SOCIAL AND INSTITUTIONAL DETERMINANTS OF
ACADEMIC PERFORMANCE AMONG BOYS IN SECONDARY
SCHOOLS MOMBASA COUNTY, KENYA

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DECLARATION

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

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To my late mother Grace Akinyi Ouma for her unending love and guidance that brought me this far. Thank you.
ACKNOWLEDGEMENT

I am grateful to the Almighty God because of His unending provision and good health. I also acknowledge my supervisors; Dr. Mukirae Njihia and Dr. John Ndiritu for their interest, encouragement, guidance and very dedicated support. To my principal who unconditionally provided support and time to go about this research work whenever necessary and Mr. Anthony Bojana for his help in the lexical setup of this project. In addition, I thank my siblings and family Turry, Caroline, Mercy and Tony and to my loving step-mother Siprose Abudho for the understanding, support and advice during this time.

May God bless you all abundantly.
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<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>EFA</td>
<td>Education for All</td>
</tr>
<tr>
<td>GNC</td>
<td>Guidance and Counseling</td>
</tr>
<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>MDG</td>
<td>Millennium Development Goals</td>
</tr>
<tr>
<td>NGOs</td>
<td>Non-Governmental Organizations</td>
</tr>
<tr>
<td>PSFs</td>
<td>Psychosocial Factors</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations International Children Emergency Fund</td>
</tr>
<tr>
<td>SES</td>
<td>Socio-Economic Status</td>
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</table>
ABSTRACT

For many years now, boys have dominated many spheres of life including education. However, in recent past, girls have started outshining boys particularly in education. To be specific, between the years 2010 and 2013, girls have performed better than boys in Kenya Certificate of Secondary Education by a significant margin of 1.2% in schools in Changamwe Sub County. The study sought to determine the Influence of Guidance and Counseling services provided to boys at school on boys’ academic achievement in national examinations; to determine the influence of mentorship programmes provided to boys at school on boys’ academic achievement in national examinations; to find out the influence of school discipline policies on academic achievement of boys in national examinations; and to find out the influence of family background on boys academic achievement in national examinations. The Tinto’s theory of student retention was used in this study. The study adopted a descriptive survey design. The population of the study comprised 1,018 boys, 48 class teachers, 18 guidance and counseling teachers (GNC) and 16 principals totaling 1,100. Stratified random sampling was used to sample 8 schools. Simple random sampling was used to select 205 boys and purposive sampling was used to select 24 class teachers, 18 GNC teachers and 8 principals totaling to a sample size of 255. Piloting of the questionnaires was done in two schools within the area of the study. Reliability was determined by test-retest method and validity by experts’ judgment. Data was collected using questionnaires (students and class and GNC teachers) and interview schedule (principals). Quantitative data were coded and analyzed using statistical techniques (Chi-square tests of independence, linear regression and logistic regression) after which results were presented using percentages, frequency distribution tables and pie-charts. The study established that the factors that negatively influenced academic performance of boys included; biasness of GNC programmes, lack of mentorship by male teachers, Autocratic school rules and the type of families the boys came from. The study recommended that guidance and counseling departments in schools should be empowered to handle discipline cases in schools, the school management should form student friendly rules and the GNC programmes should be encouraged to be gender sensitive.
CHAPTER ONE
INTRODUCTION

1.1 Introduction

Contained in this chapter are the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, assumptions of the study, delimitations of the study, limitations of the study, theoretical framework, conceptual framework and operational definition of key terms.

1.2 Background to the Study

Secondary education level of education is not only important for individual development but also for national growth. It prepares students for higher level of education and also prepares students for the job market in case they do not qualify for higher education. At the national level, secondary level of education helps in the creation of a skillful human resource that can spur economic growth (Achoka, Odebero, Maiyo & Mualuko, 2007). World Bank (2002) further reiterates that because secondary level of education falls in between primary and tertiary levels, it prepares students to either join institutions of higher learning or to join the job market in the event they do not qualify to join such institutions.

In its promotion of the secondary level of education, and in particular to address illiteracy, low quality education, low completion rates at the secondary school level, high cost of education and poor community participation, the Government of Kenya in 2008 decided to introduce the Subsidized Free Day Secondary Education (SFDSE) programme (Republic of Kenya, 2005). Munavu et al., (2008) note that
SFDSE programme has led to a steady growth in enrolment in secondary schools. Bursaries have also been availed to students at the constituency, county and the Ministry of Education level in addition to scholarships provided by different agencies.

In an attempt to achieve gender equality, a lot of emphasis has been laid on girl-child empowerment. The government has put in place several policies to cushion girls from being denied a chance to be educated and several non-governmental organizations have similarly invested heavily to help the girl child academically. The results of these pro-girl initiatives are commendable: One such result is steady increase in gender parity index (GPI) in enrolment. For instance in 2000, the GPI was 0.748, in 2008 it stood at 0.90, and in 2012 it had risen to 1.00 (KNEC, 2013). A report by National Taxpayers Association (2013) entitled the School Report Card reported that in the period between 2009 and 2013 there was a decrease in girls dropping out of school as compared to boys meaning that the completion rate of girls was going up faster than that of boys. In their study in 23 counties and covering 2023 schools, it was revealed that the girl child dropout rate stood at 2.5% while that of the boy child stood at 3.3 %. The report also lamented on the high absenteeism rate of boys from school. Actually, UNICEF (2013) statistics reveal that in the period between 2008 and 2013 girls had a higher net attendance rate at school at 41.6% as compared to boys at 39.5%.

In terms of academic performance, girls have started outshining boys. This was revealed in a study entitled construction of African masculinities by Chege, Likoye, Nyambura and Guantai (2013) in secondary schools in Central and Nairobi Province
of Kenya. The study revealed that girls outperform boys in terms of attendance, performance, retention and transition. An investigation by Nation Newsplex (2015) titled *New Kenya takes shape as Women win big in Education* revealed that girls were overtaking boys on nearly all levels of education. It revealed that on average 4000 more boys drop out of school per year in Kenya as compared to girls and that at graduation level in the universities, girls comprise 51% of the graduating classes. Underperformance of boys as compared to girls is not just a Kenyan phenomenon but has become global. According to UNESCO (2003) studies in the Caribbean Islands revealed a closure of the gender gap even before the 1990s with girls performing better than boys in areas such as boys in enrolment, school attendance and academic achievement. Lee, Goodman, and Yacco (2008) in the United States of America also noted that male students were lagging behind their female counterparts in a number of significant school indicators of success.

Figure 1.1 summarizes performance of boys and girls in KCSE examinations in 5 years starting 2009-2013 in secondary schools in Changamwe Sub County.

![Figure 1.1: Academic performances by gender in Secondary schools in Changamwe Sub County](source: District education Office (2014))
It was evident from Figure 1.1 that in schools in Changamwe Sub County, the boy-child seemed to be lagging behind the girl-child in academic performance. This was a new phenomenon in the Sub County and therefore, research on its root cause was necessary. A lot of literature exists on the determinants of academic performance of students. This has been particularly in reference to general underperformance of girls in comparison to boys over the years and also their poor performance in specific subjects such as sciences and mathematics. To mention a few, Ngesu et al., (2012) classified the determinants as socio-economic background, school-related factors, motivation given to students, and distance between home and the school. Geisler and Pardiwalla (2009) noted that the determinants were less clear-cut reasons related to societal attitudes towards boys and lack of parental and school support. Zins et al., (2004) and Sprague and Walker (2005) added Psychosocial factors (PSFs) to the list of determinants of students achievement at school.

Even though these factors differ from region to region, a summary of the literature on determinants of academic achievement is that underperformance is a result of some neglect by stakeholders. The determinants can be categorized into school related, home-related and those related to the individual student such as indiscipline. Provision of psychosocial support to students is also a factor to consider since the emotional health of the child grossly affects academic performance. This study endeavored to explore these determinants in relation to the underperforming boy-child with a view to understanding the phenomenon better and hence help in policy formulation to assist him. The researcher, therefore, sought to establish social and institutional determinants of poor academic performance among boys in secondary schools in Changamwe Sub County Mombasa County, Kenya.
1.3 Statement of the Problem

In Africa and East Asia in particular, the girl-child has for long been marginalized. Given a chance to educate a child, a parent would definitely choose a boy. However, since the early 1990s when the campaigns to empower the girl-child through education started, a lot of changes have been observed in the education sector. This has not only been seen in improvement of enrolment and completion rates of girls but now particularly in secondary schools in Changamwe Sub County, boys are underperforming in national examinations as compared to girls. What was not clear was the reason behind this new phenomenon since the environment in which girls and boys received education had not changed over the years.

It was not known whether through campaigns focused on empowering girls, the needs of boys have been neglected at school and the society hence alienating them from schooling activities or whether there were some other reasons behind this phenomenon. It was for this reason that this study sought to establish the social and institutional determinants of poor academic performance among boys in secondary schools in Changamwe Sub County, Mombasa County, Kenya with an aim of informing policy makers so that sustainable solutions are made help the boy-child.

1.4 Purpose of the Study

This study sought to establish the social and institutional determinants of poor academic performance among boys in secondary schools in Changamwe Sub County, Mombasa County, Kenya.
1.5 Research Objectives

This study was guided by the following objectives:

i) To determine the influence of the Guidance and Counselling services provided to boys at school on boys academic achievement in national examinations.

ii) To determine the influence of mentorship programmes provided to boys at school and on boys academic achievement in national examinations.

iii) To find out the influence of school discipline policies on academic achievement of boys in national examinations.

iv) To find out the influence of family background on boys academic achievement in national examinations.

1.6 Research Questions

The study was guided by the following questions:

i) How is boys’ academic achievement in national examinations influenced by the Guidance and Counselling services provided to them at school?

ii) In what way does the mentorship programmes provided to boys at school influence their academic achievement in national examinations?

iii) What is the influence of school discipline policies on academic achievement of boys in national examinations?

iv) How does family background of boys influence their academic achievement in national examinations?
1.7  **Significance of the Study**

This study is of significance to the following people and organizations:

i) It is important to policy-makers as it will help them make wise decision when coming up with policies to solve the problem of decline in boys’ academic performance.

ii) It will also help the Ministry of Education to evaluate itself on strides it makes towards gender equality. The school administrators will also gain insight on how to deal with this emerging problem.

iii) It will add to the field of knowledge on issues pertaining to boys decline in schooling and therefore, help in understanding boys and girls schooling characteristics better.

1.8  **Assumptions of the Study**

This study was carried out with the following assumptions:

i) Girl-child support programmes were a reality in schools and had sidelined boys in ways that negatively impact on their schooling.

ii) The respondents were honest in answering questions.

1.9  **Limitations of the Study**

The opinions of parents on boys’ academic underperformance are very significant as they spend a big chunk of time with their children. However, considering the area under study is a busy urban centre, even though students, getting response from parents was a challenge. This is because of the busy schedules they had or at times their lack of interest in education of their children (some did not even attend school
functions when requested by school administration). Lack of adequate time and resources also limited the study coverage.

1.10 Delimitations of the Study

i) This study confined itself to boys in the secondary schools in the area of study. This is because through the voice of boys, a clear picture of the reality would be achieved since they are the ones whose academic performance is falling. Only boys in form one, two and three were sampled since the form fours were unavailable as they were preparing for national examinations.

ii) The study confined itself to mixed secondary schools because such schools have boys and girls learning under the same conditions therefore, comparison of performance is realistic.

