

**EFFECT OF CLASS ATTENDANCE ON STUDENTS' ACADEMIC  
ACHIEVEMENT IN PUBLIC DAY SECONDARY SCHOOLS IN IMENTI NORTH  
SUB-COUNTY, KENYA**

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF  
REQUIREMENTS FOR AWARD OF MASTER DEGREE IN  
EDUCATIONAL LEADERSHIP, ADMINISTRATION AND MANAGEMENT OF  
MOUNT KENYA UNIVERSITY**

**MAY 2025**

## DECLARATION AND APPROVAL

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#### Declaration

This thesis/project is my original work and has never been presented for any academic award in any institution

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## ABSTRACT

There are many factors that directly or indirectly affect students' performance at the secondary school level. This study investigated the impact of class attendance on students' academic achievement in public day secondary schools in Imenti North Sub-county, Kenya. Specifically, the study examined the effect of frequency of attendance, class participation, motivation to attend and participate in class, and the adequacy of class resources on students' academic achievement. Stratified sampling techniques were used to gather participants from six randomly selected public day secondary schools. The sample included 354 respondents, 336 students and 18 teachers while six principals participated in qualitative interviews. Quantitative data were collected using structured questionnaires for students and teachers, while qualitative data were obtained from semi-structured interviews schedules with principals. The data were analyzed using SPSS. Descriptive statistics, inferential statistics (including regression, correlation, and ANOVA), and thematic analysis were utilized. The findings revealed that frequency of class attendance had a statistically significant positive effect on academic achievement. Motivation was found to be a key predictor of academic success. Intrinsically motivated students outperformed their peers, highlighting the role of internal drive in fostering academic commitment. Class participation positively influenced academic outcomes; students who engaged in discussions and collaborative activities demonstrated deeper understanding and better retention of content. Qualitative findings supported the quantitative results, with principal emphasizing the importance of regular attendance, motivation, and a supportive school environment. The study concluded that multifaceted interventions targeting attendance policies, classroom engagement and student motivation are essential for improving academic outcomes in public day secondary schools. The findings of this study will be valuable to stakeholders including teachers, school administrators, education policymakers, the Ministry of Education, and the government. It offers evidence-based recommendations for enhancing student outcomes through improved attendance and engagement strategies in public secondary schools.

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## LIST OF ABBREVIATIONS AND ACRONYM

FY	- Financial Year
G & C	-Guidance and Counselling
GDP	-Gross Domestic Product
K.C.S.E	-Kenya Certificate of Secondary Education
MoE	-Ministry of Education
NCLB	-No Child Left behind
NGO	-Non-Governmental Organization
PPP	-Public Private Partnership
SPSS	-Statistical Package for Social Science



## CHAPTER ONE

### INTRODUCTION

This chapter contains the world's research history, problem statement, research objectives, research goals, research questions, significance of research, scope of research, research limitations and assumptions of the study.

#### 1.1 Background to the Study

Many countries in the world have recognized education as a human right through international conventions and agreements. Education has become very important in the rapidly changing world. Education is faced by many challenges which includes as globalization, the rapid expansion of democracy, modern day technology and the changing role of citizens. Education is a process of social and economic development. Several factors directly or indirectly affect a students' achievement. For this reason, while new methods and practices are being created according to this new system, research has been conducted in areas such as teaching methods, learning style, curriculum and teacher training so as to improve secondary education and ensure that boys and girls receive a good education (Albertson, 2020). This study will focus on effect of class attendance on academic achievement and more specifically on effect of frequency of class attendance, participation and motivation on students' academic achievement.

Classroom education is the right to attend or participate in a lesson. Whether attendance is physical or virtual depends on the course. In school, students must attend according to established standards. Student absenteeism is a factor that has a significant effect on student performance. There are also many definitions within the scope of class non-attendance. For instance, Fadelelmoula (2018), defined class non-attendance as the act of “not attending school without a legitimate reason”. Shona (2023), points out that class non-attendance can be defined as the ‘act of being absent from school without excuse thus should be considered a problem’. Whatever the reason for missing lessons, it is a fact that students do not attend part of the study. In addition, students who are absent may have difficulty adapting and may experience behavioral loss when they return to school, (Zala-Mezö et al. 2020). This is mainly due to the dropout rate which is around 30% of all students in the country. Dropouts are students who are absent from school at some point during their school career outside of day secondary school; however, not all children are consistently absent from school. This study investigated

the effect of school non-attendance on academic achievement among students in public day secondary schools in Imenti North Sub-County.

In Turkey, it is mandatory for students in secondary education to attend school (Ruel, Deny, & Reshma, 2021). Students' performance depends on full involvement in all classes. As can be seen, the official text also supports this theory. The direct and indirect costs of missing school to individuals, schools, families and communities are high. First, missing classes can negatively affect a student's learning and academic success. Absenteeism reduces academic performance as students miss class hours. This also results in time loss for other students as the teacher has to spend more time helping pay, resulting in loss of teaching time for all students (Klein et al., 2020). These results are reported in related subjects such as mathematics. Students who fail to attend some classes may have challenges learning other subjects and have to put more efforts. Students also feel alienated from their classmates, teachers, and schools. Students who fail to attend school can be bad example and encourage non-attendance among other students. Non-attendance is a strong indicator of a decrease in social and quality of life, (Nazim and Khan, 2022). Non-attendance makes it hard to build a solid foundation in discipline and responsibility. Therefore, it causes work and discipline problems later in life. In addition, as school non-attendance increases, students are more likely to experience psychological problems like depression or behavioral problems. They may also show behavioral patterns such as bullying at school, teenage pregnancy, dropping out of school, and developing bad behaviors (Ruel, Deny, & Reshma, 2021). This study will investigate the impact of frequent class attendance, participation and motivation on academic achievement of students in public day secondary schools in Imenti North Sub-County

Additionally, research cited by Nauer et al., (2019) from the National Center for Children in Poverty at Columbia University shows that elementary schoolchildren who have cases of absenteeism tend to do poorly in first grade and that children with a history of absenteeism in the early grades in education have lower levels of academic performance throughout their school years. There is ample evidence that absenteeism harms student learning in life. For example, children who frequently leave school early have lower literacy grades at age 15 (Ansari and Pianta, 2019). Moreover, secondary school non-attendance is associated with lower grades or GPAs and a higher chance of dropping out of high school (Kirksey, 2019 ). Research also shows that prolonged absences in elementary school are not just about the students who are absent, but also affect the entire school system. In addition, a report published

by the Department of Economics (2019) indicated that schools with high absenteeism tend to learn slower, which has impact on achievement levels of successful and struggling students. Instead, the authors emphasize that children cannot learn if they are absent from school and that according to No Child Left Behind (NCLB), good education is a prerequisite for success, schools are primarily evaluated on student performance; more than attendance. When different causes of absenteeism are considered in a study, their specific relationship to student performance is ignored. This study investigated whether specific types of attendance, such as attendance, motivation and frequent attendance, were associated with student achievement and therefore provided guidance on which types of absenteeism required greater attention or intervention in public day secondary schools in Imenti North Sub-County.

