EFFECTS OF SOCIAL-ECONOMIC AND INSTITUTIONAL FACTORS ON BOYS' PERFORMANCE IN KENYA CERTIFICATE OF SECONDARY EDUCATION IN SUBUKIA DISTRICT, KENYA

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DECLARATION

This project is my original work and has not been presented in any other University or institution for any award.

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This project is dedicated to my dear wife and children who sacrificed all they could to ensure that I completed my work on time.
ACKNOWLEDGEMENT

I am greatly indebted to the many people and institutions that have been helpful in the course of writing this project. I would like to deeply thank my supervisor Professor John Aluko Orodho and Dr. Charles M. Magoma both of Department of Education Management, Policy and Curriculum Studies, School of Education Kenyatta University, who continually guided me throughout this period. Without their advice and words of encouragement, this project would not have been completed. Their constructive and stimulating critique of the draft was paramount in shaping it. I acknowledge my family, friends and my course mates for their tremendous support.
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ACRONYMS AND ABBREVIATIONS

EFA - Education for All
K.C.S.E - Kenya Certificate of Secondary Education
KCPE - Kenya Certificate of Primary Education
NGO - Non-Governmental Organizations
SES - Social Economic Status
ABSTRACT

To understand the causes of the evident declining performance of boys in secondary schools, the study sought to establish institutional and social economic factors that affect the boy students' achievement in Subukia District, Nakuru County. The study had four objectives namely; to assess the performance of boys in Kenya Certificate of secondary Education in Subukia District; to analyze the social-economic factors affecting the performance of boys in Kenya Certificate of Secondary Education in Subukia District; to evaluate institutional factors affecting performance of boys in Kenya Certificate of secondary Education in Subukia District: and to assess the mechanisms adopted by secondary schools in Subukia District to help boys improve their performance in Kenya Certificate of Secondary Education. The study adopted a survey design where questionnaires and interviews were administered to the participants. The target population of the study was 7,943 consisting of 7,886 boy students and 57 principals. Using purposive sampling technique, the study drew a sample of 429 consisting of 372 students and 57 principals. The data collection instruments included a questionnaire and an interview. The questionnaire was used to collect data from the students while the interview was used to collect qualitative data from the principals. The quantitative data obtained was analyzed using SPSS to generate mean, percentages frequency. The data was presented using pie charts, graphs and frequency tables. Qualitative data was analyzed using thematic analysis where themes were identified and interpreted. Further, Pearson's correlation coefficient was used to establish the extent to which the social-economic and institutional factors affected the performance of the boys in Kenya Certificate of Secondary Education in Subukia Districts. Among the findings of the study was that parents' income and education levels positively correlated to the boys' performance in Kenya Certificate of Secondary Education. Syllabus coverage and motivation by teachers are also positively correlated to boys' performance in Kenya Certificate of Secondary Education in Subukia District. According to the principals, the specific problems that affect boys' performance negatively were truancy and coupling especially in mixed schools. The study concluded that as boys progress within the school system their performance declines due to institutional and social economic factors such as lack of fees and indiscipline. This study recommends that secondary schools should consider fully operational guidance and counseling departments to mitigate on the effects of social-economic and institutional factors effecting the boys performance in Kenya Certificate of Secondary Education in Subukia District.
CHAPTER ONE

INTRODUCTION AND CONTEXT OF THE STUDY

1.1 Introduction

In this chapter, background information that relates to the research problem is provided. The research problem under investigation is explained, justified and the objectives stated. The chapter provides the study’s guiding theoretical framework and a conceptual framework showing the variables investigated and their relationships.

1.2 Background Information

Identifying factors that influence students’ learning and thus achievement continues to be an important objective of educators at all levels (Carrotte, 1999). Various factors affect student achievement at secondary education level like personal confidence and a feeling of competence in learning; hopeful but realistic projection into the future occupational roles and social roles; emotional stability; temperamental tendency towards introversion; relative independence from teachers and a tacit acceptance of the of the curricular and work demands arising within the structure of tuition (Wankowski, 1991). Self-efficacy has been identified as a positive predictor of academic performance (Lee and Bobko, 1994). Achievement is affected by students’ personal characteristics, attitudes, activities and most of all students’ interest and engagement. Students with low academic self-esteem and the students that are not interested and actively engaged are at a significantly higher risk of low achievement. (Linnakyl, Malin, and Taube, K., 2004). Students’ attitude towards a particular subject has a positive relationship with achievement (Bos and Kuiper, 1999). Cognitive aspects, motivational factors, teaching methodology and classroom-contextual factors exercise a significant influence. Cognitive factors including
cognitive capabilities, previous knowledge, and, to some extent, subject-specific self-concept are important for achievement (Von et al 1998).

Along with these factors pertaining to the students’ personalities, family background is also very important. Research indicates that students from lower socio-economic background in terms of parents’ occupational status faced a higher risk of low achievement. Home educational background and parents’ educational attainment greatly influences the quality of education for their children. Student achievement was found to be directly proportional to the education of their parents (Rainey and Murova, 2004). The cultural factors of the home were another family characteristic that proved significant in predicting low achievement (Linnakyl et. al, 2004).

The educational institute has the key importance in this regard. Social climate of the institute indicated by characteristics such as the teachers’ inclination towards improving educational achievement, and their expectations for pupil achievement are crucial for student achievement (Brookover and Lezotte, 1979). Teaching directly affects attitudes toward a particular school subject (Papanastasiou, 2002) and achievement is directly related to attitude. Conducive environment and other facilities provided by the institute affect the student learning positively (Schneider, 2002). Along with physical facilities, guidance services provided by the institute play a significant role in achievement. Guidance services have significantly positive effect on student’s study attitudes, study habits and academic achievement (Chaudhary, 2006).

