

**LECTURERS' EXPECTATIONS AND STUDENTS' ENGAGEMENT ON ACADEMIC
PERFORMANCE IN GRE TSA UNIVERSITY, THIKA CAMPUS, KENYA**

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
DECLARATION

DECLARATION


This research project is our original work and had not been presented for award of a degree or for any similar purpose in any other institution

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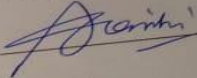
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DEDICATION

This research project is dedicated to the lecturers and all students in Gretsia University Thika campus, Kenya.

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We thank the Almighty God for granting us good health throughout our studies. We would also like to appreciate our lecturers and parents. We also thank our supervisor Dr. Joel Kiambi for his support.

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ABBREVIATIONS AND ACRONYMS

GPA: Grade Point Average

PBL: Problem-Based Learning

SCT: Social Cognitive Theory

SDT: Self-Determination Theory

OPERATIONAL DEFINITIONS OF TERMS

Academic Performance: Students' success in academic tasks, commonly measured through grades, GPA, assignment submission rates, and class participation.

Lecturers' Expectations: The academic and behavioral standards lecturers set, which influence students' motivation and engagement in their studies

Self-Efficacy: The belief in one's ability to succeed in specific tasks, which can be influenced by external factors like lecturers' support and expectations.

Student Engagement: A multi-dimensional construct that includes behavioral (active participation), emotional (interest and affect towards learning), and cognitive (mental investment in learning tasks) engagement.

ABSTRACT

This study examined on the influence of lecturers' expectations and student engagement on academic performance at Gretsia University, Thika Campus. This research was carried out in line with the following objectives; to determine lecturers expectation on academic performance in Gretsia University Thika, Kenya, to establish student engagement on academic performance in Gretsia university Thika, Kenya and to establish students academic performance in Gretsia university Thika, Kenya. This research examined how lecturers' expectations affect students' emotional, behavioral, and cognitive engagement, subsequently influencing their academic success. the sample size of the study was 1230 which constituted 1110 students and 120 lecturers. Employing a mixed methodology, the study collected data through structured questionnaires distributed to students and to lecturers, that provided a comprehensive view of how various engagement factors interact with academic performance. Kobo collect toolkit was used to analyze the data collected. Findings revealed clear and supportive expectations from lecturers enhanced students' motivation and resilience, leading to higher levels of engagement in areas such as class participation and assignment completion. When students perceived their lecturers hold high standards and believed in their abilities, they tend to show greater persistence, dedication, and academic success. This study underscored the importance of fostering positive, expectation-driven interactions within educational institutions to create an environment that maximized student engagement and achievement. It recommended that universities emphasized supportive lecturer-student relationships and established clear, high academic standards to cultivate an environment conducive for academic excellence.

CHAPTER ONE

1.0 Introduction

This chapter focused on the background of the study, statement of the problem, purpose of the study, conceptual framework, research questions, objectives, significance of the study, delimitations of the study, and the limitation of the study.

1.1 Background of the Study

Lecturers' expectations also shape how students view themselves and approach their learning. According to Jussim and Harber (2024), expectations can reflect a student's past performance or be influenced by unconscious biases. When expectations are high and communicated clearly, students are more likely to take their studies seriously and push themselves to improve. However, when expectations are low or unclear, students may lose motivation and perform poorly.

Merton (2023) emphasizes that lecturers form expectations based on their professional experiences, institutional guidelines, and social influences. These expectations can either support or limit student performance depending on how they are communicated and whether they align with students' actual abilities.

Although many studies have explored engagement and expectations in education, there is limited research focusing specifically on how these factors relate to academic performance at Greta University. This study, therefore, aims to fill that gap by examining the link between lecturers' expectations, student engagement, and academic success at the Thika Campus⁴, expectations can reflect a student's past performance or be influenced by unconscious biases.

Globally, researchers have studied what affects how students perform in school. According to Huang and Fang (2021), a student's performance is influenced by many things like teaching quality, how much support they get from home, and even their own motivation. In countries like the United States and China, schools that have strong systems to support students often report better academic results.

In Africa, the picture is more complex. Many students face challenges such as lack of learning materials, overcrowded classrooms, and economic hardship. Ochieng and Mumo (2022), noted that poor infrastructure and teacher shortages make it hard for students to reach their full

potential. Even so, efforts are being made to improve academic outcomes. For example, some countries have introduced programs to train teachers better and provide free learning materials.

In East Africa, countries like Uganda, Tanzania, and Rwanda have shown some progress. According to Kilonzo (2023), government initiatives such as school feeding programs and bursaries have helped some students stay in school and do better. However, exams are still highly competitive, and students in rural areas often lag behind due to fewer resources.

In Kenya, academic performance is a major concern for schools, parents, and the government. A study by Wanjiru and Kiprop (2023), found that students perform better when teachers are committed, when parents are involved, and when there are enough books and classrooms. The Competency-Based Curriculum (CBC) was also introduced to help improve learning outcomes by focusing more on skills and less on rote memorization. However, issues like exam pressure, absenteeism, and poverty still affect student results, especially in public institutions.

In universities such as Gretna, performance is often linked to how engaged students are and how well they understand what is expected of them. When students know what lecturers expect, they are more likely to study harder and attend classes. This means that performance is not just about intelligence but also about effort, support, and good learning conditions

Fredricks, Blumenfeld, and Paris (2019), describe student engagement as a combination of behavioral involvement, emotional connection, and mental investment in learning activities. Students who participate in class, feel interested in what they are learning, and put effort into understanding content tend to perform better academically.

Collie, Martin, and Bottrell (2024), add that engagement is also closely linked to a student's emotional well-being and personal motivation. Students who feel confident and supported are more likely to focus and succeed, while those who experience stress or disconnection from their studies may fall behind.

Globally in many countries around the world, researchers have found that student engagement plays a big role in academic success. When students are interested in learning, take part in class activities, and feel connected to their school, they tend to perform better. Scholars such as Kahu (2013) and Zepke (2015), explain that when students are emotionally involved and motivated, they become more focused and do better in school.

In modern times, technology has also changed how students engage. During the COVID-19 pandemic, for example, many students had to study online. Some students stayed engaged using online platforms, while others struggled due to lack of internet or devices. This showed that even though technology can help learning, it can also increase gaps if students don't have equal access.

In Africa student engagement is affected by many challenges such as large class sizes, lack of textbooks, poor school buildings, and sometimes unmotivated teachers. Researchers like Tawodzera (2014) and Okeke et al. (2015), found that students who come from poor backgrounds or study in overcrowded schools find it hard to stay interested in learning. Even when students want to learn, the conditions around them make it difficult.

However, when schools encourage students to take part in group discussions, games, school clubs, and give them a chance to express themselves, they are more likely to enjoy learning and improve their grades. Teachers also play a big role when they are supportive and interactive, students feel encouraged to take part in learning.

In East Africa (Kenya, Uganda, and Tanzania), student engagement is becoming more recognized as a key part of good academic performance. According to Uwezo reports (2016, 2019), while many children are in school, a large number are not learning effectively because they are not fully engaged in class. This may be due to outdated teaching methods where teachers talk and students only listen without participating.

Studies by Wasanga et al. (2013) and Massawe (2020), have shown that when students are allowed to speak up, work in groups, use learning materials, or get involved in class activities, they perform better. Also, when parents are involved in their children's education and when students are given regular feedback, they tend to be more active in learning.

In Kenya, student engagement is becoming more important, especially with the introduction of the Competency-Based Curriculum (CBC). The CBC encourages students to take part in class activities, ask questions, and solve problems instead of just memorizing notes. According to Ngware et al. (2018) and Chege & Mwaura (2021), Kenyan students who are more engaged in class tend to get better grades and are more likely to complete their studies.

Other studies in Kenya have found that schools where teachers interact well with students, give assignments, involve students in discussions, and provide emotional support tend to have better academic results. For example, Wambugu & Changeiywo (2016), found that using fun and engaging teaching methods in science lessons helped students understand better and perform well in exams.

However, some challenges still exist in Kenya, such as lack of enough learning materials, high student-teacher ratios, and sometimes poor communication between teachers and students. But the ongoing reforms in the education system aim to make learning more engaging and practical for students.

Ndayambaje and Muhirwa (2021), academic performance is the result of learning. They say it shows how well a student has understood what they've been taught and how they can apply it. The authors also explain that performance is often seen through exam results, class tests, and how active a student is in learning activities.

Kpolovie (2022), adds that academic performance is more than just passing exams. He explains that it includes how students behave, think critically, and apply knowledge in real-life situations. In his view, academic performance also depends on whether a student is curious, confident, and willing to learn beyond just what is tested in school.

Mushtaq and Nawaz (2020), argue that academic performance is shaped by many things. These include how motivated a student is, how well the lecturer teaches, and how much support a student gets from their family or school. They believe that even a bright student may not perform well if these things are missing.