Research from Uganda shows that greater attendance is associated with better academic achievement for students from all backgrounds, especially those with low socioeconomic status (Bagaya, 2019). Attendance refers to attending school daily or regularly (Gottfried, 2020). Regular attendance is commitment to study time and activities from enrollment to completion of courses. Absenteeism is a significant factor affecting student learning. The desire to attend school suggests that regular school attendance can help students achieve academic success. In addition, (Fleming, 2019) has shown that students need to attend school regularly to be included in the classroom. Fadelelmoula, (2018) believes that attendance rates can be improved through ongoing teacher training and parent/guardian support. However, it is legal for school teachers to have daily learning materials for students. School administrators and district inspectors regularly review attendance records as a quality assurance measure (Mawonedzo, Tanga, Luggya, & Nsubuga, 2020). Additionally, students who are always present in school score higher grades than their peers, who are regularly absent, (Bagaya, 2019). Nabavi and Safavid, (2023) recognized the consequences of absenteeism and its consequences in schools across the country; researchers in the fields of education, counseling, and health have invested heavily in determining the predictors of student absenteeism student expenses as short-term and short-term predictors research shows that individual, family, and school characteristics all affect student attendance. Therefore, learners' dropout and non-attendance are at a level of 10% and 23.2% respectively in Universal Secondary Education (Iqbal, and Ata, 2018). Based on the results, researchers believe absenteeism is a decisive and direct indicator of academic achievement. Moreover, low academic achievement not only predicts academic achievement, but also indicates a high risk for future academic achievement. Therefore, increasing absenteeism is one of the most important problems of secondary

education institutions today. Education is based on the assumption that students attend school (Daniel, and Attakumah, 2022). This debate has led the researcher to conduct a study on the effects of attendance on education in public day secondary schools in Imenti North Sub-County.

To encourage students to acquire knowledge and understanding of various needs that arise in Kenyan society and economy, the Ministry of Higher Education announced policy objectives including: increasing “access and equity in secondary education, improving secondary education, increasing efficiency and effectiveness in the delivery of secondary education services and” strengthening public-private partnerships (PPPs) in providing secondary education to all Kenyans,(MoES: ESSAPR 2017).Education in Kenya is a major investment and accounts for a large portion of the country’s gross domestic product (GDP). A large portion of the total education budget is allocated to secondary education, (MoES: ESSAPR 2017). This report further argues that such funds and others paid directly or indirectly to schools are usually aimed at ensuring maximum participation in the education system.

There has been a growing effort to improve secondary school education in Kenya. Measures like revision of the syllabi and modification of the curriculum have been made so that students can not only benefit from education but also to reduce stress of learning. The Kenyan government declared subsidized secondary education for all students. This was a move to make sure that more students get access to secondary education. In addition, the move was to end the hopelessness that comes with pupils knowing that after they complete their primary education, it would be the end of their education life because of the high fees charged by secondary schools in the country. Government and other stakeholders hope that the education availed to the students in the secondary level of education would help them in their future life (MoES: ESSAPR 2017).Despite the efforts of the Kenyan government, school attendance is still a major challenge in many counties. This leads to wasted resources and taxpayers’ money. Research shows that attendance is associated with better academic performance for students of all backgrounds, especially for children from low socioeconomic backgrounds (Chiang, and Sumell, 2019). Remember that students should be aggressively involved in learning; There are many problems that make students to fail to attend school, he said. However, the problems mentioned are extensive and there may be other problems that the researchers mentioned above have not considered.This research will help fill the gap by investigating the effects of lesson frequency, motivation and participation in class on the academic achievement of the students in public day secondary schools in Imenti North Sub-County.

## **1.2 Problem Statement**

Public day secondary schools in Imenti North Sub-county are experiencing problems with absenteeism, which has a major impact on students' education. These schools have obtained low mean scores over the years in comparison to boarding secondary schools in Imenti North Sub-County. For example, in last four KCSE examinations the exam results of public day secondary schools in Imenti North Sub-county were as follows; year 2020 (2.941), year 2021 (3.330), year 2022 (2021) (2.954), year 2022 (3.234). High attendance in class is associated with better academic performance and improved social and emotional skills such as communication, teamwork, and patience (Oldfield, Rodwell, Curry, & Marks, 2019). Previous research has over-whelmingly shown that class non-attendance has negative impact on the students' academic achievement (Kirksey, 2019). For example, studies have shown that children who attend school regularly score lower than children who attend school regularly, (Gottfried and Ansari, 2022). Students who are absent from school miss out teacher instruction, peer interactions, and other activities that support learning and development (Kirksey, 2019), which has a negative impact on student achievement. Although education officials generally know that student absenteeism affects student achievement in the classroom, the true impact of student engagement, motivation, and participation is often poorly understood in Imenti North Sub-County. Therefore, this study will complement this diverse literature by investigating impact of student participation on students' achievement in Public Day Secondary Schools in Imenti North Sub-County.

## **1.3 Study Purpose**

The aim of the research was to investigate the effect of class attendance on academic achievement of secondary school aged students in Imenti North Sub-County, Kenya.

## **1.4 Objectives of the Study**

The following objectives guided the research:

- i. To investigate the effect of frequency of class attendance on students' academic achievement in public day secondary schools in Imenti North Sub-County
- ii. To investigate the effect of motivation on students' academic achievement in public day secondary schools in Imenti North Sub-County
- iii. To investigate the effect of class participation on students' academic performance in public day secondary schools in Imenti North Sub-County
- iv. Effect of Class Resources on Academic Achievement of students in public day secondary schools in Imenti North Sub-county.