There are social environmental variables, such as home and classroom factors that matters in academic development. Some authors (Newkirk, 2002) argued that boys
fell behind girls academically in school, because classrooms were feminized environments, in which teacher attitudes, classroom rules, and learning tasks favored girls. Boys failed to invest in reading and writing because they perceived these as feminine activities. Factors that may lead boys to view literacy as a feminine activity included the prevalence of women in elementary teaching and as primary caregivers of children. In addition, boys' preferences in reading materials were not reflected in the types of reading materials available in classrooms and libraries.

In Subukia District the performance of KCSE has been declining over time. According to the Ministry of Education (2012), the district's mean score was B in 2009, B- in 2010 and C+ in 2011. Though boys were reported to have more quality grades than girls (B+ and above), the average grade for boys was generally lower than for girls. While 35% of girls scored C+ and above, 23% of boys scored similar grades.

1.3 Statement of the Problem

There is a range of factors that affect the quality of performance of students (Waters and Marzano, 2006). The environment and the personal characteristics of learners play an important role in their academic success. The school personnel, members of the families and communities provide help and support to students for the quality of their academic performance. This social assistance has a crucial role for the accomplishment of performance goals of students at school (Goddard, 2003).

The relationship between gender and the academic achievement of students has been discussed for decades (Eitle, 2005). A gap between the achievement of boys and girls has been found, with girls showing better performance than boys in certain instances.
(Chambers and Schreiber, 2004). For instance when the 2009 Kenya Certificate of Primary Education (KCPE) results were released, the girls were reported to have performed better than the boys particularly in the languages. The trend is that the girls are catching up with the boys and sooner than later, they may be doing better than the boys even in the sciences (Ongeri, 2010). Thus there must be certain social-economic and institutional factors that may be increasingly disadvantaging the boys resulting to the deteriorating performance.

1.4 Purpose of the Study

Given the problem of the study, the purpose of this study was to assess the effects of social-economic and institutional factors on the performance of boys.

1.6 Objectives of the Study

1. Assess the social-economic factors affecting the performance of boys in KCSE in Subukia District
2. Examine institutional factors affecting performance of boys in secondary schools in Subukia District
3. Establish the mechanisms adopted by secondary schools in Subukia District to help boys improve their performance

1.5 Research Questions

1. What are the social economic factors that affect the performance of boys in secondary schools in Subukia District?
2. What are the institutional factors affecting performance of boys in secondary schools in Subukia District?
3. What are the mechanisms put in place by secondary schools in Subukia District to help boys improve their performance?

1.7 Significance of the Study

The study addressed the socio-economic and institutional related issues that affect the academic performance of boys in secondary schools in Subukia District thus generating information that can assist stakeholders in education to address the issues. The information generated may eventually help the boys enjoy being in school and attain their targeted goals in education. The level of indiscipline may fall as more time is utilized in education matters by the boys. The nation may also stop experiencing high levels of boys dropping out of school. School management may also become easier as boys may feel part and parcel of the school system.

1.8 Assumptions of the Study

The study was based on the assumption that the respondents will cooperate and provide the required information. It also assumed that schools in Subukia District keep and maintain the KCSE performance records.

1.9 Limitations

The researcher would have wished to cover more schools but was limited in terms of time and resources. Consequently, the study focused on public secondary schools in Subukia district alone. Further, the literature on boys performance in the Kenyan context was scanty but the study relied on research done elsewhere.
1.10 Delimitations

The study was carried out in both public and private secondary schools, but limited to Subukia District. This is because of financial, time and other logistical constraints. There are other players like Non-Governmental Organizations (NGOs), churches and sponsors who would have provided crucial inputs but only the school principals and boys students participated.

1.11 Theoretical Framework

Theory of Educational Productivity by Walberg (1981) determined three groups of eight factors based on affective, cognitive and behavioral skills for optimization of learning that affect the quality of academic performance: Aptitude (ability, development and motivation); instruction (amount and quality); environment (home, classroom and peers) (Roberts, 2007).

Aptitude in this theory includes ability, development and motivation. In the context of the study the motivation that a student receives from teachers and parents affects his ability and thus performance. The instruction in the theory includes amount and quality of instruction delivered in school. In the context of the study curriculum implementation is one way of measuring the quality and quantity of instructions delivered in school. Lastly the environment includes home, classroom and peers. In the study environment can be looked at in terms of the school discipline issues, resources such as teachers and classes.
1.12 Conceptual Framework

Based on the theory institutional and social factors have been identified as having the significant influence to the performance of students as shown on Figure 1.1

### Institutional Factors
- Discipline
- Resources
- Curriculum implementation
- School Administration

### Social-economic Factors
- Family Background
- Motivation
- Parental education level
- Parental income

![Conceptual Framework Diagram]

**Figure 1:1 Conceptual Framework showing Institutional and Social-Economic Factors and Student Performance**

The independent variables in this study were categorized into two namely the institutional and social-economic factors. The institutional variables included the school based factors such as discipline, resources and curriculum implementation. On the other hand social-economic factors included home based factors such as the family social status and motivation. These factors may affect the performance of the students. However the effect on the performance of the student may be moderated by the education policies.
1.13 Operational terms

**Academic performance:** Refers the extent to which a student achieves their educational goals

**Institutional Factors:** Refers to school based factors such as discipline and resources

**Social-Economic:** Refers a combination of factors including income, level of education and occupation of the students parent.
CHAPTER TWO

REVIEW OF THE LITERATURE

2.1 Introduction

This chapter reviews the existing academic performance literature by discussing what scholars in the local and international arena say about it. Specifically the chapter focuses on the literature on factors affecting performance of boys in secondary school. The chapter closes with a summary of curriculum implementation discussions that emerged from the literature.

