

**STUDENTS' ATTITUDE TOWARDS THEIR ACADEMIC PERFORMANCE  
IN SELECTED SECONDARY SCHOOLS OF KENYA:  
A CASE STUDY OF UASIN GISHU DISTRICT  
(KAPSERET DIVISON)**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT  
OF REQUIREMENTS FOR THE AWARD OF THE  
BACHELOR OF ARTS WITH EDUCATION DEGREE OF  
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## DECLARATION

This research project is my original work and has not been submitted before to any other university or institution of higher learning for the award of diploma or degree.

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Date

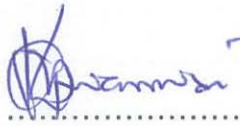
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## APPROVAL

This research project has been submitted by GRACE W. NJOROGE for examination with my approval.

Name of the supervisor:

Signature



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Date

22/01/2010  
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## **DEDICATION**

I dedicate this to my beloved father Mr.Mukundi S. N, mother Priscillah,  
brothers John, Jeff and Kym.

## **ACKNOWLEDGEMENT**

First and foremost, my special thanks go to my supervisor Mr. Kwamusi Geoffrey for the tireless guidance he gave me during my struggle to produce this book.

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I would also like to register my thanks to my friends Celestine, Fatmah, Dorothy, Arthur Murara and Chris for their encouragement and support during the difficult moments.

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## DEFINITION OF TERMS

**Motivation:** is the internal condition that activates behavior and gives direction; energizes and directs goal oriented behavior.

**Attitude:** its judgement or feeling of an individual based on experience one may have about something.

**Development:** is the elevation to higher and recognizable level.

**Factors:** these are circumstances which when taken together constitute a result negatively or positively.

**Sample:** A small group used in a research

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# **CHAPTER ONE**

## **INTRODUCTION AND BACKGROUND**

Much research in recent years has focused on identifying the key factors that promote academic success among pupils whose demographic characteristics and school circumstances place them at high risk of failure.

Education is one of the most important aspects of human resource development. .Poor school performance not only results in the child having a low self-esteem, but also causes significant stress to the parents. There are many reasons for children to under perform at school, such as, medical problems, below average intelligence, specific learning disability, attention deficit hyperactivity disorder, emotional problems, poor socio-cultural home environment, psychiatric disorders and even environmental causes. The information provided by the parents, classroom teacher and school counselor about the child's academic difficulties guides the pediatrician to form an initial diagnosis. However, a multidisciplinary evaluation by an ophthalmologist, otolaryngology, counselor, clinical psychologist, special educator, and child psychiatrist is usually necessary before making the final diagnosis. It is important to find the reason(s) for a child's poor school performance and come up with a treatment plan early so that the child can perform up to full potential. In Kapseret zone in Uasin-Gishu district it believed that their poor performance is due to pupils attitude.

According to Fensham (1992) defines attitude is a framework of social psychology as a subjective or mental preparation for action. It defines outward and visible postures and human beliefs. Attitudes determine what each individual will see, hear, think and do. They are rooted in experience and do not become automatic routine conduct.

Attitude means the individual's prevailing tendency to respond favorably or unfavorably to an object (person or group of people, institutions or events). Attitudes can be positive (values) or negative (prejudice). Social psychologists distinguish and study three components of the responses: a) cognitive component, which is the knowledge about an attitude object, whether accurate or not; b) affective component: feelings towards the object and c) cognitive or behavioral component, which is the action taken towards the object.

Pupils attitude in Uasin-Gishu district affect the performance since pupils change their mind instate of education they do other activities such as Farm weeding, work in sugar plantation, animal rearing, conductors in matatu and other activities hence leading to absenteeism in school resulting to poor performance in their national examination

The factors that affect the pupils' attitude are its pupils background, motivation and school environment which have generally been identified as causes of poor academic Performance. Whether increasing resource use in schools has a positive effect on pupil performance has occupied governments, parents and researchers for decades. A main challenge when trying to answer this question is to separate the effects of school resources from the effects of pupils' family background, since resources may be allocated in a compensatory manner, and pupils may sort into schools. We address these issues using a comprehensive dataset for two cohorts of pupils of poor and rich in performance measures, resource use variables and family background variables. Controlling for family background, we find a positive but modest effect of resource quantity such as teacher hours per pupil, on pupil achievement. Observable teacher qualifications, within the variation present in lower, do not appear to have significant effects on school results. Pupil's characteristics are; family background, parents support and relatives.

