

KAMPALA INTERNATIONAL UNIVERSITY

TITLE:

**EFFECTS OF LATE ENTRY TO SCHOOL ON THE ACADEMIC
PERFORMANCE OF LEARNER: CASE STUDY OF SELECTED
PRIMARY SCHOOLS IN SACHO ZONE, BARINGO DISTRICT OF
KENYA**

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DISTANCE LEARNING IN PARTIAL FULFILMENT OF THE AWARD OF
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MAY 2010

DECLARATION

I, MARYAN AHMED ADAN, DPE/21947/81/DF

do declare that the information given in this research report is made by myself and has never been presented by any other person, for the award Diploma of Education.

Signature:.....

Date:.....15/4/20

APPROVAL

This is to certify that MARYAN AHMED ADAN, DPE/21947/81/DF
has successfully completed her / his research report and now is ready for submission with my
approval.

Signed: 

REV. ERICH KASIRYE

KIU SUPERVISOR

DATE: 

DEDICATION

This report has been dedicated to MY BELOVED husband, Abass Adan Fakat in gratitude for his overwhelming support for my studies.

ACKNOWLEDGEMENT

I would like to thank the good Lord for giving me strength and courage to compile this research report. Without God, this research would not have seen the light of the day!

Special thanks go to my supervisor, Rev. Erich Kasirye who was a good mentor and advisor during the compilation of this work. My appreciation also go out to the Administration of Kampala International University for their support during this exercise.

Lastly and most importantly, to my family members and friends who have been close to me and supportive in this noble work all for their enormous support while I studied far from home.

May the Good Lord reward them abundantly.

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ABSTRACT

The purpose of the study was to examine the impact of late entry and learner academic performance of learners. The objectives were to establish the relationship between school late entry and academic performance of learners. The study also examined the challenges faced by teachers in handling learners who attend school at later age.

The study used across –sectional survey design to analyze both quantitative and qualitative. The researcher collected data from 3 schools with a population of 200 respondents.

The researcher used a questionnaire instrument, observation and interview guide to collect data.

The findings indicated that majority of the learners are faced with the problem of late school entry which has greatly affected their academic performance. The findings also indicated that learners who enter school late are faced with low self esteem, low commitment, poor attitude and poor academic.

The study recommended the government of Kenya to encourage learners to join school early through providing free education. The parents school should take their children to schools as early as 6 years to avoid late entry to school.

CHAPTER ONE

1.0 Background of the study

Education has an important role to play in transformation and development of a society as well as nation. It signifies changes in behavior of individual, change that is directed towards achieving goals. Any country which intends to advance technologically has to embrace and prioritize the education of its citizens for this is the way to train individuals in self sufficiency. Schools in this regard are institutions where the formation of attitudes, values and behavior of learners are shaped. Through education the values and culture of a society is passed to the younger generations. For any culture to survive, it must be transmitted to the new generations. With the problems in communities, many learners have had late entry to schools most in Sacho zone in Kenya

Sacho is found in Baringo district in Kenya where most primary schools experience a problem of late entry which has greatly affected the performance of learners. Late entry of learners is caused due to social and economic situation prevailing in the community may not allow the parents to give enough attention and care that is needed in the education of learners hence affecting learner's academic performance

1.1 Statement of the problem

One of the major problems facing education in Sacho zone is the continuous poor performance of learners as a result of late entry to school. This has resulted into low commitment, low motivation, poor attitude, absenteeism and high school drop out hence affecting the learner's academic performance.

1.2 Purpose of the study

To examine the impact of school entry age and academic performance of learners in selected schools of Sacho Zone.

1.3 Specific Objectives

1. To examine the impact of late entry and learners academic performance
2. To identify challenges faced by teachers in handling learners who attend school at later age.
3. To establish the relationship between school entry age and academic performance.

1.4 Research questions

1. What is relationship between school entry academic age and academic performance?
2. What are challenges faced by teacher in handling learners who attend school at later age?
3. What is the impact of late entry and learner's academic performance?

1.5 Significance of the study

This study will benefit the ministry of education to understand the challenges experiences by the teachers within Sacho Zone in trying to better the academic performance of the learners.

The study will enable the selected primary in Sacho to help learners who join schools late

The study will benefit the district supervisor and provincial administrations like the District Officer, Chief and Assistant Chief in providing and placing effective management systems and strategies which are essential for the providing and placing effective management systems and strategies which are essential for the provision of quality education.

The study will be used by different scholars in libraries.

The study will add on already existing literature on late entry and academic performance.

