

**FACTORS AFFECTING ACADEMIC ACHIEVEMENT IN SECONDARY
SCHOOLS IN KENYA. A CASE STUDY OF SECONDARY SCHOOLS IN
LAIKIPIA COUNTY.**

BY

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DECLARATION

This project is my original work and has not been presented for a degree in another any University

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

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DEDICATION

Special gratitude should be extended to my family in particular for their unwavering and continuous emotional assistance and support during the preparation of the research paper. To them, I devote my endeavor. In addition, I want to express my gratitude to Daniel Komu, my supervisor, for putting in the time despite his hectic schedule to mentor and counsel me during this project.

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ABSTRACT

The general objective of this study was to examine the factors affecting student academic achievement in secondary schools within Laikipia County, Kenya. It specifically looked into the roles of socio-economic background, school infrastructure, parental involvement, and peer influence. The study adopted a descriptive survey design and collected data from 222 participants, including school principals, teachers, students, and parents. The analysis revealed that students from low-income families often struggle with accessing learning materials and maintaining school attendance. Additionally, schools with overcrowded classrooms and inadequate learning resources were linked to lower academic outcomes. Parental involvement was found to positively impact student success, especially when parents engage in school activities and support learning at home. The study also noted that peer influence can either motivate students academically or lead to negative behaviors such as absenteeism. The research concludes that student performance is shaped by a combination of home, school, and social environment factors. It recommends that stake holders work collaboratively to improve learning conditions, enhance parental engagement, and promote positive peer interaction. It also recommends targeted interventions such as financial aid, infrastructure improvements, enhanced parental engagement, and peer mentorship programs to promote academic success. These findings provide valuable insights for educators, policymakers, and stakeholders in the education sector.

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ACRONYMS AND ABBREVIATIONS

PTA ; Parent-Teacher Association

MoE ; Ministry of Education

NGO ; Non-Governmental Organization

Ksh ; Kenya Shillings

STD ; Standard Deviation

OPERATIONAL DEFINATIONS OF TERMS

Academic Achievement :. refers to the learning outcomes of students, such as their grades , exam results, and overall school performance.

Socio-Economic Background : This includes the financial status as social conditions of a student’s home environment, such as parental income, education level, and the availability of learning resources.

School Infrastructure and resources: It refers to the physical and educational facilities available in a school like classrooms, libraries, electricity, textbooks, and laboratory equipment .

Parental Involvement : refers to the active engagement of parents or guardians in their children's educational journey. This includes supporting learning activities at home, maintaining communication with teachers, attending school functions, and contributing to decisions that affect the child's education and school experience.

Peer Influence; : Refers to the impact that a student’s friends or classmates have on their behavior, study habits, and academic motivation whether positive or negative

Household Income : The total amount of money earned by a student’s family each month, used as an indicator of their ability to meet educational expenses.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This part of the study outlines the background information, defines the problem under investigation, states the general and specific objectives, poses the research questions, and highlights the significance, limitations, and scope of the research.

1.1 Background of the Study

Academic performance stands as the crucial assessment method which demonstrates educational system performance and student achievement development while predicting their future capabilities. Academic results in secondary schools reflect student achievements based on individual competencies and environmental factors at school and external factors. Academic performance factor research creates essential knowledge to improve education quality and develop policy frameworks which also works toward decreasing outcome inequality (Kraft et al., 2020).

Student success in high school takes socio-economic status as one of its primary influencing factors. Menno (2019) reports that family background directly impacts academic success because students from affluent backgrounds benefit from supplementary educational resources which include tutoring services and receive academic assistance within their homes. Family socioeconomic background affects which academic resources students receive because well-off families procure various academic assets that enhance their educational outcomes according to Reardon (2019).

Studies confirm that both educational involvement of parents as well as active participation lead to essential conditions which produce academic success. School performance improves for students whose parent meet educators during school events and maintain contact about academic progress. The research by Kim and Hill (2015) shows that development occurs when parents engage in learning experiences with their kids, positive learning approaches alongside supportive educational growth pillars.

Student academic results rely mostly on environmental factors that exist within educational institutions. Education facilities that support students and ensure safety standards alongside abundant resources help students achieve better academic outcomes. School-based elements of both teaching quality and resource materials and student enrollment numbers and leadership management exhibit joint meaningful effects. According to Jackson (2018) teachers have a strong influence on student success because skilled instructors create substantial positive effects in academic results.

Additionally, Student motivation and learning attitudes are additional essential factors. Zimmerman and Schunk (2018) emphasize that motivated students, who engage actively and persist through challenges, tend to achieve stronger academic results. Positive attitudes toward learning and self-efficacy, or confidence in one's academic abilities, are key psychological drivers of student success.

Lastly, peer influence holds a considerable impact. Secondary school students are often influenced by their peer groups, which can affect their academic engagement both positively and negatively. Supportive peer relationships tend to encourage academic

achievement, whereas negative peer pressure can lead to disengagement. Juvonen and Knifsend (2016) observed that students with encouraging peer networks generally perform better, while those facing negative influences are at risk of lower academic outcomes.

In summary, academic achievement in secondary schools is shaped by a range of factors, including socio-economic status, parental involvement, school environment, student motivation, and peer relationships. Recognizing and addressing these influences can help educators, policymakers, and stakeholders develop strategies that improve educational quality and address obstacles to student success.

1.2 Statement of the Problem

Academic achievement at the secondary school level plays a pivotal role in determining students' future opportunities, including access to higher education and employment prospects (Okorodudu, 2021). However, numerous secondary schools consistently report low performance in essential subjects like mathematics, science, and language arts. This ongoing issue is often influenced by a range of socioeconomic, environmental, and psychological factors that limit students' academic success.

Research has highlighted socio-economic status as a major factor affecting educational outcomes, with students from lower-income backgrounds often lacking resources such as books, internet access, and quiet study spaces (Ghaemi & Yazdanpanah, 2020). Additionally, parental involvement has been shown to positively impact academic performance, though some parents may be unable to provide the necessary support due to work obligations or limited educational backgrounds themselves (Fan & Chen, 2001).

Beyond socioeconomic influences, elements of the school environment, such as teacher effectiveness, class size, and peer dynamics, also play a role in students' academic success (Lavy, 2016). Schools with large class sizes or insufficient teaching resources may struggle to provide individualized support, while negative peer interactions, including bullying, can further hinder learning and engagement (Buhs, Ladd, & Herald-Brown, 2010).

Recognizing these challenges, this research seeks to explore the diverse factors affecting academic achievement in secondary schools. By examining these factors closely, this study aims to identify insights that can guide interventions to enhance academic performance across different socioeconomic backgrounds and school environments.

1.3 Research objectives;

1.3.1 General Objective:

To investigate the factors that affect academic achievement in secondary schools.

1.3.2 Specific Objectives:

1. To examine how students socio-economic background affect academic achievement in secondary schools.
2. To analyze how school infrastructure and resources affect academic achievement in secondary schools.
3. To evaluate how parental involvement on students affect academic achievement in secondary schools.
4. To investigate how peer influence affects academic achievement in secondary schools.

1.4 Research questions

1. How does students' socio-economic background affect academic achievement in secondary schools?
2. How do school infrastructure and resources impact academic achievement in secondary schools?
3. How does parental involvement influence students' academic achievement in secondary schools?
4. How does peer influence affect academic achievement in secondary schools?

1.5 Significance of the study

The importance of this study is in its ability to highlight and address key factors that impact academic achievement among secondary school students in Kenya. By analyzing socio-economic background, school infrastructure and resources, parental involvement, and peer influence, this research provides valuable insights into the challenges that affect student performance. The results will help educators, parents, and policymakers make informed decisions to enhance learning outcomes, bridge achievement gaps, and promote an inclusive education system that benefits all students.

1.6 Scope of the study

The scope of this study addresses factors influencing academic achievement among secondary school students in Laikipia County. The study focuses on a range of influences contextual, institutional, and personal that impact students' educational outcomes.

Academic environments, resources, teacher-student ratios, and teacher qualifications can heavily impact student outcomes. Schools that are well-equipped and provide adequate

instructional support generally foster higher academic performance. In Laikipia County, the gap between high- and low-performing schools in terms of resources and faculty support can impact students' motivation and academic engagement. Students in schools with better resources often have a more conducive learning environment, encouraging their academic efforts.

This study covers the period from March to April 2025, focusing on data collected and trends observed within this timeframe.

