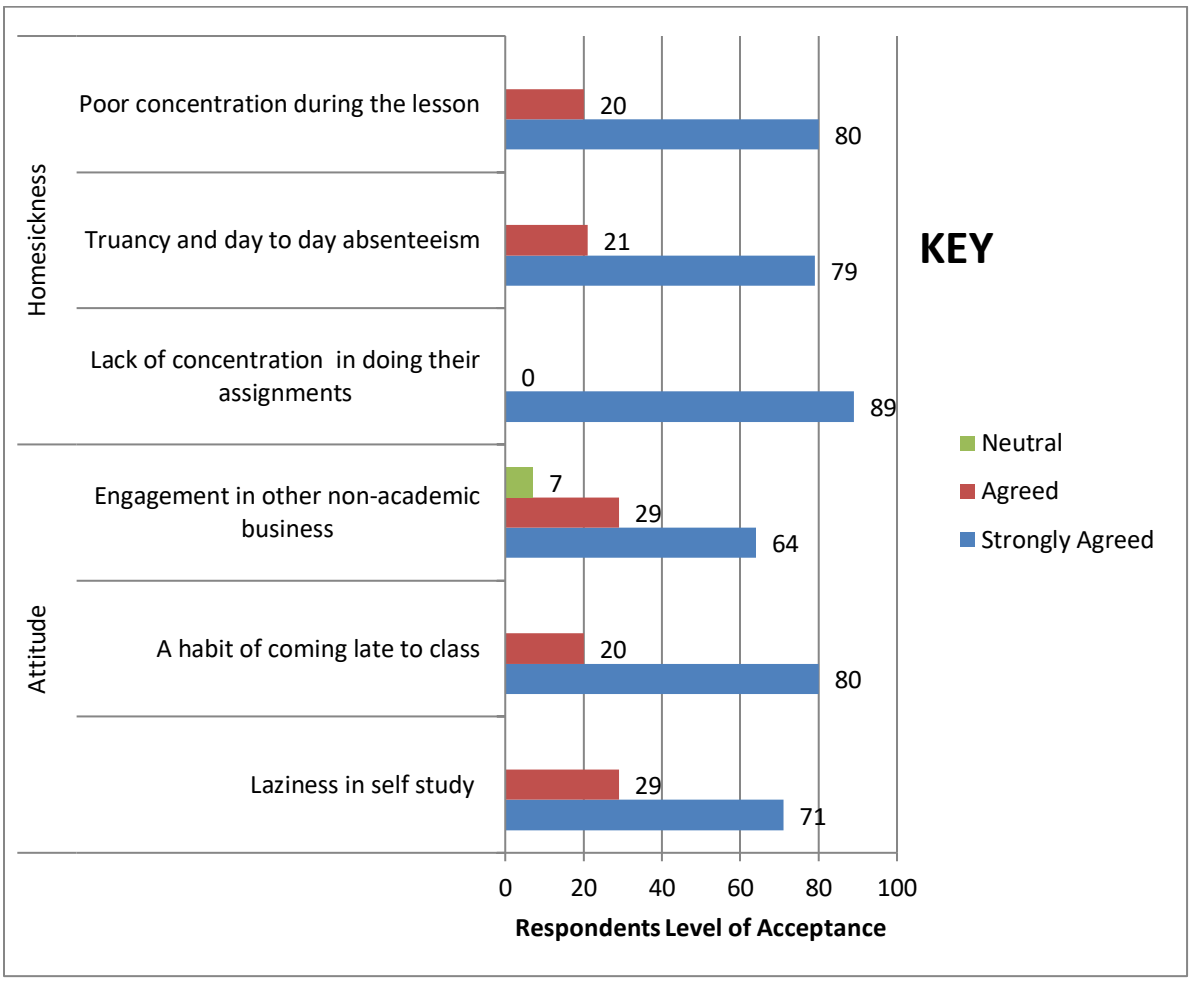


Figure 4.10: Respondents' Level of Agreement on Students' Based Factors & Academic Achievement

Source: (Research, 2025)