1.11 Theoretical Framework of the Study

This study was guided by Tinto’s theory of retention. This theory was postulated by Vincent Tinto (1975). Kember (1995) reiterates that this theory is held in high regard and is mostly highly respected model in providing a heuristic and theoretical framework for understanding a behavior of a child such as the decision to drop out of school or be retained and succeed within the school system. The explanatory theory underlying Tinto’s model came from the work of William Spady (1971) who saw an analogy between committing suicide and dropping out of school. In both instances, according to him, a person leaves a social system therefore the reasons behind him leaving the system need to be investigated. French philosopher and sociologist Emile Durkheim had earlier found out that people decide to commit suicide because they lacked the values of the social system in which they participated and also lacked external support.
The theory posits that students enter a school with family and individual attributes as well as pre-schooling. They enter the school system with certain commitments; both to finish school and to stay at school to completion. They enter a system that is characterized by grade performance and intellectual development that together lead to academic integration. They also enter a social system in which peer group interaction and faculty interaction leads to social integration. For the child to be retained in school and as a result succeed in the school system, he/she must be both socially and academically integrated well. Tinto (1993) reiterates that the decision of a child to drop out or continue within the school system arises from a combination of students’ characteristics, academic, environmental and social integration in the school. Academic and social integration work together to influence the goals and institutional commitments that lead to decision to remain or drop out of school. Tinto (1993) examine the model in three sections namely; pre-entry attributes, labeled goals and institutional experiences. Pre-entry attributes includes elements related to family background of the student, skills, attributes and pre-schooling. Terenzini et al., (1994) says that the nature and dynamics of the process of entry of a student to school varies according to a student’s social and family background and is a highly interrelated web-like series of family, interpersonal, academic and organizational pulls and pushes that help shape the student for leaving or persisting in school. If any of the components has failed then the students opts out of school. At the labeled level, Ethington and Polizzi (1996) state that it is based on the individual student’s commitment to achieve goals and that the quality of a student efforts is a major determinant in the amount of learning conducted and the decision to opt out of school or complete successfully. The third level is the institutional experiences. According to Tinto (1993), this includes formal and informal aspects of
the institution. This includes how the administration handles the students, how the teachers interact with the students and how the school atmosphere in general is friendly or hostile to students. He states that positive institutional experiences tend to increase integration into the academic and social systems.

Ozga and Sukhnandan (1998) suggest that the metaphor of integration is about fitting and not about one party adapting to the other but about whether they go together. They say that if a student has successful interactions with a teacher then they are likely not just to learn extra facts but feel more integrated in the school system. Thomas (2000) brings on board 5 spheres of integration that must work in a harmonious way to ensure the student is retained in school. This includes; academic, social (peer interactions and support), economic, counseling and democracy in school (students participation in decision in the school). This theory fits this study in that the study talks about academic underperformance of boys. Academic underperformance is related to retention and dropping out of school in that all are based on an individual’s decision based on his perception of his goals and ambition and the environment under which those goals can be achieved. If the environment is conducive and all components that are expected to help the child succeed are working in harmony, then the child is retained and excels academically. However, if any of them has failed, then the child is not integrated well in school hence drops out of school or fails academically. The researcher thus saw it fit to use this study.
1.12 Conceptual Framework of the study

Figure 1.2 shows mentorship services, guidance and counseling programmes, school discipline policy and family background interacted to influence a child’s academic performance.

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>Intervening variable</th>
<th>Dependent variable</th>
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<tbody>
<tr>
<td>Mentorship</td>
<td></td>
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</tr>
<tr>
<td>Guidance and counselling services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School discipline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family background</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government policies</td>
<td></td>
<td>Academic performance</td>
</tr>
</tbody>
</table>

**Figure 1.2: Relationship between the determinants of boys academic performance**

Source: Researcher 2011

This study used Tinto’s theory of retention in finding out the determinants of poor performance among boys in Changamwe Sub County. From figure 1.2, it is evident that the performance of a boy-child is a function of several variables whose interplay can either result in good or poor performance.
Academic performance of a child is pegged on the integration he/she receives from the school, family and society. A perfect integration of a child will involve the family being supportive of the child fully, the school being friendly and the learning environment in the school being conducive. A poor integration makes the child see the school as a burden, learning as an uphill task and makes the decision to opt out of school or fail academically. For instance if the parents can provide all basic amenities the child requires at school, occasionally visits the school to find out the progress of the child, encourages and motivates the child including mentoring and role modeling him/her and the school on the other hand works to ensure that teachers teach the students well, the discipline policy in school is not autocratic, teachers guide and counsel children and teachers are given a role of mentoring the students, then definitely the child can not drop out of school, will work harder in school and eventually excels academically.

Despite the above factors, there are also the intervening variables, namely; Government policy, school leadership and societal involvement in education of boys which can come into play in that the three can neutralize the effects of the above named factors by providing a conducive environment for learning. For instance, the government can come up with policies on boy-child empowerment or the society can get involved in providing motivation to the boy to perform and also provide role models and mentors.
1.13 Operational Definition of Central Terms

**Boy-child:** A male child whose age is below 18 years.

**Determinant:** Anything/factor that makes a student perform poorly in school.

**GNC teacher:** Any teacher within the school who is given the responsibility of guiding and counseling students.

**Psycho-social support:** Any form of psychological assistance such as guidance and counseling, motivational speech or academic assistance that makes a students’ life at school favourable.

**School-related factors:** Refers to activities within the school that may have adverse effects on boys schooling such as the discipline policy, GNC programmes and student-teacher relationship.

**Underperformance:** This is the failure of boys to attain a certain set score in examinations.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction
This section of the project brought on board literature on social and institutional determinants of poor performance among boys in secondary schools. These included; mentorship programmes and GNC services, school discipline policies and family socio-economic status, family marital status and parental involvement in one’s education. Under these topics, literature was reviewed in depth. Finally, this chapter brought out the research gaps.

2.2 The Influence of Guidance and Counselling Services Provided to Boys on their Academic Performance
For any student to perform well at school, his/her emotional health must be fine. All efforts must be made to ensure the child is mentally stable. On this note, the school must ensure that the psychological make-up of their students is good by providing remedies through guidance and counseling occasionally. For instance, Sprague and Walker (2005) say that students see schools to be safer when they are given psychosocial support and hence they do not show deviant behavior in such schools but engage actively in learning.

The benefits of such having guidance and counseling services given to students in school cannot go un-noticed but with the campaign of women empowerment still taking place, the researcher fears that there may be too much focus on issues affecting the girl-child by the GNC teachers hence neglecting the boy-child or treating his case not as urgent as that of the girl. This may affect him emotionally,
leading to his failure academically. In fact, studies have revealed that one factor that negatively influences boys poor performance as compared to girls is the treatment of boys and girls differently in school (Mathias, 2005). Myhill and Jones (2006) found out through individual interview with teachers, that teachers treat boys more negatively than girls. They further argue that the ideal student in the eyes of the teacher is one associated with femininity. In that study, students indicated that teachers have higher expectations for girls with respect to behavior and academic achievement. Therefore teacher would find it appropriate to provide support to a girl than a boy.

In addition, there are cases where more GNC programmes and motivational services are allocated for girls. In such cases, the boy-child is neglected on the assumptions that he has not been neglected historically like the girl-child. It is on this premise that this study sought to find out the nature of psychosocial services provided by these departments, whether they are actually available and whether they are gender-sensitive and how this influences academic performance of boys in particular.

Despite the importance of GNC services to students, Mutie and Ndambuki (2003) in their study in Kenya reiterate that guidance and counseling has a long way to go in Kenya due to a very low population of trained personnel in the country. It is on this note that this study sought to know the level of training undergone by GNC teachers in this study.

In addition, according to Fox and Butler (2007), a key challenge for practicing counselors and teachers in schools is the degree of familiarity with their students. This means that when teachers are not familiar with students through several
interactions with them, they may not be able to assist them amicably. It is on this note that this study sought to find the duration a teacher had worked in their present working station as more years at a work station would imply familiarity with students.

2.3 Influence of Mentorship Programmes Provided to Boys on their Academic Performance

Mentorship is also a key determinant of academic performance. It shapes students into mature adults and makes them responsible at school. Schorgel and Smink (2001) reiterated that mentorship is among the top 4 strategies aimed at preventing dropping out of schools. Karcher and Lindwall (2003) say that both mentors and mentees get academic and social benefits. They also reiterate that peer mentorship programmes create positive associations, support a conducive school climate, improve attendance rates, and reduce failure and drop outs.

On the issue of training of the GNC teachers who in most cases are the mentors, Wafula (2012) mentioned that training of teachers is critical as Kenya looks to attain vision 2030 and therefore the nation needs to invest more in training as a way of diversifying the pool of skills for national development. He argued that in Kenya teachers do not upgrade their skills even in the light of changing technological and socio-economic environment therefore many teachers cannot skillfully deal with students’ problems. Wango (2006) supports this assertion by saying that there are no proper procedures by the ministry of education for administering teacher-counselor’s education. Lack of training and in-servicing of GNC teachers could be a challenge to addressing boys issues hence failure therefore this study sought to shed some light into this matter by finding out the level of training undergone by GNC teachers.
In Addition to the training undergone by GNC teachers, the academic qualification of GNC teachers, class teachers and principals was also studied. A study by Gamoran (2006) in the University of Wisconsin, indicated that teacher training enhanced learning through its effects on teaching practices like content delivery in class. In addition, Ngala and Odebero (2010) carried a study in rift valley and Nyanza provinces in Kenya and established that teacher training has positive correlation to a teachers’ effectiveness. Olaleye (2011) reiterates that teachers’ experience and educational qualification significantly influences students’ academic achievement. It is on this note that the qualification of the respondents was to be established so as to ascertain their competence in dealing with the students.

2.4 School Discipline Policies as a Determinant of Boys Academic Performance

Handling of discipline cases in school is a very delicate affair. It requires the school administration to not only establish a good set of rules and policies but also know how to balance between creating a child friendly environment and ensure discipline is upheld. In making school rules that are responsible for governing students conduct in schools, Jeruto and Kiprop (2011) reiterates that the ministry of education in Kenya in 2009 established the student councils in schools which in collaboration with the school administration school rules make and review school rules in a consultative manner. However, Nandeke (2013) reports in his study in Teso North Sub-County, Busia County Kenya, student councils are not being involved in matters dealing with indiscipline. Awuor (2008) in a study on unrest in Kenyan schools revealed that one of the factors fueling school unrest is the leadership being high handed, not allowing dialogue with students and forming rigid school rules.
which makes schooling unbearable. Okumbe (2008) argues that effective schools demonstrate inclusive practices in making school rules and regulations. Jeruto and Kipro (2011) in their studies on the extent of student involvement in decision making in South Africa and Kenya found out that students’ views are neglected. Magadla (2007) further laments that students’ participation is confined to issues concerned with student welfare and not core governance issues such as formulation of school rules. This implies that in most there is autocracy in formation of school rules. This, in the opinion of the researcher may be the reason why boys are failing in that schools seem to be too rigid for them and seem like ‘prison’. This study therefore sought to find out the autocracy in formation of school rules.

