

**INFLUENCE OF SCHOOL ENVIRONMENT ON ACADEMIC PERFORMANCE OF  
STUDENTS IN SECONDARY SCHOOLS: A CASE OF HURUMA WARD, NAIROBI  
COUNTY, KENYA**

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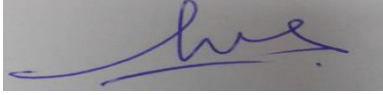
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## DECLARATION

This research project is my original work and has not been submitted for the award of a degree in any other university.

Signed:



Date: ...16<sup>th</sup> November 2021

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**L40/30306/2019**

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

Signed... *Annditu*

Date: .....17<sup>th</sup> November, 2021.....

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## **DEDICATION**

This work is dedicated to my deserving parents, my mother Elizabeth Machio and my late father teacher Abdallah Mitati Mtimba, for their unwavering moral support during the course of my research study.

## **ACKNOWLEDGEMENT**

I would first like to express my gratitude to the All-Powerful Allah for getting me thus far. I also want to thank my family for their support and encouragement as I developed my study project. I also appreciate the advice and guidance from my supervisor, Dr. Anne Ndiritu, who put in a lot of effort on this project.

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## **ABBREVIATIONS**

**KCSE**

Kenya Certificate of Secondary Education

**SPSS**

Statistical Package for Social Sciences

**TSC**

Teachers Service Commission

## ABSTRACT

Education is a lifelong process that involves sharing knowledge, inspiring a person's interests and curiosity, instilling positive attitudes and values, and developing crucial skills that will allow a person to influence their environment and realize their potential. The student will be able to function effectively in society thanks to their acquired skills. The basic purpose of a school is to teach and support students in acquiring knowledge and skills that affect their academic performance. Children in an adequate learning environment have been observed to exert more effort in their academic success. Academic success is crucial for creating graduates of the highest caliber. This study's objective was to determine the impact of the learning environment on students' academic performance at secondary schools in the Huruma ward of Nairobi County. The study concentrated on the effects of peer pressure, instructional resources, and class size on students' academic performance at secondary schools in the Huruma District of Nairobi County. The study used a descriptive research design. Teachers were among the survey's respondents. Primary information was gathered via a drop-and-pick questionnaire. The census method was applied. Descriptive statistics were employed in the study and were created using SPSS version 22. According to the study's findings, secondary school pupils perform better academically when their classes are smaller. They also showed that peer pressure and the instructional environment have a big impact on that achievement. Better school learning environments improve student academic performance, according to the study's findings. How effectively teachers perform and how well students perform academically are both greatly influenced by the school's infrastructure. The study's conclusion is that peer pressure has a positive and significant effect on students' academic performance in secondary schools in Huruma ward, Nairobi County. Peer groups affect learning and the characteristics that influence participation in most groups, including social and economic position and parental influence. According to the report, class sizes in public secondary schools need to be increased in order to boost academic achievement. Schools should make sure the classroom has enough space for the number of children they have. This will keep pupils engaged in class and boost their academic performance.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the Study**

Education is a lifelong process that involves sharing knowledge, inspiring a person's interests and curiosity, instilling positive attitudes and values, and developing crucial skills that will allow a person to influence their environment and realize their potential (Wang, 2012). The student will be able to function effectively in society thanks to their acquired skills. The basic purpose of a school is to teach and support students in acquiring knowledge and skills that affect their academic performance. Children in an adequate learning environment have been observed to exert more effort in their academic success, according to Maitra (2018).

From the mother's womb on, environmental influences start to affect a person's growth and development. According to Lawrence and Vimala (2012), a suitable setting is crucial for a child's learning to be successful. Both the home and the school should offer the correct stimuli for the learning process. The majority of the child's time is spent in school, where the environment has a different impact on learning thanks to the curricula, instructional methods, and peer relationships. Since children spent the most of their time in school, the teacher should ensure a healthy environment there. Children adopt the values and customs of the social group they live in, therefore providing them with a healthy social environment is essential for their development. Children can communicate their interests, preferences, and attitudes in a positive social context. The classroom environment should be appropriate, sensible, and healthy so that the child can form sensible routines and attitudes toward society.

Academic achievement of students is determined by the quality of graduates produced, who later develop into distinguished leaders and members of the workforce responsible for developing a

country's economy (Mushtaq, & Khan, 2012). According to Obiero, Kimamo, and Assey (2020), some of the factors that continue to be a challenge to students' academic achievement in literature and science subjects include social factors, psychological, economic, environmental and personal factors. Peers influence teenagers in five major spheres of their lives: involvement in antisocial activities, involvement in families, compliance to peer norms, involvement in school, and involvement in peer groups (Carol & Erika, 1996). Peers have an impact on adolescents' involvement in school as well as their decisions to drink, smoke, use drugs, or engage in other criminal activities (Carol & Erika, 1996). Adolescents interact with their peers frequently in school, which has an impact on how they develop academically (Carol & Erika, 1996).

According to Allis and Kamel, (1999) humans are essentially self-determining beings. They have distinctive need for individuality and sovereignty and also self-destruction. This implies that humans have control their own intention and are completely accountable for personal actions (UNESCO, 2002).

Learning environment as materials and facilities found within learning institution and useful to both teachers and pupils in improving the attainment of skills, knowledge and influence attitude (Karemera, 2003). Facilities such as library, computer and science laboratory improve academic environment satisfaction desire which also significantly affects students' academic outcome. According to Robert and Sampson (2011) library, computer and science laboratory introduce both positive as well as significant implications on learners' academic performance. Facilities such as technology help the teacher in class give advanced illustrations when teaching thus improving the academic performance of students. Teachers working environment has a positive and significant influence to the teachers' motivation (Anjali & Sharma, 2016).

Due to increased student indiscipline, most schools have seen a rise in conflict, property damage, vandalism, sexual abuse, assassination, and drug abuse. For example, in two Colorado schools, armed students murdered approximately 12 students, killed one teacher, and severely injured dozens of other students before murdering themselves (Agenga, & Simatwa 2011). Schools in Nigeria experienced a series of student protests in 1990, until the government dispatched soldiers to assist schools in controlling student behavior.

According to Chrispen and Chiome (2016), it falls under the purview of the school administration to keep teachers motivated. This can be accomplished by ensuring teachers have all of the necessary facilities for teaching and learning. Technology, for example, enables teachers to provide advanced illustrations in class, improving (Anjali & Sharma, 2016). As a result, each school's administration is accountable for making sure that all necessary facilities that motivate teachers are available.

The school building features, design and materials apparatuses used for construction greatly influence students' learning behaviour (Earthman, 2002). The design and material components influence classroom lighting, class temperature, the age of the building, and the audibility of all buildings in that school. Class ventilation, window spacing, the presence of enough spacious classrooms, and the age of other learning facilities such as classrooms are common examples of school design features that affect students' performance. The condition of a school building can have a progressive or negative control on students' educational attainment, depending on the condition of the building. Library, computer, and science laboratories improve academic environment satisfaction desire, which has a big effect on how well youngsters do in school. Therefore, school administrations have the innate responsibility of facilitating the necessary

resources and equipment to motivate instructors and improve on academic performance for students.

Urban schools' architecture and facilities are worse because of the high enrollment rates. The facilities are egregiously inadequate, necessitating the adoption of a shift system (Okeke, 2013). The instructor is one of the most significant environmental elements that affects a child's academic achievement, according to Ememe (2018). Secondary schools in rural areas are understaffed and have few teachers with advanced degrees. The understaffing of rural secondary schools must be the reason why urban secondary schools do better.