### **1.5 Research Questions**

This research aimed to investigate the relationship between the attendance and academic achievements of students in public day secondary schools in Imenti North Sub-County. More specifically, the study sought to answer the following questions;

- i. What is the effect of frequency of class attendance on students' academic achievement in public day secondary schools in Imenti North sub-county?
- ii. What is the effect of motivation on students' academic achievement in public day secondary schools in Imenti North sub-county?
- iii. How does the class participation affect students' academic achievement in public day secondary schools in Imenti North sub-county?
- iv. What is the effect of class resources on academic achievement in public day secondary schools in Imenti North sub-county?

### **1.6 Significance of the Study**

This research has important implications for investigating the effects of classroom attendance on student learning. Despite attendance policy, absenteeism remains high. The outcomes of this study will provide clear guideline that students' academic achievement, motivation, and attendance are more frequent and that students are more engaged when they attend. This research will enable policy makers and donors to address related issues. Thus, the quality of secondary education is improving. The findings of this research will contribute to the institution's knowledge on education. Furthermore, the findings will be useful to government policy makers, publishers, students, and will be used as a model for future researchers.

### **1.7 Scope of the Study**

This study mainly dwelt on the impact of students' motivation, attendance and frequency of attendance in public day secondary school in Imenti north sub-county. It took place from 2023 to 2025. It undertaken in the public day secondary schools in Imenti North Sub-County. It will interact with teachers and students from Imenti North Sub-county public day secondary schools. It focused mainly on Imenti North Sub-county public day secondary school students and teachers because they were aware of the specific factors that led to class non-attendance in Imenti North Sub-County.

### **1.8 Limitations**

Researchers were not able to directly observe and collect data on student attendance and the impact on academic achievement. This will lead to some reliance on the participant's opinion, and honesty will depend on the participant's opinion or belief about science. This may affect the quality of the data generated in the study.

### **1.9 Delimitations**

Imenti North Sub-county is located in Meru County and part of it is semi-arid area whose main economic activity is mixed farming. The results of the study can therefore be adequately applied in an area with same geographical and social-economic characteristics. The study was limited to one sub-county and only public day secondary schools in the Sub-County.

### **2.0 Assumptions**

This study was undertaken with assumptions that:

- i. Students understand their roles in class attendance.
- ii. Students are willing to attend school irrespective of their family background.
- iii. All the respondents will cooperate and provide reliable responses.
- iv. Size of the school does not affect the students' class attendance.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

The section reviews and summarizes literature on this topic. Causes for student class attendance are diverse and interrelated. Therefore, this chapter will entail both empirical and theoretical review of literature.

#### 2.1 Effect of Frequency of Attendance on Academic Achievement

Frequency of attendance refers to how often a student attends class. There are various definitions of class attendance. Clark, and Bono, (2018), define class participation as the act of attending or participating in classes. Even participation is both physical and virtual depending on the course. In school, students must follow the rules. The oxford university dictionary defines attendance as the frequency with which one has been present for a regular activity or set of events. Lukkarinena et al. (2021), noted that class attendance is positively correlated with grades. However, other studies say that students' actual attendance does not necessarily equal students' grades. Not attending class does not necessarily mean lower grades. Student participation in class is important because students likely to succeed. If large numbers of students are absent from the classroom, teachers may find it difficult to engage in class discussions and encourage student participation. Low grades and retention decisions are likely to be important factors in determining student success (Etim et al. 2020). Students should be involved in classroom learning to ensure that they know the importance of being a student. Clark, and Post, (2019), stated that participation is a form of successful learning.

Participation in class can improve classroom performance they can participate in all classroom activities beyond being physically present in the classroom. Classroom activities or instructional activities that teachers often help students use for final assessment. Another benefit of taking classes is that students interact with the teachers. If there is clarity about the topic, students ask questions that will be the same for everyone. Therefore, attending classes allows them to learn from the teachers and classmates. Asking questions to teachers give them insight into topics they may have missed while not in class. Studying can also lead to academic success. Some of the learning even takes place outside of class, making classroom teaching even more important. Class time is dedicated to most difficult discussions. It is important to understand this so that they have a clear idea of what will be on the final exam. Researchers have also found that students who study when the textbooks do not contain content benefit

from discussions with their teachers and classmates and get better grades on exams. Students who are present in class can also write notes in class, and writing has been illustrated to have a positive learning effect (Ehsan, 2018).

There are also many definitions within the scope of class non-attendance: Clark, and Post, (2019), defined class non-attendance as being absent from school without a legitimate reason. Nathan et al (2022), argue that absenteeism should be defined as inevitable and treated as a problem. It is difficult to define what an exemption is, because the basic rules are different. Clark's explanation is as follows: A student's absence from school for part or all of the school day without any excuse from their family. As we have already mentioned, this is not only a necessary excuse, but also a valid excuse. A student missed school due to health issues, a student missed school due to a family vacation. Lannegrund-Willems et al. (2020) defined non-attendance as a student's absence from school with or without a reason. Oldfield et al. (2019) address absenteeism by defining the behavior and defining it as not going to school, missing a lesson, or being late with or without an excuse. Regardless of the reason for missing lessons, it is a fact that students do not attend part of the study.

In addition, students who cannot go to school for any reason, such as those who are absent due to health problems, may have difficulty adapting when they return to school and may develop a habit of being absent from school without an excuse. In other words, when the illegality of the school is left out of the question, the impact on the child's education and other problems he will face in the future cannot be ignored. When absenteeism is considered a problem, the duration of absence is as important as the type of absence. It is not considered to be a sign of a problem. However, an increase in absences is considered to be an indicator of various risks. Generally speaking, 10-40% of absences during the school year are considered a problem. It is important to monitor absences during the school day. Students may miss the entire day, others may miss one or two lessons. The duration and distribution of school absences (excused or unexcused) vary from country to country. The best view is that as student absences increase, so does the likelihood of risky situations.

## **2.2 Effect of Motivation on Academic Achievement**

The motivation is defined as the process of directly initiating and supporting a goal, while Filgona, Sakiyo et al, (2020) or the behavior or situation that creates the situation is determined by the people who are willing to participate in any way in a game. Encouraging learners to

learn is related to the use of learning materials. Because motivation is a factor in teaching. Learning success depends on whether the learner is motivated or not. Motivation motivates students to achieve learning goals. It is important to know that learning support is important part of good teaching. This means that student motivation is perhaps the most important thing in education. Education is hard work; it challenges the brain and therefore only happens when you are motivated. Students' motivation to learn is particularly important because their presence in the classroom does not guarantee that they will want to learn. It simply shows that students live in a community that wants their children to go to school.