One of the common modes of punishing truant students is suspension. The Ministry of Education states that a student may be suspended from attending school by the head teacher of the school or a teacher acting in that capacity, if his language or behavior is habitually or continually such as to endanger the maintenance of a proper standard of moral and social conduct in the school, or if any single act or series of acts subversive of discipline is committed (Education Act, 2009). On expulsions, the Education Act (2009) states that it is only the Director of Education who is authorized to expel students from schools after considering the child’s age, progress and the report of the Board of Governors, in detail. However, Noguera (2008) notes that suspension has negative effects on academic performance in that it makes students to refuse instruction and learning. Sptott, Jenkins and Doob (2005), note that suspension weakens the bonding between the student and the school. In addition, Way (2011) notes that suspension makes students join negative peer
groups in that they lose close contact with their teachers who would have advised them against such groups (Hemphil et al., 2006).

Vishala (2008) in his studies in India observed that indiscipline students underwent guidance and counseling instead of being punished. He goes on by saying that through this process, such students are made to know how to respond to social conditions and situations amicably and therefore correct their deviant behavior. Rono (2006) in his study on the use of guidance and counseling in managing student discipline in Eldoret municipality found out that a school administration’s job in relation to student discipline is much like a combination of judge and jury meaning that the administration is high handed in dealing with indiscipline instead of going thoroughly through the process of guidance and counseling before making a verdict on the student. This study sought to investigate whether indisciplined students are guided and counseled first or directly punished when they commit a felony at school.

The above studies have not expounded on how schools handle disciplinary cases in schools and how the discipline policies in their schools influence boys’ performance considering that between genders, boys are the most truant and are often anti-school. This study therefore, sought to research more on this gap with a view to understanding it better.

2.5 Family Background as a Determinant of Boys Academic Performance

The nature of the family from where a student hails is a major determinant of his destiny academically. In this study, the components of family background discussed
include socio-economic status, parental involvement in education and family marital status and how each influences academic performance of boys.

2.5.1 Family income as a Determinant of Boys’ Academic performance

On the issue of family income, Yousefi et al, (2010) examined the effects of family income on test-anxiety and academic achievement and noted that family income significantly affected academic achievement of students. Lacour and Tissington (2011) investigated the effects of poverty on academic achievement in United States of America and established that low academic achievement is correlated with lack of resources particularly financial resources. In addition, Eamon (2005) in his study reiterates that children who live in wealthy estates attend good schools, meet good role models and hence perform much better than children from less privileged background. The poor quality neighborhoods often prevent creative thinking, higher aspirations and lead to low motivation which is then reflected in poor academic performance. This study therefore sought to find out the family income of boys in the study and find out how it influences their academic performance.

It is also of importance to note that the chances of a child getting into child labour is high when a child is from poor background in that the family may decide to engage all family members in economic activities to make ends meet. Goulart and Bedi (2008) in their study in Portugal reiterated that child labour increases the chances of grade repetition in a child. This study sought to find out if the boys were involved in child labour and how this influences their academic performance.
2.5.2 Parental Education as a determinant of Boys’ academic achievement

Children who come from families where parents are highly educated usually perform much better than those from families with uneducated parents. Davis-Kean et al., (2005) argues that some of the reasons as to why children from highly educated parents do well in school compared to those whose parents are from lower level of education is that they encourage their children to do well in school and have higher expectation in their children success at school. Kainuwa and Yusuf (2013) say that educated parents are in a good position to be second teachers to their children as they guide and counsel them and provide them with adequate learning materials. Eccles (2005) adds that educated parents adopt methods that help children to gain exposure to various educational opportunities that enable them to excel in school.

Glick (2004), in his study noted that education level of the mother had more benefit to the girl-child than the boy-child. This study sought to find out the impact of the educational background of the family, particularly the mother, on academic performance of boys.

2.5.3 Parental Involvement in Boys’ Schooling as a Determinant of their Academic performance

The amount of interest a parent puts in a child’s education grossly determines how good or poorly a child behaves at school and performs academically. Chen (2009) reveals that research has shown that in addition to students’ personal goals and expectations, other variables such as parental involvement plays a significant role on students’ academic achievement and behavior. In addition, Gonzalez-De Hass et al., (2005) reiterates that there is evidence from previous research that points out that
higher parental involvement contributes to an increase in a child’s perceived level of competence.

Despite the significance of parental involvement in education on academic achievement, De bruyn (2005) notes that parental involvement in education declines as the children go up the academic ladder especially the middle and high school levels due to reasons such as complexity of high schools, demanding curricular and the assumption that high school children are independent. He also laments that there are fewer outreach by schools to involve parents in the education of their children.

Domina (2005), however, argues that there is no clear-cut relationship that has been established between academic achievement and the amount of involvement a parent invests in the education of his/her child. Tumursukh (2011) in his study of Mongolian boys noted that boys perform better if fathers are actively involved in their studies and the same is true of girls and their mothers due to role modeling. Furthermore, Goldman (2005) reiterates that the higher the level of interest by a father in the schooling and education of his child, the better the progress of the child and academic qualification.

In-depth studies have, however, not been carried out to find out how the Kenyan parent and in particular the father, involves in education of the boy and how it influences boys academic performance. This study sought to find out the influence of parental involvement (the father in particular) in boys education and its impact on their academic performance.
2.5.4 Family Marital Status as a Determinant of Boys’ Academic performance

The fore reviewed studies generalize the relationship between the marital status of parents and a child academic performance but this study went deeper in finding out how family marital status influences academic performance of boys. In this study, marital status will be categorized as single parenthood, two-parented, and extended family.

Ngulat (2004) reiterates that the ability of a learner to perform well at school is often interested with factors some of which are beyond the learners such as the type of family structure. Brown (2010) says that children in single-parent households score below children from two-parented families when it comes to academic achievement. In addition Popenoe (2009) observed in his studies that the rise of single families in the current society is the primary cause of children failing in schools. In particular, Mc Lanaham et al., (2013) laments that the absence of the father in the family increases the possibility of the child being truant hence failing academically.

Nato (2016) in his study on the influence of family structure on academic performance in secondary schools in Bungoma East sub-county, Kenya, established that nuclear families positively influenced academic performance of students in that the children received strong support from both parents materially and emotionally. He concluded that nuclear families strongly led to improvement in academic performance among children whereas single parenthood negatively affected academic performance. This study therefore sought to establish the family marital status of the families where the boys came from and how it influenced the academic performance of boys.
2.6 Summary of Literature Review

Most of the literature reviewed show that students who perform well in school come from schools that offer psycho-social support and mentorship programmes to their students. In addition, such schools have well elaborate discipline policies with clear school rules and modes of handling indiscipline cases such as guidance and counseling. Teachers in such schools do not discriminate students based on gender. Lastly, such well-performing students come from family backgrounds that are well of, live in neighborhoods that are of high socio-economic status and parents of such children are actively involved in their education. It is based on the above three factors from which this study sought to find out the social and institutional determinants of poor academic performance among boys in Mombasa County since academic underperformance of boys in Mombasa County.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on the following; the research design, location of the study; target population, sample and sampling procedures, research tools, validity and reliability of the instruments, data collection procedures, data analysis, ethical and logistical issues.

3.2 Research Design

This study adopted a descriptive survey design. The researcher selected descriptive survey design as it attempts to describe the characteristics of the variables of this study (Mugenda and Mugenda, 2003). According to Burns and Grove (2003), descriptive survey is designed to provide a picture of the situation as it naturally happens. The researcher wanted to find out the picture of the academic underperformance of boys in the view of the determinants that cause it. It is for the above reasons that descriptive survey design fitted this study as it can be used to collect and analyze the determinants of poor academic performance of boys and give a picture of what determines the underperformance of boys academically.

3.3 Location of the Study

The area of study was Changamwe Sub County. This area was selected because it is among the regions in Kenya where the academic performance of boys is lower as compared to girls as demonstrated in Figure 1.1 in page 3 of this document and therefore needed research to establish the reasons which were behind this poor academic performance. The Sub-County is located in Mombasa County Kenya.
According to the Independent Electoral and Boundaries Commission (IEBC), 2013, Changamwe Sub County borders Kisauni to the East, Mazeras to the West, and Mvita to the south. It is on latitude of 4.02° and longitude of 39.633°. The Sub County has 2 constituencies, namely; Changamwe which has Portreitz, Kipevu, Miritini, Chaani and Airport wards and Jomvu constituency which has Mikindani, Jomvu kuu and Magongo wards. The population was estimated as 102,566 people in Jomvu constituency and 147,613 in Changamwe constituency.

The main economic activity in the Sub County is oil refining at the Kenya oil refinery, Importation and export of goods at the Kilindini port harbour and processing of export goods done in several go-downs in the Sub County. The upper class work at the airport and the port, middle-class work in the export processing zones (EPZ) while the low income earners do small-scale businesses. This variation of levels of socio-economic status among residents and the fact that secondary schools in this Sub County are among the poorest performers in KCSE in the country made the area ideal for the study.

3.4 Target Population

Burns and Grove (2003) describe a population as all the elements that meet the criteria for inclusion in the study. According to the data available at the Changamwe Sub-County education office (2013), the Sub-County has a total of 16 mixed secondary schools of which 10 are public and 6 are private schools. There are 16 principals, 48 class teachers, 16 counseling teachers and a total of 2003 form one, two and three students. This study targeted all the 16 schools, all the 16 principals, all the 48 class teachers all the 16 GNC teachers and all the boys in the secondary
schools in the sub-county schools whose population is 1018. Only boys were targeted since their performance was the main issue of discussion in the study.

3.5 Sample and Sampling Techniques

Firk (2003) says that a sample is a population or a subset of a larger group called a population. Bryman (2003 states that this sample can be chosen using three main techniques namely; simple random sampling, systematic sampling and stratified random sampling. Stratified random sampling was used in selecting the schools to be used in the study. The stratum used was the constituency in which the school was and the type of school, whether private or public. Changamwe constituency has 10 secondary schools while Jomvu constituency has 6 schools. The researcher used 8 schools (20% of all secondary schools in the Sub County) as this is appropriate for small populations (Gay & Diehl, 1992), such as the one in this study. To get the sample size of schools, the formula below was used:

\[
\text{Number of schools per constituency} = \frac{\text{Number of schools in the constituency}}{16} \times 8.
\]

\[
\text{Number of schools per constituency according to category} = \frac{\text{Number of schools in a category}}{\text{Total Number of schools in that constituency}} \times \text{size of sample in that constituency}.
\]

In so doing, 3 schools were sampled from Jomvu constituency and 5 from Changamwe constituency making a sample size of 8 schools.

Table 3.1 summarizes the results of the above calculations. Simple random sampling was then used to select the schools from each constituency. This involved writing the names of the schools on pieces of paper then folding them. The required number of schools to be sampled was then picked randomly.
Table 3.1: Summary of Schools Sample Sizes

<table>
<thead>
<tr>
<th></th>
<th>Population N</th>
<th>Sample n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public schools</td>
<td>6</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td>Private schools</td>
<td>10</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td><strong>8</strong></td>
<td><strong>50</strong></td>
</tr>
</tbody>
</table>

Stratified and proportionate sampling was used to select principals to be interviewed. The principles were stratified into males and females. There are 7 females and 9 males. Proportionate sampling used the formula:

Number of principals per gender = Number of principals in one gender ÷ 16 times the sample size.

