

**AN ANALYSIS OF THE ACADEMIC CHALLENGES FACED BY STUDENTS IN PUBLIC
DAY CO-EDUCATIONAL SECONDARY SCHOOLS IN DAGORETTI SUB-COUNTY,
NAIROBI COUNTY**

BY

TANSAM YUONJI ELVIS

B. ED 218/11/12

**A Research Project Submitted to the Department of Education in Partial Fulfilment of the
Requirement for the Award of the Degree of Bachelor of Education.**

DEPARTMENT OF EDUCATION

MARIST INTERNATIONAL UNIVERSITY COLLEGE

A Constituent College of the Catholic University of Eastern Africa

NAIROBI-KENYA

MARCH, 2015

DECLARATION

I hereby, declare that this research project is my original work and has not been submitted in any University or Institute of Higher Learning for any academic award other than Marist International University College.

.....

.....

TANSAM YUONJI ELVIS

Date

This Research Project has been submitted for examination with my approval as the University College Supervisor.

.....

.....

REV. BR. DR. EZUGWU EUGENE

Date

This project has been accepted by the Head of Department of Education.

.....

.....

PROF. JOASH MUTUA

Date

DEDICATION

I hereby dedicate this work to God, my biological mother, siblings and Religious family.

ACKNOWLEDGEMENT

First and foremost, I will like to thank the Almighty God for his countless blessings upon me. Lots of appreciations to my supervisor Rev. Br. Dr. Ezugwu Eugene, for his dedication and supervisory role in this research project.

I owe my indebtedness to my District Superior, Br. Lukong Francis and his council, the Superior of Marist International Centre, Bro Lawrence Ndawala, the formation team of MIC and my animators; Brothers: Gandebo Cyprian and Br. Desiré Shambele for their contributions toward my academic and religious formation both at MIC and MIUC. May the Almighty God bless you abundantly. My Heartfelt gratitude goes to Madam Mary Kembong my mother, my maternal Uncle Mr. Tansam Stephen Ndong, my Grandmother, Debora Kemai and my brothers and sisters for giving me a family, and for laying a solid foundation for my moral and academic formation.

I extend my heartfelt gratitude to Mr. Njio Jerome the Mayor of Elak Council, the Principals and students of Dagoretti Mixed and Ruthimitu Mixed Secondary Schools for their support for the success of this study. May the Almighty God reward you beyond measure. I will like to thank all the Brothers of Maisonette Fraternity for their brotherly love and support. May God shower you with lots of blessings for making my stay a happy one.

My special Thanks to Br Raymond my accompagnator, and the Principal of Marist International University Collage, Rev. Br. Dr. Joseph Udeaja and his administration team, the lecturers who have molded me to be who I am today. To my companions on the journey; Brothers; Tameh Conrad, Tiburtius Nyuykighan, Kfeban Divine, Mbiatem Eyong, Michael Telewah, you my dears friends; Sr. Meselech Achamo, Sr. Mary Kaguamba, and Workinesh. May God reward you abundantly for who you have been to me.

TABLE OF CONTENTS

DECLARATION	i
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF ABBREVIATIONS AND ACRONYMS	xiv
CHAPTER ONE	1
1.0 Background of the Study	1
1.1: Statement of the Problem.....	3
1.2 Objectives of the Study.....	4
1. 3 Scope and Delimitation of the Study	5
1.4 Significance of the Study	5
1.5 Conceptual Framework.....	7
1.6 Organization of the Study	10
1.9 Operational Definition of Terms.....	10
CHAPTER TWO: REVIEW OF RELATED LITERATURE.....	13
2.0 Introduction.....	13

2.1 Economic Challenges.....	13
2.2 Environmental Challenges	15
2.3 Social Challenges.....	17
2.3.1 Violence and Indiscipline	19
2.3.2 Social Media	21
2.4 School Related Challenges	23
2.4.1 Inadequate Teaching and Learning Resources	24
2.4.2 Poor Managerial Skills of the Leader	25
2.5 Possible Measure of Counteracting these Challenges	26
2.5.1 In-service Training of Teachers.....	26
2.5.2 Improved Institutional and Managerial Leadership.....	27
2.5.3 Teacher-student Motivation.....	28
2.5.4 Provision of Guidance and Counseling Services	29
2.5.5 Availability of Teaching and Learning Resources/Materials	29
2.6 Conclusion	30
CHAPTER THREE	31
3.0 RESEARCH DESIGNS AND METHODOLOGY	31
3.1 Introduction.....	31

3.2 Research Design.....	31
3.3 Population of the Study.....	31
3.4 Sample and Sampling Procedure	32
3.5 Research Instruments	33
3.6 Reliability of the Research Instruments	34
3.7 Validity of the Research Instruments.....	34
3.8 Data Collection Procedure	34
3.9 Data Analysis and Interpretation	35
3.10 Ethical Consideration.....	35
CHAPTER FOUR.....	37
DATA PRESENTATION, INTERPRETATION, ANALYSIS AND DISCUSSION OF FINDINGS.....	37
4.0 Introduction.....	37
4.1 DEMOGRAPHIC INFORMATION OF THE RESPONDENTS	38
4.1.1 Number of Students in each School.....	38
4.1.2: Gender of Student Respondents.....	38
4.1.3 Gender of Teacher/Parent and Deans Respondents.	39
4.1.4 Age of Student Respondents	39
4.1.5 Parents/guardians' Marital Status	40

4.2 SECTION B: FACTUAL INFORMATION	40
4.2.1 My School fee is too high for my parent to pay	40
4.2.2 I miss Classes when am sent home for School fees.....	41
4.2.3 My Parents are Unable to Afford Textbooks I need for my Studies	42
4.2.4 I do not have enough time to study at home because I help my parents to do other domestic chores.	43
4.2.5 I feel discouraged when I see that my friends have all they need for their study.	43
4.2.6 What Means of Transport do you use to come to School?	44
4.2.7 I stay very far from the School	45
4.2.14 Are there some cultural practices in your community that affect your studies?.....	51
Figure 15: Response on. “Some cultural practices in the community that affect studies”	51
4.2.15 My parent fight or quarrel at home	52
4.2.17 I feel more secure in school than at home.....	53
4.4.18 Some Students fight in my School.....	54
4.2.19 The situation at home affects my studies	55
4.2.20: I take drugs and alcohol so as to forget what is happening at home.....	55
4.2.21 When I grow up I will revenge whatever experience I had as a child	56
4.2.22: I spend more time on internet and watching TV at home.....	57
4.3 SOCIO-CULTURAL CHALLENGES FACED BY GIRLS	58

4.3.1 My parent delay paying my school fees because I am a girl so I am often sent home	58
4.3.2 My parents want me to get marry and bear children for my husband.	58
4.3.4 Some of my classmates got pregnant and drooped out of school due to lack of parental support.....	61
4.3.5 In our community girls are not educated like boys.....	62
4.4 POSSIBLE MEASURES OF MOUNTERACTING THE ACADEMIC CHALLENGES FACING STUDENTS IN PUBLIC DAY CO-EDUCATIONAL SECONDARY SCHOOLS..	63
4.4.1 Provide more textbooks teaching and learning materials to both teachers and students	63
4.4.2 The Government should employ more Secondary School Teachers	64
4.4.3: The Government should increase teachers’ salaries for them to stop striking.	64
4.4.4 Effective school Guidance and counseling program as a solution to student’s unrest	65
4.4.5 The school administration should organize in-service training for teachers	66
4.4.6 The school administration should involve other staff members in decision making.....	67
4.7: Do you have guidance and counseling programs in your school?.....	67
4.4.8 other measure not mentioned which may minimize academic challenges	68
CHAPTER FIVE	70
5.1: Introduction.....	70
5.2 Summary	70
5.3 Conclusion	71

5.4 Recommendations..... 73

5.5 Suggestion for Further Study 74

REFERENCES 75

APPENDIX A: QUESTIONNAIRE FOR STUDENTS 81

APPENDIX B: QUESTIONNAIRE FOR TEACHERS AND PARENTS/GUARDIANS 86

APPENDIX C: INTERVIEW GUIDE FOR THE DEAN OF STUDIES 89

APPENDIX D: LETTER OF AUTHORIZATION 90

LIST OF TABLES

Table 1: Sample of the Study	33
Table 2: Number of Students in each School.....	38
Table 3: Gender of Student Respondents.....	38
Table 4: Gender of Teacher/Parent and Deans Respondents.....	39
Table 5: Age of Student Respondents	39
Table 6: Distribution of the response on “I do not have enough time to study at home”	43
Table 7: Response on, “I see my mother beaten by my father”	53
Table 8: Distribution of students’ response on, I feel more secure in school than at home	53
Table 9: Respondents’ response on, I spend more time on internet and watching TV.....	57
Table 10: Feedback on Provide more textbooks and other teaching and learning materials”	63
Table 11: Feedback on, “Effective school Guidance and counseling program as a solution.	65
Table 12: Teachers/Parents response on, “whether their school have counseling programs.....	67

LIST OF FIGURES

<i>Figure 1: Conceptual Framework</i>	9
Figure 2 Parents/guardian’s Marital Status.....	40
<i>Figure 3: Distribution of Response on: My school Fee is too high for my parent to pay</i>	40
<i>Figure 4: Response on ‘I miss Classes when am sent home for School fees’</i>	41
<i>Figure 5: Response on, ‘My Parents are Unable to Afford Textbooks I need for my Studies’</i> ...	42
Figure 6: Students’ on, “How they when their friends have all they need for their study	43
Figure 7: Distribution of Response on, “Means of Transport they use to come to School”.....	44
Figure 8: Students’ Response on, “I stay very far from the School”	45
Figure 9: Response on, I wake up early and arrive school late because I walk to school	46
Figure 10: Students response on “I do not have enough time for group studies with my classmates after school”	47
<i>Figure 11: Response on, “The noise on the busy road or market disturbs me in class.</i>	48
Figure 12: Figure 12: Student’s response on, “whether their school location is conducive	49
Figure 13: students’ response on, “whether they stay away from school when it rains.	50
Figure 14: Response on, “Our class is overcrowded and our teachers overloaded”.....	51
Figure 15: Response on. “Some cultural practices in the community that affect studies”	51
Figure 16: Distribution of students’ response on, “my parent fight or quarrel at home”	52
Figure 17: Distribution of Response on, “Some Students fight in my School”.....	54

Figure 18: Student’s Feedback on, the Situation at home affects my Studies”	55
<i>Figure 19: Response on, “I take drugs and alcohol to forget what is happening at home”</i>	<i>55</i>
Figure 20: Feedback on, “when I grow up I will revenge whatever experience I had as a child”	56
Figure 21: Students on, “My parent delay paying my school fees so I am often sent home	58
Figure 22: Respondents’ feedback on, “my parents want me to get marry”	59
Figure 23: Feedback on, “my parents/guardians do not provide for my daily needs”	60
Figure 24: Response on, “Some of my classmates got pregnant and drooped out of school due to lack of parental support”	61
Figure 25: Distribution of response on, “In our community girls are not educated like boys.” ...	62
Figure 26: Teachers’ feedback on, the Government employ more school teachers.	64
Figure 27: Teachers’ feedback on the Government should increase teachers’ salaries.....	64
Figure 28: Teachers Feedback on, the administration should organize in-service training for teachers.	66
Figure 29: Distribution of teachers’ on, involve other staff members in decision making	67

LIST OF ABBREVIATIONS AND ACRONYMS

MIC- Marist International Centre

MIUC- Marist International University Collage

P.T.A – Parents’ Teachers Association

SPSS- Statistical Package for Social Sciences

UNESCO- United Nations Educational Scientific and Cultural Organization

ABSTRACT

The study aims at analyzing various academic challenges facing students in public day co-educational secondary schools in Dagoretti Sub-County. The study is based on a number of objectives: to determine whether economic status of parents affects the academic performance of their children; to find out the socio-cultural factors that affect students academically; to analyze the influence of the geographical environment on students' academic performance, to explore various school-based challenges that affect students' performance and finally, to suggest possible measures of resolving these challenges in order to improve student's performance in Public Day Co-educational Secondary schools in Dagoretti Sub-County.

The researcher made use of two research instruments in collecting data. Questionnaires were used for students and teachers/parents. A face to face interview guide was designed to get information from the two Dean of Studies from the two selected schools. The sample size of 78, comprised of 60 students, 14 teachers, 2 parents and 2 Dean of Studies. The researcher made use of SPSS (version 21) to analyze, present and interpret quantitative data. The qualitative data from the interview was used to support the quantitative data.

The study found out that the major challenges facing student in public day secondary school were: lack of finance, lack of teaching and learning materials by both teachers and students. The study also established that most of the students cover long distances walking to and from school. Finally the study found out that these challenges can possibly be mitigated through school guidance and counseling programs, increased teachers' salaries, increase state funding on secondary school, and the employment of more secondary school teachers by the state

In conclusion the study recommends that, the government should consider increasing the salaries and the number of secondary school teachers. The school administration should establish a cordial relationship between the high level management, other members of staff and students. Parents/guardians should improve their involvement in their children's academic welfare. The Parent Teachers Association should work with the school administration to come up with amicable measures of mitigating indiscipline and substance abuse among students. The students on their part should make good use of their free time for private studies, as well as benefit from the modern technological tools such as internet, audio-visual, and computer for their academic work.

CHAPTER ONE

INTRODUCTION

1.0 Background of the Study

Public education evolved from primary single sex education for boys to primary coeducation before the twentieth century. In the colonial Kenya, formal public education was primarily available to boys; girls were typically educated informally in the homes. With time, girls started being integrated into public elementary schools. By the end of the second half of the twentieth century, almost as many girls as boys were attending schools in common. These common schools were few and limited to rural areas where the economy of educating boys and girls together may have played a part in the coeducational model (Njoroge and Bernnaars, 1986).

Coeducational institutions also known as “mixed sex” educational institutions are learning institutions where both boys and girls study together in the same classroom. Day schools are those institutions where students attend lesson during the day and return home in the evening in any educational system.

Education as it is today has passed through various stages. It started with the African Traditional education also known as indigenous education followed by missionary education and finally colonial education. Colonial education however was discriminative and exploitative. According to Sifuna (1990), African children were offered a type of education that was termed inferior, while the European children received the best education followed only by the Asians. Most Africans were trained to be cooks, “shamba boy” and clerks. They were specialized in manual work.

During the post-independence period, education expanded to include secondary schools that offer secondary education. This is also referred to as high school, middle school or preparatory school. Educational policies during this time encouraged boys and girls to be enrolled in same schools unlike the colonial period. The idea of formal education gained support from churches, Non-governmental Organizations and UNESCO. Education during and after colonial era took a new outlook. This was marked by its formal nature and the concern for academic performance.

This was manifested through examinations. The performance of students in secondary schools has raised a serious concern in the minds of the people globally and Kenya is not left out. This is justified by the value attributed to good performance (Eshiwani G.S 1993). Education is considered as a first step for every human activity.

Saxton (2000) affirms that the quality of students' academic performance remains a main concern for educators. It is destined for making a difference locally, regionally, nationally and globally. Educators, trainers, and researchers have long been interested in exploring variables contributing effectively to the quality of performance of learners. These variables are within and outside school. Some of these variable include; distance from home to school, and availability of learning facilities such as a well-equipped library and laboratory. The absence of these facilities affect the quality of academic performance.

Besides other factors, socioeconomic status is one of the most researched and debated factor among educational professionals, that contribute towards the academic performance of students. The most prevalent argument is that the socioeconomic status of learners affects the quality of their academic performance. Most scholars argue that the low socioeconomic status has negative effect on the academic performance of students because the basic needs of students remain unfulfilled and hence they do not perform well academically (Adams, A. 1996).

Lawis, J.S. and Eddy, C.T. (1967) asserted that parental attitude is important in predicting the aspiration of students towards continuing their schooling and successes in school. Parents should not expect too little or too much from their children. Too much pressure can lead to failure and dislike of studies. Critical remarks can encourage lukewarm attitude towards other subjects. Parents that are too pushy can cause academic maladjustment of their children. Boocock (1972) found that parental dominance tend to discourage the children in school learning. However some parents over pamper their children to the points of spoiling them completely Korau (2006). Since such parents shun their responsibility to train their children at home, the result is indiscipline and poor performance in academics.

1.1: Statement of the Problem

Public day coeducational secondary schools in Kenya are sponsored by the Government. It has been therefore the expectation of every citizen that such schools should be performing exceptionally well in academics. Conversely, even with the relentless efforts made by parents, teachers, and the state, the performance of the students has still not improved. This has been the cry of every parent in Dagoretti Sub-County in particular and the state in general.

A number of studies has been carried out on factors affecting students' performance in secondary and primary schools throughout the country. Cheptoo (2000) focused on the factors leading to poor performance among girls in KCSE Examinations in Kabartongo Division, Baringo District, Mungai (2001) generally elaborated on the problems faced by girls in Kenyan day schools. Similarly, Nyamunga (2009) carried out a relative study on challenges facing day schools students in Eldoret municipality. None of these studies cited the academic challenges faced by students in public coeducational secondary schools in Dagoretti Sub-County.

Although all students in Kenya are exposed to the same syllabus, there are great discrepancies in academic achievements. This implies that there are other variables than the common syllables that are responsible for the variation in academic output.