Highly motivated students learn easily and make every lesson enjoyable, while highly motivated students will learn less and will often show pain and anxiety. Due to the compulsory nature of today's education, teachers cannot take students' motivation for granted and have the responsibility to ensure that students have the desire to learn. Motivation is a broad concept that encompasses desires, wishes, needs, thoughts, and interests (Almalki, 2019). Motivation is the beginning of the curriculum, motivates students, and helps students achieve what they need to do throughout the school year, (Almalki, 2019). Motivation is the beginning of the curriculum, motivates students, and helps students achieve what they need to do throughout the school year (Peklaj and Levpušček, 2019). Therefore, the concept of motivation is more of a multifaceted, unknown psychological construct, while motivation to learn is a unique concept Including creative thinking and learning ability, students' understanding of school Satisfied, (Algharaibeh,2021).

A student's bad behavior and inability to study are related to the bad learning environment created for the student. If the educational needs of students are understood, a good learning environment can be created, (Akbaba, and Bulut, 2021). "A successful student is a socially adequate, goal- oriented and internally motivated student who can effectively balance the social and academic aspect of the school", (Filgona, Sakiyo et al 2020). Iqbal, and Ata, (2018), show in their study that there is a positive and significant relationship between academic support and academic success. Ryan, and Rigby, (2019), It was pointed out that motivation is the greatest factor affecting the learning success or failure of a person during the study period. Students believe that with some effort and challenge, the goals of learning and achievement can be achieved. If learning to study leads to gains, students will view studying as important and will exert effort (Sharma, and Sharma,2018). In particular, good study motivation is very important for students. The effect of motivation on achievement is well documented. The consensus is that motivation and performance interact in a positive relationship over time,

(Liu, Huang, & Zhang, 2018). Different Consequences of learning motivation,(Brunstein, and Heckhausen, 2018). This powerful finding has given rise to many theories about educational support and how it can be supported. While these views vary in content and importance, they also have many similarities.

Motivation is often viewed as an event that strengthens or weakens a behavior. In many theories, motivation stems from the evaluation of the behavior that the person is motivated to do. In evaluation, two concepts are combined: Eccles and Wigfield,(2020),the value and consequences of the behavior and the expectations about the probability of certain outcomes of the behavior. The expectation of success in completing a task. Past success or failure can affect a student's perception of what success will be. For example, "I didn't study." I took a history test and failed. I'm studying hard this time, so I expect to do well on today's test. The results were similar to the students' prior knowledge, beliefs, and personal goals. It's worth noting that many religions believe that personal beliefs are the primary cause of human behavior and learning, (Graham, 2020). One way to understand this is that Positive self-esteem can lead to behaviors or performance, such as self-acceptance, self-control, using energy, showing passion, and choosing meaningful goals to achieve academic success.

According to self-efficacy theory, Wentzel and Skinner (2022), another way to build self-esteem is to become the cause of academic success, that is, students who have a good belief in themselves, are given high and useful for learning science. Work study is considered Important, comprehensive, desire to use electricity and low cost, resulting in high achievement. Also, perception of competence in self-determination is a precursor to intrinsic motivation and if a person feels competent, they will pay for vocational training. This will lead to behaviors that promote later achievement. Assessment of values and expectations leads to collaborative decision making (Schunk & DiBenedetto, 2020). Guidance, monitoring, and operational strategies). Based on performance, students evaluate themselves, including the cause of the effect, and make adjustments or negative impacts on their successes and failures. This explanation emphasizes the importance of metacognition, where students who can monitor the learning process can participate in the learning cycle.

The evaluation of values and expectations also leads to the formation of emotions such as pride in success in learning, hope, boredom, enjoyment, (Ryan, 2020). Positive learning motivation is also thought to encourage creative learning strategies and religious beliefs (growth mindset) to promote knowledge-oriented strategies (Lichtenfeld et al., 2023). The results of motivational success can also occur in two ways. The first is the success of understanding.

Brunstein and Heckhausen, (2018) clearly show that past success makes learners aware of their self-efficacy and control. The most important part of this is the learner's evaluation of this outcome and performance. Thus, a successful learning experience can change learners' expectations (e.g., make them believe that positive outcomes can be achieved but it can also change the outcome of the education. For example, in self-determination, a sense of competence (reinforced by positive success) is a prerequisite for effective learning. The second path from success to motivation lies at the heart of the emotional flow (Csikzentmihalyi et al. 2018). Activities in which students sincerely participate can create a good understanding that is beneficial to them and change the value of learning behavior.

The most obvious of these is the self-regulation of support (Schunk and Zimmerman, 2023). The path to self-control and achievement goes through a feedback loop. Schunk and DiBenedetto, (2020) proposed a regression model of cognitive achievement, self-efficacy, and goal pursuit. Increase motivation and achievement (Deci and Ryan, 2020). Effort is not only the result of student motivation but also the result of external needs. It is also affected by the student's ability and the teaching, guidance and quality of the curriculum. The sense of achievement is also affected by the process of interpretation, comparison and optimization as described in the theory of mindfulness (Graham, 2020). Therefore, the theory proposed a model that suggests that self-regulatory processes mediate the link between belief and achievement and Cho, Shen, and Naveiras (2019) proposed two superordinate levels (known as learning and performance) to explain the relationship between the stimulation of creation. In this way, it is necessary to consider the number of features and designs. It is not considered an important part of the motivation model. Van der Maas and his colleagues introduced the concept of psychological modeling through social networks as an explanation of the relationships (positive manifolds) of intelligence scores (Sharma & Sharma, 2018).

The general concept of psychological models is that the relationship between behaviors such as cognitive work, psychological symptoms and behavior (motivational patterns), is not due to any consequences, but to psychological, social and/or biological factors associated with the network. These behaviors are nodes in the network and part of the relationship is the edges (Sharma & Sharma, 2018). Pillny, Krkovic, & Lincoln, (2018). The learning behavior of adolescents is based on intrinsic motivation or extrinsic motivation. In addition, children who are not motivated cannot be motivated or guided from outside and do not participate in educational activities because they do not see a relationship between their actions and their consequences.

### **2.3 Effect of Student Participation on Academic Achievement**

Allensworth and Clark, (2020) state that a broad form of classroom participation can be defined as the interaction of students with materials in all subjects. It is a partnership that is considered important for the development of learning between teachers and students. According to many concepts, it includes everything that shows students' participation, from attending lectures to participating more in classroom activities that encourage students to continue learning and improve their performance Precourt and Gainor, (2019). Student participation is a continuum that describes a concept that includes many elements and activities, Allensworth and Clark, (2020). This is a term often used to describe student voice, participation, involvement, participation, and other forms of participation and discussion. This content explains in many ways how students are given important roles and decisions and how they participate in the formation of their schools.