1.7 Chapter summary

The background knowledge, statement of the problem, overall and particular study objectives, research questions, study significance, study limits, and study scope are all included in this chapter.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This section included the conceptual framework, the operationalization of variables, the chapter summary, the empirical literature review that covered studies pertaining to the current investigation, the theoretical literature review that covered theories for the study, and the research gaps found in the empirical studies.

2.1 Theoretical Literature Review

The study was supported by Social Reproduction theory, Epstein's Parental Involvement Model, and Social Learning Theory.

2.1.1 Social Reproduction Theory

The theory of social reproduction which was developed by Pierre Bourdieu gained further development through sociologists like Jean-Claude Passeron and Bowles and Gintis to explain how institutions such as education, the family and labor market transmit social inequalities particularly class distinctions to the next generation. Through his work Bourdieu (1977) defined three essential notions including cultural capital and social capital and habitus to present how people receive family-based social advantages and disadvantages from their surrounding environment. The knowledge and ability components of cultural capital together with education function as key factors which sustain social rank systems when families from higher socioeconomic background secure premium academic facilities that lead to superior financial achievement. Social capital networks along with social relationships enrich class positions by creating special entry points to valuable resources and beneficial opportunities. The social system features these mechanisms to

reproduce dominant elite power while marginalized groups face barriers to social improvement (Bourdieu & Passeron, 1977).

Education creates social reproduction by making invisible class differences that masquerade as merit-based systems of ranking and achieving status. According to Bowles and Gintis (1976) in *Schooling in Capitalist America* the educational system creates a system for reproducing workplace rankings by teaching less privileged students to occupy lower positions as it develops leadership skills in higher status students. The educational systems establish capitalist values through programming and disciplinary practices along with evaluation methods thus sustaining economic differences. The institution favors dominant culture according to Bourdieu and Passeron (1990) to create a system where privileged children can thrive and lower-class children struggle because they lack essential cultural capital. The educational system performs better as a mechanism to preserve social classes than it does to create upward mobility opportunities because it usually perpetuates existing divisions between social strata.

Social reproduction functions through labor markets coupled with gender norms and racial hierarchies which refine systemic inequality patterns in society. Nancy Fraser (1997) and other feminist scholars develop social reproduction theory by showing that women perform much of the non-paid caregiving work while domestic labor which hinders their economic growth and maintains patriarchal power systems. According to race scholars' systemic racism determines possibilities for economic advancement together with property allocation along with job available which produces additional marginalization for particular ethnic or racial groups (Bonilla-Silva, 1997). The various power structures reveal

that social reproduction extends beyond class divisions because it operates across multiple axes of discrimination. The study of social reproduction theory is crucial for structural inequality solutions because it demands radical shifts in educational systems and labor codes and social welfare provisions to interrupt inherited disadvantages and build a fairer society.

2.1.2 Epstein's Parental Involvement Model

The widely used Parental Involvement Model created by Joyce Epstein presents an established framework for six diverse categories of parental school participation in education. According to Epstein (1995) successful parental participation supports student achievement while promoting teamwork among families and schools and their communities. The six involvement categories described by Epstein (2011) consist of parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community. These dimensions establish a complete home-school partnership to deliver parental assistance for academic development and social skills of children. Multiple parental activities promote student success by strengthening their motivation while enhancing academic achievement and improving behavior according to Epstein et al. (2009). The model enables teachers and government representatives to develop effective family-school connection methods that correspond with unique pupil needs.

The first three types of involvement focus on direct parental support and interaction with the school. By obtaining necessary expertise and supporting tools parents can develop their

children's home-based education through suitable learning spaces (Epstein & Sanders, 2006). Open communication channels between schools and parents exist through meetings and digital platforms together with newsletters which enhances student progress transparency (Epstein, 2018). Voluntarily participating in educational activities leads parents to help in classrooms and plan events which enhances their relationship to their child's school environment (Epstein et al., 2009). Through these different involvement methods parents build partnerships with schools which lead to better student academic performance and improved well-being.

Parental involvement in learning operations alongside decision processes comprises the last three engagement categories. Home-based educational practices involve helping students with their homework assignments and using interactive discussion methods to boost their schoolwork understanding (Epstein, 2011). Participating in decision-making allows parents to actively participate in school policy development by joining parent-teacher associations (PTAs) and serving on school boards as stated in Epstein & Sheldon (2002). The community collaboration model expands school-based parental coordination through resource partnerships which provide families with library and mentorship and extracurricular program opportunities (Epstein, 2018). The model Epstein lays out highlights how schools must organize inclusive approaches that welcome diverse parental participation levels because parental involvement consists of multiple components. By proper implementation of this model schools create a complete support network which substantially boosts students' academic achievement in addition to their personal growth (Epstein & Sanders, 2006).

2.1.3 Social Learning Theory

According to Social Learning Theory that Albert Bandura introduced during the 1960s individuals learn new behaviors together with attitudes and knowledge through observing others' actions and patterns of behavior (Bandura, 1977). According to Bandura individuals learn through observation because social learning occurs between people in their environment especially children. Social Learning Theory goes past classical and operant conditioning because it demonstrates that attention along with retention reproduction and motivational processes served as vital learning elements. The Bobo Doll Experiment by Bandura, Ross, and Ross (1961) showed how children who witnessed adults hitting a doll tended to act aggressively afterwards thus proving social learning through observation (Bandura, Ross, & Ross, 1961). The experiment validated how people learn from the direct experiences of others alongside watching others through observation to create lasting patterns of behavior.

Social Learning Theory describes modeling as the process through which people learn behaviors from their role models especially those who have authority standing or admiration status (Bandura, 1986). Individuals pattern their behaviors according to what they see role models perform whether those role models emerge from their parents or teachers or peers or media personalities. Bandura brought forth reciprocal determinism which describes how behavior connects with personal factors including cognitive skills and beliefs while environmental elements enter a constant interaction. People take an active role in creating their learning interactions instead of remaining passive knowledge receivers because of their circumstances (Bandura, 1986). Reinforcement through positive

and negative reinforcement influences human behavioral development. Observing a rewarding consequence of behavior increases its likelihood to be reproduced but encounters of punishment decrease the probability of adopting that behavior.

Social Learning Theory finds widespread use across three major fields of education together with psychology and social policy. The educational environment depends on teachers and peers to demonstrate desirable behaviors for students and motivates students toward engagement (Bandura 1977). Psychology adopts the theory to examine how people develop aggressive tendencies and substance abuse patterns along with moral development as well as explain how social environments influence human behavior. Modern media together with social networks continue to make the theory applicable because they present people with diverse behavioral examples that shape their behavioral responses (Bandura, 1986). Social Learning Theory emphasizes social interactions as fundamental drivers of behavior development and knowledge acquisition thus becoming crucial for analyzing human learning processes.

2.2 Empirical Literature Review

This section of the study will cover the past studies that have been done in the past in regard to the different variables under investigation in this research. The past studies that have been done provide a summary of key findings as research gaps that forms the backbone of the research study.

2.2.1 Socio-Economic Background and Academic Achievement

Academic performance of students strongly depends on their socio-economic background since their access to resources and learning opportunities and their home conditions differ based on financial means. Mutweleli (2020) demonstrates that academic performance improves among students from higher-income families as they benefit from educational resources and study facilities combined with private academic support sessions in addition to their suitable domestic study environment. Better schools and educational trips as well as technological learning tools remain out of reach for families who cannot afford them. Students from families with low financial resources encounter buying difficulties which prevents them from obtaining necessary academic materials which subsequently disrupts their academic performance.

The comprehensive lifestyle of students determines by their economic position because it shapes both their complete health state and academic achievement levels. According to Mwangi and Orodho (2018) students who come from disadvantaged household conditions face nutritional deprivation while experiencing health issues because of which they miss classes and struggle to focus on schoolwork. Income-disadvantaged children usually dedicate school hours to work instead of study because they need to help support their household. The research established that hunger-related stress along with fatigue among students from poor economic backgrounds leads to inferior memory retention along with poorer academic results than students from higher socioeconomic backgrounds.

A research study by Chege and Githinji (2020) established that poverty elevates the number of students who drop out of secondary school education. Budgetary challenges along with

school payment requirements prevent numerous students who come from low-income households from pursuing their education. Public education subsidies do not eliminate financial hurdles because students from poor families continue to face additional expenses related to uniforms clothing and school supplies and transportation fees. According to Oketch and Ngware (2019) students from unstable financial backgrounds are left without learning opportunities thus creating an expanding educational performance gap between social class divisions.

