

Influence of Socio-cultural Factors on Performance in Examinations in Kenya

Sylvester J. O. Odanga

Abstract

Aim: To investigate the influence of sociocultural factors on academic performance in national examinations among candidates in Kisumu City, Kenya **Sample:** The study population was 4480 Kenya Certificate of Secondary Education (KCSE) candidates in public secondary schools of Kisumu City in 2017. Purposive sampling technique was used to draw a sample of 224 students. **Study Design:** The study employed phenomenological design in the qualitative approach. **Place and Duration of Study:** The place of the study was Kasagam Secondary School in Kisumu City, Kenya, between September and October 2017. **Methodology:** Focus group discussions were used to collect qualitative data. Focus group discussion guide was piloted with students who did not participate in the study to establish validity and reliability. Data was transcribed in summaries by the group secretary and analyzed thematically. **Conclusion:** The findings revealed that sociocultural factors of collectivist cultural practices, involvement in political activism and participation in witchcraft promoted poor academic performance in national examinations among students in Kisumu City in 2017.

Keywords: Sociocultural; collectivism; political activism; witchcraft; spiritism; examinations; students

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