The following three definitions of collaboration illustrate the collaboration that will be used in this study: These definitions were expressed by Solin and Ruwaida (2022) and firstly, Solin touch upon two important points; The right to express one's thoughts can be achieved by giving students space and the right to speak, while the right to express critical opinions can be achieved through monitoring and intervention. The second concept of participation explains participation as the participation of students. It voluntarily delegates some authority to students. The third concept of participation is based on the organization, which is an important part of education. Student agency is therefore defined as the ability to set goals, reflect, and take responsibility for change. It is about acting instead of pretending not to act; and making decisions and choosing responsibilities instead of accepting the decisions of others.

Ideally, interaction is done in a way that allows students to experience a conversation that includes an audience, while also creating impact, participation, and engagement. Teachers and peers strive for excellence. However, most students do not achieve good results. This is due to lack of education in the classroom. Active learning is essential for success. The active learning would take place when there is more interaction. Albertson, (2020), said that students are motivated and think more actively during discussions, thus encouraging active learning. This statement proves that active participation would yield better result. If the students want to learn actively, they must take part in discussion in the classroom. The prototypic teaching method for active learning is discussion. This discussion requires interaction between students and teacher, such that the effectiveness this discussion depends heavily on the quality of students-teacher relationship. This statement tells that classroom participation happens more

when the teachers are familiar and approachable to the students. When there is less or no classroom participation taking place during the teaching and learning session, there will be low academic performance.

Miroyan, Weng, Shah, Yan, & Norouzi, (2023), concludes, that instructors with facial expression and encouraging voice can have a great impact on students' class participation. It involves using not only memory but also the mind. It is a process of discovery in which the student, not the teacher, is the primary agent. Therefore, learning is dependent on factors such as teacher's friendly nature, his or her approachability and open-minded. Therefore, discussion can be an effective way to provide shy students a platform to speak out and contribute towards classroom participation. In relation to the statements, the researcher believes that discussions can have positive impact on classroom participation provided it is properly guided, oriented and managed by concerned teachers. This assumption is further supported by Clark and Del Bono, (2018) who found that discussion is vital for interaction and participation. Students' interest, taking part and readiness to participate affect the quality of discussion as an opportunity for learning. As a teacher, the challenge is to make all the students take part in the class discussion and talk to each other on the given topic. But in most cases the students never come forward and don't take it as an opportunity to learn for their betterment.

#### **2.4 Effect of Class Resources on Students' Academic Achievement**

The availability of class resources such as textbooks, computers, teaching materials, and other educational tools is an essential element influencing students' academic achievement. A critical finding was that, while most students reported having access to textbooks, there was a notable proportion who felt they lacked the resources necessary for optimal learning. This finding resonates with previous research, such as that by Darling-Hammond et al. (2004), who emphasized the importance of providing students with access to high-quality textbooks and instructional materials. In the context of Imenti North sub-county, some schools may face budgetary constraints or logistical challenges in acquiring adequate textbooks for all subjects, which could hinder students' ability to fully engage with the curriculum. This situation could lead to gaps in student learning, as textbooks are essential for reinforcing classroom teachings and offering students opportunities for self-directed learning.

Access to technology, particularly computers and the internet, was identified as a more significant challenge. Warschauer (2004) highlighted the importance of integrating technology into education to foster digital literacy and provide students with tools to access a vast range of learning materials. In the absence of these resources, students are at a disadvantage in an increasingly digital world, and their academic achievement may suffer as a result.

While there are challenges in providing digital resources, basic educational materials are more reliably provided, supporting day-to-day learning. These materials, while seemingly mundane, are critical for students' engagement and participation in class activities. Without them, students may struggle to keep up with the academic demands placed on them, leading to lower academic achievement.

The study highlighted the critical role of resources in shaping students' academic success. Both students and teachers recognized the importance of textbooks, teaching materials, and technology in supporting learning. However, disparities in resource availability suggested the need for targeted efforts to ensure that all students have access to the materials they need to succeed.

