

**INFLUENCE OF INSTITUTIONAL CHARACTERISTICS ON
ACADEMIC ACHIEVEMENT OF CLASS 8 PUPILS' IN SUBUKIA
DISTRICT, KENYA //**

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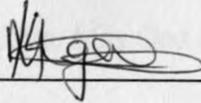
**A Research Project Report in Partial Fulfillment of the Requirements for the
Degree of Master of Education in Educational Administration.**

University of Nairobi

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DECLARATION

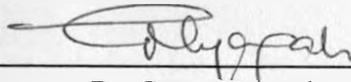
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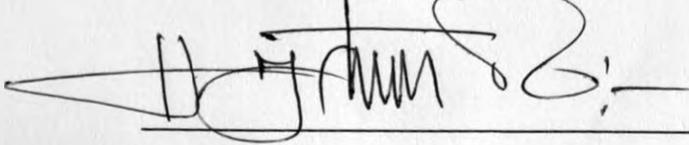
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DEDICATION

I dedicate this work to my husband Edward ndungu, my children kuria, kiruga, kariuki, kimani, chege, ben kimani, gikwa and Naomi muthoni. I also dedicate it to my mother Naomi Muthoni Kiruga, my beloved brother Rev James Gikwa and his wife Rev. Margaret Gikwa. May God bless them all.

ACKNOWLEDGEMENTS

I thank God for his endless love in enabling me to complete this report.

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ABBREVIATIONS AND ACRONYMS

| | |
|------|---|
| PLE | Primary leaving examination |
| TSC | Teachers Service Commission |
| UNEB | Uganda National Examination Board |
| USA | United States of America |
| SPSS | Statistical package for social sciences |

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ABSTRACT

In this study, descriptive survey design was carried out with the aim of investigating the Influence of Institutional Characteristics on Academic Achievement of Class 8 Pupils in Subukia district. The study sought to determine the influence of school physical facilities on academic achievement of class 8 pupils to establish the influence of assessment on academic achievement of class 8 pupils, to determine the influence of teacher pupil ratio on academic achievement of class 8 pupils, to determine the influence of school type on academic achievement of class 8 pupils, to establish whether teachers qualification influence academic achievement of class 8 pupils and finally to establish the influence of truancy, lateness and absenteeism on academic achievement of class 8 pupils in Subukia district.

The literature review revealed that there is need for schools to have adequate physical facilities for example classrooms, desks, libraries, textbooks among others. Assessments should also be done regularly to ensure that students recall and release what they have learned. Teachers also identify the areas of concern through assessments. Teacher-pupil ratio, school type, teachers qualifications, truancy, lateness and absenteeism of pupils were also dealt with in the literature review and these factors seemed to be influencing academic achievement.

Data was collected using questionnaires. There were two sets of questionnaires. One for the headteachers and another for the teachers. Part one of the questionnaire touched on the background information of the headteachers or the teacher. Part two of the questionnaire dealt with the institutional characteristics that influence academic achievement of class 8 pupils as in the objectives above. To establish whether the instrument would collect the relevant data, a pilot study was carried out in schools. This enabled the researcher to improve reliability and validity of the instruments used. Using stratified survey design, data was collected from 18 schools from 18 headteachers and 179 teachers sampled from the poor performing schools in the district. The schools were chosen from each division in the district that is Kabazi division, Subukia division and Mbogoini division.

Data was analysis using the statistical; package for social sciences (SPSS) version 19 for windows. The descriptive statistics were presented in the form of frequencies, bar graphs chi, square, and percentages. On school physical facilities the research found that majority of the schools had inadequate physical facilities and classes were crowded. Assessment was also not done regularly in majority of the schools. Most schools assessed students twice a term which was termed inadequate. On teacher-pupil ratio, the researcher found that most schools had inadequate teachers. The schools in the Subukia district were all mixed. The researcher found this to be a cause of poor performance in the district. Teacher

qualification was overwhelming. Majority of the teachers especially headteachers were of low qualification. They were in ATS iv and below. This was found to be a major cause of poor-performance and upgrading of such teachers through seminars and self advancement learning is needed. Truancy, lateness and absenteeism was also found to be contributing factors to poor academic achievement of class 8 pupils.

The study further concluded that physical facilities for example classrooms, desks, libraries and toilets, text books when inadequate have a significant influence on performance. Analysis done revealed that schools with scarcity of these facilities influenced the performance of the school negatively. On assessment, the researcher found that assignments and homework was given and marked by teachers as recommended by the ministry of education. Exams given were inadequate. Most schools assessed their pupils twice a term. Majority of school scored less than 250 marks in class 8 exam, which showed assessment was significant in performance of pupils.

On teacher pupil ratio, very few schools had over 15 teachers though majority of the schools had over 500 pupils. The researcher therefore concluded that the performance of the schools was below 250 marks due to this understaffing. This makes the teachers overstretched and performance of the pupils is compromised.

The type of school was found to have an influence on performance. All the 18 schools under study were mixed and also performed poorly. This showed that type of school has a significance on academic achievement of pupils. Teachers qualification was found influence academic achievement most headteachers and teachers were ATS IVS and below. This means that the level of teachers had significant influence on academic achievement. Highly qualified teachers had enough material for their students. School discipline which is indicated in this study by truancy, lateness and absenteeism were found to be major causes of poor performance since most pupils missed classes.

In view of the findings and implication of the study, the researcher recommended that since physical facilities were found to have significant influence on academic achievement, the infrastructure funds allocated to schools in Subukia district should be increased. This would enable the school headteachers to add the inadequate physical facilities for example classrooms, libraries, desks text books and toilets.

Assessment of students, assignments and home works should be given regularly and marked by teachers.. the schools in Subukia have inadequate teachers and therefore the teacher- pupil ratio should be lowered by employment and recruitment of more teachers by the TSC. This will enable teachers to cover the syllabus with ease.

The schools in Subukia district are all mixed. This has led to the poor performance in these schools. The government and stakeholders of such schools should make some of these schools single sex.

The researcher also recommends that the qualification of teachers be raised so that students can be taught by knowledgeable and highly qualified teachers. Such teachers have confidence in their work and teaching. The TSC should also allocate headship to highly qualified teachers to act as role models to the pupils and other teachers. Low qualified teachers should attend other courses and seminars to upgrade themselves. The community and school administration should minimize truancy, lateness and absenteeism in schools which have been found to have a significant influence on academic achievement. Such problems could have been caused by pupils walking long distances or poor transport facilities. Pupils who come late to school, should move to the nearest schools from their homes. Pupils with the habit of truancy and absenteeism, should be guided and counseled. Parents of such pupils should be encouraged to ensure their children attend school regularly.

Further research on comparative study should be carried out in other districts and urban areas since the study was carried out in rural and semi arid areas. It also wishes that further research be done in larger sample of schools in the district whereby other factors may be revealed which this study never revealed. Since the researcher dealt with institutional characteristics influencing academic achievement of class 8 pupils, further research should be carried out to find out how family background can influence academic achievement of pupils. Further research should also be conducted on the influence of child labour as it may be leading to truancy, lateness and absenteeism in schools.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Education is an effective weapon to fight out a war against ignorance, poverty and diseases, which are root causes of restlessness throughout the World. Without education, no nation can claim long life, economic and social development. According to World Bank development (1990), ‘household health improved rapidly as people escaped poverty and low education’. It further stated that national income; ability to acquire and apply new scientific knowledge was dependent on the level of schooling in the population.

The World Bank strategy on investigation in education therefore included having education system working towards maximum efficiency in the use of available resources, so as to improve quality of education. The World Bank strategy also involved relating education to work and environment in order to improve qualitatively and quantitatively the knowledge and skills necessary for economic social development. This can simply be stated that the strategy involved making the education gained in form of skills and knowledge relevant in the individuals’ social and environmental settings. Therefore education would be irrelevant if it cannot be used to implement change positively (World Bank report, 1990) Psacharopolous and Wood (1985) as quoted by Kibui concurred with this report as they argue that investment in human capital contributes to economic development.

In America, according to Humushek (1996), teachers' years of teaching experience were more consistently related to pupil achievement than their educational quality. Academic and professional training of teachers after embarking on their teaching career has been found to have direct and positive teaching on the quality of their teaching practices and pupil's achievement subsequently. (Burgess & Galloway, 1993; Noriega Lavin and Martirez, 1996; Bamico, 2002)

Studies done in Philippines have explored the relationship between teaching materials and other related inputs and students learning and achievement in developing countries. Heyman (1994) evaluated a textbook program in the Philippines. The program was introduced in the Philippines to raise the national level of academic achievement among students in three subjects which were Philippino, mathematics and science in two grades. The program reduced the ratio of pupils per book per subject from an average 10:1 to 2:1 and there were remarkable improvements in performance. The study concludes that there was a reasonable impact on textbooks availability and academic achievement of pupils.

Studies carried out by Swainson (1995) to find out factors affecting performance of students in public secondary schools and primary schools in South Africa, Malawi, Zambia and Zimbabwe established that performance by boys and girls in single sex schools were better than that of those in mixed schools.

A school is the first big step into the larger society for most children. When they attend school on a regular basis, children are normally outside their homes and their

immediate neighborhood for several hours of the day is the school environment. In this new setting, the physical facilities and the teachers become a major source of potential influence on the development of a child's personality, intellectual capabilities, interpersonal skills and social behavior.

As Dewey puts it, education is a continuous process of growth, having as its aim at every stage an added capacity of growth. It is a reconstruction or reorganization of experiences which increases ability to direct course of subsequent experience. It occurs where there is change in the physical, mental or behavior of any person (Dewey, 2000).

Kenya recognizes education as the key to development. After Kenya obtained independence; there was a realization among Kenyans that good education carried with it social economic benefits. These were reflected in income differences and social –economic status that came to be associated with the level of schooling and quality of education. (Sagini, 1961) as quoted by Koech in Tiquet (1999). This realization therefore made many Kenyans to put more efforts so as to get good education. The Kenyan government uses a relatively large proportion of its budget on education. It has also introduced free primary education which is compulsory to all school age children. The government also controls school fees in secondary schools through fees guidelines that must be followed.

This confirms that education is a vital element in our society as it provides the much needed manpower and also strengthens the human mind. Education also enables

people to acquire knowledge, skills, habits, values and attitudes (Ogutu & Wandibba 1987).

Examination performance has therefore aroused a great interest among researchers who have tried to look at factors that influence performance. Duignan (1986) as quoted by Kibui (1995) concluded that there are many factors which influence students performance which may emanate from the school and others out of school, either personal or from home background. Academic achievement of pupils is of paramount importance in the life of the individual. There are several characteristics that tend to hinder its progress and these characteristics, when realized and efforts made to reduce them, academic achievement of the pupils may improve

1.2 Statement of the problem

In Kenya, education is highly result oriented whereby acquisition of knowledge, skills, values and attitudes of the prospective candidates are judged by grades on their certificates (Okumbe, 1998). The overall goal of education is defined in the ministrie's official documents such as the master plan on education and training. [M.P.E.T 1997 – 2010] Among the educational goals, education was to give pupils skills that they can use for survival. Another goal of education is to prepare pupils for the world of work (Republic of Kenya, 1964)

Examination scores prepares pupils for further formal education and training. Republic Kenya (1988) states that the sole purpose of the examination is that it measures academic knowledge that can be memorized and reproduced in the class

room. Therefore parents and communities are thus concerned about the standards of performance in schools. Pupil in Subukia District performs poorly and this has forced the researcher to develop interest to find out if the problem could be emanating from factors such as school physical facilities, pupils assessment, teachers' qualification and experience, teacher-pupil ratio, the type of the school, truancy, lateness and absentees.