Both parents, communities, religious institutions, Non-governmental Organizations and the state have concentrated efforts and resources to curb academic challenges facing students in secondary schools in the country, more especially public day coeducational secondary schools. A practical example is cost sharing between the state and the parents, provision of transportation and basic school needs such as books and uniforms (Hanushek, E. A. & Jorgenson, D. W. 1996). Despite the energy expended on improving students' performance in Dagoretti Sub-County, the performance of the students still remain a major concern to both parents and the community. It is therefore against this background that the researcher seeks to analyze the academic challenges facing students in Public Day Coeducational secondary schools in Dagoretti Sub County, Nairobi County.

1.2 Objectives of the Study

This study seeks to analyze in general, the academic challenges faced by students. Therefore the study is aimed at achieving the following objectives:

- i. To determine whether economic status of parents affects the academic performance of their children
- ii. To find out the socio-cultural factors that affect students academically.
- iii. To analyze the influence of the geographical environment on students' academic performance.

- iv. To explore various school-based challenges that affect students' academic performance
- v. To suggest possible measures of resolving these challenges and improving student's performance.
 - i. What school-based challenges that influence students' academic performance?
 - ii. What measures can be taken to counteract these challenges?

1.3 Scope and Delimitation of the Study

The study sought to analyze academic challenges faced by students in public day co-educational secondary schools in Dagoretti Sub-County, Nairobi County.

The study was carried out in two public day coeducational secondary schools. These schools are Ruthimitu "Mixed" and Dagoretti "Mixed" day Secondary schools. The respondents of the study were restricted to Forms Four Students as they might have spent more years in School.

This involved a sample of 60 students, 14 teachers, 2 parents/guardians and 2 Dean of Studies who participated in the study. The results of the study may possibly be generalized to all public day coeducational secondary schools nationwide

1.4 Significance of the Study

The result of this study will be of great significance to the educational policy makers or Ministry of Education and other Stakeholders that work with the ministry, parent, and teachers.

This study is aimed at creating an awareness of some challenges that are faced by students in public day coeducational secondary learning institution, and how they affect their performance.

The findings of this study will help the Ministry of Education to provide possible solutions to the challenges affecting students' performance in Dagoretti Sub-County in Nairobi County.

The findings of this study will also be helpful to the Parent Teacher Association of these schools, in bringing to their awareness the challenges their children face in school and the possible remedies to such problems.

The results of this study will be significant to the students as well. This will enable them to realize how their attitude toward studies, other subject, and teachers influence their academic performance. With this awareness, the students will be equipped with the necessary information that will enable them make wise decisions on how to adjust their lives at school for better academic achievement.

Furthermore, the findings of this study will provide insight to the teachers and parents of these schools so that they can tackle these challenges and enhance students' performance. In addition, the finding of this study will provide suggestions as well as gaps for further research to help future researchers to carry out an in-depth exploration of this topic.

In general, the study is expected to contribute to the body of knowledge of various challenges affecting students' academic performance in public day coeducational secondary schools.

The results may help school in the neighborhoods to determine the best allocation of teachers, administration, and resources to improve student academic performances.

Though, the study is based on selected secondary schools in Dagoretti Sub-County, the findings may be useful to other schools around Dagoretti Sub-County.

1.5 Conceptual Framework

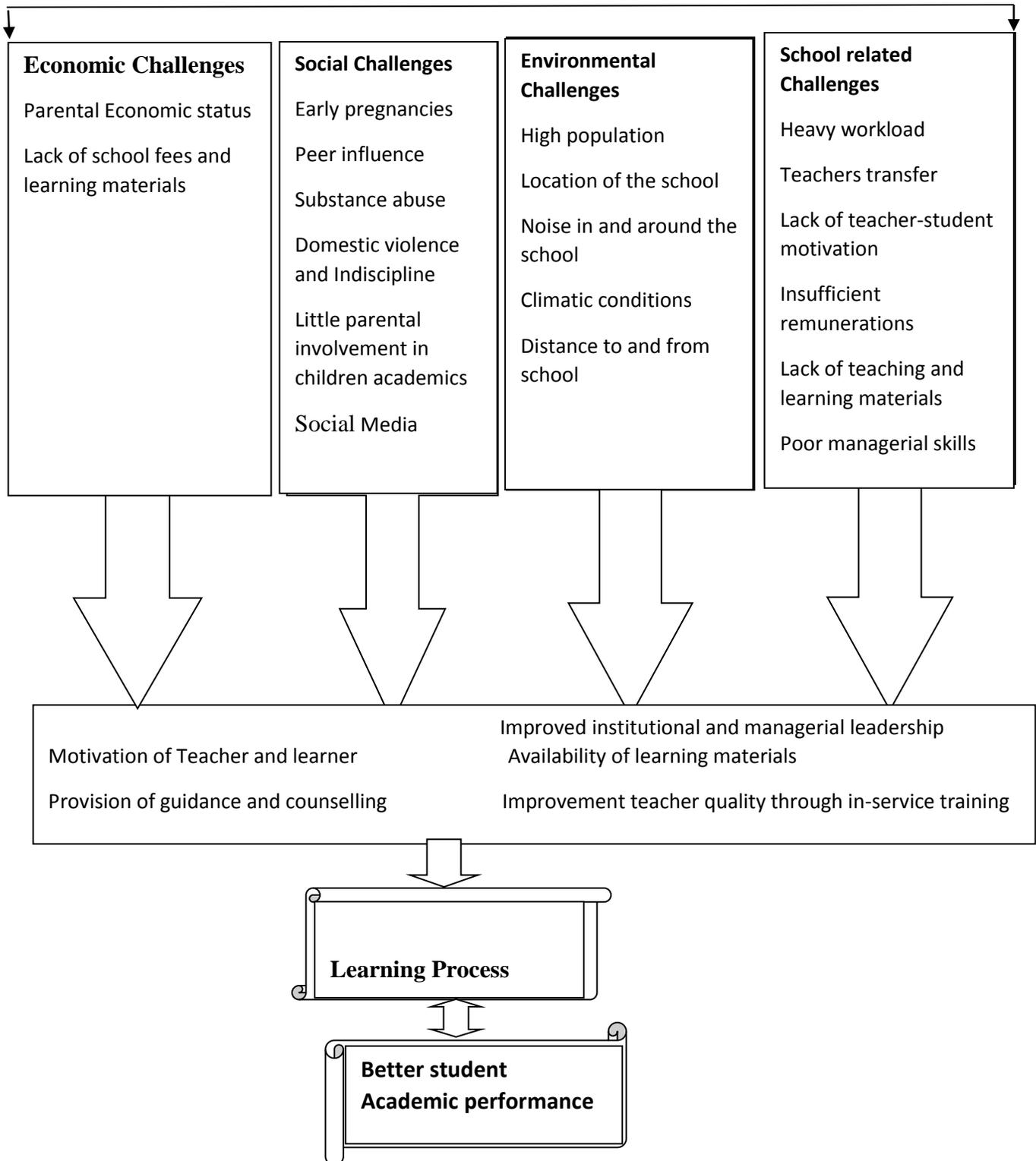
A conceptual framework is a postulated model identifying the concepts under study and their relationship. This helps the reader see quickly the proposed relationships (Olive. M Mugenda and Abel. G Mugenda, 2003). It enables the researcher to find links between the existing literature and his/her own research goals. It assists the researcher to develop awareness and understanding of the situation under study and communicate this (Guba and Lincoln 1989 as cited by Kombo and Tromp 2004).

This study is largely based on academic challenges faced by students in public day coeducational secondary schools. There are myriad challenges facing students in public day schools. Some of these will be analyzed under the following captions: Economic challenges such as, parental economic status. This may have a positive or a negative impact on the learner's academic performance. Social challenges will include: early pregnancies, peer influence alcoholism and drugs, media, and lack of parental involvement in their children academics. The pervasiveness of these challenges have an inverse effect on academic performance of the learners.

Environmental challenges here include: low/high population, the location of the school, political instability, and climatic conditions. Challenges within the learning environment that may upset the expected performance comprise: heavy work load of teachers, absence of teacher-learner motivation, teachers transfer, low/poor salaries, and managerial skills of the head teacher. Each of these challenges usher in others that upset the learning process adversely. Therefore there is need to address the above challenges in order to improve academic performance. This can be achieved by providing transportation for distant day scholars, provision of guidance and counselling in secondary schools, increase teacher-learner motivation, improved discipline, and enforcement of school regulations. Reduction of work load by recruiting more teachers and

provision of adequate learning materials. All these are likely to boost learner's academic performance. The relationship between the two variables (challenges and academic performance) can be demonstrated diagrammatically as shown in figure 3 below;

Figure 1: Conceptual Framework



1.6 Organization of the Study

This study is well thought-out in five chapters as follows: Chapter one comprise of the introduction which includes the background of the study, statement of the problem, purpose and objectives of the study, research questions, scope of the study, significance of the study, assumptions, operational definition of terms and organization of the study. Chapter Two deals with the review of the related literature. This review is meant to provide an academic background to various facets of the study. Chapter Three discusses the research design and methodology used in the study, instruments used and procedure of data collection and analysis. Chapter Four deals with the presentation of the results of the study. The results and findings of the study and their interpretations are presented by use of inferential and descriptive statistics. The final Chapter of this work provides the summary of the study, conclusion and recommendations or endorsements.

1.9 Operational Definition of Terms

School

As used in this study, a schools is a place meant for imparting formal education. It brings together diverse groups of people including students, teachers, head teachers, non- instructional staff and parents.

Academic challenges

In this study, academic challenges refer to problems or difficulties encountered in the process of learning, which could have a negative impact on the quality of education and eventually leading poor performance.

Performance

Here in this study, performance means how successful, competence or unsuccessful a student is in his/her academic work. It is also competence in school as indicated by the grade they score in various subjects.

Student

According to this study, a student is one who is devoted to learning especially one who attends school or who seeks knowledge from professional teachers or books. A student is an individual following a course of study in a school

Public school

As per this study, a public school stands for a learning institution that is ran and sponsored by the state, or government, that is maintained at public expense.

Learning process

In this research, learning process stands for the process through which an individual gains knowledge through reading, and studying. It involves acquisition of habits, knowledge, values, morals and attitudes through reading and studying in order to bring a permanent behavioral change in an individuals.

Coeducational secondary school

For the purpose of this study, Coeducational secondary school refers an integrated education of male and female students in the same environment. Here both male and female sit and learn in the same classroom. The learners in this system are referred to as “Day Scholars”

Day Schools

In this particular study, day schools refer to those learning institutions where children are given educational instructions during the day, the learners report to school in the morning and return home after their studies. The learner/students of this system of education are called day Scholars.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

According to Oso, W.Y and Omen D (2011:57) the review of literature is a systematic identification, location, retrieval, analysis and evaluation of documents that are related to the research problem. This chapter gives a review of what other scholars have written on academic challenges faced by day students in public secondary schools in relation to their performance. The literature will be reviewed under the following headings: Economic Challenges, Environmental Challenges, Social Challenges, and School related Challenges affecting academic performance of public day students in coeducational secondary schools.

2.1 Economic Challenges

According to Ukaome (1999), parental economic status is a common challenge affecting academic performance of students at all levels of studies. Home background of the students has a very significant role to play in their educational career in the school. It is clear that many parents are farmers while some are teachers. For this reason, they often leave home very early and return late weary or exhausted to inquire of their children's academic or social performance. This continues and eventually forms the life pattern of such families. The home environment influences the child's academic performance, hence his/her progress or retrogress in life originates from there and how well he/she is able to handle it. Thus economic status of parents and family motivations contribute to the child's academic success in school. The parents' occupation, social status and lifestyle determine the child's success and response to education.

Ukaome established this in rural secondary schools in Enugu state. This study seeks to find out if this is applicable in Dagoretti Sub-County, Nairobi County.

For Obiakor, F.E. (1999), Adams, (1996), parental attitude towards house-work affects a majority of day secondary school students. This attitude may lead to discouraging the students from showing interest on education. They may not give them ample time for private studies at home. Parents are likely to pick up quarrel with them frequently for spending much time on school-related assignments. It is not rare to hear some parents retort: “know it is not that book you will eat today, will you go into the kitchen at once”. Such parental attitude to education has a negative influence in the academic performance of their children. Most of the experts argue that the low socio-economic status has negative effect on the academic performance of students because the basic needs of students remain unfulfilled especially learning materials, tuition fee, absence from school because of lack of school fees, and hence they do not perform well academically. These scholars emphasized on day secondary schools but they failed to specify whether they are privately administered or state owned secondary schools. Therefore the researcher’s attention is on state owned co-educational secondary schools.

Barnard, 2004 & Lomax, (2001) and Hill, N.E; Castelino, O.R et al (2004) point out that the home environment affects the academic performance of students. The school authorities should provide counseling and guidance to parents for creating positive home environment for improvement in students’ quality of work. The academic performance of students heavily depends on the parental involvement and financial support in their academic activities to attain the higher level of academic success. They expound further that socio-economic status of parents do not only affect the academic performance, but also makes it difficult for children from low economic background to compete with their counterparts from high socio-economic status in the

same academic environment. In the same vein, other researchers have posited that parental economic status could affect children as to bring about flexibility to adjustment to the different school schedules. There is a significant difference between the rates of deviant behavior among children from high and low socio-economic statuses. These scholars give a broad view of these challenges. However, this study is contextual to public day coeducational secondary schools in Dagoretti Sub-County.

Adewale A.M (2002), posits that the health status of the children which could also be traceable to parental economic background can be another factor that can affect the academic performance of the pupils. In a rural community where nutritional status is relatively low and health problems are prevalent, students' academic performance is greatly hindered. This assertion is again hinged on parental socio-economic background. However, Adewale based his finding on primary schools in the rural area, therefore this study will focus particularly on public day coeducational secondary schools.

2.2 Environmental Challenges

According to the study carried out by Nyamunga (2009) on challenges facing day secondary schools in Eldoret Municipality, the farther away the student lives from the school, the more adversely his/her performance will be affected. This is especially where the student has to do some work for instance milking, and or sweeping at home in the morning before commuting to school. Where the school is far off from home, the student has to walk long hours. This situation makes young and sickly learners to stay away or even drop out of school. Distance is a measure of the price of schooling, the farther away the school is from home, the higher the cost. This is because transportation cost varies directly with distance. This was done in Eldoret but none has

been carried out in Dagoretti Sub-County. Therefore the researcher is interested in bridging this gap of knowledge.

A study conducted by Nyamira (2004:32) on The Social and Environmental Factors Affecting Academic Work of Day students in Provincial Day schools in Nairobi revealed that most of the Day students commute by public means or on foot. They reach school already tired and exhausted. This affects the commencement of their daily academic work at school and also their revision at home. Due to the need to rush home after school and waking up early to go to school in the Morning, day students cannot enjoy the proficiency of their colleagues. This is because they cannot have time either for group discussion immediately after school or chance to interact with their tutors in school. He laid emphasis on day schools in general and the commencement of their daily academic work but did not mention how this affects the academic performance of the students. However, this study is centered on public day coeducational secondary schools and the academic challenges they face.

Mbiti (1981) and Jully (1970) assert that students tend to perform well in schools where the environment is conducive for learning. Such environments are void of noise and troubled unhealthy conditions. Most schools in Dagoretti Sub-County are located near major roads. These roads are busy throughout the day, noise from the vehicles plowing these roads constantly may interfere with the concentration span of the students in class. In addition, music from commercial vehicles may equally distract the learners' attention from the classroom. This can make the learners to divide their attention between the lesson and what is happening outside. Some of the schools are located near the market or garages, the result of this is frequent noise. Such environments are not friendly to learning. The school environment should be a safe place for learning. A conducive learning Environment is imperative for active learning. The Classroom

arrangement should enhance security and support desired by learners in order to gain knowledge. When learners are scared, they cannot learn. Fear reduces learners' ability to concentrate in class. With all these, no study has been carried out in relation to these challenges in Dagoretti. Therefore the researcher's curiosity is to explore and arouse the community's awareness to these challenges as well as filling this gap of Knowledge.

2.3 Social Challenges

For McNeil, C. & Mead, S. (2006), Namasaka, D.B. (2009) and World Bank, (2000), in the United States of America, performance of girls is commendable in elementary and secondary schools with gender gaps getting larger in the eighth and twelfth grades with a bias for girls. It is further noted that, in the Caribbean countries like Trinidad, Barbados and St. Vincent, girls have persistently outperformed boys at various levels of schooling within class and national examinations and, in various subjects. This is because girls in the developed nations are spared the worst cultural challenges encountered by girls in the developing world. In the developing nations such as Afghanistan, India, Ethiopia, Gambia, Nigeria, Tanzania, Uganda and Kenya, literature indicates that cultural challenges persist and act against academic excellence of girls particularly at the secondary school level. These cultural challenges include: early marriages, early pregnancies, family preference to educate boys in lieu of girls, and family obligations such as helping their mothers to participate in household chores. The developing world therefore has the challenge of overcoming negative culture in order to effectively improve the girl-students education. These scholars put emphasis only on the impact of cultural practices on girls' education, boy as well are also affected by socio-cultural practices. This study bridges the gap by focusing on both male and female students alike.

According to Kwesiga J.C (2010), in Uganda, the National Examination Board observed in 2010 that the old time cultural belief that woman's rightful place is in the kitchen, has led to many failures by overwhelming girls with domestic chores leaving them with little time to concentrate on their studies. Retrogressive cultural practices such as early marriages, cattle rustling and Female Genital Mutilation (FGM) tend to impact negatively on academic performance of girl-students. Once the girls perform the FGM ritual, they believe the next step in life is to get married and raise their own families. This perception negatively impacts on their academic performance and to a great extent contributes to their drop out. This is the situation in Uganda, however, the researcher here wants to explore how this is applicable in Dagoretti Sub-County, Nairobi County.

