SCHOOL ENVIRONMENT AND ACADEMIC PERFORMANCE IN SELECTED PRIMARY SCHOOLS IN MUHORONI DIVISION NYANDO DISTRICT.

RESERCH REPORT SUBMITTED TO THE INSTITUTE OF CONTINUING AND DISTANCE STUDIES IN PARTIAL FULFILMENT OF THE REQUIRMENTS FOR THE AWARD OF A BACHELOR'S DEGREE OF EDUCATION IN GUIDANCE AND COUNSELLING (SCIENCE) OF KAMPALA INTERNATIONAL UNIVERSITY.

BY
MIYA VINCENT GUTAI
BED/7164/51/DF

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DECLARATION

I MIYA VINCENT GUTAI, declare that this work is mine and has never been presented by any student to any University or College for award of a degree or diploma.

Sign .....

MIYA VINCENT

Date.....17/09/2007.....

APPROVAL

This to certify that this research report has been submitted in partial fulfillment for the requirement for degree in bachelor of education with my approval as the university supervisor.

Sign _____

Supervisor: FRED SEMUGENYI

Date 17/09/2007

DEDICATION

The research is dedicated to my late mother **Miriam Najuma Miya,** for without her support my educational endeavors would have been futile.

ACKNOWLEDGEMENT

The most immediate inspiration for this research was the courage, passion and hard work of the wonderful supervisor whose words gave me strength to continue with this work. I am enormously appreciative of his commitment to students; his struggle to create democratic school and classrooms thanks a lot Mr. Fred Ssemugenyi. I sincerely want to appreciate the BED guidance and counseling (science). Class of 2007 graduating class. Who read and commented insightfully on early drafts, as did the group of friends who were novice and in service teachers at KIU. During the 2006/2007 academic years there responses provided illuminating directions. My friend Benard Kinoti and classmate has been a thought full and energetic champion. His reviews made helpful substantive suggestions. Am also grateful to many others who have contributed to ideas and approach I take in this research. Numerous colleagues' rich ideas and generous conversations have shaped my thinking in subtle and not so subtle ways, among this Christine Obiero, Paul Miguda, Jeff Mwange, and Judith Ochieng' stand out as mentors and friends. My family provides a solid rock of support for which am always grateful. My brother Samwel Miya, sister Ann Okore, and last-born brother Fredrick Miya read carefully and made thoughtful comments along the way. Finally the presence of God reminds me why this research matters so much. Thank you lord

LIST OF ABBREVIATIONS

F.P.E.	-	Free Primary Education
K.C.P.E	-	Kenya Certificate of Primary Education
NARC	-	National Rainbow Coalition
I.F.C	-	International Finance Corporation
EFA	-	Education Fall All
UBE	-	Universal Basic Education
UNESCO	-	United Nations Educational, Scientific and Cultural Organization
HIV/AIDS	-	Human Immunodeficiency Virus/ Acquired Immune Deficiency syndrome.
K.N.U.T.	-	Kenya National Union of Teachers
T.L.M	-	Teaching Learning Material
D.E.O.	-	District Education Officer

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Abstract

This research was about the effect of the environment on academic performance of pupils in selected primary schools in Muhoroni Division in Nyando District.

The researcher was concerned that the school environment through a number of factors such as sitting arrangement, congestion in classes, lack of textbooks, lack of teaching learning materials, lack cf teachers, incidences of lateness and absenteeism of teachers affected the performance of pupils in KCPE examinations.

The research was conducted between August and October 2007, questionnaire were taken to school and data collected, analyzed and presented in frequency and percentage tables, supported with bar graphs and pie charts.

The data was analyzed by comparing the rural-public schools which were mainly affected by there foresaid factors with urban private schools which were well furnished and have conducive environment for learning.

The academic performance of private schools was also found to be better than that of the rural public schools.

The research concludes therefore that there is a significant relationship between the school environment and academic performance of pupils in KCPE.

CHAPTER ONE

INTRODUCTIOiN

The 1997 Renovation of the Charles Young Hill top Academy in the District of Columbia is a classic illustration of how an improved school environment contributes to higher levels of educational performance. This case illustrates the connection between environmental quality, comfort, sufficient facilities health, and well-being, positive attitudes and behavior and higher levels of educational performance.

Successfully managing a school environment is a necessary and essential educational investment. Research increasingly shows that there is a clear link between environmental quality of schools and the educational performance.

- Facility management systems determine environmental quality in schools.
- The quality of the school environment shapes the attitude of students' teachers and staff.
- Attitude affects teaching and learning behavior.
- Behavior affects performance.
- Educational performance determines future outcomes of individual and society as a whole.

The education situation in Africa bears testimony to the findings of the UNESCO's education for all Global monitoring report. The quality imperative 2005, according to the report, 35 countries, 22 of them in Sub-Saharan Africa, are very far from achieving the six education for all (EFA) goals, five years after the Dakar forum that being the case, Kenya is not only a country dogged by impediments to the attainment of EFA goals. In Nigeria, experts argue that the universal basic education programme, introduced in 1999 to provide compulsory and quality

education at primary and junior secondary school levels, may collapse due to inadequate funding, lack of enough qualified Teachers and poor infrastructure.
The Nigerian case mirrors a similar scenario in Malawi, where a combination of poor infrastructure, lack of trained teachers and the HIV/AIDS pandemic is hampering the country's quest to achieve quality education, while in Zambia, the government's failure to employ 9000 trained teachers has led to falling standards in primary schools. With all this odds the achievement of quality education remains a pipe dream in Sub-Saharan Africa.

Besides falling academic standards in public primary schools, poor transition from primary to secondary schools remains a major concern in Kenya, like in other sub-Saharan African countries. The country has only 3700 secondary schools with more than 700000 students with primary enrolment expected to continue growing following the introduction of free primary education. More and more pupils are likely to miss secondary education places and the quality of education to worsen with poorer performance in primary schools in Kenya.

In Nyanza province and the entire western Kenya (where the researcher was concerned with) the quality of learning remained wanting for children attending public funded schools. Mr. Jared Okumu, the Headmaster of Hawinga primary school in Nyando district, in Nyanza Province, cited overstretched facilities as the cause of poor performance in public schools "the number just cannot not cope with the existing facilities if this situation is allowed to continue, public schools will be no more." He lamented.

NARC government won the December 2002 transition elections on a number of reform platform, including the introduction of free primary schooling. While the enrolment in the countries 18000 primary schools has increased, with about 2 million more children joining school, it has not been matched with the quality.

Faced with overflowing classes, teacher shortages and inadequate facilities, many schools are unable to comprehensively implement the curriculum.
In Muhoroni division, the researcher was concerned that no additional classrooms were being built to cater for increased numbers, there is also a major shortage of desks than in the urban areas, children take lessons seated on the floor, while in some rural areas, pupils learn from under the trees. The researcher looked at how this situation affects the performance of pupils in standard eight in Muhoroni Division.

BACKGROUND TO THE STUDY

The researcher chose Muhoroni Division, which is found in north of Nyando district. This division borders with Kisumu district to the west, Kericho district to the north and Nandi district to the east.

Socially the Division is inhabited by people of mixed cultures and origins. We have mainly Luo, Kalenjin, luhya, Kisii, and some kikuyu. There are 39 primary schools in the division.

The division the outlook is densely populated with about 250 people per square kilometer. A good number of schools have been existence for the last 30 years. Most of these schools are church oriented; they are either catholic or protestant foundation. There are very few Muslim schools. Due to rapid growth of population and demand for more intake the, the buildings can't accommodate the pupils, so the classrooms are overcrowded or at times not there. Here the researcher means that children study under trees, which is attributed to the rapid growth and immediate consequences of the introduction of F.P.E. However some schools are performing better than others. The researcher found out how the school environment affects the performance.

THEORY

According to Zachary Ochieng', (15 February, 2005) the introduction of free primary education has led to the deterioration of performance in public primary schools, formerly considered academic giants.

