

**STUDENT'S ACADEMIC PERFORMANCE IN RURAL AND URBAN  
PRIMARY SCHOOLS IN KAKAMEGA SOUTH DISTRICT,  
KENYA**

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## DECLARATION

I, *Akhurah Ikanzu Vivian BED/34404/113/DF*, do declare that this research is my original work and has never been submitted to any university or institution of higher learning for an academic award.

Sign .....

Date.....

## **APPROVAL**

This research work has been submitted for examination with my approval as the candidate's university supervisor.

Sign .....

Date.....

**Gwokyalya Edith**

**Supervisor**

## **DEDICATION**

I dedicate this research work to Tom Bee Mboya and Mildred Munyekenye a magistrate Busia Law courts who have been true friends and of much support towards my degree attainment.

## **ACKNOWLEDGEMENTS**

I wish to thank the Almighty God for his wonderful plans for me. His mighty hand has been on my side, supporting and encouraging me. I am specifically thankful for the gift of knowledge and wisdom used to accomplish this research. I will praise Him always.

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## **ABSTRACT**

The main purpose of this study was to investigate students' academic performance in rural and urban primary schools in Kakamega South district, Kenya. A comparison was done between various factors to establish reasons for the prevalent trend.

Relevant literature was reviewed based on the study objectives. The study was based on descriptive survey method. A total of 12 head teachers and 120 students from 12 schools were interviewed. Questionnaires with both close and open ended questions were used. There was also use of interview guide for the focus group discussion. An observation schedule was also used.

Data was analyzed using frequencies, percentages and spearman's rank correlation coefficient. The study revealed that there was significant difference between students performance in rural and urban schools. Several factors contributed to this including educational facilities and resources at their disposal.

The study further recommended that there should be equity in the distribution of educational resources and facilities in both rural and urban areas. There was also need to have strategies to ensure rational deployment of teachers especially in rural areas which were found to be adversely affected. The Ministry of Education working with partners should mobilize resources to provide quality classrooms and educational facilities in rural areas. Besides, teachers working in rural schools should be offered incentives this could include building staff houses for the teachers. Other mechanism of motivating teachers working in especially harsh rural parts in the municipality should be offered some allowances like hardship allowance to encourage them to stay longer in the rural schools to curb the rampant shortage of teachers in the rural part of the district.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0. Chapter Overview**

This chapter entails the background to the study, statement of the problem, purpose of the study, research objectives and the research questions, scope of the study and finally concludes by looking at the significance of the study.

#### **1.1 Background**

Education is widely recognized as key to national development. An increase in access and quality of education relative to the national population is critical to socio-economic growth and productivity, increased and subsequently reduced income inequalities and the reduction of poverty. It also contributes significantly to improved health enhanced, democracy good governance and effective leadership. Ministry of Education (2007).

Article II of the African Charter on the rights and welfare of the child, cited in African Network for the Prevention and Protection against Child Abuse and Neglect (1999), stipulates that every child shall have the right to education. It further states that the education of the child shall be directed to the promotion and development of the child's personality, talents and mental, physical ability to the fullest potential. For this to happen, children must be provided with quality education, in an enabling environment and support from adults. This quality of educational infrastructure in most rural primary school is quite challenging compared to urban primary schools. In some cases children learn outside under trees.

The year 2003 saw the beginning of the implementation of free primary education in Kenya, Ministry of Education (2004). The decision by the government to provide free education to all the children of Kenya was a noble but a challenging undertaking. One of the biggest challenge is to improve quality of education and improved performance, in primary schools throughout the country whether rural or in urban areas. The introduction of universal primary education in 2003 raised the gross enrollment rate in primary schools from 88.2percent in 2002 to 102.8 percent in 2003 according to Ministry of Education (2007). With regard to educational performance urban primary schools still register better performance than rural primary schools in the country.

The capitation grant provided to public primary schools is usually provided by the government at the same rate for all students in public schools, Ministry of Education (2005). Funds set aside for school instructional materials and for general purpose like quality assurance, repairs maintenance and improvement is provided by the government at the same rate. However the major concern is why is it that rural primary schools still do not perform better like their urban counterparts?

It is becoming worrying that we subject students to the same examination while we know very well they may not have studied under the same circumstance. This is brought clearly by Education News Vol. 012, March 7 -21(2009):

*“.....in our collective conscience are we satisfied that those who did their final exams and took the exams in make shift schools in IDP camps stood the same chance as the rest? What of those candidates from perennially marginalized areas f this country whose tattered infrastructure makes them think they are in New York once they land in Nairobi.....?”*

It is a big worry that while the government has invested heavily in education by providing fulfilling the Education for All goal, the quality of education in most rural primary schools in Kenya is usually challenging compared to the urban schools. Although enrolment in primary schools shot up, according to Global Education Fund (2009) from 5.9 Million in 2002 to almost 7.4 Million in 2008 as a result of Free Primary Education, this has not translated into better performance in rural primary schools. The urban primary schools perennially perform better than rural primary schools.

When releasing the results for Kenya Certificate of Primary Education for 2008, the Minister for Education, Hon. Professor Sam Ongeru noted in Daily Nation 31<sup>st</sup> December (2008), that majority of the top students and schools were mainly those found in urban areas like Nairobi, Mombasa, Kisumu, Kericho, Nakuru etc..

## **1.2 Statement of the Problem**

According to Global Education Fund (2009), almost 250,000 pupils who sat last year's Kenya Certificate of Primary Education will not be admitted to form one. Only 445,872 representing 64.2% candidates out of the 695,728 got form one place in national, provincial, district and

private secondary schools countrywide. A total of 249,865 students will therefore not be absorbed in secondary schools. The figures are enough evidence that Kenya is far from translating education from elite to mass system where more than 80 percent of adolescents aged 14 – 18 would be enrolled or complete secondary education. The problem is critical in rural areas where schooling is marked by factors that make it hard for pupils to gain access to education beyond primary level. Standards of education in rural areas are low and repetition and dropout rates are high. Chronic absenteeism among teachers and pupils has contributed to loss of instructional time impacting negatively on learning.

When releasing an analysis of the 2004 Kenya Certificate results for Kakamega South district, the Municipal Education Officer noted that out of the 129 schools that sat of the examination, 69 schools scored a mean score of below 250 out of a possible 500 marks. Among the 69 schools, 5 were from urban slum areas while 64 were from rural areas, therefore raising a grave concern why schools in the rural areas should perform poorly. Action therefore needs to be taken to find out why rural primary schools tend to perform poorly when compared to urban primary schools in Kakamega South district. This study therefore sought to investigate student's performance in rural and urban primary schools in Kakamega South district.

### **1.3 Purpose**

The purpose of the study was to investigate students' performance in rural and urban primary schools in Kakamega South district with a view of raising its implications which can be used in alleviating any disparity that may exist.

### **1.4 Research Objectives**

1. To establish the state of academic performance in rural and urban schools.
2. To determine the effect of parental involvement and their socio-economic status on performance.
3. To determine the relationship between educational facilities in both rural and urban schools on performance.
4. To determine teachers attitude and their deployment in both urban and rural schools.

## **1.5 Research Questions**

1. What is the state of academic performance of rural and urban schools?
2. What is the effect of parental involvement and their socio- economic status on performance in rural and urban schools?
3. Is there any relationship between educational facilities found in rural and urban schools on performance?
4. What is the effect of teachers' attitudes to their deployment in rural and urban schools on students' performance?

## **1.6. Scope**

The study was carried out in Kakamega county which is located in Kakamega South district. The district has Malinya sub-location and Shirumba Location. Contextually the study covered; the state of academic performance in rural and urban schools, the impact of parental involvement and their socio-economic status on performance, the relationship between educational facilities in both rural and urban schools on performance, teachers attitude and their deployment in both urban and rural schools.

## **1.7 Significance**

This study will be beneficial to education planners and policy makers. The findings of the study will also be beneficial to students, parents, teachers and development agencies. The study will also contribute to the already existing body of knowledge on students' performance. The findings of the study may be used as a base for recommendations on how to improve students' performance. Theoretically, the study will also prompt more researchers in the area having contributed to the literature and methodology of such future studies.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Chapter Overview**

This chapter deals with the review of related literature under the sub-themes relevant to the study objectives. It examines factors for differences in performance, parental involvement and their socio-economic status, educational facilities' attitude and deployment. These include; theoretical and conceptual framework and the state of academic performance in rural and urban schools, the impact of parental involvement and their socio-economic status on performance, the relationship between educational facilities in both rural and urban schools on performance, teachers attitude and their deployment in both urban and rural schools.

#### **2.1 Theoretical Review**

This study was based on the theories of Russian Psychologist Vygotsky (1896 - 1934) and Dewey (1859 - 1952). Vygotsky cited in Santrock, (2004) propounded that cognitive skills are mediated by words, language and forms of discourse which transform mental activity. His constructivist approach emphasized the social context of learning upon which knowledge is mutually built and constructed. His view on children's development is in agreement with the view that while evaluating children's performance contextual factors in learning need to be evaluated as well.

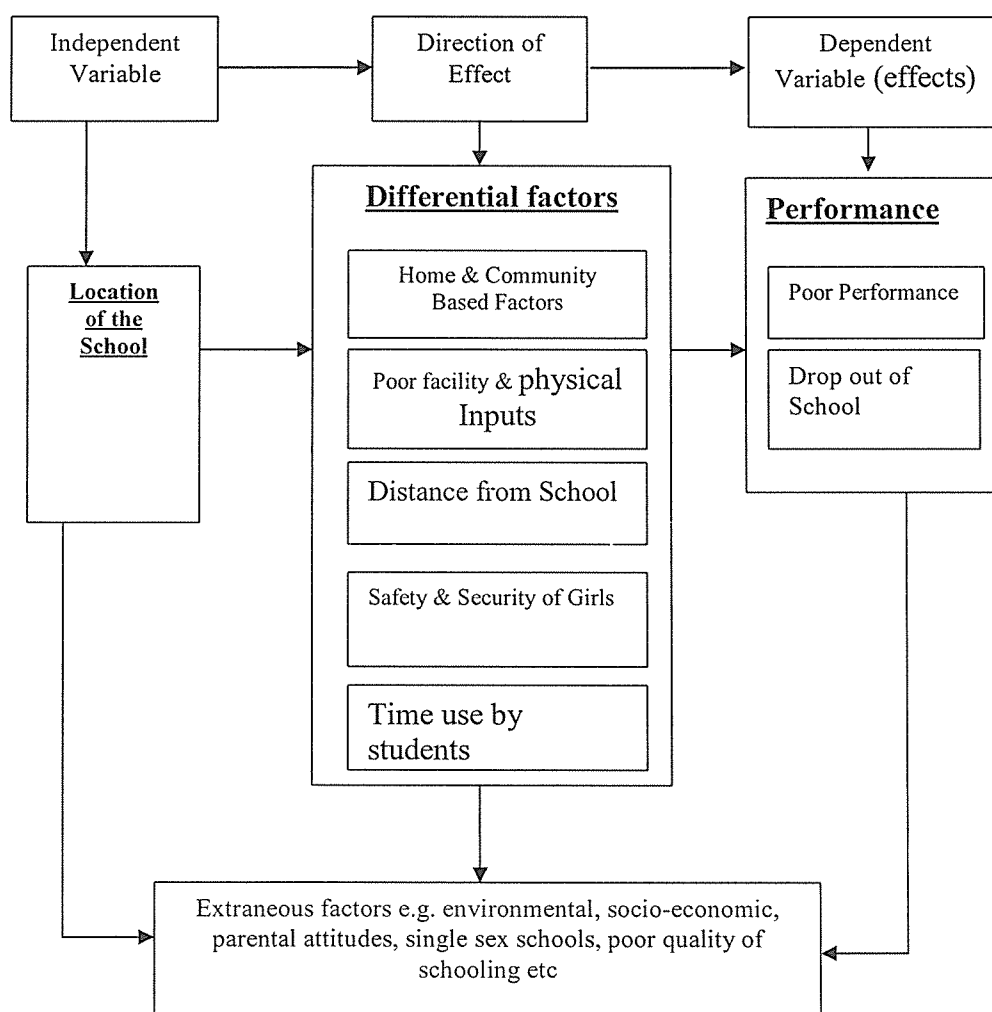
Dewey's theories cited in Oakes and Lipton (1999) ties children learning to the social context in which they learn. He further reiterates that all children deserve to have a competent education for boys and girls as well as children from socio-economic and ethnic groups.