2.2 Academic Performance

Rodriguez (1986), points out that academic performance is a situation where the learner attains or fails to attain expected achievement according to his or her abilities which in turn affects all other aspects of life. Brostrom (2000)argues that while most educational system perceives that student performance is gauged on whether he or she pass the examinations, it is most appropriate to determine a student’s performance based on his or her potential. The potential of a student can be looked into in terms of Parents, teachers and student factors. Crosnoe, Johnson & Elder, (2004) supports this by observing that variables that affect students’ quality of academic achievement are inside and outside school which include student factors, family factors, school factors and peer factors. These elements can be broadly categorized into social- economic and institutional factors.

While for the past several decades, educators worried about girls’ performance in science and math, recently boys’ lagging literacy skills and academic performance became more pressing concerns (Ongeri, 2009).Comparing the performance of girls
and boys in Kenya a trend, though the number of boys attaining a mean grade of c+ is still higher than that of girls the trend shows an upward trend for girls performance. However the performance of boys has been decreasing (Murithi 2010). The trend of performance country wide of the students who have attained a mean grade of c+ between the year 2008 and 2010 is shown in Table 1.

![Figure 2: Trend of Students Attaining c+ and Above by Gender between 2008 and 2010](image)

Source: (Kenya National Examination Council, 2011)

### 2.3 Factor Affecting Performance

Students' performance can be affected by social-economic and institutional factors. The parental education and income are among the social-economic factors that affect the student performance while school environment and availability of resources are among the critical institutional factors that affect the student performance.
2.3.1 Social-economic Factors

Social economic factors involve the family background, motivation from parents and the social status of the students. These factors determine whether a student will successfully achieve his or her academic goals.

2.3.1.1 Family

The family's financial status affects a number of factors that can help or hinder a child in gaining education. The financial status of the problem determines the social-economic status of the students. Chaudhry (2011) notes that the most prevalent argument is that the socioeconomic status of learners affects the quality of their academic performance. Most of the experts argue that the low socio-economic status has negative effect on the academic performance of students because the basic needs of students remain unfulfilled and hence they do not perform better academically (Adams, 1996). The low socio-economic status causes environmental deficiencies which results in low self esteem of students (US Department of Education, 2003). The social-economic status can be looked at in terms of parental education, occupation, income, and facilities used by individuals separately or collectively (Jeynes, 2002). Parental education and family social-economic status level have positive correlations with the student’s quality of achievement (Klinger, 2000). The students with high level of SES perform better than the middle class students and the middle class students perform better than the students with low level of social economic status (Garzon, 2006; Kahlenberg, 2006; Kirkup, 2008).
2.3.1.2 Gender

Empirical evidence reveals disparity in academic performance between genders. Rutter et al., (2004) for instance argues that Boys are more likely to be diagnosed as reading disabled than girls; however, the size of the gender gap varies across countries. A Study carried out in America revealed that girls enter school with better literacy skills, and the gap increases slightly during the kindergarten year (Ready, et al., 2005). Such findings are attributed to the fact that boys' reading interests are not being addressed in school and Boys reportedly dislike the kinds of things they had to read for school and preferring magazines and adventure and scary stories (Sokal, et al., 2005).

In most African countries including Kenya empirical studies contend that more emphasis is placed on girl-child education (Robinson, 2009). This has led to the boy child to be relegated at the periphery and thus endangered. Thus according to the Education for All (2000) continuous and holistic lobbying and advocacy, and training to mainstream gender equity in the entire education system will have to be intensified. However, Anderson and Benjamin (1994) argue it's common for male students to outperform their female counterparts a fact that has been witnessed in the Kenyan context.

2.3.2 Institutional Factors

Karemera (2003) observes that students' performance is significantly correlated with satisfaction with academic environment and service received. The most outstanding factor has to do with the organizational management of schools. For instance, Rutter et al. (1979) and Wekesa (1993) note that to improve students' performance principals are required first to improve the management of the schools. This can be
done by setting a clear vision for the schools and communicate this vision to students, support its achievement by giving instructional leadership (curriculum implementation), provision of resources and being visible in every part of the institution. The school leadership ought to address many various factors due to their influence on students’ behavior and scholastic achievement. Such factors include: Amount of teaching and degree of academic emphasis; the extent and nature of ability groupings; teacher expectation; styles of teaching and classroom management; size of the school; patterns of discipline and characteristics of school climate (Rutter et al., 1979).

The reports on the problem of indiscipline and unrests in schools have been a common feature in the media for a long time. According to Muchemi (2001), the issue of unrests and indiscipline in schools is of great concern evolving from simple protests to the destruction of property thus negatively affecting academic performance. Ovell (2001) suggests that discipline in schools is essential for effective learning, good teacher relationship and peer adjustment. A democratic form of discipline leads to a healthy classroom environment that in turn promotes respect for education and a desire for knowledge. Rwamba (2004) argued that lack of democratic leadership together with communication breakdown is a major cause of indiscipline in schools. In fact there have been suggestions that there would be need for training of teachers in conflict management as opposed to use of force, which brings anger and resentment. Further, drug abuse especially by boy’s students has also been blamed, where use of cannabis for instance was identified as a cause of indiscipline in many schools in Kenya (Republic of Kenya, 2001).
Chang'ach (2012) also observes that school related factors have an effect on transition and performance where insensitive school environment affects boy's transition. This concurs with Brostrom (2000) who suggested that negative experience of transition is often due to problems associated with the school rather than the child. The study further revealed that majority of the teachers agreed that lack of effective guidance and counseling affects boys' transition rates.