Although the government denies it, the hurried introduction of free primary education by the national rainbow coalition two years ago has compromised quality standards in public schools. Touted as the greatest achievements of the NARC administration, the policy has seen previously award winning public primary school being outshone by private ones patronized by the rich, in a country where 56 percent of the population live below the poverty line.

Nothing illustrates the grim scenario better than the recently released of last year's Kenya Certificate of Primary Education (K.C.P.E) - the qualifying exam of joining secondary schools. Out of the top 100 candidates Nationally, only one came from a public primary school while the rest were from private schools. While releasing the result late last year, Education Minister Prof. George Saitoti denied that free primary education had compromised quality but could not explain why former academic giants from the public sector could not shine any more. He instead blamed the poor performance on some exam questions, which he claimed were beyond the primary school pupils' level of knowledge.

Amid the failing standards, parents as well as education experts are now worried that education will soon remain a preserve of the rich, whose children go to private schools with highly qualified teachers and all the requisite facilities. Students from these schools are also the ones who secure positions in the best secondary schools in the country and eventually Assistant Minister Dr. Kilemi Mwiria had acknowledged that this year, 60 percent of the places in national secondary schools

- the best in the country - have been taken by pupils from rich private schools, who accounted for only 10 percent of the total K.C.P.E candidates.

In its 2002 study titled 'The business of education: A look at Kenyan's private education sector, the International Finance Corporation (IFC) - the private sector lending arm of the World Bank - says that in the 2001 secondary school intake, public primary schools in Nairobi sent only 16 pupils of 11.5percent to National schools while private schools sent 123 or 88.5 percent.

Following the development, alarm bells have been sounded. "The government should urgently address the issue because with the current trend, good quality education will remain a preserve of the rich", observes Mrs. Jenipher Otieno, a parent at Nairobi Riruta Satellite Primary School. "Let us not burry our heads. Let us admit as Kenyans that we have a problem of accessibility. The children of the rich will continue to have access to quality education because the private schools that they attend employ graduate teachers while their counterparts in public schools are taught by both trained and untrained teachers", notes Dr. Davy Koech, a former Chairman of one of the commissions of educations enquiries, whose reports were left to gather dust one the shelves.

The government's denial not withstanding, the negative impact of the introduction of free education is there for all to see. For the past two years, Nairobi's Olympic primary school - a perennial leader in national examinations - has been out of the limelight, thanks to falling standards. Mrs. Ruth Namulundu, the school's headmistress attributes its poor performance to a host of problems bedeviling the institution. "Currently we have about 80 pupils in each class as opposed to 40 previously. The pupil - teacher ratios here is the highest - 80:1. And the school has a shortage of 20 teachers", she lamented.

The situation at Olympic is replicated in many other public primary schools countrywide and confirms the unpleasant reality that while Kenya struggles to achieve education for all (EFA) goals, the quality of learning remains wanting for children attending publicly funded schools. Mr. Joseph Okumu, the headmaster of Hawinga Primary School in Western Kenya, cites overstretched facilities as the cause of poor performance in public schools. "The numbers just cannot cope with the existing facilities. If this situation is allowed to continue, public schools will be no more", he lamented.

The NARC government won the December 2002 transition elections on a number of reform platforms, including the introduction of free primary schooling. While the enrolment in the country's 1,8000 primary schools has increased, with about 2 million more children joining school, it has not been matched with quality. Faced with overflowing classes, teacher shortage ad inadequate facilities, many schools are unable to comprehensively implement the curriculum.

Admittedly, No additional classrooms have been built to cater for increased numbers. There is also shortage of desks and in some urban areas, children take lessons seated on the floor, while in some rural areas, pupils learn under trees, Joseph Karuga, the headmaster of Nairobi Primary School, which produced the only top candidate from a public school, echoes Okumu's sentiments. "The increase in the number of pupils has affected many public schools that lack system", says Dr. Okwach Abagi, an education policy researcher analyst.

During his recent visit to Kenya, the British Chancellor of the Exchequer; Gordon Brown had a chance to gauge the system, when he toured Olympic Primary School. While praising the Kenya Government for introducing free primary education, he however noted that the challenges to the success of the system remained real,

namely the strengthening pf the existing infrastructure by building additional schools and training more teachers.

Though it was initially estimated that the free primary education would require only KES 4b ($ 51m) to implement, last year the Government disbursed KES 12b ($ 155m). Each pupil is allocated a paltry (KES 1020) ($ 13.2) annually for books and other requirements. The situation has been compounded by the government's inability to employ teachers following a freeze on teacher employment in 1997. While the Kenya National Union of Teachers (KNUT), through its secretary general Francis Nganga, maintains that there is a shortage of 60000 teachers countrywide, the government denies it.

But what cannot be gainsaid is that since 2001, the government has only replaced 7500 teachers who leave the service through natural attrition annually. "We do recognize teacher shortage but I doubt whether they affect the whole country. What is needed it to remove teachers from over staffed" argues Dr. Mwiria.

This research will based on the above theory this is because when the researcher looked at the state of benches, desks and the chalk boards the qualification of teachers and other related materials which were all in shortage he formed the opinion that; the school environment plays a major role in the academic performance of pupils.

STATEMENT OF THE PROBLEM

According to Weinstein and Andrew (1997) Psychologists have found that the opportunity to explore rich, stimulating environments is related to cognitive growth. Your classroom should be more than a place where children listen to instruction, complete workbooks pages, and demonstrate mastery of content; it should be a setting that invites children to explore, observe, investigate, test and discover. This means that in addition to the standard readers, dictionaries, and workbooks, your classroom should contain a wide variety of materials such as puzzles, brainteasers, math manipulative, science equipment and art supplies.

The researcher was interested in finding out if lack of these basic needs in most schools in Muhoroni, affected the performance of pupils in K.C.P.E.

This was due to the researcher's belief that:

(i) Teachers who were competent went to schools with conducive environment i.e. where there was proximity to transport the infrastructure was conducive. On the other hand, the schools, which did not have these facilities, were the dumping places for incompetent teachers. This contributed to the poor performance.

(ii) Social economic factors were seen as another factor of a problem of study. With the introduction of Free Primary Education, poor parents see it as a blessing whereas rich parents looked at it as a doom's day to education. This brought an exodus to some pupils from government primary schools to private schools which are well furnished, good classrooms, enough scholastic materials and so the learning environment is so conducive that the performance of some schools are better than other schools.

(iii) Geographically some schools are situated in areas, which are busy and in distant places from families; some are found in hilly areas. Accessing roads is a problem so the inspectors hardly visit these schools. The researcher is

concerned that there is laxity among teachers in putting up instructional materials i.e. audio visual aids so that the class is conducive to good teaching learning process. The researcher is concerned that educationalists failed to come up with a statement why the performance of good environment was better than that of poor environment whereas teachers are the same.

When he looked at the benches, desks and chalk board, status appropriately and adequate audio visual aids and other related materials; he formed the opinion that it was environmental playing role in the performance.

Where the classes are proportionate to the available resources, the performance is better than when the facilities were insufficient or lacking completely.

SIGNIFICANCE OF THE STUDY

The study benefited the following:

(i) Parents along side schools, administration endeavored to equip and nourish the school with the necessary materials that made classroom environment conducive for learning

(ii) The teachers had the required resource materials that made teaching quite enjoyable.

(iii) Pupils directly benefited from this study, as the schools provided the lacking facilities in the school for the benefit of the pupil. The researcher talked to the teachers and parents of the pupils after comparing the results of the well-equipped schools to those of poorly equipped schools.

OBJECTIVES

GENERAL; the study determined the influence of school environment on academic performance

SPECIFIC

The study determined the profile of the school in terms of:

1.1 Type of school.

1.2 Location of school.

1.3 Distance covered to school.

2 the level of school environmental influenced in relation to:

2.1 sitting arrangement.

2.2 textbook availability.

2.3 teachers availability.

2.4 teachers qualification.

3 the level of academic performance of the school

STATEMENT OF NULL HYPOTHESIS.