#### **2.2 The Conceptual framework**

The main concept of the study was to consider student's performance and how this is affected by whether students are in rural or urban primary schools within Kakamega South district. It looked at the level of performance in both rural and urban areas. Performance is understood in its broader sense to emphasis how well or badly students are doing in terms of educational achievement. Rural areas are viewed here as those areas that are characterized by village and community life. While urban areas are mainly cosmopolitan with town life being a key feature. The concern therefore is to find a relationship between students performance and the locality of their school, whether this has a bearing on students level of educational achievement.



Therefore; the research independent variable (often called explanatory variables or predictors) is ‘location of the school’ while the research dependent variable (sometimes called outcome or criterion variable) is ‘performance’. The conceptual factors that cause the Academic performance in Urban and Rural schools include; home and community based factors (e.g. parental education, cultural practices; traditional belief of a woman as a wife and mother; house hold chores, and money); poor facilities and physical inputs, distance to and fro school; safety of girls and the time use by girls. These are as shown below in the conceptual diagram:



**Fig 1: Conceptual frame work**

### **2.3 Reasons for Differences in Performance in Rural and Urban Schools**

Sadovink, Cookson and Semel (2001) assert that the schools role in the broadest sense is directly concerned with the aims, purposes and functions of education in society. This can only happen if quality education is provided in an enabling environment. It includes quality education that contributes to good performance.

Shepherd and Greene (2001) indicate that sociologists attribute the differences in performance between urban and rural primary schools to the difference in school quality. It follows that children attending wealthier schools in urban areas get better education than students from poorer rural background. Students from these poorer backgrounds do not learn the language of the affluent because they come from poorer schools. These barriers lead to poor performance. Marliene and Schwartz (2000) seem to suggest that students do not succeed in educational system solely because of ability. Rather as conflict perspective suggest, well to do parents are able to parlay their wealth and other resources into quality education for their offspring and at the same time influence education policy and practices.

World Bank studies carried out by Professor Paul Glewwe cited in Global Education Fund, (2009) show that pupils in Kenya fail to perform well in Kenya Certificate of Primary Education because they have fallen behind the official curriculum as a result of absenteeism. The study that was partly carried in Busia District which is a rural district, noted that low achieving or performing students eventually dropped out of school or performed poorly in Kenya Certificate of Primary Education (K.C.P.E).

Thomas (1995) asserts that conflict sociologists believe that the educational system serves to limit the access of individuals and groups to power and social rewards. They further propound that achievement in school tend to reflect existing inequalities in society tied to socio-economic status. Educational achievement is strongly tied to socio-economic status. According to Eric Education Resources, (2009), a study was carried out in Embu, Kenya. The findings indicated that children are more interrupted in their education in rural than in urban areas. It further found

that children's educational performance is affected either positively or negatively by home living conditions, teachers and school administration as well as parental attitude towards learning. In the rural areas children contribute to family labour in agriculture and fishing activities while their counterparts in middle class urban areas concentrate on their school work. However, Ministry of Education, (2007) notes that despite the rapid growth of education, enrolment in pre-primary education in urban slums and semi-arid lands have been low. It therefore points out that participation in education by those living in urban slums and marginalized areas is generally low. Olsen, Pievne, and Ozias (1990) points out those studies indicate that eating the right food will help children stay healthy and their nerves will work well. Middle class children in urban areas are exposed to good nutrition while their counterparts in rural areas have inadequate food and unbalanced diet.

Owoeye (2000) in the article of the African Journal of Educational planning and Policy Studies cites in the earlier studies (Jordan 1964) found that school location among other variables was directly related to average achievement of students in urban and rural locations. Owoeye (2000) further cited Kemjika (1989) in his studies on urban and rural differences observed that location of the community in which the school is situated has an effect on performance of pupils. Giving credence to this Owoeye (2000) opined that location, apart from being potent in the distribution of educational resources has significant effect on the academic performance of students. However, some researchers have come up with divergent views on urban rural issues, for instance the state of our schools particularly in secondary and tertiary levels indicate that the standards of education have fallen (Fagbaminaye 1986 and Lawal 1996). Many references have been made to English Language and Mathematics as prerequisites to success in overall examination at secondary school level.

Farant (2005) suggests that a good head teacher must possess high qualities of leadership to enhance performance in their schools. However unfortunately not all of them have these qualities and need constant educational support services like inspection or assessment of schools. But most rural schools are remote and far from their district educational offices. This makes it difficult for inspectors of schools to effectively monitor quality of education in rural areas

because of logistic challenges. Yet urban schools are within reach and the quality of education is greatly monitored.

#### **2.4 Parental Involvement and Socio- economic Status on Performance**

According to Said, Wallhager, Cungua and Ngie, (1997) parents are the first loved and trusted teachers of a child. Before sending their children to school parents help them to learn basic requirements of life such as how to sit, crawl, walk, eat and talk. Children learn skills and knowledge better from their parents much better than from other people. Unfortunately most parents in the rural areas are not in opposition to discuss with their children or to provide educational support. They have less parental encouragement on the other hand parents in the urban areas provide encouragement and discuss freely educational issues with their children.

World Bank, (2009) on Kenya Poverty Assessment confirms that about 47 percent of the rural population is estimated to have been below the poverty line in both 1981 – 1982 and 1992. While this is the case Coon (1995) indicates that poverty is associated with retarded emotional and intellectual development by age five. Children who grow up in poor homes are more fearful, unhappy and prone to hostile aggressive behavior. They are deprived of learning opportunities both at home and in inferior schools.

In studies carried by Farley (1994), shows that the social and economic background of students is strongly correlated to how much students learn and the amount of education they ultimately get. Other studies by Slavin (1997) cited in Kornblum, Julian and Smith (2001) agree with the view that educational attainment is strongly correlated with the socio- economic status of parents. One of the findings from this study shows that among 4<sup>th</sup> graders whose parents graduated from college 70% were reading at above the basic level. This drops to 54% for children of high school graduates and 32% for children of high school dropout. Coupled with this are the high illiteracy rate in rural areas and urban slum areas. While this is the case for poor parents, Global Education Fund (2009) notes that:

*“ ..... middle class children in Nairobi and other urban areas grow up with constant exposure to English, good nutrition and electricity and their parents make good school choices.....”*

In studies by Ministry of Planning and National Development (2004) on poverty reduction strategy, it was found that three quarters of the poor live in rural areas. While nearly half of Nairobi's poor live in urban slums. This implies that such families lack the ability to feed themselves, lack proper housing, and poor health and pay medical bills. By implication this impacts negatively on students' performance with marked absenteeism and lack of concentration even for those who attend school. A key objective of Session Paper No. 1 of 2005 by Republic of Kenya (2005) is to enhance access, equity and quality of educational by 2010. The issue of poverty and inequalities in families makes this difficult to achieve so as to improve performance in all areas.

Parent involvement is a valuable component of any student's education. It is a well-established fact that parental involvement is linked to children's success at school. When parents are involved in their children's education at home, they do better in school. (Henderson & Berla 1994). The level of parent-school involvement is a better predictor of grades than are standardized test scores. (Desimone, 1999). The 12 years of 180 six-hour days spent in school add up to only 13 % of a student's waking, learning time during the first 18 years of life. The rest, 87% is spent out of school, primarily at home. What is important is not the type of school, or who goes there, but the quality of its relationship with the families. (Henderson, Anne & Berla, Nancy, 1994).

Research indicates that there are positive academic outcomes stemming from parental involvement with benefits beginning in early childhood, throughout adolescence and beyond. (Henderson & Mapp, 2002; Patrikakou, Weisberg, Redding & Walberg, 2005). Henderson and Berla (1994) in an article A New generation of Evidence, state that the family is critical to student achievement. When parents are involved in school, children go farther in school and the schools they go to are better. There is a strong correlation between parental involvement and increased academic achievement.

According to Adams and Christenson (1999) urged that, "...the alliance between home and school has dramatically changed throughout the history of formal education, as have the roles

and functions that parents and teachers are expected to fulfill” (p. 477). Throughout time, parents have been “portrayed as both friend and foe in the course of educational reform” (Peressini, 1998, p.571). Historically, parental involvement wasn’t always a welcomed addition to the school community, and even today some view parent-school relations as a power struggle (Peressini, 1998). Shaver and Walls, (1998) reported that some research found little to no effect of parental involvement on school achievement for middle age students. For the most part however, teachers and administrators welcome a helping hand in the overcrowded classrooms of the public schools and agree that parental involvement is one way to bridge reading comprehension gaps. Today, it is widely recognized that parents play an essential role in their children’s school life. Numerous types of parental involvement have been shown to develop cognitive growth and success in school (Shaver and Walls, 1998). Schools are working hand in hand with parents, Alldred and Edwards (2000), describe parents and schools as policy makers with similar functions when it comes to children.

Research indicates that there are positive academic outcomes stemming from parental involvement with benefits beginning in early childhood, throughout adolescence and beyond (Henderson and Mapp, 2002; Patrikakou, Weisberg, Redding, and Walberg, 2005). Shaver and Walls, (1998), are also in support, they point out that the connection between parents and school achievement is real.

The Epstein case study is another research that supports parent involvement. Epstein (2002), used the Comprehensive School Reform Model (CSR) demonstrates how collaborative work produces positive outcomes. These studies were conducted in certain states, in selected school within the school districts. Educators, parents and community partners worked collaboratively on action teams to plan the curriculum. The programs are evaluated before being implemented in order to assess how well the plans connected family and school-community involvement.

Henderson and Berla (1994) in an article “A New generation of Evidence”, state that the family is critical to student achievement. When parents are involved in school, children go farther in school and the schools they go to are better. “Regardless of socioeconomic status or race, studies

show a direct correlation between parental involvement and a child's academic achievement (Baumrind 1991; Wentzel 1994).