2.2.2 Infrastructure and Resources and Academic achievements

Academic performance of students depends on physical facilities as well as educational resources available in their school environment. Wambugu and Changeiywo (2018) established that academic excellence depends on contemporary educational resources including modern libraries and digital laboratory elements in educational institutions. Students who have access to these educational resources can use them to perform laboratory activities and research better materials that help them understand lessons better and keep information more effectively. The mentioned study reveals that dedicated infrastructure enables proper surroundings that promote student academic engagement.

Inadequate infrastructure creates learning obstacles since it diminishes student academic outcomes. Nyagah (2021) pointed out that overcrowded classrooms and insufficient supplies including insufficient desks together with scarce teaching materials affect many Kenyan public secondary schools. Students demonstrate low concentration in classrooms due to both disrupting conditions and uncomfortable physical spaces that limit their

capacity to learn and engage in classroom work. Insufficient student support becomes a challenge for teachers in quality education delivery due to limited classrooms capacity.

Studies by World Bank (2020) show that funding school infrastructure creates positive impacts on how disadvantaged students learn. Educational institutions delivering stable electricity access combined with internet services within clean facilities develop greater student attendance rates according to research findings. The research establishes that proper facilities function as both a learning requirement and they directly affect school attendance rates and student exit numbers.

2.2.3 Parental Involvement and Academic Achievements

Research results indicate parental involvement in education directly boosts academic performance for children. Students show more significant school achievements thanks to parental educational backing which involves homework checks and attendance at meetings and learning encouragement (Oketch and Ngware 2019). Students show enhanced motivation toward reaching excellence because they receive education-based and psychological home support whenever their parents show genuine interest in their learning. Research findings show that students living in poverty receive maximum academic progress when parents provide support because it enhances grades while building self-assurance.

Educational test results of students are directly influenced by the educational achievement levels of both their parents. Chege and Githinji (2020) explain that parental educational background determines how much assistance they can offer children with schoolwork

along with the provision of quality learning materials while setting demanding academic targets. The absence of academic supervision from low-educated parents at home limits educational opportunities for their children to succeed in their studies. Academic success and ambitious future goals and exceptional academic discipline arise when students possess parents with higher education levels.

The level of family involvement in education depends heavily on household socioeconomic status. Working low-income parents allocate time between their duties to earn money and raise their families but they lack adequate ability to track their children's educational development. Students face difficulties in their educational assignments when their parents lack proper reading abilities. Parental involvement in education turns out to be minimal in families where children experience poor academic success because studies conducted by Mutweleli (2020) show education-driven motivation and structure are absent in home-based learning. Educational programs at schools and community platforms that facilitate parental involvement between students and parents lead to heightened achievement outcomes.

2.2.4 Peer Influence and Academic Achievements

Academic performance of students heavily depends on the influence their peer groups exert upon them. Njagi and Wairimu (2021) discovered that students who choose academic-minded peers demonstrate higher academic achievements. Academically focused peers promote students to maintain discipline and develop goals to reach high academic standards while increasing their motivation toward learning. Graduate students who

interact with peers who excel in studying develop comparable behaviors which result in academic advancement

Negative peer influences produce destructive effects which harm academic success. Secondary school students in Kenya whose peers engaged in truancy and drug abuse and indiscipline according to Kariuki and Murithi (2019) experienced poorer academic outcomes. The research findings demonstrated that student peer interactions regularly cause students to choose social matters above academic tasks which produces skipping class and declining report cards as well as school withdrawals. Due to its high intensity during the adolescent years schools and parents should actively track their students' relationships with others.

The environment of educational institutions acts as one factor that influences the way peers affect their peers. According to the research by Oketch and Ngware (2019) academic-oriented schools combine educational mentoring which results in students establishing beneficial peer connections. Significant institutions incorporating solid behavioral regulations alongside guidance counseling systems help learners fight off unfavorable peer group temptations. According to research findings schools should establish peer group support systems coupled with academic mentorship programs and academic-focused extracurricular activities to help students achieve better academic outcomes.

2.3 Summary and Research gaps

Extensive research about academic achievement factors in secondary schools continues to exhibit various unanswered questions that require deeper study. Literature has delivered

useful findings about socio-economic factors and school conditions and parental responsibilities and peer group effects yet it requires additional specific research areas.

Research by Mutweleli (2020) and Mwangi and Orodho (2018) has successfully demonstrated how socio-economic status impacts academic achievement but they used general economic measures such as income levels and resource availability. New research must specifically examine the varying effects of local socio-economic factors such as family structures and cultural norms together with economic differences between different regions of Kenya on students. Current research about student experiences focuses mainly on urban regions thereby generating insufficient data about students residing in marginalized and rural areas.

The effects of school infrastructure on student achievement have been studied extensively (Wambugu & Changeiywo, 2018; Nyagah, 2021) without enough confirmation of how long-term infrastructure enhancements actually affect academic results throughout time. Investigators typically only measure immediate effects without following students' progress to see how their lives transform in the medium- and long-term including assessments on academic holding power and professional achievement and skill formation. Research needs to analyze how constant investments in educational facilities affect total educational performance at both secondary and postsecondary levels. The majority of research studies focus on standard parental involvement types which include attending school meetings alongside homework supervision (Oketch & Ngware, 2019; Chege & Githinji, 2020). The current educational environment shows little research into digital communication methods and virtual learning support and community-based mentorship as

alternative parental engagement approaches. The investigation into performance effects from single-parent homes and guardianship by both parents and extended family on Kenyan secondary school students remains insufficient in existing studies.

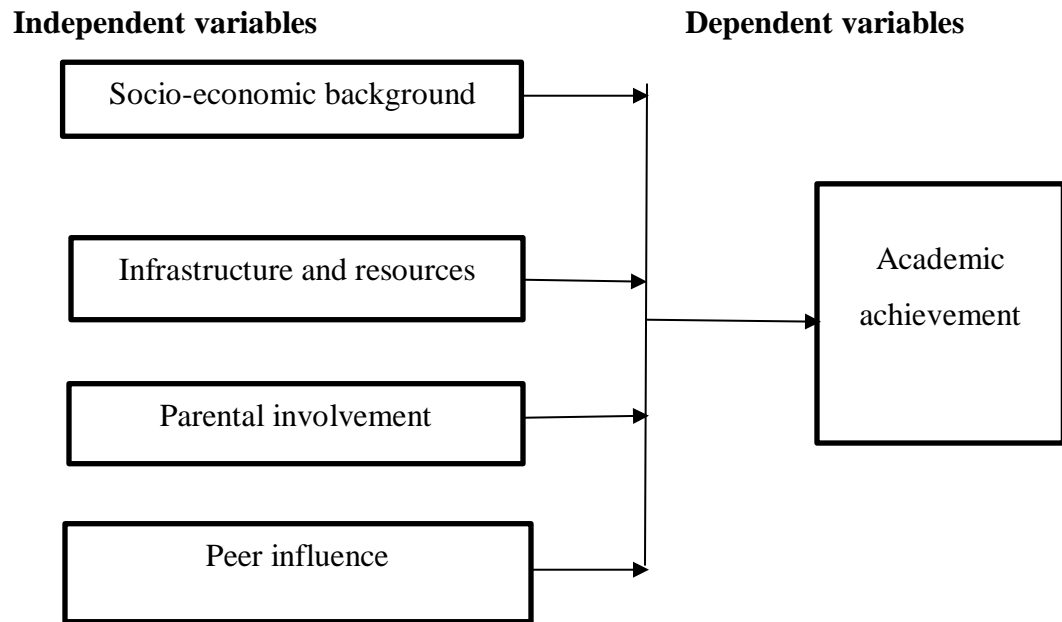
The bulk of scholarly inquiries concerning peer impact has studied its detrimental side through academic setbacks resulting from peer pressure (Njagi & Wairimu, 2021; Kariuki & Murithi, 2019). Few researchers have gathered empirical data about what impact positive peer associations together with academic mentorship initiatives and collaborative learning groups have on student academic results. Future academic research needs to investigate structured peer collaboration systems in schools to determine their potential for academic performance improvement. The existing research about peer influence based on gender in Kenyan secondary institutions and its related effects remains understudied.

Academic research has successfully identified obstacles to learning while researchers have been slow to evaluate what works best when implementing solutions. Research by the World Bank (2020) supports school infrastructure investments yet fails to provide assessments on how government and NGO education programs influence student long-term academic success. Additional research must verify whether financial aid programs, mentorship initiatives and technology-based learning interventions produce effective outcomes to close educational gaps.