There was no significant relationship between the school environment and the level of academic performance.

CHAPTER TWO

LITERATURE REVIEW

INTRODUCTION

Several factors have generally been identified no causes of poor academic performance several articles have highlighted on these. The following authors have identified some of the factors:

Sitting arrangement

If students seated in straight rows are unable to carry on a class discussion because they cannot hear one another. The environment is directly hindering there participation. (Proshasky and Wolfe 1974).

According to Meghan Dennis (2006), eye contact plays an important role in group discussion. Argyle and Dean (1965) found that eye contact is an important tool for feedback which brings on future comments and signaling an open channel of communication.

Assigned seating should help create a more equal atmosphere to participation in the group discussion by giving and equal opportunity from where they will be sitting.

Textbook availability

The availability and use of teaching and learning materials affect the effectiveness of a teacher's lessons. According to Broom (1973), the creative use of variety of media increases the probability that the student would learn more, retain better what they learn and improve their performance on the skills that they are expected to develop. Ausubel (1973) also stated that young children are capable of

understanding abstract ideas if they are provided with sufficient materials and concrete experiences with the phenomenon that they are to understand.

"Farrant (1980) proposed "efficient classroom life into its component activities textbooks and other teaching equipments like the chalk board and others. Are very influential in a pupils growth academically

Psychologists have found that the opportunity to explore rich, stimulating environments is related to cognitive growth. Your classroom should be more than a place where children listen to instruction, complete workbooks pages, and demonstrate mastery of content; it should be a setting that invites children to explore, observe, investigate, test and discover. This means that in addition to the standard readers, dictionaries, and workbooks, the your classroom should contain a wide variety of materials such as puzzles, brainteasers, math manipulative, science equipment and art supplies. (Weinstein and Andrew-1997).

Teachers' availability

Class sizes have also been identified as determined of academic performance studies have indicated that schools with smaller class sizes perform better academically than schools with larger class sizes perform better academically than schools with larger class sizes. Kraft (1994) in his study of the idea class size and its effects on effective teaching and learning in Ghana concluded that class sizes above 40 have negative effects on students' achievement. Asiedu-Akrofi (1978) indicated that since children have differences in motivation, interests and abilities and that they also differ in health, personal and social adjustment and creativity generally good teaching is best done in classes with smaller numbers that allow for individual attention.

Ferguson (1991) found significant relationships among teacher quality, class size and student achievement. For first through seventh grades, using student/teacher ratio as a measure of class size, Ferguson found that district student achievement fell as the student /teacher ratio increased for every student above an eighteen to one (18:1) ratio.

Teacher qualification

Agyemang (1993) reported that a teacher who has both the academic and the professional teacher qualification would undoubtedly have a negative influence on the teaching and learning of his/her subject. However, he further stated that a teacher who is academically and professionally qualified, but works under unfavorable conditions of service would be less dedicated to his work and thus be less productive than a teacher who is unqualified but works under favorable conditions of service.

The level of academic performance of schools

Sadker Myra and Sadker David (2003) observed that, two schools located in the same neighborhood. They are approximately the same size, the student population. They are similar in all characteristics, including socioeconomic level, racial and gender composition, achievement scores on school entry are the same, however, in one school there are high dropout rates and the low scores on national achievements. In the other school, the students' tests scores are at or above the national achievement test average.

Should such a difference emerge puzzled by situations such as this, researchers attempted to determine what factor shave made some schools more effective in encouraging the students' achievements. Several studies conducted in United States have resulted in a five factor theory of effective schools. These are:

- Strong leadership

- A clear school mission
- A safe and orderly climate
- Monitoring students progress
- High expectations

According to Mr. Japheth Odhiambo, D.E.O. Nyando district; commenting on 2004 K.C.S.E results, said that despite concerted efforts to achieve quality education, the district has experienced various challenges such as:

- Inadequate physical and learning facilities in schools since the inception of FPE, the primary enrolment had increased from 77,073 in 2003 to 90,219 in 2005 hence over stripping the resources and the available capacities.

- Inadequate human resources on personnel in terms of education officers and teachers, the district has a shortfall of 834 and 84 primary and secondary teachers respectively.

- The number of orphans has outstretched the meager available resources and hence all stakeholders in the society should assist them.

CONCLUSION

The presence of all or some of the factors identified above may have resulted in the poor academic performance of pupils in Muhoroni Division. However, evidence of the availability of these factors as well as other factors need to be obtained. The purpose of this study therefore is to obtain evidence of the factors that are responsible for the poor academic performance of pupils in Muhoroni Division.

CHAPTER THREE

RESEARCH METHODOLOGY

INTRODUCTION

The main concern of this research was to study the relationship between school environment and academic performance. The researcher took interest in the furniture used, number of text books in relations to number of pupils, the qualification of teachers and their number in relation to the number of pupils. To do this the researcher used the following methodology:

RESEARCH DESIGN

This study adopted a descriptive survey design this was because descriptive survey designs were used in preliminary and exploratory studies, which enabled researchers to gather information, summarize, present and interpret them for the purpose of clarification [Orotho, 2004]. Descriptive research studies were conducted to establish the situation of existing conditions [Travers, 1969].

Further, descriptive studies included facts, current conditions concerning the nature of the persons a number of objectives or class of events and involved procedures of induction, analysis, clarification, enumeration and measurement. [Good 1963] such a dent sign helped to secure evidence on existing situations and conditions to identification standards or norms with which to compare the present and hence plan for way upward in addition descriptive research results were used in suggesting recommending, formulating actions and remedies to take the current situation.

THE SCOPE

The researcher confined himself in Muhoroni Division it is located in Nyando District, which is on the Eastern side of Kisumu District and borders with Rift Valley Province and Northern and Southern side. The co-ordinates are 0^0 15'S, 34^0 55'E. The research was conducted between August and October 2007.

SAMPLE SELECTION

A sample of 10 primary schools was used in the study. This was made up of five from rural public schools and five from urban private schools. The ten schools were randomly selected from a list of 39 primary schools in the Division. 10 head teachers/deputy head teachers were part of the study.

RESEARCH ENVIRONMENT

The data was collected from five primary schools in Muhoroni Division. This was due to time and vastness of the area. However, the schools to be studied were carefully sorted out to represent the well structured and poorly structured classrooms.

SUBJECT

The researcher visited ten primary schools in the Division. He selected the schools through stratified random sampling procedures. The Division had a total of 39 primary schools; some in rural and some in urban areas. Thus the stratified random sampling procedures were suitable in order to sample some rural and some urban schools.

INSTRUMENTS

As earlier mentioned, the researcher used the questionnaire, which he structured himself. The researcher could not readily get the standardized one as no one had even taken bother to research about such problems. The researcher also held oral interviews with the respondents focusing on the significance of classroom environment and the performance of pupils at K.C.P.E.

The respondents were the head teachers and pupils those he cited to be resourceful. The researcher recorded all the data that was deemed vital.

PROCEDURE

The researcher wrote letters to various head teachers of the schools he intended to study and visited them as per schedule. He recorded the data carefully in the tables and filed them for analysis.

ANALYSIS

The data was collected, analyzed and tabulated using frequency distribution tables and percentages. This was on the personal instructional materials and the K.C.P.E results.

