EFFECTS OF MENTAL HEALTH ON STUDENT'S PERFORMANCE IN THIKA

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DECLARATION

This project is our original work and has not been presented for an award of any degree in any university or institution

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ABBREVIATIONS AND ACRONYMS

S.P.S.S   Statistical Packages for Social Sciences

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ABSTRACT

This research delves into the impact of mental health on students' academic performance in Thika Municipality, Kiambu County, Kenya. The research comprehensively explores the relationship between students' mental well-being and their academic achievements in Thika Municipality. The research addressed pertinent research questions, including the effects of financial challenges on academic performance, the influence of mental health on students' academic achievements, and the impact of academic deadlines on academic performance. A descriptive survey design was employed for data collection, utilizing questionnaires to gather responses from both students and teachers. The research population represented a diverse cross-section of the educational community in Thika municipality. The findings of this research underscore the significance of mental health in the academic realm. It has been revealed that financial challenges can adversely affect students' academic performance, emphasizing the importance of addressing financial support systems for students. This research establishes a substantial connection between students' mental well-being and their academic achievements. Mental health issues can either hinder or facilitate academic performance, necessitating the integration of mental health support within educational institutions. Additionally, the research underscores the role of academic deadlines, indicating their potential impact on student performance. Managing and mitigating the stress associated with academic deadlines can contribute to enhanced academic outcomes. The insights derived from this research are of utmost importance for educational institutions, policymakers, and educators in Thika municipality. Recognizing the intricate interplay between mental health, financial challenges, and academic deadlines can inform the development of more effective support systems to bolster student success.

CHAPTER 1: INTRODUCTION

1.0 Introduction

This chapter begins with an exploration into the subject matter of the influence of mental health on student performance within Thika Municipality, Kiambu County, Kenya. The research provides a general overview of this research's subject matter, offering insights into the pivotal role that mental health plays in the academic landscape This section also provides a comprehensive delineation of the research problem, presents the study's objectives, formulates research questions, and introduces the conceptual framework.

1.1 Background to the Study

Mental health comprises the psychological, emotional, and well-being of an individual. These are critical areas for everyone since they play a major important role in shaping everyone's adulthood. It affects how we relate to each other, think or reason, feel, and act on a stimulus or something.

It influences learners' choices, handling stress, relating to others, and making choices in life. An inverse relationship between mental health and academic achievement in learners is well-known to many.

Mental health is important to a learner from every stage of life, from childhood and adolescence through adulthood. In a learner's life, if he/she experiences mental health disorders, he/she may have challenges in dealing with his/her mood, challenges in proper thinking and his/her behaviors can be adversely affected. The major causes of mental health issues of a learner are;

Family history of mental health problems, biological factors like genes, prenatal damage, diseases, injuries and substance abuse, love relationships, culture shock and disconnection from previous supports, self-esteem, and financial challenges.

Mental health issues are on the rise among the learners especially college and university students in Thika municipality and they pose a great threat to the learners' health and academic performance. The primary purpose of this study is to examine mental health diagnoses and their

related academic impact on the learners with a special focus on university and college students within Thika municipality. The effects of mental health are majorly coined to the negative side in academia which include; inconsistency in school attendance, poor academic functioning, low grade point averages, dropout of school cases, and many more.

I will pay reference to Wyatt, T., & Oswalt, S.B. (2013), Comparing mental health issues among undergraduate and graduate students. American Journal of Health Education in this study.

Thika municipality has a population of over 200000 which is growing rapidly as per the 2019 census.

1.2 Statement of the Problem

The Mental Health Atlas (2005) conducted by the World Health Organization shows a substantial change in global Health resources since 2001. A study of 192 countries shows a slight increase in the total number of psychiatrists from 3.96 to 4.15 per 100,000 people worldwide. The Atlas indicates that many countries continue using a small portion of the health budget on mental health.

Education systems around the world are also at the forefront of addressing the impact of mental health on student performance. Mental health includes emotional, psychological, and social well-being. Mental Health is crucial at every stage of life i.e., from adulthood, adolescence, and old age.

The academic performance of university students has been of great interest among academicians. There exists considerable stress among university students. Stress can result from struggles to meet academic deadlines and to adjust to the competitive environment. Mental health can be associated with weak academic performance. A lot of pressure makes university students vulnerable to mental health problems in their academic life. Many attempts have been made to solve the effects of mental health on the academic performance of university and college students. Some of the effects the of mental health among students include poor performance and dropout cases. Most university students tend to find it difficult to overcome the challenges that comes with being a student in college including fighting financial challenges.

