

**SCHOOL FACTORS INFLUENCING STUDENTS' ACADEMIC PERFORMANCE IN
PUBLIC SECONDARY SCHOOLS IN WOTE SUB COUNTY, MAKUENI COUNTY,
KENYA**


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Declaration

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

Signature:.....Date: November 16, 2021.....

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In my role as the university supervisor, I have given my approve for this project report to be submitted for review.

Signature:.....Date: November 24, 2021

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DEDICATION

The dedication of this work goes to my illustrious family, including my mother Zipporah Mulinge, my wife Jennifer Achira, my son Adonis, and my sisters Silvia Mulinge and Winny Mulinge for their vital moral support in my research study course.

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ABBREVIATIONS AND ACRONYMS

ESP	Education Sector Performance
KCSE	Kenya Certificate of Secondary Education
MoE	Ministry of Education
SDGs	Sustainable Development Goals
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission
UN	United Nations
UNCF	United Nations Children's Fund
UNDP	United Nations Development Program,

Abstract

The objective of this study is to pinpoint the aspects of the public secondary school in Kenya's Wote Sub County that have an impact on performance of student in academic. The study's objectives were to determine the influence of the teaching staff on students' educational achievements in the public secondary in Wote sub county, Makueni County, Kenya, the power of the surrounding environment on students' performance in the public secondary in Wote sub county, Makueni County, Kenya, and the influence of infrastructure on students' academic performance. 320 students, 8 principals, and 175 teachers from 8 public secondary schools located in the Wote sub-county of Makueni County, Kenya, who were listed with the Teachers Service Commission comprised the study's target group. The sample included 223 respondents. To collect primary data for the study, standardized questionnaires were used. The collected qualitative data collected from open-ended survey questions was organized into themes that focused on the study's goals and was then presented in narrative style. The results of the study showed that 18.8% of principals and 39.0% of teachers believed there weren't enough teachers to comfortably oversee youngsters. The poll found that 37.8% of teachers and 31.3% of principals strongly agreed that teaching materials help children learn. Having students interact with the issue improves their academic achievement, according to 62.5% of administration and 51.6% of instructors who participated in the study's survey. According to 50.0% of principal and 70.7% of instructors who participated in the study, parents' educational backgrounds directly influence their kids' academic success. Peer group discussion improves students' academic progress, according to 50.0% of instructors and 62.5% of principals who were participating in the study.

The findings demonstrate that discourse, confirmation, and inquiry are more effective approaches to increase students' academic attainment as well as how improvised instructional resources aid to

enhance the teaching-learning process. Academic achievement is frequently influenced by a student's socioeconomic circumstances, employment, place of residence, and parental educational history. Peer groups influence learning, and socioeconomic position and parental influences have an effect on students' participation in the majority of peer groups. In terms of their academic performance, students relate to their peers more than they do to their professors and parents. Due to the potential impact on their children's academic achievement, parents should monitor how their children interact with their peers. The study suggests that teachers should be creative in the resources they choose, prepare, and use in order to lower the cost of development and maintenance. Teachers should be encouraged to use a range of techniques, for example group work, peer guidance, discussion, and projects, to aid students increase their skills and knowledge based on the level of their understanding. Inspire parental involvement in their pupils ' academic lives in order to boost academic achievement. Peer groups can be used by teachers as group sessions to encourage productive classroom engagement. The study's importance to several stakeholders may stem from its capacity to supply information that may be used to improve school administration tactics for regulating students' performance in academic.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is a process that includes constant knowledge transmission, fostering an individual's interests and curiosity, instilling positive attitudes and values, and developing crucial skills that allow a person to control his or her environment and realize his or her potential (Wang, 2012). Learners can become competent, sociable individuals with the help of the skills that are imparted. A school's primary role is to teach and assist students in acquiring knowledge and abilities that affect their academic performance. Maitra (2018) suggested that children in an adequate learning environment shown increased effort in their academic success. .

From the mother's womb on, environmental influences start to affect a person's growth and development. The educational process of development takes place in the physical, social, cultural, and psychological environments. 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.

As the school is where children spend the most of their time, the teacher should ensure a healthy environment there. Since children adopt the values and customs of the social group they live in, a healthy social environment is essential for their growth. Kids can express their interests, preferences, and views freely in a positive social setting. The development of good, healthy, and sensible behaviors and attitudes in children depends on the classroom environment . The school environment encompasses both tangible and intangible resources, such as teachers, students, relationships, subjects, and instructional methods. Enhancing learning and fostering students' pride in their schools and enthusiasm in continuing their education are all benefits of a healthy

and appealing school environment (Afuwape, & Adeyi, 2019). Belanger (2011) argues that learning is more than just imparting knowledge, and that learners' aspirations to learn, their curiosities, and their preference to increase their own competency are all greatly influenced by the communities in which they live. Not merely the setting in which people live or learn has an impact on how people learn throughout their educational lives. Nwizu (2013) asserts that a student's capacity to think critically is greatly influenced by the environment in which they acquire knowledge.

Academic performance, according to Leung and Lee (2012), refers to a student's capacity for achieving high grades and benchmark test scores in academic courses, particularly those that are a component of the core academic curriculum. The impact of school location on students' academic achievement in public high schools worries many educators. According to Ememe (2018), factors including the quality of the teaching staff, the capacity of the classes, and the availability of the infrastructure are recognized to have an impact on students' learning in educational settings. The surroundings a youngster grows up in—urban or rural—has a significant influence on how smart they end up becoming. Okonkwo (2016) asserts that because there is an unequal distribution of the material resources, and human required for good educational attainment, schools located in rural areas are more likely to suffer challenges with poor academic performance. In terms of life possibilities, such as higher schooling and socialization, urban children have an advantage over rural ones. The higher class, middle class, and lower social classes are the three social classes that exist, according to Ajeh (2009). Urban, upper-class, and middle-class people enjoy greater life prospects and are exposed to better environments with access to libraries, enough space, continuing education opportunities, and mass media. Since they tend to come from poorer socioeconomic backgrounds and perform poorly academically, rural youngsters are rarely exposed to these facilities.

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).

One of the most crucial environmental elements that affect a child's academic achievement, according to Ememe (2018), is the instructor. Secondary schools in remote areas have a lackluster teaching staff that lacks professional credentials. The greater performance of the secondary schools in urban areas must have been due to the inadequate staffing of rural secondary schools. Therefore, this study examined the elements at the public secondary school in Wote Sub County, Makueni County, Kenya, that affect pupils' academic performance.

1.1.1 School Factor influence and students' Academic Performance

Children need a safe environment that is, sound, and stimulating in order to develop and learn. With children spending 6 to 8 hours in school a day throughout the school year, 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. According to Mohai and Kweon (2020), a child's academic environment has a significant impact on how they develop intellectually. A child's growth and development are influenced by environmental factors even while still inside his mother's womb. The physical, social, cultural, and psychological environments all have a role in the educational process of development. A proper and suitable atmosphere is crucial for a child's learning progress. According to Everett Jones and Wendel (2015), a good learning environment is provided by the educational setting. The majority of the children's time is spent in school, and the curriculum, instructional methods, and interpersonal relationships all have an impact on how well the students perform.

The efficiency of the school environment's management affects the quality of education in addition to how well teachers fulfill their tasks (Ajao, 2011). The academic performance of students can still be improved by studying and effectively managing the school environment. The Indian

Kothari Commission highlighted in 1966 that because kids are the foundation of the country, it is crucial to preserve a positive school climate. It was noted that India's future was being shaped in classrooms.

The government, parents, professors, and even students themselves have expressed concern over the issue of pupils' poor academic performance in Kenya. According to Duruji, Azuh, and Oviasogie (2014), schools with sufficient learning environments improve student achievement by fostering efficient teaching and learning practices. According to Onodugo, Peace, and Ngozi, the learning environment is crucial in determining how students perform or react to their surroundings (2019).