### **1.1.1 Environmental influence and Academic Performance**

Children need an environment that, to grow and learn, an environment must be secure, healthy, and stimulating. During the academic year, kids attend school for 6 to 8 hours per day, where the environment is extremely important for a child's development. Kids spend the majority of their time at the schoolyard or on the bus to and from school. Due to this condition, experiences that encourage education, health, and stewardship must be carefully planned and designed. Byoung-Suk and Christopher (2012) contend that a child's academic environment has a significant impact on how they develop intellectually.

The school building features, design and materials apparatuses used for construction greatly influence students' learning behaviour (Earthman, 2002). The design and material components influence classroom lighting, class temperature, the age of the building, and the audibility of all buildings in that school. Class ventilation, window spacing, the presence of enough spacious classrooms, and the age of other learning facilities such as classrooms are common examples of school design features that affect students' performance. The condition of a school building can have a progressive or negative control on students' educational attainment, depending on the

condition of the building. Library, computer, and science laboratories improve academic environment satisfaction desire, which has a big effect on how well youngsters do in school.

According to Sampson (2011), the library, computer lab, and science laboratory introduce positive and notable implications on students' academic performance. Therefore, school administrations have the innate responsibility of facilitating the necessary resources and equipment to motivate instructors and improve on academic performance for students.

They have distinctive need for individuality and sovereignty and also self-destruction. This implies that humans have control their own intention and are completely accountable for personal actions (UNESCO, 2002). Parents' family pressure forces them to spend minimal time with their children to provide needed guidance could in long run disturb the learners' academic performance (Nziramasanga, 1999). Most of parents expect guidance only to be provided by schools, thus neglecting their parenting duties. Guidance facilitates helps to develop of active study habits, motivations, to identify learning difficulties, help learners see importance of schooling, and guidance also helps to develop learners' study skills, shape attitude and help learners develop interests in choosing career.

Physical facilities such as a school laboratory, library, adequate and clean restrooms, a student playing field, adequate classrooms, and computers increase students' motivation to learn. The quality of learning facilities may or may not have a direct impact on teaching and instruction (Roberts, 2009). Maintenance of learning facilities is critical in managing both students' and teachers' opportuneness and operational in the learning process because it contributes to a clean and safe learning environment.

Education planners have placed a strong emphasis on instructional services that can improve academic performance and instructional ease within learning facilities. Inclusion of services such



as guidance and counselling in schools improves teaching and teacher competence while also reducing indiscipline among children. Students' indiscipline is currently on the rise in Kenyan schools, with incidents ranging from school strikes to sexual abuse, increased teenage pregnancy, bullying, drug abuse, aggressive behavior, laziness, and inept parenting. Order to better understand how students' academic performance is influenced by school environmental factors, the current study was conducted in Huruma ward of Nairobi County.

### **1.1.2 Academic Performance of Secondary Students in Kenya**

Only 27% of the 357,488 Kenya Certificate of Secondary Education (KCSE) applicants who took the exam in 2016 received a mean grade of C+ or higher, which is regarded as the entry-level standard for universities in Kenya (Kigotho, 2019). The 2018 KCSE performance results were generally similar to those from 2016, where just 27.46% of applicants met the C+ requirement for admittance into a university, compared to 28.36% of candidates in 2017. (2019). However, there was only a slight improvement in performance in 2014, when 42.92 percent (208, 405) of the candidates met the bar for entering a university (Siringi, 2018).

### **1.2 Statement of the Problem**

The school setting plays a critical role in developing and changing intellectual capacity. Kids spend the majority of their time at the schoolyard or on the bus to and from school. Students do better academically when they are more at ease and focused on their studies in supportive and favorable school environments that are enhanced with enough learning facilities and a favorable climate.

High academic success can also be attained by providing a comfortable environment and other physical amenities like restrooms and playgrounds (Hunter, 2006). The lack of suitable instructional materials, outdated infrastructure, abuse of technology like the internet, qualified teachers, and spaces that encourage teaching and learning are making the school environment

uninteresting for teaching and learning (Ruffina, Esther, & Anastecia, 2018). Because of the cumulative effect, some students struggle academically.

Due to the difficulty in obtaining the materials they need for their education, some students quit school while others cheat on exams. Older buildings typically have issues like a loud noise level and a hot atmosphere, which can affect both teacher effectiveness and student performance. At light of this, the current study set out to determine the influence of the learning environment on students' academic performance in secondary schools in the Huruma ward of Nairobi County.

### **1.3 The purpose of the study**

The goal of this study was to look into how secondary school students' academic performance was influenced by their school environment, specifically in the Huruma ward of Nairobi County, Kenya.

### **1.4 Objectives of the study**

The objectives of the study were

- i. To look into the influence of class size on pupils' academic performance in secondary schools in the Huruma ward of Nairobi County.
- ii. To determine how instructional facilities in Huruma ward, Nairobi County, influence the students' academic achievement in secondary schools
- iii. To ascertain how pupils' academic performance in secondary schools in Huruma ward, Nairobi County, is influenced by peer pressure

## **1.5 Research Question**

The research questions of the study were

- i. How does class size influence pupils' academic achievement in secondary schools in Nairobi County's Huruma ward?
- ii. How much does the instructional facility in Huruma Ward, Nairobi County, influence pupils' academic performance?
- iii. What influence does peer pressure have on students' academic achievement in secondary schools in the Huruma ward of Nairobi County?

## **1.6 Significance of the Study**

Physical learning facilities such as a school laboratory, library, adequate and clean restrooms, a student playing field, adequate classrooms, and computers increase students' motivation to learn. The quality of learning facilities may or may not have a direct impact on teaching and instruction. Maintenance of learning facilities is critical in managing both students' and teachers' opportuneness and operational in the learning process because it contributes to a clean and safe learning environment. The study's findings are anticipated to be noteworthy since they aim to inform parents, teachers, school administrators, and the ministry of education on a variety of factors that support children in achieving their academic objectives. By doing this, they can look into the possibilities of incorporating those elements into their school, which might ultimately improve the academic results of their kids.

Additionally, this study has numerous similarities to many of its predecessors due to the fact that it was conducted in public schools. In light of this, it is anticipated that this study will serve as a useful resource for other schools as they consider how the school environment affects students'

academic success in secondary school. Finally, the study is anticipated to provide light on additional crucial topics that demand more investigation.

### **1.7 Limitations**

The following were some of the study's limitations: first, since the study mainly relied on primary data that was gathered through questionnaires, it depended on respondents' honesty and accuracy when answering questions on the topic under investigation. Another drawback of the study was that some respondents were unwilling to complete the questionnaires, which decreased the response rate. Possible effects of the Covid 19 epidemic on the data collection process.

### **1.8 Delimitations**

The researcher promised respondents that the data they submitted was only used for academic purposes in order to address this constraint while adhering to all ethical standards. By informing the participants of the study's purpose, this limitation will be lessened. To stop the spread of Covid 19, all trial participants followed the Ministry of Health instructions.

### **1.9 Definition of significant Terms used in the study**

**School Environment:** refers to the physical setting of a school, including the structure and its surroundings.

**Peer Group** refers to a group of close friends who are of the same sex who are united by a strong emotional bond and intricate social system, and who adhere to particular rules of behavior, such as dress norms.