Globally, researchers have studied what affects how students perform in school. According to Huang and Fang (2021), a student's performance is influenced by many things like teaching quality, how much support they get from home, and even their own motivation. In countries like the United States and China, schools that have strong systems to support students often report better academic results.

In Africa, the picture is more complex. Many students face challenges such as lack of learning materials, overcrowded classrooms, and economic hardship. Ochieng and Mumo (2022), noted that poor infrastructure and teacher shortages make it hard for students to reach their full

potential. Even so, efforts are being made to improve academic outcomes. For example, some countries have introduced programs to train teachers better and provide free learning materials.

In East Africa, countries like Uganda, Tanzania, and Rwanda have shown some progress. According to Kilonzo (2023), government initiatives such as school feeding programs and bursaries have helped some students stay in school and do better. However, exams are still highly competitive, and students in rural areas often lag behind due to fewer resources.

In Kenya, academic performance is a major concern for schools, parents, and the government. A study by Wanjiru and Kiprop (2023), found that students perform better when teachers are committed, when parents are involved, and when there are enough books and classrooms. The Competency-Based Curriculum (CBC) was also introduced to help improve learning outcomes by focusing more on skills and less on rote memorization. However, issues like exam pressure, absenteeism, and poverty still affect student results, especially in public institutions.

In universities such as Greta, performance is often linked to how engaged students are and how well they understand what is expected of them. When students know what lecturers expect, they are more likely to study harder and attend classes. This means that performance is not just about intelligence but also about effort, support, and good learning conditions.

1.2 Statement of Research Problem

Despite the critical role that lecturer's expectation and students' engagement play in shaping academic outcomes, there were limited actual evidences examining these factors which interact to influence students' performance at Greta university, Thika campus. Lecturers' expectation significantly affected how students approached their studies yet the extent to which students align their engagement with this expectation and how they impact their academic success remains unclear. This gap in understanding created challenges for improving teaching strategies and student supported systems. therefore, this study sort to investigate the relationship between lecturers' expectation, students' engagement and subsequent academic performance with the aim of providing insight to enhance academic outcome in Greta University.

1.3 Purpose of the Study

The study sort to establish the relationship between lecturers' expectation and student engagement on academic performance in Greta University Thika campus.

1.4 Conceptual Framework

Independent Variables

Dependent Variable

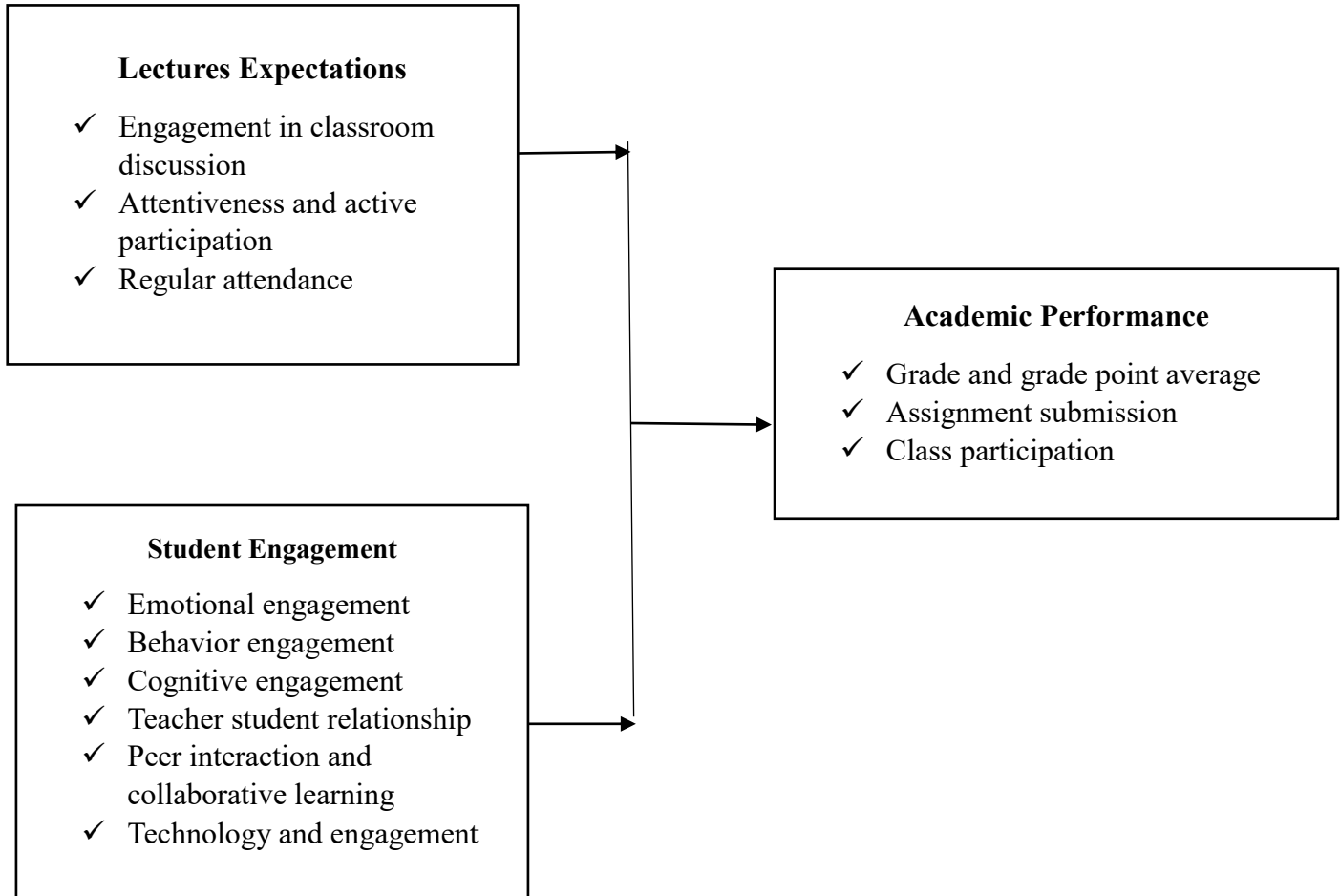


Figure 1 Conceptual Framework

1.5 Research Question

1. What were some of the lecturer's expectation on academic performance in Grets University, Thika Kenya?
2. In what manner were the students engaged in academic performance in Grets University, Thika Kenya?
3. What was the analysis of the students' academic performance in Grets University, Thika, Kenya?

1.6 Research Objectives of the Study

1. To determine the lecturer's expectation on academic performance in Grets university Thika Kenya.
2. To examine students' engagement on academic performance in Grets University, Thika, Kenya.
3. To determine students' academic performance in Grets University, Thika, Kenya.

1.7 Significance of the Study

The study was of importance because it showed that lecturer's high expectation positively influences students' academic performance. When students were more engaged lectures believed their students, abilities are more likely to rise to the challenges and perform better.

The study showed that students were more likely to participate actively in them in there learning process, leading to better understanding and retention of material. This engagement fostered lecturers who set clear, high expectations and provide the necessary support.

1.8 Delimitation of the Study

The research focused specifically on the academic and behavioral, the nature of engagement and the context in which these interactions occur, additionally it also involves considering the influence of external factors like culture and demographic differences, the quality of lecturer-student interaction, and individual character of the student. By clearly defining these parameter researchers and educators better understood the address the complexities of how lecturers'

expectation impacts the student's engagement and academic outcomes. This focused approach helped in developing targeted strategies to enhance students' performance and engagement effectively.

1.9 Limitation of the Study

Some respondents were not willing to open up as they saw it as more of privacy to themselves. Also time factor in locating respondents.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter reviews relevant literature concerning the influence of lecturers' expectations and student engagement on academic performance. It highlights key findings from previous studies, explains how these concepts are connected, and outlines the theoretical foundations of the study.

2.2 Review of Literature Related to the Study

Lecturers' expectations and student engagement are widely recognized as major factors influencing academic success. Research suggests that when students perceive their lecturers as supportive and expectant of high performance, they are more likely to invest effort and engage actively in learning.

2.3 Lecturers' Expectations on Academic Performance

Lecturers often expect students to participate actively in classroom discussions and to show commitment to their studies. Rocca (2019) observed that lecturers view student participation as a sign of engagement and understanding. Active classroom involvement not only enhances learning for individual students but also promotes peer learning and shared knowledge.

Chickering and Gamson (2020) emphasized the importance of meaningful classroom contributions. They argued that participation strengthens critical thinking skills and allows lecturers to assess student progress. Similarly, Lammers and Murphy (2020) noted that lecturers sometimes express disappointment when students do not participate, seeing it as a missed opportunity to build an interactive learning environment.