It is the manipulation of these factors that influences academic performance either positively or negatively. Teachers in schools with such factors for instance, often hold low expectations of their students which compound the low expectation students and their parents may hold (DEO office, 2012).

1.3 Purpose of the study

The purpose of this study was to establish the influence of the institutional characteristics that influence academic achievement of class 8 pupils in Subukia District. These institutional characteristics included; physical facilities in school, assessments, teacher-pupil ratio, school type, teachers qualifications and experience, truancy, lateness and absenteeism.

1.4 Objectives of the study

This study intended to achieve the following objectives;

- i. To determine the influence of school physical facilities on academic achievement of class 8 pupils in Subukia District.

- ii. To establish the influence of assessment on academic achievement of class 8 pupils in Subukia District.
- iii. To determine the influence of teacher-pupil ratio on academic achievement of class 8 pupils in Subukia District.
- iv. To determine the influence of school type on academic achievements of class 8 pupils in Subukia District.
- v. To establish whether teachers' qualification influence academic achievements of class 8 pupils in Subukia District.
- vi. To establish the influence of truancy, lateness and absenteeism on academic achievements of class 8 pupils in Subukia District.

1.5 Research questions of the study

The study aimed to answer the following research questions;:

- i. To what extent did school physical facilities influence academic achievement of class 8 pupils in Subukia District?
- ii. How did assessment influence academic achievement of class 8 pupils in Subukia District?
- iii. How did teacher-pupil ratio influence academic achievement of class 8 pupils in Subukia District?
- iv. What was the influence of school type on academic achievements of class 8 pupils in Subukia District?

- v. How did teachers' qualification influence academic achievements of class 8 pupils in Subukia District?
- vi. What was the influence of truancy, lateness and absenteeism on academic achievements of class 8 pupils in Subukia District?

1.6 Significance of the study

The study provided information that would stimulate formulation of appropriate policy and legal framework to address institutional characteristics influencing academic achievement of class 8 pupils in Subukia district. In addition the government could gauge the magnitude of need in school physical facilities and develop rapid response strategies. Moreover, it was hoped that parents would be made aware of the problems that hinder the academic achievement of their children.

1.7 Limitation of the study

Limitation is used to describe what a test is not able to achieve. The researcher was unable to control the attitude of the respondents. The responses given could have been inaccurate and hence flaw the whole study. Subukia district had a small proportion of schools as compared to the entire number of primary schools in Kenya and hence could not claim to be a representative sample for the rest of primary schools in Kenya.

1.8 Delimitations of the study

The study was delimited to Subukia district in the Rift valley, Kenya. It was conducted in 18 primary schools, sampled out of 51 schools in subukia District. The research was delimited in reaching the schools, headteachers and teachers in the entire Subukia district.

1.9 Assumptions of the study

The study operated on the following assumptions:

- i. Institutional characteristics had major influences of poor academic achievement of class 8 pupils in Subukia district.
- ii. The respondents gave honest and reliable information as the researcher expected.

1.10 Definition of significant terms

Academic – refers to anything pertaining to the development of the mind or anything that occurs in a school

Achievement - refers to academic performance measured in any exam results using grades attained or awarded. **Academic achievement** –it refers to anything that takes place in the mind that enhances academic performance in terms of exam results using grades attained.

Institutional characteristics – refers to the descriptive features of institution such as funding, size, demographics, and governance.

Physical facilities - Refers to classrooms, text books, classes, desks, fields, laboratories, workshops

1.11 Organization of the study

The study consisted of five chapters. Chapter one consisted of background of the study, statement of the problem, Research objectives, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study and definitions of significant terms. Chapter two consisted of related literature that analyses the influence of institutional characteristics that influence academic achievement of class 8 pupils in primary schools in Subukia district, theoretical framework and the conceptual framework. Chapter three explained the methodology used in the study, while Chapter four presented an analysis of the findings. Chapter five presented the summary, conclusion and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Chapter two deals with the review of the related literature research findings of other scholars on influence of institutional characteristics on academic achievement of pupils ,in schools such as physical facilities in the institution pupils assessment, teacher-pupil ratio, school type teachers qualification and experience, truancy, lateness and absenteeism as well as conceptual framework.

2.2 School physical facilities in the institution

Frequently, lack of attention to external environment must come from bizarre assumption that education acquired indoors is superior to that gained outside. Pat Gure (1997) provides many examples of broad materials provision both outdoor and indoor. It is important not to let emphasis on material lead to under emphasis on the child.

The environment in which children learn involves the people with whom they interact with, the objects or materials they encounter and the places and event they experience. The way that children are helped to develop skills in using what is provided, the way they are helped to develop competence, mystery disposition and attitudes that aid learning, are of crucial importance.

The physical environment is the mechanism by which the educator (teacher) bring the child and different aspects of knowledge together by observing, supporting and when extending this bring about good learning (Bruce, 1987).

Kinyanjui (1982) in his study on distribution of educational resources and opportunities in Kenya, found that factors influencing academic achievement are the community support for the schools, school administration, cooperation and devotion among the teachers. Schools with adequate resources and well trained dedicated teachers perform better. Most primary schools have no libraries and therefore fail to acquire reading culture. There are also no literature genres in most primary schools in Kenya.

Schools physical facilities like classrooms, libraries, toilets, desks and textbooks have direct bearing on good performance among students in developing countries. In Botswana, Mwawenda and Mwawenda (1987) carried out a study on the effects of schools physical facilities on the performance of Std 7 pupils in examinations He found out that availability of physical facilities had a direct link with the performance of pupils in examinations. Eshiwani (1983) concurs with Mwawenda when he pointed out that those schools with adequate physical facilities were among the high achieving schools and that those with inadequate physical facilities performed poorly.

2.3 curriculum and instruction and pupils assessment

Hills (1982) is quoted by Shiundu (1982) perceived curriculum and instruction as the most central process of education. Curriculum can also be defined as a plan for educating the youth (Zais, 1976) or as a program of instruction. This therefore in simplified form referred to the process of delivering the content matter to the student and ensuring that the syllabus is covered

Eshwani (1983) said that the number of hours that an individual child received per day was an important variable in education. These translate to the amount of learning taking place. It is therefore predictable that there exist a positive relationship between these factors and academic achievement. The aspect of coverage of the curriculum is dependent on many factors. It can be due to availability or lack of facilities, teachers' absenteeism, teachers' lateness, lack of teachers, poor pupils'-book ratio and poor administrative styles.

Studies done by Shelfelbin and Simang (1981) as quoted by Eshiwani (1983) showed that the higher the teachers turn over, the lower the achievement among pupils. Teachers turn over are usually in relation to transfers. This may be high in hardship areas where teachers from other parts of the country may be constantly in pursuit of transfers. It is also worth noting that schools that have maintained high records of academic achievement are those with lesser teacher turn over (Eshiwani, 1983).

Other factors influencing curriculum instruction include time table organization. Time tables should be child centred to ensure maximum learning opportunities. Weru (1998) says that timetables should provide a variety of activities with subjects spaced in a way that sustains the interest and motivation of learners. When the time table is child centered, it ensures, that teachers will be available throughout when their lessons are scattered across the board. Other factors influencing curriculum and instruction would be too many enumerates. These include availability of text books, physical facilities, teacher qualification and motivation, school management and leadership, pupil absenteeism and lateness, team work among teachers and stakeholders (Weru 1998).

Assignment and home work also play an important role in curriculum and instruction in improving achievement of learners. Shiefelbein and Simmons (1981) in their study on determiners of school achievement have shown that there was close relationship between the out of school academic assignment and achievement. Eshiwani (1983) in his study on factors that influenced academic performance of learners, stated that 60% of the schools studied had no formal homework/assignment given to students and where it was administered there was no follow up by either the teachers or the head teacher. The students ended up achieving poorly in examination. He therefore attributed the poor performance to the neglect of home work and assignment, which also hindered syllabus coverage.

The commission of inquiry chaired by Koech in (1999) ,found that poor performance in examinations was blamed on poor teaching, absenteeism among teachers and pupils as well as inadequate examination system (Republic of Kenya, 1999). Somerset (1973) as quoted by Kibui (1995) referring to the examination system in Kenya, reaffirmed the importance of role played by the primary education determines the whole destiny of a child. This was because; if a child passed the examinations he got a chance of ultimately securing a job where his income would be higher than for some with no formal education.

2.4 Teachers qualifications and experience

The government of Cambodia has made Considerable efforts to improve educational standards especially 1979. To date, teacher development is one of the intervention priorities to achieve this goal. Over the past decade, educational planners, policy makers and administrates all over the world, have become increasingly concerned about the quality of education provided by school system. They have come to realize that many meaningful improvements in the quality of education that pupils receive are highly dependent on the quality of teachers. This situation is especially true in the developing countries where teachers are usually the only adults who transact educational input in the pupils.

In performing their duties, tasks and the resulting pupil learning outcome however are affected by a number of factors (Adersan, 1991). According to previous research these factors include level of educational attainment of teachers, job satisfaction and

motivation through salary and participation in in-service training programmes. Teacher's knowledge of subject matter is also thought to have a relationship with pupil's performance which is also indicated by the teacher's level of educational attainment.

Gorvida and Verges (1996) found that the educational attainments of teachers positively influence pupils in all localities in India. In Mexican primary schools, Noriega, Lavin and Martinez (1996) found that teachers' years of schooling had a non-significant negative relationship with pupils achievement in urban primary schools but had significant effect in less developed zones in Mexico. Pupils who started with teachers who had more years of schooling in indigenous zones, obtained better results while in the rural primary schools, pupils of teachers with more years of schooling obtained poorer results (Kasming, 1996)

In America, according to Humushek (1996) ,teachers years of teaching experience were more consistently related to pupil achievement than their educational quality. Academic and professional training of teachers after embankment of their teaching career has been found to have direct and positive teaching on the quality of their teaching practices and pupil's achievement subsequently (Burgess & Galloway, 1993; Noriega Lavin and Martirez 1996).Teacher characteristic like teacher experience, teacher qualification or certificate and teacher pupil- ratio, research by Kathuri (1984) on factors influencing performance of pupils in (C.P.E)found that the

quality of teachers, efficient use of teaching methods and materials were the main contributing factors to poor performance.

2.5 Teacher- pupil ratio

Nguru et al (1986) as quoted by Kibui (1995) indicated that crowded classes affects teaching and learning .Teachers working in a situation where teacher-pupil ratio is high would be expected to be overworked and lack time to prepare their work. Eshiwani (1993) concurs with Nguru et al, that teachers operating where teachers – pupils ratio is high, would be expected to be overloaded.

Koech in his commission of education (1999) recommended that the teacher-pupil ratio in primary school to be 1:40 and one teacher per class plus head teacher. He further recommended that when there are fewer pupils in a class multi grade teaching to be applied but in case where there are more than 40 pupils in a class shift teaching can be applied.

It has been reported especially in Nyanza, Bomachoge constituency that a politician imposed a head teacher after working for the transfer of the previous one which had serious impact on the performance of that school (Daily Nation 29th April 2002 pg1) to put more money in the office.Sponsors of schools also interfere with management of schools and try to impose administrators from their churches e.g. Catholic sponsored schools. (Daily nation 29th April 2002pg1)

Fisheries development minister Amazon Kingi, also said that poor performing Districts in coast province like Kilifi, Lamu Taita Taveta, Kwale and Tana River was

due to shortage of teachers (Daily Nationa 29th Dec 2011 Pg 12). According to the head teacher Hospital Hill School, over enrolment in the school is to blame for the poor performance. The school is also understaffed. The school does not get enough TSC teachers to cater for the growing demand. (Daily Nation 31st Dec 2009).