Drum et al. conducted a study on 2600 students from 70 colleges and universities. The results revealed that mental health problems such as suicidal thoughts and depression have an effect on

students' academic performance. Mental health among students causes physical, emotional, and social disturbances. The problems include low , insomnia and loss of appetite leading to the effect of student mental health on academic performance. Mental health awareness in schools need to be introduced so as to fight the inconveniences that are accompanied with mental health. Mental health disorders can be caused by drug abuse. Drug abuse among the Kenyan college and university students has been rampant even for the past years. Many studies have been made to find out on the influence of mental health on the academic performance among students.

This study will look into the effects of mental health on academic performance among students in Thika municipality.

1.4 Purpose of the Study

The purpose of the study is to establish the effect of student mental health on academic performance within Thika municipality.

1.5 Limitations of the Study

The learners may not give the adequate and true information that the researchers require in the study since they may prefer to protect their privacy.

1.6 Conceptual Frame Work

Dependent Variables   **Independent Variable**

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┌─────────────────────────┐
│   FAMILY HEALTH         │
│   HISTORY               │
└─────────────────────────┘

┌─────────────────────────┐              ┌─────────────────────────────┐
│   LOVE RELATIONSHIPS    │ ════════▶    │   ACADEMIC PERFORMANCE      │
└─────────────────────────┘              └─────────────────────────────┘

┌─────────────────────────┐
│   CULTURE SHOCK AND     │
│   DISCONNECTIONS        │
└─────────────────────────┘
┌─────────────────────────┐
│   BIOLOGICAL FACTORS    │
│                         │
└─────────────────────────┘
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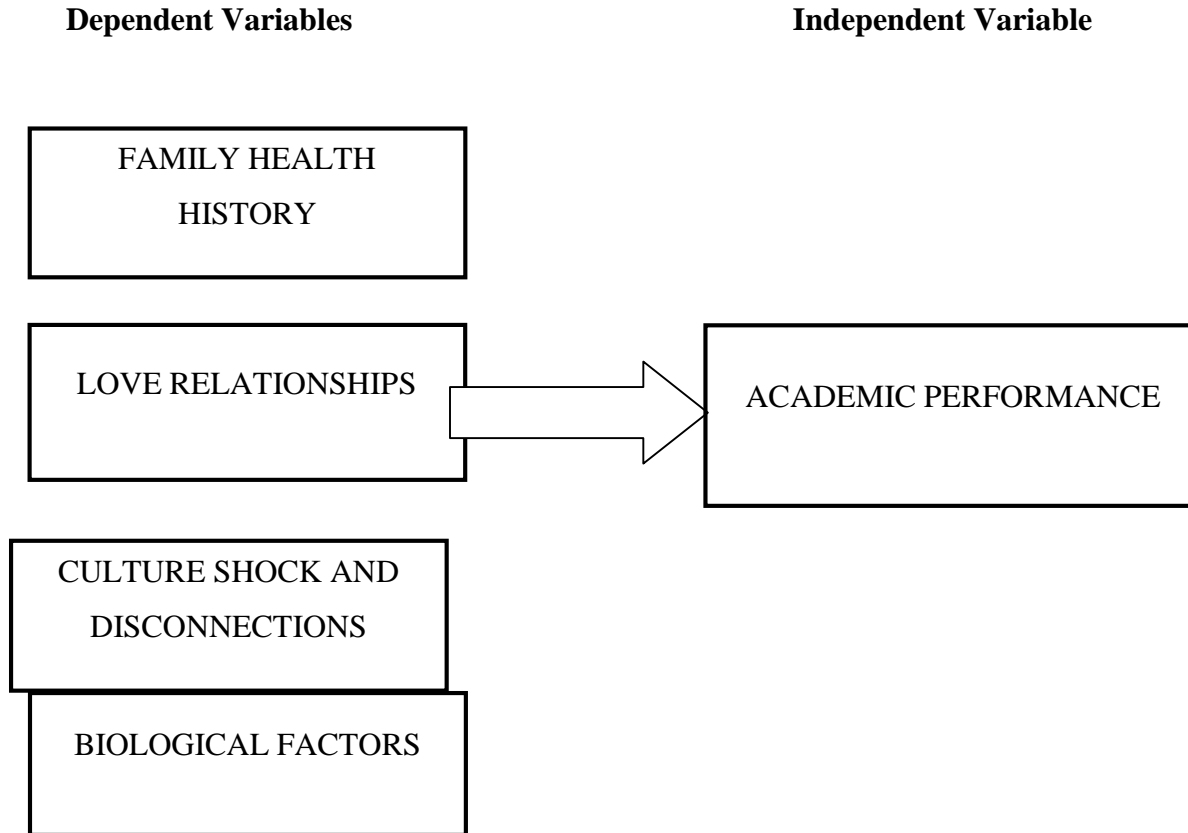
1.7 Research Questions

1. What are the effects of financial challenges to student's mental health in Thika municipality

2. What are the effects of romantic relationships to student's academic performance in Thika municipality

3. How does biological factors affect academic performance of students in Thika municipality

1.8 Objectives of the Study

1.8.1 General Objectives

To investigate the various causes of mental health issues that affect the academic performance.