1.6 Scope of the study.

1.6.1 Content scope

The study examined the impact of late school entry age and academic performance in sampled schools in Sacho zone, Baringo District, Kenya. School entry age as the independent variable and academic performance as the dependent variable.

1.6.2 Geographic scope

The study covered selected primary schools in Sacho zone, Baringo District in Kenya.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

According to Moely and Oback (1995) the effectiveness of a teaching learning process determined by the degree of academic performance of the learners. Good performance implies success of the institution in trying to mould the learners. The ability for learners to remember all that has been taught relies entirely on their memory and study strategies some of the characteristics of a child which determines the effectiveness of the memory are the age, attitudes, motivations and health.

Age implies the maturation of the learners to perform certain activities. In other words children at certain level of development are ready for certain levels of development are ready for certain activities where their requisite abilities have fully appeared.

School must serve as an instrument of change (Hilda Taba 1962) No society or nation can long remain ignorant and free. Society is always changing as it is people's aspirations and needs increases. Thus a school must as far as possible serve as a tool for directing various forces for change to the desired goals. In this context the school must not be viewed merely as a residual institution designed to maintain the status quo in society. The school education must make the individual child a creative person so that he or she in turn help the renewal of this society in the light of new social and economic demands.

Contrary to this view useful to their society because of poor performance in school. Most children enter Kindergarten when they are 5 years old and move to class one when they six. This time period is marked by great developmental change (Sameroff and Haith 1996) and children differ in what they can and cannot do socially physically and cognitive. Therefore, parents and educators are concerned on age when children should begin schooling.

For the most part, children must be five years old to enroll in Kindergarten (Education commission of the state 1999). Based on school regulation and the child's development, parents and school make decisions about when children should begin school. In addition of timing children's first entry age to school, parents and educators make promotion decisions at the end to the school year. Some children go the next class while others repeat. Delayed entry to school may be a choice to the parents or due to child's developmental abilities.

In most developed countries, both repeat (retention) and delayed entry practices are largely grounded in the belief that more time will allow children to arrive better prepared for school academically and socially (*Ilg and Ames 1965: Kkundert, May and Brent 1995*)

For instance if the children do not achieve the knowledge, skills and social maturity deemed necessary for class one, then they are retained with the hope that they will gain the necessary skills and avoid future without the negative social consequences (*Dennebaum and Kullberg 1994, sherpard 1989*)

Some parents choose to delay children's entry to pre- school so they will perhaps have an advantage over their younger classmates. (*Meisels 1999 Shepard and Smith1988*)

The effectiveness of these practices of retention in particular, however has been called into question (Denna baum and Kulberg 1994, Kundert, May and Brent 1995, Reynolds, 1992). Some of the repeaters and late entries to school have performed worse in their academic work than their colleagues who came earlier. Most learners with delayed entries perform worse in reading mathematics in the middle grades. (Deynolds 1992). Delayed entry to school may have short term benefits because children appear to make larger cognitive gains in their first year in school compared to preceding years.

In the child centred Kindergarten (Roop Margine and Johnson 2000) education involves the whole child and includes. Concerns of physical cognitive and social development. Student social background contributes immensely to indiscipline in school. Pupils have tendency to bring bad behavior from their home environment some of which are rooted in the society in which they live in. some of the social perils associated in indiscipline students include student include: Negative attitude to work, drinking, drug-taking and illicit sex. A teacher has the responsibility of guiding and teaching such learners on good moral values that conform to the norms of society.

These behaviors also pull down the effectiveness learning process and yields poor academic performance. Late entries to school may display the undesirable behavior which they

acquired during the time they were at home. They may have advanced in age that they get used to the home environment.

Heron A. (1970) explain that language ability is very crucial in predicting educational performance. This implies that whereas teaching learning process is concerned, great emphasis should be put on language especially English. A learner who attends to school earlier masters English faster than late entries to school. It follows that a student who is good in English language is able to read and comprehend language task thus performing well in examination and consequently attaining academic success since English is in most cases the media of instruction. Gellman and Brenneman (1994) explain that culture education exert a strong influence on the child development. The age at which children acquire conservation skills is related to the extent to which their culture provides relevant practice. Culture may be described as the social and behavior manifestation of society or routines, beliefs practice slogans and artifacts of people, school culture has the potential of enhancing the learner performance leading to individual's satisfaction and variety of expectation.