The quality of education in Ghana is impacted by disparities in educational resources and, consequently, in school environments (Ajao, 2019). The physical features of the school in Uganda have a range of impacts on the teachers, students, and the educational process. Poor lighting, sound, high concentrations of carbon dioxide in classes, and fluctuating temperatures thus making it difficult for students and teacher to teach and learn. Students' health is compromised by poor maintenance and insufficient ventilation, which raises absentee rates. (Ajao, 2019).

Depending on what the school environment offers to the students and the teacher, the amount of learning that students achieve can be improved. The desired outcomes of education are geared up by a well-planned school, which supports students' academic success, good social, political, and economic emancipation (Mege, 2014). Williams (2008) found a strong correlation between student academic achievement in schools and a secure, well-organized learning environment and school infrastructure.

1.2 Statement of the Problem

The fourth Sustainable Development Goal (SDG) of the United Nations is to provide opportunities for all people to engage in quality, inclusive, and equitable lifelong learning. (United Nations Development Program, 2017). The UN views this as a means for attaining the other SDGs, making

it one of the most significant SDGs (UNDP, 2017). All nations, including Kenya, must now make sure that their citizens have access to high-quality education. Kenya's Education Sector Performance () Vision 2030 aims to guarantee access to equitable, high-quality education for all (MoE, 2016). Academic success is one of the definition's main elements, notwithstanding the complexity of the term (United Nations Children's Fund, 2000).

In Kenya, the 2019 KCSE results show a substantial improvement over all previous years. Professor George Magoha, the Cabinet Secretary for Education, claims that teachers performed a fantastic job instructing and made sure there was no leakage at all during the examination procedure. There were 3318 pupils who received an overall A- (minus) mark on the KCSE in 2018. (MoE, 2016). Candidates for the KCSE in 2019 scored substantially better than those who took the exam in 2018, as evidenced by the increase of 2478 students from the total number of candidates with an A-minus to 5796. Similar improvements were seen in the number of applicants who chose to attend public universities. In 2018, there were 96377 students who received a C+, but in 2019, that number rose by 29369, to 125746 pupils. In the 2019 KCSE results, 627 pupils received a mean grade of A plain. In light of this, the current study looked into the elements at the public secondary school in Wote Sub County, Makueni County, Kenya, that affect pupils' academic performance.

1.3 Purpose of the study

The main objective of the study was to look at the educational elements that influence the performance of students' in academic at public high schools in Wote Sub County, Makueni County, Kenya.

1.4 Objective of the study

The subsequent principles served as the study's guidelines:

- i. To ascertain how academic staff at public secondary schools in Wote Sub County, Makueni County, Kenya affect pupils' performance in academic.

- ii. To determine how school infrastructure facilities in Wote Sub County, Makueni County, Kenya, affect students' academic achievement at the public secondary level
- iii. To determine how the learning environment of a public secondary school in Wote Sub County, Makueni County, Kenya, affects pupils' academic achievement.

1.5 Research Question

- i. How does the academic staff at the public secondary school in Wote Sub County, Makueni County, Kenya, affect pupils' academic performance?
- ii. How much do the amenities at the public secondary school in Wote Sub County, Makueni County, Kenya, affect pupils' academic performance?
- iii. What effect does the learning environment at schools in Wote Sub County, Makueni County, Kenya, have on students' academic performance?

1.6 Significance of the Study

The goal of this research was to examine the elements at the public secondary school in Wote Sub County, Makueni County, Kenya, that affect students' academic performance. The research findings could be essential since they aim to inform policy makers (the ministry of education), parents, teachers, and school administrators about a variety of factors that support children in achieving their academic goals. 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 survey has numerous similarities to many of its predecessors mostly because it's taught in public schools. In light of this, this study can be a useful resource for other schools as they consider the internal and external factors at their own institutions that have an impact on their students' academic success. Finally, the study can be beneficial to academics studying education.

1.7 Limitations

The study's potential limitations include the fact that the results from the small (225-person) sample size cannot be extrapolated to the entire population. Due to the short amount of time allotted for this study, the respondents' responses regarding the academic performance of the pupils may not be accurate. Additionally, the data assembly process might not have gone as planned due to the respondents' attitudes.

1.8 Delimitations of the study

The purpose of the study was to look into the elements at the public secondary school level in Wote Sub-County, Makueni County, Kenya, that affect students' academic performance. All pupils enrolled in public secondary schools in Wote Sub County, Makueni County, Kenya were included in the study. An expressive research plan was employed in the study. Students, teachers, and school administrators all were involve the study. The technique of stratified random sampling. The study was limited to student groups that the researcher thought were primarily relevant to the topics under investigation.

1.9 Scope of the Study

Data from the research were qualitative, with only descriptive and inferential analysis were used in the study's analysis. Tables were used to present the study's findings.

1.10 Definition of significant Terms

Academic Performance: This is the degree of mastery acquired by efforts or abilities during theoretical and practical learning processes, and it affects the caliber of education. It takes into account pupils' performance, knowledge, and skills.

Co-curricular facilities: refer to buildings designed to help a kid make social and physical adaptations. Fields, recreation centers, and spaces for indoor games are a few examples of them.

Infrastructure refers to the fundamental programs and services required for an organization to function properly. This study's primary focus was on the school's physical infrastructure, including the lab, library, administration building, restrooms, and classrooms.

Public secondary school a public school is one that is supported by public money, typically taxes levied by the government.

School based factors: refer to the material, human, and financial resources that schools employ to improve student achievement.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter presents significant conceptual information and an empirical review of the literature from books, journals, websites, and research reports. The chapter also gives a summary of the literature review and research gaps on the factors at public secondary schools in Wote Sub County, Makueni County, Kenya that affect learners' academic performance.

2.2 Academic Performance

Academic performance is the evaluation of pupils' performance in a range of academic courses. Teachers and education officials use class performance, completion rates, and the outcomes of standardized examinations to assess students' academic attainment. Successful students are able to transition into adulthood and achieve economic and professional success. Young people entering the labor market certainly need a large background of knowledge and specific abilities, given the specialization required for many occupations today.

Many academics have characterized academic accomplishment from various angles. As an illustration, (Narad and Abdullah (2016) defined academic performance as learning objectives that are established teachers and students to be met over a predetermined amount of time. With a conclusion said that continual assessment or the results of exams are used to measure the goals. Academic performance, according to Arhad, Zaidi, and Mahmood (2015), measures education outcomes and demonstrates how well students, teachers, and educational institutions have accomplished their objectives. Once more, Martha (2009) emphasized that a student's performance on tests, exams, and course work serves as a good indicator of their academic performance.

2.3 School Factors

The impact of school academic staff, infrastructural amenities, and school learning environment on students' performance in academic in government secondary in Wote sub county, Makueni County, Kenya was examined for this study.

2.3.1 School academic staff and Academic Performance

In order for students to learn well in schools, there must also be effective teaching to support their efforts. For there to be effective teaching and learning, teacher competency must be very high (Nbina, 2012). Because the country depends on education for a competitive labor market and a united populace, education must be reinforced throughout one's life (Ugbe, & Agim, 2009). The progress and direction of education are significantly influenced by teachers at all educational levels. They are the most significant component of the educational system and are crucial to the accomplishment of any educational program launched by a government.

Teachers all across the world receive organized teacher training. According to Adeniji, Akinnusi, Falola, and Ohunakin (2017), well-trained teachers are capable of possessing a solid knowledge and grasp of the subject material they are instructing their students in. According to a study by Gamoran (2006) conducted at the University of Wisconsin, teacher preparation improved student learning through its impact on instructional strategies including material delivery. Additionally, a 2009 study on educating teenagers in New York by Ugbe and Agim found that teacher training improved their material delivery by increasing their teaching abilities and expertise.