1.8.2Specific Objectives of the Study

   I.   To find out how biological factors influences academic perfomance of students
   II.   To analyze the effects of romantic relationships to student's mental health
   III.   To assess the effects of financial challenges to student's mental health

1.9Hypotheses of the Study

H01.Financial challenges does not affect students' academic performance   .

H02.Romantic Relationships does not affect student's academic performance.

H03. Biological factors do not affect the students' academic performance.

1.10Significance of the Study

This research will be of help to The ministry of education in solving of mental health related issues among the students since it's highlighting how mental health affects academic performance of students. On the same it will be helpful to teachers when dealing with mental health issues among the students.

1.11Scope of the Study

This study covers on the contribution of mental health to student's academic performance in Thika municipality. Also, the study focused on looking into the negative effects of mental health to the performance of academic students in Thika municipality

1.12Significance of the study

The research study shall be of a very high importance to different kind of people. After the study the research document shall be useful to individuals in addressing the issues dealing with mental health

CHAPTER 2: LITTERATURE REVIEW

2.1 Introduction

In this chapter it focusses on the literature that is related to the study. It will be directed through the study objectives that are stated in chapter one.

Firstly, the idea of mental health of the learner is well analyzed how it is reinforced either negatively or positively in regards to learning. Second, an analysis on how it impacts student/ learners' academic performance. Lastly a discussion on the available theoretical prop up of this study is presented.

2.2 Review of the Chapter

This chapter includes giving account of the existing various literature reviews on our main topic of research study. It gives attention on the research studies that have been done before on the research topic and how they share a relationship. Research gaps that can be identified are revealed from the previous research studies conducted. The theories that are crucial to this study are analyzed as well.

2.3 Theoretical Framework

Theories are synthesis of what is known and believed about a field. It is the reduction of our knowledge to the basic ideas presented in a way that shows their underlying patterns and relationships(Moore1991:2)
Theories are significant in predicting, explaining and mastering phenomenon i.e., behavior systems, events and activities.

Theoretical framework provides acknowledgement on the existence of a problem or problems that are under study. It gives direction on how a research study should be conducted thus a very crucial to the researcher on use on researcher undertakings.

Our current will be guided by behavioral theory of operant conditioning by BF Skinner.

2.3.1 Operant Conditioning Theory

This helps us understand how positive or negative reinforcement to the student's mind affects their behavior (Academic performance)

Skinner conducted research on shaping behavior through positive and negative reinforcement and demonstrated operant conditioning, a behavior modification technique which he developed in contrast with classical conditioning. His idea of the behavior modification technique was to put the subject on a program with steps. The steps would be setting goals which would help you determine how the subject would be changed by following the steps. The program design is designing a program that will help the subject to reach the desired state. Then implementation and evaluation which is putting the program to use and then evaluating the effectiveness of it.

Place a rat in a special cage (called a "Skinner box") that has a bar or pedal on one wall that, when pressed, causes a little mechanism to release a food pellet into the cage. The rat is moving around the cage when it accidentally presses the bar and, as a result of pressing the bar, a food pellet falls into the cage. The operant is the behavior just prior to the reinforcer, which is the food pellet. In a relatively short period of time the rat "learns" to press the bar whenever it wants food. This leads to one of the principles of operant conditioning--A behavior followed by a reinforcing stimulus result in an increased probability of that behavior occurring in the future.

If the rat presses the bar and continually does not get food, the behavior becomes extinguished. This leads to another of the principles of operant conditioning--A behavior no longer followed by the reinforcing stimulus results in a decreased probability of that behavior occurring in the future.

Now, if you were to turn the pellet machine back on, so that pressing the bar again provides the rat with pellets, the behavior of bar-pushing will come right back into existence, much more quickly than it took for the rat to learn the behavior the first time. This is because the return of thereinforcer takes place in the context of a reinforcement history that goes all the way back to the very first time the rat was reinforced for pushing on the bar. This leads to what are called the Schedules of Reinforcement.

2.3.2 Financial Challenges

Student and mental health problems are often linked. Proper working mental health of a learner is very key in helping him/her achieve best in academic performance.

In a study in 2015 by Ohio State University found that 70% of students felt about finances as the top stressing including paying tuition, incurring monthly expenses like rent and utilities, paying back student loans, employment after graduation and working while going to school.

75% of students in colleges and universities work to make both ends meet. Lack of finances make students suffer stress and mental health issues which often later haunt them in their academic performance. The mental health issues include: Anxiety, depression, fatigue and sleeplessness. In turn contributes to hopelessness, overwhelmness, mentally exhaustion and sad lives.