In terms of attentiveness, lecturers expect students to remain mentally and physically present during lectures. Miller (2021) reported that attentiveness reflects a student's level of interest and readiness to learn. According to Hattie and Donoghue (2019), students who are attentive in class tend to retain more information and achieve better results. Lecturers often interpret attentiveness through verbal responses and body language, using these cues to evaluate students' understanding (Gordon & Wilkerson, 2022).

Another key expectation is regular attendance. Tinto (2021) found that lecturers believe frequent class attendance correlates strongly with academic achievement. Attendance is often seen as a measure of a student's seriousness and commitment to their education. Bean and Eaton (2022) explained that lecturers commonly promote attendance by explaining its value, while Kahu and Nelson (2022) observed that many institutions implement attendance policies to encourage engagement and consistency in learning.

2.4 Student Engagement on Academic Performance

Student engagement is a multi-dimensional concept that includes emotional, behavioral, and cognitive aspects. Each of these dimensions plays a vital role in how students approach learning tasks and achieve academic success.

Fredricks, Blumenfeld, and Paris (2019) stated that students who feel positively about learning are more likely to participate actively. Reschly and Christenson (2020) added that positive feelings such as interest, enthusiasm, and a sense of belonging can lead to deeper engagement and stronger academic outcomes. Martin and Dowson (2021) noted that students who are able to manage their emotions tend to focus better and approach learning with confidence. Skinner and Pitzer (2019) also emphasized that emotionally supportive teachers help students build positive attitudes toward learning.

Behavioral Engagement involves students' actions such as attending class, participating in discussions, and completing assignments. Skinner and Pitzer (2019) explained that students who are behaviorally engaged often follow classroom rules and put effort into their studies. Vanderveen et al. (2021) found that students who feel accepted by their peers and instructors are more likely to show consistent behavioral engagement. Similarly, Fredricks et al. (2021) argued that motivation both internal and external plays a key role in student behavior. Newman et al. (2020) also highlighted that well-managed classrooms tend to promote stronger behavioral involvement, while O'Brien and Kearney (2022) linked respectful and inclusive classroom environments to greater engagement.

Cognitive engagement relates to how much mental effort students invest in understanding and applying what they learn. Zimmerman (2020) connected this kind of engagement to the use of self-regulated learning strategies, which help students stay organized and think critically. Dinsmore et al. (2021) found that students who apply deep learning strategies often perform

better academically. Greene et al. (2022) emphasized that students who set learning goals and reflect on their progress tend to show higher levels of cognitive engagement. Boekaerts and Corno (2021) also pointed out that such students are usually more motivated to succeed because they take personal ownership of their learning.

2.5 Academic Performance

According to Tella (2021), academic performance is not only about getting good grades; it also involves how students apply the knowledge they learn in class in real-life situations. Tella observed that students who are motivated and supported by both their teachers and families tend to achieve better results. This means that academic performance depends on both internal and external factors in a student's life.

Ogunlade and Adebayo (2020) argue that academic performance is shaped by personal effort, the school environment, and teaching methods. In their study of Nigerian university students, they found that when learners are exposed to active teaching strategies and continuous assessment, their academic results improve. They also emphasized that performance is linked to how engaged students feel during lessons.

On the other hand, Kavengi (2023), in her research in Kenyan public universities, explained that academic performance is often affected by a mix of academic pressure, lecturers' attitudes, peer influence, and access to learning resources. Her study showed that when universities provide supportive learning environments, including mentorship and digital learning tools, students are more likely to excel in their coursework

2.6 Theoretical Frame Work

This study was based on Social Cognitive Theory and Self Determination Theory

2.6.1 Social Cognitive Theory

Social Cognitive Theory (SCT), lecturers' expectations and students' engagement are critical factors influencing academic performance. According to SCT, an individual's beliefs, behaviors, and environmental factors were interdependent, meaning that a lecturer's high expectations shaped students' self-efficacy and motivation, which then influenced their academic engagement and success. When lecturers convey high expectations, they enhanced students' self-belief,

leading them to be engaged more deeply in their studies and adopt resilient attitudes toward academic challenges.

Self-efficacy, a central tenet of SCT, is crucial here. If lecturers communicated confidence in students' capabilities, students developed a stronger belief in their ability to succeed. This increased self-efficacy drove students to set higher academic goals, persisted through difficulties, and engaged more actively in learning activities. Research showed that when students perceived their lecturers as supportive and as having high expectations, they often demonstrated greater engagement, which is closely linked to improved academic performance.

Furthermore, SCT emphasized observational learning; students often model their academic behaviors and attitudes on those of their lecturers. If a lecturer was highly engaged and showed a positive attitude toward the subject, students were more likely to mirror that enthusiasm and engagement. In this reciprocal relationship, lecturers' expectations do not merely shape students' engagement passively; they actively influence how students perceived their academic potential and the effort they put into achieving it. By fostering an environment of support and high expectations, lecturers play a vital role in enhancing student engagement and academic outcomes in line with SCT principles.

2.6.2 Self Determination Theory

According to Matos et al., self-determination theory (SDT) centers on understanding how human motivation and personality were shaped by the fulfillment of psychological needs. The theory suggested that motivation was not solely driven by external rewards or punishments but also deeply influenced by the satisfaction of three fundamental needs: autonomy, competence, and relatedness. Autonomy refers to the feeling of being in control of one's actions and having the freedom to make choices aligned with personal values and interests. Competence is the feeling of being effective in one's activities and capable of achieving desired outcomes. Relatedness involved a sense of connection with others and feeling valued in social contexts. When these three needs were fulfilled, individuals were more likely to engage in intrinsically motivated behavior, leading to enhanced well-being, higher performance, and greater persistence in various life areas, including education and work. Conversely, when these needs were thwarted, people may experience lower motivation, reduced engagement, and decreased well-being. Matos

et al. argue that fostering supportive environments where these needs were met significantly enhance individuals' motivation and overall psychological health.

2.7 Summary of the Identified Gaps in Literature Review

The study was focused on the relationship between lecturers' expectation and students' engagement on academic performance in Greta university Thika campus Kenya. It predominately focused on cross-sectional designs limiting understanding of how expectations and engagement might evolve overtime panel studies would better reveal how stable these relationships were across the student's dynamic study

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

This chapter mainly entails research design, study area, target population, sampling techniques, sample size, measurement of variables, research instruments, validity of measurements, data collection techniques, data analysis, logistical and ethical consideration.

3.1 Research Design

James (2019) suggested that a research design is the aspect of attaining a research objective in terms of what needs to be done in the making of research. The research design that was employed was mixed method to collect both quantitative and qualitative data. Neuman. Lawrence (2019) suggests that quantitative designs are structured, standardized and rely on objective measures while qualitative designs are flexible and allow deeper interpretations of social meanings. This design was used because it provides a more comprehensive understanding of a research problem, rich insight of data validity that may not emerge in other research methods.

3.2 Study Area

The study area of the research was at Gretsia university which is a private learning institution in Thika constituency, Kiambu county in Kenya. This institution was chosen as a study area because of its feasibility in terms of cost, time distance, accessibility and as a result of availability of data or respondents in the area.

3.3 Target Population

The target population of the research study were Gretsia University students and lecturers from different schools. The total population of students were 1110 and the lecturers were 120 whereby school of education 38 lecturers and 600 students, school of computing 20 lecturers and 200 students, school of Hospitality 13 lecturers and 80 students, school of Business 30 lecturers and 160 students and school of Community development 19 lecturers and 70 students. This totaled to 1230 respondents.

3.4 Sampling Techniques

The sampling techniques that were used in the research study are stratified sampling techniques and simple random sampling techniques. According to Jae Kwang Kim (2024), Stratified

sampling technique improves the precision by reducing variance within homogeneous subgroups while simple Random Sampling provides unbiased estimates. We used both simple random and stratified sampling methods because they provide reliable ,valid and representative data for drawing conclusions.

3.5 Sample Size

Babbie (2010) and Fink (2013) argued that using 10% to 20% of the population is an efficient way to collect data whereby out of 1110 students, the sampled number of students who were examined were 111, out of 120 lecturers the sampled number of lecturers who were investigated is 12, which is proportional depending on the population of the school.

Table 1 Sample Size

Category	Population Size (x)	10% of (x)	Sample Size
Schools of Education Students	600	$10/100 * 600 = 60$	60
Lecturers	38	$10/100*38$	4
School of Hospitality Students	80	$10/100 * 80 = 8$	8
Lecturers	13	$10/100*13= 1$	1
School of Computing Students	200	$10/100 * 200 = 20$	20
Lecturers	20	$10/100*20=2$	2
School of Business Students	160	$10/100 * 160 = 16$	16
Lecturers	30	$10/100*30=3$	3
Community Development Students	70	$10/100 * 70 = 7$	7
Lecturers	19	$10/100*19=2$	2
Total	1230		123

3.6 Measurement of Variables

Zikmund et al (2020) highlighted that measurement is about operationalizing variables, where researchers derive each variable clearly to assure it captured the intended dimension accurately. This process required selecting reliable and valid instruments that represented complex

phenomena, thus linking theoretical concepts to empirical observations in a consistent and replicable way.