CHAPTER FOUR

DATA PRESENTATION

OBJECTIVE ONE

Profile of Respondents

Type of School and Location

CATEGORY I

PRIMARY SCHOOL	LOCATION	TYPE
MAKINDU	RURAL	PUPLIC
GOT-RUKE	RURAL	PUBLIC
HOMALIME	RURAL	PUBLIC
CHEPTUIYET	RURAL	PUBLIC
BISHOP OKOTH	RURAL	PUBLIC

CATEGORY II

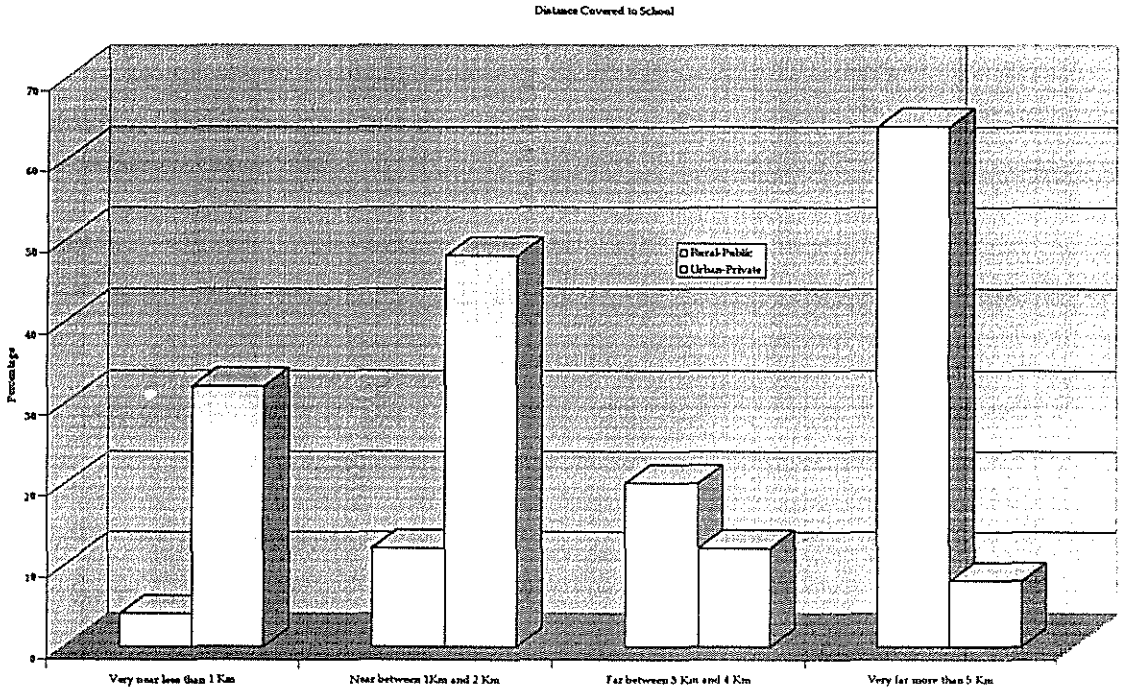
PRIMARY SCHOOL	LOCATION	TYPE
MUHORONI SUCCESS	URBAN	PRIVATE
MUHORONI FURAHA	URBAN	PRIVATE
CHEMELIL SUGAR	URBAN	PRIVATE
LEGETET HILL	URBAN	PRIVATE

The Rural-Public schools were compared to Urban-Private schools during the study.

Distance covered to the school.

A total of 25 students from the Rural-Public and 25 from Urban-Private primary schools provided responses for the items.

Distance	School Type			
	Rural-Public		Urban-Private	
	Frequency	%	Frequency	%
Very near less than 1 Km	1	4	8	32
Near between 1Km and 2 Km	3	12	12	48
Far between 3 Km and 4 Km	5	20	3	12
Very far more than 5 Km	16	64	2	8
TOTAL	25	100	25	100



Source: Field Survey 2007

OBJECTIVE TWO

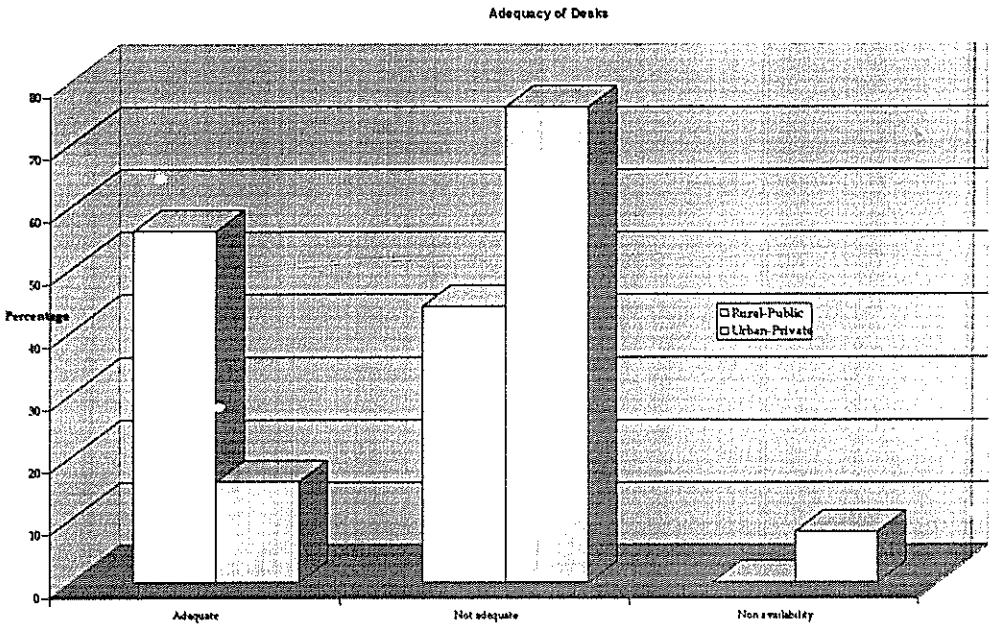
The level of school environmental influence on academic performance.

The school factors considered were sitting arrangement (adequacy of Desks), Textbook availability, Availability of teaching learning materials and Teacher factors such as teacher availability, Teacher qualification, early presence, Absenteeism and use of language were studied.

Sitting arrangement (Adequacy of desks). A total of 5 pupils from each rural Public school and 5 pupils from each urban private primary schools provided responses for the item. The results are shown in Table 3 below.

Adequacy of desks

Adequacy	School Type			
	Rural-Public		Urban-Private	
	Frequency	%	Frequency	%
Adequate	14	56	4	16
Not adequate	11	44	19	76
Non availability	0	0	2	8
TOTAL	25	100	25	100



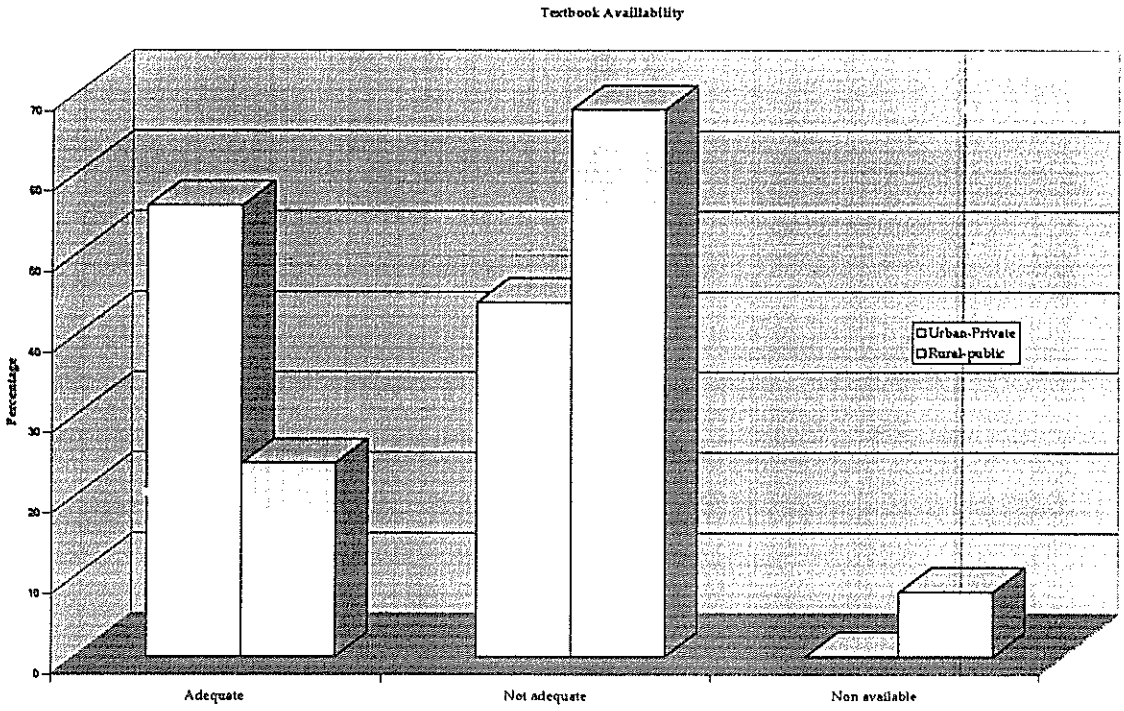
Source: Field Survey 2007

Availability of textbooks.