2.4 Conceptual framework

A conceptual framework, according to Imenda (2014), is the outcome of combining many linked ideas to provide a broader comprehension of the study subject and to explain a particular occurrence.

Figure 1: Conceptual Framework



2.5 Operationalization of Variables.

Table 1 : Operationalization of Variables

Variables	Indicators	Instruments
Socio-economic background	<ul style="list-style-type: none"> • Family income bracket. • Level of parental education. • Type of occupation. • Access to learning resources at home 	<ul style="list-style-type: none"> • Questionnaires. • Interviews. • School records.
Infrastructure and resources	<ul style="list-style-type: none"> • Number of classrooms per student. • Availability of textbooks and computers. • Internet access. • Laboratory equipment. 	<ul style="list-style-type: none"> • Observations. • School records. • Interviews with teachers
Parental involvement	<ul style="list-style-type: none"> • Frequency of homework supervision • Attendance at school meetings. • Communication with teachers. • Provision of study materials. 	<ul style="list-style-type: none"> • Questionnaires. • Interviews • School records
Peer influence	<ul style="list-style-type: none"> • Membership in study groups • Influence of academic attitudes • Peer engagement in academic discussions • Influence of school attendance 	<ul style="list-style-type: none"> • Questionnaires • Focus group discussions • Observations

2.6 Chapter Summary

This chapter examined theoretical and empirical literature, identified research gaps, and summarized major results. It also defined the conceptual framework and operationalization of variables, providing an organized approach to the research. Finally ,the chapter ended with a complete summary.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

Chapter Three outlines the methodological approach used in carrying out the study. It includes the research design, population of interest, sampling methods, data collection tools, analysis techniques, and ethical guidelines. These elements form the foundation for ensuring the study's credibility, consistency, and trustworthiness.

3.1 Research Design

Due to its effectiveness in examining the variables influencing academic performance in secondary schools throughout Kenya's Laikipia County, the study uses a descriptive survey research design. Research design functions as an organizational framework for obtaining and interpreting participant opinions according to Kothari (2012) and Kumar (2014) details descriptive surveys work by observing unperturbed participant actions in their natural environment. The chosen design enables researchers to obtain specific information about multiple academic performance factors including background economics, parental action, infrastructure quality and peer effects by studying natural educational conditions.

The selected descriptive survey design functions effectively by gathering quantitative and qualitative data to create a full understanding of academics-related variables. Such method uses current academic status data while gathering subjective information about students teachers and parents about analyzed investigation factors. Researchers use this methodology to analyze trends and relationships together with attitudes because it enables in-depth study of issues which preserve environmental conditions (Singh, 2015).

Educational research benefits strongly from descriptive survey designs according to modern scholarly work. Nyarko and Osei (2020) showed through their study that this method successfully examined socio-economic factors affecting student achievement in Ghanaian secondary schools. The authors Muthoni et al. (2022) implemented a descriptive survey design to evaluate parental influence involvement in academic outcomes in Kenyan schools. These existing research studies support the utilization of this methodology to identify academic performance determinants in Laikipia County because the approach matches the objectives of comprehensive educational research representation.

The chosen research design enables researchers to analyze academic outcomes against diverse student populations as well as educational institutions for understanding divergent affective factors on performance. Making use of surveys allows the research to reach various participants for improved generalizable findings because the investigation collects diverse perspectives.

3.2 Target Population

The study obtains relevant data by focusing on a precise group referred to as the target population. Researcher generalization findings from the entire set of population entities which make up the target population according to Burns and Grove (2021). According to Mugenda and Mugenda (2019) a population consists of an organized group that contains entities with shared components pertaining to study goals. The research focuses on key stakeholders from secondary schools in Laikipia County as its targeted population. The population comprises school leaders alongside their teaching staff and their current students together with their family members since these groups critically affect learning

results. The education system possesses four main pillars which include principals who set policies and leadership directions and teachers who lead instruction and students who directly receive educational benefits and parents who offer financial backing and involvement in their children's educational journey (Wanjohi, 2022).

Table 2 : Target Population

Category	Target Population	Percentage
School principals	50	10%
Teachers	30	6%
Students	220	44%
Parents	200	40%
Total	500	100%

Source: Ministry of education, Laikipia county (2025)

3.3 Sample and Sampling Technique

Sampling refers to the process of selecting a subset of individuals from a larger population to participate in a study. This choice guarantees that the results are applicable to the full population. A well-chosen sample enhances the accuracy and reliability of the research. For this study, stratified sampling was used to ensure that different categories of stakeholders in the education sector were adequately represented. The population was divided into four distinct groups: school principals, teachers, students, and parents. A proportionate number of respondents were then selected from each group. To determine the appropriate sample size, the Yamane (1967) selection algorithm was employed to calculate the sample size for the investigation.

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

Where:

N= Number in population

e = Confidence interval

n= Sample size

$$500 / \{1 + 500(0.0025)^2\}$$

=222 respondents

Based on this calculation, **222** respondents were selected for the study. The breakdown of the sample size is presented in the table below:

Table 3 : Sample Size

Category	Target Population	Sample
School principals	50	22
Teachers	30	13
Students	220	98
Parents	200	89
Total	500	222

Source: Author

3.4 Instruments

The study obtains relevant data by focusing on a precise group referred to as the target population. Researcher generalization findings from the entire set of population entities which make up the target population according to Burns and Grove (2021). According to Mugenda and Mugenda (2019) a population consists of an organized group that contains entities with shared components pertaining to study goals. The research focuses on key

stakeholders from secondary schools in Laikipia County as its targeted population. The population comprises school leaders alongside their teaching staff and their current students together with their family members since these groups critically affect learning results. The education system possesses four main pillars which include principals who set policies and leadership directions and teachers who lead instruction and students who directly receive educational benefits and parents who offer financial backing and involvement in their children's educational journey (Wanjohi, 2022).

3.5 Pilot Study

The study obtains relevant data by focusing on a precise group referred to as the target population. Researcher generalization findings from the entire set of population entities which make up the target population according to Burns and Grove (2021). According to Mugenda and Mugenda (2019) a population consists of an organized group that contains entities with shared components pertaining to study goals. The research focuses on key stakeholders from secondary schools in Laikipia County as its targeted population. The population comprises school leaders alongside their teaching staff and their current students together with their family members since these groups critically affect learning results. The education system possesses four main pillars which include principals who set policies and leadership directions and teachers who lead instruction and students who directly receive educational benefits and parents who offer financial backing and involvement in their children's educational journey (Wanjohi, 2022).

3.5.1 Validity of the Research Instruments

Validity refers to how well an instrument measures what it is intended to measure (Heale & Twycross, 2015). To ensure content and construct validity, the instruments will be reviewed by experts in educational research and adjusted based on feedback from the pilot study. This process will confirm that the questionnaire items are appropriate and representative of the research objectives. The study obtains relevant data by focusing on a precise group referred to as the target population. Researcher generalization findings from the entire set of population entities which make up the target population according to Burns and Grove (2021). According to Mugenda and Mugenda (2019) a population consists of an organized group that contains entities with shared components pertaining to study goals. The research focuses on key stakeholders from secondary schools in Laikipia County as its targeted population. The population comprises school leaders alongside their teaching staff and their current students together with their family members since these groups critically affect learning results. The education system possesses four main pillars which include principals who set policies and leadership directions and teachers who lead instruction and students who directly receive educational benefits and parents who offer financial backing and involvement in their children's educational journey (Wanjohi, 2022).

3.5.2 Reliability of the Research Instruments

Ten percent of the entire sample, or about 22 respondents, will participate in a pilot study that will be carried out in a single school that is not included in the main study. The purpose

will be to evaluate the questionnaire items' structure, relevance, and clarity. Bell, Bryman, and Harley (2019) assert that pilot testing facilitates the identification of unclear or deceptive items and improves instrument accuracy. The pilot study's data will not be included in the final analysis of the results. The study obtains relevant data by focusing on a precise group referred to as the target population. Researcher generalization findings from the entire set of population entities which make up the target population according to Burns and Grove (2021). According to Mugenda and Mugenda (2019) a population consists of an organized group that contains entities with shared components pertaining to study goals. The research focuses on key stakeholders from secondary schools in Laikipia County as its targeted population. The population comprises school leaders alongside their teaching staff and their current students together with their family members since these groups critically affect learning results. The education system possesses four main pillars which include principals who set policies and leadership directions and teachers who lead instruction and students who directly receive educational benefits and parents who offer financial backing and involvement in their children's educational journey (Wanjohi, 2022).