2.6 Truancy ,lateness and absenteeism

Deaden et al (1997) in his study on truancy and part time work found out that household income had no effects on truancy levels. It is important to note that the decision not to attend schools may not be one taken independently by the child. Surveys suggest that families i.e. parents, are aware of pupils absence from school and often condone it in order for children to maintain family incomes as indicated by O' Keefe, (1996) and Calloway (1985). This is likely to reflect lack of access to money and affordable child care structures among such families. Fox (1995) suggested that 10% of all school absence results from children taking duties associated with their home. Research on truancy and part time work past 16 years has shown that participation in part time work significantly increases the probability of truancy and affects educational attainment of both male and females (Dustman et al, 1997).

Evidence of gender effects on truancy is mixed. Some evidence suggests that boys are slightly more likely to truant than girls while other results have shown there is no difference. Bosworth (1994) O'Keefe (1993) also related poor performance to the level of truancy on unexplained absence among students. Truancy can be modeled

both as an educational outcome and as a causal factor in explaining educational performance. Truancy tends to be higher among students from low social – economic backgrounds. It is also associated with poorer academic performance at school (Sparks, 1999).

Absenteeism of pupils is influenced by social economic status of the family. Nkinyangi (1977) in his investigation, revealed that social economic status of the family influenced drop out and repetition throughout all levels. Pupils are sent by parents to work in part time jobs to supplement family incomes instead of attending school. He concluded that because of the interaction between the school fees and attendance on the other hand the repeaters were more likely to be from families that cannot provide the necessary tuition, additional books for revision, private coaching, food and other necessary preparation to ensure good performance to their children. Ezeru (1996) in his studies among primary school students in Nigeria, observed that student from poor social economic background were hardly encouraged to attend school and therefore were the culprits of frequent absenteeism in school and consequently poor performance.

2.7 School type in relation to educational outcomes

Research done in U.S.A shows that as well as economic status the type of school a child attends influences educational outcomes. The school environment tends to affect the strength of the relationship between social economic status and educational outcomes (Porter & Macleod, 1996)

Research done in Britain shows that schools have an independent effect on student attainment Sparks (1999). In Australia, several studies using longitudinal surveys of Australian youths have shown that students attending private non-catholic schools were significantly likely to stay at school than those attending state schools (Long et al 1999 & Marks et al, 2000). Students from independent private schools are also more likely to achieve higher end of schools scores (Buckingham, 2000).

While schools related factors are important, there is again an indirect link to social economic status as private schools are more likely to have a greater number of students from high social economic status parents, select student with stronger academic abilities and have greater financial resources. The school effect is also likely to operate through variation in the quality and attitude of the teacher (Sparks, 1999). Teachers at disadvantaged schools for instance, often hold low expectations of their students which compound the low expectation students and their parents may hold (Ruge, 1998)

Studies carried out by Swainson (1995) to find out factors affecting performance of students in public secondary schools and primary schools in South Africa, Malawi, Zambia and Zimbabwe established that performance by boys and girls in single sex schools were better than that of those in mixed schools. According to his findings, mixed schools environments presented some difficulties that undermined the performance of girls more than that of boys. A research done by Gakuru (1982) as quoted by Kibui (1995) on secondary schools in Kenya, found out that there was a

high co-rrrelation between the type of school attended and performance in the certificate of primary examination.

2.8 Summary of the literature review

The literature review presented in this section has underscored the influence of institutional characteristics on academic achievements of pupils, which is affected by school physical facilities, curriculum instructional and assessment, teachers' qualification and experience, teacher-pupil ratio, truancy, lateness, absenteeism and school type Research findings by Sparks (1999), states that the quality and attitudes of teachers in a school determines the academic achievement of the student as opposed to the findings by Gakuru (1982) which stated that the type of school a student attends has a high co-rrrelation with the students academic achievement

Some schools have problems in school facilities, teachers have low qualification and experience, teacher- pupil ratio is very high, truancy, lateness and absenteeism is also high and most of the schools are mixed. This has affected performance of most schools in Subukia district. It is for this reason that this research was conducted on influence of institutional characteristics on academic achievement of class 8 pupils in Subukia district.

2.9 Theoretical framework

Extensive research on achievement motivation was done by David C. Mc Clelland of Havard University. Mc Clelland's studies showed that people motivation patterns reflect their cultural environment. This includes the school and the work place. Mc

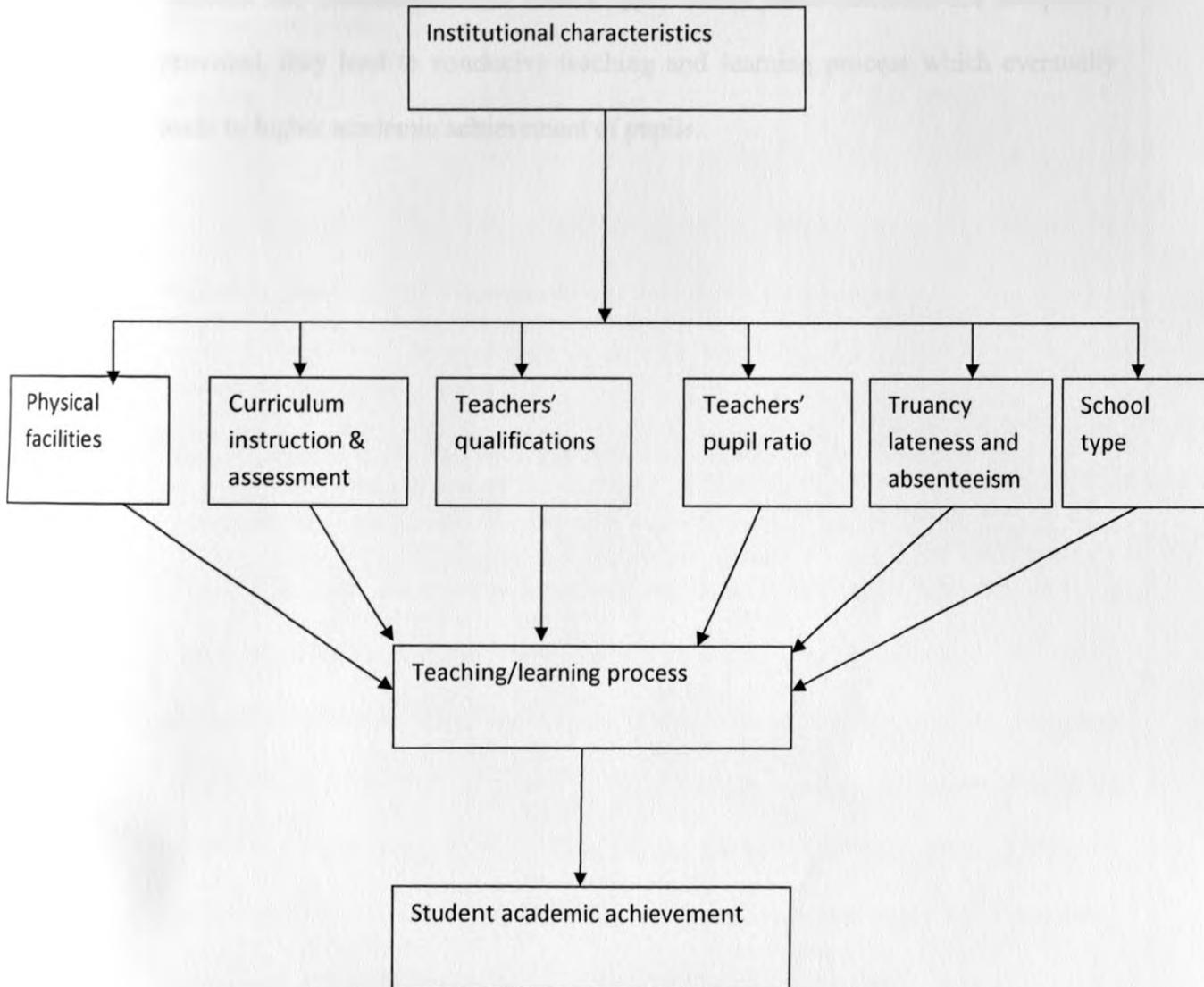
Clelland and his research team, studied the three basic needs namely; the need for achievement, need for power, a need for affiliation or belonging.

The need for achievement and motivation is a drive that some workers have in order to overcome challenges and obstacles which they encounter in the process of goal attainment. Therefore the need for achievement in the school as an institution is hindered by inadequate school physical facilities, lack of curriculum instructional and assessment, low teacher qualification and experience, teacher-pupil ratio, truancy, lateness, absenteeism and the school type influence pupils academic achievement. Pupils in schools struggle to have good performance but lack the motivation to learn when factors leading to their desire to perform well are not provided.

2.10 Conceptual framework

Figure 2.1

Institutional characteristics of pupils' academic achievement



The conceptual framework of the study is based on institutional characteristics on pupils academic achievement e.g. school physical facilities, curriculum instruction and assessment, teacher qualification and experience, teacher-pupil ratio truancy lateness and absenteeism and school type. When these facilities are adequately provided, they lead to conducive teaching and learning process which eventually leads to higher academic achievement of pupils.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

Chapter three presents methods that were used to carry out this study. It was subdivided into eight subsections namely: research design, target population, sample size and sampling procedures, research instruments, instruments validity, instrument reliability, data collection procedures and data analysis techniques.

3.2 Research design

Research design according to Borg and Gall (1983) is the procedure used by the researchers to explore the relationship between variables to form subjects into groups, administer the measures, and analyze data. In this study survey design was employed. This is because survey based research can be extensive and cross-sectional dealing with relatively large number of cases at a particular time. Mugenda and Mugenda (2003) explain that a survey is an attempt to collect data from members of a population in order to determine the current statuses of that population with respect to one or more variables. A survey research could be descriptive, exploratory or involving advanced statistical analysis. This design was appropriate because the researcher used descriptive statistics to analyze data by use of questionnaire and observation of available records from the schools and DEO's office, on academic achievement of class 8 pupils in Subukia district.

Brinker (1988pg 43) says that the most common research methodology used today is survey. The researcher used survey research since it is a method that involves asking a relatively large number of people with the same set of standardized question. Cohen and Manion (1994) describes survey research as typically those that gather data at a particular point. In this study, the researcher aimed to establish the relationship between the institutional characteristics on class 8 pupils' academic achievements in Subukia District.

3.3Target population

This refers to all members of a real or hypothetical set of people, events or objects to which a researcher wishes to generate results from the study (Borg and Gall 1983). This study was conducted in subukia District, in Nakuru County, in Rift valley province. The data was collected from headteachers and teachers of poor performing primary schools in the district.

In Subukia District, there are 3 divisions. Each division has the following number of schools; Kabazi division has 21 schools, Subukia division has 17 schools and Mbogoini division has 13 schools. In total they are 51 public primary schools. There are 51 head teachers and 179 teachers. The researcher targeted head teachers and teachers in the District (D.E.Os Office Subukia District, 2012).