A total of 25 pupils from the rural public schools and 25 from the Urban-Private primary schools provided responses for the item. The results are shown in the table below.

Table 4: Textbook availability

Availability	School Type			
	Urban-Private		Rural-public	
	Frequency	%	Frequency	%
Adequate	14	56	6	24
Not adequate	11	44	17	68
Non available	0	0	2	8
TOTAL	25	100	25	100



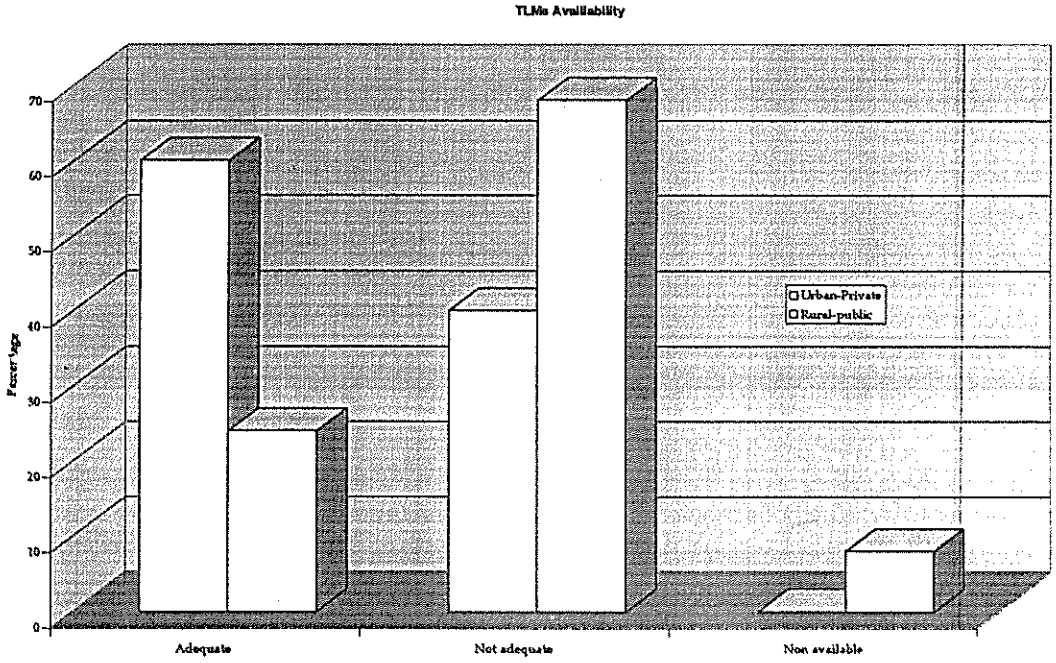
Source: Field Survey 2007

Availability of teaching, learning materials (TLMs)

A total of 50 pupils took part in the study. 5 from every school represented gave responses to the item. The results are shown in Table 5 below.

Table 5 availability of TLMs

Availability	School Type			
	Urban-Private		Rural-public	
	Frequency	%	Frequency	%
Adequate	25	60	6	24
Not adequate	20	40	17	68
Non available	0	0	2	8
TOTAL	25	100	25	100



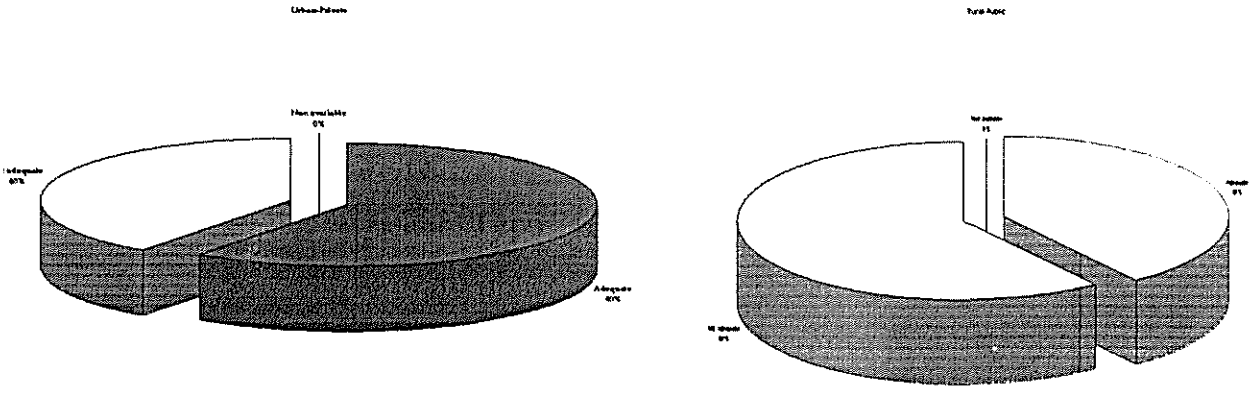
Source: Field Survey 2007

Teacher availability

A total of 10 head teachers gave responses for the item. The results are shown in table 6 below.

Table 6: Teacher availability.

	School Type			
Adequacy	Rural-Public		Urban-Private	
	Frequency	%	Frequency	%
Adequate	2	40	3	60
Not adequate	3	60	2	40
Non available	0	0	0	0
TOTAL	5	100	5	100



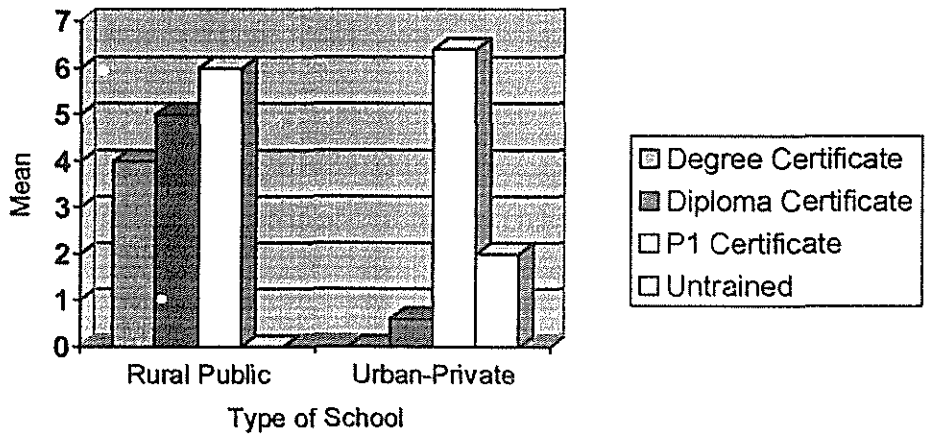
Source: Field Survey 2007

Teachers' qualification.

The mean number of professional teachers in the schools was calculated by adding the number of teachers in a particular grade (N) and dividing by the number of schools in each category (5). The results are shown in table 7 below.