2.3.3 Family Health History

Mental health of a learner is highly stymied in learning institutions. Students with mental health issues experience very stigma in schools. Family history of health has been well researched as a factor that increases risk for developing mental illness including psychosis and schizophrenia. However, family history of health impact individuals beyond genetic or environmental risk, affecting their perceptions of mental health and associated with stigma.

Students who have this mental health issue greatly affects their academic performance.

2.3.4 Culture Shock And Disconnection

Culture shock is the feeling of disorientation experienced by someone when they are suddenly subjected to an unfamiliar culture which include language, strange food. In school learners experience different way of living the they were never subjected to before. This includes foods for example which may not favor them in terms of their health. They hence become so uncomfortable while in school hence sometimes end up hating school, failing to attend classes, and not paying maximum attention to their education.

Learners end up becoming lonely, isolated, and even depressed hence this plays a key contributor to poor academic performance of the learner.

2.3.5 Love Relationships

Mental health particularly among college students according to research on "lovesick": mental health and romantic relationships among college students investigated the interpersonal impact of self-reported mental health diagnoses on undergraduate students' most recent romantic relationships. Analysis from a 43-item online questionnaire completed by 267 undergraduates revealed that 68.3% of women and 52.5% of men reported having either been professionally diagnosed with a mental illness or perceive themselves to be mentally ill. Sociologically speaking mental illness was found to influence relationship initiation, maintenance, and dissolution in this study.

Negative social interactions and relationships, especially with partners increase the risk of depression, anxiety, and suicidal ideation. This in any way affects to learner's academic performance in school since much attention is concentrated on love rather than his/her academia.

2.3.6 Biological Factors

Biological factors are anything physical that affects the mental health of a learner. They include: drug abuse, diseases, exposure to toxins, brain injuries

Substance abuse by students is quite very addictive with time. This is quite harmful to learner's health, especially mental health. Marijuana for instance is the most abused drug by students. Addiction by use of these drugs is very intense and can lead to mental health issues like impaired memory, euphoria, hallucinations, and an altered state of mind. This growth impacts the learner's academic performance. Alcohol another substance highly abused by students is a root source of depression and if not properly curbed can lead to severe consequences including suicide.

Through genetics, certain traits exhibited by family members are hereditary.

Mental disorders like schizophrenia or bipolar disorder can be passed down through family members. These do affect the learner's academic performance.

2.4 Summary Of Identified Gaps

Keeping a keen interest and core on the learner's mental health is very important in guarantying good academic performance of a learner. Both external and internal factors that either affects the learner's mental health should be properly taken care of for healthy of a learner. This helps in boosting high achievements in academia of a learner. (Bf Skinner)

CHAPTER THREE RESEARCH METHODOLOGY

3.1 Introduction

This chapter explain the procedures adopted by the researchers under; research design, study area, target population, sampling techniques, sample size, research instruments, validity of measurement, data collection techniques, data analysis, logical and ethical considerations.

3.2 Research Design

This study adapted a descriptive survey research design. Descriptive survey design is a research methodology used to describe and analyze the characteristics of a particular population or phenomenon. This type of survey design is used when researchers want to gather information about the current status of a population or a phenomenon. The descriptive survey design typically involves collecting data through the use of questionnaires, interviews or observation methods. The descriptive survey design enabled the researcher to collect data on how , family health history, culture shock and disconnection, love relationship and biological factors affected academic performance within Thika municipality. This descriptive survey design used both qualitative and quantitative data. Questionnaires and interviews were used to collect data within schools in Thika municipality which included teachers and students. The challenges faced in this faced in this research design include failure of correspondents to give accurate information and failure of some respondents to participate in the data collection. The research design chose the method because it was easy to administer, cost friendly and covered a large population over a short period of time.

3.3 Study Area

Thika municipality is situated in Kiambu county and in Thika sub county in Kenya. In Thika municipality most people are educated and there are several institutions around the municipality. The research chose Thika municipality because of many mental illness cases in schools and poor academic performance in schools within Thika municipality.

3.4 Target Population

Target population in a study is the entire set of units which the study data are to be used to make inferences (cox,2013). The study focuses on teachers and students within Thika municipality. This

study targets 30 schools,90 teachers and 300 students both in public and private schools within Thika municipality. This population is chosen as target population because the teachers and students are easily found and willing to respond. Among the schools, 10 are mixed schools,10 were girl schools and 10 are boy schools.

3.5Sampling Techniques

Simple random sampling and purposive sampling is used. The simple random sampling method we use to choose students during breaks, this helped save time because participants were chosen randomly and did not involve grouping the respondents. Purposive sampling is used in choosing teachers that participate in the activity. Purposive sampling is used in order to choose teachers with knowledge about mental health. Simple random sampling is used to choose students in order to give them equal chances of being selected and also reduce errors.

3.6Sample Size

A sample size refers to the number of observations or individuals measured or included in a study (Porta,2014). Mugenda and Mugenda (2012) recommended a sample size of 10%-30% from the target population. The sample size will be 10% of the target population which is 3 schools,9teachers and 30 students. The researcher used 10% percent because it is manageable and cost-friendly.