2.3.2 School Infrastructural facilities and Academic Performance

Physical infrastructure facilities, such as classrooms and school buildings, are necessary parts of any educational institution, and studies have shown that higher-quality, more recent school buildings, appropriate lighting, a state of consciousness that displays satisfaction, and air quality, as well as sophisticated labs and libraries, are associated with better test scores and student performance (Baker, 2012). In comparison to pupils in non-modernized schools, Plumley (1978)

found that students learning in modernized or new facilities regularly achieved superior grades on a variety of standardized tests. Students have more opportunity to advance academically, move up grades, and develop other personality qualities in new, well-equipped buildings.

Infrastructural facilities are defined in the context of education as those that are directly utilized during instruction to accomplish the intended learning objective. Lang, 2002 defined the term "learning environment" as "materials, facilities, or equipment present in schools or places of study and that enable teachers and students improve the acquisition of social studies information, skills, and attitude." The academic environment and resources at the school, such as the library and computer lab, are significantly connected with students' performance.

The level of parental education and library use are related to student achievement, according to Chan (1979). Student performance is positively impacted by library use. For students, the academic issue is vital, and it has a positive relationship with the parental' educational background and grade level. (Schneider, 2002).

2.3.4 School Learning Environment and Academic Performance

The definition of a work environment is "items, facilities, or equipment found in schools or study spaces, as well as those that assist teachers and students in better acquiring social studies information, skills, and attitude" (Syverson, 2005). Performance among students is strongly connected with how well they feel about the school's academic environment, library resources, and computer lab.

The working environment includes the state of the school's structure, classrooms, chairs, labs, libraries, experimental apparatus, chalkboards, zoological gardens, and experimental farms (Garrett, 1980). In classrooms with huge windows, artificial light, and well-designed skylights, students perform better than their classmates in those without these characteristics. Health, learning, and staff and student morale are all impacted by the unfavorable environmental

conditions at schools, which include a broken heating system, insufficient ventilation, and poor lighting (Jelili, & Owoade, 2013).

According to Robert and Sampson (2011), student achievement is related to parental levels in education and use of library. The utilization of the library has a positive impact on student achievement. The academic environment is a factor that affects pupils in a favorable way and has a correlation with grade level and dads' educational level (Kirmani & Siddiquah, 2008).

Sustainable schools, appropriate lighting, site planning, indoor air quality, healthy construction materials, and the use of renewable energy, according to Jelili and Owoade (2013), increase student achievement. Older facilities frequently have issues including a loud noise level and a warm atmosphere, according to Duyar's (2010) argument that school facilities have an impact on teacher effectiveness and student achievement. The performance of kids is significantly impacted by the age of school buildings.

2.4 Empirical Review

Nbina's (2012), a study examined the relationship between students' academic success in senior secondary chemistry and the quality of their teachers. The technique for the investigation was random sampling. Moment Correlation, a Pearson product, was used to survey the data. The study's findings revealed a good relationship between chemistry students' academic success and teachers' subject-matter expertise.

Another study by Sattar, & Awan (2019) examined the effect of teacher preparation on students' classroom performance. To gather data, a questionnaire was devised. According to the study's findings, cramming should be prohibited in schools and teachers should receive training to help pupils realize their full potential in the classroom.

In order to better understand Pakhtun society in the Malakand region of Khyber Pakhtunkhwa, Pakistan, Fagbohunka, 2017, conducted a study to look at students' academic performance, the development of behavioral components, and teachers' relationships with students. After being

eventually categorized by a computer program, the information was displayed in tables along with observations. The results of the investigation show a significant link between students' academic performance, access to power, and medical facilities.

In their 2020 study, Sobandi and Yuniarsih looked into how learning facilities affected the productivity of vocational schools in Bandung that offered business and management training. An explanatory survey method was used in the study. The study's findings demonstrated the positive and considerable impact that learning facilities have on Bandung's vocational schools' productivity in the field of their students' business and management knowledge.

.In her 2012 study, Njenga looked into what motivates teachers in Kenya's Kikuyu District's public secondary schools. A survey sent to teachers and head teachers was used to gather the study's data. The data were analyzed using SPSS. The study's findings showed that poor motivation contributed to secondary school teachers' below-average performance, and that extrinsic motivating factors—those brought on by rewards from the outside world, such as compensation—had a greater impact on teachers' motivation than intrinsic ones.

The standard of the facilities at schools is quite important impact on student achievement and teacher effectiveness, according to a study by Earthman (2002). The right classroom climate and noise level are crucial for effective student achievement. Since older facilities frequently have issues with the thermal environment and noise level, age of school buildings is a good proxy in this regard. The physical state of schools has an impact on how successful teachers are; according to teachers, physical changes significantly improve the learning environment.

In Ghana, a 2010 study by Onyeachu looked into the variables influencing students' academic achievement. The study's ex-post facto was used to research design and employed. According to the study's findings, insufficient teaching and learning materials lead to poor learning, which hinders the achievement of intended lesson goals and lowers students' academic performance.

Mwamwenda and Mwamwenda (2012) conducted research to ascertain the impact of physical facility accessibility on students' academic performance in Botswana. The study used a descriptive research design. The findings of the study demonstrated a direct and significant association between physical facilities and educational quality as assessed by students' academic performance. Thiruaru, (2016) conducted analysis of the elements contributing to students' poor performance in Imenti North Sub-public County's elementary schools. The study's findings indicated that poor teaching and learning materials, teachers' unfavorable attitudes, school punishment, and poor physical amenities like classrooms all had an impact on students' academic performance.

In Wote, Makueni County, Musyoka (2013) lead a study to ascertain the impact of physical infrastructure on students' academic achievement for the Kenya Secondary Education Certificate. According to the study's findings, students' academic performance is negatively impacted by the physical infrastructure, including classrooms, labs, libraries, desks, and restrooms.

2.5 Theoretical Review

This sub section covers the theory that was used in this study. The theory included the Social Learning Theory and Maslow's Theory of Motivation.

2.5.1 Social Learning Theory

Albert Bandura, a psychologist, created the social learning hypothesis in 1960. According to the social learning theory, kids pick up knowledge through watching their surroundings. According to Albert (1960), Learning can be put to use, as when a young child sees a sibling politely request and receive something, or it can be disregarded, as when a teenager overhears a friend discussing picking locks and picks up a new skill but doesn't put it to use for themselves. In particular when it comes to aggressive behavior, the social learning theory has a huge impact on how all people, especially youngsters, learn. The four components of the social learning theory are motivation, reproduction, retention, and attention. To accomplish anything, one needs motivation, which

comes from observing someone else being rewarded or penalized for their actions. This may or may not inspire students to follow suit.

Teachers assert that social model and examples are a very successful teaching strategy. If they see positive effects from an action, kids are more likely to take it themselves. People may also choose not to take such action if they perceive negative consequences. A student's curiosity is regularly and potentially aroused by uncommon, fascinating, and novel situations.

A great way for students to exchange knowledge is through peer coaching. Connected students are able to observe and learn while helping one another. Since you don't want pupils to feel uneasy or uncomfortable about another pupil helping them, peer tutoring should be introduced properly. This can help with a variety of tasks, including learning math and writing and editing academic papers. Carefully observe the children before introducing peer coaching to identify those who would profit most from the program.

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. This hypothesis is thus pertinent to the research topic, which is schools' influences on students' educational performance in public secondary schools in Wote Sub County, Makueni County, Kenya.

2.5.2 Maslow's Theory of Motivation

A hierarchy of needs was first proposed by humanist psychologist Abraham Maslow in his 1943 book *The Maslow's Theory of Motivation*. According to Maslow (1943), there is a hierarchy of requirements in humans that govern motivation. Maslow claimed that our behaviors are driven by the desire to satisfy these wants (Kaur, 2013). The psychological, security, belonging, and self-esteem wants must all be addressed before the 18 prestige needs.

The psychological state has a role in the intrinsic motivation in this investigation. According to Neher (1991), intrinsic motivation is primarily met during pre-service motivation, security is met through the teacher's salary, belonging is met through the teacher-student relationship, self-esteem is met through in-service training, and prestige needs are met through working conditions and promotion.

When these needs are addressed, the kids' performance is positive, and when they are not met, negative impacts are realized (Mathes, & Edwards, 1978). For these reasons, teachers are evaluated based on their pupils' performance. Maslow's Theory of Motivation is thus applicable to this research.