3.6 Data Collection Procedure

The researcher will first obtain authorization from the Management University of Africa to conduct the study. Upon receiving approval, the researcher will seek further permission from the relevant educational authorities, including the Ministry of Education and the Laikipia County Education Office, to facilitate smooth access to secondary schools in the study area. Before data collection, the researcher will formally inform the selected schools' principals, teachers, students, and parents about the study's objectives, significance, and

ethical considerations. Participants will be briefed on the voluntary nature of their participation, and their consent will be sought. A cover letter explaining the purpose and confidentiality of the research will be attached to each questionnaire to enhance the respondents' trust and willingness to participate. The data will be collected using structured questionnaires and interviews. The researcher will distribute the questionnaires to students, teachers, and parents, allowing them sufficient time to complete them. For clarity and accuracy, the researcher will provide necessary guidance where needed. Additionally, key informant interviews will be conducted with school administrators and education officials to supplement the questionnaire data. The entire data collection process will be completed over ten days, ensuring that all targeted respondents have ample time to participate. Upon retrieval of the questionnaires, the responses will be reviewed for completeness and accuracy before proceeding to data analysis.

3.7 Data analysis and Presentation

The data analysis process will begin with an examination of the completeness and accuracy of the responses collected through the questionnaire, with only fully completed and valid responses considered for further analysis to ensure data reliability. The data collected will be reviewed for inconsistencies, missing values, and errors before being coded to facilitate quantitative analysis, where each response will be assigned numerical values for easier data entry and statistical computation. Descriptive statistical tools such as frequencies, percentages, means, and standard deviations will be used to summarize the data, helping categorize and tabulate responses to identify trends and patterns related to the factors affecting academic performance. The data will then be visually represented using tables,

bar charts, pie charts, and histograms to illustrate trends and distributions, enabling a clearer interpretation of how socio-economic background, infrastructure and resources, parental involvement, and peer influence impact students' academic achievement. To determine relationships between the independent variables and academic achievement, statistical tests such as correlation analysis and regression analysis will be employed to assess the significance of each factor and their collective impact on students' performance. The findings from both descriptive and inferential statistics will be discussed in relation to the research objectives and existing literature, with key observations highlighted and possible explanations for the trends provided to give a comprehensive understanding of the study's results. By employing these analytical techniques, the study will effectively evaluate the factors influencing academic performance in secondary schools in Laikipia County and provide meaningful insights for educators, policymakers, and stakeholders.

3.8 Ethical Considerations

The research will adhere to the following ethical considerations to ensure the integrity, safety, and confidentiality of participants:

3.8.1 Informed Consent

Informed consent refers to the voluntary agreement of participants to take part in a research study after being fully informed about its purpose, procedures, potential risks, and benefits. Participants will be provided with clear information regarding the study's objectives, methods, and their rights, including the right to withdraw at any stage without consequences. Additionally, approval will be sought from relevant authorities, such as

school administrations and educational boards, to ensure compliance with ethical research guidelines.

3.8.2 Voluntary Participation

Participation in this research will be entirely voluntary. No respondent will be coerced or pressured into taking part in the study. Before data collection, the purpose of the study will be clearly explained to all participants, allowing them to make an informed decision about their involvement. Those who choose to participate will do so willingly, ensuring the study upholds the ethical principle of respect for individual autonomy.

3.8.3 Confidentiality

To maintain confidentiality, all data collected from respondents will be securely stored and used solely for academic purposes. The questionnaire will include a brief introduction reassuring participants that their responses will remain confidential. Identifying information will not be shared with third parties, and access to the data will be restricted to the researcher and authorized academic supervisors.

3.8.4 Privacy

Respecting the privacy of participants will be a key priority. The study will ensure that participants' identities and personal details are not disclosed in any form. Data collection will be conducted in a manner that safeguards respondents' privacy, and no personal inquiries beyond the scope of the research will be made.

3.8.5 Anonymity

Anonymity will be upheld by ensuring that respondents' identities are not linked to their responses. In line with Mugenda (2009), no names, ethnic backgrounds, or personal identifiers will be collected. Instead, responses will be coded to protect participants' identities. This will ensure that participants feel comfortable providing honest and unbiased responses without fear of identification or repercussions.

3.9 Chapter Summary

This segment determined the sample size of the population under research, the type of questionnaire applied during the data collection as well as techniques employed.

CHAPTER FOUR

RESEACH FIDINGS AND DISCUSSON

4.0 Introduction

The survey response rate, respondent demographics, and a thorough analysis and discussion of the results based on the main goals of the study are all included in this chapter. Principals, teachers, students, and parents were given standardized questionnaires to complete in order to gather the data. The data was analyzed using descriptive statistics like means, frequencies, percentages, and standard deviations.

4.1 Response Rate

Of the 222 surveys that were given to the targeted sample, all were filled and returned, resulting in a 100% response rate. This high return rate is considered excellent and ensures the credibility of the study's findings.