3.7Measurement of Variables

Table 1:measurement of variables

Variable	Measures/Indicators	Measurement Scale	Question Number.
Financial Challenges	School Fees Arrears, Monthly Expenses Like Rent And Utilities	Ratio Scale	1
Culture Shock And Disconnection	Language, Food And Dressing	Nominal Scale	2
Love Relationships	Past And Present Relationships	Nominal	3
Biological Factors	Substance Abuse, Genetics And Mental Disorders	Nominal Scale	4

3.8 Research Instrument

Questionnaires and interview are used to collect data. Interview method will be used by researcher to gather information from the teachers this would allow to get more information which is wider in scope than questionnaire. Interview also offers the researcher knowledge that cannot be brought out in a questionnaire. On the other hand, questionnaires will be administered to the students to determine the effect of financial challenges, , family health history, culture shock and disconnection and love relationship on their mental health with regard to academic performance. Questionnaires will be both open-ended and closed questionnaires. The questionnaires were necessary because the students were literate and the method was also used because unlike other methods questionnaires could be administered in a large population at once.

3.9 Validity of Measurement

Validity is a measure of the degree to which data collected using a particular instrument represents specific domain of a particular concept (Mugenda and Mugenda). The questionnaires and interviews are prepared with the help of the supervisor and reference from the previous proposals. Here we use the criterion validity for measurement in order to ensure we get the desired outcome from the research study. The validity of measurement was ensured through a pilot study. The pilot study was conducted with 20 students who are not part of the target population. The results of the pilot study we use them to refine the questionnaire.

3.10 Reliability of Measurement

Reliability of measurement is a crucial aspect of any research study, as it ensures that the findings of the study are accurate and consistent. In the context of the effect of mental health on academic performance within Thika Municipality, the reliability of the measurement is crucial in ensuring that the results of the study are trustworthy and reliable. The students' end-of-term exam scores are used to measure academic performance.

The end-of-term exam scores are administered and marked under standardized conditions, which ensured that the measurement of academic performance is reliable. In conclusion, the reliability of measurement in the study on the effect of mental health on academic performance within Thika Municipality is ensured by using a validated and standardized tool to measure mental health using a representative sample, and carrying out all data collection procedures under standardized conditions also ensures reliability.

Through the use of test and retest method we distribute questionnaires to different learning institutions on a pilot within Thika municipality and compare the responses to establish the relationship. These measures ensured that the results of the study are accurate, consistent, and reliable.

3.11 Data Collection Techniques

The data collection process involves both primary and secondary data sources. Primary data is collected through questionnaires and interviews administered to the students and teachers respectively. Secondary data is obtained from relevant literature such as journals, textbooks, and articles. The data collection process is carried out over a period of two weeks. The questionnaires are administered to the students during class time and collected after completion. Interviews with the teachers is conducted during their free time. The researcher ensure that the data collection process was conducted in a conducive environment to avoid any interference that could compromise the accuracy of the data collected.

3.12 Data Analysis

The data collected through questionnaires and interviews are analyzed using both qualitative and quantitative techniques. Quantitative data is analyzed using statistical software such as SPSS. Descriptive statistics such as means and standard deviations are used to analyze the data. Inferential statistics such as regression analysis are used to determine the relationship between mental health and academic performance. Qualitative data obtained from the interviews is transcribed and analyzed thematically. The themes identified is used to provide insights into the factors that affect mental health and academic performance.

The data will be presented in tables, pie charts and graphs to make valid conclusions to the relevant audience.

3.13Logical And Ethical Considerations

The study was conducted with due regard to logical and ethical considerations. Informed consent was obtained from the participants before they were included in the study. The participants were assured of confidentiality and anonymity, and their data was kept confidential. The researcher ensured that the participants were not coerced into participating in the study, and their participation was voluntary. The study adhered to the ethical guidelines set by the relevant authorities. The study was conducted in a logical and systematic manner to ensure that the results obtained were valid and reliable. The findings of the study were presented objectively, and the conclusions drawn were based on the data collected.

CHAPTER 4: FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter provides a thorough review and analysis of data, particularly based on the study topic County, Influence Of Mental Health On Student's Performance In Thika Municipality Kiambu Kenya. giving clear insight on the findings. Through rigorous analysis techniques, the researchers have carefully examined the collected data to identify patterns, correlations, and other important insights related to the research topic.

4.2 Response Rate

Out of the total number of questionnaires distributed to participants (50) , the number that were successfully filled and received by the researchers were 40. This successful response to the sample size is approximately 80%.

