



ISSN: 2349-9141

Available online at <http://www.ijrr.com>

International Journal of Information Research and Review
Vol. 2, Issue, 06, pp. 792-796, June, 2015



OPEN ACCESS JOURNAL

Full Length Research Paper

FACTORS THAT AFFECT STUDENTS' and PUPILS' ACADEMIC PERFORMANCE IN KERICHO WEST DISTRICT: A CASE STUDY OF SERETUT LOCATION

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Received 19th May 2015; Published 28th June 2015

Abstract

This research was conducted in Kericho West District public primary and secondary schools between February and March, 2015 in which Seretut Location was taken as a case study. It has been noted that a number of schools in Kenya have not been performing well academically as witnessed from a series of examination results released by Kenya National Examinations Council (KNEC) for the last 7 years. This then necessitated a research which was conducted in Kericho West District. Seretut Location was then selected conveniently for this purpose. The research therefore sought to investigate factors that contribute to students/pupils academic performance. These factors included socio-economic, students' gender, parents' education, parents' occupation, physical facilities and teaching staff in these schools. Stratified random sampling was used to identify the schools to study. Interview techniques and questionnaire schedules were used as tools for collecting data. The results from the study showed that the level of parents' education, socio-economic status, improved physical facilities as well as adequate members of the teaching staff have a positive impact on the child's academic performance.

Keywords: Basic education institutions, Secondary schools, Academic performance, Teaching staff, Parents contributions and Physical facilities.

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To cite this paper: Rono Joseph Kipkorir, UoK and Langat Cheruiyot Reuben, UoK, 2015, Factors that affect students' and pupils' academic performance in kericho west district: A case study of seretut location. *International Journal of Information Research and Review*. Vol. 2, Issue, 06, pp. 792-796.

INTRODUCTION

All schools are built and managed to provide conducive learning environment to children. In Kenya, there are two types of schools namely; Public and Private. Public schools are those run by the government while private schools are managed by individuals and churches (faith based institutions). The status of these schools can either be boarding, day or partly boarding and partly day. Of these schools they can also be boys only, girls only or mixed boys and girls. Their management is through Boards of Management, School Management Committee or Directorship. Academic performance is categorized as excellent or poor depending on the scores and grades the students/pupils obtain. According to Kericho County Education Office, over 67% of the schools which appeared in the top 20 in Kericho County in 2014 were private schools.

Literature Review

Academic performance has been varying with various institutions and a number of factors contribute to these

variations. They include general management of schools which trickles down to quality of meals prepared for students/pupils. Holsinger, *et al.* (2002) cites this in Ugandan boarding schools. Others include overcrowding in dormitories in boarding schools which occasionally can even be twice as many as previously intended number of students (Kitavi and Westhluzan, 1997). Though so there is still a multitude of students/pupils who have to endure the challenges faced in day schools. These include lack of studying spaces at home, long distances to school, poor accommodation and peer pressure from those in adolescent developmental stages. Related researches can be found in Desarrollo (2007), Oloo (2003), Schariff and Brady (2007) among others.

There is a difference in academic performance with respect to gender. This issue has always been a topic of discussion in many researches (Eitle, 2005). According to Chambers and Schreiber (2004), there are instances that girls perform better than boys in western countries. It is, however, the opposite in Kenya as witnessed in the study carried out in this paper. Gender, ethnicity and parents' occupation were found to contribute significantly to students' achievement (McCoy, 2005); Peng and Hall, 1995). Further, the home environment affect the students' performance in that educated parents can

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Table 1. ECD Centres

S/No	Nursery	Baby Class		Pre-Prim I		Pre-Prim II		Total		Grand Total	Teachers
		B	G	B	G	B	G	B	G		
1	Seretut					26	34	26	34	60	2
2	Chepkosilen					27	38	27	38	65	2
3	St. Mark Chepngetuny	24	26	17	18	13	12	54	56	110	3
4	St. Paul's Academy	9	10	14	9	8	14	31	33	64	4
5	Kesagetiet	20	10			15	19	35	29	64	2
6	Beylin Academy			15	10	2	8	17	18	35	2
7	Ainapkoi F.G Academy	2	2	7	7	8	3	17	12	29	2
8	Sinei Academy	8	4	5	3	3	2	16	9	25	2
9	Turmo Academy	1	3			4	4	5	7	12	1
10	Chemoson	7	3	6	3			13	6	19	1
11	Gilgal			11	9	7	6	18	15	33	3
12	Neema					19	15	19	15	34	2
13	Maranatha					26	20	26	20	46	2
	TOTAL	71	58	75	59	158	175	304	292	596	28