2.6 Conceptual Framework affecting school performance.

The independent variables in this study include teaching staff, infrastructural facilities and work environment while dependent variable is students' performance in goverment secondary schools.

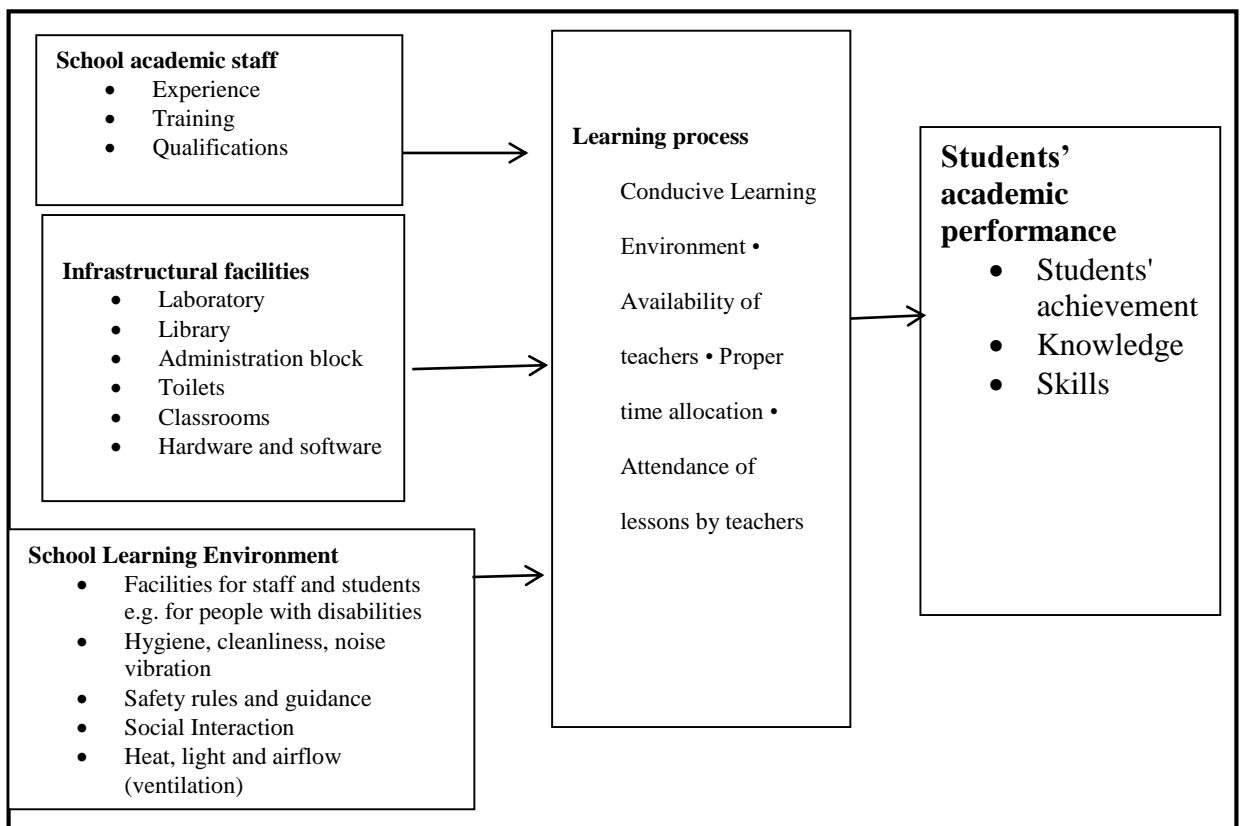


Figure 1: Conceptual Framework affecting school performance.

2.7 Summary of Literature Review and Research gaps

This study sought to determine how many school-based elements including physical facilities, instructional materials, school administration, instructors' attitudes, and students' attitudes affected performance in Kenya's secondary school diploma program. Various academics have conducted numerous studies on the same subject, with varying degrees of success. According to the reviewed literature, a head teacher's management style can have a favorable or bad impact on student achievement. Other studies that examined the qualifications of instructors found that factors influencing student achievement included qualifications, in-service tutoring, age, skill, and length of employment in the school. The availability, quality, and range of pertinent teaching resources are factors that affect student performance on the Kenya Certificate of Secondary Education, according to other studies.

Other studies also point out that frequent teacher changes, a teacher shortage, and students' learning attitudes all have an impact on students' performance. A teacher shortage was found to hinder the delivery of high-quality instruction in schools, which in turn results in poor performance in Kenya Certificate of Secondary Education (KCSE) exams. As a result, it is predicted that the current study will have the body of literature on the elements based in schools that affect students' performance. Second, the study is based on Second Schools in the previously unsearched Wote sub County of Makueni County. Table 2.1 provides an overview of the research findings from the evaluated literature.

Table 2.1 Tabulation of literature reviewed

The examined literature demonstrates how a variety of factors, including instructional tactics, home environment, peer group, and instructional resources, greatly affect students' academic achievement. Regarding instructional materials, Igiri and Effiong (2015) found that these materials have a significant role in the teaching and learning process. They also found that pupils' memory

levels improve as a result of the education they get. These findings concur with those of (Nsa, Ikot, and Udo (2013), who come up with a substantial distinction between students who received instructive visuals in their lessons and those who did not. Kurgat (2014) also found that pupils are more likely to perform well on exams when they attend schools with adequate and relevant learning opportunities.

Variable	Author (Year)	Title of the Study	Findings	Knowledge gap
School academic staff	Nbina, (2012)	Influence of teacher's competence on students' academic performance in senior secondary chemistry	Study revealed a significant relationship between teachers' competence and students' academic performance in chemistry	Independent variable was teachers' competence while this is school academic staff
School academic staff	Sattar, & Awan, (2019)	investigated how teacher training affects the students' achievements in the class	Study results suggested that teachers must be trained for the better academic achievements of the students	Methodology used not clear. Used quantitative data only.

<p>School Learning Environment</p>	<p>Fagbohunka, (2017)</p>	<p>Investigated students' academic performance, behavioral components' development and teachers'-students' relations in Pakistan</p>	<p>The study results found out a positive relationship between the student's academic performance, power supply and health facilities</p>	<p>The study was conducted in Pakistan while this study was conducted in Kenya</p>
<p>School Infrastructural facilities</p>	<p>Sobandi, & Yuniarsih, (2020)</p>	<p>Investigated effect of learning facilities on the productivity of vocational school in the area of business and management expertise in Bandung</p>	<p>The study results showed that learning facilities have positive and significant effect on the vocational school productivity in the area of students' business</p>	<p>The study used explanatory survey method.</p>
<p>School Infrastructural facilities</p>	<p>Musyoka, (2013)</p>	<p>Determined effect of physical infrastructure on students' academic performance of KCSE in Wote, Makueni County.</p>	<p>revealed that physical infrastructure including classrooms, labs, libraries, desks and toilets adversely affect students' academic performance</p>	<p>The study used explanatory survey method</p>

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section provides an impression of the study's methodology. This comprises the research plan, the intended audience, the sample size and method, the research tools, the data gathering and analysis, and the target demographic.

3.2 Research Design

A problem-solving study's defined variables are measured and evaluated using a variety of methodologies and processes that make up the research design. (Kumar, 2011). The study was adopted through descriptive research. Cooper & Schindler (2011) stressed the importance of descriptive research design in defining the characteristics of the phenomenon being studied. The public secondary school in Wote Sub County, Makueni County, Kenya, used this design to investigate school characteristics that affect pupils' academic achievement.

3.3 Target Population

Population is essentially the set of units from which the sample was taken. According to Bryman and Bell's definition in 2003. Population is defined by Polit and Beck (2003) as the sum or totality of people who meet a given set of criteria. The study's target audience consisted of eight public secondary schools in Kenya's Wote Sub County of Makueni County.