Motivation is not completely a new term. What is interesting about it is that it is commonly assumed to be a good thing that goes in influencing individual's behavior and performance at work. **Motivation** is the internal condition that activates behavior and gives it direction; energizes and directs goal-oriented behavior. The term is generally used for human motivation but, theoretically, it can be used to describe the causes for animal behavior as well. This article refers to human motivation. According to various theories, motivation may be rooted in the basic need to minimize physical pain and maximize pleasure, or it may include specific needs such as eating and resting, or a desired object, hobby, goal, state of being, ideal, or it may be attributed to less-apparent reasons such as altruism, morality, or avoiding mortality. According to Abraham Maslow's hierarchy of human needs.

Motivation in education can have several effects on how pupils learn and how they behave towards subject matter It can: Direct behavior toward particular goals, Lead to increased effort and energy, Increase initiation of, and persistence in, activities, Enhance cognitive processing, Determine what consequences are reinforcing, Lead to improved performance. Because pupils are not always internally motivated, they sometimes need situated motivation, which is found in environmental conditions that the teacher creates.

The school environment of pupils: Chapter 9 underlines that each pupil has the right to a good physical and psycho-social environment. If the pupils believe that their rights are not properly protected, they or their parents may ask the school to rectify any breach of the law. Such requests must be processed as an administrative decision in an individual case pursuant to the Public Administration Act. The person making the request is entitled to appeal against the decision if he or she is not satisfied with it. The Public Administration Act:

The school environment is of great importance to pupils' well-being and learning results. It is the pupils themselves who know and should report of any

aspect of the school environment that needs improvement "School grounds" means and includes land, portions of land, structures, buildings, and vehicles, when used for the provision of academic or extracurricular programs sponsored by the school district or community provider and structures that support these buildings, such as school district wastewater treatment facilities, generating facilities, and other central services facilities including, but not limited to, kitchens and maintenance shops. School grounds also includes other facilities as defined in N.J.A.C. 6A:26-1.2, playgrounds, and recreational places owned by local municipalities, private entities or other individuals during those times when the school district has exclusive use of a portion of such land.

There are many reasons for children to underperform at school, such as, medical problems, below average intelligence, specific learning disability, attention deficit hyperactivity disorder, emotional problems, The information provided by the parents, classroom teacher and school counselor about the child's academic difficulties guides the pediatrician to form an initial diagnosis

The poor academic performance of pupils in the Soin zone has been a concern for the metropolitan assembly over the past few years. The schools have shown poor performances in all public examinations puts it, 'their KCPE results have been appalling'. This situation is indeed pathetic this is why the research is prompted to undertake this study.

## **1.2 Statement of the problem**

In the past 5 years, academic performance in Kapseret zone has been declining, Pupils attitude in Uasin-Gishu District affect the performance since pupils change their mind instate of education they do other activities such as tea picking, work in sugar plantation, animal rearing, conductors in Matatu and other activities hence leading to absenteeism in school resulting to poor

performance in their national examination which was characterized by pupils background, school environment and lack of motivation of pupils .

This is why the researcher was prompted to undertake studying the effect of pupils' attitude on their academic performance. This situation was indeed pathetic.

The situation as described above is a great problem since drop outs are increasing, those who join good schools are failing year by year.

### **1.3 Purpose of Study**

The purpose of this study is to investigate pupils' attitudes towards academic performance in Kapseret zone in Uasin-Gishu district

### **1.4 objectives of the study**

The objectives of this study is to investigate the students' attitude towards their academic performance and how it affects their academic progress.

The specific objectives will include:

- To examine the effect of pupils background on pupils academic performance in Kapseret zone in Uasin-Gishu district.