**Peer Group Relationship** Close friends of the same sex (peers) converse in this manner, whether in public or only, and for this reason.

**Academic Performance:**

This is the degree of success obtained via work or abilities developed during the learning processes, both theoretical and practical, and it has an impact on the educational standard.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The chapter documents theoretical and assessment of literature works from books, journals websites and research reports that are relevant to this study. The chapter also provides research gaps on the subject under analysis.

#### **2.2 Class Size and Academic Performance**

The number of students per class is growing out of control, making it hard for teachers to provide each kid the individualized attention they need. Eye contact between professors and students in class has decreased to the point that certain undermotivated pupils can form groups to talk outside of the classroom while lessons are being taught.

According to Mokobia and Okoye, a key and desired feature of an effective educational system is class size, which is frequently acknowledged by educators (2011). Academics, decision-makers, and parents who are involved in the field of education continue to debate the effects of class size on education. The school building features, design and materials apparatuses used for construction greatly influence students' learning behaviour (Earthman, 2002). The design and material components influence classroom lighting, class temperature, the age of the building, and the audibility of all buildings in that school. Class ventilation, window spacing, the presence of enough spacious classrooms, and the age of other learning facilities such as classrooms are common examples of school design features that affect students' performance. The condition of a school building can have a progressive or negative control on students' educational attainment, depending on the condition of the building. Library, computer, and science laboratories improve academic environment satisfaction desire, which has a big effect on how well youngsters do in school.

According to Sampson (2011), the library, computer lab, and science laboratory introduce positive and notable implications on students' academic performance. Technology, for example, enables teachers to provide advanced illustrations in class, improving students' academic performance. The working environment of teachers has a positive and significant impact on their motivation (Sharma, 2016). Therefore, school administrations have the innate responsibility of facilitating the necessary resources and equipment to motivate instructors and improve on academic performance for students

The number of students per class is growing out of control, making it hard for teachers to provide each kid the individualized attention they need. Eye contact between professors and students in class has decreased to the point that certain undermotivated pupils can form groups to talk outside of the classroom while lessons are being taught. Teachers detest giving out homework assignments and regular assignments since there are so many books to mark and record. According to Bosworth (2014), student achievement decreases when class sizes grow.

### **2.3 Instructional Facilities and Academic Performance**

These, to a certain extent, have such an influence on the student's academic achievement. As a result, parents must think about the school's facilities. Learning facilities in education setup refers to facilities that are used in learning to attain intended purpose of learning. Learning environment as materials and facilities found within learning institution and useful to both teachers and pupils in improving the attainment of skills, knowledge and influence attitude (Karemera, 2003). Facilities such as library, computer and science laboratory improve academic environment satisfaction desire which also significantly affects students' academic outcome.

According to Robert and Sampson (2011) library, computer and science laboratory introduce both positive as well as significant implications on learners' academic performance. Facilities such as

technology help the teacher in class give advanced illustrations when teaching thus improving the academic performance of students.

Physical facilities such as a school laboratory, library, adequate and clean restrooms, a student playing field, adequate classrooms, and computers increase students' motivation to learn. The quality of learning facilities may or may not have a direct impact on teaching and instruction (Roberts, 2009). Maintenance of learning facilities is critical in managing both students' and teachers' opportuneness and operational in the learning process because it contributes to a clean and safe learning environment.

Teachers working environment has a positive and significant influence to the teachers' motivation (Anjali & Sharma, 2016). Moreover, school administration have a special role of ensuring that all essential facilities that motivate teachers should be made available. The school building features, design, features and materials apparatuses used for construction greatly influence students' learning behaviour (Kirmani & Siddiquah, 2008). In order to promote students' acquisition of social studies information, skills, and attitude, teachers must have access to materials, facilities, and equipment in the classroom or other study spaces (Karemera, 2003). Performance of students is strongly connected with how happy they are with the institution's academic environment, library resources, and computer lab.

#### **2.4 Peer Pressure and Academic Performance**

Peer groups are crucial for teenage socialization, engaging in peer activities is a crucial stage of growth, and adolescent identities are frequently inextricably linked to that of their peers (Santor, 2000). As kids approach puberty, companions start to have a bigger influence on their life (Carol & Erika, 1996). Awareness adolescent growth requires an understanding of the peer connections,



which are important. Peer pressure and peer conformity can have a harmful impact on youth because peer groups are an important aspect of adolescents' development (Carol & Erika, 1996).

It has been demonstrated that risk-taking behaviors including substance misuse and sexual activity are more likely to occur among those who experience greater peer pressure, peer conformity, and social pressure to engage in particular behaviors (Santor, 2000). These high-risk habits have a detrimental indirect impact on academic achievement. Peer influence has more typically been thought of as peer pressure, peer pressure to hold unfavorable ideals and attitudes, or peer pressure to refrain from engaging in pro-social conduct (Carol & Erika, 1996).

Peers influence teenagers in five major spheres of their lives: involvement in antisocial activities, involvement in families, compliance to peer norms, involvement in school, and involvement in peer groups (Carol & Erika, 1996). Peers have an impact on adolescents' involvement in school as well as their decisions to drink, smoke, use drugs, or engage in other criminal activities (Carol & Erika, 1996). Adolescents interact with their peers frequently in school, which has an impact on how they develop academically (Carol & Erika, 1996).

## **2.5 Empirical Review**

Peers influence teenagers in five major spheres of their lives: involvement in antisocial activities, involvement in families, compliance to peer norms, involvement in school, and involvement in peer groups (Carol & Erika, 1996). Peers have an impact on adolescents' involvement in school as well as their decisions to drink, smoke, use drugs, or engage in other criminal activities (Carol & Erika, 1996). Adolescents interact with their peers frequently in school, which has an impact on how they develop academically (Carol & Erika, 1996).

In their 2019 study, Ahmad and Mustapha looked at how the classroom atmosphere affected students' academic performance in English. 183 teachers from the selected schools made up the

study's population. A study by Lawrence and Vimala (2012) examined the connection between standard IX pupils' academic performance and their educational environment. Data for the study were gathered using a custom-made scale for the school environment. According to the study's findings, there is no correlation between standard IX pupils' academic ability and their school environment.

According to Allis and Kamel, (1999) humans are essentially self-determining beings. They have distinctive need for individuality and sovereignty and also self-destruction. This implies that humans have control their own intention and are completely accountable for personal actions (UNESCO, 2002). Learning environment as materials and facilities found within learning institution and useful to both teachers and pupils in improving the attainment of skills, knowledge and influence attitude (Karemera, 2003). Facilities such as library, computer and science laboratory improve academic environment satisfaction desire which also significantly affects students' academic outcome.

According to Robert and Sampson (2011) library, computer and science laboratory introduce both positive as well as significant implications on learners' academic performance. Facilities such as technology help the teacher in class give advanced illustrations when teaching thus improving the academic performance of students. The continuous inconsistent results in national examinations by students in Kenya have generated major concern for students, educationalists and education stakeholders. The secondary schools in Nakuru County have also been posting inconsistent outcomes of national exams, some schools have been posting good results while others posting poor results. This encourages the conduct of a study looking into how elements related to the schools and have notable implications on the scholarly performance of learners in government high school in Kenya.