Table 3.1: Target Population

Category	Target Population	Percent (%)
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Principals	8	1.6
Teachers	175	34.2
Lab technicians	8	1.6
Students	320	62.6
Total	511	100

3.4 Sample Size and Sampling Procedure

This section outlines study's sample size as well as the methods that will be utilized to choose the respondents.

3.4.1 Sample Size

This section describes the sample size for the study as well as the procedures that will be used to choose the respondents. Random sampling was used to choose participants for the study from each strata. According to table 3.2, the sample was stratified by cadres.

Table 3.2 Responses Received

Table 3.2 Number of Respondents

Category	Target Population	Percent (%)	sample size
Principals	8	1.6%	4
Teachers	175	34.2%	77
Lab technicians	8	1.6%	4
Students	320	62.6%	141
Total	511	100	225

3.5 Research Instruments

Both open-ended and closed-ended questionnaire questions was used as the data collecting technique to obtain primary data for this investigation. (Appendix for Respondents). A

questionnaire is a crucial research instrument that enables a researcher to gather information directly from people, claims Ogula (2009). More time was given to the respondents so they could complete the surveys. The use of questionnaires was advantageous because it speeds up the process of gathering precise data. The closed-ended items were rated on a Likert scale from 1 to 5, with 1 denoting strong disagreement, 2 disagree, 3 neutral, 4 agree, and 5 denoting strong agreement. Likert scales are crucial for gauging perception, attitude, and values. They also gauge how much people agree or disagree with certain statements (Upagade & Shende, 2012). The survey was split into two sections: part A included the respondents' backgrounds, and part B contained information on the issues being studied.

3.6 Pilot Testing

Pilot and Beck (2012) define a pilot study as a pre-test conducted by a researcher prior to the bigger study with the sole purpose of determining whether the methodology of choice is workable, the sample is sufficient, and the questions in the research instrument of choice are clear. Pilot tests are typically used to identify flaws in instruments and design as well as to provide alternative data for choosing a probability sample (Cooper & Schindler, 2008). Pretest participation rates range from 1 to 10% of the sample population, according to Render et al. (2012). Twenty respondents, or 8.8% of the sample size, engaged in the pilot study, making up the sample size for the whole study.

3.6.1 Validity of the Research Instrument

(Bell, 2010) state that the extent to which a research instrument produces an accurate representation of what it is intended to measure is known as validity. In order to determine whether a set of questions is valid, we must determine whether they sufficiently address the study's goals. This should cover whether or not the way that the responses are recorded is suitable. Validity is used to assess how well the questions reflect the factors being studied (Mugenda & Mugenda, 2009). Through careful assessment of the questionnaire by four randomly chosen respondents from four schools among the study's target group, the questionnaire's content validity was established.

3.6.2 Reliability of the Research Instrument

An instrument's reliability is determined by how consistently it produces results (Delpont & Roesternburg, 2011). Internal consistency and test-retest reliability are the two most popular ways to assess a scale's dependability. The internal consistency of the survey was assessed using the Cronbach's Alpha coefficient. In order to assess the dependability of the research instrument, a criterion of 0.7 was utilized (Cronbach, 1951).

3.7 Data Collection Procedure

The process of acquiring raw, unprocessed data that can be converted into relevant data after the scientific method of data analysis is known as the data collection procedure (Garg, & Kothari, 2014). In eight public secondary schools in Kenya's Wote sub-county of Makueni County, 225 respondents to self-administered questionnaires were the source of the study's primary data. With the aid of a qualified research assistant, drop and pick later was used to gather the study's data. The respondents had enough time to complete the survey. The introductory letter the researcher had served as the foundation for asking responders to participate.

3.8 Data Analysis Techniques

Methodical manipulation, processing, and arranging of collected data with the goal of generating information that is useful is referred to as data analysis.(Smith, 2015). Before analysis, data must be edited, coded, categorized, and tabulated. Descriptive and inferential approaches were employed in the investigation. Inferential statistics involved variances and correlations, whereas descriptive statistics needed to compute the mean and standard deviation.

Generally speaking, a helpful beta coefficient indicates a positive association between independent and dependent variables, whereas a negative relationship is coefficient by a negative beta. When the beta coefficient is a 0, it is assumed that explanatory and dependent variables has no relationship between. The variance percentage in the dependent variable (students' academic

performance) that is explained by all of the independent factors is represented by the R² coefficient of determination (school academic staff, infrastructural facilities and School Learning Environment). As a result, the R² value in the model served as a gauge of its predictive power. The study's significance threshold was p=0.005. When the value of p is less than 0.05, there is a significant relationship between the independent and dependent variables is significant; however, when the value of p is greater than 0.05, there is no significant relationship. The ensuing study's multiple linear regression analysis was assessed. $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$

Where:

Y = Students' academic performance

X₁ = School academic staff

X₂ = Infrastructural facilities

X₃ = School Learning Environment

ε stands for the error term, 0 for the constant, and 1, 2, and 3 for the regression coefficients. The table presents the analyzed data to make the comprehension and understanding of the research findings easier.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This section, which is broken down into subcategories that are based on the study objectives presents the findings. The purpose of the study was to help identify the variables that influence students' academic performance in Kenya's MAKUENI County public day secondary schools.

4.2 Response Rate

The response rate was calculated by questioners distributed to 18 principals and 89 teachers with a total number of 107 questions was officially completed and returned.

Table 4.1: Response Rate

The response rate was as presented in the following table 4.1

Respondents	Returned	Not Returned	Percentage
Principals	16(88.9%)	2(11.1%)	18(100%)
Teachers	82(92.1%)	7(7.87%)	89(100%)

According to Table 4.1, 88.9% of school principals and 92.1% of instructors responded to the survey. 90.5% of teachers and school principals responded to the survey overall. According to Baruch and Holtom (2014), a response rate of above 80% is required for data analysis. Thus, the excellent rate of average return was 90.5 percent. This was endorsed to the researcher's will to engage in a direct communication with the respondents.

4.3 Socio-demographic characteristics of respondents

This survey had 98 respondents who provided demographic information on both teachers and principals.

4.4 Respondents' Gender

There were 98 participants in this survey who provided demographic information on both teachers and principals.

Table 4.2: Distribution of Respondents by Gender

The respondents were distributed as shown in the following table 4.2

	Principal		Teachers	
	Frequency	Percent	Frequency	Percent
Male	6	37.5	35	42.7
Female	10	62.5	47	57.3
Total	16	100.0	82	100.0

According to Table 4.2, 62.5% of the principals were men and 37.5% were women, meaning that most of the principals were men. On the other hand, there were more male instructors (47.0%) than female teachers (35.0%).

4.5 Respondents' Work Experience

Principals and teachers were requested to give their opinions on how they thought work experience did influence students' academic performance.

Table 4.3: The teaching experience of Principals and teachers

The following Table 4.5 summarizes the analysis and presentation of the teachers' and principals' findings regarding the impact of teaching experience on students' academic performance.

Years of teaching	Principals		Teachers	
	Frequency	Percent	Frequency	Percent
Less than 2 years	1	6.3	7	8.5
2 – 5	5	31.3	6	7.3

6 – 9	4	25.0	29	35.4
10 and above	6	37.5	40	48.8
Total	16	100.0	82	100.0

According to statistics from Table 4.3, the majority of the principals with working experience of at least ten years is 37.5%, 31.3% had teaching experience of between two and five years, 25.0% had between six and nine years of experience, and 6.3% had less than two years of experience. The majority of instructors (48.8%) had at least ten years of experience in the classroom, followed by 35.4% educators with six to nine years of experience, 8.5% with less than two years, and 7.3% with two to five years.

4.6 Educational Resources' Effect on Students' Academic Performance

It was sought of principals and teachers to express their views on the extent to which they believed that studying materials affected students' academic achievement.

Table 4.4: Principals' comments regarding how teaching resources affect students' academic performance

Table 4.4 below analyzes and presents the principals' findings regarding the effects of instructional strategies on pupils' academic achievement.