- To establish pupils motivation as a factor which affect the pupils' attitude towards teaching in Kapseret zone in Uasin-Gishu district?

- To find out the reasons for poor pupil's academic performance in Kapseret zone in Uasin-Gishu district.

### **1.5 Research Questions**

What are the competences of teachers towards teaching on pupils academic Performance in Kapseret division?

What motivation factors that affect the pupil's attitude towards teaching in Kapseret division?

What school environmental factors affect pupils' attitude towards academic performance in Kapseret division?

## **1.6 Significance of the Study**

This study will be useful to:

The administrators because they will know the causes of fail in academic performance

To pupils because they will know the effect their attitude on their academic performance.

The teachers because they will know factors affecting pupils learning.

Other scholars and researchers having studied the research findings would analyze them to identify wanting areas that need further research.

Also, the study will form a reservoir of literature to be used by future researchers who are interested in the same or related field. This will indeed help identify gaps within the discipline and thus provide solutions to societal problems.

Encourage actors in the field of education to take interest in students' attitude.

## **1.7 LIMITATIONS OF THE STUDY**

The study had the following limitations:

Financial problems.

Some head teachers were not available for interview on the planned date.

Some parents might be reluctant in giving their response

## **1.7 Scope of the Study**

The study was conducted in 4 months. There are 20 schools in the Kapseret zone in Uasin-Gishu district - Kenya and the research was conducted in only 10 schools. These 10 schools included mission schools and protestant schools, government and private schools. The sample consisted of 200 teachers, 200 pupils and 100 parents at 10 schools. The study had limitations in that it's finding and recommendations may not apply to other schools. The time concentrated during the year 2007 -2008.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction.**

This chapter was about the literature related to the effects of the pupil's attitude on their academic performance. The study focused on the effects of pupil's background, effect of pupil's motivation and effects of school environment.

#### **2.1 Effects of Pupils Background on Academic Performance**

According to Fensham (1992) defines attitude is a framework of social psychology as a subjective or mental preparation for action. It defines outward and visible postures and human beliefs. Attitudes determine what each individual will see, hear, think and do. They are rooted in experience and do not become automatic routine conduct.

Attitude means the individual's prevailing tendency to respond favorably or unfavorably to an object (person or group of people, institutions or events). Attitudes can be positive (values) or negative (prejudice). Social psychologists distinguish and study three components of the responses: a) cognitive component, which is the knowledge about an attitude object, whether accurate or not; b) affective component: feelings towards the object and c) conative or behavioral component, which is the action taken towards the object.

Whether increasing resource use in schools has a positive effect on pupil performance has occupied governments, parents and researchers for decades. A main challenge when trying to answer this question is to separate the effects of school resources from the effects of pupils' family background, since resources may be allocated in a compensatory manner, and pupils may sort

into schools. We address these issues using a comprehensive dataset for two cohorts of pupils graduating from lower secondary school in Norway. The dataset is rich in performance measures, resource use variables and family background variables. As performance measures we use results at age 16 across 11 subjects, and we exploit the fact that we have both information from results from national exams and from continuous assessment in class. Controlling for family background, we find a positive but modest effect of resource quantity such as teacher hours per pupil, on pupil achievement. Observable teacher qualifications, within the variation present in lower secondary school in Norway, do not appear to have significant effects on school results. Resource quality as measured by teacher characteristics does not appear to have a significant impact on pupils' marks. We find clear evidence of compensating resource allocation and teacher sorting as well as relative setting of marks.

## **2.2 Effects of School Environment on Academic Performance.**

There is substantial evidence that engagement in school is important in promoting pupils success and learning and that a number of factors in the school environment foster high levels of engagement. Also suggests that the influence of the educational context on engagement is partially mediated by psychological beliefs about competence and control. The next sections briefly summarize the literature relevant to these points.