Numerous studies have been conducted concerning school administration and students' academic performance. For example, a study by Leithwood and Riehl (2013) exposed that school head teachers significantly influence the quality of students' academic outcomes. Williams, (2010) study explained that the role of the headteachers significantly affects the academic development of the students in the school they manage. Another study by Suaka and Kuranchie (2018) found that the lack of support for principals in rural schools has an impact on students' academic outcomes and overall school management. Mwatsuma (2012) discovered that effective staff monitoring by school heads significantly improves students' academic performance family pressure forces them to spend minimal time with their children to provide needed guidance could in long run disturb the learners' academic performance (Nziramasanga, 1999). Most of parents expect guidance only to be provided by schools, thus neglecting their parenting duties.

Guidance facilitates helps to develop of active study habits, motivations, to identify learning difficulties, help learners see importance of schooling, and guidance also helps to develop learners' study skills, shape attitude and help learners develop interests in choosing career (Franken, 1998).

## **2.6 Theoretical Review**

This sub section covered theory that used in this study. The theory included the Social Learning Theory.

### **2.6.1 Social Learning Theory**

The social learning theory was developed by psychologist Albert Bandura in 1960. The social learning theory holds that children learn through observing their surroundings. According to Albert (1960), learning can be put into practice when a small child sees a sibling politely request and

receive something, or it can be disregarded when a teenager overhears a friend discussing picking locks and learns something new but doesn't put it to use for themselves. Understanding how people learn in general and how children learn in particular is vital, especially when it comes to violent behavior.

The key principles of social learning theory are motivation, attention, retention, reproduction, and retention. Anything that requires motivation should first see someone else rewarded or punished for their behavior. This may inspire or deter students from repeating the same behavior. Teaching assistants have come to appreciate how effective social modeling and visuals are as teaching aids. Children are more likely to carry out an action themselves when they observe positive results from it. Additionally, they are more inclined to desist from that action if they see unfavorable effects. Situations that are unusual, fresh, and different typically catch a student's attention and help them stand out.

A great technique for students to benefit from one another's knowledge is through peer tutoring. Students that are connected to one another can watch, study, and help one another at the same time. When using peer coaching, it is crucial to take caution since you do not want children to feel uneasy or apprehensive about another student helping them. This can be helpful for learning arithmetic, writing and editing academic papers, and other things. Observe pupils closely to identify those who will benefit from peer coaching in order to launch it successfully.

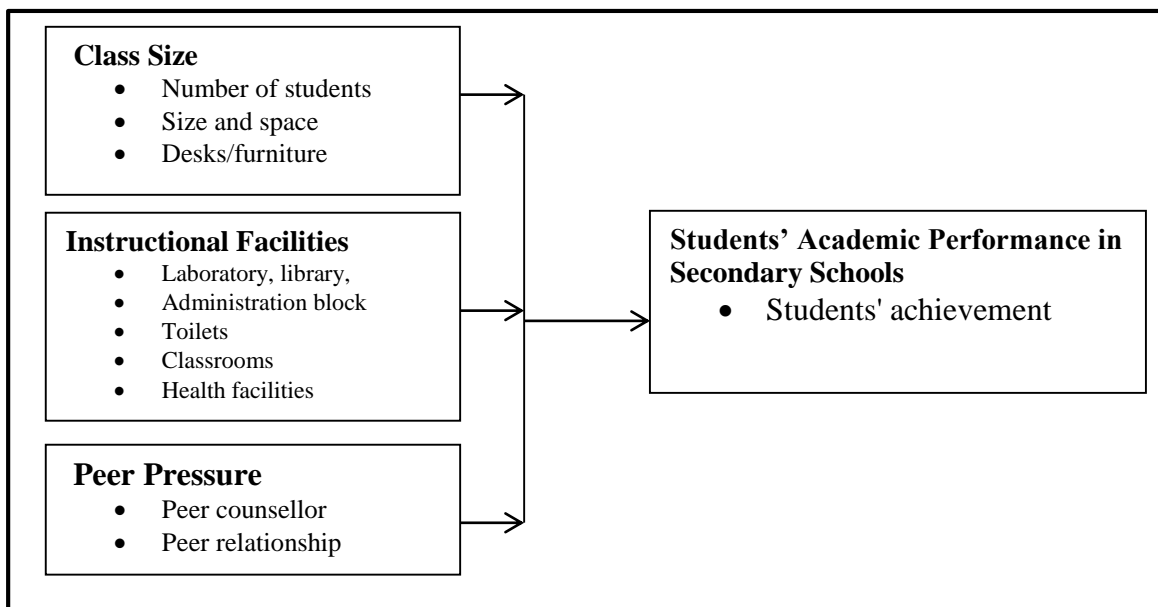
It is possible for teachers or another helper to serve as peer mentors for pupils, particularly for older children. Older kids can gain firsthand knowledge from individuals who have gone through comparable experiences and can observe how they arrived at their current positions.

Teachers and other staff members can serve as peer coaches for kids, particularly when it comes to older pupils. Older children have the opportunity to directly learn from individuals who have

experienced similar circumstances. They can also understand how those adults ended up and how they arrived at their current positions. Thus, the influence of school setting elements on academic performance of pupils in secondary schools in Huruma ward, Nairobi County, is the issue under study. This theory is pertinent to that topic.

## 2.7 Conceptual Framework

The dependent variable in this study is students' academic achievement in secondary schools, and the independent factors are class size, instructional facilities, and peer pressure. The conceptual framework is shown in figure 1.



**Figure 1: Conceptual Framework**

## 2.8 Research Gaps

This research sought to fill in knowledge gaps. For instance, in Kaiti Division, Makueni County, Kitonyi (2013) examined the impact of psychological elements and the school environment on children' academic achievement as measured by the Kenya Certificate of Primary Education. Guidance and counselling refer to procedure to help a person realise personal awareness and how to respond to influences for the environment (Akinade (2012). Guidance and counselling aids

establishing individual meaning for behaviour and it also helps individuals in developing and classifying goals and values for future behaviour.

According to Allis and Kamel, (1999) humans are essentially self-determining beings. They have distinctive need for individuality and sovereignty and also self-destruction. This implies that humans have control their own intention and are completely accountable for personal actions (UNESCO, 2002). The intension to introduce guidance programs in schools to help students overcome the daily challenges they encounter at both school and home. Parents' family pressure forces them to spend minimal time with their children to provide needed guidance could in long run disturb the learners' academic performance (Nziramasanga, 1999). Most of parents expect guidance only to be provided by schools, thus neglecting their parenting duties.

Guidance facilitates helps to develop of active study habits, motivations, to identify learning difficulties, help learners see importance of schooling, and guidance also helps to develop learners' study skills, shape attitude and help learners develop interests in choosing career (Franken, 1998).

## **2.9 Summary of the Literature Review**

The basic purpose of a school is to teach and support students in acquiring knowledge and skills that affect their academic performance. Children in an adequate learning environment have been observed to exert more effort in their academic success. The majority of the child's time is spent in school, where the environment has a different impact on learning thanks to the curricula, instructional methods, and peer relationships. Since children spent the most of their time in school, the teacher should ensure a healthy environment there. Children adopt the values and customs of the social group they live in, therefore providing them with a healthy social environment is essential for their development. Children can communicate their interests, preferences, and attitudes in a positive social context. The classroom environment should be appropriate, sensible,

and healthy so that the child can form sensible routines and attitudes toward society. Physical facilities such as a school laboratory, library, adequate and clean restrooms, a student playing field, adequate classrooms, and computers increase students' motivation to learn. The quality of learning facilities may or may not have a direct impact on teaching and instruction. Maintenance of learning facilities is critical in managing both students' and teachers' opportuneness and operational in the learning process because it contributes to a clean and safe learning environment.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The chapter provides a description of the study method. Population and sample, data collection and analysis, and research design are included in this.