3.4 Sample size and sampling procedures

According to Mugenda and Mugenda (2003) a sample is a small group of accessible population. Sampling refers to that process of selecting a sample from a defined population with the intention that the sample accurately represents that population. Borg and Gall (1983) suggests that for descriptive study and correlation studies, 30% cases are the minimum to work with from the target population. The study targeted 18 head teachers from 18 sampled schools and 173 teachers sampled from poor performing schools in class 8 pupils' exams in Subukia district. Stratified random sampling technique was used to select the headteachers and teachers, since it would provide greater precision than a simple random sample of the same size. The method also ensured that we obtain sufficient data to support separate analysis of each of the three division in Subukia District. The sampling was as indicated below;

Table 3.1

The sample of schools, head teachers and teachers

| Zone | No. of schools | Sample of schools | No. of headteacher | of Sample headteachers | No. of teachers | of Sample of teachers |
|--------------|----------------|-------------------|--------------------|------------------------|-----------------|-----------------------|
| Kabazi | 21 | 7 | 21 | 7 | 179 | 65 |
| Subukia | 17 | 6 | 17 | 6 | 184 | 62 |
| Mbogoini | 13 | 5 | 13 | 5 | 152 | 51 |
| Total | 51 | 18 | 51 | 18 | 515 | 178 |

3.5 Research instruments

The researcher employed questionnaires to collect data. The questionnaires were preferred as they provided a relatively simple and straight forward approach to the study. The questionnaires were administered to head teachers and teachers. The researcher developed the instruments. The following is a brief description of each section of instruments. The first section of the questionnaire captured the demographic information of the respondents such as head teachers and teachers from

the poor performing schools in class 8 exams in Subukia district. The second section had items which touched on influence of institutional characteristics on school physical facilities, curriculum, instruction and assessment, teacher qualification and experience, teacher pupil ratio, truancy, lateness, absenteeism and school type on class 8 pupils.

3.6 Instrument validity

Validity is defined as the degree to which a test measures what it purports to measure (Borg and Gall, 1983). Content validity was used in this study. Content validity is the degree to which the instrument measures what it is designed to measure. This is important in the establishment of accuracy and truthfulness of the research. The content validity was established by consulting experienced researchers who will analyze the responses from respondents and determine response of the respondents. The researcher used piloting to find out if the responses from the respondents reflected what was intended to be established. The researcher also created good rapport with respondents before actual research begun.

3.7 Instrument reliability

Orodho (2004) states that reliability of a measurement concerns the degree to which a particular measuring procedure gives similar results over a number of repeated trials. To test the reliability of the instruments, the study employed the test-pretest technique. Test-retest reliability also referred to as the coefficient of stability, is the degree to which scores are consistent over a time. The questionnaires were

administered to the respondents in the pilot schools similar to those in the sample. According to Orodho (2004) the number in the pre-test should be 10 percent of the entire sample. Thus out of 18 schools, 3 schools were selected, 3 head teachers and 18 teachers. Items that were unclear, repetitive or ambiguous were analyzed. Pearson's product moment correlation formula was employed to compute the correlation coefficient to establish the extent to which the content of the questionnaire were consistent in eliciting the same responses every time the instrument is administered. A correlation coefficient of about 0.8 is considered high enough to judge the instrument as reliable. The formula for computing the Pearson coefficient correlation is as follows;

$$r_{xy} = \frac{N\sum xy - (\sum x)\sum y}{\sqrt{(N\sum x^2 - (\sum x)^2)(N\sum y^2 - (\sum y)^2)}}$$

Where r = Pearson coefficient of correlation

N = number of subjects

\sum = sum

x = scores on the test

y = scores of the other test

A Pearson product moment correlation coefficient of 0.84 was given using the formula above with the help of SPSS software. According to (Orodho, 2004) a coefficient of above 0.8 is deemed reliable

3.8 Data collection procedures

Data collection procedures refer to the protocol that must be followed to ensure that data collection tools are applied correctly and efficiently. Data collection began after proposal was finally accepted by the supervisor; Educational Administration and Planning department. The research proposal supervisors who after studying it carefully issued a permit for the research to proceed to the field to collect data. Once the permit had been issued the researcher proceeded to the field to collect data.

The researcher sought a research permit from the National Council for Science and Technology. The researcher then sought permission from the District Commissioner Subukia District and further clearance from the District Education officer Subukia District. The researcher then drew a visit schedule and visited the schools personally in order to get consent from the head teachers to administer the instruments. This enabled the researcher to familiarize herself with the teachers and establish rapport. The researcher administered the questionnaires to the head teachers and teachers. The researcher assured the respondents of strict confidentiality in dealing with the responses. The researcher collected the questionnaires later depending on both parties understanding on the timeframe.

3.9 Data analysis techniques

After all the data was collected, data cleaning was done in order to determine inaccurate, incomplete, or unreasonable data and then improve the quality through correction of detected errors and omissions. After data cleaning, data was coded and entered in the computer for analysis. Each research instrument was analyzed through tally method and data analysis procedure that was employed involved both quantitative and qualitative procedures. Quantitative data was analyzed using descriptive statistics such as frequency counts, means and percentages while Statistical Package for Social Sciences (SPSS) version 19 for windows was also used to analyze quantitative data. SPSS was able to handle large amount of data, given its wide spectrum of statistical procedures purposefully designed for social sciences. It was also quite efficient. Chi-square tests were also applied to assess the relationship between variables.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.0 Introduction

Chapter four presented the findings of the study together with their discussions. Analysis was done in reference to the objectives of the study and aimed at answering the following research questions:

- i. To what extent did school physical facilities influence academic achievement of class 8 pupils in Subukia District?
- ii. How did assessment influence academic achievement of class 8 pupils in Subukia District?
- iii. How did teacher-pupil ratio influence academic achievement of class 8 pupils in Subukia District?
- iv. What was the influence of school type on academic achievements of class 8 pupils in Subukia District?
- v. How did teachers' qualification influence academic achievements of class 8 pupils in Subukia District?
- vi. What was the influence of truancy, lateness and absenteeism on academic achievements of class 8 pupils in Subukia District?

4.1 Questionnaire return rate

The researcher distributed 18 head teacher questionnaires and 179 regular teacher questionnaires. All were returned dully filled representing a return rate of 100%

4.2 Demographic information

The researcher sought to identify the background information of the respondents as in the table below.

Table 4.2

Demographic information for headteachers and regular headteachers

| Variable | Category | Head Teachers | | Regular | | Average |
|----------|---------------|---------------|------|---------|------|---------|
| | | N | % | N | % | % |
| Gender | Male | 18 | 100% | 92 | 52% | 76% |
| | Female | 0 | 0 | 86 | 48% | 24% |
| | Total | 18 | 100% | 178 | 100% | 100% |
| Age | 20-30 | 0 | 0 | 14 | 8% | 4% |
| | 31-40 | 1 | 6% | 45 | 25% | 16% |
| | 41-50 | 6 | 33% | 74 | 42% | 38% |
| | Over 50 years | 11 | 61% | 45 | 25% | 43% |
| | Total | 50 | 100% | 50 | 100% | 100% |

According to table 4.2, majority 76% of all the respondents were of the male sex. These results are replicated in most sectors of our country where there is a wide gender disparity which in most cases has the women on the receiving end. The

greatest disparity in gender was seen in the head teachers where not a single school in the schools under study had a female head teacher. The researcher noted that most schools are far from the main road and transport was a problem. This could have led to female teachers experiencing problems in such areas and sought transfers leaving their male counterparts in the region.

The same was observed among the regular teachers albeit moderately. Looking at age, table 4.2 reveals that majority of the respondents were aged over 50 years and 41 and 50 years respectively. Among the head teachers, this phenomenon was acceptable as promotion to a head teacher requires several years of experience however among the regular teachers, the number of young teachers was very low (7.9%). This is a worrying trend as old teachers are most likely to stick with old methods of teaching which have been phased out leading to poor academic achievement.

4.3 Professional characteristics

The researcher assessed the professional and academic characteristics of the respondent in form of their academic qualifications.

Academic qualifications of headteachers and regular teachers

The researcher sought to find out the academic qualifications of the headteachers and that of regular teachers. The responses are indicated in the table below;

Table 4.3

Professional characteristics of headteachers and regular teachers

| Professional qualification | Head Teachers | | Regular Teachers | | Average |
|----------------------------|---------------|------|------------------|------|---------|
| | N | % | N | % | % |
| P1 | 2 | 11% | 66 | 37% | 24% |
| P2 | 0 | 0 | 1 | 1% | 1% |
| ATS | 12 | 67% | 44 | 25% | 45% |
| Diploma | 2 | 11% | 45 | 25% | 18% |
| Bachelors degree | 2 | 11% | 20 | 11% | 11% |
| Masters degree | 0 | 0 | 2 | 1% | 1% |
| Total | 18 | 100% | 178 | 100% | 100% |

On average, majority of the respondents in the study had acquired high academic qualifications. Most of the headteachers and regular teachers had approved teachers status i.e. ATS iv no headteacher had masters degree. This showed that the schools are headed by low qualified headteachers and this could have influenced the poor

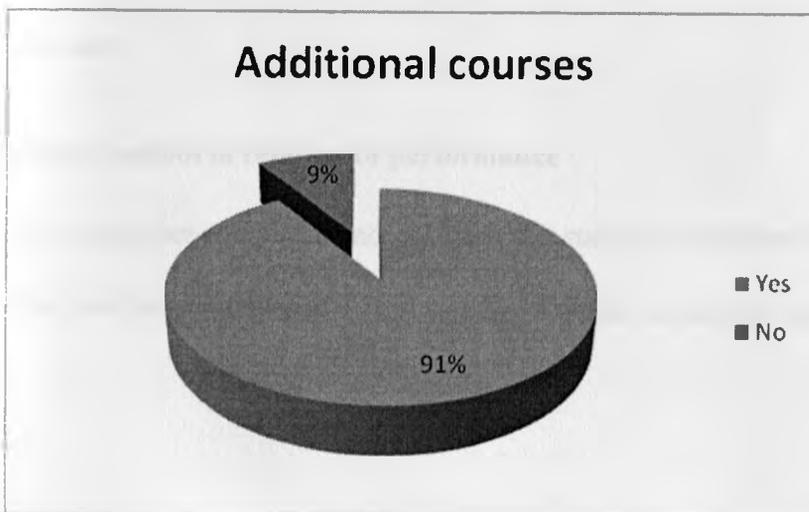
performance of schools in Subukia district. These results are testament to the education trends today, where more and more people are seeking higher education. This has increased the labor base and the government now finds itself having more qualified teachers than it can employ. The thirst for education has grown in the country has led to the mushrooming of universities and other institutions of higher education. Today, Kenya has many public universities; more than double the number of private universities (GOK, 2009).

Additional courses taken by teachers

The researcher sought to find out whether the teachers had taken other professional courses as in the figure below.

Figure 4.2

Additional courses taken teachers



In addition to the required qualifications, the researcher sought to find out whether the teachers had taken the initiative to pursue other courses while still working. An overwhelming 91% of the teachers confirmed that indeed they had pursued other courses or were in the process of doing so. As stated in figure 4.2, there is a growing thirst for more education amongst Kenyans a situation which has led to the growth of the higher education sector. Teachers seek higher education in a bid to get promotions either in posts or job groups. Other teachers seek higher education so that they can be employed in the private sector which requires relatively higher academic qualifications. Whichever the case it is a commendable trend and should be encouraged even more. Highly qualified teachers mean that the pupils have more resourceful educators; it also means that the schools are run more professionally.

4.4 Schools characteristics

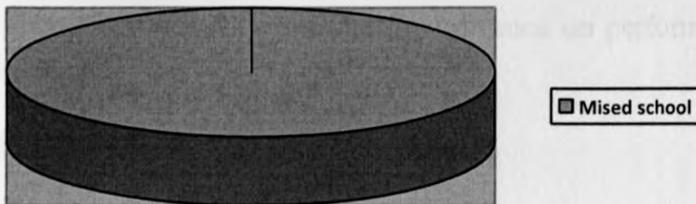
This section looks at the school in terms of its infrastructure, resources and their adequacy.