### **2.2.1 Engagement and Learning**

Student engagement can be defined as the level of participation and intrinsic interest that a student shows in school. 1Engagement in schoolwork involves both behaviors (such as persistence, effort, attention) and attitudes (such as motivation, positive learning values, enthusiasm, interest, and pride in success).2 Thus, engaged pupils seek out activities, inside and outside the

classroom

Several factors have generally been identified as causes of poor academic performance. Agyeman (1993) reported that a teacher who does not have both the academic and the professional teacher qualification would undoubtedly have a negative influence on the teaching and learning of his/her subject. However, he further stated that a teacher who is academically and professionally qualified, but works under unfavorable conditions of service would be less dedicated to his work and thus be less productive than a teacher who is unqualified but works under favorable conditions of service.

Neagley and Evans (1970) were of the view that effective supervision of instruction can improve the quality of teaching and learning in the classroom.

Etsey, Amedahe and Edjah

(2004) in a study of 60 schools from peri-urban (29 schools) and rural (31 schools) areas in

Ghana found that academic performance was better in private schools than public schools because of more effective supervision of work.

### **2.2.2 Availability and Use of Teaching-Learning Materials**

This affects the effectiveness of a teacher's lessons. According to Broom (1973), the creative use of a variety of media increases the probability that the student would learn more, retain better what they learn and improve their performance on the skills that they are expected to develop. Ausubel (1973) also stated that young children are capable of understanding abstract ideas if they are provided with sufficient materials and concrete experiences with the phenomenon that they are to understand.

Class sizes have also been identified as determinants of academic performance. Studies have indicated that schools with smaller class sizes perform better

academically than schools with larger class sizes. Kraft (1994) in his study of the ideal class size and its effects on effective teaching and learning in Ghana concluded that class sizes above 40 have negative effects on students' achievement.

Butler (1987) has also found homework to be a correlate of academic performance. He stated that homework bore a positive relationship with learning outcomes when it is relevant to learning objectives, assigned regularly in reasonable amounts, well explained, motivational and collected and reviewed during class time and used as an occasion for feedback to students.

Churchill (1965) found a positive relationship between the location of a school and the student and teacher performance.

The presence of all or some of the factors identified above may have resulted in the poor academic performance of pupils in most of the School.

### **2.3 Effect of Motivation on Pupils' academic performance.**

Berelson and Steiner (1964), Tracy (2000) defined motivation as "all those inner striving conditions, described as wishes, desires, and urges to stimulate the interest of a person in an activity. It is therefore an inner state that stimulates and triggers behavior. Ukeje (1991), said, "Motivation could make a mule dance". The relative incidence of specific behaviors, such as teaching and learning, discipline and control in schools could be undermined if teachers were not motivated.

Motivation is not completely a new term. What is interesting about it is that it is commonly assumed to be a good thing that goes in influencing individual's behavior and performance at work.

Asiedu-Akrofi (1978) indicated that since children have differences in

motivation, interests and abilities and that they also differ in health, personal and social adjustment and creativity generally good teaching is best done in classes with smaller numbers that allow for individual attention.

Individuals' actual achievement behavior depends not only on their motivation to achieve but also on whether they expect to achieve and whether they fear failure. People are more likely to work hard when they perceive a reasonable chance to succeed than when they perceive a goal to be out of reach (Atkinson, 1964).

Children's expectations of success can be measured by asking them to predict a certain grade, indicate how sure they are that they can solve a particular problem, and select the hardest task they think they can do from a collection of tasks varying by degree of difficulty (Philips, 1987).

Children with high expectation for success on a task usually persist at it longer and perform better than children with low expectations Eccles, 1983; Eccles et al. 1998). Researchers like (Carr et. al. 1991) have found that children with high IQs and high expectations of success in school do, in fact get the highest grades.

Children with high IQs and children with low IQs and low expectations receive lower grades than children with low IQs and high expectations. In addition to child rearing practices, reviewed previously, teaching styles and communication pattern affect children's attributions. When teachers are caring and supportive and emphasize the teaching learning process over the performance outcomes, and when they give feedback, children tend to be motivated to achieve and to expect success (Daniels, Kalkman, and McCombs, 2001).