#### **3.2 Research Design**

Methods and procedures used to collect and analyze items used to measure the variables specified in the problem research are referred to as research design. A descriptive design survey was used in the study. This design is advantageous because it describes characteristics of the phenomenon under investigation.

#### **3.3 Target Population**

In essence, the population is the set of units from which the sample will be taken. Population refers to sum or totality of people who meet a given set of criteria. The Huruma Ward, Nairobi County, public secondary schools were all included in the study's target population. Huruma Ward of the Ministry of Education reports that there are just six public secondary schools in Nairobi County. Teachers working for the Teachers Service Commission served as the study's observational units.

#### **3.4 Sample Size and Sampling Technique**

This section outlines the study's sample size and the sampling techniques that will be used to identify respondents.



### **3.4.1 Sampling Frame**

A sample frame refers to complete list of everyone or everything you want to study (Kombo & Tromp 2009). About 153 teachers from the six public secondary schools in Huruma Ward, Nairobi County, were included in the study's sampling frame (TSC Sub County Director, 2021).

### **3.4.2 Sampling Technique**

The aim of sampling is to select a representative sample that allows the researcher to get more knowledge about a full population while working under time, resource, and energy constraints. A sample is a condensed group taken from a readily available population (Mugenda & Mugenda, 2003). Due to the study's tiny population, a census survey method of data collecting was used (Zhang, 2009). According to Blumberg, Cooper, and Schindler (2014), a census approach can be used for populations under 200. For this study, all 153 teachers served as responders.

### **3.5 Data Collection Instruments**

The primary data was utilized, and a questionnaire served as the tool for gathering data. The researcher's use of questionnaires allowed for the speedy and accurate collection of exact data. The researcher was able to chat with respondents directly and gain helpful information thanks to this study instrument. According to the criteria listed in appendix II, question of study objectives, the closed-ended questions were scored on a Likert scale of 1 to 5. Using the Likert scale, the level of agreement or disagreement is determined. It is critical to evaluate someone's perspective, attitude, values, and behavior using Likert scales.

### **3.6 Data Collection**

Data collection is the procedure for gathering unprocessed, raw data that can be transformed into usable data using the scientific method of data analysis (Garg, & Kothari, 2014). To gather the study's primary data, questionnaires were distributed to respondents in their individual schools.

The investigation employed the drop-and-pick method. The surveys were distributed by the deputy principals, who also assisted in persuading participants to complete the questionnaire that was later gathered. As a result, the return rate increased. The project needed university clearance before beginning.

### **3.7 Data Analysis**

According to Smith (2015), data analysis is systematic processing, organization, and manipulation of data with the aim of generating meaningful information. Before analysis, it involves data editing, coding, classification, and tabulation. Data analysis for the study used quantitative methods. Utilizing the mean, standard deviations, in the descriptive analysis, together with percentages SPSS version 22 was used to examine the data. To make the research findings easier to analyze and comprehend, the data findings are given in tables.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.1 Introduction

The section includes talks and research findings on research response rate, demographics characteristics and descriptive results. The findings are presented using tables.

#### 4.2 Response Rate

The study's sample population received 153 questionnaires; 113 of these were filled out and returned, resulting in an overall response rate of 74.5%, as shown in table 4.1. An adequate response rate for statistical analysis is one that is greater than 70%. (Finchman, 2008). Analysis was fruitful with this.

**Table 4.1: Response Rate**

	<b>Frequency</b>	<b>Percent</b>
Returned questionnaires	114	74.5%
Unreturned questionnaires	39	25.5%
<b>Total questionnaires</b>	<b>153</b>	<b>100%</b>

#### 4.3 Respondents' Demographic Profile

Gender and educational level were among the demographic details of the study's participants. The information gathered was examined, and the outcomes are illustrated in the figures in the sections below.

##### 4.3.1 Respondents' Gender

The study result in table 4.2 reflects the sex of the participants.

**Table 4.2: Respondents' Gender**

	<b>Frequency</b>	<b>Percent</b>
Male	69	60.5
Female	45	39.5
<b>Total</b>	<b>114</b>	<b>100</b>

The majority 60.5% of them were male and 39.5% female. This suggests that male teachers made up the majority of the respondents. Because it was used to guide further investigation on the subject and promote equal rights for women and girls in school and employment, the gender of the participants was of interest to this study. The tiny gender gap suggests that Kenyan women have entered the labor field in considerable numbers during the past 20 years as a result of greater access to girls' education.

### 4.3.2 Education Level of Respondent

Table 4.3 presents the findings on the education level of respondent.

**Table 4.3: Education Level of Respondent**

	<b>Frequency</b>	<b>Percent</b>
Student Teacher	8	7.0
Diploma education level	19	16.7
Graduate level	80	70.2
Postgraduate level	7	6.1
<b>Total</b>	<b>114</b>	<b>100</b>

About 70.2% of teachers had graduate degrees, 19% had diplomas, 7.0% had student teaching experience, and 14.5% had postgraduate degrees. According to the study's findings, the respondents had a high level of intellectual capacity, which allowed them to react and interpret the questions appropriately.

### 4.4 Descriptive Statistics

The respondents were asked to score how much they agreed with several assertions about class size, learning environments, peer pressure, and academic success. On a scale of one (1) to five (5), where one (1) equals strongly disagreed, two (2) disagreed, three (3) agreed, four (4) agreed, and five (5) strongly agreed, this was evaluated.

#### 4.4.1 Class size and Academic Performance

The first study question seeks to ascertain how student academic performance in secondary schools in Huruma ward, Nairobi County, is impacted by class size. The respondents were questioned about whether the number of students in the class was appropriate. Table 4.4 displays the study's findings based on the survey data.

**Table 4.4: adequate classroom size**

	<b>Frequency</b>	<b>Percent</b>
Yes	70	61.4
No	44	38.6
<b>Total</b>	<b>114</b>	<b>100</b>

According to table 4.4's findings, 61.4% of respondents thought that the number of students in a class was a sufficient amount, while 38.6% disagreed. According to the majority of respondents, class size in schools is a significant factor in determining students' academic achievement. In Kenya's public schools, the number of students per class is growing out of control, making it hard for teachers to provide each kid the individualized attention they need. Eye contact between professors and students in class has decreased to the point that certain undermotivated pupils can form groups to talk outside of the classroom while lessons are being taught. Teachers detest giving out homework assignments and regular assignments since there are so many books to mark and record. According to Bosworth (2014), student achievement decreases when class sizes grow. The outcomes are displayed in Table 4.5 are on statements used to measure class size.