2.4 Chapter summary

It emerges that gender, family social-economic status and various institutional factors have profound effect on the performance of the students. However it is evident from the literature that most studies dwell on the performance of girl child and little is done on the performance of boys. It is equally evident that the performance of boys is declining as that of girls improves. While social-economic and institutional factors can generally affect both genders performance, the effect may be different for each gender. Thus, it is prudent to investigate what effect these factors have specifically on boy's performance.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The chapters deal with the description of the procedures and strategies that were used in the study. The section focuses on research design, locale of the study, sample and sampling procedures, data collection techniques, research instruments, piloting, and data analysis.

3.2 Research Design

The study adopted a survey design to investigate the effect of social-economic and institutional factors on performance by boys in secondary schools. Orodho (2009) observes that a survey design involves obtaining information by interview or by administering questionnaire. Both qualitative and quantitative research approaches were used. The survey was conducted using a questionnaire that was composed of closed-ended questions and semi-structured interview. However, to capture previous performance of boy's, secondary data was obtained from the school records. According to McMillan and Schumacher (1993:373), “Qualitative research is concerned with understanding the social phenomenon from the participants’ perspective.” On the other hand, quantitative research is an inquiry into an identified problem, based on testing a theory, measured with numbers, and analyzed using statistical techniques.

3.3 Variables

According to Orodho (2009), independent variables constitute the factors selected or measured by the researcher to determine their relationship with an observed phenomenon. On the other hand, a dependent variable is the factor being measured as
an outcome of the service learning experience. The independent variables in this study were the social-economic and institutional factors while the dependent variable was the boys performance.

3.4 Locale of the Study

The study was conducted in Subukia District. Subukia is approximately 50 kilometers from Nakuru town along the Nakuru-Nyahururu Highway. The main economic activity in the district is farming. The district borders Baringo, Rongai, Bahati and Laikipia districts. The district has a total of 59 secondary schools both public and private (Kenya open data, 2007). Thirty eight of them are private and 21 are public while 57 are mixed and one is purely a girl’s school only. The total enrolment in secondary schools was 13,144 as at 2007 with 7,886 boys and 5,258 girls. The district is subdivided into four education zone namely Kabazi, Ndundori, Bahati and Subukia.

3.5 Target Population

The target population of the study consists of the 57 principals in mixed secondary school in Subukia District and 7,886 boys enrolled in all the mixed secondary schools. The principals provided an insight on the school resources, discipline and resources available while the students provided information on social economic status.

3.6 Sample Size and Sampling Techniques

In this study the researcher used purposive sampling to draw a sample of the principals, and simple random sampling technique selecting boys’ who participated in the study. Mugenda and Mugenda (1999) states that, descriptive studies require a minimum of 10% of the accessible population for any study. In this case therefore 10% of the 57 school principals were picked.
On the other hand the number of boys who participated in the study was calculated as follows; when the population is more than 10,000 individuals, 384 of them are recommended as the desired sample size (Mugenda & Mugenda, 1999). The accessible population in this case was 7,886 boys.

\[ nf = n/(1 + \frac{n}{N}) \]

According to the above formula:

\( nf \) = desired sample size when the population is less than 10,000,

\( n \) = desired sample when the population is more than 10,000,

\( N \) = estimate of the population size.

Using the above formula sample size is:

\[ nf = \frac{384}{1 + \frac{384}{7886}} = 366.1697 \]

<table>
<thead>
<tr>
<th>Table 3: 1 Sample Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category</td>
</tr>
<tr>
<td>---------------------------</td>
</tr>
<tr>
<td>Principals</td>
</tr>
<tr>
<td>Students</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

In total the sample size was 372 constituting of six principals and 366 boys. The participating boys were distributed equally in the six schools that were purposively drawn.
3.7 Research Instruments

According to Orodho (2009), questionnaires and interview schedule are the most common instruments used in education and social research. In this study interviews and questionnaires were used. Interview technique was preferred since it allows for in-depth probing, leading to more information and also clear expression of feelings, opinions and attitudes from tone of response and facial expression. The interview setup was an open and informal so as to understand all the personal feelings of the respondents without limiting their opinion.

Interview was used in this study to allow individual principal to give their opinion on institutional factors that affects the boy’s performance. As Maxwell (2005) point out, qualitative research focuses on processes rather than variance. During the interview, specific questions were asked revolving around given themes. This allows the interviewee a leeway to express his or her own interpretation and permits an extensive discussion of the theme (Hirsjärvi and Hurme, 2008). In addition, the respondent is able to bring out new or unexpected information.

Orodho (2009) points out that a questionnaire can be used to collect a huge amount of data in relatively shorter time. Further a questionnaire reduces bias inherent in interviews leading to honest answers since no identification was needed and respondents gave answers without fear. Questionnaires with open-ended and closed-ended questions were issued to the boys. The questionnaires intended to establish their social-economic status based on their parents education and income and motivations they receive from their parents.
3.8 Validity

Validity refers to the degree with which a measurement procedure or a questionnaire measures the characteristic it is intended to measure (Lewis, 1999). There are three dimensions from which validity can be examined. These include, content, construct, and criterion validity (Orodho, 2009). In this study, during the questionnaire and interview construction, quality control and validity was ensured through: face validity, where the instruments were subjected to experts to check whether they measure what they were intended to measure. As regards content validity, where the instrument was designed according to the study variables and their respective indicators of measurement; Construct validity, which was maintained through restricting the questions to the conceptualizations of the variables and ensuring that the indicators of a particular variable fall within the same construct.