Table 7: Teacher qualification

Grade	School Type			
	Rural-Public		Urban-Private	
	N	Mean	N	Mean
Degree certificate	20	4	0	0
Diploma certificate	25	5	3	0.6
P 1 certificate	30	6	32	6.4
Untrained	0	0	10	2
TOTAL	75	15	45	9



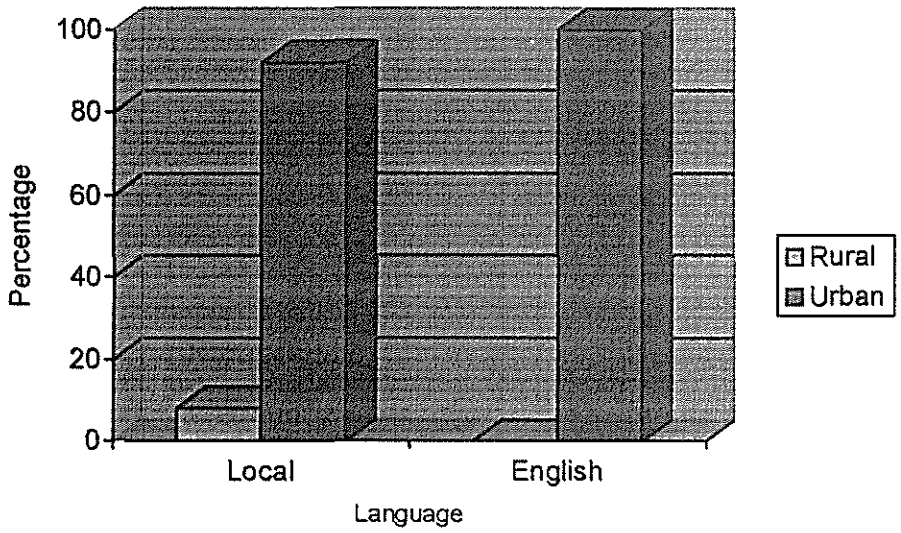
Source: Field Survey 2007

Use of language when teaching;

A total of 50 students gave responses for the item. 25 from Urban-Private and 25 from Rural-Public primary schools. The results are shown in table 8 below.

Table 8: Language use.

Language	Type of School			
	Rural-Public		Urban-Private	
	Frequency	%	Frequency	%
Local	2	8	0	0
English	23	92	25	100
Total	**25**	**100**	**25**	**100**

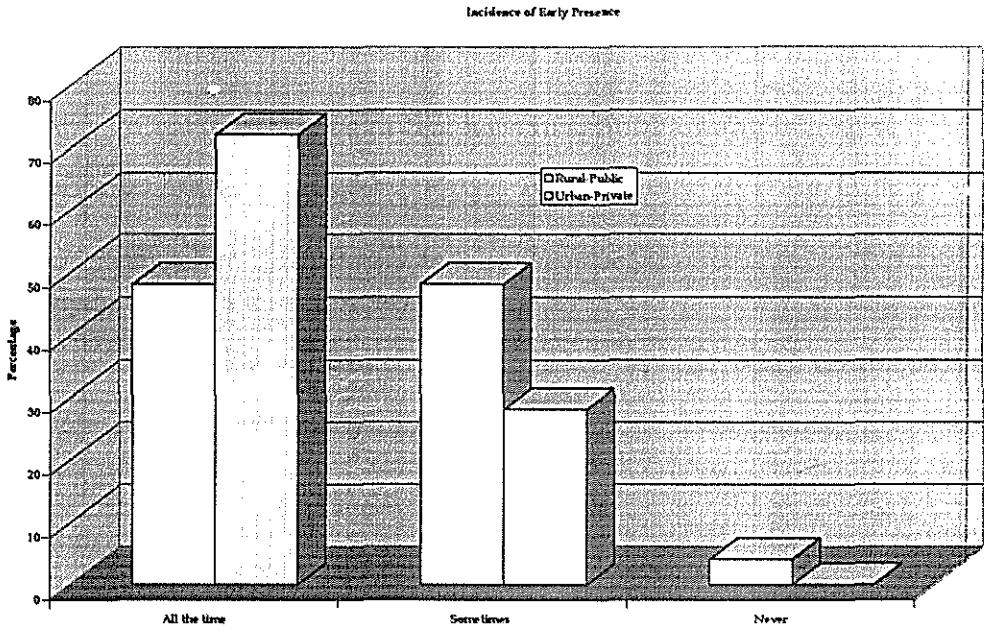


Source: Field Survey 2007

Incidence of early presence of teachers in school among teachers.

A total of 50 students gave responses for the item. 25 from Urban-Private and 25 from Rural-Public primary schools. The results are shown in table 9 below.

Response	Type of School			
	Rural-Public		Urban-Private	
	Frequency	%	Frequency	%
All the time	12	48	18	72
Sometimes	12	48	7	28
Never	1	4	0	0
Total	**25**	**100**	**25**	**100**



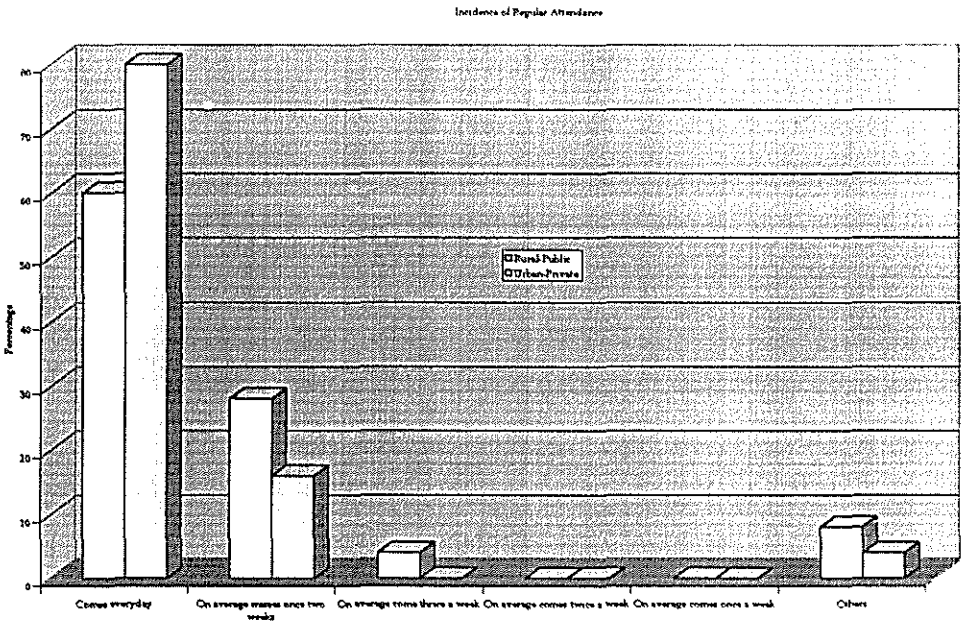
Source: Field Survey 2007

Regular attendance

A total of 25 students from Rural-Public and urban private gave responses for the item the results are shown in the table 10 below.

Table 10: Incidence of regular attendance among teachers.

Response	Type of School			
	Rural-Public		Urban-Private	
	Frequency	%	Frequency	%
Comes everyday	15	60	20	80
On average misses once two weeks	7	28	4	16
On average come thrice a week	1	4	0	0
On average comes twice a week	0	0	0	0
On average comes once a week	0	0	0	0
Others	2	8	1	4
Total	25	100	25	100



Source: Field Survey 2007

OBJECTIVE THREE

Level of academic performance.

The K.C.P.E. 2004 results of the selected primary schools were considered. The results from Rural-Public primary schools were tabled and compared with those from Urban- Private primary schools. The results are shown in table 11 and 12 below.

Table 11: 2004 K.C.P.E results from Rural-Public schools.