S.No	Statements	SA	A	D	SD
		F(%)	F(%)	F(%)	F(%)
1.	The use of instructional materials enables students to follow, review, and refer to content, improving academic performance.	7(43.8)	4(25.0)	3(18.8)	2(12.5)

Teaching aids facilitate student learning and raise

2. academic achievement.	5(31.3)	7(43.8)	1(6.3)	3(18.8)
3. The school's library is sizable and well-equipped.	9(56.3)	6(25.0)	1(6.3)	0(0.0)
4. Classrooms can accommodate all students.	6(37.5)	5(31.5)	3(18.8)	2(12.5)

Teachers are capable of managing pupils'

5. academic affairs.	8(50.0)	4(25.0)	1(6.3)	3(18.8)
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According to Table 4.4, half of the of principals (50%) truly agreed that teachers are sufficient for comfortably overseeing students' academic performance. Additionally, it was found that a quarter (37.5%) of principals agreed that the school library is a well-equipped and roomy. In addition, 12.5% of principals strongly disputed that there was enough classrooms to accommodate the amount of children. Principals generally agreed with the assertion that classroom space is enough for managing students—43.8% of them agreed that instructional resources provide students something to use, review, and refer to, which improves academic performance. However, 18.8% of principals disagreed.

Table 4.5: Teachers' opinions on how teaching resources affect their pupils' academic achievement

The following Table 4.5 analyzes the teachers' findings regarding the impact of instructional strategies on their students' academic achievement.

S.No	Statements	SA	A	D	SD
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	F(%)	F(%)	F(%)	F(%)
1. With the use of instructional resources, students can follow along with, review, and refer to material, improving their academic performance.	50(61.0)	15(18.3)	12(14.6)	5(6.1)
2. Teaching resources aid in student learning and boost academic performance.	31(37.8)	22(26.8)	19(23.2)	10(12.2)
3. The school boasts a large, well-stocked library.	13(15.9)	3(3.7)	49(59.8)	17(20.7)
4. There are sufficient classrooms to accommodate all the students.				
5. The number of teachers to comfortably manage the academic needs of the students is sufficient.	6(7.3)	10(12.0)	26(31.7)	40(48.8)
	11(13.4)	2(2.4)	37(45.1)	32(39.0)

Table 4.5, only a quarter (15.9%) of teachers fully support that school has a sizable and well-stocked library, compared to 48.8% that is almost half who do not agree strongly that enough classrooms to have all of the students and 23.2% who confidently disagreed with the use of teaching materials encourages student learning and boosts performance in academic. Similar to the last illustration, 61.0% of instructors strongly agreed that using instructional resources gives students something to follow, study, and refer to, which improves academic performance, whereas 6.1% of teachers disagreed completely.

Table 4.6: Principals' comments on the impact of teaching methods on students' academic performance

Table 4.6 below summarizes the analysis and presentation of the principals' findings regarding the impact of teaching methods on students' academic performance.

S.No	Statements	SA	A	D	SD
		F(%)	F(%)	F(%)	F(%)
1.	Assist students with cognitive demanding task To improve academic performance which can be assessed and referred to as high academic success	10(62.5)	4(25.0)	1(6.3)	1(6.3)
2.	Encourage pupils to refresh their information and examine their thinking enhances students academic performance.	9(56.3)	5(31.3)	2(12.5)	0(0.0)
3.	Aids student with knowledge demonstration enhances the academic achievement of pupils	11(68.8)	3(18.8)	1(6.3)	1(6.3)
4.	Student academic performance is improved by using tiered questioning approaches to manage responses.	8(50.0)	6(37.5)	0(0.0)	2(12.5)
5.	The academic performance of students is Improved by setting them up to interact with the subject.	10(62.5)	4(25.0)	1(6.3)	1(6.3)

According to Table 4.6, 56.3% of principals truly believe that encouraging pupils to challenge their assumptions and improve their abilities improves students' academic success. 25.0% of the principals believed that encouraging student

interaction with the material enhances pupils' academic performance. Additionally, 6.3% of the principals strongly disagreed with the claim that assisting kids in undertaking cognitively challenging tasks enhances their academic achievement, which is then reviewed and referred to as superior academic performance. On the other hand, just 6.3% of the principals strongly supported the idea that to improve their academic achievement students need to engage in cognitive activities..

4.7 Teachers' opinions on how teaching methods affect students' academic performance

Principals and teachers were requested to give their opinions on how they thought instructional materials did influence academic performance of the students.

Table 4.7: Responses from teachers regarding the impact of teaching methods on students' academic performance

The following Table 4.7 analyzes and presents the teachers' findings regarding the impact of instructional methods on students' academic achievement.

S.No	Statements	SA F(%)	A F(%)	D F(%)	SD F(%)
1.	Helping pupils complete cognitively challenging tasks enhances their academic achievement which may be reviewed and referred to for greater academic success.	53(54.1)	18(18.9)	8(9.8)	3(3.7)
2.	The academic performance of pupils is improved by assisting them to review their knowledge and Analyze their reasoning.	59(60.7)	33(33.6)	10(12.2)	8(9.8)
3.	Enhancing pupils academic achievement through Knowledge demonstration.	31(37.8)	33(33.6)	10(12.2)	8(9.8)

4. The academic performance of students is enhanced by using tiered questioning approaches to manage responses. 40(41.8) 28(28.7) 0(0.0) 14(17.1)

5. The academic performance of students is improved by setting them up to interact with the subject. 51(51.6) 17(20.7) 7(7.4) 7(7.4)

Many of the educators 33.6% of teachers agreed that assisting students in demonstrating their understanding helps Students' academic achievement, while 51.6% support agreed that placing pupils in groups where they may actively participate with the topic does so.17.1% of the teachers, however, strongly disagreed with the claim that using a tiered questioning strategy to manage responses enhances students' academic performance. When asked if helping pupils challenge their thinking and keep up with new information enhances academic achievement of students, 60.7% strongly agreed, and 19.7% disagreed.

4.8 Home environment has an impact on students' academic performance

Teachers and principals were asked for their thoughts on whether or not the family environment affected kids' academic achievement.

Table 4.8: Principals' comments regarding home life and kids' academic success

The following Table 4.8 presents an analysis of the principals' findings regarding the impact of the family environment on kids' academic success.

Serial .No	Statements	SA	A	D	SD
		F(%)	F(%)	F(%)	F(%)
1.	letting parents be in their children's learning experiences has a optimistic effect on their academic success.	11(68.8)	3(18.8)	0(0.0)	2(12.5)
2.	Student academic performance is one way Impacted by the educational level of their parents.	8(50.0)	4(25.0)	3(18.8)	1(6.3)
3.	A student academic achievement is directly Impacted by the parenting style.	6(37.5)	6(37.5)	4(25.0)	0(0.0)
4.	Pupils from wealthy homes perform better academically since they are provided with all necessary materials.	7(43.8)	5(31.3)	1(6.3)	3(18.8)
5.	Parents supervision and tracking to their children Performance	10(62.5)	3(18.8)	1(12.5)	1(6.3)

The study shows that, 43.8% of the principals strongly support that when wealthy children are given access to all required resources, they perform better academically. 50.0% of the principals said that the parent's education directly affected the student's academic progress. In addition, 6.3% of respondents firmly disputed that parental oversight and monitoring of their kids' academic progress at home has an impact on their achievement in school. Regarding the assertion that parental involvement in their kids' school experiences improves their achievement. The notion that parents being part of their children's educational experiences contribute to their academic levels of accomplishment was strongly supported upon by 68.8% of the principals, while 12.5% of the principals strongly disagreed.

Table 4.9: Teachers respond to questions on how the family environment affects children' academic success.

Table 4.9 below analyzes and presents the instructors' findings regarding the impact of the family environment on children' academic success.