Schools culture can have significant impact on the long term performance of the school community. School culture is geared towards a health development of the learner. The learner teacher relationship should intend to mould the learner to a responsibility citizen. The school and community as a team can help support the teaching and learning process (James corner 1988 and corner and other 1966) school community plays a crucial role in

improving the academic teaching and learning facilities like the classroom libraries text book playing grounds.

The school and community have to work together more closely to ensure that these basic requirements are provided to the learners so as to boost their performance. The same community has the responsibility of imparting good morals in the learner to ensure that they grow to become good people in future and help in the development of their community as a gratitude for what they receive. Any community which neglects its school will get the disadvantage of stagnant development and will eventually resort to improving service providers from other places in places where teachers are few parent take the burden of employing more teachers to supplement those provided by the government.

CHAPTER THREE

METHODOLOGY

3.0 Introduction.

This chapter puts forward the methods and techniques that were employed to collect and analyze data. It included research design, area of study, study population, sampling design, data collection instruments, processing and analysis and limitation of data.

3.1 Research design

The researcher used both qualitative and quantitative methods of data collection analysis.

3.2 Area of study

The study was carried out in Baringo district local government headquarters. Because it was more accessible to the researcher. Most respondents were got from employees in different departments of the district headquarters.

3.3 Study population.

The study population was 4 primary school with 150 students in Sacho zone. Baringo district Kenya.

3.4 Sampling design.

The researcher used purposive sampling technique to collect data from various departments. This was because the technique enabled the researcher to get information that let him to be more successful in his findings.

3.5 Data collection instruments

The data collection instruments were self administered questionnaires, interviews and documentary review.

Questionnaire

A number of both open and closed questions were given to the cross section of respondents in order to facilitate information gathering, meaning that the format of both closed and open questions were utilized check lists and enabled the researcher to consider all possible responses. The questionnaires were self administered to target respondents.

The questionnaires were performed because they could be stored for further references, they would give straight forward answers, and they were sometimes used in instances when the group was big and geographically scattered and thus easy evaluation.

Interviews

Both structured and unstructured interviews were used to collect data from employees because the researcher had face to face interaction with the respondents and this also helped the researcher to explain to the respondents why the study was carried out.

Documentary review

The method of documentary review involved reading documents related to labour relations and employee performance in local governments. They also provided valuable information on the relevance of labor relations in organizations.

3.6 Data analysis and presentation

After data was collected from the field it was analyzed both qualitatively and statistically in order to describe the results properly in a neat way. Data was analyzed using a micro soft excel program and presented in table, Pie chart and graphs in order to facilitate interpretation.

CHAPTER FOUR.

PRESENTATION AND ANALYSIS OF DATA

4.0 Introduction

This chapter was about the presentation and analysis of data related to the effects of late entry to school on academic performance of learners.

A total of 30 respondents was selected which included both male and female from different departments of the district.

Table 1: Age of Respondents

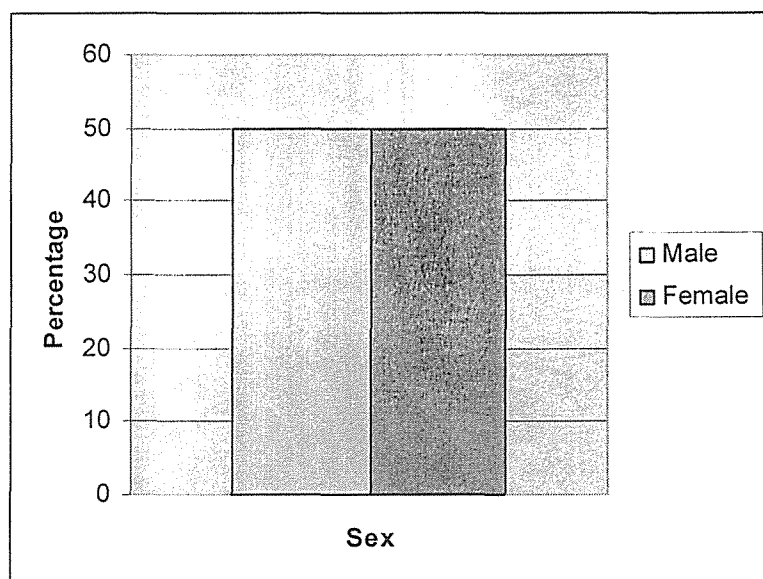
Age Group	Frequency (f_0)	Percentage (%)
Above 20	6	20
20-15	15	50
15-10	5	17
Below 10	4	13
Total	30	100

The data shows that the majority of the respondents studied were aged 31-40 and the minority were aged 31-40 (17%), 41-50(17%) and above 51 (17%).