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This addressed the valuable various groups of the population for example the researcher included a certain class in the samples and therefore picks quotas of search

#### **3.1 Research Design**

The study involved descriptive survey design to collect detailed data on the effect of pupils' attitude on academic performance which was described both in words and numerical forms respectively

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

The population of interest in this study consisted of Kapseret zone teachers, pupils and some parents.

#### **3.3 Sample Frame Work**

##### **3.3.1: Sample Size**

**Fig 3.3**

<b>Respondent</b>	<b>Teachers</b>	<b>Pupils</b>	<b>Parents</b>	<b>Total</b>
<b>Female</b>	<b>100</b>	<b>100</b>	<b>50</b>	<b>250</b>
<b>Male</b>	<b>100</b>	<b>100</b>	<b>50</b>	<b>250</b>
<b>TOTAL</b>	<b>200</b>	<b>200</b>	<b>100</b>	<b>500</b>

**Source: (2009)**

The questionnaires were administered to 500 respondents in order to establish the effects of pupils' attitude towards academic performance in Kapseret zone in Uasin-Gishu district. The Sample population consisted of the teachers, pupils and parents.

### **3.3.2: The Sampling Techniques**

The researcher used sampling techniques for carrying out the research which included:

Purposive sampling, convenient sampling and quota sampling.

**Purposive sampling** was used to select the population from which the respondent picked for instance where the researcher select particular respondents to test the broad applicability of research questions designed.

**Convenient sampling** employed selecting cases or units of observation as easily available to the researcher. The researcher selects anyone from the identified population to establish the effect situation on the ground.

**Quota sampling** addressed the available various groups of the population for example the researcher included a certain class in the sample and therefore picks quotas of each.

### **3.4 Area of Study**

The research was conducted in Kapseret zone in Uasin-Gishu district. This was because the researcher found out that it would be easier to collect information from where she teaches and where she was able to collect information. This was envisaged as a way that would cut down most of the costs like transportation among others.

### **3.5 Data collection**

The researcher first secured a letter of introduction from the faculty of education (in service) Kampala International University seeking permission to carry out the study.

The researcher used questionnaires, interview techniques as a main tool for data collection. Time availability as well as the study to investigate the effects of pupils' attitude towards their performance in schools particularly in Kapseret zone in Uasin-Gishu district.

**Questionnaires** were taken from the study population of Kapseret zone in Uasin-Gishu district. To participate in the trial of instrument to perform-analyzes them- sample.

The questionnaires were administered to the chosen respondents of the population sample in Soin zone. It was anticipated that the chosen questionnaires were helpful to collect data from the respondents. Free of influence and keep the respondent focused to the subject.

#### **Interview guide**

Oral interview enabled the researcher to solicit in depth information through probing the individual's options. This was carried out – of the teachers, pupils and parents. The researchers encountered face to face and asked questions at the same time fill in the answers.

#### **3.5.2: Sources of Data**

Mainly, two sources were identified to obtain on the pupils attitude towards pupil academic performance in Kapseret zone in Uasin-Gishu district.



### **Primary sources**

These was obtained by study especially decisions on the survey effects of pupils attitude and on academic performance in Kapseret zone. This was done through application of:

Direct personal interview: under this method, there was face to face conducts of the respondents from whom the information was obtained. The interviewers asked questions pertaining the survey and collect desired information.

Indirect oral interview: under this method, the researcher conducted third parties (teachers) with ability of supplying necessary information about pupils' attitude on their academic performance in Kapseret zone.

### **Secondary sources**

Information was collected from library reports, conference papers, journals and relevant books; and internet was used as the secondary sources of data.

## **3.6 Data Analysis**

The researcher organized and extracted meanings from data collected during interview sessions, administration of questionnaires, observations to ease the process of data analysis,

The information got through interviews, questionnaires was quantitatively analyzed. This aimed at exploring the study; interpret reality as expressed by the respondents from the field.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND INTERPRETATION**

#### **4.0 Introduction**

This chapter is focused on presentation and interpretation of primary data based on the table presented below. The presentation of findings of the study relied on responses, frequencies and percentages. This is in order to reach an accurate evaluation of pupils' attitudes towards academic performance in Kapseret division.