S.No	Statements	SA	A	D	SD
		F(%)	F(%)	F(%)	F(%)
1.	engagement of parents on learning of their children has a big effect on academics levels	42(51.2)	24(24.6)	12(14.6)	1(4.9)
2.	Parents educational level affects students performance	50(61.0)	14(17.1)	10(12.2)	8(8.5)
3.	Performance of students in academic is directly affect by parenting style	54(65.9)	20(24.4)	3(3.7)	5(6.1)
4.	well up families students do better in studies For they have access of all materials required	68(82.9)	11(13.4)	2(2.4)	1(1.2)
5.	Parents supervision and tracking to their children Performance	49(59.8)	19(23.2)	9(11.0)	5(6.1)

Parents supervision and tracking to their children

Performance

The idea that students from households with higher earnings perform better in school because they have greater access to resources was supported by 82.9 percent of educators.

The study's findings show that 6.1% of teachers vehemently reject the idea that a parent's parenting style significantly affects a child's academic progress. Table 4.10 shows that, while 3.7 percent of

instructors disagree, 65.9% strongly agree that parenting style has had a major impact on students' academic success.

4.9 Academic Performance of Students and Peer Group Influence

Teachers and principals were asked for their thoughts on whether or not peer pressure affected pupils' academic achievement.

Table 4.10: Principals' Comments Regarding Peer Group

The principals' responses to the question of how peer groups affect pupils' academic performance are shown in the table as results.

S.No Statements	SA	A	D	SD
	F(%)	F(%)	F(%)	F(%)
1. Having group discussion helps student improve on academic performance	9(56.3)	5(31.3)	1(6.3)	1(6.3)
2. Having a good relationship between students And teachers aid in improving student academics	7(43.8)	4(25.0)	2(12.5)	3(18.8)
3. Group discussion with peers helps improve performance of students	10(62.5)	5(31.3)	0(0.0)	1(6.3)
4. Academic performance can also be improved by having remedial classes	8(50.0)	7(43.8)	1(6.3)	0(0.0)

Data showed that 43.8% of principals strongly believed that greater teacher-student relationships would.

connection enhances a student's academic achievement. 31.3% of the principals believed that peer group conversation enhances students' academic performance. In addition, 6.3% of the

Principals vehemently opposed that allowing group talks helps kids perform better in class.

Table 4.11 Reaction of teachers to peer groups

The findings of the instructors' responses about the impact of peer groups on students' academic performance are shown in the table.

S.No	Statements	SA	A	D	SD
		F(%)	F(%)	F(%)	F(%)
1.	Having group discussion helps student improve on academic performance	62(75.6)	13(15.9)	2(2.4)	1(1.2)
2.	Having a good relationship between students And teachers aid in improving student academics	62(75.6)	13(15.9)	2(2.4)	5(6.1)
3.	Group discussion with peers helps improve performance of students	41(50.0)	29(35.4)	7(8.5)	5(6.1)
4.	Academic performance can also be improved by having remedial classes	5(67.7)	14(17.1)	9(11.0)	4(4.9)

Table 4.12 state that 75.6% of instructors strongly agreed that better student-teacher relationships boost academic achievement. Only 4.9% of tutors strongly do not support, according to the research, that remedial programs improve students' academic achievement. Peer group conversation being beneficial to students' academic progress was supported by 30.5 percent of teachers, but 8.5 percent stronglydisagreed.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, the findings summary, debates, and interpretation are presented.

5.2 Summary of Findings

Examining the factors affecting students' academic performance in Kenya's public day secondary schools in Makueni county was the study's specific objective. The study focused on how a student's learning environment, teaching strategies, family environment, and peer group affected their academic achievement.

5.2.1 Effect of Teaching Resources on Students' Academic Performance

The study examined how educational resources affect pupils' academic success in Makueni County public day secondary schools. The statistics show that 50.0% of principals strongly think that their teachers are capable of taking care of kids' academic needs. 39.0% of the teachers disagreed strongly with the declaration that we have enough instructors to readily meet the academic requirement of the students, in contrast to the majority of teachers who did. This is in line with a 2015 study by Igiri and Effiong, which found that students who receive science instruction from professors who are particularly knowledgeable about their subject and who are exposed to work on related educational materials are given higher grades. The study's findings showed that at least 37.5 percent of principals strongly support that schools' libraries have enough space and were equipped, but only 13.4% of teachers shared this opinion.

This research supports the findings of (Okhakhu, Oladiran, and Omoike (2016), who found that schools with access to sufficient instructional materials—such as a library—performed better on academic performance tests than those with insufficient access to high-quality educational resources.

Furthermore, 48.8% of the instructors strongly disputed that there are enough classrooms to accommodate all of the children, as stated by 37.5 % of the principals, who responded that there are enough classes to accommodate all students. This contradictory opinion can indicate that schools have received funding to construct classrooms as a result of which the principals were afraid of being held accountable for the inadequateness. The findings supports what Kurgat (2014) found in his research, which found that students who attend schools with relevant and appropriate learning opportunities are more likely to perform well on tests. It might be argued that since appropriate instructional resources are associated with good performance, the subpar performance of Makueni County's day secondary schools is the result of such materials.

5.2.2 Effect of Instructional Methods on Academic Performance of Students

The purpose of this study was to determine the importance of instructional strategies on students' academic performance in Makueni County's public day secondary schools. 56.3 %of principals strongly agreed that giving kids support when they are debating their assumptions and honing their skills improves their academic performance. 51.6% of instructors and 62.5% of principals strongly agreed that arranging students to engage with the material improved students' academic performance. 3.7% of the teachers also disagreed vehemently with the claim that assisting children in performing cognitively challenging tasks enhances their academic achievement, which is then reviewed and referred to as better academic performance. Similar to this, the majority of principals and teachers believed that encouraging pupils to display their knowledge enhances kids' academic success. This suggests that in order for students to perform effectively, a successful technique should be used, according to the principals and teachers. Other academics' studies support the idea that instructional materials play a crucial role in students' academic progress. In a Pakistani study conducted by Nafee et al. (2012), it was shown that the problem-based group significantly outperformed the traditional lecture-based group in terms of academic achievement in a high school general science class. The results also support those of Abbas and

Khurshid (2013), who note that professors with advanced degrees used motivational strategies including positive reinforcement and students' awareness of their grades.

5.2.3 Student Academic Performance and the Home Environment

The study's objective was to ascertain the impact of home environment on students' academic achievement in Makueni County's public day secondary schools. The findings showed that 43.8% of principals strongly concurred that children of wealthier parents perform better in school because they are provided with more educational resources. 6.3% of the teachers thought the remark was inappropriate. a large number of persons 37.5 percent of principals believe that parental style has a big impact on how well students do in school. These results support research that found 65.9% of instructors strongly believed that parenting style had a major impact on pupils' academic progress, with only 6.1 percent disagreeing. 56.8% of principals and 61.0% of instructors felt that the parent's level of education directly influenced the students' performance. Furthermore, 6.3% of the principals powerfully disputed that parental observation and monitoring of their children's academic success at home has an impact on their performance in school. Parents should put their children's academic success first by providing all the necessary learning tools and actively participating in learning activities. . These results are consistent with Kamuti's (2015) descriptive analysis of how the home environment affects students' academic performance in public secondary schools, which demonstrated that the financial stability, level of commitment, and parenting style of the parents all influence children's academic performance. In his research on how the home environment affects academic achievement, Egunsome (2014) discovered a substantial correlation between students' academic success and the educational attainment of their parents' jobs and the location of their homes.

5.2.4 Academic Performance of Students and Peer Group Influence

This study's goal was to find out how students' academic performance in Makueni County's public day secondary schools is influenced by their peer group. The findings showed that teachers and principals, who together accounted for 75.6% of the sample, firmly agreed that improved teacher-student relationships result in greater academic performance from children. Peer group discussions promote student academic achievement, according to the majority of principals (62.5%), while 6.3% of principals disagree with the claim that stronger teacher-student relationships boost students' academic success.