3.9 Reliability

Reliability is the extent to which results are consistent over time. Orodho (2009), states that reliability is concerned with the extent to which a measuring procedure produces similar results when repeated several times. To determine the reliability of measuring procedure used in this study, test-retest method was used where the questionnaire was issued to six respondents outside the sample. The responses were scored and the questionnaire reissued to the same respondents again after two weeks and the responses scored once again. The consistency in the responses given in the two instances was established by computing a correlation coefficient. A correlation coefficient of 0.810 was obtained. According to Orodho (2009), a correlation coefficient which is higher than 0.8 indicates strong reliability of the measuring procedure.
3.10 Data Collection Procedure

Data was collected through a self administered questionnaire which was issued to the sampled boys students. The boys were instructed to read the questionnaire and understand before filing the answers. Two days duration was given to allow them to respond. On the other hand interviews were used to collect the data where scheduled interviews were administered to the principals. The responses were recorded as the interview was taking place.

3.11 Data Analysis

The data collected from the students through a questionnaire was analyzed and presented by generating frequency tables, percentages, and pie charts. This involved presentation of information on the demographic characteristics of the respondents and social-economic status. Qualitative data analysis is concerned with the process of organizing data into themes that emerge from the data (McMillan and Schumacher, 1993:479). Holliday (2002) suggests that the researcher searches for natural divisions or themes in the data, making use of areas of significance as they are reflected in the collection of data. Arriving at these can be achieved by formal analysis of interview text as well as from what was observed during data collection. In this study the researcher searched for themes by reading through the interview text, while noting down probable themes. Thereafter these notes were grouped into themes and interpreted. The quantitative data was analyzed using SPSS where mean scores, percentages and frequencies were generated. Parsons' correlation coefficient was computed to establish the relationship between socio-economic and institutional factors and performance of boys in KCSE.
3.12 Logistical and Ethical Considerations

The logistics involved in carrying out this study were categorized into pre-field work, field work and post field work logistics. The pre-fieldwork logistics included re-evaluating the instruments to ensure they captured all the themes intended to be covered. A letter of introduction from Kenyatta University was sought before proceeding for fieldwork. In addition, a research permit was also sought from the Ministry of education. The necessary authority at the district level was sought prior to commencing the field work.

According to Strydom (2002), obtaining informed consent implies that all possible information regarding the aim of the investigation, the procedure to be followed during the investigation, the possible advantages, disadvantages and dangers to which participants may be exposed should be put to the potential participants in the research. Informed consent is also required in ensuring the confidentiality of identity (Kvale, 1996). The researcher obtained informed consent from participants. The principals and students were also informed that the information provided was for academic purposes only.
CHAPTER FOUR
DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents and interprets the analyzed data collected. The presentation was done as per the objectives of the study. The study had three main objectives which included an assessment of the social-economic factors affecting the performance of boys in Subukia secondary schools. The social-economic factors under consideration were the parents' income and education levels, family issues and parents' motivation. The institutional factors affecting performance of boys was considered in terms of syllabus coverage, peer influence, availability of resources and teachers' motivation. The study also intended to find out the coping mechanism adopted by secondary schools in Subukia District to help boys improve their performance. The section will begin by providing the background data including the demographic characteristics and students' performance.

4.2 General Information

The respondents consisted of 317 boys' student in their final year in high schools presenting 87% response rate. The students were randomly picked from 57 secondary schools in Subukia District. The respondents of the study also included 6 principals from the district.

4.2.1 Demographic Data

As shown in Figure 4.1 more than three quarters of the students participating were between the ages of 17 to 19 years. This is the typical age group of students in the final years in high schools.
Figure 4: 1 The Students' Age

Since the introduction of free education both in primary and day secondary level there has been an influx of over age students in both levels. These older students may be affected differently by social-economic factors from younger students since social and family responsibility varies with age. In this case however, the students fall within the same age group. Being in the same age groups the students are likely to react in a similar manner in respect to social-economic factors. Thus, the respondents present typical secondary school student.

4.3.1 Performance of the Students

As shown in Figure 4:2 the performance of the students declined as they moved on to higher classes.
The performance trend indicates that as boys enter secondary schools their performance is high, but as they progress within the system and get affected by various social-economic and institutional factors their performance declines.

4.3 Influence of Social Economic Factors on Boys Performance

The study intended to investigate the role of social economic factors in the performance of boys in secondary schools in Subukia District. The social economics factors under investigation included the levels of parents' income and education, motivation from parents and family problems. This corresponds with the reviewed literature that social economic status can be looked at in terms of parental education, occupation, income, and family issues (Jeynes, 2002).

Before deducing the effects of social-economic factors on the performance of boys, the findings on each factor will be presented. The correlation coefficient will then be generated to establish the relative effects of each factor on boys' performance.
4.3.1 Income Level of the Parents

The income level of the parents was considered an important indicator of the social economic status of the parents. As shown in Table 4:1 the income of the parents was assessed by inquiring on the level of income for both parents.

Table 4:1 Parents' Income

<table>
<thead>
<tr>
<th>Income Level (Ksh)</th>
<th>Mother</th>
<th></th>
<th>Father</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>No formal Education</td>
<td>2</td>
<td>0.6</td>
<td>29</td>
<td>9.2</td>
</tr>
<tr>
<td>Less than 10,000</td>
<td>279</td>
<td>88</td>
<td>43</td>
<td>13.6</td>
</tr>
<tr>
<td>10,001-20,000</td>
<td>30</td>
<td>9.5</td>
<td>39</td>
<td>12.3</td>
</tr>
<tr>
<td>20,001-30,000</td>
<td>4</td>
<td>1.3</td>
<td>126</td>
<td>39.7</td>
</tr>
<tr>
<td>30,001-40,000</td>
<td>1</td>
<td>0.3</td>
<td>53</td>
<td>16.7</td>
</tr>
<tr>
<td>Over 40,000</td>
<td>1</td>
<td>0.3</td>
<td>27</td>
<td>8.5</td>
</tr>
<tr>
<td>Total</td>
<td>317</td>
<td>100</td>
<td>317</td>
<td>100</td>
</tr>
</tbody>
</table>