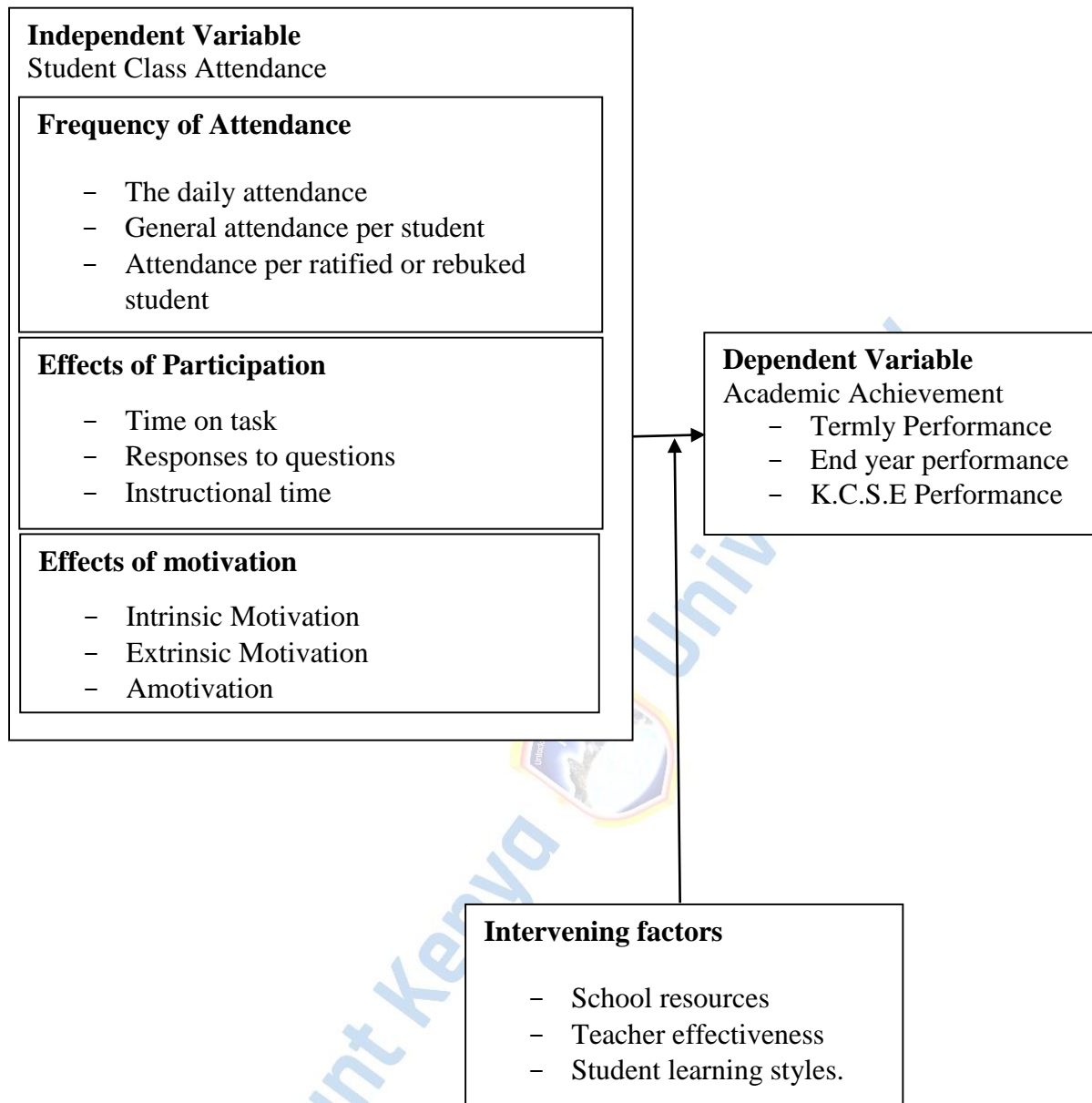
## **2.5 Theoretical Framework**

This study will follow the tap theory developed by Entwisle (1997), and the Solow effect theory developed by Romer, (2001). The tap theory states that tap service is available to all students during the academic year, while tap service is closed to low-income program students during holidays, (Entwisle, Alexander, & Olson, 2001). In this case, students develop their skills by taking repeated courses and do not gain any educational benefit when the school is closed, (Alexander et al, 2001). With less study time during the school year, they are less interested in their studies, have lower grades, lower test scores, and are more likely to drop out of education after educational failure, (Morrissey et al, 2021). Research clearly shows that spending more time in the classroom is associated with better academic achievement, (Heatly et al., 2019). Students who frequently attend school may also miss class, have difficulty participating in class and interacting with peers and teachers, while students who voluntarily attend may worsen their education, (Korpershoek et al, 2020). In addition to learning loss, absenteeism also affects achievement because students avoid socializing with their peers and other activities that contribute to learning, (Kirksey, 2019) Morrissey et al, (2021). In trying to eliminate the achievement gap between the rich and the poor, we must first recognize the impact of other factors on educational achievement. In seeking to address the achievement gap

between rich and poor, we should also begin by recognizing the effect of other factors to academic achievement. This study will investigate the effect of frequency of class attendance, motivation and participation in class on academic achievement of students in public day secondary schools in Imenti North Sub-County

The Solow Effect theory, however, assumes that class attendance is a good predictor of students' performance. Denis, Frederick, & Frances, (2020), added that the Solow effect shows a positive relationship between enrollment and student achievement and productivity. Students' performance and achievement in the classroom are important variables that affect their academic success. The purpose of teaching in the classroom is to develop human resources and provide students with the knowledge and skills that support their productivity in society. The Solow effect argues that lack of family support and conflict lead to student absenteeism (Thapa et al, 2023). Finally, registration and regular attendance are variables that are associated with achievement and success, educational attainment and human capital knowledge (Sekiwu, et al,2020). This theory was selected for this study because it shows study hard, go to school, and study hard. A thorough education is the foundation for building strong human capital that supports productivity and human development.

## 2.6 Conceptual Framework



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter describes the methods used to conduct the research. Topics include research design, variables, study setting, population, testing and evaluation procedures, data collection procedures, and data analysis procedures.

#### **3.1 Research Methodology**

The research used mixed methods (qualitative and quantitative methods/approaches). Quantitative research was based on numerical or measurable data. Good research involved writing down and interpreting non-mathematical information (Shona, 2023). During qualitative research, the researcher conducted interviews to gather information not found in existing documents or information. The interview was unstructured or semi-structured so that one could be free to find different or unexpected answers and act on the resulting response. These answers gave a general impression of each person's experience that was compared to the experiences of other participants in the study. This process involved the collection of numerical data to test the relationship between variables. During quantitative research, the researcher used questions. The collection of various methods produced the data necessary for numerical analysis. In this case, the survey used multiple choice options to produce measurable responses that were translated into valuable information, such as "yes" or "no" which were turned into quantifiable data.

#### **3.2 Research Design**

This study used a descriptive cross-sectional design. Science accurately defined the purpose and explained the situation (Shona, 2023). The adopted design was suitable for collecting information about the research topic in its current form. The research collected information about a large number of people in a short time. This design involved describing the characteristics of a situation, community, or region, provided information about the population or project under study by explaining who, what, how, when, and where at a given time, and presented it as accurately and correctly as possible. System Description (Shona, 2023).

#### **3.3 Location of the Study**

This study was conducted in Imenti North Sub-county, Meru County, and Eastern Region of Kenya. Imenti North was a sub-county in Kenya. It was one of the nine constituencies in Meru County. Its headquarters were in Meru town. It bordered Imenti Central, Buuri, Tigania West,

and Tharaka constituencies. For The Sub-county had 30 public day secondary schools. There were cases of low academic achievements in end-term exams and end-year exams, which were also witnessed in the K.C.S.E results in public day secondary schools in Imenti North Sub-County. For example, in the last four KCSE examinations the performance of public day secondary schools in Imenti North Sub-county was as follows; year 2020 (2.941), year 2021 (3.330), year 2022 (2021) (2.954), year 2022 (3.234). This study investigated the impacts of class attendance on students' academic achievement in public day secondary schools in Imenti North Sub-County. Specifically, the study examined the effects of participation, motivation, and frequency of class attendance on the academic achievement of students in public day secondary schools in Imenti North Sub-County.

### 3.4 Target Population

The target population was all the students, teachers and principals in public day secondary schools in Imenti North Constituency. There were 30 public day secondary schools in the sub-county. In these schools, there are 2847 students, 30 principals and 240 teachers making a total of 3117. It was from this population that the samples were drawn.