4.1.6 Family Backgrounds and Academic Performance

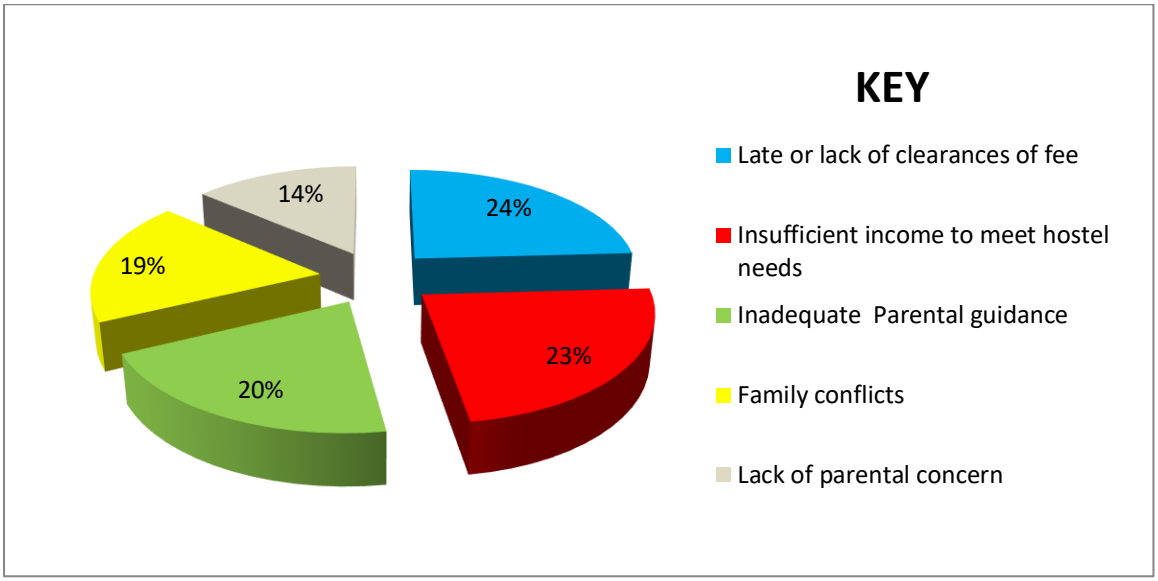


Figure 4.11: Ranking Family Problems that Affect Academic Performance

Source: (Research, 2025)

The study assessed the influence of family backgrounds on academic performance. The respondents ranked the family problems they face in attaining higher in academics. Late or lack of clearances of fee was the highest ranked family problem by 24% of the respondents. This was flowed by insufficient income to meet hostel needs as indicated by 23% of the respondents. In the third place was inadequate parental guidance was showed by 20% of the respondents. Family conflicts were ranked fourth. This was supported by 19% of the respondents. Lack of parental concern was the least ranked family problem as indicated among the respondents with a percentage of 14% From above findings, it can be concluded that poor income was the main problem that needed to be addressed most to improve students' scores in academic achievement. This means with stable income, students can access the essential resources to the academic learning and basic needs