The findings revealed that fathers earn relatively higher income as compared to mothers'. Three quarters reported their mothers as earning less than Ksh 10,000 level of income. On the other hand more than half reported that their fathers earned between Ksh 20,001 and Ksh 40,000. The relationship the parent’s income level and performance is explained in section 4.3.6.
4.3.4 Parents Education Level

The education level of parents' is also an important indicator of social economic status of the students. The parents' education level was assessed by inquiring the education for both parents as shown in Table 4.2. Similar to income levels, fathers had attained higher education level than mothers. While more than half of students reported that their fathers had tertiary education, slightly over a quarter reported their mothers had attained similar levels of education. The relationship the parent’s education level and performance is explained in section 4.3.6

Table 4: 2 Parents' Education

<table>
<thead>
<tr>
<th>Education level</th>
<th>Mothers</th>
<th></th>
<th>Fathers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>No formal education</td>
<td>2</td>
<td>0.6</td>
<td>29</td>
<td>9.1</td>
</tr>
<tr>
<td>Primary Education</td>
<td>31</td>
<td>9.8</td>
<td>5</td>
<td>1.6</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>174</td>
<td>54.9</td>
<td>114</td>
<td>36</td>
</tr>
<tr>
<td>Tertiary Education</td>
<td>110</td>
<td>34.7</td>
<td>169</td>
<td>53.3</td>
</tr>
<tr>
<td>Total</td>
<td>317</td>
<td>100</td>
<td>317</td>
<td>100</td>
</tr>
</tbody>
</table>

4.3.5 Family Problems and Parents’ Motivation

Motivation from parents and family problems were considered as part of social economic factors. Students' performance may be influenced by motivation from parents since it affects their attitude towards education. As part of the family, students may also get affected by family problems which may affect their lives and thus their education. In this case more than half of the students consider motivation from parents as being very significant in regard to their performance. A slightly more than a quarter
consider motivation to be significant while none thought it was not significant as shown in Table 4.4.

Table 4: 3 Parents' Motivation

<table>
<thead>
<tr>
<th>Motivation from Parents</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Somehow significant</td>
<td>4</td>
<td>1.3</td>
</tr>
<tr>
<td>Significant</td>
<td>105</td>
<td>33.1</td>
</tr>
<tr>
<td>Very significant</td>
<td>208</td>
<td>65.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>317</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The students considered family problems to be less significant as far as performance in school is concern as shown in Table 4.5. Only handful considered family issues as being very significant in regards to performance. More than three quarters of the students did not consider family problems as very significant as far as performance is considered.

Table 4: 4 Family Problems

<table>
<thead>
<tr>
<th>Family Problems</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not significant</td>
<td>21</td>
<td>6.6</td>
</tr>
<tr>
<td>Somehow significant</td>
<td>199</td>
<td>62.8</td>
</tr>
<tr>
<td>Significant</td>
<td>77</td>
<td>24.3</td>
</tr>
<tr>
<td>Very significant</td>
<td>20</td>
<td>6.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>317</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
4.3.6 Correlation between Social Economic Factors and performance

To establish the relationship of the social economic factors and performance of the students, Pearson's correlation coefficient was established between each factor and the performance. From table 4.6 the educational level of mothers had the highest influence on performance since it had the highest correlation coefficient of 0.865 at a significant level of 0.000. The fathers' education on the other hand, had a correlation coefficient level of 0.376 at a significant level of 0.000. For the correlation to be statistically significant the significant level should be less than 0.05. In this case the significance level was 0.000 indicating that both the mothers' and fathers' educations have a statistical influence on the performance.

Thus it implies that education is a strong social economic factor that influences boys' performance. This corresponds with Rainey and Murova (2004) findings that student achievement was directly proportional to the education of their parents since the parents' educational attainment greatly influences the quality of education for their children.

However, this study managed to split the influence of the mothers' education from that of fathers. The findings revealed that mothers' education had a higher influence on boys' performance as compared to the fathers' level of education. This can be attributed by the fact that Subukia District is in a rural set up where mothers are most likely to spend more time with their children than their fathers who may be out in employment. In that case therefore an educated mother acts as a role model and motivator. This is supported by the fact that motivation from the parents ranked as the second most important social economic factor as far as performance is considered at 0.415 with a significant level of 0.000.
Income was an important social economic factor in respect to the performance of boys. The fathers' income had a correlation coefficient of 0.401 and the mothers' income had .400. Both had a significant level of 0.000 thus statistically significant. In this case income of both parents had almost equal strength on the influence of the boys' performance. Similarly this finding corresponds with past findings that the financial status of the parents determines the social-economic status of the students which affects their academic outcome (Chaudhry, 2011).

**Table 4: 5 Correlations for Social Economic Factors and Students' Performance**

<table>
<thead>
<tr>
<th>Correlations</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father's Income</td>
<td>Pearson Correlation</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Father's Education Level</td>
<td>Pearson Correlation</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Mother's Income</td>
<td>Pearson Correlation</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Mother's Education Level</td>
<td>Pearson Correlation</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Motivation from Parents</td>
<td>Pearson Correlation</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Family problems</td>
<td>Pearson Correlation</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (2-tailed).

While income levels, educational levels and motivation from parents were found to be relevant to the performance of boys in secondary schools, family issues were
statistically insignificant. Family issues had the least correlation coefficient of .014 and a significant level of .798 which exceeds 0.05. This implies that family issues had influence on the performance of boys in secondary schools.

4.4 Influence of Institutional Factors on Boys performance

The institutional factors considered in this study included learning materials, syllabus coverage, teachers motivation and peer pressure. The respondents were required to rate each factor in respect to their influence on performance.