This gives 43.7% females and 56.3% for males meaning 3 females and 5 male principals in the sample. In terms of GNC teachers, there are 29 female and 19 males. This indicates a female percentage of 60%. By stratified purposive sampling, 60%, of the sample were female and 40% males therefore this means that there were 3 males: 5 females. Class teachers were sampled by purposive sampling that is 3 per school making a total class teacher sample of 24. In terms of gender, a 50% of each gender proportion was used so to get an equal contribution of perceptions of male and female class teachers. For the number of students to be used in the sample, 20% of all the 1018 boys in form one, two and three were sampled. This implied a student sample population of 205 from the 8 sampled schools. This implied a sample of 26 boys from each school. Nine boys from each form were selected and questionnaires administered to them. Simple random sampling was used to select the boys. In each class, nine papers were labeled ‘YES’ and the others ‘NO’. The papers were
randomly distributed to each class and those whose papers were written ‘YES’ were used in the study. Table 3.2 gave this summary:

Table 3.2: Summary of Sample Size

<table>
<thead>
<tr>
<th>Respondents</th>
<th>N</th>
<th>n</th>
<th>%</th>
<th>Mn</th>
<th>Fn</th>
<th>Sampling technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>16</td>
<td>8</td>
<td>50</td>
<td>5</td>
<td>3</td>
<td>Stratified and proportionate sampling</td>
</tr>
<tr>
<td>GNC teachers</td>
<td>18</td>
<td>18</td>
<td>100</td>
<td>8</td>
<td>10</td>
<td>Stratified and proportionate sampling</td>
</tr>
<tr>
<td>Class teachers</td>
<td>48</td>
<td>24</td>
<td>50</td>
<td>12</td>
<td>12</td>
<td>Purposive</td>
</tr>
<tr>
<td>Boys</td>
<td>1018</td>
<td>205</td>
<td>20</td>
<td>205</td>
<td>-</td>
<td>Simple random</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1100</td>
<td>255</td>
<td>22.6</td>
<td>230</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

Key: Mn- Male sample   Fn- Female sample

3.6 Research Instruments

The main tools of data collection for this study were questionnaires and interview schedules. The interview schedules were for principals because their sample size was small (8) and therefore, the researcher was able to get more information from respondents than would be possible using questionnaires (Mugenda & Mugenda, 2003). In addition, since clarity of matters was needed in understanding determinants of poor academic performance among boys, interviews were appropriate for principals since they are the administrators of schools and have a wider view of matters affecting the boy child. This is supported by Valentine (2005) who said that interviews are good in that they are more conversational and could be varied according to the interest, experiences and views of the interviewees. Elaboration of responses was also possible in case of ambiguity. On the use of questionnaires, Owens (2002) reiterates that questionnaires usually reach a larger
audience within a short time, gives respondents adequate time to respond to items, offers a sense of security for respondents and is objective since there is no bias resulting from personal characteristics. Due to the large sample of students and teachers, questionnaires were best since it was the fastest tool that could get information from such a big group. Secondly, since there were so many items for the teachers and students to answer, questionnaires were appropriate for the study.

3.6.1 Principal’s Interview Schedule

Interview schedule contained the principal’s perception on the reasons behind academic failure of boys.

3.6.2 Class Teachers’ Questionnaire

The questionnaire for class teachers had two sections. Section A contained the background information while section B had a Likert scale for collecting information on the opinion of class teachers on the determinants of poor performance of boys in secondary schools in the Sub County. The teachers responded to every statement using a structured format: Strongly Disagree SD (1), Disagree D (2) Agree A (3) and Strongly Agree SA (4).

3.6.3 GNC Teachers’ Questionnaire

The questionnaire for GNC teachers had two sections. Section A contained the background information while section B had a Likert scale for collecting information on the opinion of teachers on social and institutional determinants of poor performance of boys in secondary schools in the Sub County. The teachers responded to every statement using a structured format: Strongly Disagree SD (1), Disagree D (2) Agree A (3) and Strongly Agree SA (4).
3.6.4 Students’ Questionnaire

The questionnaire for students had two sections. Section A was on background information and section B was on determinants of boys’ poor academic performance. The section had both closed questions (to ensure consistency in responses by respondents) and open-ended questions allow for freedom of responses/expression which would not be achieved in closed questions).

3.7 Pilot Testing

This is the process of testing the research instruments to a small sample that is identical to, but not included in the study sample in order to test validity and reliability of the instruments. Lancaster and William (2004) say that this is one of the most important stages in research project and is conducted to identify potential problem areas and deficiencies in the research instruments and protocols prior to implementation during full research. Piloting was done in two schools identical to, but not those included in the study. The researcher presented the instruments to the two schools in person and collected them afterwards to determine their suitability.

3.7.1 Validity of Instruments

According to Orodho (2012) validity of the instruments is concerned with establishing whether the contents in the instruments measure what they are supposed to measure. To ensure that the instruments were valid, piloting was conducted in two schools that had identical characteristics to the sample used in the study but did not form part of the sample. This was done to test effectiveness and soundness of the measuring instrument. Content validity was done using the results of the pilot study.
3.7.2 Reliability of Instruments

Orodho (2012) reiterates that once the instrument has been validated, it should be tried in the field to determine it reliability. According to him, reliability is a measure of the degree to which a research instrument will yield similar results even if repeated severally. The researcher used the Test-Retest method to determine reliability of the questionnaires. At piloting stage, the researcher administered questionnaires to students and teachers and interview schedules to principals in two schools as a sample. After two weeks, the same questionnaires were re-administered in the same group. The two scores were used to compute Spearman’s correlation coefficient. This was conducted using the formula below;

\[ rs = \frac{\sum di^2}{n(n^2-1)} \]

Where \( rs \) = Spearman’s correlation co-efficient.

\( di \) = difference between ranks of pairs of the two variables

\( n \) = the number of pairs of observation.

A correlation coefficient of 0.876 was achieved. This value was higher than the recommended correlation coefficient of 0.7 recommended by George and Mallery (2003); therefore, the researcher was satisfied that the instruments were reliable.

3.8 Data Collection Procedure

The researcher first sought permission from NACOSTI and then proceeded to Changamwe Sub County Education Officers’ office to seek permission to visit the sampled schools for the study. Once permission was granted, the researcher visited the sampled schools for familiarity with the principals, teachers and students. The researcher also made arrangements with administrators on appropriate days of administering the research instruments to them without interfering with the school
routine. The researcher administered the instruments in person to each respondent and assured each respondent of confidentiality. Data collection took a period of two weeks.

3.9 Data Analysis and Presentation

After all the questionnaires and interview schedules were collected, data collected were accurately coded and entered into the computer for analysis. Qualitative data obtained from principles were analyzed by organizing them into themes to come up with patterns relevant to the study objectives. Quantitative data obtained from questionnaires were coded then analyzed with the help of Statistical Package for Social Sciences (SPSS) through which several tests including analysis of variance (ANOVA), regression analysis and chi-square tests were conducted to find relationship between different variables. The results from the analysis were presented using percentages, frequency distribution tables, bar graphs, and pie-charts. Findings were reported based on the research objectives.

3.10 Logistics and Ethical Considerations

The researcher sought an introductory letter from Kenyatta University then proceeded to get research permit to carry out the research from NACOSTI. The researcher then sought introduction letters from the Sub County Education Office and the principals of the eight sampled schools. Furthermore, the respondents were instructed not to write their names but a code on the instruments to ensure confidentiality. Before the respondents started responding to questions in the study, they were thoroughly briefed on the purpose of the study. The findings were eventually disclosed to the respondents when the study was over but confidentiality was maintained.
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction
The chapter contains the findings of the study based on the specific objectives. It also provides the presentation and discussion of the findings. The study sought to investigate the social and institutional determinants of poor academic performance among boys in secondary schools in Changamwe Sub County, Mombasa County, Kenya. The data analysis, presentation and discussion were guided by the following objectives:

a) Influence of Guidance and Counselling Services Provided to Boys on Their Academic Performance
b) Influence of Mentorship on Boys Academic Performance
c) Influence of Discipline Policy on Academic Performance of Boys
d) Influence of Family background on Boys’ Academic Performance

4.2 Respondents
The study targeted 8 principals, 24 class teachers, 18 GNC teachers and 205 pupils. The response rate for each respondent was 100%. This could be attributed to the fact that the study was conducted during school days when all respondents were in school and the courtesy visits the researcher made to remind the respondents to fill and return questionnaires.

4.2.1 Teachers’ Highest Level of Education Attained
The study also sought to find out the highest education level attained by the teachers. By the highest level of education, the researcher meant the highest level of academic qualification attained by the respondents. Table 4.1 below recorded the findings;
Table 4.1: Teachers’ highest level of education

<table>
<thead>
<tr>
<th>Highest education level</th>
<th>Class teachers</th>
<th>GNC teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Bachelors degree</td>
<td>19</td>
<td>15</td>
</tr>
<tr>
<td>Master degree and above</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

Source: Class teachers and GNC teachers’ questionnaires

From the study findings in Table 4.1, among the class teachers, 79.3% were bachelor degree holders, 12.4% had Master degree and above while 8.3% were diploma holders. The findings indicate that a high proportion of class teachers had bachelor’s degree and above implying that majority were well-educated hence possessed a lot of knowledge and competence to handle students. This was useful in knowing the competence level of the respondent to understand issues related to the boy-child and therefore being able to handle them knowledgably. The study sought to find out the highest education level attained by teachers. This was important in that a study by Olaleye (2011) reiterated that teachers’ experience and educational qualification significantly influences students’ academic achievement. A teacher who has a higher level of training is more competent at handling his/her students.

The findings of the study were such that among the GNC teachers, 83.3% had bachelor’s degree, 5.6% were diploma holders and 5.6% had master’s degree and above. Similarly just like for class teachers, majority of GNC teachers had bachelors’ degree and above meaning they were competent enough to handle boys and more motivated. From these findings, it is evident that the qualification of teachers in the study is considerably good. This implies that in terms of handling
students, the educational level of the teachers is not a factor that can be blamed on boys’ underperformance. Had a majority of teachers been untrained or had very low level of education then boys’ academic underperformance would have been pegged on the level of education of the teachers. The researcher thus concludes that other factors have caused academic underperformance of boys but not education level of teachers.

4.2.2 Teachers’ Duration of Work in Current Work Station

The study further sought to find out the duration of time a teacher had worked in his/her current work station. By this, the researcher meant the number of years the respondents had worked in that particular school. This was necessary in order to know the amount of time the respondents had interacted with the boys in that school and in general the amount of experience he/she has over the years in understanding and predicting behaviors of boys in schools in the area of study as it would help in knowing the level of interaction with the boys hence the degree to which the respondents could understand the boys hence answer questions related to them in this study amicably. Table 4.2 gives this information.

<table>
<thead>
<tr>
<th>Duration of work in current work station</th>
<th>Class teachers</th>
<th>GNC teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 5 years</td>
<td>10 41.7</td>
<td>10 55.6</td>
</tr>
<tr>
<td>5-10 years</td>
<td>12 50.0</td>
<td>6 33.3</td>
</tr>
<tr>
<td>Above 10 years</td>
<td>2  8.3</td>
<td>2  11.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24 100.0</strong></td>
<td><strong>18 100.0</strong></td>
</tr>
</tbody>
</table>

Source: Class teachers and GNC teachers’ questionnaires
According to Table 4.2, 42% of class teachers had been in the school for less than 5 years, 50% had been there for between 5 to 10 years and 8.3% had been there for over 10 years. This shows that a very small percentage of class teachers have been in their current work station for above 10 years and a very big proportion having less than 5 years’ experience in the current work station meaning that majority of teachers may be less familiar with the situations affecting boys in the area under study and hence may not be able to handle boys in the context of what goes around their development over the years. This finding is consistent with those of findings of Fox and Butler (2007) on importance of familiarity with students in managing students in school. Among the GNC teachers, 55.6% indicated they had been in their schools for less than 5 years, 33.3% had been in their schools for between 5 to 10 years and 11.1% had over 10 years’ experience in their stations. The high percentage of GNC teachers just like discussed about the class teachers implies that familiarity of GNC teachers with the students is low hence they may be handling boys issues out of context of the immediate environment that should be learnt over a span of time. This can thus be argued as one of the factors fueling boys’ poor academic performance. This finding is thus consistent with that of Fox and Butler (2007) who said that a key challenge for practicing counsellors and teachers in schools is familiarity with students and that of Olaleye (2011) who reiterated that teachers’ experience significantly influences students’ academic achievement.