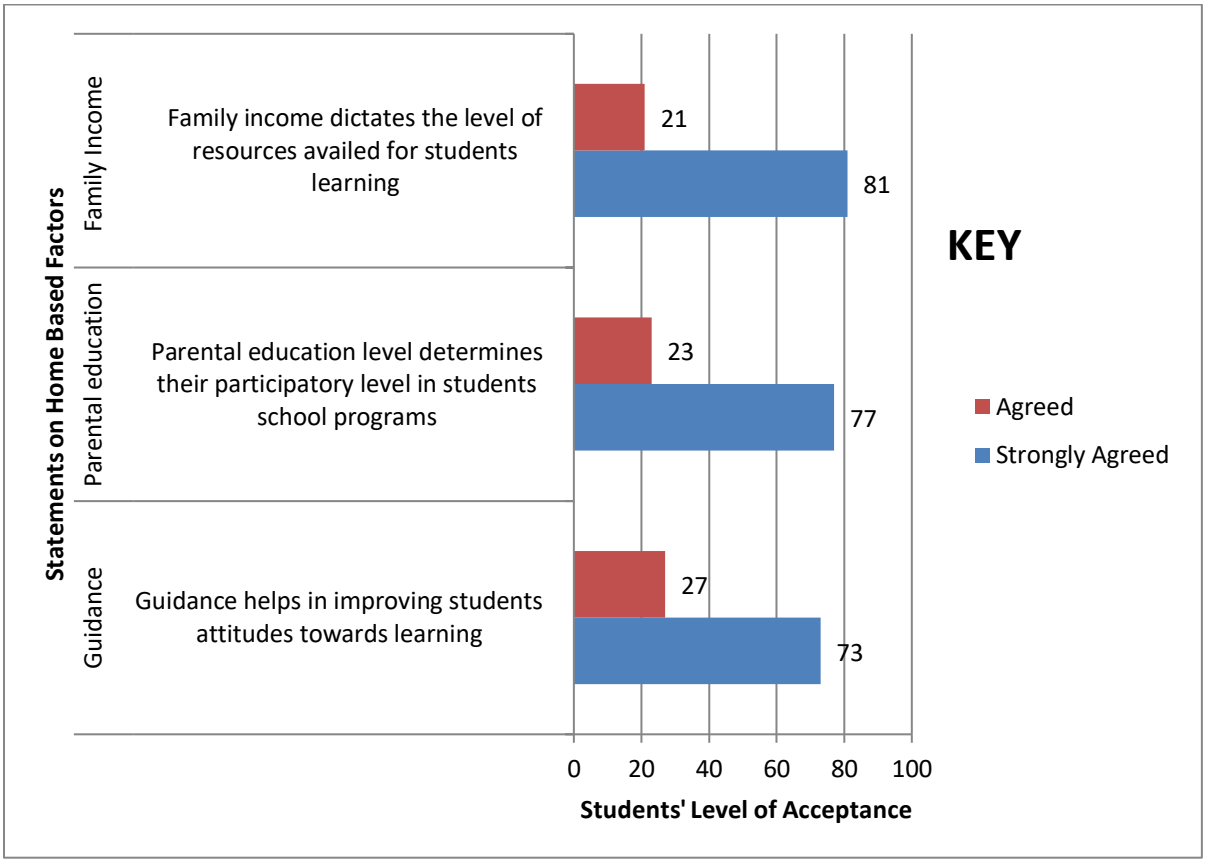
Table 4.7 Showing Ranking Family problems

Ranking Family Problems

Family Problems	Percentage ％
Fee Clearance	69
Insufficient Income	67
Inadequate Parental Guidance	58
Family Conflicts	53
Lack Of parental concern	39

Figure 4.11: Ranking Family Problems that Affect Academic Performance

Source: (Research, 2025)



The respondents also indicated their level of agreement with the statements on how family backgrounds influence on students' academic performance based on five point liker scale (5=Strongly Agree, 4=Agree, 3 Neutral, 2=Disagree and 5 strongly Disagree). It was evidenced that guidance helped in improving students attitudes towards learning. This was strongly agreed by 73% of the respondents. Parental education level also determined their participatory level in students' school programs. Strong level of

agreement with this statement was evidenced among 77% of the respondents. 81% of the respondents that family income dictated the level of resources availed for students learning. Therefore, there is the need to encourage parents involve in the academic matters of their children as a pathway of improving academic performance.

4.1.6 Institutional resources

Student indicated their level of agreement with statements on adequacy of institutional resources such as libraries, CT facilities, lecturer -student ratio and counselling services. The response were analyzed using frequencies and percentages as show in table 4.12 on the statement on libraries, ICT facilities, lecturer - student ratio and counselling services. The responses were analyzed using frequencies and percentages

Table 4.8 Institutional resources

Statements	**SA**	**A**	**Neutral**	**D**	**SD**
Library facilities are Adequate for academic Needs	30%	23%	0%	20%	27%
ICT facilities (computers, Wi-Fi, e-resources) support my learning	28%	25%	0%	19%	20%
Lecturer-student ratio allows Effective interaction	18%	15%	0%	30%	37%

Counselling and mentorship	12%	11%	0%	30%	47%

Services are accessible and helpful

Note: SA- Strongly Agree A-Agree N-Neutral D-Disagree SD- Strongly Disagree

Results shows that most students agreed that library facilities 30% strongly agree and 23% agreed that library facilities indeed support their academic journey within the university compared to 27% whom strongly disagreed, 20% disagreed that it did not adequately improve their education while on the ICT facilities that it supports learning recorded only 28% whom strongly agreed, 25% agreed that indeed their learning is support by ICT facilities. On lecturer -student ratio allow effective interaction showed that 37% strongly disagreed ,30% disagreed that the ratio was equal since it was affected by overcrowding ,there was no interaction that was effective while 18% strongly agreed and 15% agreed that interaction was efffective.On counselling and mentorship services that it was accessible was strongly agreed by 12% and agreed by 11% while 47% strongly disagreed and 30% disagreed that counselling and mentorship were accessible.