Type of school in relation to performance

The researcher sought to find out what the status of the school under investigation. This was done in terms of mixed schools or single sex schools as in the figure below;

Figure 4.3

Type of school in relation to performance



According to figure 4.3 above, 100% were mixed schools, which translate to a total of 18 schools. Various researchers have investigated the influence of the type of school on the performance and the latter has been found to be significant. Class 8 results over the years have been dominated by mixed schools but then again, most public primary schools are mixed schools so that statistic may not mean much. However, studies carried out by Swainson (1995) to find out factors affecting performance of students in public secondary schools and primary schools in South Africa, Malawi, Zambia and Zimbabwe established that performance by boys and girls in single sex schools were better than that of those in mixed schools. According to his findings, mixed schools environments presented some difficulties that undermined the performance of girls more than that of boys. A research done by Gakuru (1982) as quoted by Kibui (1995) on primary schools in Kenya found out

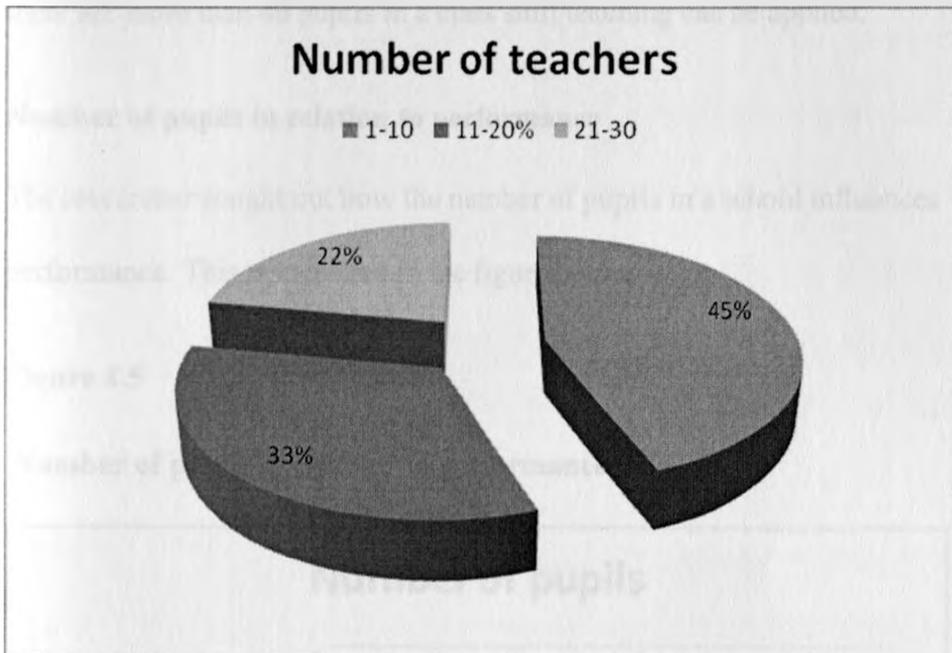
that there was a high co-correlation between the type of school attended and performance in the certificate of primary examination.

Number of teachers per school

The researcher sought to find out the influence on performance as indicated in the figure below

Figure 4.4

Number of teachers per school



The researcher also assessed the number of teachers per school. Figure 4.4, reveals that majority of the schools had less than ten teachers. This is a worrying revelation considering that a typical primary has at least 8 classes (Std 1 to Std 8). If such a school has only ten teachers then the pupils are greatly disadvantaged because the available teachers will be over worked in terms of the number of lessons they have

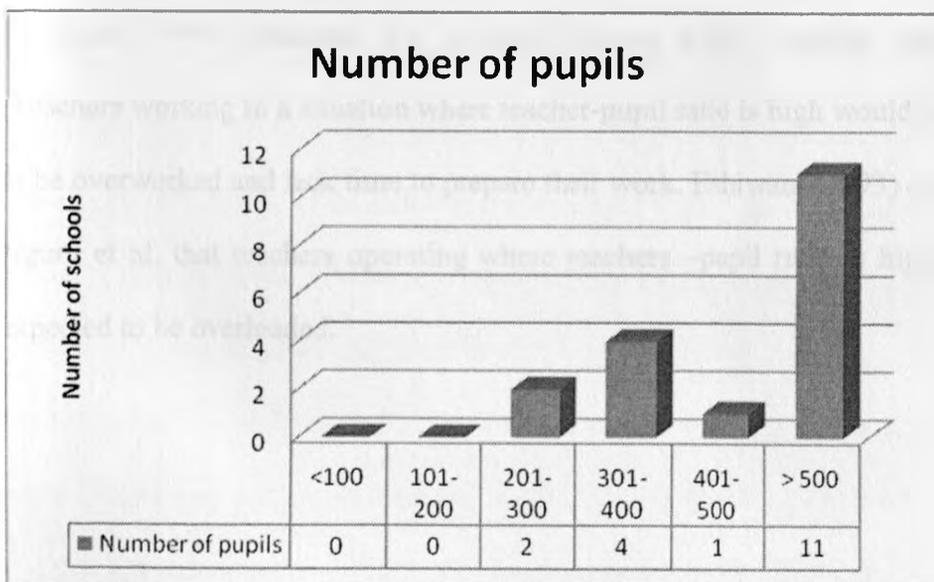
to teach which limits their capabilities. In such a school, if a teacher is out of the school for external assignments like games, maternity or sick leave, the result is that the students would have to miss some lessons which have an ultimate negative effect on the performance of the school. Koech in his commission of education (1999) recommended that the teacher pupil ratio in primary school to be 1:40 and one teacher per class plus head teacher. The commission further recommended that when there are fewer pupils in a class multi grade teaching to be applied but in case where there are more than 40 pupils in a class shift teaching can be applied.

Number of pupils in relation to performance

The researcher sought out how the number of pupils in a school influences performance. This is indicated in the figure below

Figure 4.5

Number of pupils in relation to performance



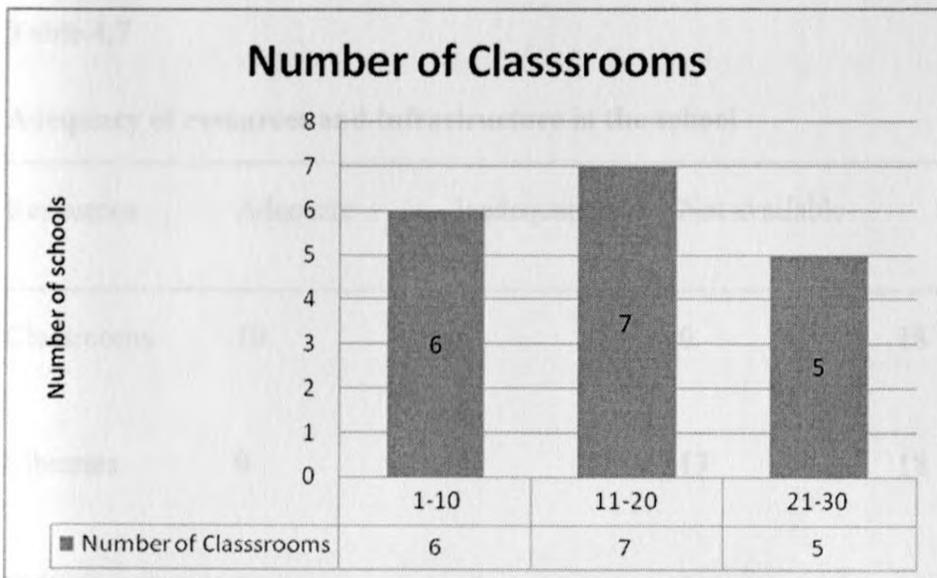
The number of pupils was also a factor under investigation vis a vis the performance of the school in question. According to figure 4.5, eleven of the schools had a total population of 500 students. This indicated that the schools in Subukia district have high enrolment total population of over 500 students. The high number of enrollment is not surprising at all. Firstly, Kenya's population growth is very high at 2.462% (KNBS, 2010) this means that births in Kenya per day are in the thousands. Another factor that brought about the high enrollment figures is the government's free education policy which began in 2003 with the entry of the Kibaki administration. Parents who would have otherwise not been able to afford school fees could now send their children to school. However, the free education policy has not been all rosy. The high numbers of enrollment have put a strain on resources and personnel. The student:textbook and the teacher-pupil ratios have taken a hit with the government not being fully able to fund the program. Nguru et al (1986) as quoted by Kibui (1995) indicated that crowded classes affect teaching and learning. Teachers working in a situation where teacher-pupil ratio is high would be expected to be overworked and lack time to prepare their work. Eshiwani (1993) concurs with Nguru et al, that teachers operating where teachers –pupil ratio is high would be expected to be overloaded.

Number of classrooms per school

The researcher sought to find out how number of classrooms in a school influenced performance. This is shown in the figure below;

Figure 4.6

Number of Classrooms per school



The researcher also noted the number of classrooms per every school in the study. According to table 4.6 above, majority of the schools had inadequate classrooms. A typical primary school is expected to have at least eight classrooms (Std 1 – Std 8), however due to funds constraints some schools which began being built with the dawn of the free education program are yet to be completed. However some schools have managed to go fully double stream while some schools chose to only double the upper primary section i.e. standard six and above. Building a classroom does not end there, it means more desks, more importantly more teachers, better management

of resources and time. A school with more classrooms would be expected to perform better as there is less crowding and the teacher- pupil ratio is favourable.

Adequacy of resources and infrastructure in the school

The researcher used the table below to find out how resources and infrastructure influenced performance using the table below

Table 4.7

Adequacy of resources and infrastructure in the school

| Resources | Adequate | Inadequate | Not available | |
|------------|----------|------------|---------------|----|
| Classrooms | 10 | 8 | 0 | 18 |
| Libraries | 0 | 5 | 13 | 18 |
| Toilets | 6 | 12 | 0 | 18 |
| Desks | 10 | 8 | 0 | 18 |
| Textbooks | 8 | 10 | 0 | 18 |

The presence of resources and infrastructure is not enough; the available resource should be adequate and geared towards improving the performance of the student.

All the schools in the study had classrooms libraries toilets, desks and textbooks which were ranked by majority of the headteachers which were ranked by majority of the headteachers as inadequate. There were no libraries in most schools and where they were found, they were poorly stocked.

(Like classrooms and desks, textbooks were also available in all the schools but were only adequate in 8 schools being rated inadequate in 10 schools. This shows that there is a long way to go in ensuring adequacy of school resources and infrastructure bearing in mind the high number of enrollment to public primary schools. Schools physical facilities like classrooms, laboratories toilet desks and books have direct bearing on good performance among students in developing countries. In Botswana, Mwawenda and Mwawenda (1987) carried out a study on the effects of schools physical facilities on the performance of std7 pupils in examinations he found out that availability of physical facilities had a direct link with the performance of pupils in examinations. Eshiwani (1983) concurs with Mwawenda when he painted out those schools with best facilities where among the high achieving schools and that those with inadequate facilities performed poorly.

School's performance

The researcher used the table below to show the number of school in every category according to means cores (marks) in their schools as in the table below;

Table 4.4

Performance of schools in mean scores

| Performance | Number of schools | Percentage |
|-------------|-------------------|------------|
| < 200 | 6 | 33.4% |
| 200-250 | 11 | 61% |
| Above 250 | 1 | 5.6% |
| Total | 18 | 100% |

The researcher sought to find out the performance of the schools in class 8 exams. Overall the schools under study had performed dismally in the exams. 17 schools had a mean score less than 250 which is the equivalent of the 50% mark. Only one school made a mean score of over the 50% mark. The schools in the area fell below 250 marks and therefore reasons for this according to the researcher is overcrowded classrooms as indicated by majority of the respondents.