The table below represents the data on the response rate:

Role	Sample Size	Successful Response	Response Percentage
Teacher	20	13	65%
Students	30	27	90%
TOTAL	**50**	**40**	**80%**

Table 2: Response Rate

This response rate is above what is recommended by scholars such as (Kithinji ,2017) who recommended 50% successful response rate and (Mary,2020) who recommended 60%. The rate indicates the willingness of participation by the respondents.

4.3 Demographic Information

4.3.1 Age Category

The research required the respondents to indicate their age based on provided age categories. The data obtained by the researcher is recorded below:

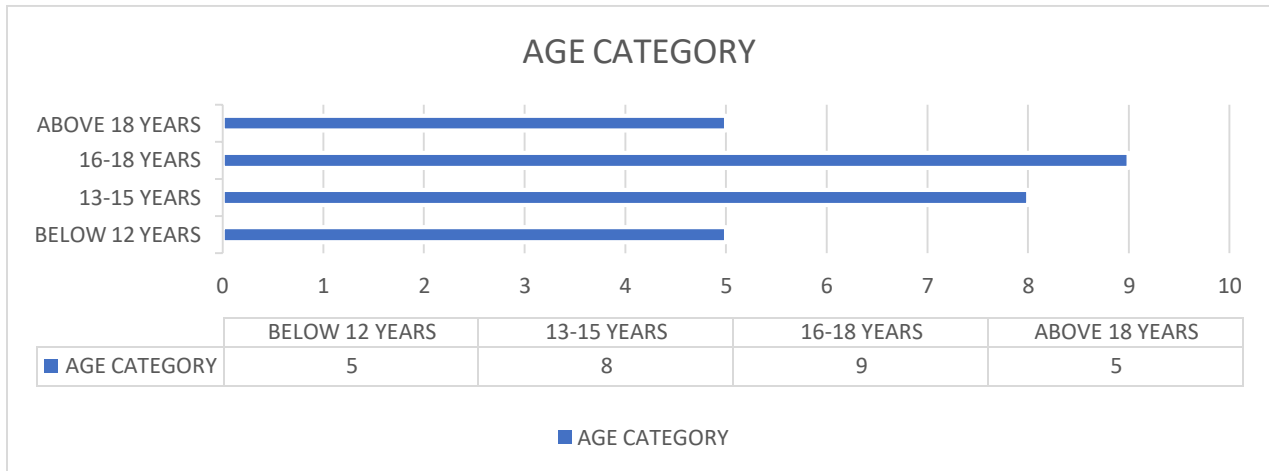| Response	Frequency	Percentage
Below 12 years	5	18.5
13-15 years	8	30.0
16-18 years	9	33.0
Above 18 years	5	18.5

Figure 1:age category

The data reveals that majority of the students are 16-18 years representing approximately 33% of the total sample followed by students between 13 and 15 years being approximately 30%. Students above 18years and those below 12 years each representing 18.5% of the sample size.

4.3.2Gender Category

The questionnaire required the students' participants to indicate their gender. The data for the response is simplified in the chart below:
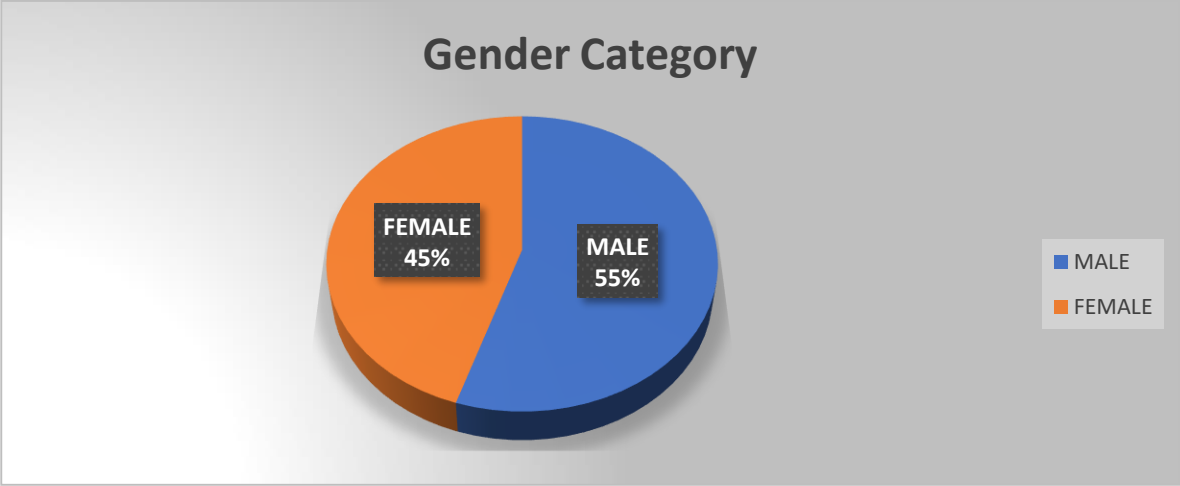
Figure 2:Gender Category

From the chart it is clear that there was inclusivity for both genders female being 45% while male being 55% of the population. The researcher used almost the equal participants as far as gender is concerned.