Parent involvement in learning activity is a strategy that was found to increase the educational effectiveness of the time that parents and children spend together at home. Teachers and parents agree on the involvement of parents, seventy one percent of principals and fifty nine percent of teachers called it a priority based on research conducted by. Those schools whose parental involvement is strong provide a lot of benefit to the students. "How Strong Communication Contributes to Student and School Success: Parent and Family Involvement" shows that improved parental involvement not only leads to higher academic achievement, but to better attendance and improved behavior at home and school as well. When school and home work together collaboratively, and using a competent approach to education, it can make a huge difference in student achievement (Padgett 2006). The National School Public Relations Association (NSPRA) suggests that a formal policy be created. Lack of planning was seen as one of the most challenging aspects to more involvement.

Walberg on "Families in Educational Productivity" states that there is no question that parent involvement represents an exceptionally powerful way of making schools more effective, and of dramatically enriching children's experiences. Some research indicates that achievement among students in elementary and secondary schools have identified theories and policies which play significant roles in parent involvement in education. These theories and policies not only closed the education gap in terms of demographics they also maximize student potential. Parent involvement is so important that The No Child Left Behind Act (NCLB; 2002) is a Federal Policy that puts a mandate on parental involvement in education and family-school relations across elementary and secondary school levels. However, despite the consensus about how important it is for family and school to work together across developmental stages, theories of parent involvement in education have been based on the elementary school students in their context and do not focus on the changes that occur with middle school and early adolescent development (Hill & Taylor, 2004; Hill, Tyson & Bromell, 2009). The Title 1 program (aka Chapter 1) is also a government mandated program developed to increase parent involvement and educational services for disadvantaged children. This program placed the emphasis on

parental involvement as the primary means of improving the quality of education of low income children (Yap & Enoki 1995).

One may ask the question why parents should become involved in their children's literacy activities. The evidence about the benefits of parents being involved in their children's education in general and literacy activities in particular is overwhelming. In the meta-analysis found that parental involvement positively affects academic performance.

Epstein's framework of six types of involvement are as follows: parenting which help all families establish home environments to support children as students; Communicating from home to school and school to home about school programs and student progress; Volunteering by organizing parent help and support. Learning at home by providing information and ideas from families about how to help students at home with homework and other curriculum-related activities; decisions and planning; Parents should be included in decision making; involve parent leaders and representatives; Collaborating with the community by identifying and integrating resources and services from the community to strengthen school programs, family practices, and student learning and development. Students value their education when they see the interest shown by their parents highlight the fact that government supports parental involvement.

Epstein (1987) found that schools also affect parent involvement levels and evidence shows that parents want to become involved but are not allowed to have open communication with the school. Conventional avenues for involving parents in school can be closed to parents due to specific cultural knowledge. Parents have a lot of difficulty adapting to the school culture especially in non English speaking communities, but cultural knowledge is power and it can prevent parents from participating fully.

Minimal resources parents acquire through social networks as one reason parents are less involved in their children's education. Another is the educational level of the parents can present a barrier to the school involvement, Stevenson and Baker (1987). The parents with more education are actively involved in Parent Teacher Association meetings and conferences. The involvement decreases as the students move from elementary to middle school because parents



are less knowledgeable in some of the academic subjects. The quality of parental involvement makes all the difference. We need to understand the underlying relationship between parent and child that supports children's achievement and positive educational outcomes overall. A parent's enthusiasm about education is, in most instances the underlying factor that contributes the child's academic success. "Parent involvement programs might be more effective if they focus on such underlying constructs."

Yara (2010) in the article of Pakistan Journal of Social Sciences cites Keeves and Saha (1992) who are of the view that in most countries of the world educational achievements are related to the social background of the students. Yara (2010) further cites Mok and Flynn (2008) who emphasized that the parents' level of education makes a significant contribution to the achievement of their children in education. High socio economic status schools scored better in the Higher Certificate than the medium or low socio economic status schools. Yara (2010) further cited Soares and Collares (2006) who suggested that family background and Cultural resources can affect students' achievement. A bigger family cannot provide the same economic, cultural and social resources.

## **2.5 Educational Facilities and Performance**

According to the Ministry of Education (2000), the quality of school building will affect student learning and achievement. Most of the physical facilities in rural areas are in bad condition, dilapidated classrooms, lack of furniture and dusty floors which are not conducive to learning. Education News (2009) raises pertinent questions like whether enough facilities have been put in place to accommodate the U.P.E, whether schools have been built in the villages. It further points out that resources like text books, desks, pens and others are not adequately provided for. It further asserts that with the crowded classes without adequate facilities then no good performance can be expected from such schools in the villages.

The Ministry of Education (2007) reiterates that poor and stretched facilities including sanitation may not be conducive to the retention of pupils in schools. This is so especially those from Arid and Semi Arid lands and the urban and rural poor. Lack of sufficient or appropriate infrastructural facilities and equipment makes it difficult to have improved performance in

schools. Church World Service (2007) asserts that threats to students learning environment can be in the form of inappropriate school facilities, poor classrooms, broken furniture or lack of it. This threat makes it hard to improve or sustain the quality of education, thereby greatly affecting performance. Lack of these facilities is a serious challenge faced by rural primary schools.

UNESCO (2009) further asserts that rural areas tend to be disadvantaged compared with those in the urban and semi-urban areas. In rural areas school buildings and other facilities are often inferior. Rural children drop out earlier and achieve less well in school than their urban brothers and sisters. However, few rural schools are better than average in terms of facilities, some urban ones are worse. But the fact is there are greater disparities in the quality of the school facilities between urban and rural areas.

A recent study released from Cornell University illustrated "a positive relationship between upgrade school facilities and student achievement" and made a distinct connection between newer facilities and an improvement in academic performance. A trend in improved student scores could be seen in correlation to renovations such as floors and walls being refinished, kitchen upgrades, and lighting changes from incandescent to fluorescent (Maxwell 1999).

In 1993 at Virginia Polytechnic Institute and State University, research explored the relationship between building condition and student achievement in rural Virginia high schools. When adjustments were made for socioeconomic status, student achievement test scores were observed to be as much as 5% lower in buildings that were in inferior condition (Cash 1993). A similar relationship between building condition and student achievement was also exhibited in urban high schools in Virginia where scores were as much as 11% lower in poorer quality facilities.

In 1992 at Georgetown University, a report based on a study of the District of Columbia school system found that students' scores on standardized achievement tests were somewhat lower in schools where the condition of the facilities was inferior. Those students who attended schools in poor physical condition, demonstrated achievement scores that were 6% lower than schools that were considered to be in fair condition and 11% lower than schools that were in excellent condition (Edwards 1991).

In 1995, the United States General Accounting Office (GAO) conducted a study of approximately 10,000 schools across the nation. The results of this research revealed that about

one-third of America's schools were in need of extensive repairs and/or replacements. Almost 60% of the schools across the nation had at least one major building component in need of repairs or restoration. Approximately 50% of the schools studied reported one or more environmental problems such as inadequate lighting, poor heating and cooling systems, and insufficient ventilation.

The following areas are contributing factors that negatively affect the health, morale, and performance of both students; Poor indoor air quality; Poor or inoperative heating and cooling systems; Poor acoustics; Inadequate lighting; Inadequate plumbing; Dilapidated restrooms; Peeling paint; Crumbling plaster; Improper building maintenance.

These issues should be carefully examined and addressed appropriately. In existing buildings, these challenges can be audited regularly as part of an on-going facility management process. New buildings can be designed according to codes and with future maintenance of the building in mind.

Indoor air quality is defined as the condition of the air inside a given space based on the levels of certain contaminants. The indoor air quality of school facilities is not merely a health issue. Research indicates that students' ability to concentrate can be negatively affected by poor indoor air quality. Elementary students tend to have less resistance to the contaminants found in some schools than the adults or older students. (Andrews & Neuroth, 1988)

Poor or inoperative heating and cooling systems have an impact on the learning process. In general, people think more clearly and perform better when they are physically comfortable.

Proper sound control is another critical factor in promoting a favorable learning environment. Research indicates that there seem to be few negative effects on student performance for exposure to excessive noise over a short period of time. However, lower test scores are associated with a high exposure to constant noise over an extended period of time. Students who are exposed to great amounts of chronic noise tend to lack the ability to stay on task and have considerably higher levels of blood pressure than students in quieter settings (Weinstein, 1979). Both internal and external noises seem to pose a problem for students.

Lighting is probably one of the most critical physical aspects of a school facility. Research supports that good lighting and student performance have a direct relationship. Light is a key to the general well being of people confined to an indoor facility a large percentage of the day (Hathaway & Fielder, 1986). Proper lighting contributes significantly to the aesthetics and mood

of a learning environment (Dunn, 1985). Students can experience fatigue, eye strain, blurry vision, and headaches all due to inadequate lighting (Lackney, 1999). The improper maintenance of fixtures can lead to lower than average student performance (Bowers & Burkett, 1987).

## **2.6 Teachers Attitude and Deployment in Urban and Rural Schools on Academic Performance**

According to Thompson and Hickey (2002), one of the most difficult challenges faced by many rural or district schools in U.S.A is finding adequate numbers of qualified teachers to fill classrooms. It is a problem which is expected to become worse as predicted by the Department of Education in United States. Teacher shortages eventually affect the quality of education and performance.

The Teachers Service Commission (2005) as a condition for appointment or employment of teachers is the readiness to serve anywhere in Kenya. But the truth of the matter is that due to remoteness of rural areas, most teachers are not enthusiastic about teaching in rural areas. They prefer to teach in urban areas. Because of this, most schools in urban areas are well staffed while those in rural areas are poorly staffed, with acute shortage of teachers. This in turn leads to poor performance and compromise quality of education.

Ministry of education, (2006), affirms that the exercise of deployment of teachers equitably faces new challenges like separation of families which in turn creates social problems. As a consequence difficult and remote areas continue to suffer teacher shortages. Yet teacher resource is a vital input in education process and therefore shortages affect the quality of education.

The quality of the education depend more than any single factor upon the quality of the teachers as the democratic country needs a long army of efficient and competent teachers for universal, compulsory and free education of the children. A teacher not only has to be competent in his subject method of teaching and in understanding his students but also should have a favourable attitude towards teaching. But a general observation of the trend of the society states the fact that the teachers who are professionals, have not attitude and aptitude towards teaching but their motto is to earn money, by hook or crook.

A number of studies have been conducted on teaching attitude, aptitude and intelligence separately in order to develop the interests of teachers in classroom and to improve the standard of teaching. Sharma (1969) developed the teaching aptitude test for elementary school whereas Samanta (1971) conducted a study on the teachers' attitude and its relationship with teaching efficiency and found a positive relationship between the two found a positive relationship between the two. Mehrotra, (1971) studied the effect of teachers education programmes on the attitudes of teachers towards the teaching profession and concluded that the attitude of trained teachers was more favourable to the teaching teachers was more favourable to the teaching profession. Sood (1974) investigated the attitude of students and teachers towards science and scientists and found a significant difference in attitude.

Ahluwalia (1974) developed a teacher attitude inventory and studied the change in professional attitude of student teachers. Upadhyaya (1976) also constructed and standardized the aptitude test for secondary school teaches.