4.5 Curriculum, instruction and assessment

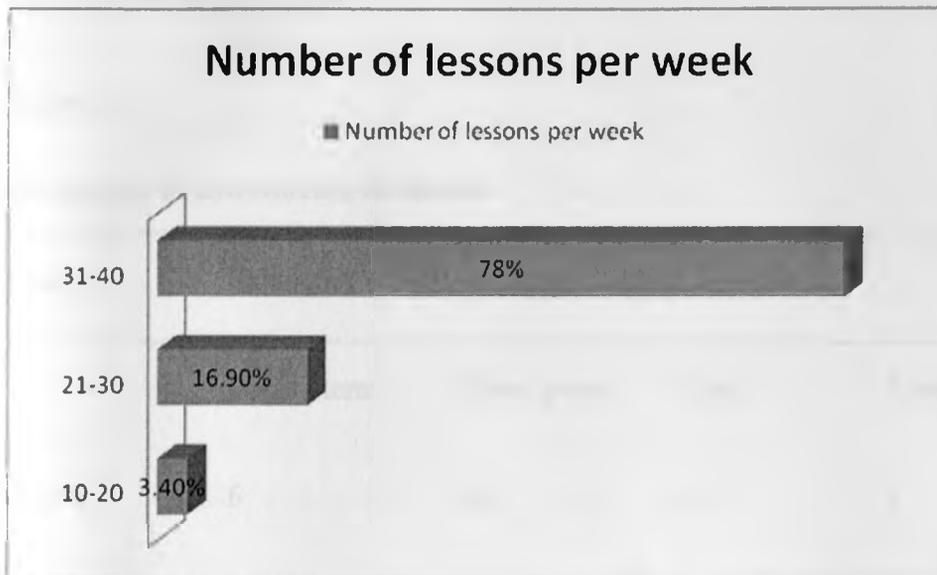
This section looks at how the pupils were taught and assessed

Number of lessons per week

The researcher used the figure below to find out how number of lessons taught by the teachers influenced performance

Figure 4.8

Number of lessons per teacher per week



The researcher sought to find out the average number of lessons taught per week. According to Figure 4.8 above, majority of the teachers taught 30-40 lessons per week, This translates to an average of 5 lessons in a day. The number of lessons a teacher teaches directly translates to the quality he or she will deliver. A fatigued teacher will deliver less than expected leading to poor performance of the students. According to Weru (1998), timetables should be child centred to ensure maximum learning opportunities. He adds that timetables should provide a variety of activities with subjects spaced in a way that sustains the interest and motivation of learners, when the time table is child centered it ensure that teachers will be available throughout when their lessons are scattered across the board.

Frequency of assessments

The researcher sought to find out the frequency of assessment done in schools as indicated in the table below

Table 4.5

Frequency of assessments in schools

| Exams | Frequency | | | |
|----------|-------------|--------------|--------|------|
| | Once a term | Twice a term | Yearly | None |
| CATS | 6 | 12 | 0 | 0 |
| Mid Term | 12 | 6 | 0 | 0 |
| End Term | 15 | 2 | 1 | 0 |
| Mock | 2 | 2 | 14 | |

The researcher sought to find out how frequently the students were assessed, according to Table 4.5 above, the students were assessed as frequently as the ministry of education recommends that is, Midterm exams and continuous assessment tests(CATs) at least once a term and a major exam every term usually referred to as the end term exam. Assessing students frequently enables the teacher to identify the strengths and more importantly the weaknesses of his or her students.

Frequent assessments also remove the fear of exams from pupils which prepares them well psychologically for the final exam.

Homework and assignments in schools

The researcher used the figure below to show how homework and assignments were administered in school under study as in the figure below;

Figure 4.8

Homework and assignments in schools

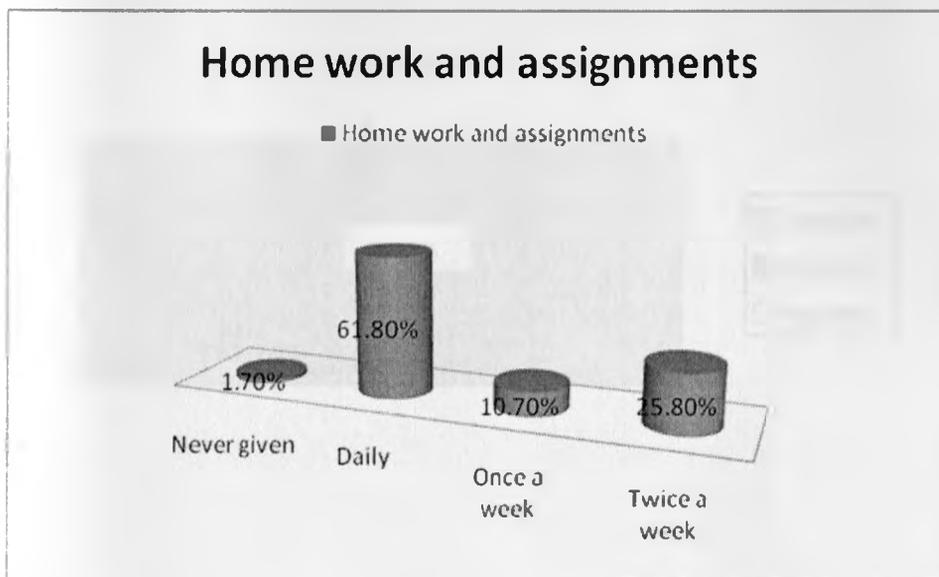


Figure 4.8 reveals that in all the schools under investigation, homework and assignments were given by the teachers. Most teachers gave assignments and homework daily. This was viewed by the researcher as encouraging and led to good performance in the schools

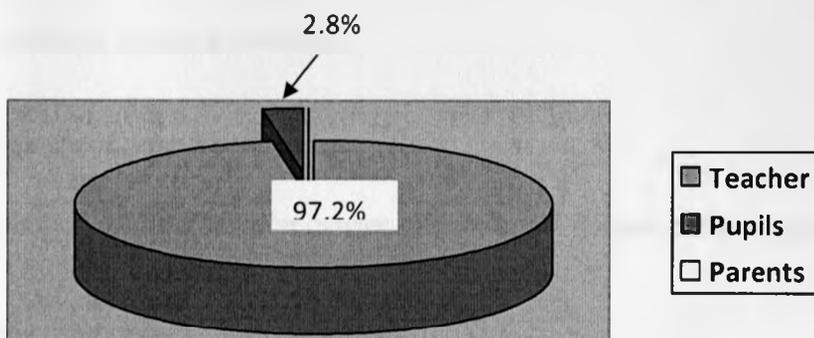
The researcher probed further and sought to find out who was in charge of marking the assignments. The results were recorded in figure 4.6 below.

Marking assignments and homework in schools

The researcher sought to find out how homework and assignments were marked in the schools under study as in the figure below;

Figure 4.9

Marking of assignments and homework in schools



According to figure 4.9 above, most of the assignments were marked by the teacher. Rarely did the pupil or the parents mark the assignments. Just like major exams, frequent assignments assist the teacher to learn his students better in terms of their abilities and weaknesses. Many studies carried out have found a positive correlation between the frequency of assignments and the performance of schools. Assignment

and home work also play an important role in curriculum and instruction in improving achievement of learners. Shiefelbein and Simmons (1981) in their study on determiners of school achievement have shown that there was close relationship between the out of school academic assignment and achievement. Eshiwani (1983) in his study on factors that influenced academic performance of learners, stated that 60% of the schools studied had no formal homework/assignment given to students and where it was administered there was no follow up by either the teachers or the head teacher. The students ended up achieving poorly in examination. He therefore attributed the poor performance to the neglect of home work and assignment, which also hindered syllabus coverage.

4.6 Causes of poor Performance

This section looks at popular causes of poor performance in the schools.

Truancy, lateness and absenteeism

The researcher sought to find from the head teachers which factor among truancy, lateness and absenteeism mostly led to poor performance

Table 4.6

Truancy, lateness and absenteeism

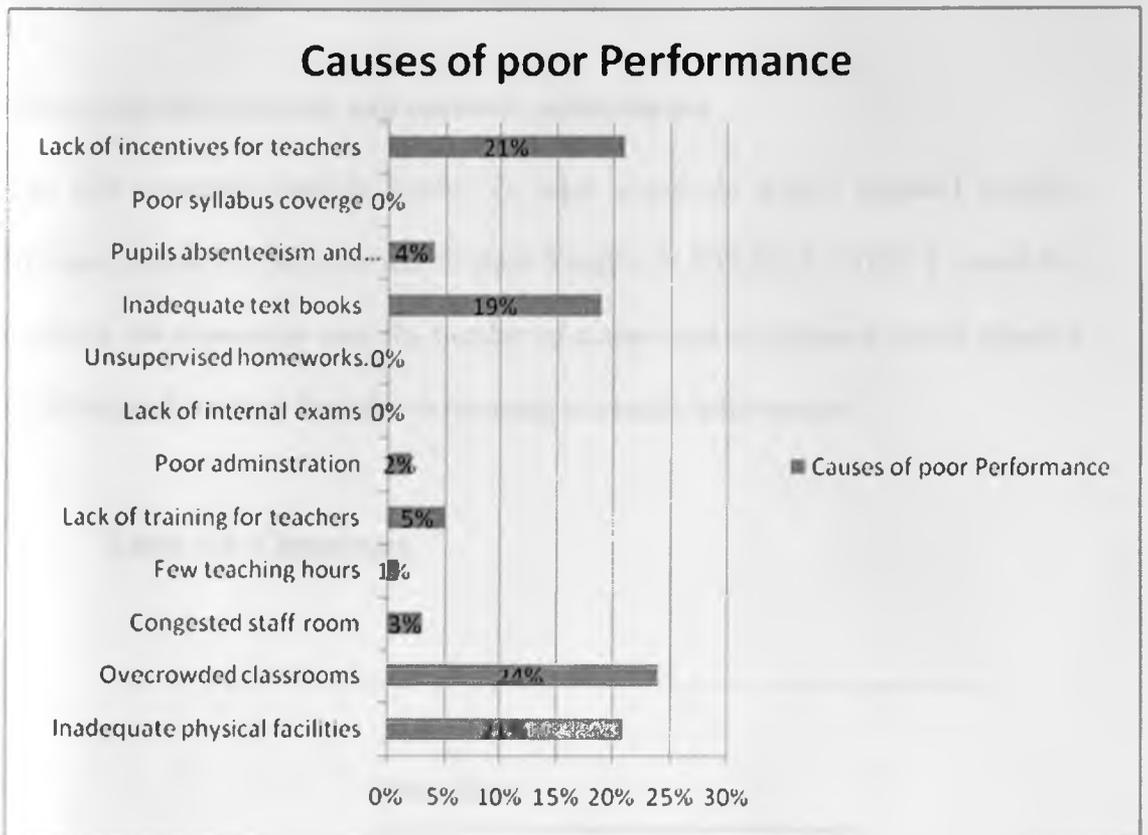
| Item | Category | Number of schools | Percentage |
|--------------|-------------|-------------------|-------------|
| Indiscipline | Truancy | 4 | 22.2% |
| | Lateness | 7 | 38.8% |
| | Absenteeism | 7 | 38.8% |
| Total | | 18 | 100% |

According to 38.8% of the head teachers, absenteeism was a strong cause of poor performance while an equal number said it was lateness. 22.2% said it was truancy. A similar question was posed to the regular teachers and their replies recorded in the figure below.