4.3.3Students Level Of Education

The respondents under student's category were required to indicate their level of education. This was recorded as below:

Class	Frequency	Percentage(%)
Form 4	8	30
Form 3	7	26
Form 2	6	22
Form 1	6	22

The data indicates that the researcher choose response from every class in order to get findings. This allows the researchers to gain information from all level of education in secondary school.

4.4Impact of Culture Change on Academic Progress

The questionnaire required the students' participants to indicate on a scale of 0-10 how culture change have affected them academically. The response is tabulated as below:

Range	Category	Frequency	Percentage
Low	0-3	3	12
Medium	4-6	11	42
High	7-10	13	46

The data reveals that majority of the respondents concur that culture change affects academic progress of students. This is represented by 46% of the sample. 42% of the sample had a medium opinion on the effect while only 12% indicated that culture has low impact on academics of the students.

4.5Drug Abuse

The respondents(under students' category) were asked to answer with a yes or no whether there are incidents of drug abuse in school. The response was recorded as below:

Figure 3:drug abuse
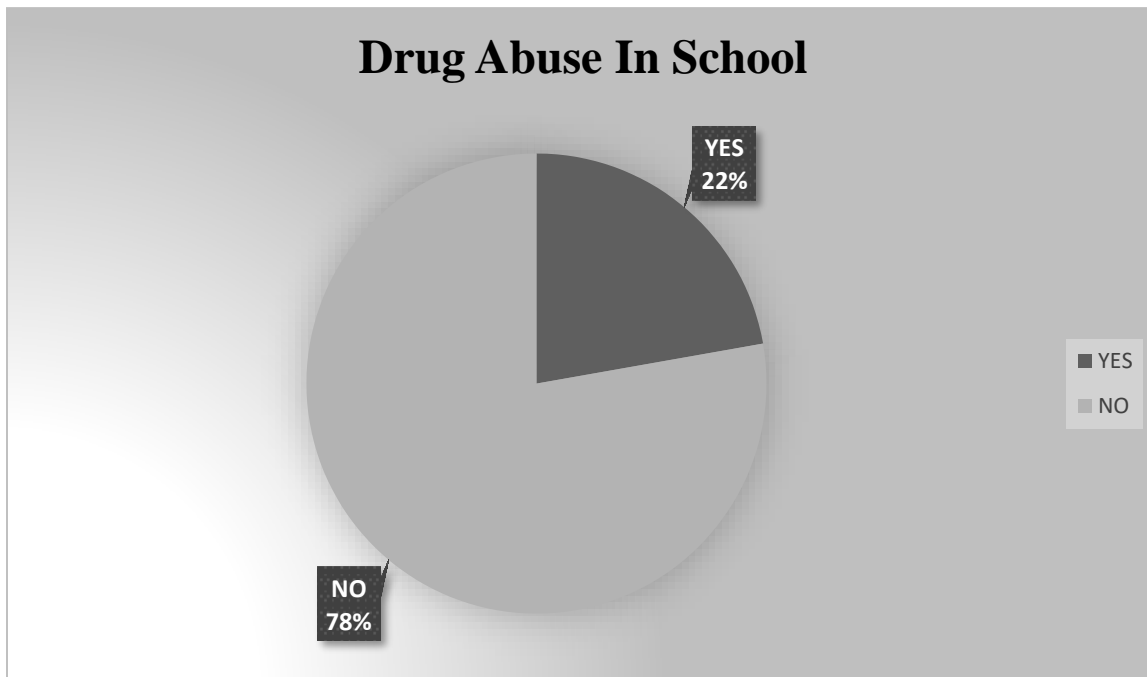
The data reveals the s perspective among students, with a significant majority, amounting to 78%, expressing their disagreement with the notion that drugs are being abused within the school environment. Nevertheless, it is noteworthy that 22% of the surveyed sample did acknowledge the presence of drug abuse among students in school. This finding suggests the potential existence of

drug-related issues within the school premises and raises concerns about the possibility of some

students struggling with drug addiction. In essence, while most students reject the idea of drug abuse in school, the data hints at the possibility that this problem may indeed exist, warranting further investigation and intervention.

4.6Financial Challenges

The research required respondents to indicate whether they have financial constraints in school and the effect of the constraints. From the data obtained by the researcher 16 participants out of 27 indicated that they have been affected by financial challenges. This means that for every 10 students 6 have or is affected by financial challenge in one way or another.

Some of the response given by the respondents on the impact of financial constraints included: not able to pay school fees on time leading to being sent home. Delay is study for lack of enough study resources, failing in exams and even in worst case scenario dropping out of school, not being able to purchase important items for studies and well-being.