Kiptui, D.K. & Mbugua. Z.K. (2009) supported by Jagero, N. O (1999), posit that scholars have established that in Kenya, due to parents' belief that their daughters will marry and go away, they are less interested in paying their school fees. This affects the girl students' academic performance due to disturbances associated with such practices. Another study on home environmental factors affecting performance of secondary school students in Kenya, established that delayed payment or non-payment of fees leads to students being frequently sent home for fees. In this case, girls are more affected than their male counterparts. For them, sending students home frequently for fees interfere with their learning and hence poor academic performance and/or school dropout. However, none of these studies was done in Dagoretti Sub-County. This creates a knowledge gap which this study seeks to seal.

Atsiaya, P. (2010) stats that in some parts of the country, it is reported that sex discrimination in schooling is rife against girls as many communities consider it to be a waste of time and resources to educate them especially to higher levels of education. More still, it is noted that

parents' failure to buy basic needs for their daughters has led to girls missing lessons by either remaining at home or getting involved in sexual promiscuity with members of the opposite sex for material gain in order to fulfill their needs, and remain in school for as long as it takes before they either drop out or perform dismally or both. This scholar gives a general parental attitude toward girls' education. However, in this study, the researcher's interest is particularly in two selected public day coeducational secondary schools in Dagoretti Sub-County.

According to Baer, G.L. (1991), adolescent pregnancy and subsequent parenting can create major obstacles to any academic undertaking. He argues that if becoming educated were viewed as a primary goal and pregnancy as a barrier to achievement, a logical behavior would be to avoid it. One might assume that pregnancy was allowed because there was a lack of motivation for school success and continuance. It served as an excuse for withdrawing from school. According to this view, pregnancy does not "cause" dropping out; it merely provides a convenient rationale. Here early pregnancy is stated as a single factor responsible for poor academic performance and dropout, but other challenges are not unveiled. This study focuses on other challenges including early pregnancy that affect students' performance.

2.3.1 Violence and Indiscipline

According to Jully (1970), Eshiwani (1998), violence and indiscipline are the twin threats in public coeducational day schools. These two terms are related in one way or the other. Indiscipline is a behavioral disorder that is classified as an act of delinquency such as lying, stealing, and playing taunt or running away from school. An indisciplined child is an uncontrolled child and can go about any damage when he/she does not get whatever he/she wants. Indiscipline is one of the challenges facing public day schools in Kenya. Jully reported that violence often times results in loss of student lives and instill in them some fear that will

take time for surviving families and friends to heal. Students express their rejection of any school rules and regulations through rebellions. Both authors add that some students bring drugs, petrol, matches and knives to school compound with the aim of harming teachers and workers or even other students. The sale of these items close to the school has also increased violence and indiscipline in secondary schools. School discipline must be maintained at all times. It is only when there is good discipline that proper learning can take place. These authors give a global perception of violence and indiscipline in secondary school, they did not concretize their arguments. This study therefore discusses the impact of violence and indiscipline on day students' performance in public secondary schools in Dagoretti Sub-County.

Korau (2006), and Peter Jeff (1992), highlight that the dominance of violence and indiscipline in public schools is often fueled by peer influence. This is because the school has limited control over the movement of the learners. Most acts of indiscipline in public day schools are planned at home. The fearful ones gain the support of the group. According to them, studies reveal that peer pressure is responsible for most of the violence and indiscipline in secondary schools. The effects of domestic violence on students comprise: physical, sexual, emotional and/or psychological. Victims react in various ways to abuses, being a victim of physical abuse, abusers or both. The pain of these experience is often repeatedly inflicted creating an atmosphere of constant fear in the victims. Violence also include other feelings such as threats, isolation, intimidation, manipulation, being locked in, deprivation of food, and abusing of children in various ways to frighten them or enforce compliance. The authors here have not elaborated on how domestic violence affect the performance of victimized students. The researcher's interest is to explore the impact of violence on academic performance of public day secondary school students.

Kingston & Bridget P. (1995) state that domestic violence affects not only the abused but also witnesses, family members, co-workers, and the community at large. Domestic violence to children may include stress related illnesses, confused and torn loyalties. Children from violent families are likely to express lack of trust, taking on the role of the mothers, and accepting violence as normal, isolation, shame and anger. Students exposed to these stress are vulnerable to development and exhibit social and emotional problems than their non-abused counterparts. In a school setting like day schools where the children meet their parents daily, they are more affected because of their regular exposition to such events. From the literature available to the researcher, none was conducted in Dagoretti Sub-County in relation to this. But it does not mean Dagoretti is immune to violence.

For Hewitt (1978) and UNESCO (2004), Children from stressful violent homes are affected in different ways. Emotionally disturbed students behavioral responses show themselves in their academic performance and poor memory. Socially, they become anti-social, distinctive and are unable to get along with others. They also become aggressive, non-compliable and unwilling to participate in physical activities. In addition to this they indulge in drugs, truancy, alcoholism and substance abuse as a way of doing away with stress. Boys who see their father abuse their mother are likely to become abusive adults, and girls who see their mothers abused may likely be tolerant to abuse as adult. More emphasis is laid on emotional outcomes of violence on students, however, in this study the researcher is interested in how this affects the academic performance of the students who are victims of violence in public day secondary schools.

2.3.2 Social Media

According to Fewkes, A. M., & McCabe, M. (2012), using social media for educational purposes can be beneficial for student learning in multiple ways: Social media enhances peer interactions,

which can bridge diversity in the classroom and establish open lines of communication between students and educators. It facilitates discussion and knowledge transfer between students, creating a deeper sense of understanding of the course material. The use of media aids in the achievement of both general and content specific student learning outcomes. These authors are more concerned with the bright side of social media, nevertheless, the use social media is not without its shortcomings. This study emphasizes some of its set backs on students' performance. Arnold and Paulus (2010) found that even when social media is used for an educational purpose, students incorporate the technology into their lives in a way that may differ from the intentions of the course instructor. For example, off-topic or non-academic discussions occur on social media because of its primary design as a social networking tool. Further, as a student advances age, the frequency of off-topic discussions also increases. This indicates that while social media may encourage broader discussions of course content, older students may spend more time than younger students engaging in unrelated discussions. They spend more hours on the internet while little time is allocated for class preparations. However, it is not specified where this was conducted, the researcher here focuses specifically on public day coeducational secondary schools in Dagoretti Sub-County, Nairobi county.

According to Junco R (2011), and Liu, Y. (2010), social media provides too much stimulation and therefore can distract students from completing their coursework. Some nicknamed the media as "MUD" that is; Multiple Undergraduate Destroyer. Atypical example is Computer Games. This is because most of the students have become so caught up in playing that they would let their coursework slide and end up failing. These scholars here provide a broad view of the negative impact of incorporating social media in academics; however, this study is basically

concerned with the impact of social media on academic performance of public day co-educational secondary school students.

2.4 School Related Challenges

Uren and Butler (1960), and Oyetunji (1976), point out that lack of interest on the part of students make them to perform low. Lewis (1968) has also confirmed in his study that attitude towards many school subjects can be affected by a host of factors, such as student ability, developmental crisis, lack of textbooks, teachers and school environment. Personal ambition on the part of the students motivates them to learn. It is an intrinsic motivation towards learning and success. They further laid emphasis on the training of teachers when they stated that: "The number of unskilled teachers of English in West Africa is still very large and discouragingly alarming. It is not only their unawareness of modern techniques but also their mistaken confidence in their own effectiveness which works against their improvement". However these scholars identified this in West African schools, an environment completely different from that targeted by this study. The researcher is interested in investigating if this is applicable to public day coeducational secondary schools in Dagoretti, Nairobi.

Akerhielm, K. (1995) Cole, (2009), Våljataga & Fiedler, (2009), observed that most students get very high marks in their schools, but performed woefully in the school certificate examination. They pointed out that the teachers score their students high when indeed the students least deserved such grades. The false sense of security so created in the students always led to their dismal performance in the public examinations. The above shows that there is need for every teacher to be trained in his subject before teaching. For teaching and learning process to be efficient, knowledge of subject matter as well as skills on teaching are important. Teachers are the hubs of educational system and the success of any educational system depends on their

numbers, quality and devotion. Though, this is pertinent to all secondary schools, the interest of the researcher is on public day coeducational secondary schools in Dagoretti Sub-County.

According to Mitchell, D. E., & Collom, E. (2001), and Kihanga (2001), the shortage of qualified teachers is accounted for by the fact that those with degrees in education automatically become part of the intelligent class and move to non-teaching fields with high pay, for instance members of parliament, banks and Non-Governmental Organizations. This has led to a serious shortage of teachers in secondary schools in the country. Other factors contributing to the shortage of teachers are the mass retirement of teachers without a proportionate replacement, deaths caused by AIDS and other diseases, imbalance transfer of teachers and the post-election violence of 2008. It is posited that about 20,000 teachers are still unemployed since the state halted further teacher employment between 1999 and 2003. The number keeps increasing every year. The result of this has been heavy workload on the few teachers. The indirect impact of this is poor preparation of learners for National Examinations. Since the defreeze of teacher employment went into effect twelve years ago, the Teacher Service Commission (TSC) has only been allowed to hire new teachers to replace those that left the service and the ones that have died. This is the report given about the entire country six years ago. However, this study is restricted to selected public day coeducational secondary schools in Dagoretti.

2.4.1 Inadequate Teaching and Learning Resources

According to Hanushek, E. A (1998), Adewale (2002), and Korau (2006), many secondary schools especially in the peripheries of the city suffer from shortage of infrastructural facilities and social services. The educational system is still plagued with serious problem of teaching and learning materials. Some of these include: basic infrastructures, science and technological equipment, furniture, library, inadequate classrooms, laboratory equipment, and instructional

materials. The shortage of these basic necessities in secondary schools have received the attention of the public in recent times. This inadequacy constitutes another source of frustration and disillusionment among teachers. The problem of enrollment and supply of infrastructural facilities are more pronounced in academic performance of public day secondary schools. The result of this is over-crowded classrooms and heavy workload on the teachers. No effective teaching can take place under a chaotic situation of a large number of students. Consciously or unconsciously quantity and quality cannot work together and this can affect the teaching and learning process. The outcome is little attention by the teachers to the learners' academic needs. No academic research has been carried out on how inadequate teaching and learning material affect the performance of student in Ruthimitu and Dagoretti "mixed" day secondary school. This research is aimed at bridging this intellectual gap.

2.4.2 Poor Managerial Skills of the Leader

Mariga M. (2013:10) and Ekuku R. (2013:17) identified school leadership by the head teacher's duties and responsibilities. These include setting an atmosphere of order, and of high expectation for staff and students, encouraging collegial and collaborative relationship and building commitment among students and staff to the school goal. According to these scholars, another study on Analysis of factors contributing to pupil's poor performance in primary leaving Examination in Offaka-Uganda, asserted that the quality of the school administration plays a vital role in academic performance as it's concerned with students, teachers, rules and regulations, and policies that govern the school system. This was conducted in Uganda, an environment completely different from that targeted by the researcher. This study focuses on public secondary schools in Dagoretti Sub-County

Levy (2006) observed that the lack of effective leadership in schools lowers students' achievement because the absence of quality leadership often results in ill-adapted school organization and programs. It also leads to unstable and difficult staffing, students' negative attitudes to academic work and indiscipline, an unhealthy school system and climate, non-cooperation of parents and community. The consequences of failed school leadership are grave. Though he did not relate the consequences of failed school leadership to school performance, this can equally affect students' academic performance negatively which is the focus of this Study.

2.5 Possible Measure of Counteracting these Challenges

2.5.1 In-service Training of Teachers

According to Barker (1996) and Mothata, Lemmer, Mda & Pretrius (2000), In-service education and training (INSET) in Kenya has been regarded as a form of practical training, short courses or longer formularized programs such as the Further Diploma in Education, aimed at upgrading the skills and qualifications. In-service training signifies any activity that develops individual skill, knowledge, expertise and other characteristics as a teacher. These include personal studies as well as formal courses. Teachers should be given opportunities of professional development that goes beyond traditional development to include reading, curriculum development, and research and conference involvement. The use of media resources such as library materials training exercises in the teachers' immediate school environment are important in the development of their capacities for lifelong learning and professionalism. If learners are to become effective in the society, we need teachers with relevant skills and knowledge to assist and prepare them for the future. These authors gave a broad view of the benefits of in-service training to teacher's

proficiency in the whole county but this study is restricted to two public day co-educational secondary schools in Dagoretti Sub-County.

2.5.2 Improved Institutional and Managerial Leadership

For Halverson G, Prichet & Thomas (2005), Jazzar (2004) and Hoyle (2006), instructional leaders should provide direction, coordination, supervision and resources for improving teaching and learning. Whatever the school principal does in the school to help change or sustain practices that would improve student learning is referred to as instructional leadership. Instructional leaders should focus mainly on direct initiatives that would directly influence teaching and learning. Managerial leaders ought to emphasize the tasks of maintaining facilities, ensuring student discipline and the usual running of school administrative affairs. These are intertwined and inevitable in improving academic performance. Both Jazzar and Hoyle emphasized the instructional leadership role of the school leaders, and saw it as a major determining factor of academic improvement. However they did not focus on public day secondary schools, but to an extent this can be replicated in public day co-educational secondary schools.

Torrington, Hall and Taylor (2005) suggested that the head-teachers should establish a collegial style of leadership through a participatory decision making process in the form of regular staff meetings to discuss disciplinary issues, and plan teaching and learning activities. This can be demonstrated through consultations with implementation committees and Heads of Departments. These consultations may involve a dialogue with students and should be meant to reinforce a rapport between the Principal/head teacher and the students. They further stressed that collegial leadership skills of the head ought to be demonstrated through his sharing of his personal resources with teachers as well as through his speedy, respectful arbitration of misunderstandings and conflicts. The results will be efficient and effective teaching and learning followed by a

better academic performance. These authors give a wide view of the principal's role, they did not restrict this to a particular level. However, this study is narrowed to public day co-educational secondary school particularly in Dagoretti.

2.5.3 Teacher-student Motivation

According to Barbara, G. D. (1998), educational psychologist have identified two basic classifications of motivation, intrinsic and extrinsic motivation. Intrinsic motivation arises from a desire to learn a topic due to its inherent interests for self-fulfillment, enjoyment and to achieve a mastery of the subject. On the other hand, extrinsic motivation is motivation to perform and succeed for the sake of accomplishing a specific result or outcome. Students who are very grade-oriented are extrinsically motivated, whereas students who seem to truly embrace their work and take a genuine interest in it are intrinsically motivated. The teachers are therefore encouraged to motivate the learner at various levels. He suggested that teachers can motivate learners by:

- Giving frequent, early, positive feedback that supports students' beliefs that they can do well.
- Ensure opportunities for students' success by assigning tasks that are neither too easy nor too difficult.
- Helping students' find personal meaning and value in the material.
- Creating an atmosphere that is open and positive, and
- Helping students to feel that they are valued members of the learning community.

Though this is not specifically focused on secondary schools but it can create a positive impact on students' academic performance in public day co-educational secondary schools.

2.5.4 Provision of Guidance and Counseling Services

Whitson, S., & Sexton, T.L. (1998), suggested that School counseling programs will have a significant influence on students' discipline. It was noted that students who participate in a school counseling program habitually possess a significantly less inappropriate behaviors and more positive attitudes toward school than those students who have never participated in the program. For them, another study reported that group counseling provided by school counselors, significantly decreased participants' aggressive, and hostile behavior. Emphasis here is on attitude, however, this can still be applied to academic performance of the students which is the focus of this study.

According to Jones R. (2001), school counseling has proven effective in preventing students from committing suicide. He added that, effective prevention programs should start with younger students and should portray suicide as a mental health problem, not a dramatic way of ending a life. It is essential that counselors involve the parents of troubled students in the counseling process. For him, a number of studies on promising strategies for dropout prevention found that counseling services were one of the key elements of promising dropout prevention initiatives. Preventive counseling, occurring before students are in crisis, reduces the risk of these students dropping out later. This was reported elsewhere, but to an extent it can still be relevant to public day secondary schools in Dagoretti.

2.5.5 Availability of Teaching and Learning Resources/Materials

The finding of a study carried out by Fgatabu (2012) on the influence of teaching and learning materials on Students' performance in Borabu District, Nyamira County, Kenya, revealed that learners seem to enjoy learning when teaching and learning materials are used. The following

recommendations were made. In-service courses for secondary school teachers should be held to remind them of the importance of using teaching and learning materials. The government should employ more secondary school teachers and ensure that they are well paid so as to create a sense of motivation which could in turn ensure that teachers do their work perfectly. The Government should take the responsibility of financing public secondary schools in Kenya. This will help eradicate the problem of inadequacy of teaching and learning materials. In order to improve the quality of students' performance, teachers and students should be provided basic teaching and learning resources. The availability of teaching and learning resources create motivation in learner by supporting the learning process. All these will improve the quality of academic performance of the students. Though this study was carried out in Nyamira County which is completely different from that targeted by the researcher, the results to some extent can be of value to public day coeducational secondary schools in Dagoretti Sub-County.