The chapter presents and discusses the findings of the study through data analysis and interpretation.

**Table 4.1: NUMBER OF RESPONDENTS**

<b>Respondents</b>	<b>Target respondents</b>	<b>Actual respondents</b>	<b>% Respondents rate</b>
Kapseret zone	500	450	90

**Source: Primary data (2009).**

In table 4.1, only 450 questionnaires out of 500 given out, were received back from respondents. Therefore, the response rate was 90% .

#### 4.2 Table 4.2: Estimates of Gender Representation

Sex	Frequency
Male	250
Female	200
Total	450

**Source: Primary data (2009).**

Majority of respondents were the male (250) followed by the female (200) who were the minority. Gender representation was satisfactory in that both male and female raised their remarks concurrently.

#### Table 4.3: Analysis of Different Categories of Respondents

Category	Sample population	Actual Response	% of the Response
Teachers	200	180	36
Pupils	200	170	34
Parents	100	100	20
<b>Total</b>	<b>500</b>	<b>450</b>	<b>90</b>

**Source: Primary data (2009).**

As indicated in the table 4.3 above, 90% of the entire population responded while only 10% did not. Based on responses, the population of teachers were 36%, pupils 34% and parents were 20%. This implies that the research was able to attract the biggest number of responses to the questionnaires.

**Table 4.4: Responses on the meaning of “pupils’ attitude”**

<b>What is the meaning of pupils attitude</b>	<b>Know the meaning</b>	<b>Don't know the meaning</b>	<b>Total</b>
Frequencies (f)	<b>320</b>	<b>180</b>	<b>500</b>
Percentage (%)	<b>64</b>	<b>36</b>	<b>100</b>

**Source: Primary data (2009)**

Table 4.4 revealed that 32 respondents which is equivalent to 64% of the total sample size knew the meaning of the term pupils’ attitude; and 18 respondents which was equivalent to 32% did not know the meaning of pupils’ attitude. This implies that the majority of respondents understood research questions which included the term.

**Table 4.5: Responses on the meaning of “ pupils’ motivation”.**

What is the meaning of pupils motivation	<b>Know the meaning</b>	<b>Don't know the meaning</b>	<b>Total</b>
Frequencies (f)	<b>300</b>	<b>200</b>	<b>500</b>
Percentage (%)	<b>60</b>	<b>40</b>	<b>100</b>

**Source: Primary data (2009)**

Table 4.5 revealed that 300 respondents which is equivalent of 60% of the total sample size knew the meaning of “ pupils’ motivation”, while 200 respondents which are equivalent to 40% did not know its meaning. This implies that most respondents understood the term “motivation” as related to the research question.

**Table 4.6: Responses to Questions on Factors affecting Pupils' attitudes**

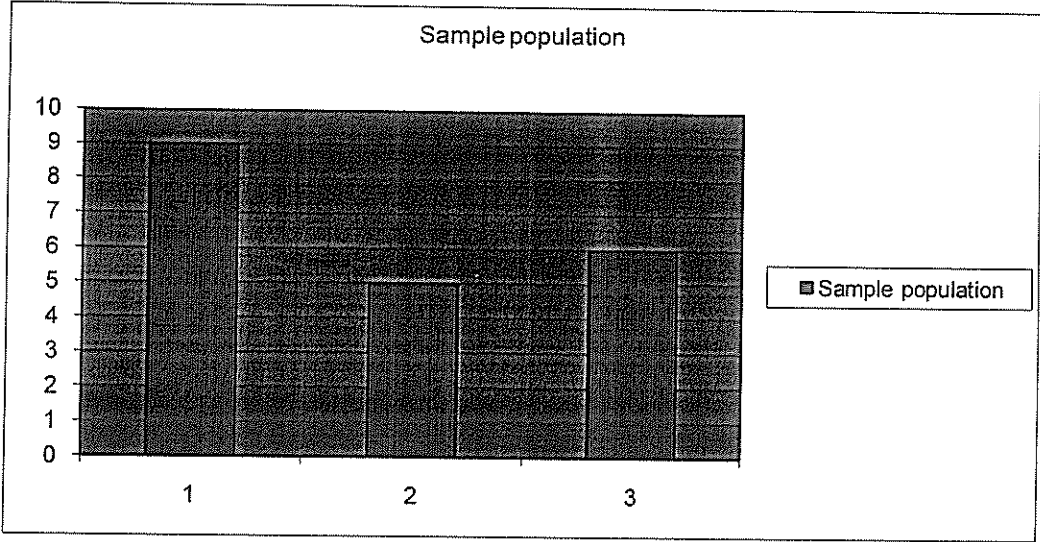
<b>Factor category</b>	<b>Pupils motivation</b>	<b>Pupils background</b>	<b>School environment</b>	<b>Total</b>
Frequency(f)	200	150	150	500
Percentage (%)	40	30	30	100