4.7Relationships and Education

The questionnaire administered to participants sought to determine whether they had ever been in a romantic relationship during their time in school. The results indicated that out of the 27 respondents, a substantial majority, comprising 22 individuals (representing 81% of the total), affirmed that they are not in relationships while still in school. Conversely, a smaller group of 5 individuals (representing 19%) reported having experienced a romantic relationship during their school years. These findings suggest that a significant portion of the student population has had no prior involvement in relationships during their educational journey.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS
5.1Introduction

In this chapter, we will summarize the key findings from the study on the Impact of Culture Change on Academic Progress and related factors. We then draw conclusions based on the data presented in the previous chapters and provide recommendations for further research and potential interventions.

5.2Summary

This research explored various factors affecting students' academic progress, including culture change, drug abuse, financial challenges, and relationships.

The majority of respondents (46%) agreed that culture change significantly affects academic progress, with 42% expressing a medium level of impact and only 12% indicating a low impact. This data suggests that culture change is a significant factor influencing students' academic performance.

Given that 22% acknowledged the existence of drug-related issues, further investigation and intervention should be put into place to help curb with the problem. Drug and substance abuse can be a critical challenge that should be delt with among students in all level of education.

Approximately 59% of the respondents reported being affected by financial constraints, leading to various negative consequences, including delayed payment of school fees, lack of study resources, academic failures, and, in some cases, dropping out of school.

A significant majority of students (81%) reported not being in romantic relationships during their school years. However, 19% indicated having been in relationships. These relationships had varied effects on academic performance, with some participants citing difficulties in maintaining focus, others reporting negative impacts,

5.3Conclusion

Culture change significantly affects academic progress, with a substantial portion of students acknowledging its impact.

While a majority of students reject the idea of drug abuse in school, the presence of a minority acknowledging its existence suggests the need for further investigation and intervention. Financial challenges affect a significant number of students, leading to various academic setbacks and even dropouts. Romantic relationships among students have diverse effects on academic performance, with some experiencing difficulties, while others benefit from supportive partners or emotional satisfaction.

5.4Recommendations

5.4.1Recommendation For Policies And Practices

The researchers recommend the following:

Learning institutions should pay attention to the impact of culture change on students and consider implementing strategies to address potential challenges stemming from cultural shifts.

Educational institutions and policymakers should provide financial support and resources to students facing financial challenges to prevent academic setbacks and dropouts.

Schools should offer guidance and support to students in romantic relationships, helping them find a balance between personal and academic life to ensure overall well-being.

Government should consistently audit schools to ensure that all schools ensure that mental health of learners are considered and good measures and practices are put into place.

5.4.2Recommendation For Future Research

Future studies should explore the specific dynamics of culture change, drug abuse, financial challenges, and relationships on academic performance to develop more targeted interventions. Again, the researcher recommends future study to do a diagonal study on the same research topic in different region having enough resources for comparison.

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APPENDICES

Appendix 1. Student Questionnaire

Section A: Demographic Information

1. Age(years)

    [ ]Below 12

    [ ]13-15

    [ ]16-18

    [ ]Above 18

2. Gender

    [ ]Male

    [ ]Female

3. Class

    [ ]Form 1

    [ ]Form 2

    [ ]Form 3

    [ ]Form 4

Section 2: Survey Questions

4. In A Scale Of 0-10 How Does Culture Change Affected You Academically Here In School:

_____

5. Do Students Abuse Drugs In School?

    [ ]Yes

    [ ]No

6. Do You Have Any Financial Challenges?

[ ]Yes

[ ]No

If yes, how does it affect you academically:

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………

7.Are You In A Love Affair In School Or Were You In A Love Affair In The Past?

[ ]Yes

[ ]No

If Yes, How Has It Affected Your Academic Performance

…………………………………………………………………………………………….

…………………………………………………………………………………………….

8.According To You How Can You Rate Your Level Of Self- Esteem

[ ]High

[ ]Low

[ ]Medium

9.Is There Any Family Related Mental Health Related Issue In Your Family?

[ ]Yes

[ ]No

If yes ,How Has It Affected Your Academic Performance?

………………………………………………………………………………………………

………………………………………………………………………………………………

…………………………………………………………..

Appendix 2. Teacher's Questionnaire

Section A: DEMOGRAPHIC INFORMATION

1.AGE_____

2.YEARS OF TEACHING: _____

3. RANK_____

SECTION B:

1.Have you ever delt with mental health issues in your classroom?

[ ]Yes

[ ]No

2.Does Mental Health Affect Academics?

[ ]Yes

[ ]No

3.What Can Be Done To Deal With The Effects Of Mental Health Related Issues In School?

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Appendix 3: Budget Constrain

ITEM	COST(KSHS)
1. printing	4,000
2. transport	2,000
3. Petty cash	3,000
TOTAL	7,000

Table 4:budget constrain