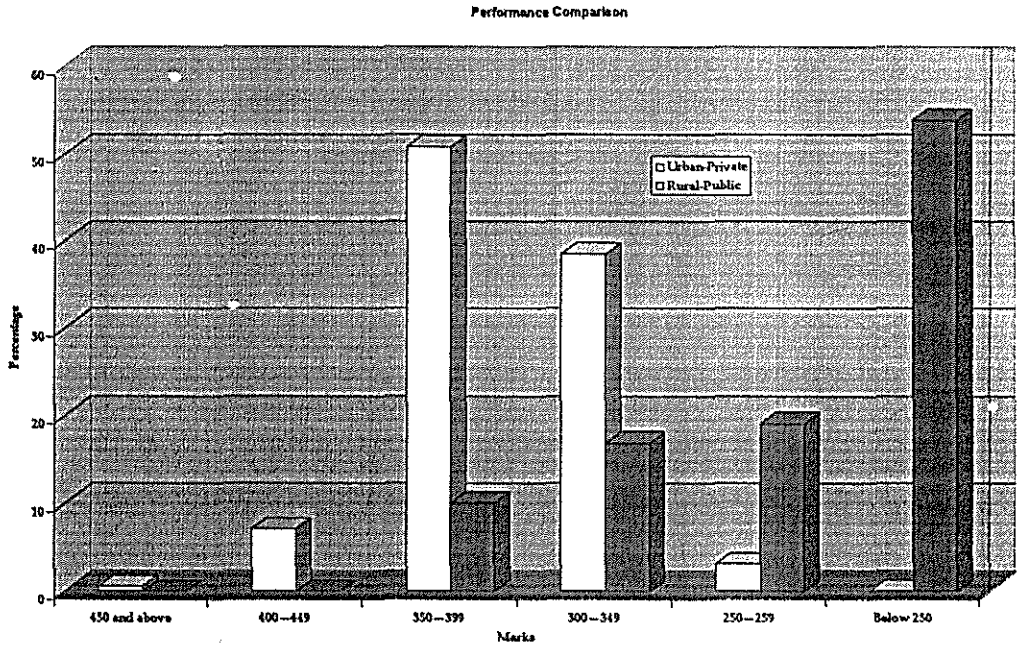
SCHOOL	ENT	ENG	KISW	MATH	SCIE	GHCRE	2004 MEAN SCORE	2003 MEAN SCORE
MAKINDU	28	55.93	46.14	48.93	55.82	59.00	256.821	259.34
GOT-RUKE	20	50.65	46.20	50.85	43.90	51.65	243.250	226.93
HOMALIME	14	47.29	44.07	48.57	50.93	52.07	242.929	231.73
CHEPTUIYET	10	50.70	47.60	43.30	37.90	44.40	223.900	194.14
BISHOP OKOTH	17	52.59	44.59	45.65	38.24	41.00	222.059	183.67
MEAN	89	51.43	45.72	47.46	45.36	41.62	239.5918	219.162

Table 12: 2004 K.C.P.E results from Urban-Private schools.

SCHOOL	ENT	ENG	KISW	MATH	SCIE	GHCRE	2004 MEAN SCORE	2003 MEAN SCORE
MUHORONI SUCCESS	32	81.56	66.22	70.094	74.63	70.06	362.562	367.89
MUHORONI FURAHA	26	80.38	69.92	60.00	71.31	70.54	361.514	383.09
CHEMELIL SUGAR	28	83.36	59.21	69.07	71.11	70.71	353.464	383.44
LEGETET HILL	23	69.70	62.17	70.087	66.04	61.35	329.348	330.29
CHEMELIL FACTORY	86	68.84	57.53	61.52	64.99	61.85	314.733	295.36
MEAN	195	76.768	63.01	67.954	69.616	66.902	344.252	352.014

Table 13: Comparisons between Rural-Public and Urban -Private schools on the number of candidates who scored particular range of marks in 2004 K.C.P.E results.

TYPE OF SCHOOL	Urban-Private		Rural-Public	
	Number	Percentage	Number	Percentage
450 and above	1	0.5	0	0
400–449	14	7.1	0	0
350–399	99	50.8	9	10.1
300–349	75	38.5	15	16.9
250–259	6	3.1	17	19.1
Below 250	0	0	48	53.9
TOTAL	195	100	89	100



Source: Field survey 2007

CHAPTER FIVE

DISCUSION

Introduction

A number of significant differences were found between the rural-public schools and the urban private schools surveyed in this study.

These differences were found within the school and teacher factors in terms of location distance covered to school, adequacy of textbooks and TLMs and teacher factors such as teacher availability and qualification of teachers. The differences accounted for the low academic performance in rural-public schools.

Objective one

Profile of the respondent.

Table 1 shows that on average, private schools are found in urban areas while most public schools are found in rural areas. It can therefore be deduced that parents in urban areas who are able take their children to urban-private schools while poor rural folks take their children to government schools.

Distance covered to school.

As shown in table 2 , majority of the pupils (64%) in the rural parts live very far from the schools whereas about 80% of pupils in urban-private schools are within 2Km from the school. The longer distance covered by children in rural-public schools resulted in more incidence of lateness, absenteeism and irregularity in school. The effect of lateness, absenteeism and irregularity in school attendance is that material that was taught was difficult to understand when studied on ones own. Continues missing of classes also resulted in less of content and knowledge. They lost in terms of what is taught. The result is that assignments and exercises were not properly being done. The consequence was the low academic performance in rural-public schools.

Objective two.

Sitting arrangement (adequacy of desks).

As shown in table 3 only 16% of pupils from rural-public schools had adequate desks as compared to 56% of pupils from urban-private schools this means that the number of pupils per desk was more than the four recommended, lacked space for writing inability to see the blackboard properly, or take part in a discussion as said by Prosharky and Wolfe 1974 (that if students seated in straight rows are unable to carry on a discussion because they hear one another the environment is hindering their participation). All these factors contribute to poor performance of pupils in rural-public schools-public schools.

Availability of textbooks.

Table four shows that only 24.0% of pupils in rural-public schools observed that textbooks were adequate as compared to 56% of pupils in Urban-private schools. The results show that the rural-public schools had fewer textbooks to use than the urban private primary schools. The lack of textbooks in the rural-public schools implied that the pupils were not able to do a lot of exercises which in turn made them receive little or no attention and feedback to enhance their gained knowledge and improve their academic performance. The government supply was found to be woefully inadequate in public schools. Textbooks enable the pupils to follow the teachers' sequence of presentation and aids in understanding of lessons. The lack of textbooks meant pupils were handicapped with respect to grasping the content taught and completing class assignments and acquisition of vocabulary. The result was the low academic performance.

Availability of teacher learning materials (TLMs)

Table 5 shows that 76% of pupils in rural-public schools had inadequate teaching learning materials or non at all as compared to only 40% in the urban- private primary schools. Teaching and learning materials were found to be less adequate in the rural-public schools than in the urban-private schools. The materials are mostly

visual and these include wall pictures, chalk and chalkboards, maps atlases, charts and magazines. The TLMs aid teaching and learning because pupils are able to see and often feel what the teacher teaches. They stimulate ideas, demand an active response from the learners and provide enjoyment. The lesson becomes more alive and understanding and grasping the major concepts becomes easier, since there were less TLMs in the rural-public schools, the situation made it difficult for the pupils to understand the lessons this led to lower performance because lack of suitable teaching materials and accommodation tends to reduce the effectiveness of the teaching. As Broom (1973) pointed out, the availability and creativeness of media makes pupils to learn more and retain better what they learn, this in turn improves their performance. However, this situation was limited in the rural-public schools.

Teacher availability

As shown in table 6 above only 40% of rural-public primary schools had adequate number of teachers as compared to 60% of the urban-private primary schools. As observed by head teachers the low number of teachers in the rural-public schools means that there was a higher teacher pupil ratio this means that the teachers have limited interaction with pupils and as such they could not provide guidance and help to make their pupils performance improve. This also meant that teachers in the rural-public schools had a higher work load thus cannot complete the syllabus on time and revise for national examinations. The pupils therefore encounter questions in examinations that they have not been taught or revised in the final analysis, poor performance results.

Teacher qualification

As shown in table 7 the mean number of professional teachers in the urban-private schools was 15 where as 7 was obtained in the rural-public schools. Table seven further shows that a statistically significant difference existed between the urban-private schools than in the rural public primary schools.