4.1.7Students Academic Performance

Respondents indicated the grades they attained in their previous college exams in African Culture and Religion exams, 64% (n=45) of the students scored A while 43% (n=30) and 7% (n-5) scored B & C respectively. There was no D for pass or E for fail. In Introduction to Biblical literature exams, 60% (n=42), 36% (n=25) and 4% (n=3) of the students scored A, B and C. There was no D for pass or E for fail. In Modern Islamic Reform exam, 50% (n=35), 40% (n=28) and 10% (n=7) of the students scored A, B and C. there was no record of fail or pass. Most students scored Distinction, Credit, satisfactory

grades in Human Behavioral Learning exams with a few 9 students scoring pass and one student with grade E. Slightly similar results were acquired in Skills exam where there was a few cases of grade D&C. Computer Literacy exams had 35 ‘A s’ equivalent to 50% of the students and 21 ‘B s’ equivalent to 30% of the students. There was only 6 cases of ‘Ds’ and one case of ‘E’. Therefore, it can be concluded that most students performed well as a result of good learning environment. A few cases of failure can be linked to peer pressure, negative attitude, home sickness and home based problems.

Table 4.9: Students Academic Performance

Course	**A**	**B**	**C**	**D**	**E**
History And Philosophy of Education	64	43	7	0	0
Semantic	60	36	4	0	0
Philosophy Of Religion	50	40	10	0	0
Curriculum Development	-	-	-	9	1
Skills Exam			**few**	**few**	**1**
Computer Literacy	50	30		6	1

4.3 Limitations of the findings

4.2.1 Limited scope

The study mainly focused on first year Bachelor of Education (Arts) student at Kenyatta University, main campus which mainly narrows means that findings may not exclusively represent the experience of other students in other faculties.

4.2.2. Time constraints

The research was conducted within a limited timeframe which restricted the depth of data collection and analysis

4.2.3 Response bias

Some students may have provided desirable answers overemphasizing positive behaviors and some may have under reported negative influences which may have influenced the accuracy of the results.

4.2.4 Access to documents

Access to some official academic record and institutional documents were restricted which limited the ability to verify certain self-reported data such as GPA and attendance.

4.4 Chapter summary

The chapter mainly explains the presentation of the findings on the variable and explores how it affects academic performance and finalizes by explaining the limitations met in undertaking the research.

CHAPTER FIVE:

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter presents the summary of key data findings, conclusion drawn from the findings highlighted and recommendation made there-to. The conclusions and recommendations drawn were focused on addressing the objective of the study.

5.2. Summary of Findings

5.2.1school background

The study examined the effect of student based factors on academic performance among higher learning students. Variables tested were infrastructure, quality of instructors and instructor: student ratio. The study established that the school infrastructure satisfied need of teacher's and learner'S' activities. There was enough reading materials in the libraries, classrooms were sufficient and presence of modern laboratories. Similar with other researchers, Ciboria and Handset (2018) agrees that factors such as on-site availability of libraries, classroom maintenance, space and furniture availability all have an impact on the critical learning factor of time on task. Bleakly (2018) asserts that it will become good if the students having a greater class in order to have good academic performance...

The study also established that placing well trained teachers at the core of education is a crucial step in advancing better academic results. The instructors were highly trained and to large extent lessons were never unattended by instructors. However, missing marks was a common problem witnessed with the university. These findings were in agreement with other studies. Telli (2017) confirms that teachers are the most essential agents for ensuring quality of education is attained within and outside classrooms. A

study by Adesoji and Olatunbosun (2018) showed that quality professional development can change teachers' practices and positively affect student learning and thus improve quality of education. According to Hammond (2015), how teachers are prepared for teaching is one of the most important critical indicators of education quality. Preparing teachers means equipping them with effective teaching practices and the ability to work collaboratively with other teachers, students, members of the community and parents. Teacher effectiveness is the primary influence on student achievement

