ABSTRACT
This research is on the factors affecting academic performance of non-boarding students of secondary schools in Kirehe district, Rwanda focused to investigate factors affecting academic performance of non-boarding students in secondary schools and to suggest appropriate measures that can be taken to improve academic performance of non-boarding students in secondary schools. The study collected data from students, teachers and head teachers in Kirehe district. Methods used included self administered questionnaires and interview guides. Data was also obtained from primary source and secondary source. The qualitative and quantitative methods of presenting data were used in analyzing the information. Findings of the research indicated some of the factors affecting the academic performance of non boarding student as insufficient time for revision, insufficient time for research in the library, congested timetable due to a wide curriculum, distances walked to school daily, lack of appropriate light at night early marriages in girls, use of local language, parents’ attitude, interruptions met by students along the way, lack of time for co-curricular activities, peer group influence, parents’ poor attitude to education and failure to meet some basic needs in their homes. Basing on the findings, various suggestions and recommendations were made considering the factors affecting academic performance of non-boarding students of secondary schools. Therefore, stake holders in collaboration with MINEDUC should review he curriculum to include issues that address the socio-cultural factors and economic challenges that affect the academic performance of non-boarding students in secondary schools. Schools should organize class days to sensitize parents on students’ academic work and other social needs. Senior men and women should strengthen career guidance to students and sensitize them on dangers of early marriage, Alcoholism and drug abuse. Government should emphasize the policy of English speaking and use of English language by all teachers, students and citizens in the country. Day schools should be evenly distributed in the district to avoid long distances by no boarding students. Communities should be sensitive to movements of non boarding students to avoid them being distracted on the way to and from school. Parents’ teacher association (PTA) committees are encouraged to mobilize and sensitize parents on their crucial roles in the education of their children so that they provide all requirements in time and not neglect non boarding students. PTA in collaboration with government should consider how non boarding students can have lunch at school.