Professional qualifications are important in Education. The professional skills of the teacher establishes a productive classroom atmosphere from the first by means of good organization and carefully planned teaching structures' (Farrant, (1980) p. 169). Professional competence often transforms into high quality of teaching with expectation that this would influence the learning of the pupils.

However, in the rural- public schools the limited number of professional teachers showed that they were not able to use their teaching skills (feedback, questioning, explaining things clearly to pupils, exercises good class control and discipline deals with problems effectively, creates specific kinds of climate settings for different lessons) to explain lessons making sure that the pupils understood and coped with the amount of knowledge given to them the out come was that the pupils in these schools performed poorly.

Use of language when teaching.

As shown in table 8 above, in urban-private primary schools all the teachers (100%) using the English language in teaching while 92% of the teachers in the rural-public schools used English. The results show that teachers in the urban-private schools more regularly in teaching than the teachers in the rural-public schools; who used both English and local language as a medium of instruction in Kenya, the language policy states that English is to be used as a medium of instruction from primary upwards except when teaching Kiswahili. The use of English is important because Kenyan textbooks are written in the English language and English is the official language in Kenya. All tests and examinations are conducted in English (except when testing Kiswahili) therefore a working knowledge of the language is necessary. The use of the local language by the teachers created a deficiency in the pupils which made them unable to understand the textbooks they needed to use and this ultimately resulted in the low academic performance of the pupils.

Incidence of early presence in school among teachers.

As shown in table 9, 48% of the pupils' schools and 72% of the pupils from the urban-private schools reported that their teachers came to school before the morning assembly all the time.

The results show that the teachers in urban-private schools were more likely to be present and not be late to school than teachers in the rural-public schools. This implies that at the start of classes majority of teachers from the rural-public schools would be late while majority of teachers from the urban-private schools would be present.

Lateness and absenteeism reduce the amount of instruction time and this results in the syllabi not being completed. Teachers from the rural-public schools therefore were not able to cover a lot more of the syllabus before the end of the year resulting in lower output of work by the pupils.

Incidence of regular attendance among the teachers.

Table 10 shows that 60% of the pupils from the rural-public and 80% of the pupils from the urban private schools reported that their teachers came to school everyday. The results show that the teachers in urban-private schools were more likely to be present and not absent from school than the teachers in rural-public schools as said earlier absenteeism reduces the amount of instructional time and this result in the syllabi not being completed, resulting in poor academic performance.

Objective three

As seen in table 11 and 12, the Rural-Public schools have a lower mean scores than Urban-Private. The overall mean score of Rural-Public schools studied was 239.6 in 2004 and 219.2 out of 500 as compared to 344.3 in 2004 and 352.0 in 2003 of urban – private schools. The number of pupils who qualified to go to secondary schools in

Rural Public schools was found to be only 24 i.e. 27%, the rest were to repeat or look for district secondary schools, while in urban-private schools 96.9% of the pupils qualified to go to provincial secondary schools.

These results show that there is a significant relationship between type of school and the level of academic performance. Thus pupils who go to rural-public schools are doomed to fail and not find good secondary schools from where they can pass and go to the university. This trend needs to be changed.

Limitations

Due to lack of time and money the research was done hurriedly within only one month. The results are therefore not comprehensive as there could be mere factors affecting academic performance other than the school environment.

The schools covered were also those within the proximity of researcher. Leaving out those in marginalized areas due to poor infrastructure.

RECOMMENDATIONS

Muhoroni constituency has access to constituency development fund (CDF) from the government for development in the area. It is recommended that part of that fund should be allocated to schools in the rural area for building of classrooms, teachers' houses, purchase of textbooks and desks. To further boost their kitty it is recommended that the FPE fund given to primary schools be used to improve purchase of the items that are lacking in rural-public schools.

It is recommended that rural-public primary schools be audited termly to ensure the proper use of funds given by the government.

Supervision should be strengthened and district supervisors should be regular in the public-rural schools. Regular visits to the schools would motivate the teachers to be more regular and early in school. When pupils realize that the supervisors are regular in visiting the schools and teachers are also present always they would be challenged to change their attitude towards school.

The government should work out incentive packages to increase teachers' motivation to teacher in rural-public schools. This would attract qualified teachers to rural areas.

Awards could be instituted for performance areas such as school and teacher discipline, teacher performance, pupil attendance and achievement should be rewarded to serve as a motivation.

Teachers need to motivate the children. Motivation is the force that determines how much effort an individual puts into his learning. (Farrant, 1980). As put by Farrant (1980, p. 113),

"The engines of human motivation are interest and desire. When these are working at full power in an individual, remarkable feats of learning can be achieved. It is there for in the interest of the teacher's to take the trouble to see that the child is interested and appropriate desires are aroused before trying to teach him."

It is therefore important that teachers attempt to arouse that interest and the joy in each lesson they teach. They could do this through the use of humor in the classroom, paying individual attention to the pupils, using different approaches to teaching and positive reinforcements.

CONCLUSIONS

The purpose of this study was to identify the school environment causes poor academic performance of pupils in the rural-public schools in Muhoroni division to verify this comparisons were made with urban-private schools within the same area. The factors that were put into consideration include sitting arrangement, availability of teaching learning materials, teacher availability and teacher qualification. These factors were primarily responsible for the low academic performance of pupils in rural-public schools. It must be emphasized that these factors generally do not operate in isolation. Teacher absenteeism, lateness, and use of official language for example would result in incompletion of the syllabus and would also affect pupils motivation, enthusiasm, zeal and commitment to learn. Improving academic performance of the pupils in the rural public schools should not involve paying attention to individual issues discussed, it should involve a total package.

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APPENDICES

APPENDIX A : TRANSMITTAL LETTER

VINCENT GUTAI MIYA
KAMPALA INTERNATIONAL UNIVERSITY
P.O.BOX 20000
KAMPALA
UGANDA

TO
THE HEAD TEACHER
_____

PRIMARY SCHOOL,
P.O.BOX_____
_____

DEAR SIR/MADAM

RE: RESEARCH IN YOUR SCHOOL

I am a student at the above-mentioned university, taking a degree course in education. I am currently doing a research to enable me clear my course later this year.

I am writing to inform you that I have chosen your school as one of my research centers. I am kindly requesting your assistance or the Deputy Head teacher of your school to help me gather data pertaining to the school performance in the last ten years viz a viz the resources available the school.

Thank you in advance.

Yours faithfully,

APPENDIX B QUESTIONNAIRE

PUPILS' QUESTIONNAIRE

The information given here will be treated confidentially given your responses and honesty where alternative responses are provided gives your choice by ticking in box next to the appropriate answer.

1. THE PROFILE OF THE RESPONDENT

Type of school ----------

Location of the school Rural [ ] Urban [ ]

Distance covered to school (Please tick the appropriate box)

Very near (Less than 1 km) ☐

Near (Between 1 and 2 km) ☐

Far (Between 3 and 5 km) ☐

Very Far (More than 5 km) ☐

2. THE LEVEL OF SCHOOL ENVIRONMENTAL INFLUENCE

Please write in the blanks provided your best and sincere responses. Kindly utilize the rating guide below.

3 - Adequate

2 - Not Adequate

1 - Non Available

Sitting arrangement

---- The school has adequate number of desks.

Textbook availability

------ 1. The textbooks provided are adequate in all subjects.

------ 2. The teaching learning materials are adequate to all pupils.

Teacher qualification

Please tick where appropriate

The teacher,

Uses which language in teaching.

Local ☐

English ☐

Comes to school before morning assembly.

All the time ☐

Sometimes ☐

Never ☐

Comes to school regularly.

Comes everyday ☐

On average, misses once every two weeks ☐

On average, comes two times a week ☐

On average, comes once a week. ☐

Other ☐

HEADTEACHERS' QUESTIONNAIRE

Teachers' availability

------1. The school has adequate number of teachers.

Teacher qualification

Please indicate the number of teachers with

2.4.1 Degree certificate [ ]

2.4.2 Diploma certificate [ ]

2.4.3 P1 certificate [ ]

2.4.4 Untrained [ ]