The study findings also showed that the ratio of instructors to students affected students learning and academic achievement. Majority of respondents disagreed to experience shortage of Instructors and indicated that classrooms were free from congestion. However, most respondents strongly agreed that the students lacked enough time with instructors. Fraser and Killen (2015) confirm that student-teacher ratio is a significant measure of quality in education and academic achievement. Dynarski (2018) also assert that in a low student-teacher ratio learning environment, learners are more likely to get more one-on-one time with the teacher. Moreover, teachers may get to know the individual student's better, thereby enhancing teacher's capacity to identify areas where the student may be in need of assistance. In the final analysis, learners get more value out of their education. These observations lend support to the view that other factors held constant (such as learners family background, material inputs, and so on), teacher factor is the most powerful determinant of learners' academic achievement (Dynarski, 2018).

5.2.3 Effect of student based factors

The study findings showed that students' attitude to Very Great Level influenced academic results. Students with negative attitude exhibited laziness in self-study, came late to class and engaged in other non-academic business. Njonjo (2017) concluded that students who are convinced that they lacked the ability to succeed or control the outcome of their educational experience made no effort to engage or excel

in school-related work. Fraser & Killen (2015), opinions that the primary psychological mediator of the relationship between student engagement and educational context is the degree to which students feel competent and confident of their ability to be successful in completing educational tasks According to Amrai and Motlagh (2017), the students who consider tasks dignifying and valuable are more preoccupied and more engaged in completing intellectual tasks. Also, when students value learning, it has a positive impact upon self-discipline and self- efficiency (Amrai & Motlagh, 2017).The study findings also showed that homesickness influenced academic results. Lack of concentration in doing their assignments, truancy and day to day absenteeism and poor concentration during the lesson were signs associated with homesickness. Hendrickson, Rosen, and Anne, (2017) argue that during their adjustment, first-year college students may experience a sense of displacement owing to the abrupt shift from their previous familiar environments. Although a mild form of homesickness may improve healthy attachment behaviors and coping skills, intense homesickness can result in anguish and lead to a lack of concentration and ability to perform (Hendrickson, Rosen, & Anne, 2017).

5.2.3 Family backgrounds

The study found out that family backgrounds affected academic performance. lack of clearances of fee, insufficient income to meet hostel needs, inadequate parental guidance, family conflicts and lack of parental concern were main family problems ranked in that order. Guidance helped in improving students attitudes towards learning. Parental education level determined their participatory level in students' school programs and family income dictated the level of resources availed for students learning. According to Ali and others (2018), those students who come from higher income of family will lead to better academic performance rather than the lower income of family.

Hijazi and Naqvi (2016) confirm that students face a lot of problems in developing positive study attitudes and study habits. Orodho (2013) found that educated parents are also more likely to pay attention to the quality of their children's teachers and may attempt to ensure that their children are adequately served. By participating in parent-teacher conferences and volunteering at school, they may encourage staff to attend to their children's individual needs.

5.2.4 Institutional resources

Institutional resources were found to be critcal in influencing academic achievement.A majority of student agreed that library facilities supported learning by providing room to textbooks ,digital tools and reliable internet connectivity.However,the lecturer -student ratio was reported not favorable since the overcrowded halls reducing chances for meaningful interaction and individualized support.Counselling and mentorship services were rated negatively since it was not accessible as awareness to the services offered were limited.Overally ,institutional resources were positively associated with the performance but infrastructural difficulties and high enrollment limited their effectiveness.

5.3. Conclusion

The research explores the factors affecting academic performance of students higher learning institutions mainly concentrating on kenyatta university campus.The research starts with the chapter one which explains the backgrounf of the study,statement of the problem and research objectives which are to examine the effect of school background on academic performance among students in higher learning intuitions, to determine the effect of student based factors on academic performance among students in higher learning intuitions, to examine the effect of family backgrounds on academic performance among students in higher learning intuitions and to asses impact of institutional resources on academic

performance among university students. The chapter explores the significance of the study to various organizations and how long it will take. It does explain the scope of the study. Chapter two explains the theoretical and empirical aspect of literature review ,giving the summary and research gaps, conceptual framework and finally operationalization of variables. Chapter three explores the target population, research design used, sample size,instruments,pilot study,ethical considerations, how data is collected and analyzed.Chapter four explains the presentation of the findings,its limitation and finally chapter five explores the summary of the findings,conclusion and recommendation on how to be solved.