Table 4: Response Rate

Category	Frequency	Percentage
Response	222	100%
Non-response	0	0%
Total	222	100%

4.2 Demographic findings

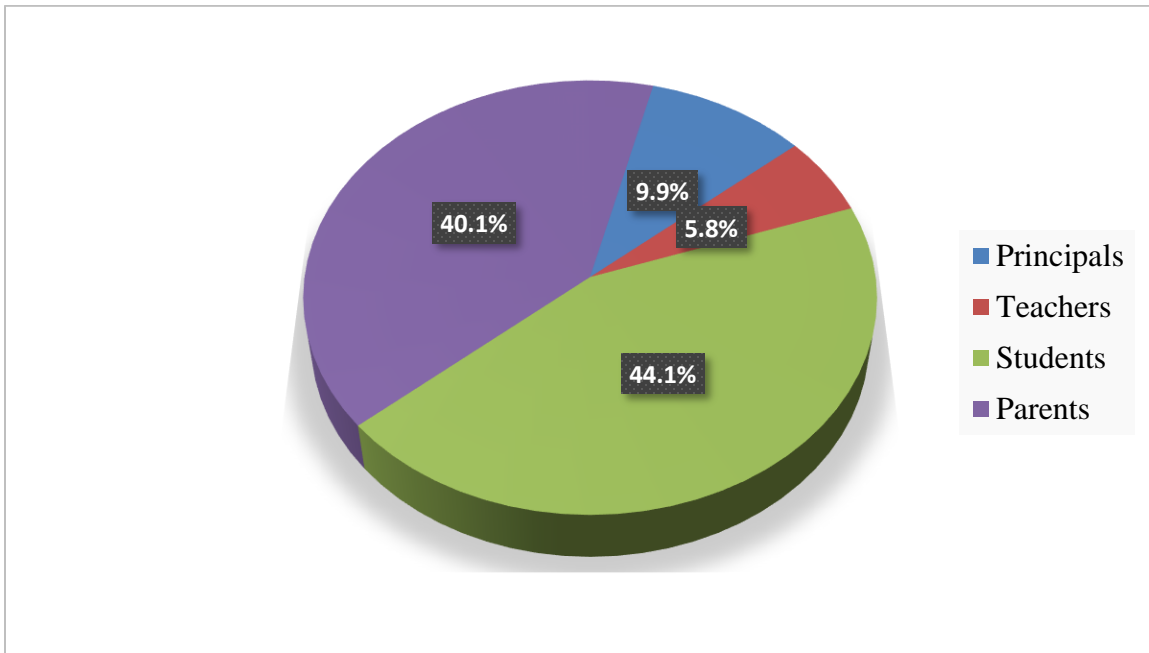
4.2.1 Role in school

Table 5 : Role of Respondents

Role	Frequency	Percentage
Principals	22	9.9%

Teachers	13	5.8%
Students	98	44.1%
Parents	89	40.1%
Total	222	100%

Figure 2: Respondents by Role



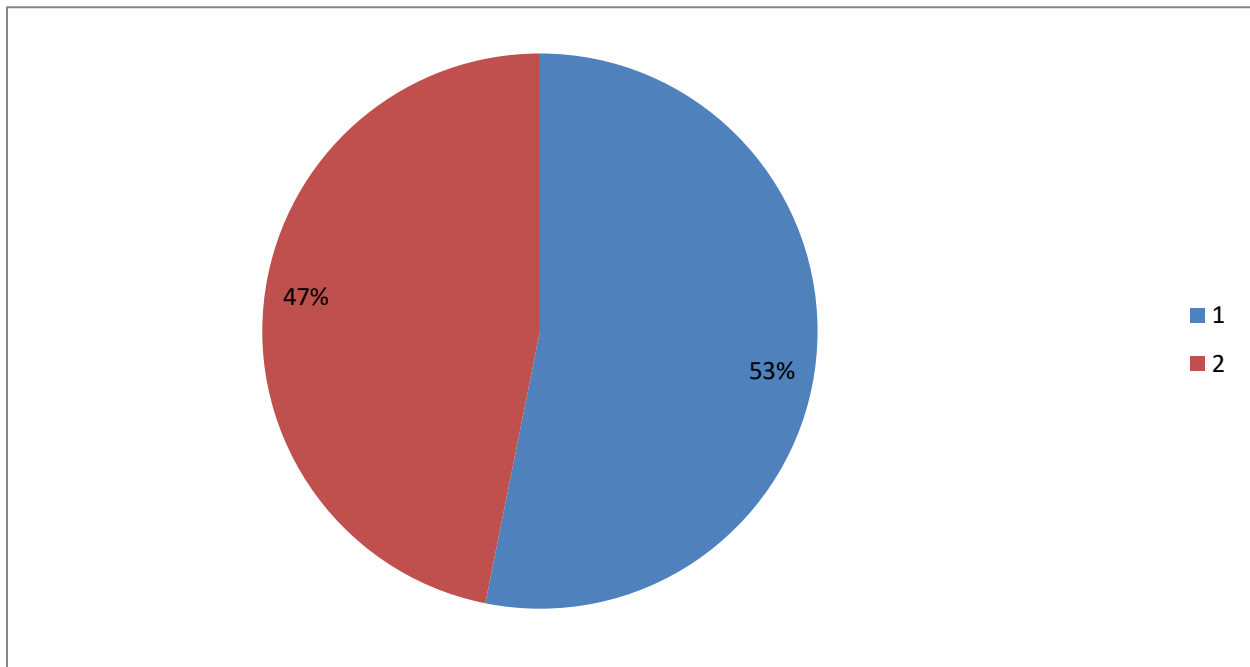
Analysis

The research included various stakeholders to ensure a holistic view of the factors affecting academic performance. Among the 222 respondents: 22 were school principals, 13 were teachers, 98 were students, and 89 were parents. This wide participation provided insights from different perspectives within the education ecosystem.

4.2.2 Gender Distribution

Out of the 222 respondents, 53% were male while 47% were female. This nearly balanced gender representation indicates that the findings were not biased towards either gender. It also reflects inclusivity and diversity among stakeholders engaged in the study.

Figure 3; Gender

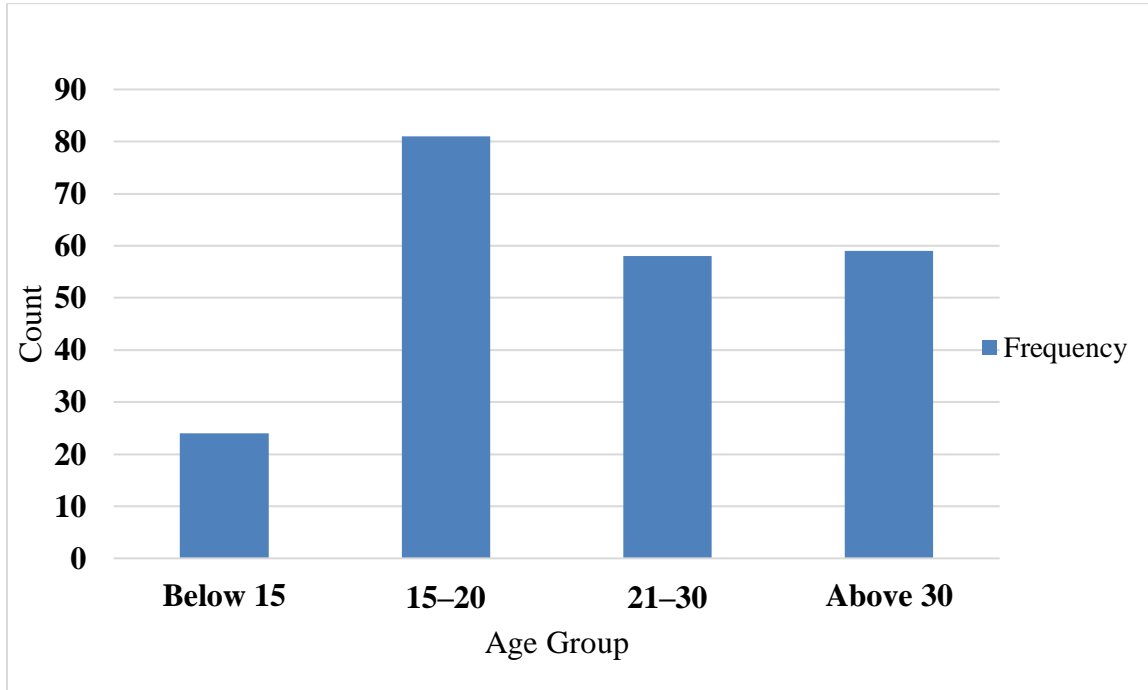


4.2.3 Age Distribution

Table 6; Age of Respondents

Category	Frequency	Percentage
Below 15	24	10.8%
15-20	81	36.5%
21-30	58	26.1%
Above 30	59	26.6%
Total	222	100%

Figure 4 : Age of Respondents



Analysis

Respondents' ages were grouped into four categories. The highest number (81 individuals, or 36.5%) were between 15 and 20 years, followed by: 59 (26.6%) who were above 30 years, 58 (26.1%) in the 21–30 years category, and 24 (10.8%) who were below 15 years. This distribution shows that the study included both students (mostly younger) and older stakeholders like parents and school staff.

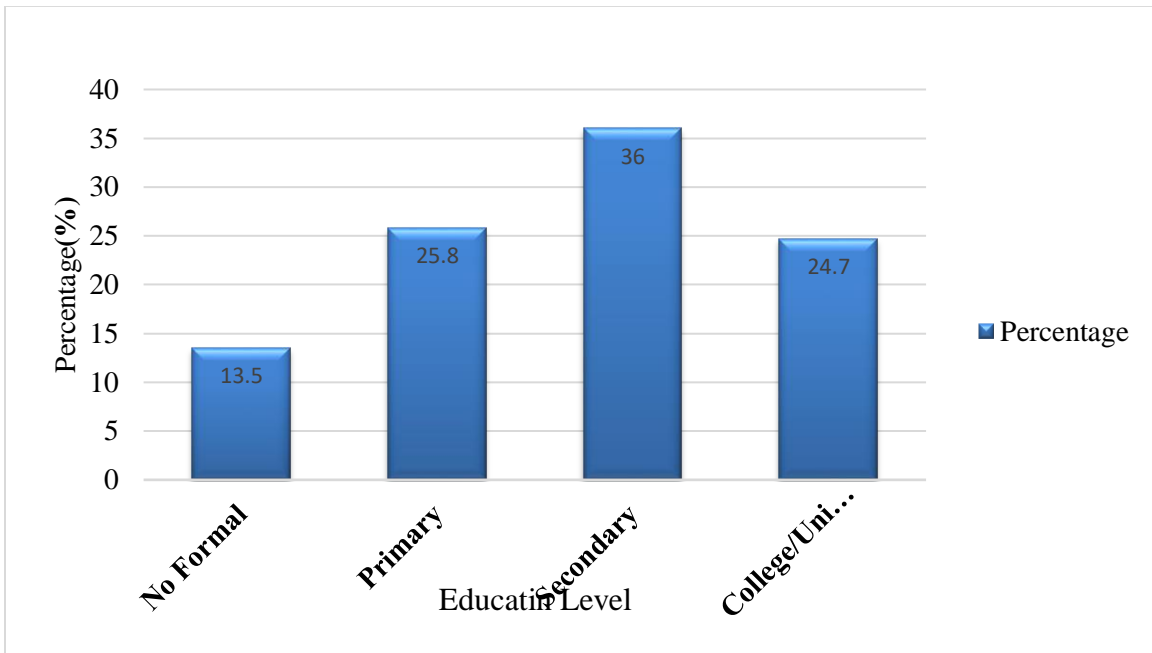
4.2.4 Education Level of Parents

Table 7; Education Level of Parent's Respondents

Education level	Frequency	Percentage
No formal education	12	13.5%
Primary school level	23	25.8%
Secondary school level	32	36.0%
College/university	22	24.7%

Total	89	100%
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Figure 5: parent’s education level



Analysis

Among the 89 parent respondents:12 (13.5%) had no formal education, 23 (25.8%) had attained primary education, 32 (36%) had secondary education, and 22 (24.7%) had college or university education. These results suggest a range of educational backgrounds among parents, with a majority having at least secondary education, potentially influencing how they support their children's learning.