Other causes of poor performance

Figure 4.6

Causes of poor Performance



The researcher listed a number of common causes of poor performance in schools and asked the regular teachers to choose the most serious ones which in their opinion led to the dismal performance of their school. The most popular replies in order of frequency were overcrowded classes, inadequate physical facilities, and lack of incentives for teachers and inadequate text books.

4.7 Cross tabulations

In a bid to answer the research questions, the researcher carried out a series of cross tabulations. The cross tabulations involved chi-square tests where the researcher used the P-value given at 95% confidence level.

School physical facilities and academic achievement

The first research question stated: To what extent do school physical facilities influence academic achievement of class 8 pupils in Subukia District? To assess this question the researcher used the number of classrooms to represent school physical facilities and the class 8 results to represent academic achievement.

Table 4.6: Classrooms

| count | Mean Score | | | Total |
|-----------------|--------------------|-----------|-----------|-----------|
| | Above 250 marks | Below 250 | Below 200 | |
| Classrooms 1-10 | 0 | 2 | 4 | 6 |
| 11-20 | 1 | 6 | 0 | 7 |
| 21-30 | 0 | 3 | 2 | 5 |
| Total | 1 | 11 | 6 | 18 |

From what was given by the respondents, only one school had over 250 marks and those schools with few classrooms 1 to 10, majority of them scored less than 200 marks. This is evident that number of classroom as physical facilities contributed significantly to performance of a school

Table 4.7 Chi-Square Tests on classrooms

| | Value | df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|-----------|------------------------------|
| Pearson Chi-Square | 7.423 ^a | 4 | .0615 |
| Likelihood Ratio | 9.689 | 4 | 0.046 |
| Linear-by-Linear Association | .821 | 1 | 0.365 |
| N of Valid Cases | 18 | | |

The chi square tests produced a p-value of 0.0615 which is less than the desired school's physical were confidence level of 0.05. This means that's school physical facilities are significant to its performance. When physical facilities are inadequate, pupils scramble for the few available ones and this makes learning difficult. Their learning environment also becomes uncomfortable leading to poor academic achievement.

Influence of assessments academic achievement

The second research question stated: How does curriculum instruction and assessment influence academic achievement of class 8 pupils in Subukia District? To answer this question, the researcher used the number of CATS to represent the assessments and the class 8 results to represent academic achievement.

Table 4.8: Assessments of pupils

| count | Mean_Score | | | Total |
|------------------|-------------|-----|-----------|-------|
| | Above marks | 250 | Below 200 | |
| CATS Once a term | 1 | 3 | 2 | 6 |
| Twice a term | 0 | 8 | 4 | 12 |
| Total | 1 | 11 | 6 | 18 |

From the responses given on frequencies of assessment in schools, that is 11 schools, the mean score was below 250 marks. Majority of the schools had CATS twice a term. This indicated that assessment should be given frequently to improve performance.

Table 4.9: Chi-Square Tests on assessment

| | Value | df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square | 2.182 ^a | 2 | 0.06336 |
| Likelihood Ratio | 2.385 | 2 | 0.0303 |
| Linear-by-Linear Association | .337 | 1 | 0.0562 |
| N of Valid Cases | 18 | | |

The chi-square test gave a p-value of 0.0636 which is above the desired confidence level of 0.05. This means that assessments are significant in influencing performance of primary schools. Assessments help the student to recall whatever they have learned. Teachers are also able to gauge themselves and identify areas that need reinforcement.

Influence of teacher-pupil ratio on academic achievement

The third research question stated; how does the teacher-pupil ratio influence academic achievement of class 8 pupils in Subukia District? To answer this question the researcher used the number of teachers per school and the 2012 class 8 mean score to represent academic achievement.

Table 4.10 Number Teachers in relation to performance

| count | Mean_Score | | | Total |
|---------------|-------------|------------------|-----------|-----------|
| | Above marks | 250 Below 250 | Below 200 | |
| Teachers 1-10 | 1 | 3 | 4 | 8 |
| 11-20 | 0 | 5 | 1 | 6 |
| 21-30 | 0 | 3 | 1 | 4 |
| Total | 1 | 11 | 6 | 18 |

Majority of the schools (8) had few teachers (1 to 10) and majority of them had less than 200 marks. This indicated that number of teachers in a school had significance influence performance in a school.

Table 4.11:

Chi-Square Tests on number of teachers in relation to performance

| | Value | Df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square | 3.841 ^a | 4 | 0.0824 |
| Likelihood Ratio | 4.304 | 4 | 0.366 |
| Linear-by-Linear Association | .215 | 1 | 0643 |
| N of Valid Cases | 18 | | |

The chi square test gave a p-value of 0.0824 which is significant since it is below the desired threshold of 0.05. This means that the teacher: pupil ratio influence the performance of the students. Overstretched teachers perform poorly.

Influence of School type on academic achievement

The third objective stated: What is the influence of school type on academic achievements of class 8 pupils in Subukia District? The researcher correlated the school type with the KCPE mean score of the school.

Table 4.12

School type in relation to performance

| | | Mean_Score | | | |
|--------------|--------|----------------|------------------|-----------|-----------|
| | | Above marks | 250 Below 250 | Below 200 | Total |
| School_Type | Mixed | 1 | 11 | 6 | 18 |
| | Single | 0 | 0 | 0 | 0 |
| Total | | 1 | 11 | 6 | 18 |

In this study, all schools were mixed. The performance of these schools was low. Most of the schools (11) had a mean score of less than 250 marks with six of them below 200 marks. This indicated that the type of school had significant influence on performance. Schools which were of single sex performed well. In subukia district, all schools are mixed and this have led to the poor performance in the district.

Table 4.13

Chi-Square Tests on school type in relation to performance

| | Value | f | d Asymp. Sig. (2-sided) |
|------------------------------|--------------------|---|-------------------------|
| Pearson Chi-Square | 2.118 ^a | 2 | 0.0747 |
| Likelihood Ratio | 2.317 | 2 | .314 |
| Linear-by-Linear Association | 1.673 | 1 | .196 |
| N of Valid Cases | 18 | | |

The chi-square test gave a p-value of 0.0747 which is below the 0.05 confidence level. This means that that the school type is statistically significant to the performance of the school. Those schools which are not mixed perform better than the mixed ones. Girls especially, feel uncomfortable when learning with boys mostly at adolescence stage and this affects their academic achievement.

Influence of teacher's qualification on academic achievements

The fifth research question posed: How does teachers' qualification influence academic achievements of class 8 pupils in Subukia District? The researcher grouped the qualifications of the teachers (Question 3 in the questionnaire).

Table 4.14 Teacher qualification in relation to performance

| | | Mean_Score | | | Total |
|-----------------------|------------------|------------|-----------|-----------|-----------|
| | | Above 250 | Below 250 | Below 200 | |
| Teacher qualification | Highly Qualified | 1 | 1 | 0 | 2 |
| | Moderately | 0 | 9 | 1 | 10 |
| | Lowly qualified | 0 | 1 | 5 | 6 |
| Total | | 1 | 11 | 6 | 18 |

In the table above, schools with less than 200 marks had majority of the teachers having low qualification and moderate qualification. In schools where teachers were highly qualified, no school had less than 200 marks. This indicated that teachers' qualification had a significant influence on performance.

Table 4.15: Chi-Square Tests on teacher qualification in relation to performance

| | Value | | Asymp. Sig. (2-sided) |
|--------------------|---------------------|---|-----------------------|
| Pearson Chi-Square | 18.145 ^a | 4 | .001 |
| Likelihood Ratio | 15.118 | 4 | .004 |
| Linear-by-Linear | 10.183 | 1 | .001 |
| N of Valid Cases | 18 | | |

The chi-square test gave a p-value of 0.001 which is statistically significant. This means that the level of qualification of the teachers influences the performance of the school. Highly qualified teachers are knowledgeable and offer much to the pupils leading to better performance.

Truancy lateness and absenteeism on academic achievements

What is the influence of truancy, lateness and absenteeism on academic achievements of class 8 pupils in Subukia District?

Table 4.16: Truancy_Lateness_Absenteesim in relation to performance

| | Mean_Score | | | |
|--------------|----------------|------------------|-----------|-----------|
| | Above marks | 250 Below 250 | Below 200 | Total |
| Truancy | 1 | 3 | 0 | 4 |
| Lateness | 0 | 1 | 6 | 7 |
| absentism | 0 | 7 | 0 | 7 |
| Total | 1 | 11 | 6 | 18 |

The table above indicates that majority of the schools scored below 250 marks. Majority of the schools claimed that lateness and truancy was the most serious cause of poor performance. Six of these schools had less than 200 marks. The researcher therefore concluded that truancy, lateness and absenteeism were significant to performance. Pupils who never attend classes regularly miss classes leading to poor performance.

Table 4.17: Chi-Square Tests on truancy, lateness and absenteeism in relation to performance

| | Value | df | Asymp. Sig. (2-sided) |
|------------------------------|---------------------|----|-----------------------|
| Pearson Chi-Square | 17.299 ^a | 4 | .002 |
| Likelihood Ratio | 19.558 | 4 | .001 |
| Linear-by-Linear Association | .008 | 1 | .929 |
| N of Valid Cases | 18 | | |

The chi-square tests gave a P-value of 0.002 which is below the significance level set at 0.05. This means that truancy, lateness is a significant factor in relation to the performance of a school. In other words the performance of a school is influenced by the lateness, truancy and absenteeism of pupils.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 introduction

This chapter presents a summary of the findings of the study, the conclusions of the researcher as well as her recommendations. This was done in line with the objectives.

5.1 Summary of the study

The study dealt with institutional characteristics that influence academic achievement of class 8 pupils in subukia district. The literature review presented these characteristics which were school physical facilities, curriculum instruction and assessment, teacher-pupil ratio, school type, teachers' qualification, truancy, lateness and absenteeism. Here is a summary of the major findings of the study.

On school physical facilities for example classrooms, libraries, desks and textbooks, majority of the respondents were said to be inadequate this led to most schools scoring less than 200 marks. The findings showed that physical facilities had a significant influence on performance. On assessments, the study found that the students were assessed as frequently as the ministry of education recommends. That is, Midterm exams and continuous assessment test, CATs at least once a term and a major exam every term, usually referred to as the end term exam. In all the schools under investigation, homework and assignments were given by the teachers. The study findings showed that teachers also marked pupils' assignments which had a positive

influence on performance. The teacher- pupil ratio was unfavorable with schools having high numbers of enrollment but very few teachers. Most schools had 1-10 teachers which resulted to poor performance in the schools. Most of their schools scored below 250 marks and 200 marks. The researcher concluded that the number of teachers in relation to number of pupils had a significant influence on performance.

As is the case of school type, all the public schools under study were mixed. This indicated that the schools having been mixed led to all of them performing poorly, with only one schools scoring over 250 marks. This showed that the type of school had significant influence on performance.

On teachers' qualifications, most teachers were moderately trained and were in ATS iv category and below. Most of the schools with such teachers scored below 250 marks. The researcher concluded that the poor performance was as a result of low qualification of these teachers.

Truancy, lateness and absenteeism were rated by majority of the respondents as the most serious cause of poor performance. This indicated that lateness and absenteeism was significant in performance of pupils.

5.2 Conclusions

The infrastructure of the schools in Subukia is wanting. As concerns physical facilities e.g. classrooms, desks, libraries, toilets that the researcher engaged

respondents in, majority of the respondents said they were inadequate. The schools in the area also scored less than 250 marks. Most of these schools had less than 200 marks. The researcher therefore related performance to be significantly influenced by scarcity of physical facilities in the area. Despite the state of infrastructure in these schools and contrary to many similar studies, analysis revealed that the school infrastructure was significant ($p=0.0615$) as an influence of the performance of the school.