**Table 4.5: Class size**

	Strongly disagree	disagree	Neutral	Agree	Strongly Agree	Mean	Std Dev
Class size affect student attitudes	9.6%	7.9%	12.3%	43.9%	26.3%	3.69	1.22
The school has spacious classes with adequate equipment	10.5%	12.3%	6.1%	43.9%	27.2%	3.65	1.29
In all topics, students perform better in smaller courses.	14.0%	8.8%	7.0%	36.8%	33.3%	3.67	1.39
Students talk and participate more in smaller classes	12.3%	19.3%	8.8%	25.4%	34.2%	3.50	1.44
<b>Overall</b>						<b>3.63</b>	<b>1.33</b>

The majority of participants agreed with the statement that class size impacts students' attitudes, as shown by a mean value of 3.69 in table 4.5. The results of the poll also revealed that the majority of respondents thought that their school had rooms with enough furniture and equipment (3.65). The study's findings also showed that teachers concurred that their school has appropriate, well-ventilated classrooms (3.67). Finally, the study's results showed that respondents generally thought that student engagement in smaller courses is excellent, as shown by the mean value of 3.50. Academics, decision-makers, and parents who are involved in the field of education continue to debate the effects of class size on education. Jacob, Olawuyi, and Jacob (2016) assert that class size can be a method for evaluating the efficacy of the educational system.

The school building features, design and materials apparatuses used for construction greatly influence students' learning behaviour (Earthman, 2002). The design and material components influence classroom lighting, class temperature, the age of the building, and the audibility of all buildings in that school. Class ventilation, window spacing, the presence of enough spacious classrooms, and the age of other learning facilities such as classrooms are common examples of school design features that affect students' performance. The condition of a school building can

have a progressive or negative control on students' educational attainment, depending on the condition of the building.

The total mean index of 3.63 found indicates that secondary school teachers in Huruma ward, Nairobi County, were in agreement that class size has a favorable impact on pupils' academic achievement. These findings are comparable to those of Ruffina, Esther, and Anastecia (2018), who school building features, design and materials apparatuses used for construction greatly influence students' learning behaviour. The design and material components influence classroom lighting, class temperature, the age of the building, and the audibility of all buildings in that school. Class ventilation, window spacing, the presence of enough spacious classrooms, and the age of other learning facilities such as classrooms are common examples of school design features that affect students' performance. In Kenya's public schools, the number of students per class is growing out of control, making it hard for teachers to provide each kid the individualized attention they need. Eye contact between professors and students in class has decreased to the point that certain undermotivated pupils can form groups to talk outside of the classroom while lessons are being taught. Academics, decision-makers, and parents who are involved in the field of education continue to debate the effects of class size on education. Jacob, Olawuyi, and Jacob (2016) assert that class size can be a method for evaluating the efficacy of the educational system.

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have a progressive or negative control on students' educational attainment, depending on the condition of the building.

#### 4.4.2 Instructional facilities and Academic Performance

Secondly study looked at how much the learning environment in secondary schools in Nairobi County's Huruma ward influences pupils' academic performance. The amount to which each respondent agreed or disagreed with particular aspects of educational facilities was asked to be ranked. The findings of the questionnaire are shown in table 4.6.

**Table 4.6: Instructional facilities**

	Strongly disagree	disagree	Neutral	Agree	Strongly Agree	Mean	Std Dev
The school has well-equipped laboratories.	14.9%	20.2%	22.8%	20.2%	21.9%	3.14	1.37
The library at the school has enough reference materials.	27.2%	14.9%	23.7%	21.9%	12.3%	2.77	1.38
The school offers ample, well-ventilated classrooms	13.2%	5.3%	24.6%	30.7%	26.3%	3.52	1.30
The school has adequate health facilities	21.1%	18.4%	17.5%	16.7%	26.3%	3.09	1.50
There is ample furniture for pupils in the classroom	17.5%	22.8%	18.4%	21.9%	19.3%	3.03	1.39
<b>Overall</b>						<b>3.11</b>	<b>1.39</b>

The questionnaire data analysis results in table 4.6 shows that majority of respondents agreed that school classrooms are adequate and well ventilated as shown by mean value 3.52. The majority of respondents had no opinion on any of the factors used to evaluate the instructional facility, including whether the school library has enough reference books (2.77), whether the laboratories are adequately equipped (3.09), whether the school has adequate health facilities (3.09), and whether there is enough furniture for students (3.03).

The study's findings on the evaluation of instructional facilities revealed an overall mean of 3.11, indicating that teachers from the public secondary schools in Huruma ward, Nairobi County, were



unconcerned with the factors used to gauge how an instructional facility might affect students' academic performance. Class ventilation, window spacing, the presence of enough spacious classrooms, and the age of other learning facilities such as classrooms are common examples of school design features that affect students' performance. The condition of a school building can have a progressive or negative control on students' educational attainment, depending on the condition of the building. Library, computer, and science laboratories improve academic environment satisfaction desire, which has a big effect on how well youngsters do in school.

According to Sampson (2011), the library, computer lab, and science laboratory introduce positive and notable implications affect the academic success of students. Because of technology, teachers can, for instance, use more sophisticated graphics in the classroom, which helps pupils perform better academically. Teachers' motivation is positively and significantly impacted by their work environment (Sharma, 2016).

#### **4.4.3 Peer Pressure and Academic Performance**

The study's final goal was to ascertain how peer pressure influenced students' in secondary schools academic performance in Huruma ward, Nairobi County. First, study participants were questioned about whether they experienced peer pressure at school. Table 4.7 displays the outcomes.

**Table 4.7: Cases of Peer Pressure in School**

	<b>Frequency</b>	<b>Percent</b>
Yes	64	56.1
No	50	43.9
<b>Total</b>	<b>114</b>	<b>100</b>

According to the questionnaire data analysis results displayed in table 4.7, the majority of respondents (56.1%) agreed that there was peer pressure at their school, while 43.9% disagreed. The findings support Carol and Erika's (1996) contention that as kids approach puberty, friends become increasingly influential in their lives. Awareness adolescent growth requires an

understanding of the peer connections, which are important. As kids approach puberty, companions start to have a bigger influence on their life (Carol & Erika, 1996). It has been demonstrated that risk-taking behaviors including substance misuse and sexual activity are more likely to occur among those who experience greater peer pressure, peer conformity, and social pressure to engage in particular behaviors (Santor, 2000). These high-risk habits have a detrimental indirect impact on academic achievement. Peer influence has more typically been thought of as peer pressure, peer pressure to hold unfavorable ideals and attitudes, or peer pressure to refrain from engaging in pro-social conduct (Carol & Erika, 1996).

The survey also asked respondents for their thoughts on the criteria used to quantify peer pressure; the findings are displayed in table 4.8.

**Table 4.8: Peer Pressure**

	Strongly disagree	disagree	Neutral	Agree	Strongly Agree	Mean	Std Dev
The school's guidance and counseling department includes peer counselors.	7.9%	12.3%	13.2%	48.2%	18.4%	3.57	1.16
Teachers advise exemplary students to interact with all students.	17.5%	4.4%	8.8%	41.2%	28.1%	3.58	1.40
The parents are aware of their kids' friends	10.5%	19.3%	14.0%	17.5%	38.6%	3.54	1.43
Teachers and administrators are aware of how school children interact with their peers.	10.5%	13.2%	11.4%	14.0%	50.9%	3.82	1.44
<b>Average</b>						<b>3.63</b>	<b>1.36</b>

The findings in Table 4.8 demonstrate that the majority of respondents agreed that the school's guidance and counseling program included peer counselors (3.57). The study's results also indicated that respondents agreed with the statement that "teachers encourage the good students to socialize with all children," according to the mean value (3.58). The mean result of 3.54 indicates

that the study's participants also concur that parents are aware of their children's pals. The study's findings also showed that respondents were in agreement that teachers and administrators are aware of how school pupils interact with one other, as seen by the mean value of (3.82).