**Source: primary data (2009)**

The findings revealed that, the largest number of respondents was 200 (40%) suggested that pupils' attitude was a factor affecting pupils' motivation. Other respondents numbering 150 suggested pupils background (30%) and other factors included school environment (30%).

This implies that pupils characteristics should not be undermined but should be taken into consideration since it also affect pupils' academic performance.

**Table 4.7: Responses on relationship between Pupils' attitude and Academic performance**



**Source: Primary data (2009).**

According to the above table out , 90% of the entire population responded that a relation existed between pupils' attitude and academic performance. This implies that for academic performance to improve, students attitudes need to be addressed and hence pupils should be motivated. Pupils' background should be considered and more so school environment should be improved.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter looked at summary, conclusions and recommendations of findings that can be adopted and implemented to overcome the problems highlighted.

#### **5.1 Summary of the main findings**

The research findings showed that pupils' attitude has an impact on pupils' performance because of the following factors, pupils' motivation, school environment and pupils' background. The results of concurrent and lagged analyses examined the relationships between pupils' attitude and their academic performance.

The research findings revealed that, 320 respondents which is equivalent of 64% the total sample size knew the meaning of the term pupils attitude and 180 respondents which are equivalent to 32% did not knew the meaning of pupils' attitude. This implies that the performance of this attribute should be better than expected as pupils attitude affects pupils performance. It was further revealed that pupils support and high, clear, and consistent expectations of conduct contributed to pupils' belief that they could be successful.

There is substantial evidence that engagement in school is important in promoting pupils success and learning and that a number of factors in the school environment foster high levels of engagement. Also suggests that the influence of the educational context on engagement is partially mediated by psychological beliefs about competence and control. The next sections briefly



summarize the literature relevant to these points.

Pupil engagement can be defined as the level of participation and intrinsic interest that a pupil shows in school. Engagement in schoolwork involves both behaviors (such as persistence, effort, attention) and attitudes (such as motivation, positive learning values, enthusiasm, interest, and pride in success). Thus, engaged pupils seek out activities, inside and outside the classroom

Whether increasing resources use in schools has a positive effect on pupil performance has occupied governments, parents and researchers for decades. A main challenge when trying to answer this question is to separate the effects of school resources from the effects of pupils' family background, since resources may be allocated in a compensatory manner, and pupils may sort into schools. We address these issues using a comprehensive dataset for two cohorts of pupils graduating from lower secondary school in Norway. The dataset is rich in performance measures, resource use variables and family background variables. As performance measures we use results at age 16 across 11 subjects, and we exploit the fact that we have both information from results from national exams and from continuous assessment in class. Controlling for family background, we find a positive but modest effect of resource quantity such as teacher hours per pupil, on pupil achievement. Observable teacher qualifications, within the variation present in lower secondary school in Norway, do not appear to have significant effects on school results. Resource quality as measured by teacher characteristics does not appear to have a significant impact on pupils' marks. We find clear evidence of compensating resource allocation and teacher sorting as well as relative setting of marks.