2.6 Conclusion

The review of literature reveals that parental economic status and host of other factors relating to home environment of students, such as educational background of parents, health status of students and parental occupation have effects on students' academic performance. Environmental factors which comprise noise and location of the school together with socio-cultural perception, and institutional related constrains are prominent challenges facing secondary students in relation to their academic performance. Literature also exposed some measures that can be hired to counter these challenges. However, these studies were not conducted in Dagoretti Sub-County. Also, none of these studies was carried out in public day co-educational secondary schools in Dagoretti. Thus, the researcher's interest is to fill this gap.

CHAPTER THREE

3.0 RESEARCH DESIGNS AND METHODOLOGY

3.1 Introduction

This chapter deals with the methodology used to attain the set objectives of the study. It elaborates the description of research design, population of the study, population sample and sampling procedure. It also deals with the description of the instruments of data collection, reliability and validity of the instruments, data collection, data analysis, interpretation and ethical considerations.

3.2 Research Design

A research design is an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance with the research purpose. It is the conceptual structure within which the research is conducted. It constitutes the blueprint for the collection, measurement and analysis of data (Kombo D. K and Tromp D. L. 2006). This study employed a descriptive survey design in answering the research questions. A descriptive survey is a method of collecting information by interrogating or administering questionnaires to a sample of individuals (Orodho, 2003). The purpose of this descriptive survey is to observe, describe and document the academic challenges faced by students in public day coeducational secondary schools in Dagoretti Sub-County.

3.3 Population of the Study

Kombo. D. K and Delno L.A (2006) define a population as a larger group from which a sample is taken for measurement. Mugenda and Mugenda (2003) define population as the aggregate of all that conforms to a given specification. By extension, they opine that target population is the

absolute population to which researchers would like to generalize results. The study targeted two public day co-educational secondary schools in Dagoretti Sub-County. That is, Ruthimitu “Mixed” Secondary School and Dagoretti “Mixed” Secondary School. The Respondents included Form Four students, teachers and parents. In Each school 30 students, seven teachers including the dean of studies and two parents were selected to participate in the study.

3.4 Sample and Sampling Procedure

A sample is a small portion of a population that is used to make generalization of the whole population. A sample is a finite part of a statistical population whose properties are studied to gain information about the whole (Webster, 1985). Sampling is a process of selecting a number of individuals or objects from the population such that the selected group contain elements representative of the characteristics found in the entire group (Orodho and Kombo, 2002).

In this study, the researcher made use of stratified/purposive sampling procedure to select both the students, teachers and parents who responded to the questionnaire administered. The researcher sampled 60 students, 14 teachers and 4 parents from two public day co-educational secondary schools in Dagoretti that is Ruthimitu “Mixed” and Dagoretti “Mixed”. A sample of 78 respondents will take part in the study. The researcher used purposive sample to select the teachers and parents because the information required can only be provided by particular teachers and/or parents. In addition, because of the large population and the heterogeneity of the class, the researcher preferred stratified sampling technique for students so as to avoid being gender biased. This technique gave each student an equal chance of being selected (Emil Chandran 2004)

Table 1: Sample of the Study

School Name	Sample Size of Students	Sample Size Of teachers	Sample Size of parents	Total
Ruthimitu Mixed	30	7	2	39
Dagoretti Mixed	30	7	2	39
Total	60	14	4	78

3.5 Research Instruments

Emil Chandran (2004) defines research instruments as a communication medium between the research objectives and field subjects or respondents. It translates research objectives into a format of communication to the respondents with the view of getting their responses in terms of empirical facts and evidence in relation to the stated research objective. Drwiega M. (1996) opined that without a good data, research would be no better than speculation. Hence, data collection is a fundamental aspect of research. To obtain good data, therefore, this study employed two sets of research instruments: questionnaire and interviews guide were used to collect data from students, teachers and parents. Interview guide was used to collect data from the deans of studies from the two schools.

A questionnaire according to Kothari (2004) is a carefully designed instrument, written, or printed for collecting data directly from the targeted population. The questionnaires for this study consisted of structured and unstructured questions and statements. Emil Chandran (2004) defined a structured question as one where response alternatives are provided. Unstructured or open-ended questions are those that prompt the respondent to give his/her own answers without having limit to the given set of alternative responses. Therefore, data for this study was collected through structured and unstructured questions. The questionnaires for the respondents comprised

of three sections: demographic information, academic challenges facing students' performance in public day co-educational secondary schools and finally, questions on some suggested measures to counter those challenges in order to improve students 'performance.

3.6 Reliability of the Research Instruments

Reliability according to Mugenda and Mugenda (2003) is a measure of the degree to which a research instrument produces consistent results/data after repeated trials. To attain considerable reliability in this study, a pilot study was carried out before the final data, but not to the targeted population, to determine plausible arbitrary errors and consequently effect required changes and corrections.

3.7 Validity of the Research Instruments

Validity is the extent to which an instrument measures what it is supposed to measure and performs as it is designed to perform. In other words, validity is the extent to which the results of a study can be generalized from a sample to a population. The instruments were scrutinized by an expert in the field of education and the supervisor of the study to judge the aptness of the items. The reason was for them to validate the instruments so that it tie with the objectives of the study.

3.8 Data Collection Procedure

Kombo D. K. and Tromp D.L. (2006, p: 99) defines data collection as the gathering of information to serve or prove some facts. In the light of this, the researcher formulated questionnaires which were administered to the respondents by the researcher with the assistance of a staff member appointed by the principal of the institution. In each school the researcher used stratified and simple random sampling to select the respondents to partake in giving information

for the study. Here the researcher made 30 small pieces of papers with numbers 1-30 on them and another blank 30 pieces. These were put in a black bag where the respondents picked in turns. Those who picked the numbered papers were selected to answer the questionnaires. The researcher chose teachers of form four to participate in answering the questionnaires for the purpose of getting reliable information pertaining the challenges faced by final year students. Random sampling was used for the students due to their large number and heterogeneity. This is to guard against selecting only particular students as well as being gender bias. In Each school, thirty students, five teachers, three parents, and a dean of studies was nominated.

3.9 Data Analysis and Interpretation

Any data from the field remains worthless until it is analyzed and interpreted. Data analysis according to Donald K. Kombo and Delno L. A. Tromp (2006, p: 117) refers to the examination of what has been collected in a survey and making deductions and inferences. It involves scrutinizing the acquired information, extracting important variables, detecting any anomalies and testing any underlying assumptions. The researcher made use of the Statistical Package for Social Science (SPSS) to present the analyzed data. This package assisted the researcher to analyses the data using frequencies, tables, graphs and pie-charts. The frequencies and tables offers easy figures while the graphs and pie-charts provided pictorial analysis of facts and figures. This culminated and facilitated the generation of realistic interpretation, generalization, conclusion and suggestion for further studies.

3.10 Ethical Consideration

This study observed all ethical considerations. All sources of the material used in the study were cited in accordance with the American Psychological Association (APA) style. The researcher sought for an authorization letter to conduct the study from the Deputy Principal of the

institution (Marist International University College). The researcher also requested for the authorization of the head-teachers of the various institutions to carry out this study in their institutions. The respondents were assured of the confidentiality of the information from them. To ascertain this, all the respondents were urged to remain anonymous.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter deals with the presentation, interpretation, analysis and discussion of findings of the study. In the data presentation the researcher used statistical descriptive methods to illustrate the presentations using frequency distribution tables, graphs and pie charts to analyze the data collected from the respondents on: Academic Challenges Facing Students in Public Day Co-educational Secondary Schools in Dagoretti Sub County.

Of all the 78 respondents targeted by the researcher. (60 students 14 teachers, 2 parents, and 2 dean of studies), all the teachers, parents and deans filled and returned the questionnaire making a 100% return rate for teachers, parents and deans. 57 students filled and returned the questionnaire while 3 did not return, this gives a return rate of 95% for students and an overall of 96.2% return rate for the study.

This chapter is divided into three parts. The first part is composed of demographic information for both teachers and students, the second part presents factual information about the findings while the third part presents the possible measures of mitigating the academic challenges facing students in Public Day Co-educational Secondary School in Dagoretti Sub-County.

4.1 DEMOGRAPHIC INFORMATION OF THE RESPONDENTS

4.1.1 Number of Students in each School

Table 2: Number of Students in each School

Name of School	f	%
Ruthimitu Mixed	27	47.4
Dagoretti Mixed	30	52.6
Total	57	100

From Table 2: it shows that 47.4% of the respondents were from Ruthimitu Mixed Secondary School while 52.6 were from Dagoretti Mixed Secondary School. This indicates that the student response rate in Dagoretti Mixed was higher than that of Ruthimitu Mixed Secondary school. The low return rate in Ruthimitu Mixed could be due to the fact that, since the students stay far from the school they forgot the questionnaire at home.

4.1.2: Gender of Student Respondents

Table 3: Gender of Student Respondents

Gender	f	%
Male	22	38.6
Female	35	61.4
Total	57	100

Table 3 above indicates that 38.6% of the student who responded to the questionnaire were males while 61% percent were females. This shows there are more female students than male in various schools where the study was conducted. From the data in Table 3, it is evident that there is a high enrolment of female students than their male counterparts in public day secondary schools.

4.1.3 Gender of Teacher/Parent and Deans Respondents.

Table 4: Gender of Teacher/Parent and Deans Respondents

Gender	f	%
Male	7	38.9
Female	11	61.1
Total	18	100

From table 4, 61.1% of teacher respondents were females while 38.9 were males. This shows that there are more female teachers than their males counterparts in the studied schools. This suggests that the teaching profession is more appealing to women than men.

4.1.4 Age of Student Respondents

Table 5: Age of Student Respondents

Age	f	%
12-14	0	0
15-17	28	49.1
Above 18	29	50.9
Total	57	100

Table 5 above shows that from the students who participated in the study, 50.9% were above 18 years of age, 49.1% were between 15-17 years old and none was between the age of 12 and 14 years of age. This shows that most of the students are still at their puberty and adolescent stage. This is a critical stage of human development where young boys and girls are faced with various challenges both psychologically and academically.

4.1.5 Parents/guardians' Marital Status

Figure 2 Parents/guardian's Marital Status

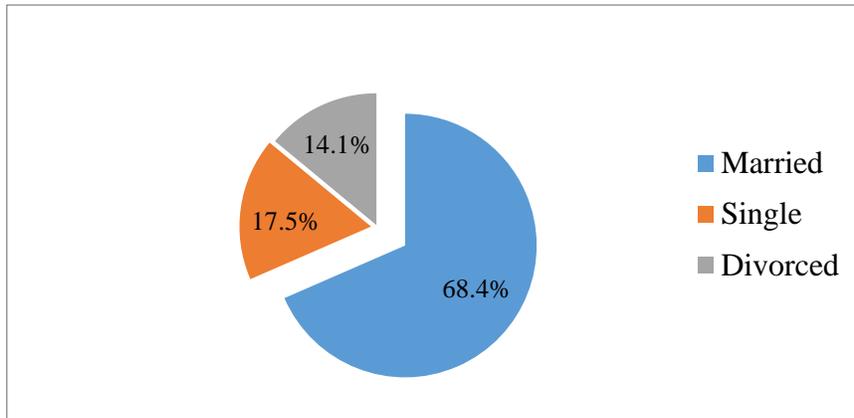
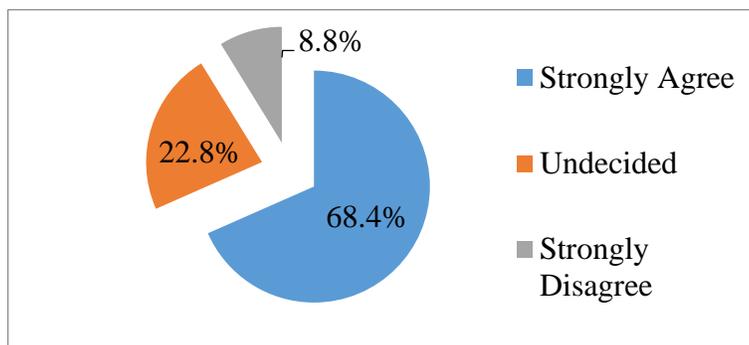


Figure 2 shows that 68.4% percent of the parents and/or guardians are married, 17.5% are single while 14.1 are divorced. This indicates that a majority of the students in both schools come from homes where both parents are married.

4.2 SECTION B: FACTUAL INFORMATION

4.2.1 My School fee is too high for my parent to pay

Figure 3: Distribution of Response on: My school Fee is too high for my parent to pay

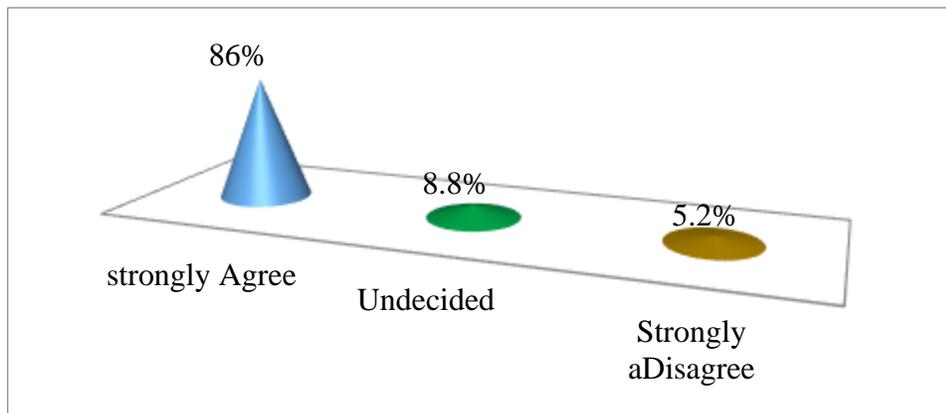


From Figure 3, majority of the students (68.4%) strongly agreed that the school fee is too high for their parent to pay. This indicates that most of the students in Public Day Co-educational

secondary Schools in Dagoretti Sub-County come from poor families. It could still be that their parents and/or guardians are casual workers without a stable income to pay their children's school fees. In addition to the student's expression, the teachers also lamented strongly that a great challenge the students are facing is the lack of school fees and other needs for their studies. In an interview with the dean of studies, this was also reiterated.

4.2.2 I miss Classes when am sent home for School fees

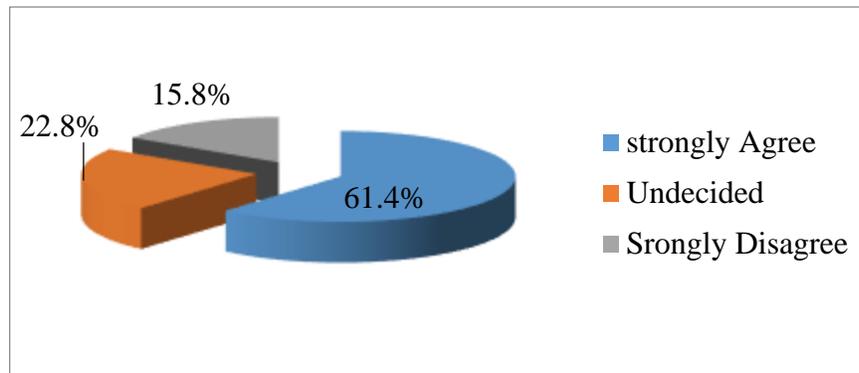
Figure 4: Response on 'I miss Classes when am sent home for School fees'



In Figure 4 data indicates that 86% of students strongly agreed that they miss classes when they are sent home for school fees while 8.8% and 5.2% of the responded were undecided and strongly disagreed respectively. This may represent those students whose school fees are paid on the first day of the school year. From the data it is clear that most students in public day secondary schools in Dagoretti Sub-County face a general challenge of school fees. The teachers and the dean of studies affirmed lack of school fees as a major challenge among students.

4.2.3 My Parents are Unable to Afford Textbooks I need for my Studies

Figure 5: Response on, ‘My Parents are Unable to Afford Textbooks I need for my Studies’



From Figure 5 above, the data indicates that 22.8% of the respondents strongly disagreed that their parents are unable to afford the textbooks for their studies while 15.8% were not sure whether their parents find it difficult to afford their textbooks or not. A majority (64.1%) of the respondents strongly agreed that their parents are not able to afford the textbooks they need for their studies. This is supported by 68.4% (in figure 3) who strongly agreed earlier that their school fees is too high for their parents to pay. It can therefore be deduced from the data that financial constraint is a major challenge facing students in Dagoretti. This is evident in their parents' inability to afford textbooks for their studies.

4.2.4 I do not have enough time to study at home because I help my parents to do other domestic chores.

Table 6: Distribution of the response on “I do not have enough time to study at home”

Response	f	%
Strongly Agree	36	63.2
Undecided	11	19.3
Strongly Disagree	10	17.5
Total	57	100

Table 6 shows the response of students on whether they have enough time for studies at home. 36 students (63.2%) strongly agreed that they do not have enough time to study at home because they have to help their parent in other domestic chores. 11 (19.3%) were undecided while 10 (17.5%) strongly disagreed. This confirms Kwesiga J. (2010) assertion that the old time cultural belief that a woman’s rightful place is in the kitchen, has led to many failures by overwhelming girls with domestic chores leaving them with little time to concentrate on their studies.