Table 2 Measurement of Variables

Variables	Measures and indicators	Measurement Scale	Question number
Lecturers Expectation on Academic performance	Regular Attendance	Ordinal	1
Students Engagement	Behavioral Engagement	Nominal	2
Academic Performance	Grades and GPA	Continuous	3

3.7 Research Instruments

The study used close ended and open-ended questionnaires. The questionnaire included structured and unstructured questions. Aksan and Roulstone (2023), states that a questionnaire is a systematic and organized set of questions aimed at extracting precise, comparable data from a targeted group of individuals. This reflected the importance of design in minimizing bias and ensuring that responses can be analyzed quantitatively and qualitatively.

3.8 Validity of Measurements

Downing (2021) stated validity as the degree to which a test or instruments accurately measures the construct it is intended to measure the produces meaningful interpretation. The concept of validity in the research study adhered to in that the research study intended to meet the basis of the research objectives and the supervisor guided the researchers.

3.9 Reliability of Measurements

According to Orodho, Kombo, and Njoroge (2020), reliability means how consistent and steady the results from a tool or questionnaire are, even when used in different situations or circumstances.. In this study, the questionnaires were made simple and clear to avoid confusion

or misunderstanding. This helped to make sure that the answers given by the participants could be trusted and that the same questions would give similar results if asked again under the same conditions.

3.10 Data Collection Techniques

The questionnaires were collected in two weeks upon its administration in Greta university. The questionnaires were to both the students and lecturers. Lecturers were given hard copies while students were through soft copy . A volunteer's hand in administering the questionnaires will be used in order to save time.

3.11 Data Analysis

Data was analyzed according to the objectives of the study. The researchers yielded descriptive data and carried out field work, raw data collection was sorted out to check for any errors in terms of completeness and ambiguity. All the questionnaires which were answered were rejected. Data was analyzed using descriptive statistics (frequency distribution table, graphs and pie charts).

3.12 Logistical and Ethical Considerations

The researchers ensured to remain ethical in conducting the research. The opinion of the respondent was respected and confidentiality was exercised by the researchers. The researchers included a confidentiality clause in the research instruments and make any clarifications sought by the respondents. The researchers requested the respondents to voluntarily participate in the study. Furthermore, no one was forced to provide the information to ensure that privacy of respondents was utmost, no personal information was collected. Finally, the respondents were informed of the objectives of the study before data collection process which was for the purpose of education.

CHAPTER FOUR: DATA ANALYSIS

4.0 Introduction

This chapter is a presentation and discussion of the research results of the study of the relationship between lecturers' expectation and students' engagement on academic performance in Greta university, Thika campus, Kenya. The research results presented are on questionnaire response rate, demographic information of the respondent who consisted of the students and lectures.

4.1. Questionnaire Return Rate

The respondent was given questionnaires which they filled and returned to the researchers

Table 3 Questionnaire Return Rate.

Category of the respondent	Sample	Questionnaire returned	Percentage return rate
Lecturers	12	7	65.2
Students	111	80	72.07

Table 3 indicates that the response rate achieved for the two sets of questionnaires was 58.33% for lecturer's questionnaire and 72.07% for the student's questionnaire. The average return rate was 65.2% which was considered adequate providing valid and reliable presentation of the target population. This was attributed to the fact that the researchers administered the questionnaire .

4.2 Demographic Information of Respondents.

This includes of the respondents gender, age, academic qualification and the teaching experience at Greta university. This was necessary to determine that the study sample had the real experience in their school regarding the relationship between lecturers' expectations and students' engagement on academic performance.

4.2.1 Lectures' Gender

The figure below represents lecturer's distribution based on their gender from the returned questionnaires from each school where by school of education we had (female 1, male 3), school of hospitality(female 1 male0), school of computing(male 2,female 0) school of business (female 1, male 1) ad school of community development (male 1 female 0) respectively. Giving a total of 3 female lecturers and 7 male lectures.

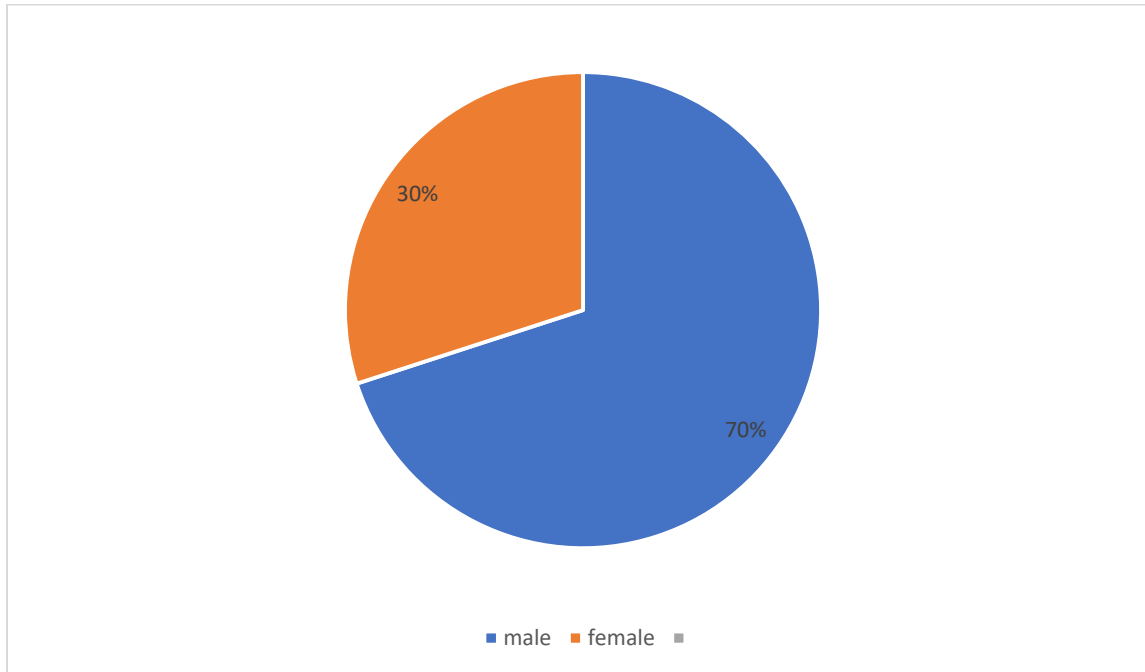


Figure 2. Lectures' Gender.

Figure 2 shows that the female lecturers(30%) were fewer than the male lecturers (70%) that is from the randomly sampled lecturers of Gretsia University Thika Campus.

4.2.2 Distribution of Lecturer's Age

Table 4 Distribution of Lecturer's Age

Age (years)	Frequency	Percentage (%)
Below 30	0	0.00%
31-40	4	57.14%
41-50	2	28.57%
Above 50	1	14.29%
Total	7	100%

The table 4 shows majority of the lecturers are in the age of 31-40 (57.14%) followed by the age bracket of 41-50 (28.57%) and then above 50 is (14.29%).

4.2.3 Lecturer's Teaching Experience.

Table 5 Lecturer's Teaching Experience

Years of Teaching	Frequency	Percentage
Less than 2 years	0	0.0 %
2-5 yrs	3	42.86%
6-10 yrs	3	42.86%
Over 10 yrs	1	14.29 %
Total	7	100%

4.3.1 Lecturer's Expectation

This was analyzed according to how often the lecturers communicate their academic expectation to their students. The table below shows how the expectation of the lecturers was analysed;

Communication Rate

Table 6 Communication Rate

Communication Rate	Frequency	Percentage
Always	0	0.00%
Often	4	57.14%
Sometimes	1	14.29%
Rarely	2	28.57%
Never	0	0.00%
Total	7	100%

The table 6 shows how the lecturers communicate whereby 57'14% often communicate their academic expectations to the students, 14.29% of the lecturers sometimes communicate their academic expectation to the students , 28.57% of the lecturers rarely communicate their academic expectation to the students whereas none of them always communicate their academic expectation to the students. These contradicts with Oleksiyenko, A.,& Ros, V.(2019) who suggests that communication regarding academic expectation should always be clear and consistent so as to align with the institutional goals.

Do you set different expectations best on students' academic performance

Table 7 “Do you set different expectations best on students' academic performance

	Frequency	Percentage
Strongly Agree	0	0.00%
Agree	6	85.71%
Neutral	0	0.00%
Disagree	1	14.29%
Strongly Agree	0	0.00%
Total	7	100%

The table 7 shows that majority of the lecturers set different expectation based on the students' academic performance. This contradicts to Jaiswal, P.(2020) research which suggest that lecturers who tailor their expectations based on student's abilities foster better engagement and critical thinking.