**Table 1: Target Population**

Category	Population	Percentage
Principal	30	00.96
Teachers	240	07.70
Students	2847	91.34
Totals	3117	100.00

### 3.5 Sample Size and summary procedures

Based on Yamane formula (1967), for determining a sample size from a target population, a sample size of 354 respondents was selected. The formula is expressed as  $n = \frac{N}{1+N(e)^2}$

Where **N** is the target population (3117)

**n** is the sample size (354)

**e** is the margin error of 0.05

Therefore  $n = \frac{3117}{1 + 3117(0.05)^2}$ , thus  $n= 354.506$

Stratified sampling was used to obtain 6 public day secondary schools that would be the representative sample. The sample size of 6 public day secondary schools was not a homogeneous unit; it was stratified according to public day secondary schools from the upper and lower areas. The upper region was more economically enabled which affected class attendance differently as compared to the lower regions which were less economically enabled. For the purpose of representation, the sample size was proportionately determined. Simple random sampling technique using a table of random numbers was used to select individual public day secondary school from each strata and location. This technique offers equal and independent representation of the population from each region. The principals were targeted because of their administrative role and the teachers in charge of G & C because of their role in guiding and counselling students in school. The total sample population was 354, (336 students, 12 teachers and 6 principals). This means 56 students from each sampled public day secondary school, a G & C teacher in the selected public day secondary school, one other teacher from the selected public day secondary school and the principal from each selected public day secondary school. The total sample population of 354 respondents was above minimum of 100 respondents recommended by Shona (2019) for each category of population for a survey study.

**Table 2: Sample Size**

Category	Population	Sample size
Principals	30	3.41
Teachers	240	27.26
Students	2847	323.34
Totals	3117	354.01

### **3.6 Research Instruments**

Interview schedules and questionnaires were used to collect data from the respondents. Cohen, Manion, & Morrison, (2017), state that interviews provide opportunities for research participants to explain their viewpoint in their own words and this can lead to new insights and new directions for you to consider as a researcher. Interviews assisted the researcher to go into greater depth in collecting data and allow for points to be explored and clarified in real time. Interviews provided rich qualitative data. The study used semi- structured interviews for

the principals. Two sets of questionnaires were developed to seek primary data for the study. These were the teachers' and students' questionnaires. Both questionnaires comprised of closed and open-ended items.

### **3.7 Pilot Study**

The instruments were pilot tested in selected public day secondary schools in Imenti North Sub-County. The pilot study made it possible to gather preliminary knowledge about the phenomenon under investigation (Dźwigoł, 2020). The main purpose of this research was to collect data to verify the chosen direction, develop working hypotheses, or assess the validity of the survey design (Kaur et al., 2017). Experimental research was also used to examine the effectiveness of the research methods and tools in addressing the identified problem (Horigan, 2019). By conducting preliminary research, researchers were able to confirm or reject relationships established in previously validated studies. In addition, experimental studies were selected for data collection, as noted by Dźwigoł (2020). This process led to the elimination of information that was not relevant to the research question or absent in the study setting or population.

Beyond assessing the validity of the survey design, the pilot study also provided insights into the appropriate time frame and sample size that positively influenced the study subject (Mutz & Müller, 2020). A total of 86 subjects were selected for pilot testing. This number exceeded the minimum recommended by Shona (2023), who stated that a pilot study should include more than 20 participants. However, a larger pre-test group was necessary due to the heterogeneity of the population. The purpose of the pilot study was to determine whether the questionnaire items possessed the desired measurement qualities and to identify any deficiencies in the instrument, such as ambiguities, irrelevant, or inadequate items. The results helped the researchers correct any inconsistencies caused by the instrument, thereby ensuring that it measured the intended outcomes.

#### **3.7.1 Validity of Research Instruments**

Validity was the extent to which a sample of test items represented what the test was intended to measure (Shona, 2023). Content validity, which was used in this study, measured the extent to which data collected with a particular instrument represented a specific portion or content of a particular idea. One way to assess the content validity of a measure was to consult experts or specialists in the relevant field (McChesney & Aldridge, 2019). To establish the validity of the study instrument, the researcher sought the opinions of experts in the field of education,

particularly the researcher's supervisors and lecturers at Mount Kenya University. Through expert judgment, validity was assessed to determine the extent to which the instruments measured specific characteristics of the respondents, such as understanding, attitudes, and opinions regarding class attendance among secondary school students in public day secondary schools.

### **3.7.2 Reliability of Research Instruments**

Reliability referred to the consistency of measurements, usually measured by the test-retest reliability method. Reliability was increased by including more similar items in the test, testing larger samples of individuals, and using experimental methods (Shona, 2023). The reliability of the research instrument was increased by conducting research tests in secondary schools within the district over two days. On the test days, the selected secondary schools were not included in the main study. The research allowed for pre-testing of the research instruments. The reliability of the scale from the test data was determined using the Cronbach alpha method, which was suitable for creating matching items and ensuring consistent data. This process required the test to be administered once and determined the best reliability for a measurement with more than one possible response for each item in the scale. A minimum confidence level of 0.7 was used as the standard threshold. The accuracy of the measurement items for the survey participants was evaluated as a means of increasing the reliability of the measurements.

### **3.8 Data Collection Techniques**

Primary data will be collected from the participants through a semi-structured questionnaire consisting of closed and open-ended questions. Prior to the research, research permission will be obtained from the Ministry of National Education. We will visit the Ministry of Public Works and the Ministry of Education to obtain further permissions to collect information from the Imenti North Sub-county Public Day Secondary School. Finally, public secondary schools in the sample will be visited to establish a dialogue with the school management and to begin the implementation. We will visit the public schools on the selected day to distribute and later collect the questionnaires.

### **3.9 Data Analysis Procedures**

Data analytics was the process of analyzing, cleaning, transforming, and modeling data to discover important information, draw conclusions, and support decisions (Pavesi, 2017). Descriptive statistics were used in the analysis of the collected data. The raw data were

classified according to the categories of respondents and coded based on the nature of responses. The coding led to data of various scales, namely nominal, ordinal, and ratio. The categorization of the scales was used to identify the most appropriate data preparation, entry, editing, and cleaning, summary, and analysis techniques. The scores were used to prepare the recorded data for entry and analysis using the Statistical Package for the Social Sciences (SPSS) computer software. Both descriptive statistics and inferential statistics were used for data analysis. Specifically, the data were described using frequencies, percentages, and standard deviations in terms of the study variables and objectives. Practically all closed questions were written and analyzed using Likert scales, percentages, frequencies, tables, and bar graphs. Open-ended questions were analyzed thematically and presented in prose form.