4.2.5 I feel discouraged when I see that my friends have all they need for their study.

Figure 6: Students’ on, “How they when their friends have all they need for their study

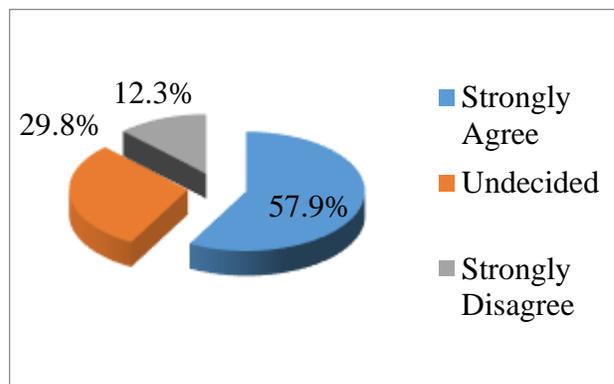


Figure 6 above shows the distribution of students' response on how they feel when they observe some of their classmates having all they need for their academic work while they do not have any. 12.3% of them were undecided, 29.8% strongly disagreed while a majority (57.9%) strongly agreed that they feel comfortable studying together with their affluent classmate. This feeling of self-defeat demotivates and demoralizes the students. With this sentiment of defeat, student from poor background are unable to compete with their classmate from an affluent background.

4.2.6 What Means of Transport do you use to come to School?

Figure 7: Distribution of Response on, "Means of Transport they use to come to School"

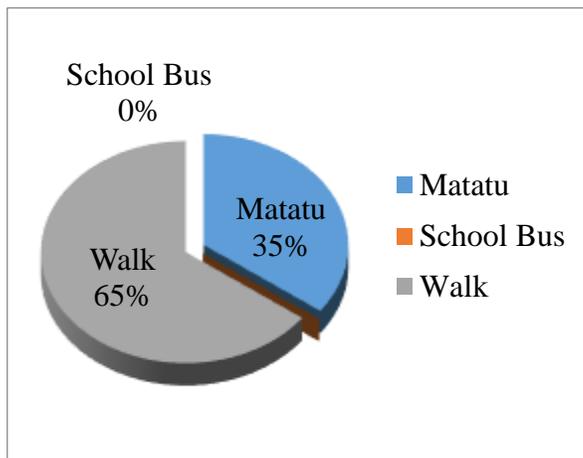
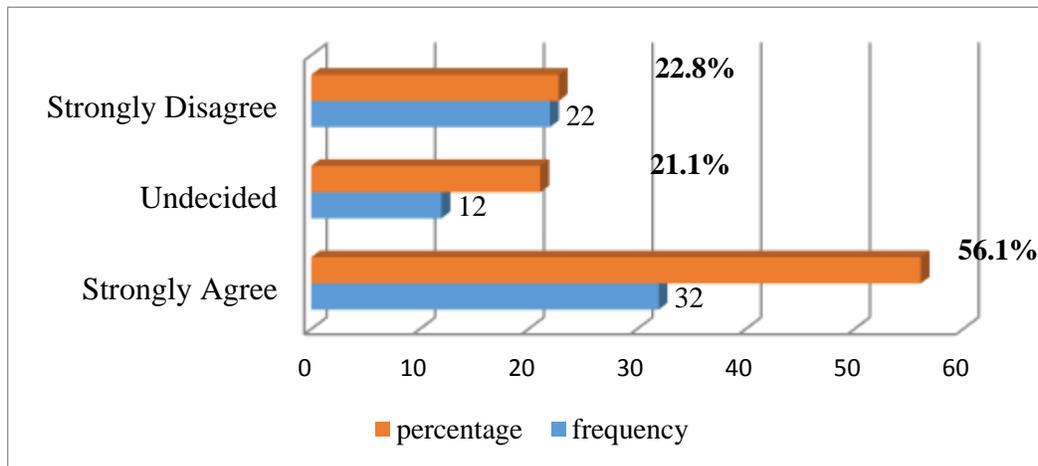


Figure 7 show the response of the students on what means of transport they use to come to school. Figure 7 indicates that 65% of the students affirmed they walked to school while the remaining 35% use Matatu. None of the students use school bus. Probably, the schools do not have buses. Both means of transportation are tiresome and students may arrive school in the morning already tired. In addition, the 35% who use matatu expressed their discomfort of the loud music and the harassments from the conductors. Some reported that the drivers sometimes stop at the stage to get more passengers so they get to school late. This is supported by the results of the study by Nyamira (2004) on The Social and Environmental Factors Affecting Academic

Work of Day students in Provincial Day schools in Nairobi. He asserted that students commute to school by public means or on foot. They reach school already tired and exhausted.

4.2.7 I stay very far from the School

Figure 8: Students' Response on, "I stay very far from the School"



From Figure 8 above, 32 students strongly agreed that they stay very far the school, 12 of them were undecided while 22 strongly disagreed that they stay far from the school. Data therefore shows that 56.1% of the students stay far away from the school. This is likely to affect the students' academic performance. This is supported by Nyamunga (2009) who asserted that the farther away the student lives from the school, the more adversely his/her performance will be affected. This is especially where the student has to do some work, for instance, milking, and/or sweeping at home in the morning before commuting to school.

4.2.8 I wake up early and arrive School late because I walk to school late

Figure 9: Response on, I wake up early and arrive school late because I walk to school

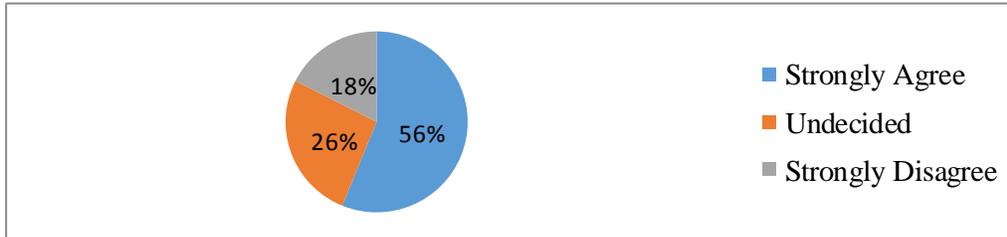
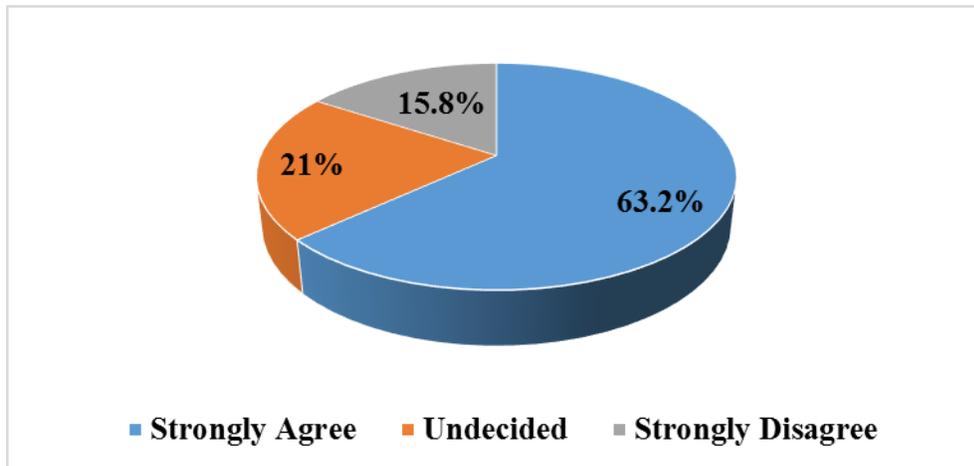


Figure 9 indicates that 18% disagree that they wake up early and arrive school late because they walk to school, while 26% were undecided. A majority of the students (56%) strongly agree that they wake up early and since they had to walk, they end up arriving late to school. This concurs with 65% in figure 7 on the means of transport they use to and from school who agree that they walk to school. This shows that the students cover long distances on foot. This is affirmed by Nyamunga's (2009) assertion that long distance makes young and sickly learners to stay away or even drop out of school.

4.2.9 I do not have enough time for group studies with my classmates after school because I will be late at home.

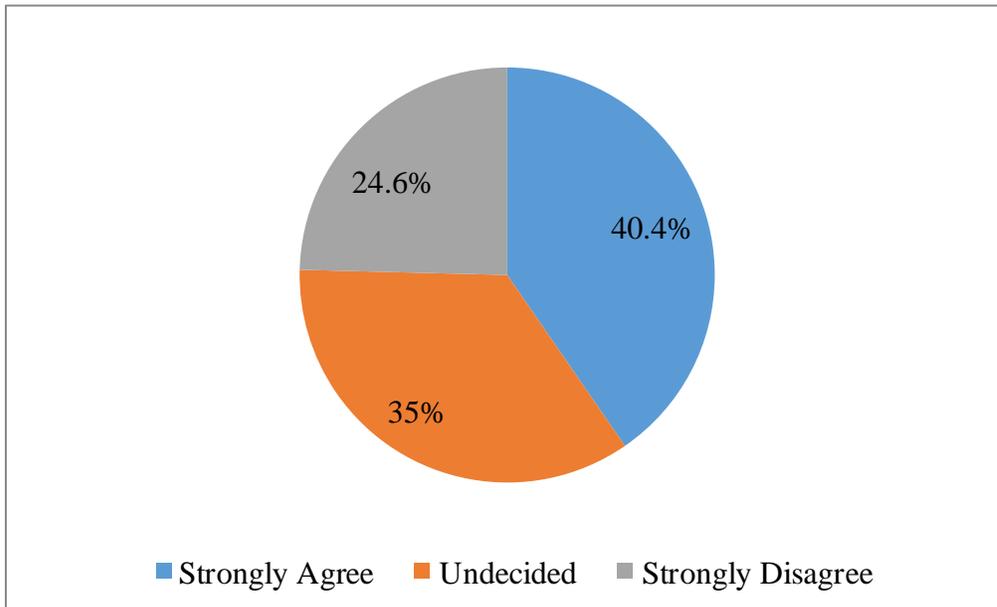
Figure 10: Students response on “I do not have enough time for group studies with my classmates after school”



From Figure 10, data shows that 63.2% of the students strongly agree that they do not have enough time for group studies with their classmates after school else they will be late at home. 21% were undecided and 15.8% strongly disagree. This indicates that students in day public day schools do not have ample time to interact with their colleagues academically. This is supported by Nyamira (2004) who asserted that due to the need to rush home after school and waking up early to go to school in the morning, day students cannot enjoy the proficiency of their colleagues. This is because they cannot have time either for group discussion immediately after school or chance to interact with their tutors in school.

4.2.10: The noise on the busy road/market disturbs me from paying attention in the classroom

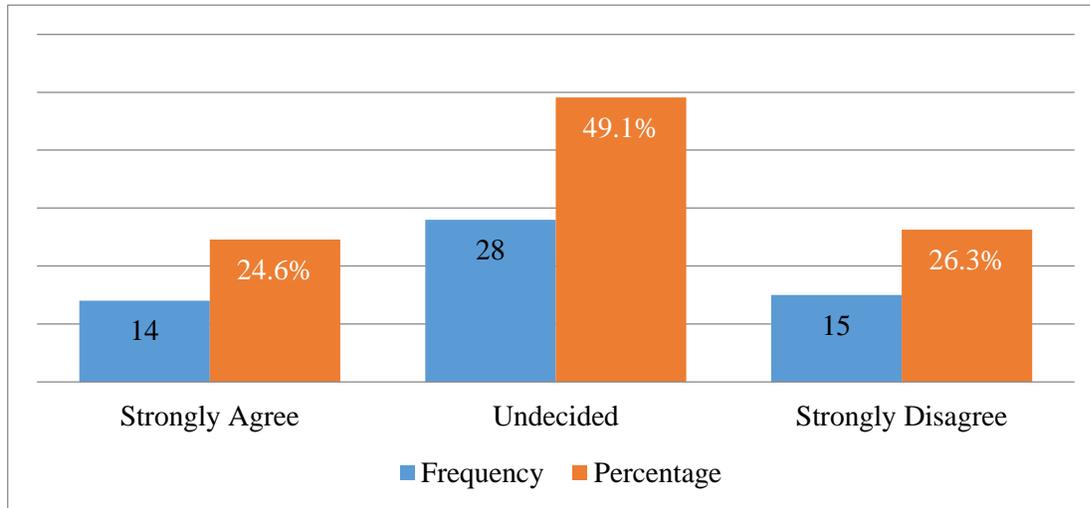
Figure 11: Response on, “The noise on the busy road or market disturbs me in class.



In Figure 11, data indicates 40.4% of the students strongly agree that the noise from the market or busy road disturbs them from being attentive in class. 35% were unable to decide whether they are being disturbed by the noise or not. 24.6% strongly disagree that the noisy road and the market interfere with their attentiveness in class. From Figure 11 above, it is evident that the students in Ruthimitu and Dagoretti “Mixed” public day coeducational secondary schools face a common challenge of a noisy environment which interferes with their concentration in class. In a face to face interview with the deans of studies, they expressed that waste disposal and pollution from the neighbors were a major concern. This is affirmed by Mbiti (1981) and Jully (1970) who asserted that students tend to perform well in schools where the environment is conducive for learning. Such environments are void of noise and unhealthy conditions.

4.2.11. The place where our school is located is not conducive for studies

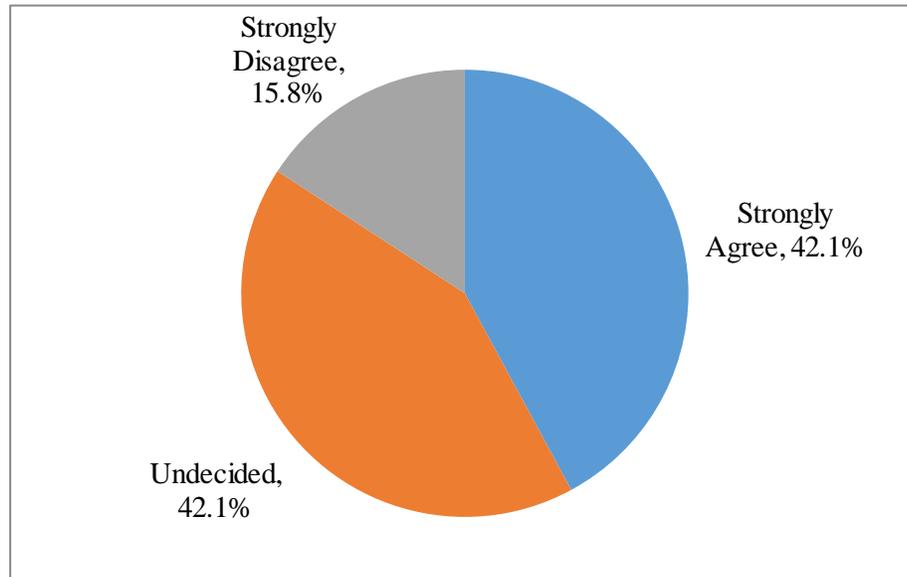
Figure 12: Student's response on, "whether their school location is conducive



From Figure 12 above, 14 students strongly disagree that the place where their school is located is not conducive for studies. 28 were undecided while 15 strongly disagree to the statement. Data therefore reveals 49.1% of the students cannot decide or are not conscious whether their school location is conducive for learning of not. 26.4% strongly agree while 24.6% strongly disagree to the statement. It is possible that since they are already used to the environment they are not more sensitive to any distraction. This can also be explained by the fact that this is the only environment they have been exposed to, so they may not be able to make comparison. However the feedback from the students does not contradict nor affirm Mbiti's (1981) and Jully's (1970) assertion that students tend to perform well in schools where the environment is conducive for learning. Such environments are void of noise and unhealthy conditions.

4.2.12 When it rains I do not come to school because of the poor state of the road.

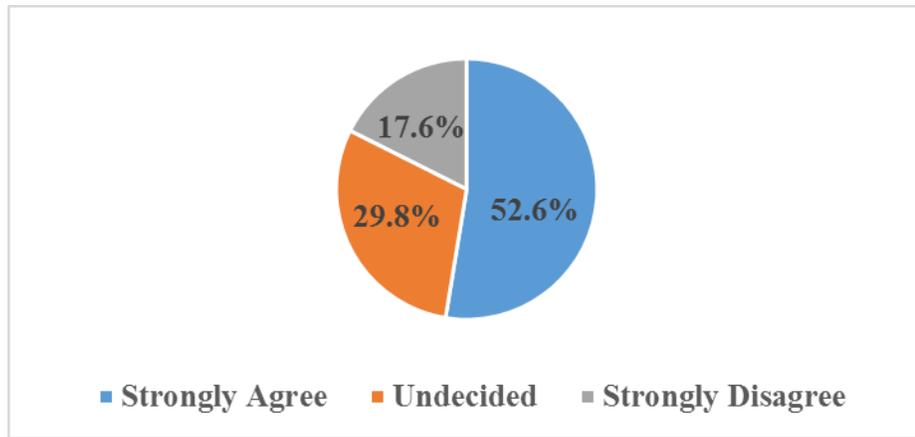
Figure 13: students' response on, "whether they stay away from school when it rains.



In Figure 13 above, 42.1% of the students strongly agree that when it rains they do not come to school because of the muddy nature of the road. However, 15.8% strongly disagree while 42.1% were undecided. Data therefore reveals that Ruthimitu and Dagoretti “mixed” public day secondary schools experience high student absenteeism during the poor weather because of the muddy road. This is supported by 56% who arrive school late because they walk to school daily.