4.4 Student Engagement

This was analyzed according to how lecturers engage with the students in the class discussions.

Table 8 Student Engagement

	Respondents	Percentage
Always	1	14.29%
Often	3	42.86%
Sometimes	2	28.57%
Rarely	1	14.29%
Never	0	0.00%

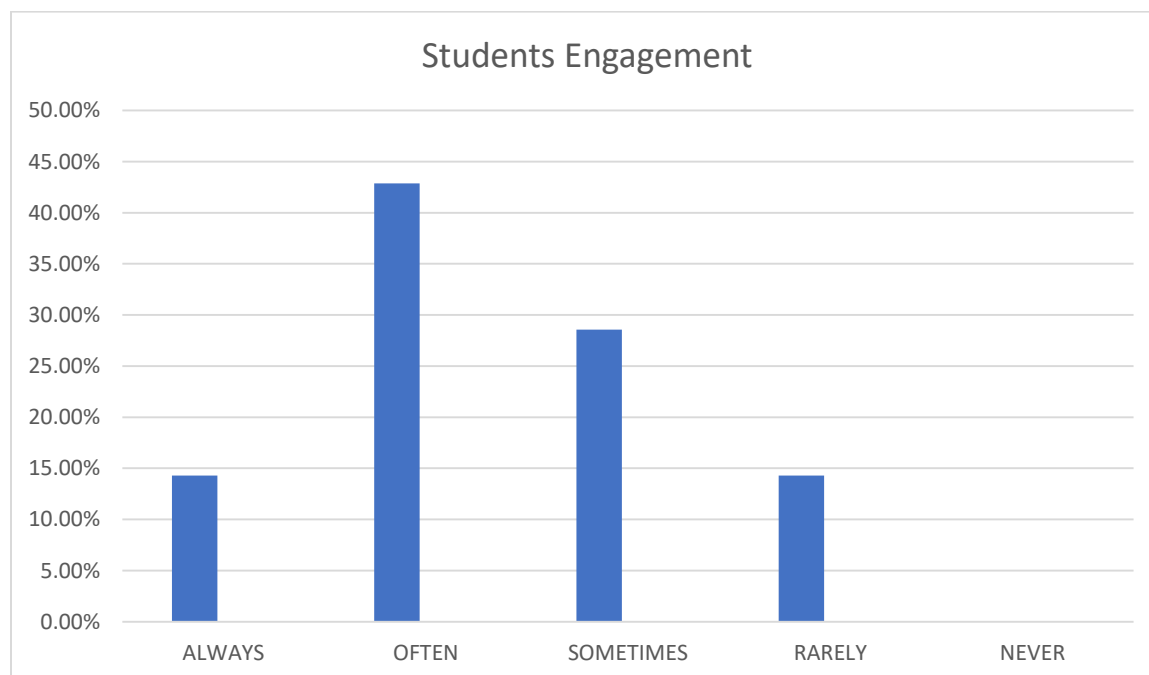


Figure 3 Student Engagement

The majority ranges 42.86% actively engaged in classroom discussion. This aligns with Montenegro (2022) who examines that lecturers perception of student’s engagement highlighting that frequent interaction fosters autonomous motivation and deeper learnings.

4.5 Academic Performance

This was analyzed according to how lecturers measure the academic performance of the students.

Table 9 Academic Performance.

	Frequency	Percentage
Grade and GPA	4 Respondents	57.14%
Class participation	2 respondents	28.57%
Assignment and submission rate	1 respondent	14.29%

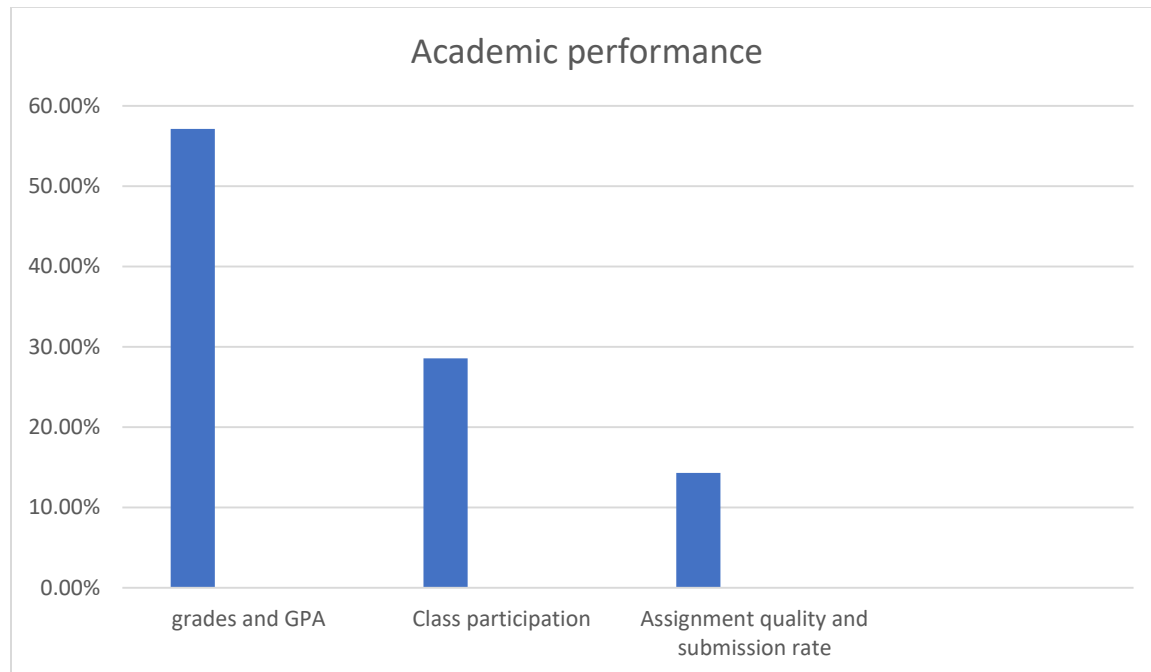


Figure 4 Academic Performance.

4.6 Students' Information

4.6.1 Demographic Information

The following was the analysis of the return rate of students from various schools within the institution who took part in the research; school of education 30 students(14 males, 16 females),school of hospitality 15 students(7males,8 females), school of community development 12 students (6males, 5 females &1 both), school of computing 13 students (2 males, 11 females) and school Business 10 students (3males,7 females) giving a total of 41 female students(51.25%),38 male students (47.5%) and 1 student representing both genders(1.25%)

*Table 10*Demographic information

Gender	Frequency	Percentage %
Female	41	51.25
Male	38	47.5
Both	1	1.25

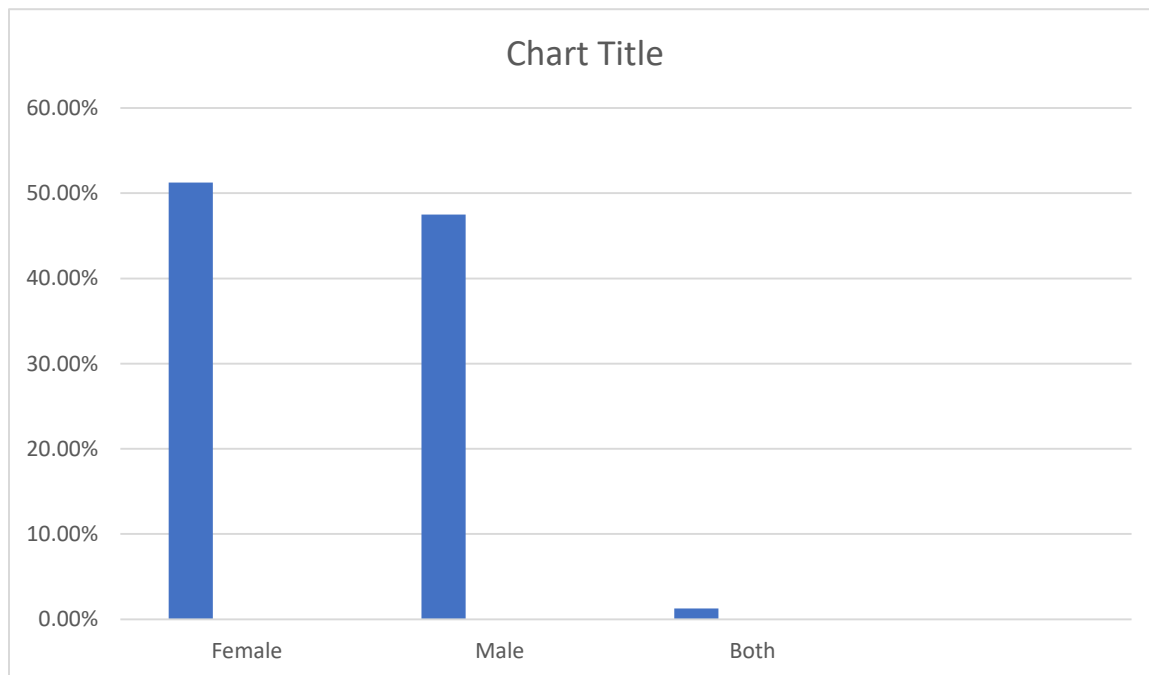


Figure 5 Demographic information

From figure 5 of the total questionnaires returned indicated female,38 indicated male and 1 indicated both genders. That is 51.25% for the female, 47.5% for the male and 1.25% for the both genders. This showed that female was more than male and both genders.