Table 2: Sex of Respondents

Sex	Frequency (f_0)	Percentage (%)
Male	15	50
Female	15	50
Total	30	100

Graph 1.4.2 Sex of Respondents



Source: Primary Data from the Field.

The analysis from the research shows that the number of males 15 (50%) was equivalent to the number of females 15 (50%) meaning that the district is gender sensitive by giving equal opportunities to both males and females.

Table 4: Class of learners

Class education	Frequency (f_0)	Percentage (%)
Lower	20	80
Upper class	10	20

Source; primary data from the field.

The results in the table 4 revealed that the majority of the learners are in lower class with 80% and upper class with 20%. This implies that majority of the learners tend to drop out as they go to upper class mainly due to age factor.

Table 5 length in the school .

	Frequency (f_0)	Percentage (%)
1-2	4	15
3-5	6	18
6-7	5	17
8-10	15	50
11 and above	0	0
Total	30	100%

Source; primary data from the field.

The findings indicate that majority of the learners have stayed between 8-10 years in school with 50% and other 3-5 with 18%. This implies that learners who join late are more like to spend a lot of time in school as compere to those who join early.

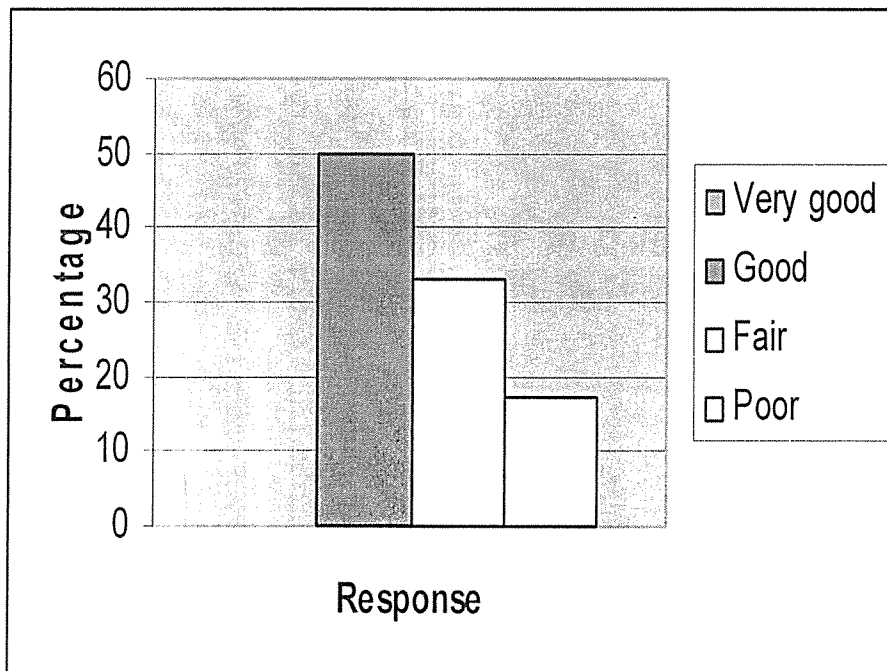
Table6. Relationship between later entry to school and academic performance of learners.

Relationship between later entry and academic performance of learners.	Good	Fair	Poor	Total
Frequency (f_0)	15	10	5	30
Percentage (%)	50	33	17	100

Source: Field Survey.

The findings indicated that there is a positive relationship between later entry to school and academic performance. Majority of the respondents agreed that when learners join school late it can affected their academic performance.

Relationship between school late entry and academic performance of learners



Source: Field Survey

Table 7: The impact of later entry on academic performance of learner's performance

	Frequency	Total
Indiscipline	5	17
School drop out	15	50
Poor attitude	6	20
Low self esteem	4	13
Total	30	100%

Source: Field Survey.

The result imply that majority of the learners that enter school late have been dropping out with 50% and they have been affected due to poor attitude and low self esteem.

Table 8: Challenges faced by teacher in handling late school entry learners

	Frequency	Total
Indiscipline	15	50
School drop out	5	17
Negative attitude	6	20
Low commitment	4	13
Total	30	100%

Source: Field Survey.

The result imply that majority of the teachers are faced with challenge of indiscipline learners with 50% and poor attitude with 20%. This implies that the late entry school learners are most likely to drop out of schools

CHAPTER FIVE

DISCUSSION , RECOMMENDATIONS AND CONCLUSION.