4.2.13: Our class is overcrowded and our teachers overloaded

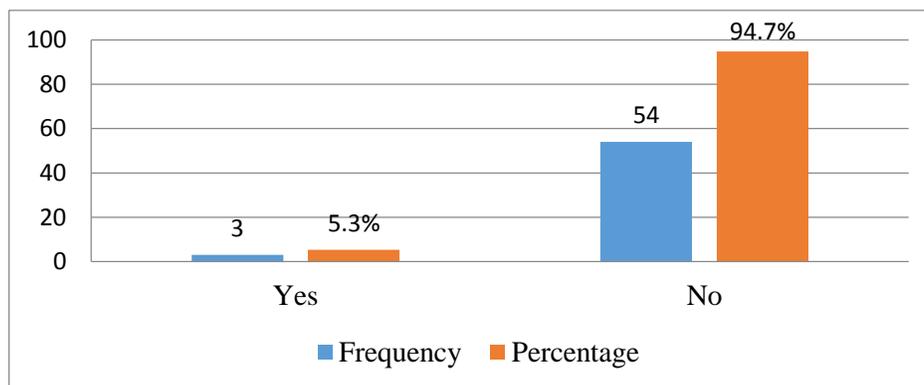
Figure 14: Response on, “Our class is overcrowded and our teachers overloaded”



From Figure 14 above, 52.6% of the students strongly agree that their classes are overcrowded and their teachers overloaded. 29.8% were undecided as opposed to 17.6% who strongly disagree to the statement. From this, it is evident that students in Dagoretti and Ruthimitu “mixed Public day secondary schools face a challenge of overcrowded classes. The result of these over-crowded classrooms is heavy workload on the teachers. This is supported by Korau (2006) who opined that no effective teaching can take place under a chaotic situation of a large number of students.

4.2.14 Are there some cultural practices in your community that affect your studies?

Figure 15: Response on. “Some cultural practices in the community that affect studies”



From Figure 15, data indicates 3 student accepted that there are some cultural practices that affect their studies, 54 responded “No”. It is therefore evident that only 5.3% of the students are affected by some cultural practices while 94.7% are not affected academically. Some examples of such practices cited by the 5.7% were: early marriages, female circumcision (FGM) and first burial ceremonies. 94.7% of the students in Ruthimitu and Dagoretti “Mixed” public day secondary schools challenge the World Bank, (2000) assertion that in Kenya cultural challenges persist and act against academic excellence of girls particularly at the secondary school level.

4.2.15 My parent fight or quarrel at home

Figure 16: Distribution of students’ response on, “my parent fight or quarrel at home”

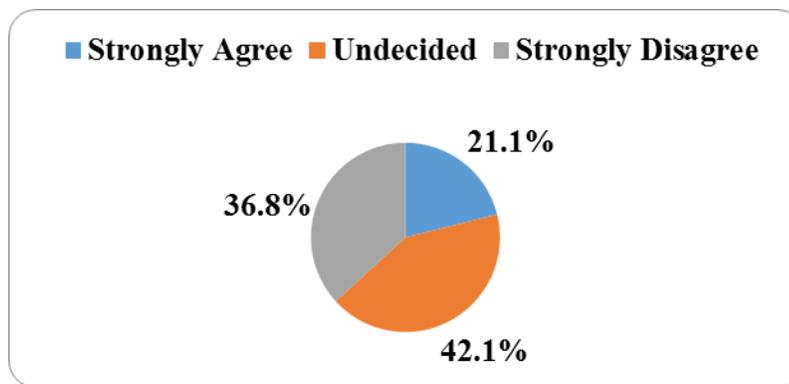


Figure 16 illustrates the response of the respondents as to whether their parents fight or quarrel at home. 42% strongly disagree that their parents fight at home. Another 37% were unable to decide whether their parent fight or quarrel at home, while 21% strongly agree their parents fight at home. From Figure 16, it is therefore evident that a majority of students in Dagoretti public day co-educational secondary school do not experience domestic fight or quarrels. Data from the teachers and the deans reveals that most of the student are tenants in the houses close to the school. It is therefore evident that some of the students are independent of parental control.

4.2.16 I see my mother beaten by my father

Table 7: Response on, “I see my mother beaten by my father”

Response	f	%
Strongly Agree	7	12.3
Undecided	17	29.8
Strongly Disagree	33	57.9
Total	57	100

The data in Table 7 indicates the response of the respondents on whether they observe their mother being beaten by their father. 7 respondent strongly agree, 17 were unable to decide while 33 strongly disagree to the statement. From the data in Table 10, it is evident that 57.9% strongly disagree with seeing their mother beaten by their father. 29.8% were undecided while 12.3% strongly agree with seeing their father beating their mother. This is supported by 42.1% who strongly disagree that their parents fight or quarrel at home

4.2.17 I feel more secure in school than at home

Table 8: Distribution of students’ response on, I feel more secure in school than at home

Response	f	%
Strongly Agree	14	24.6
Undecided	20	35.1
Strongly Disagree	23	40.3
Total	57	100

From the data in Table 8 above, 40.3% of the respondents strongly disagree with being more secure in school than at home. 35.1% were undecided while 14.6% strongly agree with feeling more secure in school than at home. It is therefore evident that a majority of the students are comfortable at home in lieu of preferring to stay at school. It can be deduced that from the data

that the students receive a preferential treatment at home. This explains why they are more secure and safe at home. This could be the reason why they preferred a day school than a boarding school.

4.4.18 Some Students fight in my School

Figure 17: Distribution of Response on, “Some Students fight in my School”

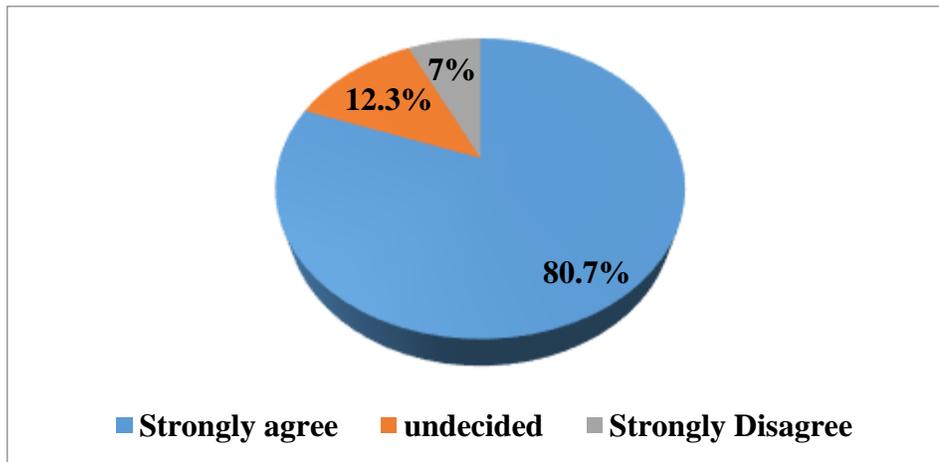


Figure17 shows the distribution of student’s response on whether some students fight in their school. Accordingly, 80.7% of the respondents strongly agree that students frequently fight in school, while 12.3% were undecided. Another 7% of the respondents strongly disagree that some students fight in their school. From the data, it is apparent that bullying and violence is one of the major challenges in public day coeducational secondary schools. Apart from fighting, a majority of the respondents added stealing and substance abuse as a major challenge facing students in public day secondary schools. This is because of their exposure to the society. Jully (1978) had made a similar observation by reporting that violence often times results in loss of student lives and instill in them some fear that will take time for surviving families and friends to heal. Students express their rejection of any school rules and regulations through rebellion.

4.2.19 The situation at home affects my studies

Figure 18: Student’s Feedback on, the Situation at home affects my Studies”

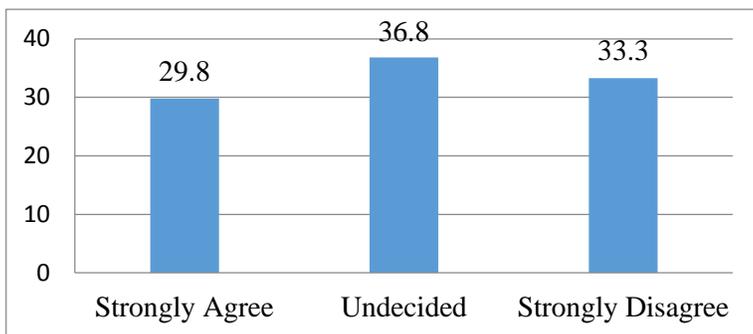
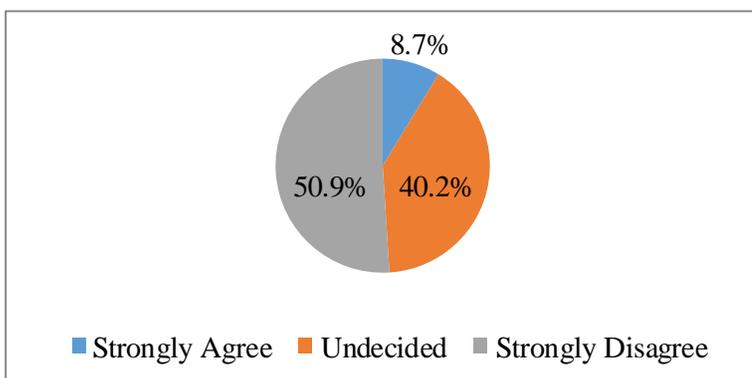


Figure 18 indicates that 36.8% of the respondents could not decide whether the situation at home affects their studies or not. However, 33.3% strongly disagree that their home condition or situation does not favor their academic progress. Another 29.8% strongly agree that studies are affected by the situation at home. On the contrary, in a face to face interview with dean of studies from the two schools, they unanimously expressed that some of the students live on their own without parental supervisions or material support.

4.2.20: I take drugs and alcohol so as to forget what is happening at home

Figure 19: Response on, “I take drugs and alcohol to forget what is happening at home”

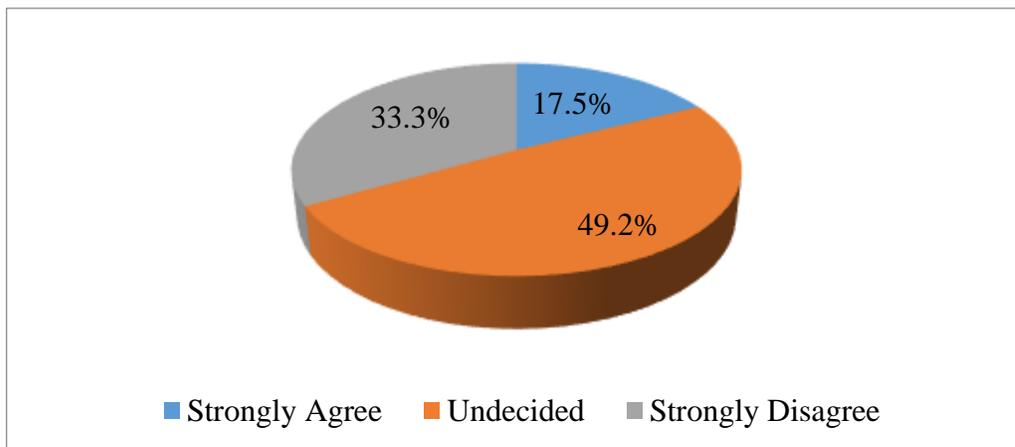


From Figure 19 above, 50.9% of the respondents strongly disagreed of taking drugs and alcohol in order to forget what happens at home. 40.2% of the respondents were unable to decide while

8.7% strongly agreed of taking drugs or alcohol to get rid of the problems at home. Some students might be involved in drugs or alcoholism but the figures are too small to generalize. However, the response from the students contradicts the teachers' feedback. A majority of the teachers expressed that a major challenge the students face is the issue of drugs abuse, early pregnancy, peer pressure and parental negligence.

4.2.21 When I grow up I will revenge whatever experience I had as a child

Figure 20: Feedback on, “when I grow up I will revenge whatever experience I had as a child”



From Figure 20, the data indicates 49.2% of the respondents were undecided whether they will retaliate their childhood experiences on others when they grow up or not. 33.3% strongly disagree of revenging whatever they have experienced when they grow up. 17.5% on the other hand strongly expressed their feeling of revenging what they have experienced when they grow up. Data from the students do not concur with UNESCO's (2004) report that some students indulge in drugs, truancy, alcoholism and substance abuse as a way of doing away with stress. Boys who see their father abuse their mother are likely to become abusive adults, and girls who see their mothers abused may likely be tolerant to abuse as adult.

4.2.22: I spend more time on internet and watching TV at home

Table 9: Respondents' response on, I spend more time on internet and watching TV.

Response	f	%
Strongly Agree	16	28.1
Undecided	26	45.6
Strongly Disagree	15	26.3
Total	57	100

Table 9 shows the distribution of the respondent's feedback on the time they spend on internet as well as watching Television at home. 28.1% of the respondents strongly agreed that they spend more time on the internet as well as watching Television at home. 26.3% strongly disagreed of spending more time on neither the internet nor Television at home. However, 45.6% of the students were undecided on the statement. It is therefore clear as shown from the data that a majority of the students do not know how much time they spend on internet or the effects on their studies.

4.3 SOCIO-CULTURAL CHALLENGES FACED BY GIRLS

4.3.1 My parent delay paying my school fees because I am a girl so I am often sent home

Figure 21: Students on, “My parent delay paying my school fees so I am often sent home

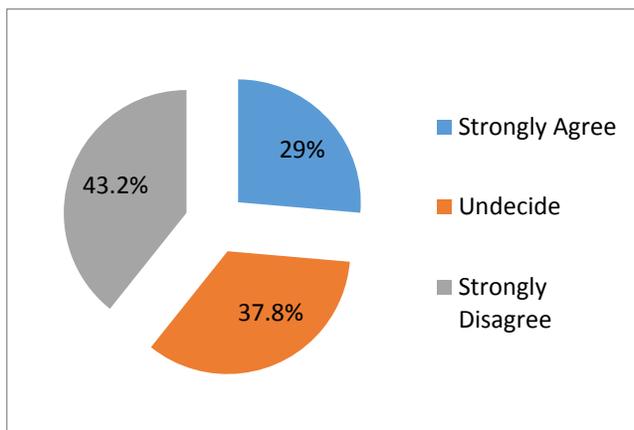


Figure 21 indicates 43.2% of the female respondents strongly disagree their parents/guardians delay paying their school fees because of their gender. 37.8% of them were undecided on the statement while 29% strongly agreed that their parents/guardians delay paying their school fees because they are females and for that reason, they are often sent home for school fees. From the data in Figure 21, it is therefore evident that female students in Dagoretti and Ruthimitu Mixed Secondary School are not discriminated as far as paying their school fees is concerned.

4.3.2 My parents want me to get marry and bear children for my husband.

Figure 22: Respondents' feedback on, "my parents want me to get marry"

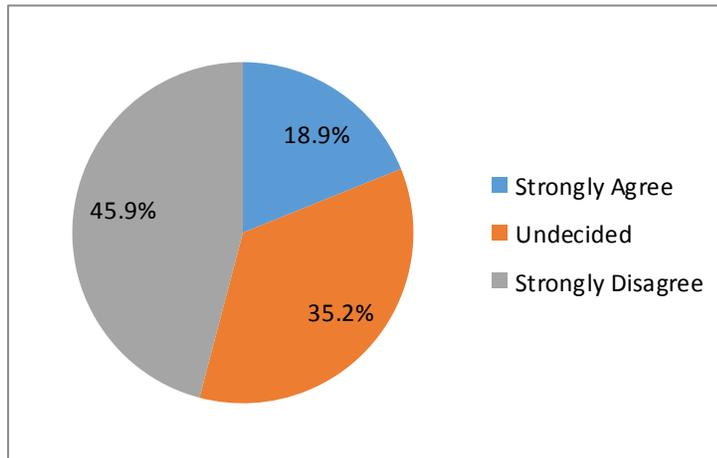
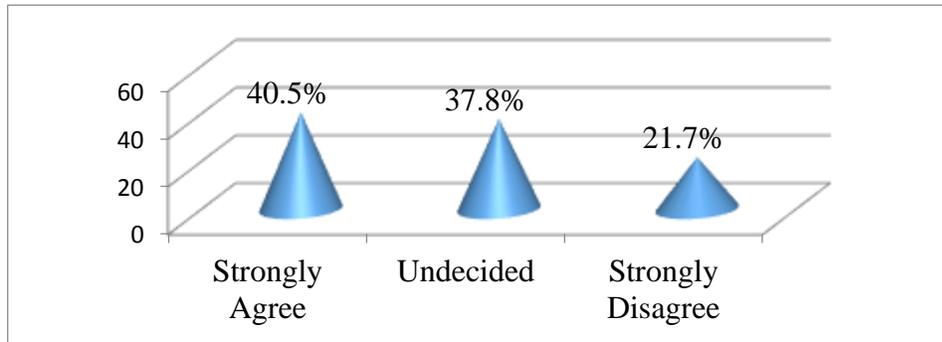


Figure 22 shows the distribution of the female students' response on whether their parents want them to get marry and raise children for their husbands in lieu of education. 45.9% of the female respondents strongly disagree to the statement while 35.2% were undecided. 18.9% strongly agree. From the data, it can be deduced that the parents value the education of the girl child than giving them out for marriage. This disagrees with Kweiga's (2010) assertion that Once the girls perform the FGM ritual, they believe the next step in life is to get married and raise their own families

4.3.3 My parents/guardians do not provide for my daily needs as a girl.

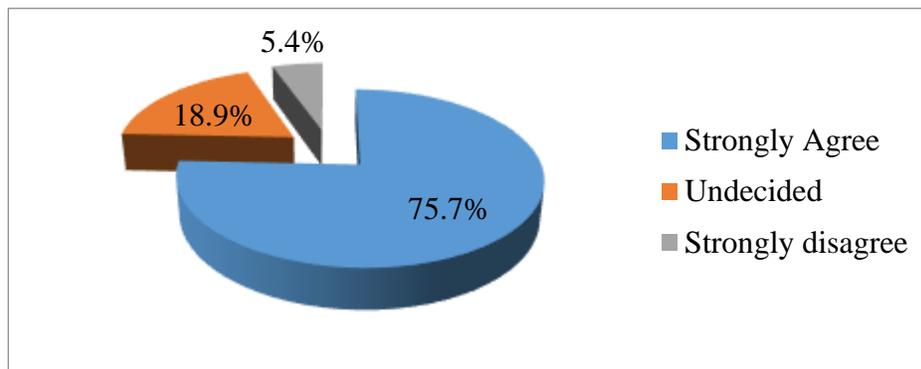
Figure 23: Feedback on, “my parents/guardians do not provide for my daily needs”



In Figure 23, data shows 40.5% of the female students strongly agree their parents/guardians do not provide their basic needs as females. 37.8% of the respondents were unable to decide while 21.7% strongly disagree their parents/guardians do not provide their basic needs. This concurs with Atsiaya, P. (2010) assertion that “it is noted that parents’ failure to buy basic needs for their daughters has led to girls missing lessons by either remaining at home or getting involved in sexual promiscuity with members of the opposite sex for material gain in order to fulfill their needs, and remain in school for as long as it takes before they either drop out or perform dismally or both.