Smriti (1977) studied attitude values and levels of aspiration of teachers and their pupils and found that institutions were important variables in determining pupil-teachers relationship and concluded with the effect of social, emotional and academic climate of institution. Kushwala (1979) investigated the attitude and role perceptions of secondary teachers and reported an inverses relationship between teacher's quality and reference and disciplinarian role.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Chapter Overview**

This chapter entails research design, sample size sampling procedure, instruments of data collection used and validity and reliability of instruments, method of data analysis, ethical considerations and the limitations of the study.

#### **3.1 Research Design**

The researcher used descriptive survey method. For the purpose of the study both quantitative and qualitative approaches were adopted, to examine students' performance in rural and urban schools in the district. The researcher collected information from rural and urban schools and their performance through the use of a questionnaire and interview guide.

Thomas (1995) says that the survey method allows the researcher to collect data from various people using two common techniques to gather data that is questionnaires and interviews. A survey where twelve schools would be selected is thought to be suitable. It also has got the advantage of greater scope as large volume of information can be collected.

#### **3.2 Population of the study**

Kakamega South district has 242 primary schools. The primary school enrollment rate is 83% for both boys and girls. School dropout was reported to be 5.7%. The Primary school going population (6-13 years) makes up to 20.3% of the district total population and was estimated to be 131,235 in 1999. This cohort increased to 150,730 in year 2004. The total number of teachers in public primary schools are 1,306, of these 456 are male while 849 are female teachers. The research targeted 12 public schools in Kakamega South district. 6 schools were drawn from the urban schools while 6 were from the schools found in the rural area of Kakamega South district.

#### **3.3 Sample size and Sampling Procedure**

A total of twelve schools were used for the study out of these six schools were from rural areas while six were from urban areas. One Head teacher from each targeted schools, 3 teachers and 3 parents are targeted and 10 pupils per school. A further 2 teachers, 3 senior teachers and 3 education officers were targeted in the focus group discussion.

The purposive sampling method was used in the selection of the twelve schools and parents. It was based on the researcher's judgment and deliberate effort to include typical areas or groups in the sample. According to Kerlinger (1973), purposive sampling was based on the assumption that the researcher can use professional expertise to select groups who are presumed to represent the population. Ten students from both classes seven and eight were randomly picked. According to Thomas (1995) random sample is chosen in such a way that every member of the population has an equal chance of being included in the sample. A total of 120 students, 36 teachers, 12 head teachers were targeted for the research, 3 education officers, 3 senior teachers for focus group discussion.

### **3.4 Research Instruments**

The tools to be used to gather data on student performance in rural and urban primary school were questionnaires for head teachers/ teachers, students and parents. The development structure and content of the instruments was addressed before data collection. The focus group discussion had in depth discussion with sets of questions to guide the discussion. The questionnaire was attempted to measure variables like factors for differences in performance, impact of parental involvement and socio- economic back ground, teachers' attitude and deployment.

### **3.5 Validity and Reliability**

The reliability of any questionnaire is the consistency with which the same results are achieved. This always depends on the questionnaire and the person answering. Then the validity of a questionnaire relies on its reliability. If a questionnaire cannot be shown to be reliable, then there is no element of validity to be discussed. However validity and reliability are related in such a manner that a valid instrument is reliable but not vice versa. This was scrutinized by expert judges including the supervisors.

Content Validity Index (CVI) of a questionnaire focused on the extent to which the instrument corresponds to the theoretical content as designed to measure. Content validity refers to the degree to which the text actually measures the traits for which it was designed. The split half reliability or sub divided test was calculated to further ascertain the coefficient of internal consistency. The test scores were split into two subsets, placing odd numbered

items in one sub set and the even items in the other sub set. The scores will then be computed for each individually using the Pearson product moment formula (See Appendix E)

### **3.6 Data Analysis**

The data collected was analyzed by both qualitative and quantitative. Once the data was collected for it to be turned into meaningful information it was analyzed using frequency distribution tables, percentages and Spearman's correlation coefficient to establish the relationship between the variables.

### **3.7 Ethical Consideration**

The main ethical consideration was voluntary participation, obtaining informed consent, ensuring confidentiality and privacy of the respondents. The researcher obtained approval from the Municipal Education Department, concerned schools and individual respondents prior to conducting the research. The rights and the welfare of the respondents were protected. Ethical consideration included obtaining authority to conduct research. It also tried to minimize risks to respondents as much as possible.

### **3.8 Limitations**

Since the research was carried out in both rural and urban areas of Kakamega South district a lot of distance was covered in order to reach the respondents. This gave the researcher hard time. Some respondents were suspicious and uncooperative. The study was restricted to public day primary schools.



## CHAPTER FOUR

### DATA PRESENTATION, ANALYSES AND INTERPRETATION

#### 4.0. Chapter Overview

This chapter focuses on presentation, analyses and interpretation of the data. The chapter examines the state of performance in rural and urban schools. It looks at educational facilities in both rural and urban schools, parental involvement and socio- economic factors in both rural and urban schools. Finally, it examines teachers' attitude and deployment of teachers in both areas.

#### 4.1. Research Question One; what is the state of academic performance of rural and urban schools.

##### 4.1.1. Responses on students have difficulty in using English

**Table 1: State of performance in Rural and Urban schools**

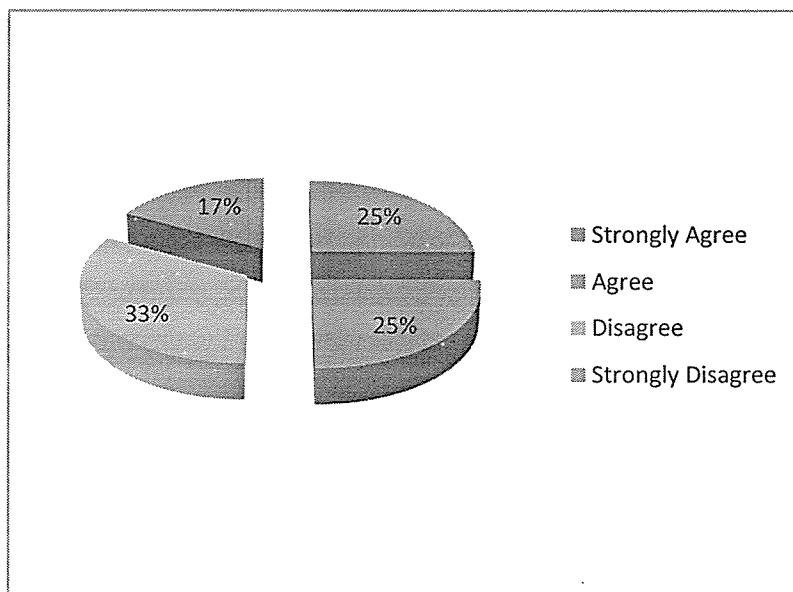
		FREQUENCY OF RESPONSE									
		SA		A		U		D		SD	
		R	U	R	U	R	U	R	U	R	U
1.	Students have difficulty in using English the medium of instruction.	30	0	30	0	0	0	0	44	0	26
2.	Vernacular languages are commonly used by students	30	0	10	0	0	0	0	20	0	40
3.	School attendance by students is regular	10	72	20	0	0	0	18	0	0	0
4.	Cases of chronic absenteeism are commonly among students	10	0	40	10	10	0	0	40	0	10
5.	Students are involved in other duties at home during class time	20	0	30	0	0	0	10	20	0	40
6.	Parents assist or support the students with their homework	0	0	0	40	0	0	30	20	30	0
7.	The school's performance in national examinations is good	0	20	40	40	0	0	20	0	0	0

#### KEY

S.A - Strongly Agree A - Agree, U- Undecided, D - Disagree

S.D - Strongly Disagree, R- Rural Schools, U - Urban Schools

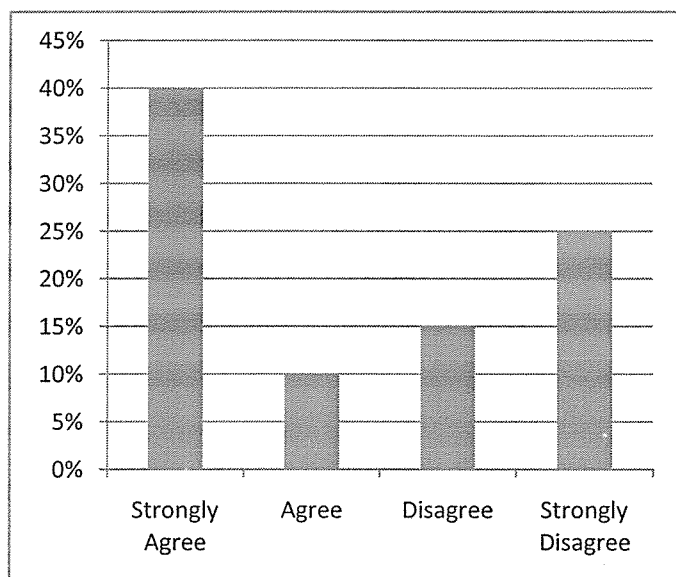
According to figure 1, it emerged that 25% of the respondents from rural schools strongly agreed with the statement, none in urban agreed, 25% from rural agreed while none from urban agreed. None in rural disagreed with the statement while 33% from urban disagreed that students had difficulty in using English. 17% of the respondents from urban strongly disagreed while none from rural disagreed with the statement.



**Figure 1: Students have difficulty in using English**

#### 4.1.2 Vernacular languages are commonly used by students

42% of the respondents from rural schools strongly agreed that vernacular languages are commonly used in rural schools while none in urban schools. In urban schools 17% disagreed with the statement while none from rural schools disagreed. 33% from urban schools strongly disagreed with the above statement while none of the respondents from rural strongly disagreed that vernacular languages are commonly used by students.



**Figure 2: Vernacular languages are commonly used by students**

From the table 1, the researcher decided to consider the agreeing responses to calculate Spearman's rank Correlation Coefficient to determine if there exists a relationship between for the state of performance in rural and urban (See Appendix 3). This indicated that there is a very low relationship at 5% level of significance with 0.26786 as Spearman's correlation coefficient calculated.