4.4.1 Syllabus Coverage

As shown in table 4.6, syllabus coverage was the leading institutional factor that influences the performance of boys in secondary school. The factor had a correlation coefficient of 0.555 and significant level of 0.000. Therefore syllabus coverage was statistically significant such that failure to cover the syllabus may negatively affect performance while timely coverage would positively affect performance. This is because performance was based on the examination results posted by the students, which also depended on syllabus coverage.

4.4.2 Motivation by Teachers

Motivation by teachers was the second most important institutional factor in respect to performance. With a correlation coefficient of .226 and a significant level of .000, teacher motivation affects the performance of boys. The findings corresponds with earlier findings by Papanastasiou (2002) who explains that teachers’ motivation such as inclination towards improving educational achievement, and their expectations for pupil achievement are crucial for student achievement. Further, Brookover and
Lezotte (1979) emphasizes that teachers' motivation directly affects attitudes toward a particular school subject which in turn affects performance.

4.4.3 Resources

Availability of resources was the third most important institutional factor with correlation coefficient of 0.140 and a significant level of 0.13. The findings corresponds with Verspoor (2008) who argues that adequate resources and their efficient use generate increases in education attainment and learning achievement. It is the responsibility of the school leadership to ensure that there is adequate classroom space to enable the teaching-learning process to take place without any hitches.

4.4.4 Peer Influence

Peer influence was the least important among the institutional factors considered with a correlation coefficient of 0.113. The findings corresponds with Hanushek (1992) that there is no significant effects of influence on academic achievement. Jencks and Mayer (1990) further explains where peer pressure may exist it is significantly reduced by family background. It therefore follows that the findings of this study upholds earlier studies that peer pressure is a weak factor in influencing the students' performance.
Table 4: 6 Correlations of Institutional Factors on Performance

<table>
<thead>
<tr>
<th></th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus coverage</td>
<td>Pearson Correlation: 0.555**</td>
</tr>
<tr>
<td>Availability of resources</td>
<td>Pearson Correlation: 0.140*</td>
</tr>
<tr>
<td>Peer influence</td>
<td>Pearson Correlation: 0.113*</td>
</tr>
<tr>
<td>Motivation from teachers</td>
<td>Pearson Correlation: 0.226**</td>
</tr>
<tr>
<td>Performance</td>
<td>Pearson Correlation: 1.000</td>
</tr>
</tbody>
</table>

**Correlation is significant at the 0.01 level (2-tailed).  
Correlation is significant at the 0.05 level (2-tailed).

4.5 The Mechanism Adopted by Schools to help students Cope

Having established the social economic and institutional factors affecting the performance of boys in secondary schools, the study sought to find out how schools institute coping mechanism. The study sought to understand the coping mechanism by conducting interviews to six principals within Subukia district.

According to the principals “the performance of boys is average but slowly declining over time. However, the boys’ transitional rate remains high at 90% (Principal 1). Principals concurs that social-economic factors such as parents’ education and income level affects the performance of boys. However, according to the principals, “The specific problems affecting boys in schools are truancy, absenteeism and in case of mixed schools boys’ performance is affected by coupling” (Principal 2).
To help boys cope with issues affecting them and hence their study, the principals observes that,

"the schools invites motivational speakers to inspire boys especially on successes in life through education. Further, regular evaluation of performance is conducted, where those who have performed exemplary are awarded a budge. This also acts as a motivator for other boys to strive to perform better" (Principal 3).

According to the principals, "the schools organize class meetings regularly to allow students ventilate on their grievances, offer solution and set own rules on how to conduct activities in schools". Further, suggestion boxes are provided to allow students secretly offer their views. (Principal 1).

These measures are supported by earlier findings that democratic form of discipline leads to a healthy classroom environment that in turn promotes respect for education and a desire for knowledge (Rwamba, 2004). Further, guidance and motivational services have significantly positive effect on student’s study attitudes, study habits and academic achievement (Chaudhary, 2006).
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction
This chapter provides the summary of the findings as discussed in chapter four. It will also draw conclusions based on the findings, literature review and theories. Recommendations will be provided given the implication of the findings.

5.2 Summary of Findings
This section provides the summary of the findings as per the objectives of the study.

5.2.1 Social Economics Factors
The social economic factors under consideration in this study included the parents’ levels of education and income, family parents and parent motivations. The findings indicated that parents’ education and income and parents’ motivation are important factors that influence the performance of boys in secondary school. However, family problems were found to be irrelevant in respect to performance.

Though parents’ educational level is important social economic factors, the mother’s educational level was found to be more important in influencing the performance of boys as compared to the education level of the father. The income levels of both parent are however equally important in determining the performance of the students.

5.2.2 Institutional Factors
The institutional factors under consideration were resource availability, syllabus coverage, motivation by teachers and peer pressure. All the factors positively influence the performance of the boys. However, syllabus coverage is the most
important and peer influence is the least. However, school principals observe that apart from resources, syllabus coverage, peer pressure and motivation, discipline is a major factor in schools. Specifically the principals indicated that truancy and relationship between girls and boys affect the performance of boys negatively. These observations correspond with Ovell (2001) who poised that discipline in schools is essential for effective learning, good teacher relationship and peer adjustment.

5.2.3 Mechanisms Adopted to Address the Problems

The coping mechanism employed by school management to ensure boys in school perform as expected include, counseling, motivation and forums to allow students ventilate their issues. Specifically the schools invite motivational speakers for the purpose of counseling and motivation. Class meetings are used as forums for governing the students democratically while suggestion boxes allow boys to discreetly communicate their grievances.

5.3 Conclusion of the Study

Given the findings it follows that the boys’ performance declines as they progress within the school system such that at the entry level the performance is high but declines towards the final years. The decline results from both institutional and social-economic factors.