4.3.4 Some of my classmates got pregnant and drooped out of school due to lack of parental support

Figure 24: Response on, “Some of my classmates got pregnant and drooped out of school due to lack of parental support”



From Figure 24 above, data shows that 75.7% of the female respondents strongly agreed that some of their classmates have dropped out of school because of early pregnancy and lack of parental support. Data also indicates 18.9% of them were not able to make a decision in relation to this while 5.4% strongly disagree that some of their classmates got pregnant and dropped out of school because of the absence of parental support. From the data above, it is evident that early pregnancies present a major obstacle to female students' academic progress in public day coeducational secondary schools. In support, Baer, G.L. (1991), argues that adolescent pregnancy and subsequent parenting can create major obstacles to any academic undertaking.

4.3.5 In our community girls are not educated like boys.

Figure 25: Distribution of response on, “In our community girls are not educated like boys.”

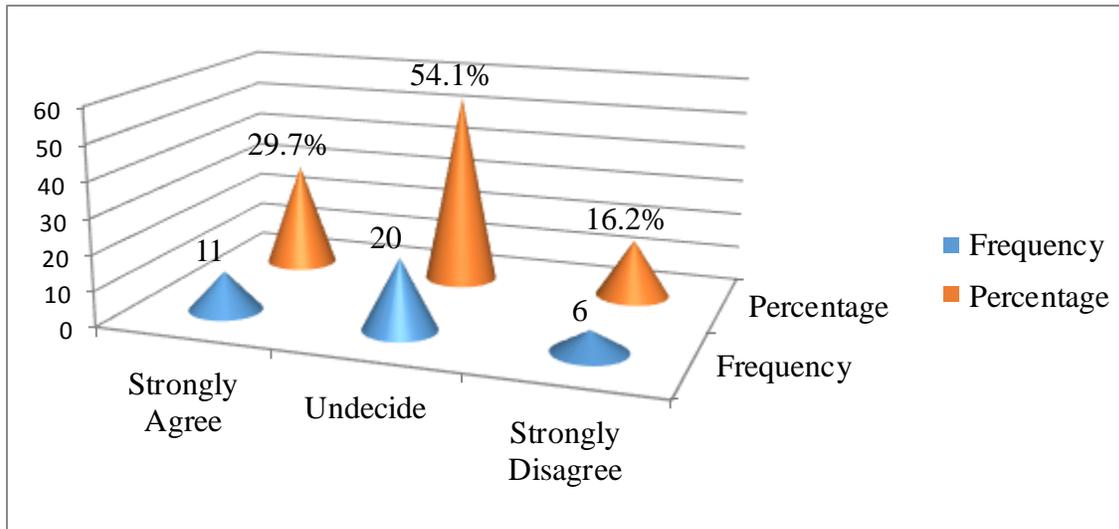


Figure 25 shows the response of the female students on the perception their community has on female child education. 54.1% of the female students were undecided as to whether in their community male child education is preferable to female child education or not. 29.7% strongly agreed that in their community female child education is not as valued as male education. On the other hand, 16.2% strongly disagreed that in their community males are more educated than the females. The 29.7% concurs with Kiptui, D.K. & Mbugua. Z.K. (2009), who posited that scholars have established that in Kenya, due to parents' belief that their daughters will marry and go away, they are less interested in paying their school fees. This affects the girl students' academic performance due to disturbances associated with such practices

4.4 POSSIBLE MEASURES OF MOUNTERACTING THE ACADEMIC CHALLENGES FACING STUDENTS IN PUBLIC DAY CO-EDUCATIONAL SECONDARY SCHOOLS.

4.4.1 Provide more textbooks teaching and learning materials to both teachers and students

Table 10: Feedback on Provide more textbooks and other teaching and learning materials”

Response	f	%
Strongly Agree	16	88.9
Undecided	1	5.6
Strongly Disagree	1	5.6
Total	18	100

Table 10 presents the response of the teachers on the provision of textbooks and other teaching and learning materials to both teachers and students. Data shows 88.8% of the teachers strongly agreed that the provision of more textbooks and other teaching and learning materials to both teachers and students by the school administration will boost students' performance. Data also indicates 5.6% of the teachers were undecided while another 5.6% strongly disagree that the provision of more textbooks and other teaching and learning material to both teachers and students by the school administration will improve academic performance. The 88.8% is supported by Fgatabu (2012), when he noted that the availability of teaching and learning resources creates motivation in learner by supporting the learning process. In order to improve the quality of students' performance, teachers and students should be provided with basic teaching and learning resources.

4.4.2 The Government should employ more Secondary School Teachers

Figure 26: Teachers' feedback on, the Government employ more school teachers.

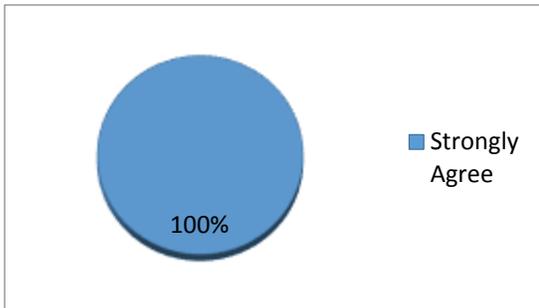
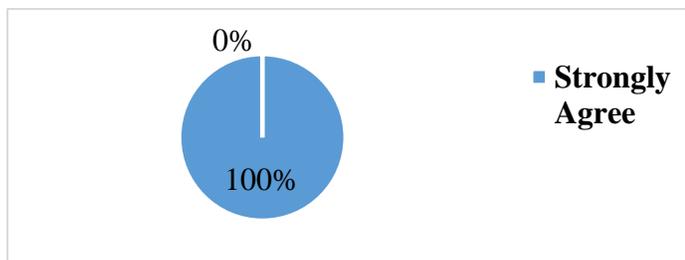


Figure 26 presents the response of the teachers on the employment of more secondary school teachers by the government as a means of curbing some of the challenges facing academic performance. Data shows all the respondents (100%) strongly agreed that the employment of more secondary school teachers by the government will improve students' academic performance in public day coeducational secondary schools in Dagoretti Sub-County. This is supported by Fgatabu (2012), when he stated that the government should employ more secondary school teachers and ensure that they are well paid so as to create a sense of motivation which could in turn ensure that teachers do their work perfectly. The Government should take the responsibility of financing public secondary schools in Kenya.

4.4.3: The Government should increase teachers' salaries for them to stop striking.

Figure 27: Teachers' feedback on the Government should increase teachers' salaries



From Figure 27 above data shows 100% teachers' affirmation that the government should increase teachers' salaries for them to stop protesting and come back to class. From the data, it is evident that teachers in public day co-educational secondary school face a major challenge of low salaries which is expressed in rampant teacher strikes. Under a chaotic situation of strikes no learning or teaching takes place. At the end, the innocent learners are the victims as evident in poor performance.

4.4.4 Effective school Guidance and counseling program as a solution to student's unrest

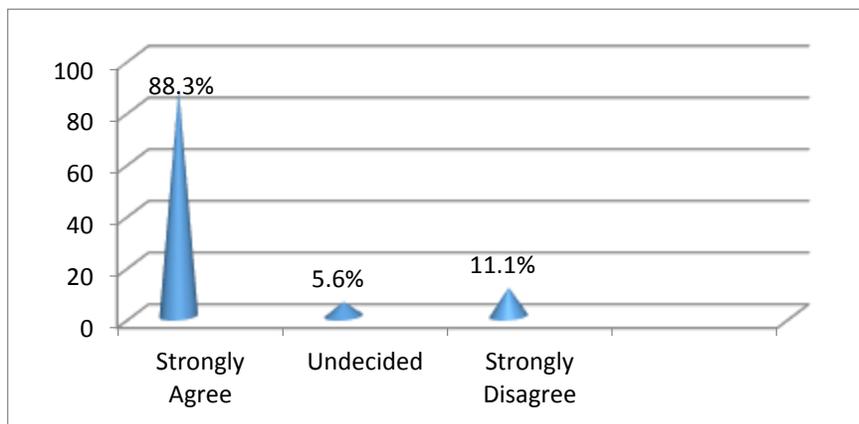
Table 11: Feedback on, "Effective school Guidance and counseling program as a solution.

Response	f	%
Strongly Agree	17	94
Strongly Disagree	1	5.6
Total	18	100

From Table 11 above on Effective school Guidance and counseling program as a solution to student's unrest, 94.4% of the teachers and parent strongly agreed that an effective school guidance and counselling program will reduce students' unrest. However, 5.6% of the teachers strongly disagreed. From the data, it is evident that school guidance and counseling program is a vital tool in ensuring discipline in public day secondary school. This is supported by Whitson, S., & Sexton, T.L. (1998), when they asserted that School counseling programs will have a significant influence on students' discipline. In the same way Jones R. (2001), added that school counseling has proven effective in preventing students from committing suicide. For him, a number of studies on promising strategies for dropout prevention found that counseling services were one of the key elements of promising dropout prevention initiatives.

4.4.5 The school administration should organize in-service training for teachers

Figure 28: Teachers Feedback on, the administration should organize in-service training for teachers.



From Figure 28 above, 88.3% of the teachers strongly agree the school administration should organize in-service training for teachers to update their skills. Another 11.1% of the teachers strongly disagree while 5.6% were undecided. Data therefore reveals that teacher in-service training is a viable tool of upgrading teachers' professional skills. Barker (1996) supported this by stating that teachers should be given opportunities of professional development that goes beyond traditional development to include reading, curriculum development, and research and conference involvement. He added further that if learners are to become effective in the society, we need teachers with relevant skills and knowledge to assist and prepare them for the future.

4.4.6 The school administration should involve other staff members in decision making

Figure 29: Distribution of teachers' on, involve other staff members in decision making

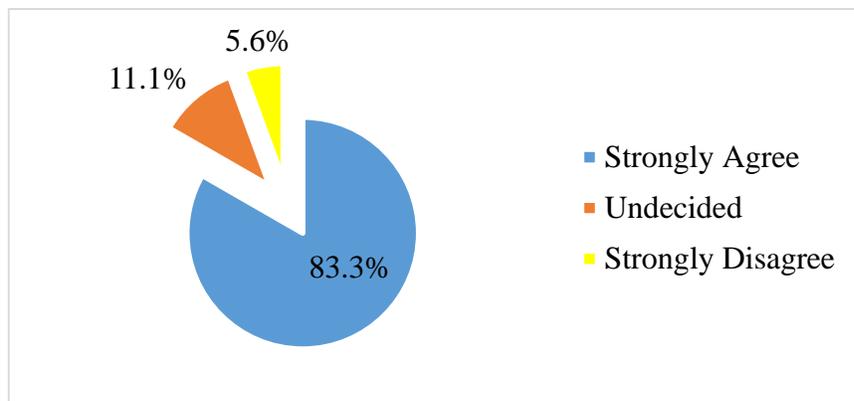


Figure 29 indicates 83.3% of the respondents strongly agreed that the school administration should involve other staff members in decision making while 11.1% of them were undecided whether other staff members should be involved in decision making through consultation or not. In contrast, 5.6% of the respondents strongly disagreed with the involvement of other staff members in decision making. It can therefore be deduced from Figure 33 that an effective school administration is one in which other staff members are involved and/or consulted in decision making.

4.7: Do you have guidance and counseling programs in your school?

Table 12: Teachers/Parents response on, “whether their school have counseling programs

Response	f	%
Yes	16	88.9
No	2	11.1
Total	18	100

Table 12 shows the response of the teacher/parents on whether there is a guidance and counselling program in their school or not. 88.9% of the teachers/parents affirmed they have

guidance and counselling programs in their school. However, 11.1% of the respondents denied the existence of such programs in their institution. The existence of school guidance and counselling program, does not only boost students' academic performance but it also improves the quality of school discipline as well as preventing students' dropout. In line with this, Whitson, S., & Sexton, T. (1998), noted that School counseling programs will have a significant influence on students, preventive counseling, occurring before students are in crisis, reduces the risk of these students dropping out later.

4.4.8 other measure not mentioned which may minimize academic challenges

A majority of the teachers who participated in the study gave myriad suggestions, among these were: that the government should support and motivate the students through scholarships. A number of the respondents also pointed out that the government should provide boarding facilities and increase her funding on projects in public day secondary school. This will reduce the school fees which is a great burden to the poor parents and students. Some of the parents/teachers suggested that the school administration should organize extra lessons for the student during the holidays as well as co-curricular activities such as sports, drama and debate clubs to keep them busy. Furthermore, to curb violence, indiscipline and substance abuse among students, the respondents suggested the school administration should invite guest speakers frequently to motivate the student as well as creating awareness on the damaging effects of drugs on their academics. Some of the respondents emphasized on the establishment of cordial relationship between the school and the neighbors. This will curb the challenge of pollution and waste disposal by the neighbors around the school vicinity.

This chapter discussed the presentation, interpretation, and analysis of findings of the study. Data was presented using statistical descriptive methods. The tools used included: frequency

distribution tables, graphs and pie charts to analyze the data collected for the study. The charts tables and graphs generated by the data were also interpreted and discussed in this chapter

CHAPTER FIVE

5.1: Introduction

This chapter gives the summary and conclusion from the study. It also brings forth recommendations to the various participants and the stakeholder on academic challenges facing students in Public day co-educational secondary schools. It also suggest areas of further research.

5.2 Summary

The study aims at analyzing various academic challenges facing students in public day co-educational secondary schools in Dagoretti Sub-County The study is based on a number of objectives: to determine whether economic status of parents affects the academic performance of their children, to find out the socio-cultural factors that affect students academically, to analyze the influence of the geographical environment on students' academic performance, to explore various school-based challenges that affect students' academic performance and finally to suggest possible measures of resolving these challenges and improving student's performance in Public Day Co-educational Secondary schools in Dagoretti Sub-County. To achieve these objectives the researcher selected two public day coeducational schools: Ruthimitu "Mixed" and Dagoretti "Mixed" secondary schools.

The researcher made use of two research instruments in collecting data for the study. Questionnaire were used for students and teachers/parents who participated in the study. A face to face interview guide was designed to get information from the two dean of studies from the two selected school. The sample size of 78, composed of 60 students, 14 teachers, 2 parents and 2 dean of studies. The researcher made use of SPSS (version 21) to analyze present and interpret

quantitative data, while the qualitative data from the interview was used to support the quantitative data.

The study found out that students in public day coeducational secondary schools are faced with myriad academic challenges. The major challenge here is financial problems. Most of the parents are not able to afford the school fees and the necessary materials for their children. The study also established that students in Dagoretti Sub-County cover long distances walking to and from school, insufficient time of for group studies or interact with their teachers. The study also found that lack of teaching and learning materials is a challenge to both teachers and students public secondary schools. Violence, indiscipline and substance abuse were major threats to students' academic performance in public day secondary schools. Other challenges established by the study were: early pregnancies, low teachers wages and heavy workload. Finally the study found out that these challenges can possibly be mitigated through school guidance and counselling programs, increase teachers wages by the government, increase state funding on secondary school, employment of more secondary school teachers, provision of scholarship to students, and in-service training to update teachers' professional skills. Data emphasized on the above challenges and possible measures of mitigation.

5.3 Conclusion

The researcher can therefore draw the following conclusion from the data analyzed: Students on public day co-educational secondary schools face a major challenge of lack of school fee. Most of the parents are casual workers. This is sported by 68.4% of the students who strongly agreed that school fees is too high for their parents to pay, and 86. % who strongly agreed they miss classes when they are sent home for school fees.

Furthermore it is also factored out from the analyzed data that the students face a challenge of affording the necessary textbooks for their studies. This is evident by 64% of the students who strongly agreed their parents are unable to afford textbooks for their studies. Teachers on their part express a challenge of insufficient teaching resources that hinders them from teaching effectively.

Students expressed they do not have sufficient time to study at home nor interact with their teachers and classmates after school because of the domestic chores that await them at home. This is represented by 63.2% who compromised their studies to help their parents at home.

Furthermore bullying, indiscipline, theft, violence, and substance abuse among students in public day secondary school affect their academic performance negatively. A majority of the teachers affirmed the recurrence of these among students. This concurred to 80.7% of the students who strongly agreed some students fight in school. Data also established that there is a high student dropout due to early pregnancy.