5.0 Introduction

This chapter presents conclusions got from previous findings, purpose and objectives of the study. This chapter also involves recommendations.

5.1 Discussion.

The impact school late entry on academic performance of learners

Findings indicate that school late entry has a major impact on academic performance of the learners (Table 7). This implies that when learners join school late this can greatly affect their academic performance. The impacts include: high school drop, indiscipline, low commitment and low self esteem. Dennebaum 1994) argues that learners who join school are always absent from school, high drop and poor attitude . Kullberg also concur with the finding that late entry has a major impact on academic performance of the learners.

Relationship between school late entry and academic performance learners

The study found out that there is a strong relationship between school late entry and academic performance (Table 6) this implies when the late entry of learners in school has a positive correlation with their performance at school. Hilda (1962) concur with the findings that when learners join late they are disturbed which affects they attitude , morally and commitment to study hence poor academic performance .According to Moely (1995) the effectiveness of a teaching learning process is determined by the degree of academic performance of the learners . Good performance implies success of the institution in trying to mould the learners.

Challenges of faced by teachers in handling learners who attend school at later age

The findings revealed that majority of the teachers face a challenge of indiscipline (table 8) this implies that when learners join school late, they develop high level of indiscipline, high school drop out, low commitment and low self esteem of learners.

5.2 Conclusion

The data collected by the researcher revealed late entry to school has a major impact of academic performance of learners. These finding also revealed that when school admit learners of mature age . The late entry affects the commitment, increases their absenteeism and lowers their self esteem.

There was a positive correlation between school late entry and academic performance of learners. The learners who join at late age their performance is always low as evidenced in Their absenteeism, late coming and poor perception and attitude of learners.

Lastly, from the analysis made from the findings, it was clearly identified that teachers who handle learners who join school experience indiscipline learners with low commitment, poor perception and poor performance.

5.3 Recommendation

The researcher has recommended the following

The government should support free education as a way of helping learners from poor families go to schools at early age.

Non governmental organizations should also be involved to come up and support learners by paying school free and also provide schools material like school uniform books and pens.

The parents should also be sensitized by the ministry education official on the impacts of late entry to school on the performance of learners.

The government should support children with basic needs to curb school drop outs . the government should also come up with polices which makes education compulsory to learners .

The schools should engage in income activities like faming, bee keeping to assist learners from poor families cater for their basic needs.

5.4 areas for further studies

The study will widen its scope to cover more on the impact on the attitude of learners and academic performance.

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APPENDIX 1

TIME FRAME

ACTIVITY	TIME	PERIOD
Typing, printing proposal	April , 2009	1 month
Administering questionnaires	May 2009	1 month
Data collection and analysis	June 2009	1 month
Typing and build up final report	July 2009	1 month
Total		4 months

APPENDIX 2

BUDGET

ITEM	QUALITY	AMOUNT KSHS
Equipments and Stationery	1 Ream each 300	3000/=
-fullscaps	2 each 55	1100/=
-files	3 each 12	3600/=
- pens		
Typing services		2000/=
Printing services		2000/=
Telephone services		1000/=
Data analysis		3000/=
Transport		4000/=
Total		19700/=

APPENDIX III

QUESTIONNAIRE

Dear respondent,

I am called Harun Chepsergon K a student of Kampala International University conducting a research on the impact of late entry to school and academic performance of learners. The purpose of this study is to fulfill the requirement for the award of a Degree education your participation will be highly appreciated.

NOTE: Your responses will be treated with the highest degree of confidentiality.

Thanks

SECTION A

Instruction: Tick where necessary

1. Age categories

(i) Above 20 years ☐

(ii) 20-15 ☐

(iii) 15-10 ☐

(iv) Above 10 ☐

2. Gender status

(i) Male ☐

(ii) Female ☐

3. Duration in the school

(i) 1-2 years ☐

(ii) 3-5 years ☐

(iii) 6-7 years ☐

(iv) 8-10 years ☐

(v) 11 and above ☐

4 Class of learners

Upper class ☐

Lower class ☐

SECTION B

5. What is the relationship between school dropout and academic performance of learners?

(i) Good ☐

(ii) Fair ☐

(iii) poor ☐

6. What is the impact of late entry on academic performance of learners?

(i) indiscipline ☐

(ii) School dropout ☐

(iii) Poor attitude ☐

(iv) Low self-esteem ☐

Challenges faced by teachers in handling late school entry learners

(v) Indiscipline ☐

(vi) Negative attitude ☐

(vii) School dropout ☐

(viii) Low commitment ☐