4.6.2 Age

Table 11 Age

Age	Frequency	Percentage%
Below 20	6	7.5
21-25	57	71.25
26-30	15	18.75
Above 30	2	2.5

The result shown on the table 11 indicates that 6 students were below 20 , 57 were in the age bracket 21-25, 15 were between 26-30 and 2 were above 30. This shows that majority were between 21-25 (71.25%), followed by age 26-30 (18.75%), below 20(7.5%) and finally above 30(2.5%) as per the questionnaires.

4.6.3 Academic Year

Table 12. Academic year

Year	Frequency	Percentage
Year 1	5	6.25
Year 2	13	16.25
Year 3	20	25
Year 4	42	52.5

Table 12 shows the academic years of the students which were analyzed as follows. Year 1 were 5 students (6.25%) which was the least ,year 2 were 13 students(16.25%) , year 3 were 20 students (25%) and year 4 were 42 student(52.5%) which was the majority .

4.7 Lecturers' Expectations

4.7.1 The rate at which the lecturers communicate their expectations.

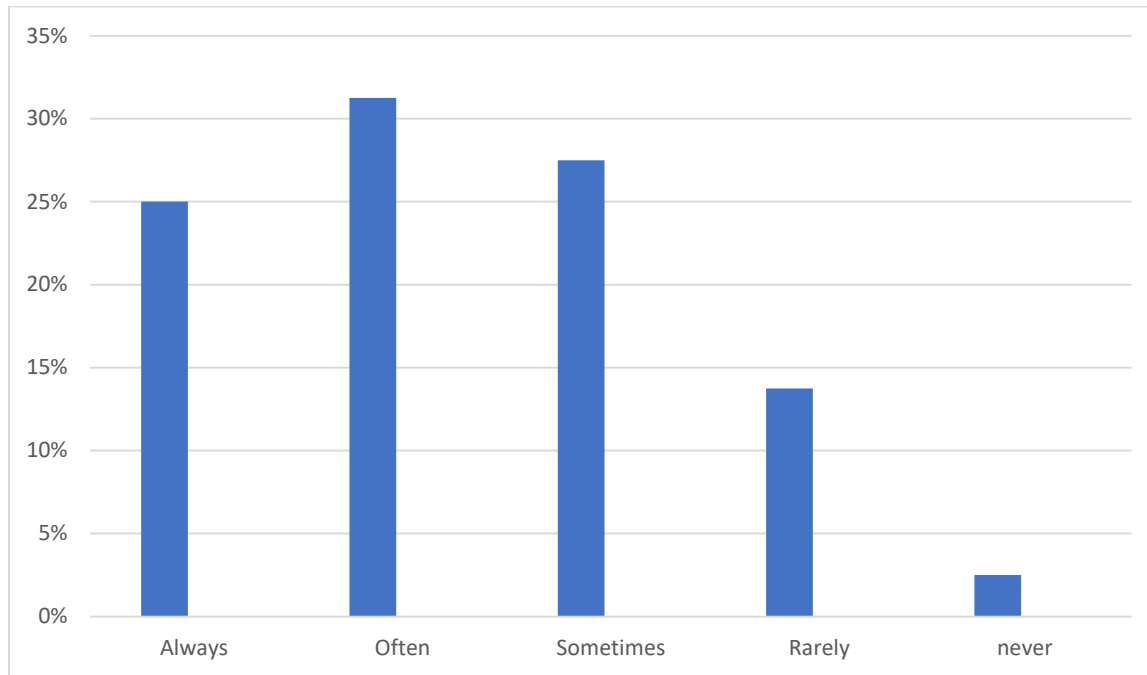
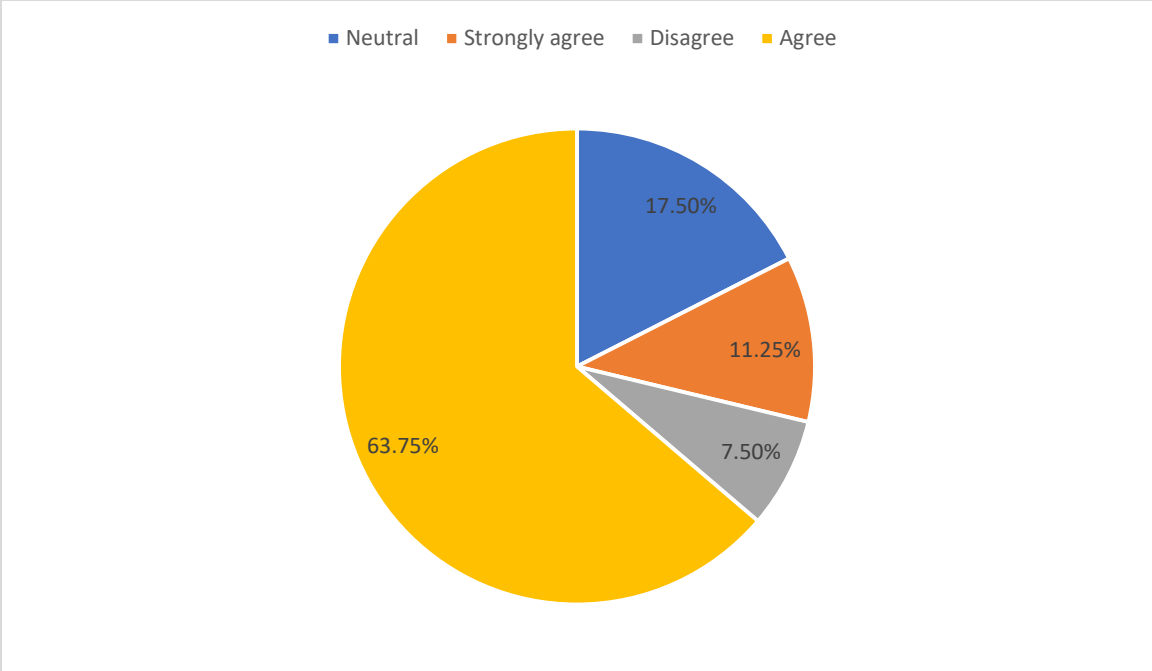


Figure 6 The rate at which the lecturers communicate their expectations

In accordance to figure 6 majority of the lecturers said that they often communicate their expectations for academic performance and it was represented with a percentage of 31.25 and on the other hand 2.5% never communicated about academic performance. Researchers therefore concluded that without communication there is a likelihood of poor academic performance.



4.7.2 Students’ Perceptions of Lecturers Setting Achievable Academic Goals

The response rate here was analyzed in figure 7 whereby 63.75% of the students agreed that lecturers were setting realistic academic goals, 17.5% of the students were neutral about the lecturers setting realistic academic goals, 11.25% of the students strongly agreed that lecturers were setting realistic goals and 7.5% of the students disagreed that lecturers were not setting realistic academic goals.