**Research Question two; what is the effect of parental involvement and their socio-economic status on performance in rural and urban schools?**

**Table 2: Parental Involvement and Socio Economic Factors**

	FREQUENCY OF RESPONSE									
	SA		A		U		D		SD	
	R	U	R	U	R	U	R	U	R	U
Most parents in this school are able to read and write	0	10	10	50	0	0	30	0	20	0
The quality of home environment is conducive and	0	10	0	20	0	30	40	0	20	0

suitable for learning										
Parents/ Guardians have steady and reliable income generating activities	0	0	0	30	0	20	20	10	40	0
School children are provided with adequate and balanced diet regularly	0	0	0	30	0	20	30	10	30	0
Parents are concerned about their children's performance	0	20	0	30	10	10	40	0	10	0
Parents/ Guardians are able to provide additional requirements for learning without difficulties	0	0	0	20	0	20	10	20	50	0
Parents / Guardians income greatly affects children's performance	50	20	10	40	0	0	0	0	0	0
Parents attend meetings regularly and on time to discuss their children's performance	0	10	0	40	0	0	20	10	40	0
The school's performance in national examinations is good	0	20	40	40	0	0	20	0	0	0

### KEY

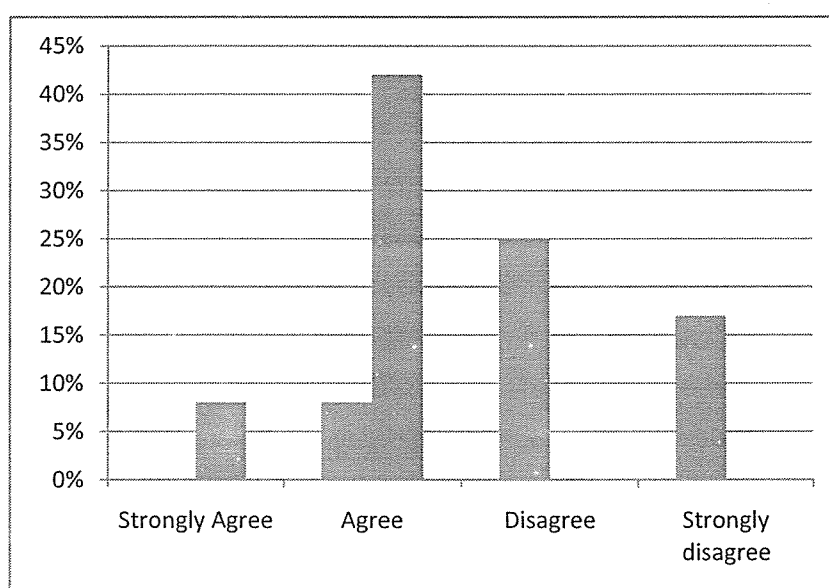
S.A - Strongly Agree, A - Agree, U - Undecided, D - Disagree,

S.D - Strongly Disagree, R- Rural Schools, U - Urban Schools

The researcher calculated Spearman's correlation coefficient using the column for agreeing responses of the respondents of the parental involvement in their children's academic issues. It was found out that the calculated value was 0.7521 but at a 5% level of significance the critical value for  $n = 9$  is 0.68 hence this shows that there is no relationship (See Appendix 4)

#### 4.2.1 Most parents in the school are able to read and write

The data revealed that none of the respondents from rural strongly agreed with the statement that most parents in the school are able to read and write while 8% of the respondents from urban schools strongly agreed. 8% of the respondents from rural schools agreed with the statement while 42% of the respondents from urban schools agreed that most parents were able to read. 25% of the respondents from rural schools disagreed with the view while none from urban disagreed. 17% of the respondents from rural schools strongly disagreed that most parents were able to read while none from urban strongly disagreed.

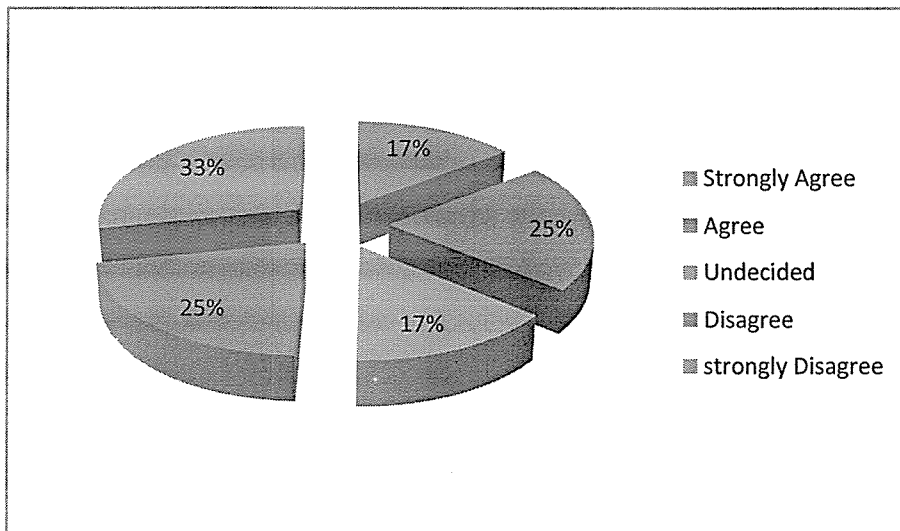


**Figure: 3** Parents being able to read and write

#### 4.2.2 Parents/ Guardians have steady and reliable income generating activities

From the findings none of the respondents from both rural and urban schools strongly agreed with the above statement. 25% of the respondents from urban schools agreed that parents have steady and reliable income generating activities while none from rural agreed with the statement. 17% of the respondents from urban schools were undecided while none from rural was undecided about the issue. 17% of the respondents from rural schools disagreed with the statement while 8% of the respondents from urban schools disagreed with the statement. 33% of the respondents from rural schools strongly disagreed that parents have steady and reliable

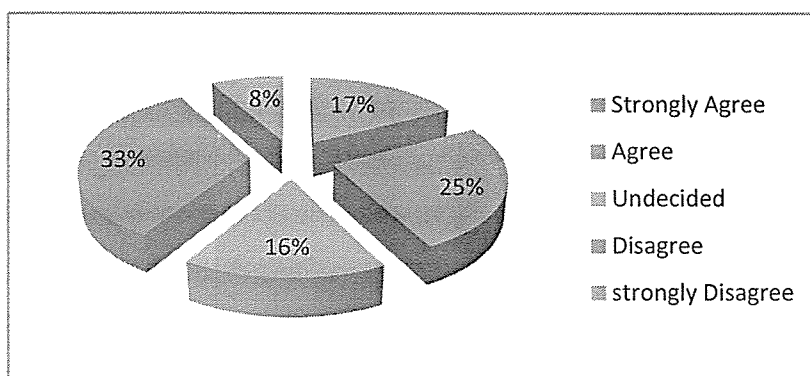
income generating activity, while none of the respondents from urban strongly disagreed with the statement.



**Figure 4: Parents/ Guardian have steady income generating activities**

#### 4.2.3 Parents are concerned about their children's performance

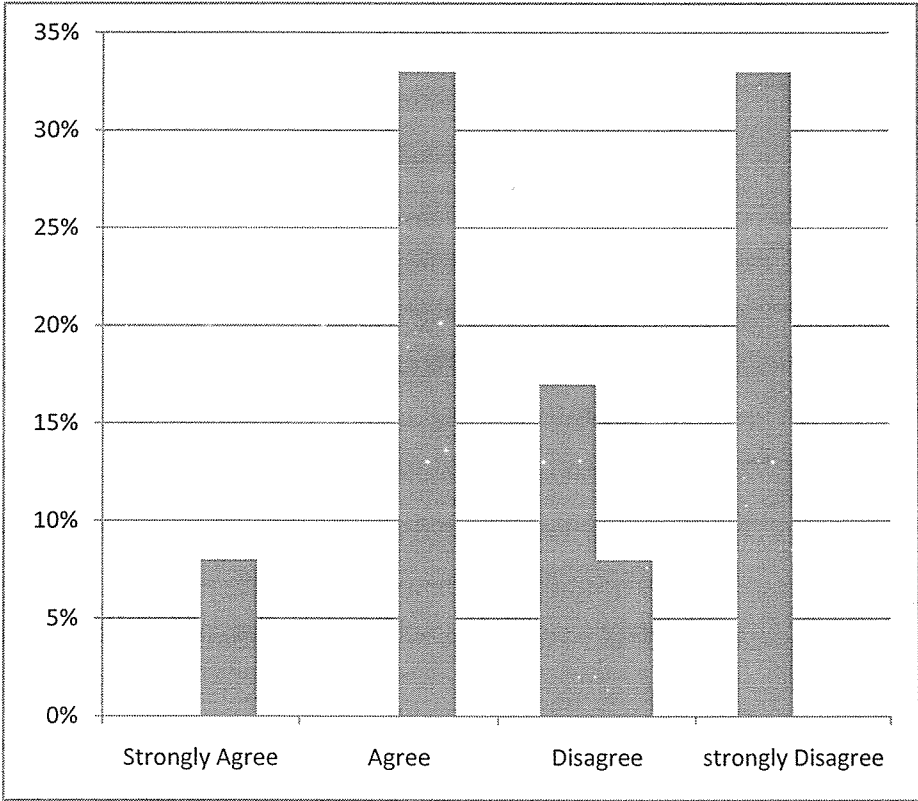
17% of the respondents from urban schools strongly agreed that parents are concerned about their children's performance, while none from rural strongly agreed. 25% of the respondents from urban agreed with the statement while none from rural agreed. 8% of the respondents from both rural and urban school were undecided about the statement. 33% of the respondents from rural schools disagreed that parents are concerned about their children's performance, while none from urban disagreed. 8% of the respondents from rural strongly disagreed with the statement while none from urban strongly disagreed.



**Figure 5: Parents are concerned about their children's performance**

**4.2.7 Parents attend meetings regularly on time to discuss their children’s performance**

From the data gathered 8% of the respondents from urban schools strongly agreed that parents attend meetings regularly on time to discuss their children’s performance, while none from rural strongly agreed. 33% of the respondents from urban schools agreed with the statement while none from rural schools agreed. 17% of the respondents from rural schools disagreed with the statement while 8% of the respondents from urban also disagreed with the statement. 33% of the respondents from rural schools strongly disagreed with the view that parents attend meeting regularly while none from urban disagreed.



**Figure 6: Parents attend meetings regularly to discuss children’s performance**

**Research Question three; Is there any relationship between educational facilities found in rural and urban schools on performance?**

**Table 3: Facilities/ Educational Resources**

		FREQUENCY OF RESPONSE									
		SA		A		U		D		SD	
		R	U	R	U	R	U	R	U	R	U
1.	The quality of school building in your school is suitable and appropriate	0	20	30	40	0	0	30	0	0	0
2.	The classroom are enough for the students	20	0	20	30	0	0	10	20	10	10
3.	The learning environment is conducive	0	10	40	40	0	10	20	0	0	0
4.	Facilities like toilets are adequate for the learners	0	0	20	20	0	0	20	40	20	0
5.	The toilets are well located for both boys and girls	20	0	30	0	0	0	10	20	0	40
6.	School instructional materials and equipment are adequate	0	0	0	33	0	0	50	17	0	0
7.	Children have adequate and appropriate furniture	0	0	20	40	0	0	30	20	10	0
8.	Educational facilities have a bearing on performance in this school	20	30	40	30	0	0	0	0	0	0

**KEY**

S.A - Strongly Agree A - Agree U - Undecided D - Disagree

S.D - Strongly Disagree R - Rural Schools U - Urban Schools



From Table 3, the researcher considered the column for agreeing responses to determine the relationship of Educational facilities between rural and urban schools using Spearman's correlation coefficient (See Appendix 5). At a 5% level of significance, the calculated value was 0.14286 which showed a relationship existed but a very low relationship.