5.4. Recommendations

On the findings under student based factors on the factors such as peer pressure,student attitudes and homesickness which was revealed that had an impact on academic performance.This should be solved by the universities whom encourage peer mentoring programs where high achieving students guide their peers since positive peer influence can promote motivation and better academic performance.Institutions should also promote workshops and seminar to promote positive attitude towards learning,time management and self discipline and finally establishing orientation and transition programs and finally the institutions should recruit more lecturers to reduce the student –teacher ratio providing more one on one interaction ,personalized

On the findings on school background, it was established that school infrastructure, quality of instructors and instructor-student ratio affected academic performance whereby on infrastructure ,higher institutions should promote investment in modern classrooms,laboratories,libraries and digital resources to improve learning environment.Regular maintenance of existing facilities should be made a priority to ensure

conducive learning conditions.Universities should also provide continuous professional development programs for lecturers to keep them updated on teaching approaches and innovations in pedagogy

On family background variable the findings showed that parental guidance,education ,income and family conflicts influenced student's academic performance especially where the family's income can be insufficient.This can be solved by university engaging parentrs through regular meetings,progress reports and communication platforms to encourage active participation in student's academic lives.Institutions should also offer scholarship programs ,flexible payment methods and financial aid to students from low-income families to reduce the burdern caused by financial problems.

On institutional resources ,the findings on the libraries, digital tools,counselling and mentorship programs are important for student performance and for it to be solved since its involvement helps in development.This can be solved by the university updating the library collections ,ensure reliable internet access and provide digital tools to support research and academic work.Institutions should put more work on creating awareness of counselling services ,mentorship programs and academic support centers to make students access guidance and emotional support.

Suggestions for further study

The researcher recommends a further study to be extended to the private higher learning institutions within Nairobi County with a view of comparing the outcome from both settings

5.6 Chapter summary

The chapter explains the summary on the findings, conclusion and recommendations on how the variable effect on academic performance can be solved.

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APPENDIX 1: INTRODUCTION LETTER

Dear respondent

My name is Joan Rialem Chelangat, a student from The Management University Of Africa. In the fulfillment of partial requirement for the award of my course, am required to carry out a mandatory research study on the Factors Affecting Academic Performance of Students in Higher Learning Institutions (A Case Study of Kenyatta University Main Campus). You are part of the carefully selected respondent and enclosed is a brief questionnaire to aid in data collection. Kindly fill it in accurately as possible. Please note that this data collected will be used for academic data purposes and not for any benefit of an individual. The data collected will be treated with confidentiality and respect.

Special thanks to everyone who will make this proposal successful.

Regards,

Joan.

APPENDIX II: RESEARCH QUESTIONNAIRE

Part A: Demographic Characteristics

1. Gender

   Male ( ) Female ( )

2. Age

   17-21years ( ) 22-30 years ( ) above 31 years ( )

PART B: RESEARCH OBJECTIVES

Section 1: School Background and Students' Academic Performance

3. Does the existing status of education infrastructure facilitate the teaching and learning for good results at your college? (tick one)

   [ ] Satisfies the need of teachers' and learners' activities.

   [ ] Does not satisfy need of teachers' and learners' activities.

   [ ] I do not know

4. How would you rate the quality of your instructors in facilitating high academic achievement at your college?

   [ ] very good

   [ ] Good

   [ ] Average

   [ ] poor

   [ ] very poor

5. In your view, do you think the ratio of instructors to students affects students learning and academic achievement at your college?

    [ ] Strongly Agree

    [ ] Agree

    [ ] Undecided

    [ ] Disagree

    [ ] Strongly Disagree

6. Using 5 like scale (1 strongly disagree, 2 disagree, 3 neutral, 4agree and 5 strongly agree please indicate your level of agreement on the statements showing the relationship between school background and students' academic achievement at your college.