## 5.2 Conclusions

This study's findings may have important implications for understanding how pupils learn in the classroom. Consonant with previous research, they indicate that both engagement in school and pupils' perception of their own academic competence influence achievement in academics. This study suggests that the earlier schools and teachers begin to build pupils' confidence in their ability to do well, the better off pupils will be. Because pupils' perceptions of their capacity for success are key to their engagement in school and learning, schools should be designed to enhance pupils' feelings of accomplishment. Teachers whom pupils see as supportive and who set clear expectations about behavior help create an atmosphere in which pupils feel in control and confident about their ability to succeed in future educational endeavors.

To improve on pupils' academic performance as a factor of pupils' attitude, government, ministry of education, teachers and parent should establish systems to motivate pupils to improve their performance.

Since majority of respondents agreed that the pupils' motivation should be emphasized and also It has been found that certain factors that are believed to be responsible for general poor academic performances were present in both school groups. These factors include large class sizes, lack of supervision, school fees not promptly paid, low frequency of in-service training for teachers, irregular staff meetings, and school infrastructure and materials. Though the presence of these factors affect teaching and learning, the effect in both groups were the same and could therefore not be peculiar problems leading to low academic performance in the Schools. These factors attributed to teachers, pupils, parents and the school environment were primarily responsible for the

low academic performance of the school

Key factor that promote academic success among pupils whose demographic characteristics and school circumstances place them at high risk of failure is pupils attitude? First Things, First school reform initiative in a large urban school district, explores the influence of two psychological variables student engagement and perceived academic competence on achievement in reading .it has been addressed the characteristics of individual pupils and school settings that are optimal for success. Literature largely supports the positive role that pupils' attitudes and behavior play in improved academic achievement. Several studies have found that engagement in school and perceived academic competence (that is, positive feelings about one's ability to be successful academically) strongly predict improved learning achievement. Similarly, literature supports the positive influence of factors in the school context — for example, the presence of high-quality, engaging instructional activities and supportive adult relationships — in improving pupils' academic outcomes.

### **5.3 Recommendations**

Basing on the research findings the following are recommendations both to schools and ministry of education and those who are concerned at Kapseret zone. Basing on the objective of examining factors, that affects pupils' attitude. It is recommended that to all pupils should be motivated. Everyone wants acknowledgement that they are learning, and suggestions on how they can do even better.

Teachers should tendency themselves to be responsible for performance of pupils and set competencies that are necessary to insure good teaching-learning procedures and by no means implement but there is high consensus about scholars.

#### **5.4 Suggestion for further research**

More research should be done on the topic of teachers' attitude towards their academic performance, impact of teachers' motivation on pupils' academic performance and the effect of teachers strike on pupils' academic performance and effect of school environment on pupils' performance. On a wider scope the research is not restricted to this particular zone only.

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## APPENDICES

### APPENDIX 1:Questionnaires

Qn 1. What are pupils' attitude and its effect on their academic performance?

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Qn 2) what is motivation and its effect on pupils attitude?

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Qn 3) Motivation: What do pupils need to know?

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Qn4) What parental support variables cause pupils in the schools to perform poorly academically?

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Qn 5) what are the Influence of School environment on pupils Attitudes and Behaviors

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## APPENDIX II

### THE RESEARCH PROJECT ACTIVITY PLAN

April- August

Activity	July	August	September	October	November
<u>Preparation</u>  Visiting the case study area Pilot study	XXX				
<u>Data collection</u> Collection of data from the respondents		XXX			
<u>Data Processing/Analysis</u> Entry of data into computer & Analysis of data Printing first draft <u>and</u> Corrections Handing over the final report			XXXX	XXX	XXX



**APPENDIX III**  
**THE RESEARCH BUDGET.**

ACTIVITY BUDGET		
CORE ACTIVITY	ITEMS/PARTICIPANTS	Cost (UGsh)
Consolidated of literature	Library search	5,400
Designing and developing research instruments	Typing and photocopying of research instruments	13,500
Pilot survey	Transport for researcher for 21 days from home to the company and vice versa	28,350
Accommodation	Researcher	33,750
Finalizing research instrument	80 questionnaires @200 ugshs	16,000
Data processing and report writing	Researcher	97,200
10% contingency and institutional costs		20,250
<b>Grand Total</b>		<b>Ug Shs 220,050/=</b>