The social economic factors include the students’ family background such as income and education levels of the parents. As the student progresses within the system the school fees burden for instance bears heavily on poor parents. In addition, high education level of parents lead to sustained motivations from parents as compared to less educated parents.
The institutional factors affecting boys' performance include peer influence, indiscipline, poor coverage of syllabus and lack of learning materials needed at higher classes. Truancy and coupling among students also affects the performance of boys as they progress in the education system.

The negative effects of these factors have been mitigated through counseling, motivation and creating forums for discussions. Class meetings and suggestion boxes are some of the forums used to enable boys ventilate on the problems affecting them in school.

5.4 Recommendations of the Study

This study recommends that secondary schools should consider improving the existing counseling services and establish fully operational counseling departments. Such departments will offer counseling services to students on regular basis to mitigate on the effect of social economic factors on the boys performance. Given that boys perform poorly as they progress to higher classes, the intensity of guidance and counseling should equally increase.

The study also recommends formulation of policies that would target boys' education. This will ensure that problems which are specific to boys are adequately addressed. Currently policies on access to education are biased towards enhancing girl children education and those targeting boys are non-existent.
5.4.1 Suggestions for Further Study

The study suggests further research on a comparative basis to investigate whether social economic and institutional factors affecting boys are similar with those affecting girls.

The study also suggests further research on the social economic and institutional factors affecting boys' performance be conducted in other districts in the country. This is because social economic and institutional factors may differ depending on geographical locations and culture.

Further research should be conducted to establish the extent to which social economic and institutional factors affect boys' performance nationwide.
REFERENCES


Karemera, D. 2003. The Effects of academic environment and background characteristics on students' satisfaction and performance: The Case of South Carolina State University's School of Business. *College Student Journal*, 37(2): 298- 11


MacMillian and Schumacher (1993) *Qualitative research in Education.* Sydney: Book Points


Retrieved on December 2012


APPENDICES

APPENDIX I:

QUESTIONNAIRE FOR STUDENTS

The researcher is carrying out a study focused on the effect of social-economic and institutional factors on the academic performance of boys as a partial fulfillment of the requirements for the award of the degree of Master of Education, Kenyatta University. This study is purely for academic purpose and all correspondence will be treated with utmost confidentiality. In this questionnaire various value scales have been indicated for you to select. Please respond to the questions by marking what you consider to be the appropriate answer, or filing the blanks where necessary. Choose only one answer to each question. Thank you very much for your information.

Q1. Which Age group to belong to?
   1. 12-15 [ ]
   2. 15-17 [ ]
   3. 17-19 [ ]
   4. Over 19 [ ]

Q2. Which Form are you in?
   1. 1 [ ]
   2. 2 [ ]
   3. 3 [ ]
   4. 4 [ ]

Q3. Which income (in ksh) range would you place your Father?
   1. Less than 10,000 [ ]
   2. 10001-20,000 [ ]
   3. 20,001-30,000 [ ]
   4. 30,001-40,000 [ ]
   5. Over 40,000 [ ]
Q3. Which income (in ksh) range would you place your Mother?

- 6. Less than 10,000 [ ]
- 7. 10001-20,000 [ ]
- 8. 20,001-30,000 [ ]
- 9. 30,001-40,000 [ ]
- 10. Over 40,000 [ ]

Q4. How would you gauge the effect of the motivation from the following individuals on your performance?

<table>
<thead>
<tr>
<th></th>
<th>Not significant</th>
<th>Somehow</th>
<th>Significant</th>
<th>Very significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q5. To what extent does the following affect your performance?

<table>
<thead>
<tr>
<th></th>
<th>Not significant</th>
<th>Somehow</th>
<th>Significant</th>
<th>Very significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failure to finish the syllabus on time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of resources (teachers, books etc)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer influence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family issues</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX II:

INTERVIEW FOR THE PRINCIPAL

1. What is the performance trend for boys in the last five years?
2. What is the transition rate for boys in your school?
3. What are the major discipline issues in the school?
4. How does discipline affect the performance of boys in school?
5. What are the forums in place for the student to express their problems?
6. What measures do you undertake to address curriculum implementation in your school?
7. How would you gauge the school resources versus the number of students?
8. What motivational activities does the school undertake to encourage boys?
9. What specific issues affect boys’ performance?
APPENDIX III:

MAP OF SUBUKIA

Legend
- Sub-Location Boundary
- Constituency Boundary

CAW
- Kabazi
- Munamca
- Subukia
APPENDIX IV:
RESEARCH AUTHORIZATION

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: kubips@yahoo.com
        dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Out Ref: E55/CE/22873/10
Date: 11th May 2013

The Permanent Secretary,
Ministry of Higher Education, Science & Technology,
P.O. Box 30040,
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR MR. JOHN MIGWI MWANIKI – REG. NO.
E55/CE/22873/10

I write to introduce Mr. John Migwi Mwaniki who is a Postgraduate Student of
this University. He is registered for an M.Ed degree programme in the
Department of Educational Management, Policy & Curriculum Studies in the
School of Education.

Mr. Mwaniki intends to conduct research for a thesis project entitled, “Effects of
Social-Economic and Institutional Factors on the Academic Performance of Boys
in Secondary Schools in Suba District, Nakuru County, Kenya.”

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MBAAbu
FOR: DEAN GRADUATE SCHOOL

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APPENDIX V:

RESEARCH PERMIT

THIS IS TO CERTIFY THAT
Prof/Dr Mr. [Name] of [Institution]
of [Address] has been permitted to conduct research in

Title of Research

Effects of socio-economic and institutional factors on the academic performance of boys in secondary schools in [District], [County], [Country].

For a period ending [Date].