Figure 7 The feeling About lecturers Setting realistic Academic goals for Students

4.7.3 Various Communication Ways on Lecturers Expectation

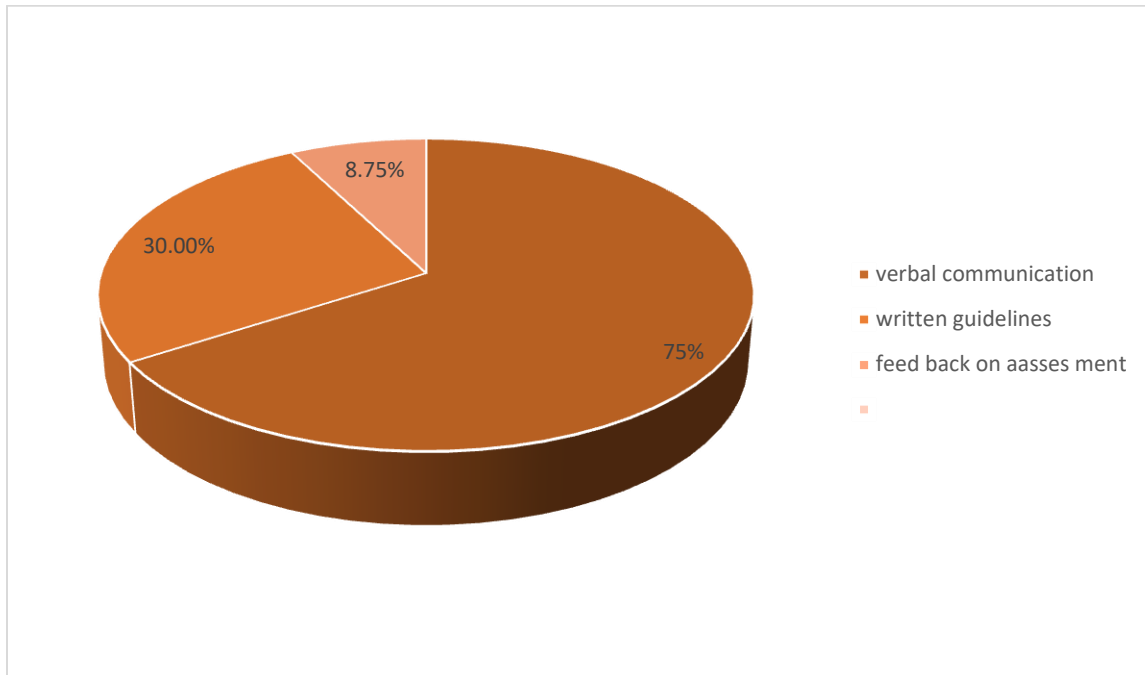


Figure 8 Various Communication ways on Lecturers Expectation

Figure 8 analyzed that 75% of the lecturers communicated their expectation verbally, 30% of the lecturers communicated their expectation through written guidelines in assignment and 8.75% of the lecturers communicated their expectation through feedback on assessments.

4.7.4 The Rate at Which Students Participate in The Class Room Discussion.

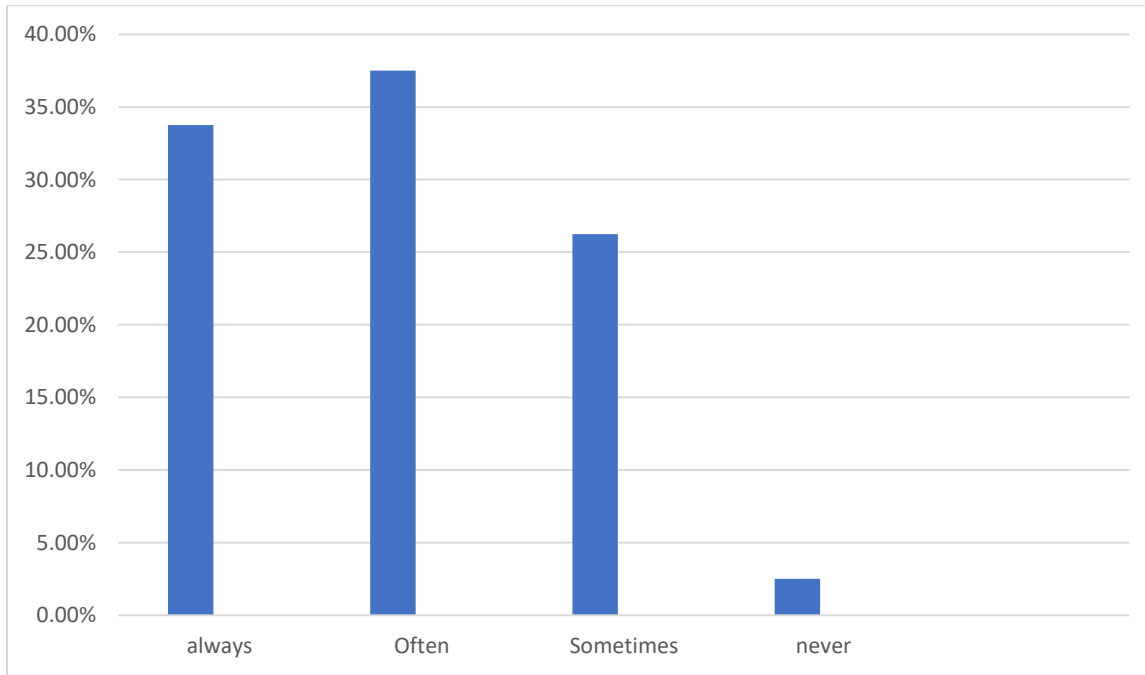


Figure 9 The rate at which students participate in the class room discussion

Figure 9 analyzed that the respondents (students) participated in class discussion whereby 37.5% often participated, 33.75% always participated, 26.25% sometimes participated and 2.5% never participated in the class room discussion.

4.7.5 The Frequency of Collaboration with Peers on Academic Tasks

This was analyzed as represented in the table 13:

Table 13 The Frequency of Collaboration with Peers on Academic Tasks

Value	Frequency	Percentage
Very frequently	12	15%
Frequently	49	61.2%
Occasionally	16	20%
Rarely	3	3.75%

The table 13 shows that majority of the students participated frequently in the collaboration with peers in the matters of the academic task with a percentage of 61.2 and minority had a percentage of 3.75%.

4.8 Academic Performance

4.8.1 Average grade\ GPA Range

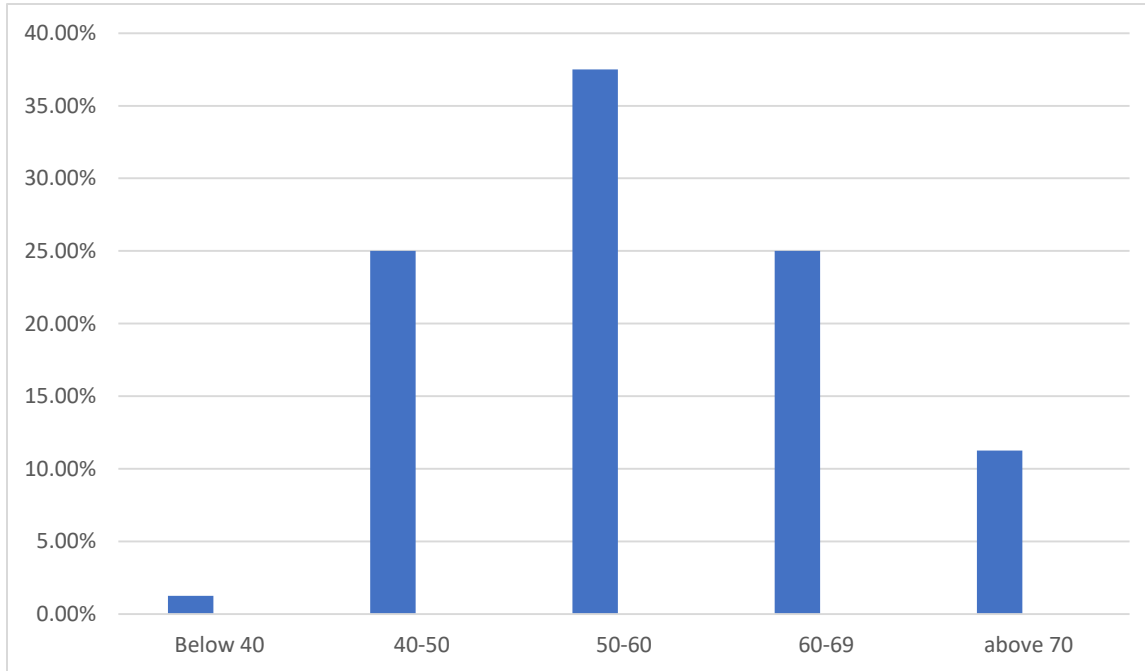


Figure 10 Average grade\ GPA Range

In accordance figure 10 the grade and GPA were analyzed as follows; the most attained grades were 50-60 (37.5%) , moderately attained grades were 50-60 and 60-69 both at(25%), followed by above 70 (11.25%) and least attained grades were below 40 (1.25%).

4.8.2 Completeness and Submission of Assignments and Challenges in Assignment Completion

The questionnaires showed that while some students always manage to complete and submit their assignment on time ,many face different challenges that make it difficult .A good number of students said they struggle with understanding their assignments because the topics are hard . Others mentioned they do not have enough time, especially those who have part time jobs or get

their assignments late from lecturers. Some students also said that they don't have access to the internet or enough money to buy data or print their work, which causes delays. Group assignments were also said to take more time than individual ones .in general ,the main issues are lack of time, poor access to resources, internet problems and sometimes delays from the lecturers themselves.

4.9 Challenges Faced When Meeting Lecturers' Expectations

Lecturers expect students to manage their time effectively , meet deadlines , and submit well-researched assignments . However , the questionnaire results showed that students often struggle with these expectations due to time constraints and clear instructions and insufficient resources . Some students feel overwhelmed by high academic demands , while others believe lack of motivation plays a role in making them not meet lecturers' expectation.