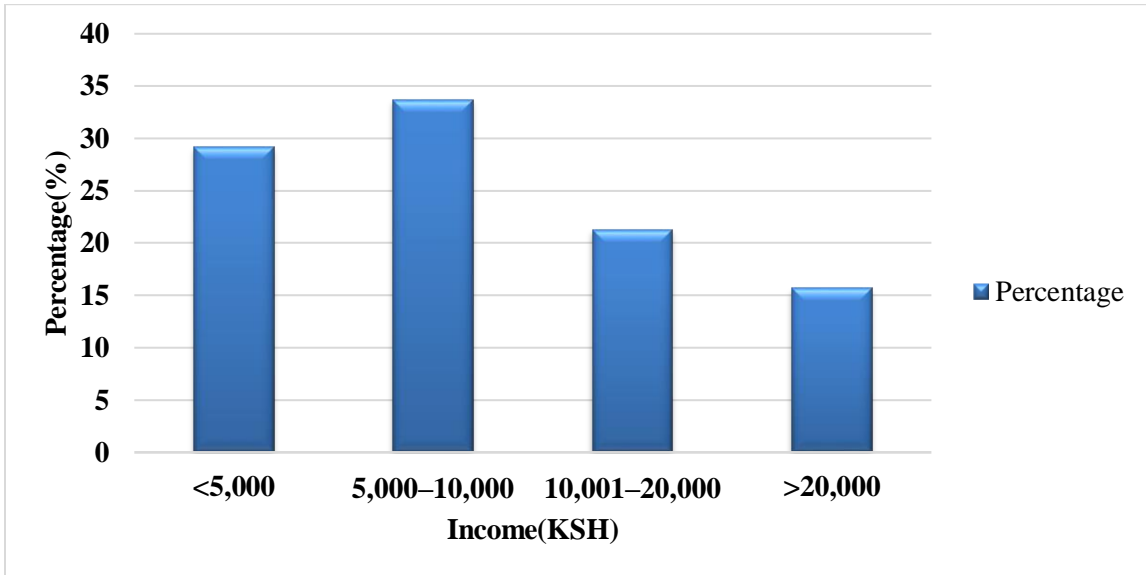
4.2.5 Household Income (Parents Only)

Table 8; Household Income of Parent’s Respondents

Income	Frequency	Percentage
Below Ksh5,000	26	29.2%
Ksh5,000-10,000	30	33.7%
Ksh10,000-20,000	19	21.3%

Above 20,000	14	15.7%
Total	89	100%

Figure 6 :Household Income



Analysis

The majority of parents were from low-income households: 30 parents (33.7%) earned between Ksh5,000–10,000, 26 (29.2%) earned less than Ksh5,000, 19 (21.3%) were in the Ksh10,001–20,000 range, and Only 14 (15.7%) earned above Ksh20,000 per month. This highlights economic constraints faced by many families in Laikipia County, a key factor affecting students’ academic performance.

4.3 Descriptive Analysis

4.3.1 Socio-Economic Background

Table 9; Socio-Economic Background of Respondents

Statement	Mean	STD
Family income influences students' academic performance.	4.21	0.81
Parents' education level affects their children's academic success.	4.14	0.88
Students from low-income families struggle to afford learning materials.	4.31	0.79
Financial challenges force students to miss school.	4.28	0.84
Peer pressure related to economic status affects students' motivation to study.	3.95	0.93

The results in the table 10. Shows that respondents largely agreed that economic factors significantly affect academic performance. Key findings include: Students from low-income families often struggle to afford learning materials. Financial challenges cause absenteeism, as some students skip school when fees or transport money are unavailable. Parents' education levels influence their children's success, likely due to better support and emphasis on education. Economic-based peer pressure also affects students' motivation and confidence in class. These results confirm that household income and parental background play a substantial role in shaping academic outcomes.

4.3.2 School Infrastructure and Resources

Table 10; School Infrastructure and Resources of Respondents

Statement	Mean	STD
Lack of enough classrooms affects learning effectiveness.	4.30	0.76
Limited textbooks and learning materials reduce academic performance.	4.25	0.81
Poor school facilities (e.g., toilets, electricity) impact student concentration.	4.18	0.89
High student-to-teacher ratio negatively affects academic performance.	4.10	0.92
Availability of school libraries improves students' learning outcomes.	4.05	0.88

Participants identified infrastructure deficiencies as major hindrances whereby Inadequate classrooms lead to overcrowded learning environments. Limited textbooks and learning resources make it hard for students to study effectively. Poor facilities like sanitation and electricity affect concentration and attendance. A high student-teacher ratio reduces individual attention. On the positive side, the presence of school libraries was noted as enhancing student learning outcomes.

4.3.3 Parental Involvement

Table 11; Parental Involvement of Respondents

Statement	Mean	STD
Parents regularly check their children's academic progress.	3.98	0.94
Parental involvement in school meetings positively influences student performance.	4.01	0.91
Parents assist their children with homework and studies.	3.85	1.02
Lack of parental supervision leads to poor academic performance.	4.12	0.87

Parents motivate and encourage their children to excel in school.	4.00	0.89
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Parental engagement emerged as a vital support mechanism where by Parents who monitor academic progress help keep students accountable. Attending school meetings enhances communication between home and school. Helping with homework builds strong academic habits. Conversely, lack of supervision often results in poor academic performance. Motivational support from parents boosts students' confidence and commitment to schoolwork.

4.3.4 Peer Influence

Table 12; Peer Influence of Respondents

Statement	Mean	STD
Peer influence affects students' discipline and academic performance.	4.05	0.91
Association with academically driven peers leads to better performance.	4.11	0.85
Peer pressure leads to negative behaviors such as absenteeism and drug use.	4.20	0.83
Friends' study habits influence students' academic commitment.	4.08	0.86
Peer group discussions enhance academic achievement.	4.00	0.84

The study revealed both positive and negative aspects of peer interactions where by associating with disciplined and academic-focused peers can improve performance. However, peer pressure may lead to harmful behaviors such as absenteeism, drug use, or disregard for schoolwork. Study habits within friend groups affect how seriously students engage with their studies. Participation in peer group discussions was reported to improve understanding and academic achievement.

4.5 Limitations of the Study

Some challenges were experienced during data collection where by a few respondents were hesitant to provide personal or sensitive information. This was mitigated by ensuring anonymity and confidentiality. Some participants delayed filling out questionnaires or provided limited information. Polite follow-ups and clarifying the academic purpose of the study helped address this.

4.6 Chapter summary

Chapter Four primarily presents the research findings from the survey conducted on the factors influencing academic achievement in secondary schools in Kenya, with a focus on secondary schools in Laikipia as the case study.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of key findings, conclusions drawn from the study, and actionable recommendations. The study investigated the socio-economic, infrastructural, parental, and peer-related factors affecting academic performance in Laikipia County's secondary schools. The analysis was based on data collected from principals, teachers, students, and parents.

5.1 Summary of Findings

5.1.1 Response Rate and Demographics

High participant participation was shown by the study's 100% response rate. The respondents' roles, ages, genders, and socioeconomic backgrounds varied widely. The majority were parents (40.1%) and kids (44.1%), with teachers and principals making up the remaining percentage. Because of the range of ages and educational backgrounds, all parties involved had comprehensive ideas.

5.1.2 Socio-Economic Background

According to the study, socioeconomic considerations have a big impact on academic achievement. Low-income students find it difficult to pay for necessary educational supplies, and financial difficulties frequently lead to absenteeism. Higher educated parents also typically provide their kids with stronger academic help.

5.1.3 School Infrastructure and Resources

Findings indicated that infrastructure challenges such as overcrowded classrooms, poor sanitation, and inadequate textbooks negatively impact learning. Limited access to learning materials and high student-teacher ratios hinder academic performance, while the presence of libraries and electricity boosts learning outcomes.

5.1.4 Parental Involvement

The study found that parental involvement is crucial to student achievement. Learners whose parents keep track of their academic progress, participate in school meetings, and support them with homework tend to achieve higher performance. Conversely, insufficient parental supervision was associated with lower academic results.

5.1.5 Peer Influence

It was found that peer influence could have both beneficial and detrimental effects. Pupils who hang out with disciplined and focused friends typically do better academically. Peer pressure, however, can result in undesired behaviors like drug misuse and truancy, which can have a detrimental impact on performance.