4.2.3 Training Undergone by GNC Teachers

The study sought to find out the level of training undergone by the GNC teachers. This is important since education and training equip one with the skills to handle several dynamic issues facing children. The study established that that 67% of the
GNC teachers did not have any professional training, while only 33% had undergone training to be counsellors. Among the untrained, many complained that due to lack of training they could not handle all cases affecting students and had lack of confidence in the GNC department. This implies that most schools issues affecting students are not being addressed professionally due to the GNC teachers lacking proper training and this could be the reason behind boys’ failure in academics in schools. According to Ngala and Odebero (2010) teacher training has positive correlation to a teachers’ effectiveness. The low percentage of GNC teachers who have undergone training implies ineffectiveness of GNC department in schools. Lack of training puts a teacher in a weird position such that he/she is not in a position to understand issues facing the boy child therefore even if he/she gives some counsel to him, it may not be the best remedy for that problem. The high proportion of GNC teachers lacking training can therefore be one of the reasons fuelling boys’ poor academic performance. This finding is consistent with that of Mutie and Ndambuki (2003) who said that Kenya was lagging behind in guidance and counselling due to lack of trained personnel. When GNC department fails then academic performance is compromised in that for a child to perform well, his/her psycho-social and emotional needs must be well catered for.

4.3 Influence of Guidance and Counselling Services Provided to Boys on their Academic Performance

The first objective of this study was to establish the influence of guidance and counselling services provided to boys on their academic performance. The study sought to achieve this objective since for any student to perform well in school, the environment needs to be friendly to him. Research has shown that the adolescent
stage in which students go through has a lot of psychological, physical and emotional changes. These changes are difficult to deal with hence students need guidance and counselling. In this study, guidance and counselling services include any consultative forum where the needs of a child can be listened to and addressed though guidance and counselling teacher.

4.3.1 Gender that Often Comes for GNC Services

The researcher sought to find out which gender (boys or girls) more often come for GNC services from the department. It was crucial to find out this matter in order to find out the freedom with which any gender could approach the GNC department hence the ease with which they can be assisted. Table 4.3 has a summary of responses of GNC teachers.

<table>
<thead>
<tr>
<th>What gender frequents GNC services</th>
<th>f</th>
<th>Guiding teachers</th>
<th>Counselling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>12</td>
<td>66.7</td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>6</td>
<td>33.3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: GNC teachers’ questionnaires

According to Table 4.3, it was established that 66.7% indicated that girls mostly frequented GNC department for services while only 33.3% said that boys in their schools often attended GNC sessions in their schools. This implies that for every 10 students that visit the GNC department, only 3 are boys and 7 are girls meaning that fewer boys are getting these services. When asked why few boys are attending the
GNC sessions some teachers said boys feared being seen to be the weaker sex when seen attending the sessions, some said that many boys generally wanted to find solutions themselves in peer groups rather than seek expert advice while others feared that since many GNC teachers were women, some boys feared disclosing in them. This finding is thus consistent with that of Dee (2006) who said that girls have better educational outcomes when taught by women and boys when taught by men.

The low number of boys seeking guidance and counseling services in schools implies that many boys are solving their problems on their own. This is dangerous in that in most cases solutions are obtained through peer groups many of which are not helpful. Through the peer groups some of the solutions to their problems may indeed lead to them dropping out of school, indulging in delinquent behavior and eventually leading to poor performance academically. The GNC departments must therefore not wait to be approached by boys but rather through studying their behavior should create the right environment for counseling to take place. Low turn-out of boys for GNC services can therefore be advanced as one of the reasons as to why boys are failing academically since their psychosocial needs are not met by the GNC departments in school.

4.3.2 Perception of GNC Teachers on Biasness of GNC Programmes

To achieve this objective, GNC teachers and principals were asked their views on guidance and counselling programmes in their schools. In particular, they were asked to state whether such programmes were gender-biased. By gender biasness, the researcher meant if the programmes favoured one gender. Their responses are indicated in table 4.4.
According to the findings in Table 4.4, 83.3% of GNC teachers were of the opinion that the programmes were gender-biased while 16.7% said their programmes were unbiased. Among the respondents who said that the programmes were gender biased, 72% said the programmes favoured the girls while 28% said the boys were favored. Many of the programmes the GNC department establishes are focused on the girl-child and none, if any target the boys. This scenario makes boys to see the school to be feminine and not meant for them. They thus form peer groups where they discuss their issues themselves since there is no audience to express and share their problems formally. The result of such formations is school unrest, drug and substance abuse and a decline in academic performance. Many teachers assume that the girl-child has more urgent issues to be solved than the boys. This could be why boys are failing academically as they suffer in silence with no one to turn on. This finding is consistent with that of Goomally and Ahmad (2010) who reiterated that one of the factors behind academic underachievement of boys that majority of teachers are seen to be favouring girls in school. Teachers should know that all students are the same regardless of gender and have weighty issues that should be handled with equal amount of urgency if their academic excellence is to be guaranteed.

### Table 4.4: Perception of GNC teachers on biasness of GNC programmes

<table>
<thead>
<tr>
<th>Are GNC programmes gender biased?</th>
<th>Guidance and counselling teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
</tr>
<tr>
<td>Yes</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

Source: GNC teachers’ questionnaires
A logistic regression analysis was done at 10% level of significance to find out if biasness of the GNC programmes influenced academic performance. Table 4.5 has this finding.

**Table 4.5: Influence of GNC programmes on academic performance**

<table>
<thead>
<tr>
<th></th>
<th>B</th>
<th>S.E.</th>
<th>Wald</th>
<th>df</th>
<th>Sig.</th>
<th>Exp(B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biased</td>
<td>2.565</td>
<td>1.441</td>
<td>3.168</td>
<td>1</td>
<td>.075</td>
<td>13.000</td>
</tr>
<tr>
<td>Constant</td>
<td>-.693</td>
<td>1.225</td>
<td>.320</td>
<td>1</td>
<td>.571</td>
<td>.500</td>
</tr>
</tbody>
</table>

From Table 4.5, it can be seen that biasness significantly affects students’ academic performance in that students who are favoured are 13.000 likely to perform well as compared to the ones that are not favoured. The boy-child feels alienated from school due to the programmes targeting girls. This makes him to fail in his academics since he has nowhere to turn to for help.

The principals were also interviewed on the possibility of boys being sidelined by the GNC programmes. Their response was such that majority of the principals (62.5%) reported that they had indeed heard of cases where the boy-child had been sidelined. Majority reported that the GNC programmes focused on the girl-child instead of being gender sensitive. This finding is consistent with that of Myhill and Jones(2006) who said that teachers treat boys more negatively as compared to girls and that they associate an ideal student with characteristics that are feminine. In that case they encourage girls in school as opposed to boys and provide them with majority of the support they need at the expense of boys.
When asked if the schools were doing enough to meet the needs of the boys, 6 out of the eight principals agreed. This represents 75% of the respondents as opposed to 2 that is 25% who said their rules had not put mechanisms to address issues affecting boys. These findings are consistent with findings of Mathias (2005) who said that difference in attention by teachers to boys and girls is one of the factors that negatively impact on academic performance. This general neglect of the boy child at school negatively contributes to his academic performance and is advanced as one of the reasons as to why boys are failing in school.

4.4 Influence of Mentorship on Boys’ Academic Performance

The second objective was to determine the nature of mentorship programmes provided to boys at school and its influence on their academic achievement in national examinations. Mentorship meant the ability of male teachers to train and nurture boys so that they perform well academically and be good students. This is crucial in that it makes the boys to be more focused academically and to behave well in life. A Likert scale was used to find out the opinion of class teachers on this matter and their responses are listed in Table 4.6.

<table>
<thead>
<tr>
<th>Have male teachers failed in mentoring boys?</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>4.2</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>4.2</td>
</tr>
<tr>
<td>Agree</td>
<td>6</td>
<td>25.0</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>16</td>
<td>66.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Source: Class teachers’ questionnaire*
From Table 4.6, it is evident that boys lack mentorship from male teachers. Among the class teachers, 66.7% strongly agreed that male teachers have failed in mentoring boys, 25% of them agreed while 4.2% disagreed and 4.2% strongly disagreed to this assertion of lack of male mentorship of boys. From this finding, majority of the teachers are of the opinion that male teachers have failed in their role of raising up the boy child in a manly way by mentoring him. In other words the male teachers have neglected the boys leaving mentorship at school at the mercy of female teachers. From the finding of Dee (2006) that girls have better educational outcomes when taught by women and boys when taught by men, lack of male teachers mentoring boys implies that boys will lack mentorship in that chances of the boys seeking mentorship facilities from female teachers is lower. The resultant effect is the boys facing challenges in their studies that are eventually reflected in poor academic performance.

Regression analysis was done on the relationship between mentorship and academic performance was done. The result is listed in Table 4.7.

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>(Constant)</td>
<td>52.910</td>
<td>2.825</td>
<td>18.729</td>
<td>.000</td>
</tr>
<tr>
<td>MTB</td>
<td>-.481</td>
<td>.780</td>
<td>-.130</td>
<td>-.616</td>
</tr>
</tbody>
</table>

Results from Table 4.7, a p value of 0.544. This value is higher than the specified value at 0.05 level of significance implying there is no significant relationship between mentorship by male teachers and academic performance among boys. This
means that the absence of mentorship programmes targeting boys by male teachers does not affect the academic performance of boys. Therefore other factors other than mentorship influence their academic performance. A boy may not be mentored by male teachers but may be getting mentorship from parents, religious leaders or influential people in the society. In addition, other factors such as family background may be so good such that without mentorship, the boy still has enough support from home to make him excel in school. It is therefore not a must that a boy child be mentored by a male teacher in order for him to excel academically.

This finding is inconsistent with that of Lindwall (2003) who said that schools that have mentorship programmes have been found to improve students attendance to school, reduce failure and dropping out of students. Other factors other than mentorship are responsible for the academic underachievement of boys.

4.5 Influence of Discipline Policy on Academic Performance of Boys

The third objective of the study was to determine the influence of discipline policy on academic performance of boys. Discipline policies in this study entailed perception of class teachers on the autocracy of the school rules and the procedure of handling discipline cases.

Class teachers were asked to give their opinions on the autocracy of the school rules. By autocracy, the researcher meant the possibility of school rules being set and forced onto students to follow without consultation through the student council. In addition, it involves the school rules being exercised as they are without looking at the circumstance under which a student broke the rule. By so doing, the child is punished for each and every school rule broken without considering the
circumstance under which the rule might have been broken. This leads students to be truant, dislike school and eventually fail. Responses of class teachers on autocracy of school rules are in Table 4.8.