#### **4.3.1 Quality of School Building**

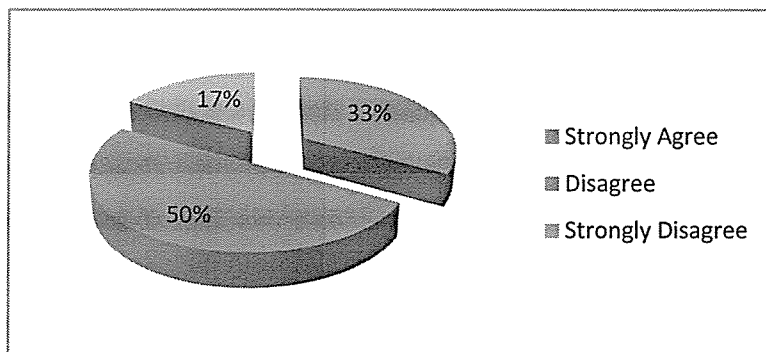
17% of the respondents from urban schools strongly agreed that the quality of school building was suitable and appropriate, while none from rural. 33% of the respondents from urban schools agreed that the quality of school building was suitable and appropriate while 25% of the respondents from rural disagreed that the quality of the school building was appropriate while none from urban had the same view.

#### **4.3.2 Enough Classrooms for Students**

From the findings 17% of the respondents from rural schools strongly agreed that the classrooms were enough for the students, while none from urban schools. 17% of the respondents from rural schools agreed that the classroom were enough while from urban schools 25% agreed that the classrooms were enough. 8% from rural schools disagreed while 17% from urban also disagreed with the view. While 8% from rural schools and also 8% from urban school strongly disagreed that the classroom are enough for the students.

#### **4.3.3 School Instructional Materials and Equipment**

From the data gathered, 33% of the respondents from urban schools agreed that school instructional materials and equipment were adequate. 50% of the respondents from rural disagreed that instructional materials and equipment were adequate while 17% from urban disagreed.

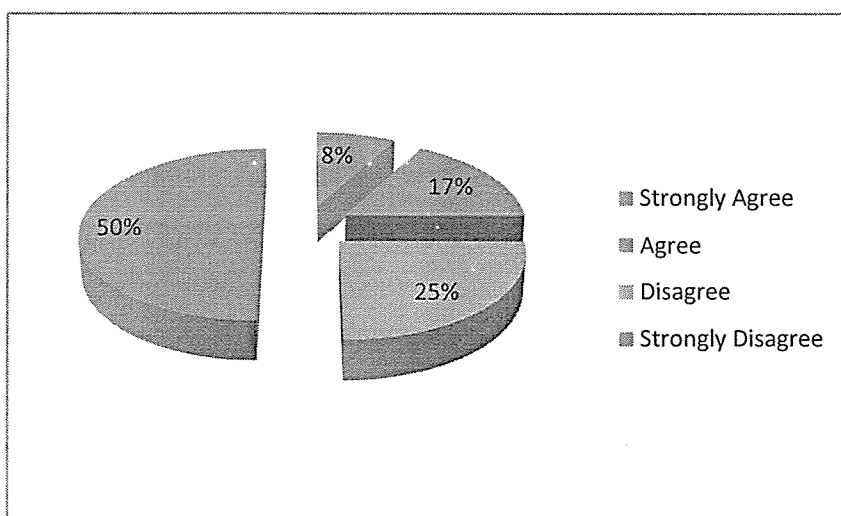


**Figure 7: School instructional materials and equipment**

In rural none agreed that the instructional materials were adequate.

#### 4.3.4 Children have adequate and appropriate furniture

It was revealed that 17% of the respondents from rural schools agreed that children have adequate and appropriate furniture, while 33% of the respondents from urban schools agreed with the same statement. 25% of the respondents from rural schools disagreed that children have adequate and appropriate furniture while from urban schools only 17% disagreed.



**Figure 8: Children have adequate and appropriate furniture**

8% of the respondents from rural schools strongly disagreed that children had adequate and appropriate furniture while none from urban strongly disagreed.

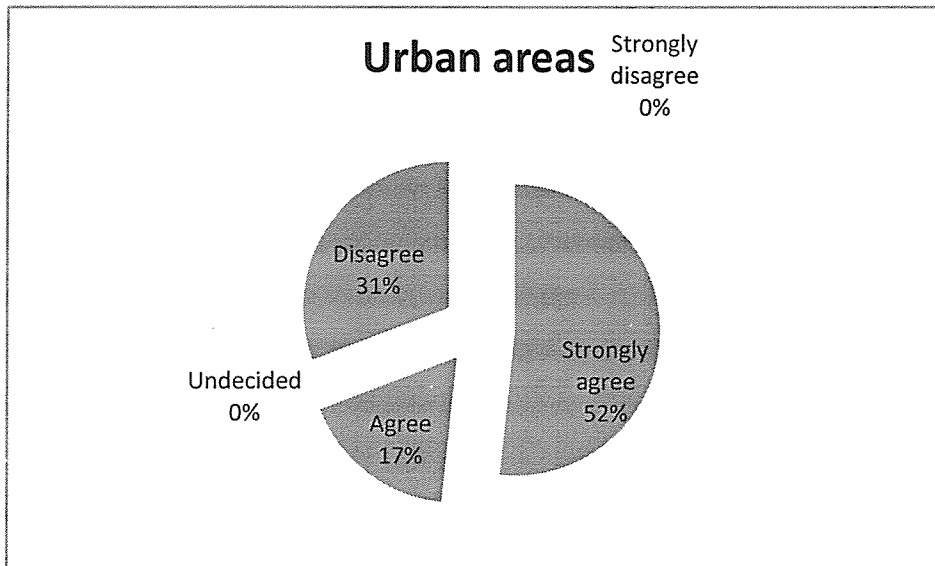
**Research Question four; what is the effect of teachers' attitudes to their deployment in rural and urban schools on students' performance?**

**Table 4: Responses to Deployment by Teachers in areas**

Items	Urban areas	Percentage	Rural areas	Percentage
Strongly agree	62	52	00	00
Agree	21	18	00	00
Undecided	00	00	10	08
Disagree	37	30	71	59
Strongly disagree	00	00	39	33
Total	120	100	120	100

#### **4.4.1 Teachers like Being Posted in Schools around this Area**

From table 4; 52% of the respondents from urban schools strongly agreed that teachers like being posted in schools around this area while none strongly agreed from the rural schools 18% of the respondents from urban schools agreed with the above statement while none from rural schools agreed. 59% of the respondents from rural schools disagreed with the statement while none from urban schools disagreed. 33% of the respondents from rural schools strongly disagreed with the statement while none from urban schools strongly disagreed with the statement while none from urban schools strongly disagreed. 8% of the respondents from rural were undecided while none from urban schools were undecided.



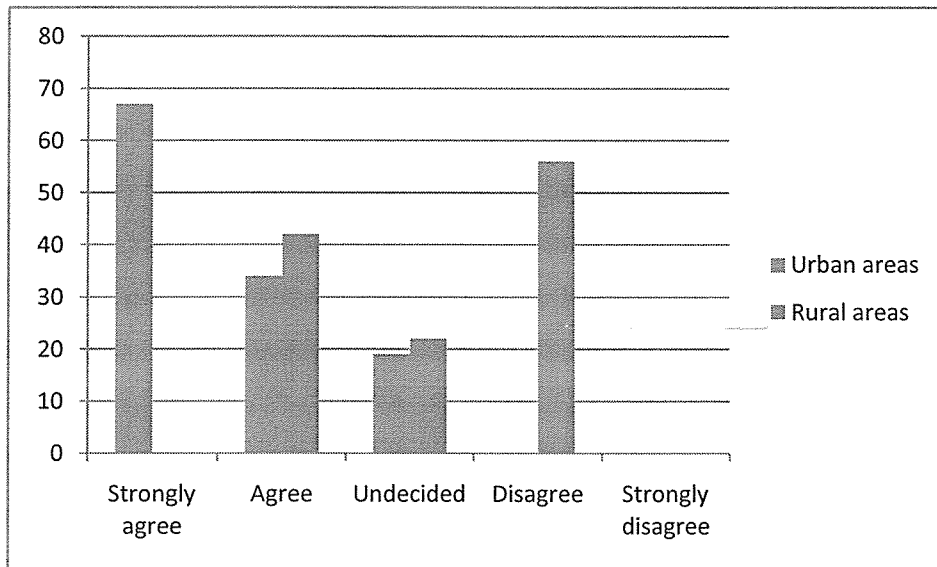
**Figure 9: Teachers like being posted in schools around this area.**

#### 4.4.2 Teachers enjoy working in the school and area strongly committed to their work

**Table 5; Commitment of teachers in their respective areas of work**

Items	Urban areas	Percentage	Rural areas	Percentage
Strongly agree	67	56	00	00
Agree	34	28	42	35
Undecided	19	16	22	18
Disagree	00	00	56	47
Strongly disagree	00	00	00	00
Total	120	100	120	100

From table 5; the data gathered, 67% of the respondents from urban strongly agreed with the statement that teachers enjoy working in the school and are strongly committed to their work, none from rural strongly agreed. 35% of the respondents from rural schools agreed with the above while only 28% from urban agreed. 47% of the rural respondents disagreed with the statement while none from urban disagreed with the stated. None strongly disagreed with the statement from both rural and urban.



**Figure 10: Teachers enjoy working in the school and are committed to their work**

## 4.8 PHYSICAL FACILITIES

### 4.8.1 Number of classes

From the observation schedule, it was observed that 25% of schools in rural areas had availability and adequate classrooms, 17% in urban had available and adequate classrooms 25% of the schools in rural had available and not adequate classrooms while in urban schools it was 33%.

### 4.8.2 Quality of classes

In terms of quality of classes in rural school 8% had available and adequate while in urban there was 42% of the classes were available but not adequate desks while in the urban schools 33% had available but not adequate desks.

**Table 6: Observation Schedule Physical Facilities**

		FREQUENCY OF OBSERVATION					
		Adequately		Not adequate		Not Available	
		Rural	Urban	Rural	Urban	Rural	Urban
1.	Number of classes	30	20	30	40	0	0
2.	Quality of classes	10	50	50	10	0	0
3.	Chairs	0	40	50	20	10	0
4.	Tables	0	20	50	40	10	0
5.	Desks	10	20	50	40	0	0
6.	Windows	10	50	50	10	0	0
7.	Chalkboard	40	50	20	10	0	0
8.	Displayed centres of learning	0	10	40	50	20	0
9.	Displayed nature corner	0	0	40	60	20	0
10.	Library	0	10	0	40	60	0
11.	Cupboards	0	10	20	50	30	0
12.	Toilets	20	0	40	60	0	0
13.	Field for football (sports field)	20	40	10	10	30	10
14.	Classroom roof	10	50	50	10	0	0
15.	Classroom walls	10	60	50	0	0	0
16.	Classroom floor	0	60	60	0	0	0
17.	Instructional materials						
	a) Text books	0	335	60	20	0	0
	b) Wall charts	0	20	50	40	10	0
	c) Wall maps	0	30	50	30	10	0
	d) Mathematics sets	0	0	30	40	30	20

The researchers considered the first eight row observation of the physical facilities to from table 6, to determine the relationship between the frequency of physical facilities between the rural and urban schools. For the adequate column, Spearman's correlation coefficient calculated value was 0.52238 (See Appendix 6). This showed that there was an average relationship. However for

not adequate column the Spearman's correlation coefficient calculated was 0.17857 which showed a very low relationship.