On assessment, the researcher found that the students were assessed as frequently as is recommended by the Ministry of Education. This was in terms of major exams, assignments as well as homework. The researcher also followed up and found out that the assignments were duly checked and marked by the teacher in question. However despite the commendable assessment of students of these schools, analysis revealed that assignments were significant ($p\text{-value} = 0.0636$) as an influence to the performance of the schools in the study. The researcher concluded that perhaps it was not the frequency but the quality of the assessments that was at play in influencing performance since the schools performed poorly despite the assessments given.

The teacher pupil ratio was also very large. Very few schools had over 15 teachers despite a majority of the schools having more than 10 classrooms and student populations in excess of 500. The performance of most of these schools was below 250 marks. Chi square tests gave a $p\text{-value}$ of 0.0824 which is insignificant since it is

below the desired threshold of 0.05. This means that the teacher- pupil influences the performance of the students. The researcher concluded that when teachers are few, in relation to the number of pupils, the teachers don't manage to cover the syllabus in time since they are overstretched.

The type of school was also found to have an influence on performance. All the 18 schools under study, none of them was single sex and they were all mixed, performance was below 250 marks except in one school.

Chi-square test pitting school type and performance gave a p-value of 0.0747 which is below the 0.05 confidence level. This means that the school type is statistically significant to the performance of the school. These findings are in line with many other studies carried out on the same influence.

On teacher's qualification, the study found that not only did the teachers in the schools in the study meet the minimum required academic qualifications; they also had pursued other courses. Schools where headteachers attended other courses performed well as observed from the findings. The chi-square test from cross tabulation of teacher's qualifications and performance of the school in question gave a p-value of 0.001 which is statistically significant. This means that the level of qualification of the teachers influences the performance of the school. The researcher concluded that not only did the highly qualified teachers have enough material for their students; they also employed the latest teaching methods.

Finally the researcher assessed the influence of indiscipline on the performance of the schools; this was done in the form of truancy, lateness and absenteeism. Majority of the respondents claimed that lateness and absenteeism were the major causes of poor performance in their schools.

The chi-square tests gave a P-value of 0.002 which is below the significance level set at 0.05. This means that truancy, lateness and absenteeism were a significant factor in relation to the performance of a school. In other words the performance of a school is influenced by the lateness, truancy and absenteeism of pupils. The researcher concluded that truancy, lateness and absenteeism were found to be significant to poor performance because the three occurrences meant that students missed teaching by the virtue of them being not in class at the required time.

5.3 Recommendations

In light of the above findings, the researcher made the following recommendations:

- i. The infrastructure funds allocated to the schools in Subukia district should be increased since the present facilities and resources was found to be inadequate, the community and government should ensure that there is adequate facilities in schools.
- ii. The schools in Subukia should ensure students are assessed frequently and assignments given daily and marked by teachers.
- iii. The government through the TSC should employ more teachers to ease the teacher-pupil ratio, which was found to be wanting.

- iv. The government and stakeholders to try and ensure the schools in Subukia district are not mixed.
- v. The TSC should raise the minimum academic requirement to ensure that teachers are highly qualified. The TSC should allocate headship to highly qualified teachers. Headteachers in Subukia district according to the findings had low qualifications (ATS iv and below). They need to upgrade themselves by attending other courses and training.
- vi. The community with the help of the government and concerned NGOs should address the problems in the society which lead to truancy, lateness and absenteeism of students from schools. Such problems include; long walking distances to schools, poor transport facilities, teenage pregnancies, drug abuse, and broken families, among others.

5.4 Suggestions for further research

- i. This research was carried out in a relatively rural and semi-arid area. The researcher recommends that a similar study be carried out in an urban area for comparative purposes.
- ii. Also the research made use of a very small sample of schools, therefore a study with a larger sample should be carried out which would reveal other factors at play not brought out by this research.
- iii. The researcher dealt with institutional characteristics that influence academic achievement only. The researcher recommends further research to check on

other factors e.g. how students and family backgrounds influence academic achievement.

- iv. Further research should be done to find out influence of child labour on pupils truancy, absenteeism and lateness as the researcher found that these factors have a negative influence on academic achievement of pupils.

V The researcher recommends further research on influence of assessments assignments and homework on academic achievement of pupils.

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APPENDICES

APPENDIX A

LETTER OF INTRODUCTION

University of Nairobi
Department of Educational
Administration and Planning
P.O.BOX 30196,
NAIROBI.

To the Head teacher

_____ Primary School

Dear Sir/Madam,

I am a post graduate student at the School of Education, University of Nairobi. I am currently working on a research project on institutional characteristics on academic achievements in primary schools in Subukia District. I humbly request that you allow me to gather data in your school. Your assistance will be of great value in conducting the study.

Thank you in advance.

Yours sincerely,

Kiruga Margaret Wanjiku

APPENDIX B

QUESTIONNAIRE FOR HEADTEACHERS

This questionnaire is divided into parts A and B. Please respond to all items in the questionnaire as correctly as possible by putting a tick (✓) next to the correct option. For open ended questions please use the blank spaces provided. The information you will give will be kept confidential and will be used for research only. Therefore do not write your name or that of your school.

Part A

1. What is your gender?

a) Male []

b) Female []

2. Which is your age brackets in years?

a) Over 50 []

b) 41-50 []

c) 31-40 []

d) 30-below []

3. What is your highest professional qualification?

a) PI []

b) Diploma []

c) Bachelor Degree []

d) Masters Degree []

e) ATS, I, II, III, IV []

f) P2 []

Part B

4. How many teachers are in your school?

.....
.....

5. How many pupils are in your school?

.....
.....

6. How many classrooms are in your school?

.....
.....

7. How many classrooms are permanent?

8. Is your school mixed or single sex? Mixed Single

9. How many teachers in your school are in the following grades?

P2 [] P1 []

ATS1 [] ATS2 []

ATS3 [] ATS4 []

Diploma [] BEd degree []

Masters Degree []

10. What is the situation in your school as concerns physical facilities? Tick (✓) where appropriate

| Facilities | | Adequate | Inadequate | Not available |
|------------|------------|----------|------------|---------------|
| 1. | Classrooms | | | |
| 2. | Libraries | | | |
| 3. | Toilets | | | |
| 4. | Desks | | | |
| 5. | Textbooks | | | |

11. State how assessments are done in your school. Tick (✓) where appropriate

| | Assessments | Once a term | Twice a term | Yearly | None |
|----|-------------|-------------|--------------|--------|------|
| 1. | Cats | | | | |
| 2. | Mid term | | | | |
| 3. | End term | | | | |
| 4. | Mock | | | | |

12. What do you think is the cause of poor performance of class 8 pupils in your school? Rank the causes stated from the most serious to the least serious.

| | Assessments | | | | |
|-----|----------------------------------|--|--|--|--|
| 1. | Pupil absenteeism | | | | |
| 2. | Inadequate teachers | | | | |
| 3. | Poor syllabus coverage | | | | |
| 4. | Few exams are done | | | | |
| 5. | Lack of homework and assignments | | | | |
| 6. | Teachers absenteeism | | | | |
| 7. | Lateness among teachers | | | | |
| 8. | School is mixed | | | | |
| 9. | Teachers go to class unprepared | | | | |
| 10. | Overcrowded classes | | | | |
| 11. | Inadequate textbooks | | | | |

13. What was the mean score of your school in class 8 end of term I 2012 exam?

Above 250 marks [] Below 250 marks[] Below 200 marks[]

14. Please rate the following items in order in which they influence performance

Truancy [] lateness [] absenteeism[]

APPENDIX C

QUESTIONNAIRE FOR TEACHERS

This questionnaire is divided into parts A and B. Please respond to all items in the questionnaire as correctly as possible by putting a tick (✓) next to the correct option. For open ended questions please use the blank spaces provided. The information you will give will be kept confidential and will be used for research only. Therefore do not write your name or that of your school.

Part A

1. What is your gender? a) Male [] b) Female []
2. Which is your age in years?
20-30 yrs[] 31-40yrs[] 41-50yrs[] 51-60yrs[]
3. What is your highest professional qualification?
a) PI [] b) Diploma []
c) Bachelor Degree [] d) Masters Degree []
e) ATS, I, II, III, IV [] f) P2 []

Part B

4. How many lessons do you teach per week?
10-20[] 21-30[] 31-40[]
5. How often are exams done in your school?
Once [] twice [] none []

6. Have you attended any course during your working period as a teacher?

Yes [] No []

7. How often do you give homework and assignments?

Once a week twice a week daily never given [] []

8. If you give homework and assignments, who checks the work done?

Pupils [] parents [] myself [] no one []

9. What is the type of your school?

Mixed [] single sex []

10. The following are causes of poor academic achievement of class 8 pupils in our school? Rank the stated causes from the most serious to the least serious.

| Causes | | | | |
|---|--|--|--|--|
| Inadequate physical facilities | | | | |
| Overcrowded classrooms | | | | |
| Congested staff rooms | | | | |
| Few teaching hours | | | | |
| Lack of seminars and trainings for teachers | | | | |
| Poor administration | | | | |
| Lack of internal exams | | | | |
| Unsupervised homework and assignments | | | | |
| Inadequate textbooks | | | | |
| Pupils' absenteeism and lateness | | | | |
| Poor syllabus coverage | | | | |
| Lack of incentives for teachers to perform well in their subjects | | | | |

APPENDIX IV
RESEARCH AUTHORIZATION LETTER

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349
254-020-310571, 2213123, 2219420
Fax: 254-020-318245, 318249
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/012/837**

Date: **25th June 2012**

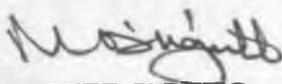
Margaret Wanjiku Kiruga
University of Nairobi
P.O.Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Influence of institutional characteristics on academic achievement of class 8 pupils in Subukia District, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in Subukia District for a period ending 31st July, 2012.

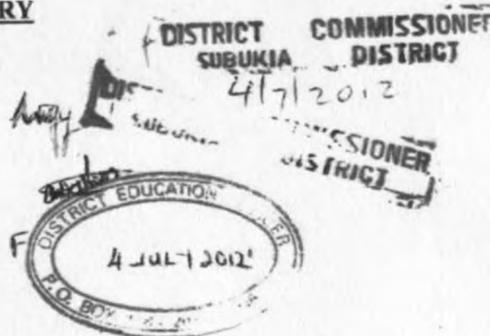
You are advised to report to the District Commissioner and the District Education Officer, Subukia District before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.


DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Subukia District.



APPENDIX V
RESEARCH PERMIT

| | | | |
|---|---|---|---|
| <p style="text-align: center;">PAGE 2</p> <p>THIS IS TO CERTIFY THAT: Prof./Dr./Mr./Mrs./Miss/Institution Margaret Wanjiku Kiruga of (Address) University of Nairobi P.O. Box 30197-00100, Nairobi. has been permitted to conduct research in</p> <table border="0" style="width: 100%;"><tr><td style="width: 50%;">Subukia Rift Valley</td><td style="width: 50%;">Location District Province</td></tr></table> <p>on the topic: Influence of institutional characteristics on academic achievement of class 8 pupils in Subukia District, Kenya.</p> <p>for a period ending: 31st July, 2012.</p> | Subukia Rift Valley | Location District Province | <p style="text-align: center;">PAGE 3</p> <p>Research Permit No. NCST/RCD:14012/EJ7 Date of issue 25th June, 2012 Fee received KSH. 1,000</p> <div style="text-align: center;"></div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"><div style="text-align: center;"> Applicant's Signature</div><div style="text-align: center;"> Secretary National Council for Science & Technology</div></div> |
| Subukia Rift Valley | Location District Province | | |