### Table 4.8: Opinion of class teachers on autocracy of school rules

<table>
<thead>
<tr>
<th>Students are not involved in formation of school rules?</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>2</td>
<td>8.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>4.2</td>
</tr>
<tr>
<td>Agree</td>
<td>18</td>
<td>75.0</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>3</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Source: Class teachers’ questionnaire**

From Table 4.8, 75% of the class teachers agreed that the rules were autocratically made, 12.5% strongly agreed to this assertion and 4.2% and 8.3% of the class teachers disagreed and strongly disagreed respectively on the autocracy of school rules. These findings imply that schools are becoming unfriendly and too rigid for students and many students particularly the ones who are frequently punished may resort to dropping out of school, becoming hardened in truancy and eventually failing in their exams. When students are not consulted in making rules that govern them, they often do not own them and therefore rebel against them. When such rebellion happen, they get in the wrong side of the administration and end up being punished, suspended or even expelled or drop out of school.

Regression analysis was done to assess the relationship between autocracy of school rules and academic performance. Table 4.9 gives a summary of this model.
Table 4.9: Regression model summary on influence of autocratic rules on boys academic performance

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.572</td>
<td>.328</td>
<td>.297</td>
<td>2.409</td>
</tr>
</tbody>
</table>

Table 4.9 shows an R square value of 0.328 meaning that the relationship between autocracy of school rules and academic performance explains 32.8% of the variation in academic performance of boys. Since this value is not 100%, it implies there are factors that affect academic performance of students besides autocratic rules. What this means is that indeed autocratic rules significantly influences academic performance of boys, it is just one among the many factors that influence academic performance of boys. The other factors contribute 67.2% of all the variations in the academic performance. Table 4.10 shows the regression coefficients for the model.

Table 4.10: Regression coefficients for the influence of autocracy in formation of school rules on academic performance

<table>
<thead>
<tr>
<th>Independent variable</th>
<th>Unstandardized Coefficients B</th>
<th>Std. Error</th>
<th>Standardized Coefficients Beta</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>69.298</td>
<td>5.545</td>
<td></td>
<td>12.496</td>
<td>.000</td>
</tr>
<tr>
<td>Autocratic Rules</td>
<td>-5.638</td>
<td>1.722</td>
<td>-.572</td>
<td>-3.275</td>
<td>.003</td>
</tr>
</tbody>
</table>

From Table 4.10, the p value of 0.03 obtained is less than the specified value of 0.1 level of significance. This means that autocratic rules significantly affect boys academic performance negatively. It indicates that for every sign of autocracy, academic performance drops by 5.638 units. This implies that when rules are made
in an autocratic way, the boys do not own them hence rebel against them. The consequence is the school becoming unfriendly to them. In such instances, the boys form peer groups that are against the administration. They thus become truant, waste a lot of time doing punishments and end up failing academically. The findings are consistent with that of Awuor (2008) who said that student unrest is precipitated by high handedness by the leadership of the school, lack of dialogue and autocracy of school rules that make school life unbearable for students hence failure academically. Autocracy of school rules is thus a determinant of boys’ poor performance academically.

The study also sought to find out the class teachers opinion on how discipline is handled in school. By this, the researcher meant whether guidance and counselling preceded punishments or whether whenever a student broke a school rule he was punished instantly. This was important to know in that the manner in which a punishment is instilled in a student either makes him to reform or have an attitude towards a teacher, the school or learning in general. Table 4.11 indicates the responses of class teachers.

**Table 4.11: Opinion of class teachers on precedence of punishments and suspensions over guidance and counselling**

<table>
<thead>
<tr>
<th></th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>8.4</td>
</tr>
<tr>
<td>Agree</td>
<td>10</td>
<td>41.6</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>12</td>
<td>50.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

*Source: Class teachers’ questionnaire*
From Table 4.1, 50% of class teachers strongly agreed that punishments and suspensions precede guidance and counselling in their schools while 41.6% agreed to this viewpoint. On the other hand, 8.4% of class teachers disagreed while none strongly disagreed. This implies that whenever a student breaks school rules, he/she is automatically punished instead of being guided and counseled so that he/she can learn from his/her mistakes and correct his/her deviant behavior. This finding indicates a scenario where schools are viewed as being autocratic in dealing with discipline issues facing students. The schools do not give students an opportunity to explain themselves in the event they break school rules and this makes the school not to be child friendly as desired of any school by the government. Owing to the age of the boys in high school and the adolescent period most of them go through during this time, they need to be corrected by use of guidance and counseling instead of punishments as most of them act out of emotions and not wisdom. By not using guidance and counseling, the school administration makes the children fear schooling, become rebellious and indulge in activities such as school unrest which eventually leads to poor academic achievement.

The principals were asked on the procedure followed in handling discipline cases. Majority of them (75%) reported that for small indiscipline cases, teachers punish students but for major once suspensions, for a period not exceeding two weeks are done. However, very few principals reported that guidance and counselling precedes suspensions for major indiscipline cases.

From the responses of principals, it is evident that many do not believe in guidance and counselling as a means of correcting truant students. They believe in punishing as a corrective measure. This makes schooling difficult for most students and may
be the reason behind their poor performance. This finding is in tandem with that of Rono (2006) who said that schools have not embraced guidance and counseling in handling discipline matters in school and that the role of a school administrator in handling discipline issues has been reduced to that of a judge and a jury at the same time. This means that schools are becoming more dictatorial in respect to handling of discipline cases. Such kind of an environment as stated by Awuor (2008) breeds school unrest and a culture of rebellion among students that is detrimental to academic excellence. The lack of using guidance and counseling in handling discipline cases in schools can therefore be advanced as one of the reasons why boys are underperforming academically.

4.6 Influence of Family Background on Boys Academic Performance
The fourth objective of the study was to determine the influence of family background on boys’ academic performance. By family background, the researcher meant the socio-economic status of a family, marital status and parental involvement in a child education.

4.6.1 Influence of Family Income on Boys’ Academic Performance
To establish the Influence of family income on boys’ academic performance, the boys were asked their views on the average monthly income of their families. This was important because it gives an indication of the ability of the family to provide the adequate resources and environment that would help a child to excel academically. Figure 4.1 gives a summary of the findings.
From Figure 4.1, 41% of the families earn an average of between Ksh.3,000 and 10,000, 31% earn between Ksh. 10,001 and 30,000, 15% earn less than Ksh. 3,000 and 13% earn over Ksh.20,000. This implies that majority of the families from which boys come have low level of income. As a consequence, the boys seem to come from poor backgrounds, the parents lack adequate money to buy their children learning resources such as text books and may not have enough money to meet all the basic needs of their children The kind of neighborhood a child comes from influences a child’s academic performance as explained by Eamon (2005) when he said that adolescents who reside in wealthier neighborhoods perform better than those from poor regions. The poor neighborhoods these boys come from may be negatively influencing their academic performance due to exposure to an environment that does not promote studying such as noise, drug and substance abuse, irresponsible sexual behaviors, lack of role models among others. Chi-square test was done on the data to find out the association between family income and academic performance. Table 4.12 gives this summary.
Table 4.12: Relationship between family income and academic performance

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>5.689</td>
<td>6</td>
<td>.459</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>7.496</td>
<td>6</td>
<td>.277</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>3.800</td>
<td>1</td>
<td>.051</td>
</tr>
</tbody>
</table>

**Number of Valid Cases** 205

From Table 4.12, a p value obtained is 0.459. This value is higher than the specified value at 0.05 level of significance. This implies that there is no significant relationship between family income and academic performance. This means that even if a child comes from a poor family, his/her academic performance is not affected by that economic state of the family. It therefore means that other factors other than family income are fuelling boys’ academic underachievement. This finding is inconsistent with that of Yousefi et al, (2010) who examined the effects of family income on test-anxiety and academic achievement and noted that family income significantly affected academic achievement of students. A child may be from a poor family but may be intrinsically motivated to succeed in school, may be naturally intelligent, may have the right role modeling from someone in the society, may have encouragement from the family or the school may provide the right environment and resources that make the boy child to succeed. In such a circumstance, the boy child will excel academically in school despite him coming from a poor economic background.

4.6.2 Existence of Child Labour Among Boys

The study further sought to find out if boys in their classes were involved in some form of child labour. This finding was important in that it could give an indication of the amount of time a child locates to his/her studies which would therefore reflect on
his/her academic performance. Boys were asked their opinions on whether they had been involved in work for pay before.

The study revealed that there was low involvement in child labour as 28% of boys reported to have been involved in child labour but 72% had not been involved in any form of child labour. The low involvement of the boys in child labour could be due to government policies such as the Education Act that bars children from being involved in any kind of child labour and compel parents to ensure their children enrol in schools. This low percentage of boys indulging in child labour implies that most boys are present at school to be taught hence the chances of them excelling academically is enhanced as opposed to if they were majorly involved in child labour hence being absent when learning was on going. Chi-square test was done to find the association between child labour and academic performance. Table 4.13 indicates the finding.

<table>
<thead>
<tr>
<th>Table 4.13: Association between child labour and academic performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Value</strong></td>
</tr>
<tr>
<td>Pearson Chi-Square</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
</tr>
</tbody>
</table>

| **Number of Valid Cases** | **205** |

From Table 4.13, a p value of 0.603 was obtained. This value is higher than the specified value at 0.05 level of significance. This indicates that there is no significant relationship between child labour and academic performance. The findings reveal that the low percentage of children involved in child labor does not significantly influence academic performance of boys. This is because majority of
the boys are present at school hence can concentrate in class and study without thinking about how to work for money. Therefore, other factors other than involvement in child labor are responsible for boys’ academic underperformance. This finding is in tandem with that of Goulart and Bedi (2008) that discovered that among Portuguese children, labour was found to increase the chances of a child repeating a grade or failing academically.

4.6.3 Failure of Fathers as Role Models and Mentors to Boys

The study also sought to find out the boys opinion on whether their fathers had failed in their duties as role model and mentors to them at home. By this, the researcher meant the ability of a father to train his son on how to be ambitious, pass his examinations and become a better person in life. Responses of boys on whether their fathers had failed in role modeling and mentoring them is summarized in Table 4.14.

Table 4.14: Opinion of boys that their poor academic performance is due to failure of fathers to mentor them

<table>
<thead>
<tr>
<th></th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>38</td>
<td>33.1</td>
</tr>
<tr>
<td>Yes</td>
<td>77</td>
<td>66.9</td>
</tr>
<tr>
<td>Total</td>
<td>115</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Students’ questionnaires

Findings on Table 4.14 indicate that 66.9% of the boys are of the opinion that their fathers have failed to mentor and role model them with many saying that their fathers came home late and some fathers do not have any time for their sons while 33.1% said that their fathers had not failed in their role modeling and mentorship.
duties. This finding indicates that many boys are lamenting on the lack of support and training their fathers are according them. Fathers are heads of families and should be at the fore front in ensuring that their children especially the boy child (future father) is trained in a manner likely to ensure that the boy child develops into a responsible adult and father. This is ensured through proper and close mentorship at home. Good mentorship makes the boy child responsible, focus on his studies and excels academically in order to ensure a brighter future as a father. Failure of a father in mentoring their sons is very detrimental to the well-being of the children in that sons emulate their fathers therefore role modeling is crucial to boys as supported by Goldman (2005) who reiterated that the higher the level of interest by a father in the schooling and education of his child, the better the progress of the child and academic qualification. Chi-square test was done to determine the influence of failure of fathers to mentor boys on academic performance of boys. Table 4.15 summarizes the findings.