Table 2. Primary Schools

No	School	Std 1		Std 2		Std 3		Std 4		Std 5		Std 6		Std 7		Std 8		Total		Grand total	Teachers		Grand total
		B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G		TSC	PTA	
1	Seretut	34	30	46	38	59	28	33	41	43	43	28	36	47	60	27	23	317	299	616	13	4	17
2	Chepkosilen	44	26	30	46	31	41	32	28	38	20	21	29	25	30	19	16	240	236	476	12	1	13
3	St. Mark Chepngetuny	34	31	39	42	27	23	32	39	22	25	32	28	40	37	14	20	240	245	485	10	3	13
4	Kesagetiet	14	21	15	20	17	17	16	18	16	12	19	12					97	100	197		9	9
5	St. Paul's Academy	12	12	19	10	17	21	17	10	14	15	18	12	17	23	13	8	127	111	238		15	15
6	Beylin Academy	9	8	8	9	11	5	5	6	5	8	5	6	3	3			46	45	91		7	7
7	Turmo Academy	2		2	2		3	3	2	1		2	2	2	2	4	7	16	18	34		7	7
8	Ainapkoi F.G Academy	4	5	2	6	7	3											13	14	27		3	3
9	Sinei Academy	5	2	4	7													9	9	18		4	4
	TOTAL	158	135	165	180	169	141	138	144	139	123	125	125	134	155	77	74	1105	1077	2182	35	53	88

Table 3. Secondary Schools

S/no	School	Form 1		Form 2		Form 3		Form 4		Total		GT	Teachers		
		B	G	B	G	B	G	B	G	B	G		TSC	BOG	GT
1	Chepkosilen	26	17	34	23	19	12	22	20	101	72	173	7	2	9
2	Seretut	9	11	19	22	16	29	25	20	69	82	151	4	5	9
	Total	35	28	53	45	35	41	47	40	170	154	324	11	7	18

Table 4. Primary Schools

S/No	School	Year						
		2008	2009	2010	2011	2012	2013	2014
1	Chepkosilen	233.19	208.3	217.26	226.24	225.16	219.63	229.49
2	Seretut	238.33	225	211.52	213.32	224.67	229.65	208.86
3	St Mark Chepngetuny	260.34	257.7	242.7	238.9	233.5	212.79	212.05
4	St. Paul's Academy	-	-	-	-	-	327.67	282.54

provide such an environment that suits best for academic success of their children (Farooq, *et al.*, 2011). Marzano (2003) suggests that the school authorities can provide guidance and counseling to parents so as to create positive home environment which enhances the quality of student's work.

Seretut Location has two public secondary schools and four public primary schools each with a pre-school. However, there are five private primary schools and four private pre-schools. The research involved a population of 3, 102 students/pupils of whom 596 pupils were in pre-school and 2, 182 in primary schools.

Table 5. Secondary Schools

S/No	School	Year						
		2008	2009	2010	2011	2012	2013	2014
1	Chepkosilen	3.63	4.22	3.82	3.95	4.40	5.36	6.2
2	Seretut	3.5	3.96	4.01	4.12	3.79	4.73	5.8

Table 6. Effect of SES, Parents education and occupation on student's performance

S/No.	Source of variation	Sum of squares	df	Mean squares	F	Significance
1	Fathers' education and marks in KCSE	285319.3	23	12405	7.418	0.000*
2	Mothers' education and marks in KCSE	282154.1	23	12267.6	7.186	0.000*
3	Fathers' occupation and marks in KCSE	25342.05	19	1333.8	1.973	0.124
4	Mothers' occupation and marks in KCSE	14631.08	19	770.06	0.732	0.486
5	SES and marks in KCSE	184561.3	17	10856.5	11.47	0.000*

*significant at 0.05 level

Table 7. Effect of SES, Parents education and occupation on pupil's performance

S/No.	Source of variation	Sum of squares	df	Mean squares	F	Significance
1	Fathers' education and marks in KCPE	153051.9	4	38262	19.14	0.000*
2	Mothers' education and marks in KCPE	137001.4	3	45667	15.6	0.000*
3	Fathers' occupation and marks in KCPE	19632.1	5	3926.4	1.02	0.204
4	Mothers' occupation and marks in KCPE	8793.5	3	2931.2	0.2	0.543
5	SES and marks in KCPE	121635.3	4	30408.8	9.7	0.000*

*significant at 0.05 level

Table 8. ECD Centres

S/No	Pre-school	Classrooms			Offices			Latrines			Desks	Chairs	Tables	Textbooks	Teaching aids
		N	F	W	N	F	W	N	F	W					
1	Seretut	2	C	I	1	C	I	2	S	I	A	A	A	A	Available
2	Chepkosilen	2	C	I	-	-	-	0	-	-	Fair	Fair	Fair	Fair	Fair
3	St. Mark Chepnetuny	3	E	T	0	-	-	1	S	T	Fair	0	0	Fair	Fair
4	St. Paul Academy	3	C	T	0	-	-	2	S	B	A	A	A	A	A
5	Kesagetiet	0	-	-	0	-	-	0	-	-	Few	N	N	Few	Fair
6	Beylin Academy	2	C	I	0	-	-	2	S	I	A	A	A	A	A
7	Ainapkoi F.G Academy	1	C	T	0	-	-	0	-	-	A	A	A	Fair	Fair
8	Sinei Academy	1	C	T	0	-	-	1	S	I	A	0	0	Fair	A
9	Turmo academy	1	C	I	0	-	-	0	-	-	0	0	0	Few	Fair
10	Chemoson	1	E	T	0	-	-	2	S	I	A	A	A	Fair	A
11	Gilgal	2	E	T	0	-	-	2	S	T	A	A	A	A	A
12	Neema	1	E	B	0	-	-	2	S	B	0	0	0	Few	Fair
13	Maranatha	0	-	-	0	-	-	0	-	-	Few	0	0	0	Fair

Key: A – adequate B – bricks C – cement E – earth F – floor I – iron sheets N – number T – timber W – wall

This should also be extended to church level. The Kenyan government has also tried to strengthen this through the start of relevant courses in various public universities. The courses include Early Childhood Development, Guidance and Counseling and Psychology among others. The mentioned courses are offered at University of Kabianga, Kenyatta University and Moi University to mention but a few.