Aspect	**Statement**	**Level of Agreement**				
Infrastructure	Enough reading materials in the libraries	5	4	3	2	1
	Sufficient classrooms	5	4	3	2	1
	Presence of modern laboratories	5	4	3	2	1
Quality of Instructors	Highly trained Instructors	5	4	3	2	1
	Unattended lessons by Instructors	5	4	3	2	1
	Missing marks					
	Shortage of Instructors	5	4	3	2	1

Instructor: **Student Ratio**	Classrooms free from congestion	5	4	3	2	1
	Lack of enough time with Instructors	5	4	3	2	1

Section 2: Student Based Factors and Academic Performance

7. To what level do you think your students' related factors impacts on to academic results?

a) Peer Pressure:

[ ] Very Great Level

[ ] Great Level

[ ] None

[ ] Low Level

[ ] Very Low Level

b) Students' Attitude:

[ ] Very Great Level

[ ] Great Level

[ ] None

[ ] Low Level

[ ] Very Low Level

c) Home Sickness:

[ ] Very Great Level

[ ] Great Level

[ ] None

[ ] Low Level

[ ] Very Low Level

8. How many times have you been involved in the following incidences as a result of peer influence?

	Many times	Sometimes	Rarely
Use of drugs			
Skipping classes			
Sexual relationships			
Attending night parties			
volunteering for school charity works			
Leisure time for group discussions			

9. In what manner do you think students' attitude affects attainment of best results in school?

(Use the scale (5=Strongly Agree, 4=Agree, 3 Neutral, 2=Disagree and 5 strongly Disagree)

		5	4	3	2	1
Attitude	Laziness in self study					
	A habit of coming late to class					
	Engagement in other non-academic business					

Homesickness	Lack of concentration in doing their assignments					
	Truancy and day to day absenteeism					
	Poor concentration during the lesson					

Section 3: Family Backgrounds and Students' Academic Performance

10. What family problems do you face in attaining higher in your academics? Please rank from top to least from the list below.

	Rank (Top Most to Least)
▪ Late or lack of clearances of fee	i.
▪ Inadequate Parental guidance	ii.
▪ Insufficient income to meet hostel needs	iii.
	iv.
▪ Lack of parental concern	v.
▪ Family conflicts	

11. This section is seeking your opinion regarding to the family Backgrounds influence on students academic performance. (Use the scale (5=Strongly Agree, 4=Agree, 3 Neutral, 2=Disagree and 5 Strongly Disagree)

Aspect	Statement	Level of Agreement				
Guidance	Guidance helps in improving students attitudes towards learning	5	4	3	2	1
Parental education	Parental education level determines their participatory level in students school programs	5	4	3	2	1
Family Income	Family income dictates the level of resources availed for students learning	5	4	3	2	1

Section 4: Students Academic Performance

12. Respondents are asked to indicate the grades they attained in their previous college exams

Units	Performance				
	A (Distinction)	B (Credit)	C (satisfactory)	D (Pass)	E (Fail)
History And Philosophy Of Education					
Introduction to Biblical literature					
Philosophy Of Religion					
Curriculum Development					
Skills					
Computer Literacy					

Section 5:Institutional resources

Please tick where possible using the five point likert scale

Statements	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
Library facilities are adequate for academic needs					
ICT facilities support my learning					
Learner – student ratio allows effective interaction					
Counselling and mentorship services are					

accessible and helpful					

APPENDIX III: RESEARCH STUDY WORKPLAN

Activity	Timeline	Responsible Party
Proposal Writing	**Week 1-2**	**Researcher**
Data Collection	**Week 3-4**	**Researcher**
Data Analysis	**Week 5**	**Researcher**
Report Writing	**Week 6**	**Researcher**
Submission	**Week 7**	**Researcher**

APPENDIX V: RESEARCH STUDY BUDGET

ITEM	ESTIMATED COSTS(KSH)
Printing and photocopying	**2000**
Transport	**3000**
Stationery	**1000**
Other expenses	**1000**
Total	**7000**

The Management University of Africa

Sponsored by The Kenya Institute of Management

Date: 17th September 2025

TO WHOM IT MAY CONCERN

JOAN CHENANGAT- BEDK/2/00093/3/21

This letter serves to introduce the above named who is a **Bachelors of Education, Arts (B.Ed.)** student and is interested in carrying out research on **Factors Affecting Academic Performance of Students in Higher Learning Institutions: A Case Study of Kenyatta University**

Any assistance accorded to her in pursuit of this study will be greatly appreciated.

Yours Sincerely,

Dr. Juster Nyaga
Dean, School of Management and Leadership

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