**Table 4.15: Influence of failure of fathers to mentor boys on academic performance**

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>13.550</td>
<td>4</td>
<td>.009</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>13.860</td>
<td>4</td>
<td>.008</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>3.847</td>
<td>1</td>
<td>.050</td>
</tr>
<tr>
<td>Number of Valid Cases</td>
<td>115</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From Table 4.15, a p-value of 0.009 obtained is lower than the specified value at 0.05 level of significance. This means that there is a significant association between failure of fathers and poor academic performance among boys. Failure of fathers to mentor boys negatively affects their academic performance. This is due to lack of
role modeling from a parent of same gender. The absence of the father to mentor boys means that they seek for mentors elsewhere including through social media or in the immediate neighborhood. The kind of role modeling that comes elsewhere apart from the person closest to the boy who is the father is more often a negative role modeling since it does not understand the developmental stage of the child. The lack of mentorship by fathers hence makes the boys to grow up in ways that are not right such as truancy, involvement in drug and substance abuse or even dropping out of school due to peer influence. Even if mothers are available, they cannot do the mentorship for the boys since mentorship works best through role modeling. This finding is consistent with that of Tumursukh (2011) who in his study of Mongolian boys stated that when a child is supported by parent of the same gender, his/her academic performance is better due to role modeling.

4.6.4 Parental Attendance to School Functions

The study also sought to determine attendance of parents to school functions. This information was crucial in determining the amount of involvement a parent has in the education of his son/daughter which is thus reflected in academic performance of the child. In this study, a parental attendance to school functions involves a father and mother or both attending the school function. The study revealed there was poor parental attendance to school functions with 60% of the boys reporting that their parents do not attend school functions while 40% of the boys reported that their parents attend school functions implying fewer parents are actively involved in their children’s education. This finding is in tandem with that of De bruyn (2005) who noted that parental involvement in education declines as the children go up the academic ladder especially the middle and high school levels. This state of affairs implies that children have been left to the mercies of teachers to do both the teaching
job as well as the parenting role. This state of affairs is detrimental to the academic welfare of students in that there is no one from home to encourage them and motivate them academically. Chi-square tests were run to determine the relationship between parental attendance to school functions and their academic performance. The findings are in Table 4.16.

**Table 4.16: Relationship between parental attendance to school functions and academic performance**

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>3.032</td>
<td>4</td>
<td>.552</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>3.279</td>
<td>4</td>
<td>.512</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>.023</td>
<td>1</td>
<td>.879</td>
</tr>
<tr>
<td><strong>Number of Valid Cases</strong></td>
<td><strong>184</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From Table 4.16, a p value of 0.552 was obtained. This value is higher than the specified value at 0.05 level of significance. This implies that there is no significant influence of parental attendance to school functions on academic performance. This means that even if parents do not attend school functions, most students still perform well. Other factors other than parental attendance to school functions can thus be blamed on the poor academic performance among boys. For instance, even if the parents of a child are not interested in his education through indulging in parent meetings at school, the child may be intrinsically motivated or be naturally intelligent hence succeeds. Some schools also have foster parenting by teachers and religious leaders hence the child may have an alternative parent who can be following up on his academic affairs and motivating him to succeed academically. This finding is not consistent with that of Hill and Craft (2003) who said that parental involvement is the factor that has consistently been related to a child’s increased academic performance.
4.6.5 Type of Families the Students Came From

The study further wanted to find out the marital status of the family from which the students came. By marital status, the researcher implied the state of the family being single family, nuclear or extended family. This knowledge was crucial in that the type of family a student comes from has an influence on the psychological well-being of the child hence his ability to excel in school. Table 4.17 gives the boys responses on the type of family they come from.

<table>
<thead>
<tr>
<th></th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended</td>
<td>21</td>
<td>10.2</td>
</tr>
<tr>
<td>Nuclear</td>
<td>100</td>
<td>48.8</td>
</tr>
<tr>
<td>Single parent</td>
<td>84</td>
<td>41.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>205</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Source: Students questionnaires

From Table 4.17, 10.2% of the boys indicated that they came from extended families, 48.8% from nuclear families and 41% came from single families. Even though a high percentage of students came from nuclear families, those coming from single and extended families were higher at a total of 51.2%. The bigger percentage of students having only one parent or none at all implies that most students are lacking full parental support at home. Those from single parenthood could be suffering from lack of full support economically, emotionally and academically that would be provided if both parents were available. Those from extended families on the other hand suffer psychologically in addition to emotionally and economically since the lack of both parents deprives them the support they would have gotten had both blood parents been around them.
The principals were also interviewed to give their views on what type of families majority of their students came from and how it affected their academic performance. Out of the 8 principals interviewed, 50% reported that majority hailed from single families, 37.5% said majority came from nuclear families while 12.5% reported that majority were from extended families. Chi-square test was done to ascertain the association between type of family boys came from and its impact on their academic performance. Table 4.18 shows the findings.

**Table 4.18: Relationship between type of family and academic performance**

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>19.178</td>
<td>4</td>
<td>.001</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>19.869</td>
<td>4</td>
<td>.001</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>1.758</td>
<td>1</td>
<td>.185</td>
</tr>
</tbody>
</table>

| Number of Valid Cases          | 205   |

From Table 4.18, a p value of 0.001 was obtained. This value is lower than the specified value at 0.05 level of significance. This gives an implication that there is a significant relationship between the type of family and the boys’ academic performance. A child’s performance depends on what type of family the child comes from. Since the boys in the study are academically underperforming and many come from families that are not nuclear, it can be said that single and extended families are negatively influencing their academic performance. This finding is consistent with that of Popenoe (2009) who laments that single parent families is the primary cause of child failure in schools and that of Brown (2010) who says that children from nuclear families perform better than those from single families and extended families. Boys from nuclear families perform better than those from single parent families due to the fact that two parents can give a better input in shaping a child as
compared to one parent who may struggle the balancing act of his/her life with that of nurturing children.

### 4.6.6 Availability of Parents at Home to Help Boys with Studies

Further, the study sought to know the availability of parents at home whenever the children needed their attention. By availability of a parent at home, the researcher meant the reach-ability of a parent for discussion whenever a child faces a problem. This was crucial information as it relates to the psychological well-being of the child hence academic performance. Boys from nuclear families were excluded in this question since the father/mother’s availability was being investigated. Table 4.19 gives their responses.

#### Table 4.19: Boys’ perceptions on presence of parents at home whenever they are needed

<table>
<thead>
<tr>
<th>Are your parents available when you need them?</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>130</td>
<td>70.7</td>
</tr>
<tr>
<td>Yes</td>
<td>54</td>
<td>29.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>184</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Source: Students’ questionnaires**

From Table 4.19, 70.7% of boys said that their parents were not available often when they needed their attention while only 29.3% said that the parents were available. The big percentage of boys complaining of unavailability of parents at home implies a state of confusion among children in that their immediate needs cannot be solved whenever they need assistance.
The issue of unavailability of parents at home whenever needed implies negligence of parents of their child rearing roles and has grave consequences on the children’s’ academic performance as it denies them contact with parents when a personal issue is affecting them, when there is an issue from school that needs parental attention and when they need help in doing their homework. The children thus live in isolation where they do not have anyone to turn to for help. Such children suffer from depression or seek help from peers, the result of which leads to behaviors that compromise their academic performance. Chi square test was done on the data to find out the relationship between availability of parents at home and academic performance. Table 4.20 indicates the findings.

Table 4.20: Relationship between availability of parents at home and academic performance

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>2.597</td>
<td>2</td>
<td>.273</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>2.531</td>
<td>2</td>
<td>.282</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>2.447</td>
<td>1</td>
<td>.118</td>
</tr>
</tbody>
</table>

Number of Valid Cases 184

From Table 4.20, a p value of 0.273 was obtained. This value is lower than the specified value at 0.05 level of significance. This connotes that there is no significant association between parental availability at home and academic performance meaning that whether the parent is available or not at home, the child can still succeed at school. Boys’ academic underperformance can thus be explain by other factors other than availability of parents at home This is because a parent may be available at home but is not active in role modeling the child or is only involved in paying fees but cannot help the child when he/she has academic...
challenges where he/she needs assistance. The child can seek for help from out of the home set up and still excel. This finding is inconsistent with that of Hill and Craft (2003) who say that parental involvement is the factor that has consistently related to a child’s increased academic performance. Availability with real commitment to a child’s education is what results into improved academic performance.

4.6.7 Parental Educational background
To establish the Influence of parental educational background on boys’ academic performance, the boys were asked their views on the highest level of education attained by their parents. This was important because it shows us the amount of encouragement and role modeling effect a parent can have in improving the aspirations of the child. From the study, it was established that 30% of the boys said that their fathers had gone to University, 40% said that fathers had gone to college, 22% said their fathers had completed secondary school level of education and 4.7% said their fathers had only completed primary education with 3.3% saying their parents had never attended any school system. This finding indicates that a big population of boys had fathers who had diploma level and above of education meaning that many fathers were well educated. On the mother’s education level, it was established that 10% of the boys said that their mothers had gone to University, 25.6% said that mothers had gone to college, 37.8% said their mothers had completed secondary school level of education and 12.7% said their mothers had only completed primary education with 13.9% saying their parents had never attended any school system. The finding indicates that a large population of the boys indicated that their mothers had low level of education with only 36.65% of the
mothers having attended college level of education and above. This implies that the education level of the mothers may be negatively influencing academic performance of boys because in most instances they are the ones who spend more time at home and interact more with the children. Chi-square test was done to find the association between parental education and academic performance. Table 4.21 indicates the findings:

Table 4.21: Association between parental level of education and academic performance of boys

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>1.010</td>
<td>2</td>
<td>.623</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>1.029</td>
<td>2</td>
<td>.598</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>0.991</td>
<td>1</td>
<td>.319</td>
</tr>
<tr>
<td>Number of Valid Cases</td>
<td>205</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From Table 4.21, a p value of 0.623 was obtained. This value is higher than the specified value at 0.05 level of significance. This indicates that there is no significant relationship between parental education academic performances. This implies that even if the parent is highly educated but is not available to role model the child or assist the child in his studies, the child may just end up failing academically. For instance this study has established that fathers have failed in mentoring their boys meaning that even though have gone beyond the college level of education, their lack of interest in the boys means that their education level is not of assistance to boys. This finding is inconsistent with that of Davis-Kean et al., (2005) who argue that some of the reasons as to why children from highly educated parents do well in school compared to those whose parents are from lower level of education is that they encourage their children to do well in school and have higher
expectation in their children success at school. The finding however is consistent with that of Glick (2004), who noted that education level of the mother had more benefit to the girl-child than the boy-child therefore the 36.5% of mothers who had diploma level of education and above would not influence academic performance in a significant way.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the study, conclusion and recommendations of the study and is guided by objectives of the study on the social and institutional determinants of boys’ poor academic performance in Changamwe Sub County, Mombasa County, Kenya which are:

a) Influence of Guidance and Counselling Services Provided to Boys on Their Academic Performance
b) Influence of Mentorship on Boys Academic Performance
c) Influence of Discipline Policy on Academic Performance of Boys
d) Influence of Family Background on Boys Academic Performance

5.2 Summary of the Study

The study revealed that GNC programmes in schools are gender-biased. This was supported by 83.3% of GNC teachers. On attendance of GNC programmes, 66.7% of GNC teachers said that girls frequented the GNC services in comparison to boys at 33%. It was also noted that biasness based on gender significantly influenced academic. Since girls are more favoured by the programmes, boys were adversely affected academically by this.