MATERIALS AND METHODS

This study is descriptive in nature and simple sample survey method was used in conducting the research. This method was appropriate as it intended to collect information from public primary and secondary schools on factors that affect academic performance of their students/pupils in Kericho West District in which Seretut Location was conveniently selected.

The rest were in secondary schools. Of this, 1,523 were girls and 1, 579 were boys who were distributed accordingly in these institutions as can be seen in Tables 1, 2 and 3. Interview technique and questionnaires were used as tools for collecting data. The questionnaires were sent to 15 schools and were collected after two weeks for analysis and interpretation of the data.

The researcher conducted interview schedules as he collected the questionnaires. End of term results and both Kenya Certificate of Primary Education (KCPE) and Kenya Certificate of Secondary Education (KCSE) KNEC examinations were used to measure the students'/pupils' academic performance between 2008 and 2014 (see Tables 4 and 5).

Table 9. Primary Schools

S/no	School	Classrooms			Offices			Staffroom			Latrines			Desks	Chairs	Tables	Text books	Teachers houses
		N	F	W	N	F	W	N	F	W	N	F	W					
1	Seretut	18	C	S	2	C	S	1	C	S	18	S	B	A	A	A	A	4
2	Chepkosilen	10	C	S	1	C	S	1	C	S	13	S	B	Fair	A	A	A	3
3	St. Marks Chepngetuny	10	C	I/B	1	C	I	0	C	I	10	S	B/T	Fair	Fair	Fair	F	Nil
4	Kesagetiet	6	C	B	0			0			2	S	B	A	Nil	Nil	Fair	Nil
5	St. Paul's Academy	10	C	T/B	0			0			8	S	B	A	A	A	A	Nil
6	Beylin academy	8	E/C	I/T	2	C	I	0			6	S	I/T	A	A	A	A	Nil
7	Turmo academy	8	E/C	S/I/T	0			0			2	S	B	A	Nil	Nil	Nil	Nil
8	Ainapkoi F.G academy	2	E/C	B/T	0			0			2	S	I	A	Nil	Nil	Fair	Nil
9	Sinei academy	3	E/C	T	0			0			1	S	I	A	Nil	Nil	Fair	Nil

Key: A – adequate B – bricks C – cement E – earth F – floor I – iron sheets N – number S – slab S – stones T – timber W – wall

Table 10. Secondary Schools

S/No	School	Classrooms			Admin block			Latrines			Desks	Chairs	Tables	Text books	Lab	Teachers houses
		N	F	W	N	F	W	N	F	W						
1	Chepkosilen	4	C	S	-	-	-	A	SB	B	A	A	A	A	A	A
2	Seretut	4	C	B	1	C	B	A	SB	B	A	A	A	A	-	-

Key: A – adequate B – bricks C – cement F – floor N – number S – stones SB – slab W – wall

Socio-economic, students' gender, parents education, parents occupation, physical facilities and teaching staff in schools were among the factors that the study considered.

RESULTS AND DISCUSSION

Data was collected and analyzed by applying descriptive and inferential statistical measures. To compare the performance in gender of the students/pupils, the F-test and T-test were used. The significant effects of different factors on students' achievement were explored through multiple comparison by the application of the analysis of variance (ANOVA) using SPSS version 17. The results have been presented in table 6. The table shows that except for parents occupation, the rest of the factors contribute significantly to the marks scored in KCSE. The table shows that except for parents occupation, the rest of the factors contribute significantly to the marks scored in KCPE.

Conclusion

It can be concluded from the research findings that SES level and parental education greatly affect the learners' academic performance. Though so, the parents occupation was found not to have any effect on educational achievement of the child. The research also found out that schools that had addressed a number of challenges common with educational institutions were performing better than the others. These challenges common in a number of schools ranged from physical facilities, staffing, teaching and learning resources and discipline among students and pupils. These factors were assessed and presented in tables 8, 9 and 10. Laxity and negative attitude in the community around which this research was conducted seemed to have influenced the academic performance of children.

This was evidenced by the respective attendance registers normally taken during various parents meetings. Where parents were persistently absent during such meetings, performance of their children was dismal.

Acknowledgement

The authors acknowledge the head teachers who accepted this research to take place in their schools and their participation in the study. They cannot also forget to sincerely thank the District Education Officer, Kericho West District for availing the necessary statistics to the researcher.

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