On the other hand, from the data it cannot be generalized that parents feel reluctant paying educating a female nor do the students feel more secured in school than at home, this is supported by 57.9% and 40.4% of female students who strongly disagreed to the two statements.

The study equally came out with a number of measure that can be employed to mitigate the challenges affecting students. This was evident by 100% affirmation that the government should employ more secondary school teachers and increase teachers' wages as well. Similarly a 100% support that the school administration should afford more textbooks and other teaching and learning materials for both teachers and students. Other measure include effective school guidance and counseling programs to mitigate dropout, violence and indiscipline, as well as

involvement of other staff members by management through consultation. Finally both students and teachers suggested that the male be separated from the females and public day schools be made boarding.

5.4 Recommendations

The study aims at analyzing various academic challenges facing student in public day secondary school. In line with the findings of the study, the following recommendation can be made:

The government should acknowledge that student in public day secondary schools are faced with innumerable challenges. Some of these include: bad road leading to school, lack of learning facilities such as library, laboratories, textbooks and play grounds. The government therefore should consider increasing the number of secondary school teachers as well as looking into the issue of low salaries and insufficient teaching and learning resources.

The school administration should established a cordial relationship between the high level management, other members of staff and students through consultation in decision making especially those that affect them directly. The school administration should serve as a mediator between teachers and students to express their challenges to government through the Ministry of Education.

The teachers should motivate the students by giving sufficient exercises to do both in class and at home. They should identify intrinsically and extrinsically motivated students and use appropriate tools to encourage them to develop a positive attitude towards studies. The teachers should also update their professional skills on the use of modern teaching methods for instance; incorporation of technological tools like computers, internet and audio-visuals in teaching.

Parents and guardians should improve their involvement in their children's academic welfare by giving them sufficient time at home for their personal studies. They should equally pay their school fees in time to prevent them from missing classes when sent home for fees. The parent Teachers Association should work with the school administration to come out with amicable measure of mitigating indiscipline and substance abuse among students both in school and at home.

The students on their part should make good use of their free time for their private studies. They can make use of weekend for group discussions and assignments. They are also recommended to made good use of modern technological tools such as internet, audio-visual, and computer for their academic work.

5.5 Suggestion for Further Study

Based on the study, the researcher suggests the following areas for further study:

The impact of substance abuse among students on school discipline in public day secondary schools in the urban area.

The influence of in-service training on secondary school teachers' professional proficiency.

Challenges facing teachers in public service in Kenya.

The chapter gave a summary of the entire study and the conclusions from the findings. It also recommended measures of mitigating academic challenges facing students in public day secondary schools. In this chapter the researcher proposed areas for further research.

REFERENCES

- A. Coleman. M. (2001). Effects of a Structured Group Intervention on the achievement of academically At-risk undergraduates. *Journal of College Student Development*, 94-95.
- Achoka. (2007). *Insearch of remedy to secondary school dropout pandemic in Kenya; Role of the principal. Educational research*. Nairobi: Masinde University of Science and Technology .
- Adams, A. (1996). *Even basic needs of young are not met*. Retrieved from: <http://tc.education.pitt.edu/library/selfEsteem>, on 20th August 2014.
- Adewale, A. (2002). Implication of parasitic infections on school performance among school-age children. *Ilorin Journal of science education*, Vol.2pp. 78-81.
- Advance-Africa.com*. (2014, March 3, Monday). Retrieved from <http://www.advance-africa.com/KCSE-Results.html#Sum>: <http://www.advance.Africa.com.kcse.result.htm/>.
- Akerhielm, K. (1995). "Does Class Size Matter?". *Economics of Education Review*, 14(3): 229-230.
- Arnold, N. &. (2010). Using a social networking site for experiential learning: Appropriating, lurking, modeling and community building. *Internet and Higher Education*, 13, 188-190.
- Atsiaya, P. (2010, May 21). *Ten more Girls Pregnant in Nyanza Schools*. Nairobi: The Standard Newspaper, pp. 23.
- Baer. (1991). *Turning our at-risk kids around* . Moravia, NY: Chronicle Guidance Publication, Inc.

- Ballataine, J. (1993). *The sociology of education: A systematic analysis*. Englewood Cliffs: Prentice Hall.
- Barnard, W. M. (2004). Parent involvement in elementary school and educational attainment. *Children and Youth Service Review*, 26, 39.
- Battle, J. &. (2002). The increasing significance of class: The relative effects of race and socioeconomic status on academic achievement. *Journal of Poverty*, , 21-35.
- Beck, R. C. (2005). *Motivstion: Theories & principles*. New Delhi: Pearson Education (Singapore).
- Bernaars., N. a. (1986). *philosophy and education in Africa*., Nairobi Kenya.
- Boocock, S. (1972). *An introduction to the sociology of learning*. Boston: Hough Mifflin.
- Bornholt, L. J. (1999). Cross-generation perceptions of Academic competence: parental expectation and adolescent self-disclosure. *Journal of Adolescent Research*., 427-430.
- Child, D. (2007). *Psychology and the Teacher*. New Delhi: Cromwell Press Group, Trowbridge, Wiltshire.
- Crosnoe, R. J. (2004). School size and interpersonal side of education: An examination of race/ethnicity and organizational context. *social science quarterly*., 1259-1262.
- D, Oso, W. (2011). *A General Guide to Writing Research Proposal and Report: A handbook for Bebinners, Revised edition*. Jomo Kenyatta Foundation: Nairobi.
- Fewkes, A. M. (2012). facebook: learning tool or distraction? *Journal of digital Learning in Teacher Education*, 28(3),92-93.

- Folayan, E. (1980). *Factors influencing the Choice of Courses by Nigerian University graduates*.
Lagos: Bulletin of Association of African University.
- Hanushek, E. A. (1996). *Improving America's schools: The role of Incentives*. Washington, D.C:
National Academy Press.
- Hanushek, E. A. (1998). "The Economics of Schooling: Production and Efficiency in the Public
Schools". *Journal of Economic Literature*, XXIV(3): 1141-1148.
- Hill, N., Castelino, O., J.E., L., Nowlin, E., Dodge, P., & Bates, K. a. (2004). Parents Academic
Involvement as related to bahavior, achievemen and aspiration. *Demographic variations
across adolescence. Child development*, Vol. 75. No.5. pp.1491-1509.
- Jagero, N. O. (1999). *An Evaluation of the Factors Affecting the Quality of Eduacation in Day
Secondary Schools in Kenya*. Moi University Eldoret.: A Case Study of Kisumu District:
Unpublished Masters of Philosophy Thesis,.
- Jeff, P. (1992). *Home Affair Commitee, domestic Violence*. London: University Press.
- Jeff, P. (1992). *Home Affair Commitee, Domestic Violence*. London.
- Jully. (1970). *Research and Action; Education in Africa*. Nairobi: East African Publishing house
; Kenya.
- Junco, R. H. (2011). The effect of Twitter on college student engagement and grades. *Journal of
Computer Assisted Learning*, 119, 120.
- Karou, Y. (2006). *Educational Crises facing Nigerian secondary schools and possoble solutions
being a paper presented at Faculty of Education*. Ibadan: University of Ibadan.

- Kiptui, D. &. (2009). Factors that Contribute to Poor Academic Achievement in English Language in Kerio-Valley Schools. *Kenya Journal of Education Planning, Economics & Management* 14 (5), 38 – 43.
- Kwesiga. (2010). *Women's Access to Higher Education in Africa. Uganda's experience.* Kampala: Fountain Publisher Ltd.
- Lawis, J. a. (1967). *Understanding children and introduction to psychology for African teachers.* London: George Allen and unwin limited.
- Liu, Y. (2010). Social media tools as a learning resource. *Journal of Educational Technology Development and Exchange*, 3, 101-102.
- Lomax, R. (2001). Parental efficacy. *Predictor of parenting behavior and adolescence. parenting*, 2(2), 127.
- M.D, Mbiti. (1981). *An Introduction of Education, Its meaning and Significance to the society.* Nairobi: Oxford University Press.
- McIntyre, P. C. (1996). *Effective teaching and learning learning : Teachers" and students' perspective.* England: Buckingham Universit Press.
- Mitchell, D. E. (2001). The determinants of student achievement at the academy for Academic Excellence. *CA: School of Education Univesrity of California.*
- Mugenda, O. M. (2003). *Research methods.* Nairobi - Kenya: African Centre for Technology Studies (ACTS).

- Nyamira, M. (2004). Investigation of social and Environmental Factors Affecting Academic Work of Day Scholars in Provincial Day School in Nairobi. *B.ED. Research Project Submitted to the Department of Education, CUEA, Unpublished.*
- Obiakor, F. (1999). *Education and identity: African-American quandaries*. Paper presented at the south Humanities Council Annual Conference. Chattanooga.
- Oyetunji, N. O. (1976). *Principles and Practice of Teaching English in West Africa*. London: Macmillan Education Ltd.
- P, Kingston, P. & Bridget (1995). *Family violence and the Profession*. London: Macmillan Press Limited.
- S. Eshiwani. G. (1993). *Factors influcing performanc among primary and secondary students in Western Kenya; a policy study* . Nairobi: longman publishers.
- Sifuna, D. N. (1990). *Educational development in Africa: the Kenyan experience*. Nairobi-Kenya: Initiatives publishers.
- Singh, K. (2011). *International Journal of Educational Planning & Administration*. India: Research India Publications .
- slavin, R. E. (2006, July -- September). Effective Reading Progam for middle & high schools. *A Best -Evidence Synthesis*, p. 166.
- Smith, L. F. (2002). The relation of cognition memory in infancy and parental socio-economic status to later intellectual competence.
- Tromp, K. L. (2004). *Proposal and Thesis writing - An introduction*., Nairobi: Pauline Publications.

Ukaome. (1999, April 21). *doublegist.com*. Retrieved from /problems-affecting-academic-performance-rural-secondary-school-students: <http://www.doublegist.com>

UNESCO. (2004). *Guidelines on Quality Provision in Cross-border Higher Education*. Paris: UNESCO .

Uren, B. (1960). *The Teaching of Secondary School Mathematics*. London: Macraw Hill books Company Ltd.

World, B. (2000). *Higher Education in Developing Countries; Peril and Promise*. Retrieved from World Bank, : <http://www>

APPENDIX A: QUESTIONNAIRE FOR STUDENTS

Dear Respondent

I am a final year student at Marist International University College, a constituent college of the Catholic University of Eastern Africa. I am carrying out a research study on: **Academic Challenges Facing Students in Public Day Co-educational Secondary Schools in Dagoretti Sub-County**. This is to enable me to fulfill one of the requirements of my course in the University. This research is purely academic and your information will be treated with outmost confidentiality and used for the purpose of this study only. I therefore kindly request you to respond to the following questions as honestly as possible.

Please, you are encouraged to follow the instructions in each section, you are also requested not to write your name on the paper.

Thank you,

Yours Sincerely,

Tansam Yuonji Elvis.

Section A: Demographic Information

Please tick [] where appropriate or fill in the right information on the spaces provided.

1. Name of your school: Ruthimitu Mixed [] Dagoretti Mixed []
2. Your gender: Male [] Female []
3. Age: 12 – 14 [] 15 – 17 [] Above 18 []
4. Marital Status of your Parents or guardian: Married [] Single [] Divorced []

Section B: Challenges facing students' performance in Public Day Co-educational Secondary Schools.

Please kindly tick [] to respond to the following statements indicating whether you Strongly Agree (SA), Undecided (UD) and Strongly Disagree (SD)

No	Statement	SA	UD	SD
1	My school fee is too high for my parents to pay			
2	I miss lessons when am sent home for school fees			
3	My parent are unable to afford the textbooks I need for studies			
4	I walk to school every day because I do not have transport fair			
5	I do not have enough time to study at home because I help my parents to do other domestic chores			
6	I feel discouraged when my friends have all they need for their studies while I do not have any			

7. Is there any other challenge not mentioned above? Specify.

8. What means of transport do you use to come to school? Matatu [] School Bus [] Walk []

9. What challenge do you face using this means of transport?

Please kindly tick [√] to indicate the extent to which you agree or disagree to these statements using words such as: Strongly Agree (SA), Undecided (UD) and Strongly Disagree (SD)

No	Statement	SA	UD	SD
1	I stay very far from the school			
2	I wake up early and arrive school late because I walk to school			
3	I do not have time for group studies with my classmates after school because I will be late at home.			
4	The noise on the busy road or market disturbs me from paying attention in the classroom.			
5	The place where our school is located is not good for studies			
6	When it rains, I do not come to school because of the poor state of the road			
7	Our class is overcrowded and our teachers overloaded			

*** QUESTIONS 1 TO 5 BELOW ARE FOR GIRLS ONLY**

Please kindly tick [√] to indicate the extent to which you agree or disagree to these statements in the columns using words such as: Strongly Agree (SA), Undecided (UD) and Strongly Disagree (SD)

No	Statement	SA	UD	SD

1	My parents delay paying my school fees because I am a girl, so I am often sent away from school for fees			
2	My parents want me to marry and bear children for my husband			
3	My Parents/guardians do not provide for my basic needs as a girl			
4	Some of my classmates got pregnant and dropped out of school due to lack of family support.			
5	In my community girls are not well educated like boys			

For Both Boys and Girls

6. What are some acts of violence and indiscipline among students in your school?

Please tick (√) to indicate your opinion to these statements using words such as: Strongly Agree (SA), Undecided (UD) and Strongly Disagree (SD)

No	Statement	SA	UD	SD
1	My parents fight or quarrel at home			
2	I see my mother being beaten by my father			
3	I feel more safe in school than at home			
4	Some students fight very often in my school			

5	The situation at home affects my studies			
6	I take drugs and alcohol so as to forget what is happening at home			
7	When I grow up, I will revenge whatever experience I had as a child.			
8	I spend more time on internet and watching TV at home			

13. Suggest some measure that the school administration can take to minimize the challenges students face.-----

APPENDIX B: QUESTIONNAIRE FOR TEACHERS AND PARENTS/GUARDIANS

Dear Respondent

I am a final year student at Marist International University College, a constituent college of the Catholic University of Eastern Africa. I am carrying out a research study on: **Academic Challenges Facing Students in Public Day Co-educational Secondary Schools in Dagoretti Sub-county**. This is to enable me to fulfill one of the requirements of my course in the University. This research is purely academic and your information will be treated with outmost confidentiality and used for the purposed of this study only. I therefore kindly request you to respond to the following questions as honestly as possible.

Please, you are encouraged to follow the instructions in each section, you are also requested not to write your name on the paper.

Thank you,

Yours Sincerely,

Tansam Yuonji Elvis.

Section A: Demographic Information

Please tick [] where appropriate or fill in the right information on the spaces provided.

1. Your gender: Male [] Female []
2. Age: 20–25 [] 26 – 30 [] Above 30 []
3. What is your occupation -----
4. How long have you been in this field -----

Section B: Factual information

5. What are some economic challenges your students face? -----

6. What are some socio-cultural practices that affect students' academic performances?

7. As a teacher what are some challenges within the school that prevent you from teaching effectively? -----

8. What are some environmental challenges you and your students face?

I. -----

9. Do you have guidance and counselling programs for students in your school?

Yes [] No []

10. What are the benefits of guidance and counselling to students?

A) -----

Section C: Possible measures of counteracting the academic challenges facing students.

Please kindly tick [√] to indicate if you Strongly Agree (SA), Undecided (UD) and Strongly Disagree (SD)

No	Statement	SA	UD	SD
1	The school administration should afford more textbooks and other teaching and learning materials for teachers and students			
2	The government should employ more secondary school teachers			
3	The government should increase teachers' wages so that they can stop striking and come to class			
4	An effective school guidance and counselling program will prevent violence, indiscipline, rampant school dropout and create in students a positive attitude towards academics			
5	The school administration should organize in-service training for teachers to update their skills			
6	The school administration should involve other staff members in decision making through consultation			

7. What other measures not mentioned can be taken to minimize academic challenges facing students in public day co-educational secondary school? -----

APPENDIX C: INTERVIEW GUIDE FOR THE DEAN OF STUDIES

Interview questions

1) Do you agree that day students in public secondary schools are exposed to more academic challenges than their counterparts in boarding schools? Yes [] No []

2) So what are some of these challenges

3) In your opinion how can these challenges be minimized in order to improve the academic performance of students in Public day secondary schools?

i. By the school administration and the PTA

ii. By the State

iii. By parents

APPENDIX D: LETTER OF AUTHORIZATION



MARIST INTERNATIONAL UNIVERSITY COLLEGE (MIUC)

CONSTITUENT COLLEGE OF THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

P. O. Box 24450 KAREN, 00502 NAIROBI

TEL: 254-02-2012787 / 2012797; FAX: 254-20-2389939

13TH FEBRUARY, 2015

TO WHOM IT MAY CONCERN

RE: TANSAM YUONJI ELVIS (B.Ed/218/11/12)

Assistance for Research Exercise.

The person named above is registered as a full time student at Marist International University College. We kindly request you to assist him to carry out a research exercise.

The research project being undertaken is done as a partial fulfillment of the requirements for the award of a Bachelor of Education in this Institution.

We would therefore be most grateful if you will kindly facilitate the exercise in whichever way possible and we thank you very much in advance for your cooperation.

Yours sincerely,

BRO. CHRISTIAN GISAMONYO

DEPUTY PRINCIPAL ACADEMIC