5.2 Conclusions

One of the main conclusions of this study is that socioeconomic status has a significant impact on educational outcomes, as students from more privileged backgrounds have access to learning materials, receive support from educated parents, and are prone to miss school due to monetary constraints. It is clear from the study's findings that a variety of interconnected variables influence academic performance within secondary school

students at Laikipia County.. This disparity highlights the need for targeted interventions to support learners from disadvantaged households.

The study concludes that the physical environment within schools significantly affects how students learn and perform. Inadequate infrastructure such as overcrowded classrooms, lack of textbooks, and poor sanitation lowers students' motivation and limits effective teaching. Investments in facilities and learning resources can therefore substantially improve academic performance.

Another important conclusion is that parental involvement contributes positively to student achievement. When parents are actively engaged in their children's education by attending school events, encouraging homework completion, and discussing academic goals students tend to perform better. However, many parents in rural areas may lack the awareness, time, or education level to support their children effectively. Besides, student behavior and interest in learning seem to be shaped by close relationships with peers. People who are part of academic-focused peer groups are encouraged, but those who fall into negative groups are less likely to achieve good results in school. This makes it important for schools to carefully control how peers influence one another. Academic achievement is influenced by a range of factors other than the student's efforts and how much teachers support them. The environment at home, schools and in the community, as well as a student's social circles, all help to shape it. Focusing on these many factors is crucial for improving how education is performed in Laikipia County and other areas.

5.3 Recommendations

Based on the conclusions above, several recommendations are proposed to help improve academic performance in secondary schools in Laikipia County.

First, there is an urgent need for enhanced financial support targeting students from low-income households. The government, in partnership with non-governmental organizations and other stakeholders, should expand bursary schemes, school feeding programs, and the provision of free learning materials. These efforts would help level the playing field and reduce inequality in educational opportunities.

Second, the Ministry of Education should invest in improving school infrastructure. This includes constructing more classrooms to ease congestion, providing functional libraries and laboratories, ensuring access to electricity, and improving water and sanitation facilities. Schools with better infrastructure not only promote comfort but also encourage better performance by creating an environment conducive to learning.

Third, schools should strengthen mechanisms that promote parental involvement. This could be achieved through regular parent-teacher meetings, educational workshops, and home visits by teachers. Parents should be sensitized about their role in academic development and encouraged to take an active part in their children's learning, regardless of their own education level.

Fourth, schools should implement peer mentorship programs that encourage academic excellence. Student leaders and academically strong students can be paired with others to create positive learning environments. At the same time, schools should establish or

reinforce guidance and counseling services to help students manage peer pressure and personal challenges that affect their focus on education.

Lastly, the government should prioritize the recruitment and equitable distribution of teachers. Reducing the student-teacher ratio will allow for more individualized attention and better support for students who are struggling academically.

5.4 Suggestions for Further Research

While this study focused on secondary schools in Laikipia County, further research could be conducted to explore similar factors in urban settings or in different counties to compare findings and identify common patterns or unique challenges.

In addition, future studies could examine the impact of digital learning tools and access to technology on academic performance, particularly in rural schools. With the rise of online learning, it is essential to understand how technological gaps affect students in less-developed areas.

Moreover, a more detailed psychological study could be conducted to analyze the emotional and cognitive effects of peer pressure on adolescents' academic behavior. Understanding the psychological mechanisms behind peer influence could help schools and parents develop better strategies to foster positive social interactions among students.

Finally, longitudinal studies that track students over several years could provide deeper insights into how these factors influence academic performance over time and during key transitions, such as from primary to secondary school.

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APPENDIX I: LETTER OF INTRODUCTION

Dear Respondent

Re: QUESTIONNAIRE FOR RESEARCH

I'm a Management University of Africa student doing research to help me fulfill a portion of the requirements needed to receive a degree in Bachelor of Education Arts. The topic is;
FACTORS AFFECTING ACADEMIC ACHIEVEMENT IN SECONDARY SCHOOLS IN KENYA.A CASE STUDY OF SECONDARY SCHOOLS IN LAIKIPIA COUNTY.

I sincerely ask for your help with this research by answering the questions on the questionnaire that is included. You may be certain that any supplied information will be kept private and used exclusively for academic reasons.

Yours faithfully,

JOHN KARIUKI KINYUA.

APPENDIX II : QUESTIONNAIRE

SECTION A: BACKGROUND INFORMATION

Please tick [✓] where appropriate

1. Please indicate your role in the school:

- Principal
- Teacher
- Student
- Parent

2. Gender:

- Male
- Female

3. Age:

- Below 15
- 15-20
- 21-30
- Above 30

4. Highest level of education attained (for parents):

- No formal education
- Primary school level
- Secondary school level
- College/University level

5. Household monthly income (for parents):

- Below 5,000 KSH
- 5,000-10,000 KSH
- 10,001-20,000 KSH
- Above 20,000 KSH

SECTION B: SOCIO-ECONOMIC BACKGROUND

Please rate your agreement with the following statements on a scale of 1 to 5, where (1) represents strong disagreement, (2) disagreement, (3) neutral, (4) agreement, and (5) represents strong agreement.

Statement	1	2	3	4	5
Family income influences students' academic performance.					

Parents' education level affects their children's academic success.					
Students from low-income families struggle to afford learning materials.					
Financial challenges force students to miss school.					
Peer pressure related to economic status affects students' motivation to study.					

SECTION C: SCHOOL INFRASTRUCTURE AND RESOURCES

Please rate your agreement with the following statements on a scale of 1 to 5, where (1) represents strong disagreement, (2) disagreement, (3) neutral, (4) agreement, and (5) represents strong agreement.

Statement	1	2	3	4	5
Lack of enough classrooms affects learning effectiveness.					
Limited textbooks and learning materials reduce academic performance.					
Poor school facilities (e.g., toilets, electricity) impact student concentration.					
High student-to-teacher ratio negatively affects academic performance.					
Availability of school libraries improves					

students' learning outcomes.					
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SECTION D: PARENTAL INVOLVEMENT

Please rate your agreement with the following statements on a scale of 1 to 5, where (1) represents strong disagreement, (2) disagreement, (3) neutral, (4) agreement, and (5) represents strong agreement.

Statement	1	2	3	4	5
Parents regularly check their children's academic progress.					
Parental involvement in school meetings positively influences student performance.					
Parents assist their children with homework and studies.					
Lack of parental supervision leads to poor academic performance.					
Parents motivate and encourage their children to excel in school.					

SECTION E: PEER INFLUENCE

Please rate your agreement with the following statements on a scale of 1 to 5, where (1) represents strong disagreement, (2) disagreement, (3) neutral, (4) agreement, and (5) represents strong agreement.

Statement	1	2	3	4	5

Peer influence affects students' discipline and academic performance.					
Association with academically driven peers leads to better performance.					
Peer pressure leads to negative behaviors such as absenteeism and drug use.					
Friends' study habits influence students' academic commitment.					
Peer group discussions enhance academic achievement.					

SECTION F: GENERAL ACADEMIC PERFORMANCE

6. In your opinion, what are the main challenges affecting students' academic achievement in Laikipia County? (Open-ended)

.....

7. What strategies can be implemented to improve academic achievement in secondary schools? (Open-ended)

.....

Thank you for your participation!

APPEDIX III: DATA COLLECTION LETTER



Date: 13th March 2025

TO WHOM IT MAY CONCERN

JOHN KARIUKI KINYUA BEDK/2/00044/3/21

This letter serves to introduce the above named who is a **Bachelors of Education, Arts (B.Ed Arts)** student and is interested in carrying out research on **Factors Affecting Academic Achievement in Secondary Schools in Kenya. A Case Study of Secondary Schools in Laikipia County**

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

Yours Sincerely,

Dr. Juster Nyaga

Dean, School of Management and Leadership



APPEDIX IV: RESEARCH WORK PLAN

Activity	October 2024	November 2024	January 2025	February 2025	March 2025	April 2025	May 2025	June 2025
Proposal writing								
Questionnaire structuring								
Collection of data								
Analysis of variables								
Report presentation								

APPENDIX IV :FINANCIAL BUDGET

Table 13 : Financial Budget

NO	ITEM	COST (KSH)
1.	CD	1,000.00
2.	Airtime	500.00
3.	Transport	1,000.00
4.	Typing, Printing and stationery	2,000.00
5.	Photocopying	1,000.00
6.	Binding	2,000.00
7.	Lunch	3,000.00
8.	Miscellaneous	2,500.00
	Total	13,000.00