According to the results' average mean value of 3.63, the majority of respondents said that peer pressure has a big impact on students' academic achievement in secondary schools in Huruma ward, Nairobi County. Awareness adolescent growth requires an understanding of the peer connections, which are important. As kids approach puberty, companions start to have a bigger influence on their life (Carol & Erika, 1996). It has been demonstrated that risk-taking behaviors including substance misuse and sexual activity are more likely to occur among those who experience greater peer pressure, peer conformity, and social pressure to engage in particular behaviors (Santor, 2000). These high-risk habits have a detrimental indirect impact on academic achievement. Peer influence has more typically been thought of as peer pressure, peer pressure to hold unfavorable ideals and attitudes, or peer pressure to refrain from engaging in pro-social conduct (Carol & Erika, 1996).

#### **4.4.4 Academic Performance**

The survey also sought to ascertain the respondents' satisfaction with the assertion made regarding the academic performance of secondary school students in the Huruma ward in Nairobi County. The study's teachers were asked about their opinions of the pupils' academic achievement in the public secondary schools. Table 4.9 presents the findings of the inquiry.

**Table 4.9: Academic Performance**

	<b>Frequency</b>	<b>Percent</b>
Very Good	10	8.8
Good	21	18.4
Average	59	51.8
Below Average	24	21.1
<b>Total</b>	<b>114</b>	<b>100</b>

According to research results shown in table 4.9, the majority of respondents, 51.8%, said that academic performance among students at their school was average, 21.1% said that it was below average, and 18.4% said that it was good. 8.8% of teachers said that the academic performance of the students in their schools was excellent. The findings of this study suggest that Huruma ward's public secondary schools' student academic performance is above average.

The majority of teachers in public secondary schools in Huruma ward, Nairobi County, listed the following as areas that can improve students' academic performance: provision of good, roomy, and well-maintained school buildings with necessary infrastructure; assurance of quality teaching staff; and provision of adequate funding for schools. According to Sampson (2011), the library, computer lab, and science laboratory introduce positive and notable implications on students' academic performance. Technology, for example, enables teachers to provide advanced illustrations in class, improving students' academic performance. The working environment of teachers has a positive and significant impact on their motivation (Sharma, 2016). Therefore, school administrations have the innate responsibility of facilitating the necessary resources and equipment to motivate instructors and improve on academic performance for students.

They have distinctive need for individuality and sovereignty and also self-destruction. This implies that humans have control their own intention and are completely accountable for personal actions (UNESCO, 2002). The intension to introduce guidance programs in schools to help students overcome the daily challenges they encounter at both school and home. Parents' family pressure forces them to spend minimal time with their children to provide needed guidance could in long run disturb the learners' academic performance (Nziramasanga, 1999). Most of parents expect guidance only to be provided by schools, thus neglecting their parenting duties. Guidance facilitates helps to develop of active study habits, motivations, to identify learning difficulties, help

learners see importance of schooling, and guidance also helps to develop learners' study skills, shape attitude and help learners develop interests in choosing career.

**CHAPTER FIVE**  
**SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND**  
**RECOMMENDATIONS**

**5.1 Introduction**

The chapter includes an overview of the findings, suggestions, conclusions, and areas that need more research. The conclusions and summary of the findings were written in accordance with the goals of the study.

**5.2 Summary on Research Findings**

The goal of this study was to determine how the learning environment in secondary schools in Huruma ward, Nairobi County, affected pupils' academic achievement. According on the answers to each research question, the study's conclusions are offered.

Based on descriptive study results, majority of research respondents agreed that class size is a significant factor in determining academic achievement, as suggested by the study results. The aggregate mean index of 3.63 indicates that secondary school teachers in Huruma ward, Nairobi County, concur that class size has a beneficial impact on pupils' academic performance. These findings are comparable to those of Ruffina, Esther, and Anastecia (2018), who school building features, design and materials apparatuses used for construction greatly influence students' learning behaviour. The design and material components influence classroom lighting, class temperature, the age of the building, and the audibility of all buildings in that school. Class ventilation, window spacing, the presence of enough spacious classrooms, and the age of other learning facilities such as classrooms are common examples of school design features that affect students' performance. In Kenya's public schools, the number of students per class is growing out of control, making it hard for teachers to provide each kid the individualized attention they need.

Eye contact between professors and students in class has decreased to the point that certain undermotivated pupils can form groups to talk outside of the classroom while lessons are being taught.

The second study assessed how much the instructional environment affects secondary school students' academic performance in Huruma ward, Nairobi County. The study's findings demonstrated that respondents' responses to the questions used to gauge how much an instructional facility affects students' academic achievement were neutral. Class ventilation, window spacing, the presence of enough spacious classrooms, and the age of other learning facilities such as classrooms are common examples of school design features that affect students' performance. The condition of a school building can have a progressive or negative control on students' educational attainment, depending on the condition of the building. Library, computer, and science laboratories improve academic environment satisfaction desire, which has a big effect on how well youngsters do in school.

The study's final goal was to ascertain how peer pressure affected students' academic performance in secondary schools in Huruma ward, Nairobi County. According to the study's findings, the majority of respondents acknowledged that peer pressure existed at their school. Awareness adolescent growth requires an understanding of the peer connections, which are important. The average mean value of 3.63 in the results indicates that the majority of respondents believed that peer pressure significantly affects pupils' academic performance in secondary schools in Huruma ward, Nairobi County. Therefore, school administrations have the innate responsibility of facilitating the necessary resources and equipment to motivate instructors and improve on academic performance for students.

They have distinctive need for individuality and sovereignty and also self-destruction. This implies that humans have control their own intention and are completely accountable for personal actions (UNESCO, 2002). The intension to introduce guidance programs in schools to help students overcome the daily challenges they encounter at both school and home. Parents' family pressure forces them to spend minimal time with their children to provide needed guidance could in long run disturb the learners' academic performance (Nziramasanga, 1999). Most of parents expect guidance only to be provided by schools, thus neglecting their parenting duties. Guidance facilitates helps to develop of active study habits, motivations, to identify learning difficulties, help learners see importance of schooling, and guidance also helps to develop learners' study skills, shape attitude and help learners develop interests in choosing career,

### **5.3 Discussions of the study**

According to this study, class size has a beneficial effect on secondary students' academic achievement in Huruma ward, Nairobi County. Academics, decision-makers, and parents who are involved in the field of education continue to debate the effects of class size on education. Class size can be a method for evaluating the efficacy of the educational system. The school building features, design and materials apparatuses used for construction greatly influence students' learning behaviour. The design and material components influence classroom lighting, class temperature, the age of the building, and the audibility of all buildings in that school. Class ventilation, window spacing, the presence of enough spacious classrooms, and the age of other learning facilities such as classrooms are common examples of school design features that affect students' performance. The condition of a school building can have a progressive or negative control on students' educational attainment, depending on the condition of the building.



Additionally, Huruma ward, Nairobi County, secondary school students' academic performance was found to be highly impacted by the instructional facility. These results concur with those of Usaini, Abubakar, and Bichi (2015), who found that pupils from schools with good facilities, qualified teachers, and supportive environments outperform those from schools with poorer facilities, less supportive environments, and unqualified teachers.