Furthermore, 6.3% of administrators and 1.2% of teachers strongly disagreed with the claim that allowing for group discussions helps kids perform better academically. The findings are consistent with those of Omollo and Yambo (2017), who examined how peer pressure affected school dropout in the Kenyan county of Migori. They found numerous instances in which students were allowed to leave class and never returned, and they also found that schools had never intended to assist students from low-income families. This is in line with the findings of Korir and Kipkemboi (2014), who found that classmates and the school environment both had a big impact on students' academic achievement.

5.3 CONCLUSIONS

5.5 Conclusions

The results showed that peer groups, family environments, instructional methods, and curriculum materials all had a significant impact on kids' academic performance in Wote sub county, Makueni County.

5.5.1 Educational Resources

In any school, instructional materials play a critical role in assessing student achievement. The performance was excellent when the training materials were sufficient, and vice versa. The teaching-learning process is also encouraged and made more effective when improvised educational materials are used. The use of instructional materials improved student grasp of topics and improved academic achievement, and the achievement of learners who were taught

using educational content was significantly greater than that of students who were not. The study also comes to the conclusion that Makueni County's public day secondary schools' performance on the KCSE would increase if there were more instructors who were capable of comfortable managing the academic needs of the students. The study therefore draws the conclusion that Makueni County schools lack a large, well-equipped library based on its findings.

5.5.2 Techniques for Instruction

According to the study's findings on teaching methods, conversation, demonstration, and inquiry are the methods that improve students' academic achievement the most. Teachers can employ effective strategies and tactics to increase learning effectiveness since motivation is a key aspect in piquing students' interest in the learning process. Instructional strategies that promote participation and the sharing of viewpoints, experiences, and values are used to explore and address various subjects, allowing for the emergence of new learning. It was discovered that encouraging student interaction with the material enhances learning.

5.5.3 Home Environment

The study came to the conclusion that parental educational background, financial situation, occupation, and parenting style are all connected and have a direct impact on students' academic performance in public day secondary schools. As the family is the main socializing force, many of the values taught in school are initially ingrained in the child at home. The home environment of the students has a significant impact on their academic success.

5.5.4 Peer Group

The study also demonstrated how significantly peer group effects knowledge. Because they determine enrollment in most classes, several characteristics, like academic achievement is influenced by a variety of factors, such as social economic class and family conditions. For example, students rely more on their peers than on their teachers and parents when it comes to academics, and parents monitor their children's participation in their peer groups, which has an effect on their performance. Without sufficient supervision, pupils form poor classrooms and the majority of them are more interested in getting along with their classmates than with their educators and parents.

5.6 Recommendations

In order to reduce the expense of creating and maintaining instructional resources, the report recommends that teachers be creative in the way they gather, prepare, and use teaching resources. To encourage active student participation in class work, teachers should make use of instructional materials experiences. To improve students' academic performance, the government should make sure that instructional resources are distributed fairly to public day secondary schools serving both urban and rural areas. Regarding instructional techniques According to the findings, teachers of all-encompassing courses should be encouraged to employ a variety of strategies, including

discussion, peer training, group work, and activities, to aid students enhance their understanding and talents, depending on their level of comprehension.

Regarding the home environment, the study made the point that one way to boost academic achievement is to urge parents to keep up with their children's academic concerns. Additionally, parents should be encouraged to create pay-producing systems because they take into account the drawn-out arrangement of basic and educational needs.

Guardians and other significant adults should provide learning-friendly and stimulating environments for their children at home and in school. According to the study, peer groups can be employed as study groups, and professors should encourage successful classroom involvement. The teacher shouldn't be either too strict or too permissive in order to promote a good student-teacher connection. Children should be well-supervised by their parents, and they should be allowed to develop friends who will help them learn both at home and at school. Peer groups should be used by teachers to encourage learning because they should be aware of how important they are to children's learning..

5.7 Suggestion for Further Research

Guardians and other significant adults should provide learning-friendly and stimulating environments for their children at home and in school.

According to the study, peer groups can be employed as study groups, and professors should encourage successful classroom involvement. The teacher shouldn't be either too strict or too permissive in order to promote a good student-teacher connection. Children should be well-supervised by their parents, and they should be allowed to develop friends who will help them learn both at home and at school. Peer groups should be used by teachers to encourage learning because they should be aware of how important they are to children's learning.

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Appendices

Appendix I: Letter of Introduction

Dear Respondent,

RE: RESEARCH DATA COLLECTION

I am a postgraduate student of University of Nairobi pursuing a postgraduate diploma education.

I am currently collecting data for my research project titled “*school factors that influence students’ academic performance in public secondary in Wote sub county, Makueni County, Kenya*”. In view of the above, I am humbly requesting you to cooperate in answering the questionnaires attached here-with. Kindly read the accompanying instructions and respond to the questions as provided for. This help me to collect the necessary data for analysis, hence, achieve the objectives of the study.

The information that you provide remain confidential and was used exclusively for this research and not for any other purpose whatsoever. Your response and cooperation in this matter was highly appreciated. Thank you in advance.

Yours Faithfully,

Stanley Makenzi Mulinge

Appendix II: Questionnaire for Respondents

To the respondents:

Please consider each item carefully. Your answer to the questions help and provide awareness for the students and teachers of your school as well as the neighboring high schools with regards to the strategies of teachers in relation to the academic performance of the students. Rest assured that your answers would be kept highly confidential.

Thank you very much and God bless!

RESEARCHER

Section A: Socio-demographic characteristics of respondents

1. Please indicate your gender
 - a) Male ()
 - b) Female ()
2. Kindly indicate your age
 - a) 12 to 20 years
 - b) 21 to 30 years
 - c) 31 to 40 years
 - d) 41 to 50 years
 - e) Above 51 years
3. Please indicate your level of education
 - a) Student ()
 - b) Diploma holder ()
 - c) Graduate ()
 - d) Postgraduate ()

Section B: School Academic Staff

1. In your own opinion, do you think your school has adequate academic staff?

a) Yes ()

b) No ()

Give reason for your above,

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2. Please indicate the extent to which you agree with the following statement concerning the academic staff, where 1= strongly disagree, 2= disagree, 3= neutral, 4=agree, 5= strongly agree

Description		Response				
		1	2	3	4	5
1	Teacher's experience affect students' academic performance					
2	The school has well trained academic staff					
3	Teacher completes the lesson within period time					
4	Teacher shows positive attitude in the class					
5	The school has adequate trained teachers					
6	Trained are teacher more competent					

Section C: School infrastructural facilities

1. Please indicate the extent to which you are agree with the following statement concerning the influence of school infrastructural facilities on students’ academic performance, where 1= strongly disagree, 2= disagree, 3= neutral, 4=agree, 5= strongly agree

Description		Response				
		1	2	3	4	5
1	The school computer lab is well equipped					
2	The school has enough furniture for student					
3	The school has laboratories well equipped					
4	The school library service are good and adequate reference books					
5	The school has adequate health facilities					
6	The school has adequate toilet facilities					

2. Kindly, indicate any suggestion your school can take to improve on her infrastructural facilities

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Section D: School learning environment

1. Do you feel there is safe learning environment in your school?

a) Yes ()

b) No ()

2. Please indicate the extent to which you are agree with the following statement on school learning environment, where 1= strongly disagree, 2= disagree, 3= neutral, 4=agree, 5= strongly agree

Description		Response				
		1	2	3	4	5
1	The classrooms are well ventilated and always clean					
2	The school assist students to understand their feelings and interact with their peers					
3	School academic staffs regularly observe students as work and play					
4	The school has enough facilities for staff and students with disabilities such as toilets, chairs					
5	The school has safety rules and guidance					

Section E: Academic Performance

1. Please indicate the extent to which you are agree with the following statement on academic performance, where 1= strongly disagree, 2= disagree, 3= neutral, 4=agree, 5= strongly agree

Description		Response				
		1	2	3	4	5
1	I enjoy homework and activities because they help improve skills in every subject					
2	I made myself ready in all my subjects					
3	I pay attention and listen during every discussion					
4	I want to get good grades in every subject					
5	I actively participate in every discussion					
6	Solving problems is a useful hobby for me.					

Thank you