4.10 How Lecturers Can Improve Their Engagement With Students

The respondents suggested that lecturers can improve their engagement by communicating more effectively and enhancing their teaching methods . Many students emphasized on the importance of clear and consistent communication, as well as teaching in ways that make learning easier and more interactive. Some also suggested that lecturers should be more approachable, create a friendly learning environment and actively involve the students both in and outside the class. Additionally providing extra work and clearly outlining expectations were mentioned as ways to help students perform better .

CHAPTER 5: SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter presents the summary of the study's, conclusion ,recommendations and suggestions for further studies.

5.1 Summary of the Findings

The general objective was to investigate the relationship between lecturers' expectation and students' engagement in academic performance in Grets university Thika campus , Kenya.

87 respondents participated in the study consisting of 80 students and 7 lecturers.

The summary of the key research findings is presented below.

The research findings revealed that lecturers expect their students to manage their time effectively and submit well researched assignment while students frequently faced challenges that hindered their performance. It is evident that addressing this barrier through engagement in discussions enhanced attentiveness and regular attendance could bridge the gap and promote better academic performance.

5.1.2 Lecturers Engagement

The study affirms that students feel lecturers' expectations are sometimes too high, unclear, or difficult to achieve, which can lead to frustration and disengagement. Other ,however feel expectations are too low; and lack challenge , resulting to lack of motivation. Some students also struggle to meet expectations due to limited time ,heavy work load or lack of resources . To improve engagement , lecturers should set clear, realistic and balanced expectations that both challenge and support students while also considering their academic and personal constraints.

5.1.3 Students' Engagement

The study affirmed that students' face challenges in submitting their assignments on time such as difficult topics, time limitation, unlimited access to resources, and occasional delays from lecturers. It is encouraging to see that some students are still able to manage and still meet deadlines successfully. These findings highlighted areas where targeted support can make a meaningful difference. By improving access to resources, providing clearer instructions and allowing more flexible timelines when needed. Students have the potential to thrive academically and meet their expectations with confidence.

5.1.4 Academic Performance

The study affirmed that while most students are performing moderately very few are excelling academically. The researchers suggested that there is need for academic support strategies such as : improved teaching methods, more student's engagement and addressing individual challenges to help lift students for average to higher performance level.

5.2 Conclusion of the Study

This study aimed to explore key factors influencing students' academic performance, focusing on lecturers' expectations, student engagement, and academic outcomes.

Firstly, the research established that lecturers' expectations play a crucial role in shaping students' academic behaviors and performance. High expectations from lecturers were found to motivate students, promote discipline, and set clear academic goals, ultimately contributing to improved academic results.

Secondly, it was evident that student engagement significantly impacts academic performance. Active participation in class, commitment to assignments, and interaction with lecturers and peers enhanced understanding and retention of knowledge. Engaged students were more likely to perform better academically.

Lastly, the study revealed the overall state of students' academic performance, identifying both strengths and challenges. While some students showed satisfactory achievement levels, others struggled due to factors such as lack of motivation, insufficient support, or poor time management.

In conclusion, academic performance is influenced by a combination of lecturers' expectations and student engagement. Strengthening these two areas through better communication, support systems, and active teaching and learning strategies can lead to significant improvements in students' academic success

5.3 Recommendations

Based on the findings of this study, the following recommendations were proposed to enhance academic performance through better alignment of lecturers' expectations and student engagement:

1. Clarify and Balance Lecturers' Expectations

Lecturers should ensure that their expectations are clearly communicated, realistic, and achievable. This includes:

Providing clear guidelines for assignments and assessments.

Offering examples or rubrics to help students understand what is expected.

Striking a balance between challenging students and providing adequate support.

2. Enhance Lecturer–Student Engagement .

To improve academic performance, lecturers should actively engage students through:

Regular feedback and follow-up on assignments.

Encouraging open communication where students can express their concerns.

Incorporating participatory teaching methods such as group discussions, case studies, and interactive learning.

3. Support Student Time Management and Workload Balance.

Given the heavy workload and time constraints reported by students, the university should:

Offer time management workshops or academic counseling.

Encourage lecturers to coordinate deadlines to avoid overwhelming students.

Provide realistic assignment timelines and be flexible where needed.

4. Improve Access to Learning Resources

To address the challenges of limited access to academic materials, the institution should:

Expand access to digital and physical learning resources.

Train students on how to effectively use available research tools.

Ensure lecturers provide reading lists and resources well in advance.

5. Strengthen Academic Support Systems

To help students move from moderate to high academic performance:

The university should implement mentorship programs, peer tutoring, and remedial classes.

Lecturers should identify and support struggling students early.

Periodic academic performance reviews should be conducted to track progress.

6. Promote a Student-Centered Learning Environment.

A learning environment that acknowledges students' individual challenges can foster motivation and performance. The university and lecturers should:

Be sensitive to students' diverse backgrounds and needs.

Encourage a culture of encouragement rather than punishment for late submissions—while maintaining academic standards.

5.4 Suggestion of the Research

The following are some of the suggestions future researchers should focus on in line with research:

1. Broaden the Geographical Scope

Future research could be conducted in other universities across Kenya or East Africa to compare how lecturers' expectations and student engagement affect academic performance in different learning environments.

2. Include Other relevant Stakeholders

Researchers should consider the views of other stakeholders such as parents, university administrators, and support staff to understand the broader influence on students' academic performance.

3. Investigate Other Academic Factors

Further research should explore other factors influencing student academic performance, such as learning resources, peer influence, or mental health support.

4. Employ Different Research Methods

A more in-depth qualitative approach such as interviews or focus groups could help capture the lived experiences of students and lecturers, offering richer data on their perceptions and interactions.

5. Examine Digital Learning Contexts

With the rise of online learning, future researchers can investigate how lecturers' expectations and student engagement function in virtual learning environments.

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APPENDICES

Appendix 1

Questionnaire For Lecturers

Please respond to the following questions, any information will be treated with a lot of confidentiality. (Tick appropriately where necessary)

Section A: Demographic Information

What is your gender?

Male []

Female []

What is your age?

Below 30 []

31–40 []

41–50 []

Above 50 []

How many years have you been teaching at Grets University?

Less than 2 years []

2–5 years []

6–10 years []

Over 10 years []

Section B: Expectations of Students

4. How often do you communicate your academic expectations to students?

Always []

Often []

Sometimes []

Rarely []

Never []

Do you set different expectations based on students' academic performance?

Strongly Agree []

Agree []

Neutral []

Disagree []

Strongly Disagree []

How do you convey expectations to students? (Tick all that apply)

Verbal communication in class []

Written guidelines in assignments []

Feedback on assessments []

Section C: Student Engagement

7. In your experience, how often do students actively participate in class discussions?

Always []

Often []

Sometimes []

Rarely []

Never []

What is the most common form of student engagement in your classes?

Asking questions []

Participating in group discussions []

Completing assignments []

Attending classes []

Other (please specify): _____

How do you support disengaged students to improve their performance?

(Write your answer)

Section D: Academic Performance

10. How do you measure the academic performance of your students?

Grades/GPA[]

Class participation []

Assignment quality and submission rate[]

11. In your opinion, what factors most influence students' academic performance?

12. How do you adjust your teaching methods to improve overall student performance?

Appendix 2

Questionnaire For Students

Please respond to the following questions and any information given will be treated with a lot of confidentiality. (Tick appropriately where necessary).

Section A: Demographic Information

What is your gender?

Male []

Female []

What is your age?

Below 20 []

21–25 []

26–30 []

Above 30 []

What is your academic year?

Year 1 []

Year 2 []

Year 3 []

Year 4 []

Section B: Lecturers' Expectations

4. How often do your lecturers communicate their expectations for academic performance?

Always []

Often []

Sometimes []

Rarely []

Never []

Do you feel your lecturers set realistic academic goals for students?

Strongly Agree []

Agree []

Neutral []

Disagree []

Strongly Disagree

How do your lecturers communicate their expectations? (Tick all that apply)

Verbal communication in class []

Written guidelines in assignments []

Feedback on assessments []

Section C: Student Engagement

7. How often do you actively participate in class discussions?

Always []

Often []

Sometimes []

Rarely []

Never []

Describe your emotional connection to the learning process (e.g., feeling motivated or interested in the subjects):

9. How frequently do you collaborate with peers on academic tasks?

Very Frequently []

Frequently []

Occasionally []

Rarely []

Never []

Section D: Academic Performance

10. What is your average grade or GPA range?

Below 40 []

40–50 []

50–60 []

60–69 []

Above 70 []

11. How often do you complete and submit assignments on time? Explain any challenges you face.

12. How satisfied are you with your current academic performance? Explain.

Section E: Additional Comments

13. What challenges do you face in meeting lecturers' expectations?

14. How can lecturers improve their engagement with students?