The study's findings also revealed that pupils' academic performance in secondary schools in Huruma ward, Nairobi County, is significantly impacted by peer pressure. The findings support Carol and Erika's (1996) contention that as kids approach puberty, friends become increasingly influential in their lives. Awareness adolescent growth requires an understanding of the peer connections, which are important. As kids approach puberty, companions start to have a bigger influence on their life (Carol & Erika, 1996). It has been demonstrated that risk-taking behaviors including substance misuse and sexual activity are more likely to occur among those who experience greater peer pressure, peer conformity, and social pressure to engage in particular behaviors (Santor, 2000). These high-risk habits have a detrimental indirect impact on academic achievement. Peer influence has more typically been thought of as peer pressure, peer pressure to hold unfavorable ideals and attitudes, or peer pressure to refrain from engaging in pro-social conduct (Carol & Erika, 1996).

#### **5.4 Conclusion of the Study**

The results of the study lead to the conclusion that student academic performance in secondary schools in Huruma ward, Nairobi County, is significantly and favorably influenced by class size. Class size affects students' academic performance psychologically and socially, and it is a crucial and desired characteristic of an efficient educational system. Academics, decision-makers, and

parents who are involved in the field of education continue to debate the effects of class size on education. Class size can be a method for evaluating the efficacy of the educational system.

The school building features, design and materials apparatuses used for construction greatly influence students' learning behaviour. The design and material components influence classroom lighting, class temperature, the age of the building, and the audibility of all buildings in that school. Class ventilation, window spacing, the presence of enough spacious classrooms, and the age of other learning facilities such as classrooms are common examples of school design features that affect students' performance. The condition of a school building can have a progressive or negative control on students' educational attainment, depending on the condition of the building.

Conclusion: In secondary schools in Huruma ward, Nairobi County, there is a significant and positive correlation between instructional facility and academic achievement of students. The academic achievement of the kids is influenced by the school's learning environment. The condition of the school infrastructure has a considerable impact on the effectiveness of teachers and the academic accomplishment of children.

Finally, the study came to the conclusion that peer pressure significantly and positively influences academic performance of secondary school pupils in Nairobi County's Huruma ward. Peer groups influence learning and the elements that influence group membership in most organizations, including social and economic position and parental influence. School counseling services help children navigate the many obstacles they face both at home and at school, enabling them to succeed academically and morally.

### **5.5 Recommendations of the Study**

The study findings guided the development of the recommendations for policy which have been presented per study objectives as shown in sub sections below.

### **5.5.1 Class size and Academic Performance**

According to the report, class sizes in public secondary schools need to be increased in order to boost academic achievement. The learning environment is a key factor in determining how well children perform or react to their surroundings. Schools should make sure the classroom has enough space for the number of children they have. This will keep pupils engaged in class and boost their academic performance. The design and material components influence classroom lighting, class temperature, the age of the building, and the audibility of all buildings in that school. Class ventilation, window spacing, the presence of enough spacious classrooms, and the age of other learning facilities such as classrooms are common examples of school design features that affect students' performance. The number of students per class is growing out of control, making it hard for teachers to provide each kid the individualized attention they need. Eye contact between professors and students in class has decreased to the point that certain under motivated pupils can form groups to talk outside of the classroom while lessons are being taught

### **5.5.2 Instructional facilities and Academic Performance**

According to the study, adequate instructional facilities must be invested in by the respective school administration in order to improve student academic performance in secondary schools in Huruma ward, Nairobi County. These facilities should include well-equipped school laboratories, a library with enough reference books, enough well-ventilated classrooms, adequate health facilities, and furniture for students. The design and material components influence classroom lighting, class temperature, the age of the building, and the audibility of all buildings in that school. Class ventilation, window spacing, the presence of enough spacious classrooms, and the age of other learning facilities such as classrooms are common examples of school design features that

affect students' performance. The number of students per class is growing out of control, making it hard for teachers to provide each kid the individualized attention they need.

### **5.5.3 Peer Pressure and Academic Performance**

Another recommendation made pay attention to peer pressure practices, such as introducing guidance and counseling programs, encouraging good students to mingle with all students, and understanding the peer relationship among students. This is true for secondary schools in Huruma ward, Nairobi County. Peers influence teenagers in five major spheres of their lives: involvement in antisocial activities, involvement in families, compliance to peer norms, involvement in school, and involvement in peer groups. Peers have an impact on adolescents' involvement in school as well as their decisions to drink, smoke, use drugs, or engage in other criminal activities. Adolescents interact with their peers frequently in school, which has an impact on how they develop academically.

### **5.6 Areas for Further Research**

This study looked into how the learning environment affected pupils' academic achievement in secondary schools in Nairobi County's Huruma ward. Among the characteristics looked at were peer pressure, educational resources, and class size. This presents issues for further investigation into other facets secondary school students' academic performance in counties other than Nairobi County. Studies may examine additional factors besides the school environment that influence secondary school students' academic success.

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## APPENDICES

### APPENDIX I: Letter of Introduction

Dear Respondent,

#### **RE: RESEARCH DATA COLLECTION**

I'm pursuing a postgraduate diploma at the University of Nairobi as a graduate student. For my research topic, "*to establish the influence of school environment on academic achievement of students in secondary schools in Huruma ward, I am now gathering data., Nairobi County*".

In light of the foregoing, I sincerely ask for your cooperation in answering the questionnaires that are attached. Please read the instructions that are included before answering the questions. This will assist me in gathering the information required for analysis and achieving the study's goals.

Your information will be kept private and used solely for this research—no other purposes whatsoever—and nothing else. We greatly appreciate your reaction and cooperation in this subject.

I want to say thank you.

As a postgraduate student at the University of Nairobi, I'm working toward a postgraduate diploma.

Yours Faithfully,

**Yunus Okata Mtimba**

## **APPENDIX II: Questionnaire**

### **Section A: Information on the respondent's history**

#### **1. Please select a gender.**

a. Male

b) Female

#### **2. Please indicate your level of education**

a) Student

b) Diploma holder

c) Graduate

d) Postgraduate

**Section B: Class size**

1. Do you think the class room size is adequate enough to accommodate the number of students in each class?
  - a) Yes    ()
  - b) No    ()
2. Please indicate the extent to which you are agree with the following statement concerning class size.

Description		Response				
		strongly disagree	disagree	Neutral	agree	Strongly agree
1	Class size affect student attitudes					
2	The school has spacious classes with adequate equipment					
3	In all topics, students perform better in smaller courses.					
4	Students talk and participate more in smaller classes					

**Section C: Instructional facilities**

1. Please indicate your level of agreement with the following statement regarding how classroom facilities affect students' academic success,

Description		Response				
		Strongly disagree	disagree	Neutral	agree	Strongly agree
1	The school has laboratories well equipped					
2	The school library has adequate reference books					
3	The school has adequate classrooms that are well ventilated					
4	The school has adequate health facilities					
5	The school has enough furniture for students and teachers					

2. Kindly, provide any suggestion that your school can take to improve on her instructional facilities

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**Section D: Peer Pressure**

1. Do you feel peer pressure in school?

- a) Yes    ( )
- b) No     ( )

3. Please rate your level of agreement with the following statement regarding peer pressure

Description		Response				
		Strongly disagree	disagree	Neutral	agree	Strongly agree
1	The school's guidance and counseling department includes peer counselors.					
3	Teachers advise exemplary students to interact with all students.					
3	Parents should be informed about their children's pals					
4	Teachers and administrators are aware of how school children interact with their peers.					

**Section E: Academic Performance**

1. Comment on academic performance of students in K.C.S. E in general in your school.

- a) Very Good
- b) Good
- c) Average
- d) Below Average

2. In your opinion, how can academic performance in your school be improved

**Thank you**