#### **4.9 Responses from Pupils**

From the responses majority of parents of pupils in urban areas were in occupation such as nurses, teachers, professional occupations and businessmen. In rural schools majority of the parents were in occupations like farming, businessmen, masonry.

##### **4.9.1 Absenteeism to help parents/guardians at home**

From the data gathered 82% (49) of the pupils from rural schools agreed that they have been absent from school to help parents/ guardians at home while in urban it was 20% (12) who agreed they have been absent. Those who had not been absent to help parents in rural areas were only 18%, while in urban those who had not been absent to help parents were 80% (48).

##### **4.9.2 Encouraged to read at home**

75% (45) of the responses of pupils from rural areas chose YES while in urban those who chose YES were 83% (50). From the responses those who were not encouraged in rural schools were 25% (15) while from urban it was 17% (10).

##### **4.9.3 Parents promptly provide educational material**

Regarding prompt provision of educational materials for schooling 30% (18) of the responses from rural was "YES" while from urban 78% (47) of the responses from rural those who disagreed were 70% (42) while those from urban it was 22% (13).

##### **4.9.4 We have adequate teachers**

On whether teachers are adequate only 7% (4) of the responses from rural pupils agreed they had adequate teachers while in urban school 73% (44) of the pupils agreed they had adequate teachers. 93% (56) of the responses of responses of pupils from rural schools indicated they did not have adequate teachers. From urban school was 27% (16) of the responses from pupils who indicated they did not have adequate teachers.

**Table 7: Pupils' Responses**

		FREQUENCY OF REPOSE			
		YES		NO	
		Rural	Urban	Rural	Urban
1.	Absent from school to assist parents	49	12	11	48
2.	Encouraged to read at home	45	50	15	10
3.	Educational materials are provided for my schooling	18	47	42	13
4.	Parents show concern when my performance is poor	40	46	20	14
5.	Provide coaching at home	15	45	45	15
6.	Motivated for good academic work	44	45	16	15
7.	We have adequate teachers	4	44	56	16
8.	Meals are provide for regularly at home	10	45	50	15

According to Appendix 7; There was a very low relationship between the Yes and No responses of the students as respondents, that was according to the Spearman's correlation coefficient at a 5% level of significance.



## **CHAPTER FIVE**

### **DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

#### **5.0 Chapter Overview**

The main purpose of this study was to investigate student's performance in rural and urban primary schools in Kakamega South district, Kenya. The chapter entails discussions of the findings, conclusion, recommendations and suggestions for further research.

#### **5.1 Discussion**

The discussion of the findings was conducted following the research questions and their analysis was as follows;

According to table 3; the data collected revealed that parents support of students that parents support of students with their home work in urban schools was 33% agreed while none in rural schools. Yet according to Kabiru and Njenga (2007), the environment of a child includes the care given by parents other caregivers, early stimulation education and socialization. From the findings it reveals that students from rural schools do not get much support from their parents. While their counterparts from urban are able to get support from their parents. These findings agree with Shepherd and Greene (2001) who expounds that the impact of the family reaches for beyond its direct effect on the child. Our family social class stapes what we think of ourselves and how others treat us even for into adulthood.

The findings evidently revealed that there was significant difference between students performance in rural and urban schools as there was no relationship revealed by spearman's correlation coefficient. (See Appendix 4)

On school instructional materials and equipment the finding indicated that 33% of the responses from urban schools agreed that the instructional material were adequate. 50% of the responses from rural schools disagreed that the instructional materials and equipment were adequate, while in urban disagreed.

On quality of school buildings the findings revealed that 17% of the responses from urban schools strongly agreed that quality of school building was suitable and appropriate while none from rural schools agreed that the quality of school building in rural schools was suitable. Compared to the rural schools the findings revealed on availability of adequate and appropriate furniture, the responses from urban schools had 33% of the responses agreeing that there are adequate and appropriate furniture while in rural only 17% agreed that the furniture was appropriate and adequate. 8% of the responses from rural schools strongly disagreed that children had adequate and appropriate furniture while none from urban strongly disagreed that the quality of classroom floors, walls and roof of rural schools were not adequate while those of urban schools were available and adequate (50%).

The study agrees with Herr Judy (1998) who observed that children learn about with their world by playing and exploring with materials. They learn when they are provided with on wide range of educational materials and facilities in a conducive environment. From the studies the condition of classroom in rural areas compared to urban schools were comparably of lower quality. There is indeed relationship between educational facilities found in rural and urban schools and performance. The urban schools with relatively better facilities perform better in national examinations; this was proved by the correlation coefficient from Appendix 5.

From table 5; the data gathered indicated that teachers like being posted in urban schools and not rural schools 52% of the respondents strongly agreed with this while none strongly agreed that teachers like being posted in rural areas.

Table 6; findings further indicated that teachers seem to enjoy working in schools in urban areas and are strongly committed to their work. But while in rural areas most teachers are always looking for transfer are always looking for transfer out of the rural areas since there is lack of infrastructure and basic facilities.

The study is in agreement with Thompson and Hickey (2002) who asserts that a serious challenge faced by many rural or district schools in U.S.A is finding adequate number of teachers. This issue replicates itself in Kakamega South district, Ministry of Education (1999)

identified as one of the resources required for curriculum delivery to include teachers, yet rural primary schools have a serious shortage of teachers in Kakamega South district.

## **5.2 CONCLUSION**

From the data gathered it can be concluded that the academic performance of urban schools in national examinations is better than rural schools. This is because the findings revealed that between the years 2005 – 2009, the mean percentage pass in urban schools was 64% while in rural school it was 44% which was below average. This is so despite the fact that rural schools have low enrolment with some having as low as 189 pupils in the entire school while in the urban schools some have high enrolment with some recording 1741 pupils but still perform better. Educational facilities, parental involvement in education and their socio- economic status affects performance of the learners in rural and urban schools as most teachers are enthusiastic about teaching in rural schools. Shortage of teachers was a serious problem experienced by rural schools in Kakamega South district. Respondents from rural schools strongly agreed that shortage of teachers is a serious problem they experience while none of the respondents from urban strongly agreed that they experience shortage of teachers.

With this kind of scenario it would be difficult to scenario it would be difficult to expect the rural schools to regular better academic performance than their urban counterparts.

## **5.3 RECOMMENDATIONS**

The government and the local authority should put in place infrastructure in rural areas like water, electricity, good roads which in turn can stimulate economic activity in rural areas. The low economic status of parents in rural areas makes them not to be actively involved in educational activities. With these facilities and provision of credit be other state holder facilities, people in rural areas can have other income generating activities and improve on the potentials in agriculture which in turn may help them to support educational programmes effectively.

The Ministry of Education working with partners should mobilize resources to provide quality classrooms and educational facilities in rural areas. Besides, teachers working in rural schools should be offered incentives this could include building staff houses for the teachers. Other mechanism of motivating teachers working in especially harsh rural parts in the municipality

should be offered some allowances like hardship allowance to encourage them to stay longer in the rural schools to curb the rampant shortage of teachers in the rural part of Kakamega South district.

The government through the Ministry of Education should review the way it supports the primary education through capitation grants. The grants are based on enrolment and yet most schools in rural areas have low enrolment therefore this implies that when it comes to grants they may not get much compared to their counterparts in urban areas.

Intensive community mobilization and lobbying of parents and communities to take an active role in improving the education of their children. This should be done while working with teachers to establish child friendly and stimulating class making maximum use of locally available materials in the rural areas.

The Ministry of Education should also intensify its supervision of curriculum implementation in all the schools but paying more attention to those rural schools that is far from the District Headquarters. Besides, the Ministry should rationalize deployment of teachers in order to ensure equity in distribution of teachers in all the schools.

#### **5.4 Suggestions for Further Research**

- The researcher suggested that studies similar to the one carried out here to be carried out in other parts of the country to compare academic performance in other districts.
- There is also need to have research to investigate the effectiveness of teaching pedagogies applied in schools in maintaining good scholastic performance.
- An investigation should be done on administrators' awareness of students' performance on the examination. The researchers believe that there may be a perception barrier among administrators, faculty, and students regarding the design-based examination. Results from this study may help administrators in industrial teacher education make informed

decisions on examination scores rather than on perceptions of what they believe to be happening in curricular programs.

- Research should be conducted to determine how teachers actually teach design, both in and out of this geographical region. It would most likely be beneficial to develop a list of "best practices" for teaching design at the primary level. The pedagogy employed in the urban areas may have been a contributing factor to the low test scores on the design component of the rural examination results.

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## APPENDIX 1: QFTH

Dear Respondent, Am *Akhurah Ikanzu Vivian BED/34404/113/DF* a student of Kampala International University carrying out a study on student's academic performance in rural and urban Primary schools in Kakamega South district, Kenya for the award of a Bachelor of Education-Arts. Please kindly fill this questionnaire and provide the relevant answers. All data collected will be treated with confidentiality and analyzed for academic purposes and the researcher will maintain anonymity in quoting specific statements unless permitted otherwise by the person(s) concerned.

### Instructions:

**Please tick appropriate option in the box provided**

### Age:

Below 19 years	[     ]
20 – 30	[     ]
31 – 40	[     ]
41 – 50	[     ]
51 and above	[     ]

### Gender:

Male	[     ]
Female	[     ]

### Academic Level

Certificate	[     ]
Diploma	[     ]
Degree	[     ]
Others	[     ]

## The State of Performance in Rural and Urban Schools

### SECTION A

1. The school's name is .....
2. Tick appropriately where it is found  
Rural [    ]      urban [    ]
3. What is the students population  
Boys..... Girls ..... Total .....
4. How has the school been performing in the National examination for the last five years

Year	Mean score	Total Maximum Score
2005		
2006		
2007		
2008		
2009		

5. In your opinion what contributes to the above mentioned performance.

.....  
 .....