The study revealed that there were no established mentorship programmes for boys in the schools in the area of study. Class teachers strongly supported this with a percentage of 66.7% with only 8.4% disagreeing. Principals also mentioned that they had not initiated such programmes in their schools.
On the number of school rules, 62.5% of the class teachers said that the schools had too many school rules. The study further revealed that school rules were too many and too autocratic with 75% of class teachers having this opinion. In addition, 50% of class teachers strongly agreed and 41.6% of them agreed to the fact that punishments and suspension preceded guidance and counselling as a mode of punishing students. This precipitated dropping out of school and dislike for school among boys hence poor academic performance. A regression coefficient of -0.572 at 5% level of significance revealed that autocratic rules significantly affected boys academic performance. The rules made boys dislike schooling hence fail academically.

Lastly, the studies revealed that majority of boys come from low socio-economic status with a majority of family monthly income being between Ksh. 3,000 and Ksh. 10,000. However, this does not significantly influence their academic performance. It was also revealed that very few boys are involved in child labour. It was also unearthed that there was poor parental attendance to school functions but this did not affect performance negatively. In addition, it was noted that fathers had failed in mentoring boys and this negatively affected their academic performance. Lastly, it was revealed that majority of boys come from nuclear families followed by single-parent families. The type of family a child came from was found to significantly influence his/her academic performance.
5.3 Conclusions of the Study

This study sought to find out the social and institutional determinants of poor performance among boys in Changamwe Sub County, Mombasa county Kenya.

The study concluded that:

i) Biasness of GNC programmes negatively influences academic performance of boys.

ii) Lack of mentorship of boys by male teachers in schools negatively influences their academic performance.

iii) Autocratic rules in schools make boys dislike schooling and negatively influence their academic performance.

iv) The type of families boys comes from significantly influences their academic performance.

5.4 Recommendations of the Study

i) The government, through the Ministry of Education should give clear guidelines on formulation of school rules in schools.

ii) Guidance and counselling departments in schools should be empowered to handle discipline cases in schools.

iii) The school management, through the principal, should ensure that teachers treat students equally both in classrooms.

iv) The GNC programmes should be encouraged to be gender sensitive.
5.5 Suggestions for Further Research

Below are suggestions for future research:

i) This study was only done in Mombasa County. Further research would be recommended in other counties so as to get views of more boys.

ii) Only two main determinants, namely; the social and institutional factors were researched on. Further research would be recommended on other determinants so as to add to the field of knowledge.

iii) This study only sought the opinions of boys on determinants of their poor performance. Further research should be done on the voices of girls too.

iv) This study was only done in public mixed schools. Further research should be done even in single sex schools and private schools in order to get more opinions and knowledge.
REFERENCES


Myhill, D. & Jones, D. (2006). ‘She doesn’t shout at no girls’: Pupils’ perceptions of


APPENDICE

APPENDIX I: QUESTIONNAIRE FOR CLASS TEACHERS

Dear Respondent,

My name is Nelson Mandela Ouma, a Master of Education student from Kenyatta University conducting a research on social and institutional determinants of academic performance among boys in secondary schools in Changamwe Sub County.

I request you to respond to all questions asked in this questionnaire and explain your response where necessary. Information given will be treated with utmost confidentiality. Your honesty and cooperation in giving the right responses to this questionnaire will be most appreciated. Thank you.

(Please indicate the correct option by ticking or explaining where necessary)

SECTION A: Demographic details

1. What is your gender
   Male [ ] Female [ ]

2. For how long have you been a class teacher in this school
   Under 5 years [ ] 5-10 years [ ] Above 10 years [ ]

3. What is your academic qualification
   Diploma [ ] Bachelor’s degree [ ]
   Master Degree and above [ ]

4. Kindly, indicate the number of students in your class by gender:
   Boys [ ] Girls [ ]

5. Please indicate the number of teachers teaching subjects in your class
   Male [ ] Female [ ]

6. (a) Do you experience gender disparity in performance?
   Yes [ ] No [ ]
   (b) If the answer is yes, which gender is lagging behind in academic performance?
   Male [ ] Female [ ]
SECTION B

Please tick in the box 1, 2, 3 or 4 to indicate your agreement level with each statement given in relation to what extent the following factors contribute to the gender disparity in performance.

Influence of school related factors on boys’ academic performance

Please tick your preference

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Male teachers don’t offer mentoring support to boys</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Most of the school rules are too autocratic for boys</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Punishment and suspension of indisciplined boys is preferred to guidance and counseling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thank you for your co-operation
APPENDIX II: QUESTIONNAIRE FOR GUIDANCE AND COUNSELLING TEACHERS

Dear Respondent,

My name is Nelson Mandela Ouma, a Master of Education student from Kenyatta University conducting a research on social and institutional determinants of academic performance among boys in secondary schools in Changamwe Sub County.

Kindly respond to all questions asked below and explain your response where necessary. Information given will be treated with utmost confidentiality. Your honesty and cooperation in responding to this questionnaire will be most appreciated. Thank you.

(Please indicate the correct option by ticking or explaining where necessary)

SECTION A: Demographic details

1. How long have you been a GNC teacher?
   - Less than 5 years [    ]
   - 5-10 years [    ]
   - More than 10 years [    ]

2. What is your academic qualification?
   - Diploma [    ]
   - Bachelor’s degree [    ]
   - Master Degree and above [    ]

3. (i) Have you been through some GNC training?
   - Yes [    ]
   - No [    ]

   (ii) If No, what challenges do you experience in your work due to this


........................................................................................................................................................................
........................................................................................................................................................................
SECTION B
This section seeks your opinion on the role of GNC on academic performance among boys in secondary schools in Changamwe Sub County
1. Which gender of students mostly comes for GNC services from your department?
   Girl [ ] Boy [ ]

2. If your answer is boy, move to question 5 but if your answer is girl, why do you think boys hardly come for your services ..................................................
........................................................................................................................................

3. In your opinion, do you think GNC programmes in your school are gender biased?
   Yes [ ] No [ ]

   If yes, what gender is favored by the programmes?
   Male [ ] Female [ ]

Thank you for your co-operation.
APPENDIX III: QUESTIONNAIRE FOR THE STUDENTS

Dear Respondent,

My name is Nelson Mandela Ouma, a Master of Education student from Kenyatta University conducting a research on social and institutional determinants of academic performance among boys in secondary schools in Changamwe Sub County.

Please respond to all questions asked and explain your response where necessary. Information given will be treated with utmost confidentiality. Your honesty and cooperation in giving the right responses to this questionnaire will be most appreciated. Thank you.

(Please indicate the correct option by ticking or explaining where necessary)

Section A: Demographic details

1. What is your age bracket?
   13-14 [ ] 15-16 [ ]
   17-18 [ ] Above 18 [ ]

2. Indicate by gender the number of students in your class
   Boys ...................................................   Girls ....................................................

3. How would you rate your academic performance in your class?
   Average [ ] Poor [ ] Good [ ]

4. What can you say is the highest level of education your father has reached?
   University [ ] College [ ]
   Secondary school [ ] Primary school [ ]
   Never attended school [ ]

5. What can you say is the highest level of education your father has reached?
   University [ ] College [ ]
   Secondary school [ ] Primary school [ ]
   Never attended school [ ]
SECTION B

This section is meant to collect information concerning how family background influences academic performance of boys. (Please fill in the answer as the questions or statements requires. In this section, family background will be divided into parental involvement, family marital status, income and level of education

**Influence of parental involvement on boys academic performance**

1. Do your parents attend school meetings?
   - Yes [ ]
   - No [ ]

2. For those who have fathers, do you think your father has failed in his role as a role model and mentor to you? (If you do not have a father move to question 3)
   - Yes [ ]
   - No [ ]

   If your answer is yes, kindly list areas in which he has failed.

**Influence of family marital status on boys academic performance**

3. What kind of family do you come from?
   - Single [ ]
   - Nuclear [ ]
   - Extended [ ]

   If your family is single-parented, state the gender of the head of the family
   - Mother [ ]
   - Father [ ]

4. Are your parent(s) always available at home when you need them?
   - Yes [ ]
   - No [ ]

**Influence of family socio-economic status on boys academic performance**

5. Have you ever worked for pay?
   - Yes [ ]
   - No [ ]

6. What is the average monthly income of your family in Kenya shillings?
   - Less than 3,000 [ ]
   - 3,000-10,000 [ ]
   - 10,001-20,000 [ ]

**Thank you for your co-operation.**
APPENDIX IV: INTERVIEW SCHEDULE FOR PRINCIPALS

Introduction
My name is Nelson Mandela Ouma, a Master of Education student from Kenyatta University conducting a research on social and institutional determinants of academic performance among boys in secondary schools in Changamwe Sub County, Mombasa County, Kenya. Feel free to respond to all the questions as the responses will be used only for the purpose of the study.

This section seeks your opinion on the social and institutional determinants of poor academic performance in your school

<table>
<thead>
<tr>
<th>Objective</th>
<th>General Question</th>
<th>Probing questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>To determine what psychosocial services are provided to boys at school and how they influence their academic performance.</td>
<td>Does your school have a functional psycho-social support program targeting boys?</td>
<td>Have you heard cases of boys complaining of being sidelined by the department in favour of girls? If yes, mention at least two In your opinion, do you think the school is doing enough to cater for the needs of the boy-child? If no, how better can they be addressed?</td>
</tr>
<tr>
<td>To find out the influence of selected school related factors on boys academic performance</td>
<td>In your opinion, is the discipline policy in your school student centered?</td>
<td>How many school rules does the school have? How is the procedure followed in handling a discipline case? How can you best describe the relationship between teachers and students in this school and in particular with boys</td>
</tr>
<tr>
<td>To find out the influence of family background on boys academic</td>
<td>In your opinion, what factors from the family background of boys in your school affect their academic performance?</td>
<td>From what economic background are a majority of your boys from? Kindly explain how this may be impacting on their performance? In your view, what type of families do most students in your school come from (single-parented, nuclear, extended)? How does this affect performance of boys?</td>
</tr>
</tbody>
</table>

Thank you for your cooperation
APPENDIX V: RESEARCH AUTHORIZATION

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2241339,3310571,2219420
Fax: +254-20-318245,318249
Email: dp@nacostl.go.ke
Website: www.nacostl.go.ke
when replying please quote
Ref. No. NACOSTI/P/16/34747/9966

Date: 3rd May, 2016

Nelson Mandela Ouma
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Social and institutional determinants of poor academic performance among boys in secondary schools in Mombasa County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Mombasa County for the period ending 29th April, 2017.

You are advised to report to the County Commissioner and the County Director of Education, Mombasa County before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:
The County Commissioner
Mombasa County.
The County Director of Education
Mombasa County.
APENDIX V1: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

MR. NELSON MANDELA OUMA
of KENYATTA UNIVERSITY, 93200-80102
Mombasa, has been permitted to
conduct research in Mombasa County
on the topic: SOCIAL AND
INSTITUTIONAL DETERMINANTS OF
POOR ACADEMIC PERFORMANCE AMONG
BOYS IN SECONDARY SCHOOLS IN
MOMBASA COUNTY, KENYA
for the period ending:
29th April, 2017.

Permit No.: NACOSTI/P/16/34747/9966
Date Of Issue: 3rd May, 2016
Fee Received: Ksh 1000

Applicant's Signature

Director General
National Commission for Science,
Technology & Innovation

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