### SECTION B

Instruction: Circle the appropriate number reflecting the respondent opinion

Strongly agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD)

		SA	A	U	D	SD
1.	Students have difficulty in using English the medium of instruction	1	2	3	4	5
2.	Vernacular languages are commonly used by students in school	1	2	3	4	5
3.	School attendance by students is quite regular	1	2	3	4	5
4.	Cases of chronic absenteeism are common among students	1	2	3	4	5

5.	Students are involved in other duties at home during class time	1	2	3	4	5
6.	Parents assist or support the students with their homework	1	2	3	4	5
7.	The schools performance in national examinations is good	1	2	3	4	5

### Parental Involvement and Socio- Economic Factors

**Instruction:** Circle the appropriate number reflecting the respondents' opinion.

Strongly agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD)

		SA	A	U	D	SD
1.	Most parents in this school are able to read and write	1	2	3	4	5
2.	The quality of home environment is conducive and suitable for learning.	1	2	3	4	5
3.	Parents/ Guardians have steady and reliable income generating activities.	1	2	3	4	5
4.	School children are provided with adequate and balanced diet regularly	1	2	3	4	5
5.	Parents are concerned about their children's performance in class	1	2	3	4	5
6.	Parents/ Guardians are able to provide additional requirements for learning without difficulties.	1	2	3	4	5
7.	Parents/ Guardians income greatly affects children's performance	1	2	3	4	5
8.	Parents attend meetings regularly and on time to discuss their children's performance	1	2	3	4	5
9.	The schools performance in national examinations is good	1	2	3	4	5

### Facilities / Educational Resources

**Instruction:** Circle the appropriate number reflecting the respondent's opinion.

Strongly agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD)

		SA	A	U	D	SD
1.	The quality of school building in your school is suitable and appropriate.	1	2	3	4	5
2.	The classrooms are enough for the students	1	2	3	4	5
3.	The learning environment is conducive	1	2	3	4	5
4.	Facilities like toilets are adequate for the learners	1	2	3	4	5
5.	The toilets are well located for both boys and girls	1	2	3	4	5
6.	School instructional materials and equipment are adequate	1	2	3	4	5
7.	Children have adequate and appropriate furniture	1	2	3	4	5
8.	Educational facilities have a bearing on performance in this school	1	2	3	4	5
9.	Some classes are conducted outside under trees	1	2	3	4	5

**QATAD**  
**SECTION A**

1. What is the number of classes/ streams in your school.....
2. How many teachers do you have in your school  
Male ..... Female ..... Total .....

**SECTION B**

**Instruction**

Circle the appropriate number reflecting the respondent's opinion

Strongly agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD)

		SA	A	U	D	SD
1.	Teachers like being posted in school's around this area	1	2	3	4	5
2.	The area around the school surrounding has adequate provision of health and basic facilities like water or electricity	1	2	3	4	5
3.	Teachers enjoy working in the school and are strongly committed to their work	1	2	3	4	5
4.	Teacher absenteeism cases are common	1	2	3	4	5
5.	Teachers are quite happy and enthusiastic about being deployed in this school under.	1	2	3	4	5
6.	Staffing of teachers seriously affect performance in the school	1	2	3	4	5
7.	Shortage of teachers is a serious problem experienced in the school	1	2	3	4	5
8.	The school is accessible to other facilities and infrastructure	1	2	3	4	5
9.	Teachers travel long distance from the school to their residence	1	2	3	4	5
10.	Teachers rarely stay long in this school before requesting for transfers	1	2	3	4	5

11.	Banking services are far from school so much time is spent by teachers travelling for their salaries	1	2	3	4	5
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## QFP

Dear Respondent,

Please kindly answer the questions as they relate to you as possible. The questionnaire is intended to collect information for a research study entitled “students performance in rural and urban primary schools in Kakamega South district.” All data collected will be treated with confidentiality and analyzed for academic purposes.

1. (a) Who caters for your school needs? .....  
(b) What occupation is he/she involved in order of priority?  
(i).....  
(ii) .....  
(iii) .....
2. Have you been absent from school to assist parent/ caregivers at home? (Tick appropriately)  
Yes [    ]                      No [    ]
3. Tick the following comments as they relate to your parents/ guardians interest and support for your education  
(a) They encourage me to read at home  
Yes [    ]                      No [    ]  
(b) They promptly provide educational material required for my schooling  
Yes [    ]                      No [    ]  
(c) They show concern when my performance is poor in school  
Yes [    ]                      No [    ]  
(d) Am encouraged to do my homework and provide coaching  
Yes [    ]                      No [    ]  
(e) I am motivated for any good academic performance  
Yes [    ]                      No [    ]  
(f) How would you rate your parents/ guardians attendance of school functions like parents day, prize giving day?  
Good [    ]                      Average [    ]                      Poor [    ]
4. How would you rate your school performance in Kenya Certificate of Primary Education (K.C.P.E) (Tick appropriately)

Above average [    ]                      Average [    ]                      Below average [    ]

5. We have adequate teachers

Yes [    ]                      No [    ]

6. Meals are provided for regularly at home

Yes [    ]                      No [    ]

**APPENDIX 2; OS****Physical Facilities in School****Instruction: Tick appropriately as per observation**

		<b>Available Adequate</b>	<b>Available Not Adequate</b>	<b>Not Available</b>
1.	Number of classes			
2.	Quality of classes			
3.	Chairs			
4.	Tables			
5.	Desks			
6.	Windows			
7.	Chalk board			
8.	Displayed centres of learning			
9.	Displayed nature corner			
10.	Library			
11.	Cup boards			
12.	Toilets			
13.	Field for football/Netball (Sports field)			
14.	Classroom roofs			
15.	Classroom walls			
16.	Classroom floor			
17.	Instructional materials			
	(a) Text books			
	(b) Wall charts			
	(c) Wall maps			
	(d) Mathematics sets			
18.	Water			

**APPENDIX 3; STATE OF PERFORMANCE BETWEEN RURAL AND URBAN SCHOOLS FOR AGREEING RESPONSES OF RESPONDENTS**

Rural	Urban	R <sub>r</sub>	R <sub>u</sub>	D= R <sub>r</sub> - R <sub>u</sub>	D <sup>2</sup>
30	0	3.5	5.5	- 2	4
10	0	6	5.5	0.5	0.25
20	0	5	5.5	- 0.5	0.25
40	10	1.5	3	- 1.5	2.25
30	0	3.5	5.5	-2	4
0	40	7	1.5	5.5	30.25
40	40	1.5	1.5	0	0
					$\sum D^2 = 41$

$$\rho = 1 - \frac{6 \sum D^2}{n(n^2-1)}$$

Where  $\rho$  is the Spearman's Correlation Coefficient.

D is the difference between the Ranks

n is the number of pairs

R<sub>r</sub> is the rural ranking and R<sub>u</sub> is the Urban rankings

Then for n = 7,

$$\rho = 1 - \frac{246}{7(49-1)}$$

$$\rho = 1 - 0.73214$$

$$\rho = 0.26786$$

From the Percentage points of the Sampling distribution, spearman's correlation coefficient at 5% level of significance for n = 7 , the critical value is 0.75. According to Spearman's calculated correlation coefficient value shows that there is a relationship but at a very low.

**APPENDIX 4; PARENTAL INVOLVEMENT IN THEIR CHILDREN'S ACADEMIC ISSUES FOR AGREEING RESPONSES OF RESPONDENTS**

Rural	Urban	R <sub>r</sub>	R <sub>u</sub>	D= R <sub>r</sub> - R <sub>u</sub>	D <sup>2</sup>
10	50	2.5	1	-1.5	2.25
0	20	6.5	8.5	-2.5	6.25
0	30	6.5	6	0.5	0.25
0	30	6.5	6	0.5	0.25
0	30	6.5	6	0.5	0.25
0	23	6.5	8.5	-2	4
10	40	2.5	3	-0.5	0.25
0	40	6.5	3	3.5	<b>12.25</b>
40	40	1	3	-2	<b>4</b>
					$\Sigma D^2 = 29.75$

Then for n = 9,

$$\rho = 1 - \frac{6 \Sigma D^2}{n(n^2-1)}$$

$$\rho = 1 - \frac{178.5}{9(81-1)}$$

$$\rho = 1 - 0.2479$$

$$\rho = 0.7521$$

From the Percentage points of the Sampling distribution, spearman's correlation coefficient at 5% level of significance for n = 9 , the critical value is 0.68. According to Spearman's calculated correlation coefficient value shows that there is NO a relationship.

# **APPENDIX 5; EDUCATIONAL FACILITIES FOR AGREEING RESPONSES OF RESPONDENTS**

Rural	Urban	R <sub>r</sub>	R <sub>u</sub>	D= R <sub>r</sub> - R <sub>u</sub>	D <sup>2</sup>
30	40	3.5	2	1.5	2.25
20	30	6	5.5	0.5	0.25
40	40	1.5	2	- 0.5	0.25
20	20	6	7	- 1	1
30	0	3.5	8	-4.5	20.25
0	33	8	4	4	16
20	40	6	2	4	16
40	30	1.5	5.5	-4	16
					$\sum D^2 = 72$

Then for n = 8,

$$\rho = 1 - \frac{6 \sum D^2}{n(n^2-1)}$$

$$\rho = 1 - \frac{432}{8(64 - 1)}$$

$$\rho = 1 - 0.85714$$

$$\rho = 0.14286$$

From the Percentage points of the Sampling distribution, spearman's correlation coefficient at 5% level of significance for n = 8 , the critical value is 0.71. According to Spearman's calculated correlation coefficient value shows that there is a relationship but at a very low.

**APPENDIX 6; PHYSICAL FACILITIES OBSERVATION SCHECUDLES FOR  
ADEQUATE RESPONSES OF RESPONDENTS**

Rural	Urban	R <sub>r</sub>	R <sub>u</sub>	D= R <sub>r</sub> - R <sub>u</sub>	D <sup>2</sup>
30	20	2	6	-4	16
10	50	4	2	2	4
0	40	7	4	3	9
0	20	7	6	1	1
10	20	4	6	-2	4
10	50	4	2	2	4
40	50	1	2	-1	1
0	10	7	8	-1	1
					$\Sigma D^2 = 40$

Then for n = 8,

$$\rho = 1 - \frac{6 \Sigma D^2}{n(n^2-1)}$$

$$\rho = 1 - \frac{240}{8(64-1)}$$

$$\rho = 1 - 0.47619$$

$$\rho = 0.52238$$

From the Percentage points of the Sampling distribution, spearman's correlation coefficient at 5% level of significance for n = 8 , the critical value is 0.71. According to Spearman's calculated correlation coefficient value shows that there is a relationship which is of average relationship.

# APPENDIX 7; STUDENT'S RESPONSES OF YES AND NO

YES RESPONSES						NO RESPONSES					
Rural	Urban	R <sub>r</sub>	R <sub>u</sub>	D = R <sub>r</sub> - R <sub>u</sub>	D <sup>2</sup>	Rural	Urban	R <sub>r</sub>	R <sub>u</sub>	D = R <sub>r</sub> - R <sub>u</sub>	D <sup>2</sup>
49	12	1	8	-7	49	11	48	8	1	7	49
45	50	2	1	1	1	15	10	7	8	-1	1
18	47	5	2	3	9	42	13	4	7	-3	9
40	46	4	3	1	1	20	14	5	6	-1	1
15	45	6	5	1	1	45	15	3	4	-1	1
44	45	3	5	-2	4	16	15	6	4	2	4
4	44	8	7	1	1	56	16	1	2	-1	1
10	45	7	5	2	4	50	15	2	4	-2	4
				$\Sigma D^2 = 70$						$\Sigma D^2 = 70$	

Then for n = 8,

$$\rho = 1 - \frac{6 \Sigma D^2}{n(n^2 - 1)}$$

$$\rho = 1 - \frac{420}{8(64 - 1)}$$

$$\rho = 1 - 0.8333$$

$$\rho = 0.16667$$

From the Percentage points of the Sampling distribution, spearman's correlation coefficient at 5% level of significance for n = 8 , the critical value is 0.71. According to Spearman's calculated correlation coefficient value (  $\rho = 0.16667$  ) shows that there is a relationship which is of a very low relationship for both the Yes and the No responses.