### **3.10 Ethical Considerations**

The study prioritized the utmost level of privacy, taking care not to disclose any personal or identifiable information of the respondents. Data collection strictly adhered to university guidelines, and the county government was well-informed about the study's objectives. To conduct the research, the researcher applied for permission and sought consent from the Meru County Government. Furthermore, every respondent was given equal opportunities to participate in the study, and the researcher strictly refrained from any data manipulation. Other essential aspects the researcher intended to uphold were accountability, transparency, and ensuring voluntary participation of the respondent

## CHAPTER FOUR

### RESEARCH FINDINGS AND DISCUSSIONS

#### 4.1 Introduction

This chapter presents the findings of the study on the effect of class attendance on students' academic achievement in public day secondary schools in Imenti North Sub-County. The data were obtained from students, teachers, and head teachers using questionnaires and interview guides. The chapter begins by discussing the response rate, followed by an analysis of the respondents' socio-demographic characteristics. Subsequent sections focus on the core findings as aligned with the study objectives. The findings are presented through descriptive and inferential statistics, supported by tables and narratives, and discussed with reference to existing literature and theoretical perspectives.

#### 4.2 Response Rate

The study targeted 354 respondents drawn from six stratified public day secondary schools in Imenti North Sub-County, Kenya. The expected respondents included 336 students and 18 teachers. Out of this total, 330 students and 16 teachers fully completed and returned the questionnaires, making a total of 346 valid responses. This represents an overall response rate of 97.7%, which is considered excellent for survey research (Mugenda & Mugenda, 2003). High response rates are crucial for ensuring the validity and reliability of research findings. The return rate also reflects the appropriateness of the data collection methods and the willingness of respondents to engage with the topic. The high engagement may also be attributed to the relevance of the study to the stakeholders involved and the assurance of confidentiality and anonymity during data collection.

**Table 1: Response Rate**

<i>Respondent Category</i>	<i>Targeted (n)</i>	<i>Returned (n)</i>	<i>Response Rate (%)</i>
<i>Students</i>	336	330	98.2%
<i>Teachers</i>	18	16	88.9%
<b><i>Total</i></b>	<b>354</b>	<b>346</b>	<b>97.7%</b>

### 4.3 Socio-Demographic Characteristics of Respondents

**Table 2: Socio-Demographic Characteristics of Students and Teachers**

<i>Variable</i>	<i>Category</i>	<i>Frequency (f)</i>	<i>Percentage (%)</i>
<i>Gender (Students)</i>	Male	174	52.7%
	Female	156	47.3%
<i>Gender (Teachers)</i>	Male	10	62.5%
	Female	6	37.5%
<i>Age (Students)</i>	Below 14 years	32	9.7%
	14–16 years	196	59.4%
	17–19 years	102	30.9%
<i>Age (Teachers)</i>	20–30 years	4	25.0%
	31–40 years	7	43.8%
	Above 40 years	5	31.3%
<i>Academic Qualification (Teachers)</i>	Diploma	5	31.3%
	Bachelor's	7	43.8%
	Master's	4	25.0%
<i>Years of Teaching Experience</i>	Less than 5 years	3	18.8%
	5–10 years	7	43.8%
	More than 10 years	6	37.5%
<i>Distance from School (Students)</i>	Very near	54	16.4%
	Near	128	38.8%
	Far	104	31.5%
	Very far	44	13.3%

**Source:** Research Data, (2025).

The socio-demographic profiles of the respondents offer a contextual backdrop for interpreting the findings related to class attendance and academic achievement. Among the student respondents, gender was almost evenly distributed with a slight male majority (52.7%). This balanced representation suggests that gender-based bias is minimal and that insights into attendance trends can be applied broadly to both male and female students.

In terms of age, the majority of student participants (59.4%) fell within the 14–16 years age bracket, which aligns with the expected age for lower and upper secondary school levels in Kenya. Another 30.9% were aged between 17–19 years, while 9.7% were under 14. This distribution confirms that the sample accurately reflects the typical age demographic of public day secondary school students in Kenya. These age categories are critical in assessing attendance behavior since absenteeism patterns often differ across age groups due to maturity levels, peer pressure, and social responsibilities at home.

The gender distribution among teachers showed a notable male majority (62.5%). While this may reflect staffing patterns in the region, the difference also highlights potential implications

for student motivation and engagement, especially where same-gender role modeling is significant. Teacher gender may subtly influence student interactions and participation, particularly in patriarchal communities.

Regarding teacher age, the largest group (43.8%) was between 31–40 years, followed by those above 40 years (31.3%). Only 25% of teachers were below 30 years. This distribution implies a mature teaching workforce with potentially extensive classroom experience. Furthermore, the academic qualifications of the teachers show that 43.8% hold a Bachelor's degree, 31.3% hold a Diploma, and 25% possess a Master's degree. The relatively high academic qualification levels indicate a well-trained workforce, which could positively influence both classroom management and the monitoring of student attendance.

The teaching experience data complements these findings, with 43.8% of the teachers having between 5–10 years of experience and 37.5% having over 10 years. This suggests that the majority of respondents have accumulated enough pedagogical experience to understand trends in student behavior and academic progress over time. These insights were valuable in triangulating data on student attendance and its perceived effect on performance.

Lastly, the distance of students' homes from school was included as a relevant socio-demographic variable due to its potential influence on attendance. The data shows that 16.4% live very near, 38.8% near, 31.5% far, and 13.3% very far. This spread demonstrates that proximity remains a significant factor in determining consistent attendance, especially in rural or semi-urban areas where transport and safety may be barriers to punctual and regular attendance.

Overall, the socio-demographic profile of the sample is representative of the region and provides a reliable basis for analyzing the relationship between attendance patterns and academic outcomes. Each of these variables gender, age, qualifications, experience, and distance from school may directly or indirectly impact class attendance behavior and subsequent academic performance.

#### 4.4 Effect of Frequency of Class Attendance on Students' Academic Achievement

**Table 3: Descriptive Statistics on the Effect of Class Attendance**

<i>Statement</i>	<i>SD</i>	<i>D</i>	<i>N</i>	<i>A</i>	<i>SA</i>	<i>Mean</i>	<i>Std. Dev</i>
<i>I attend classes regularly.</i>	20	24	32	150	110	3.80	1.15
<i>Regular class attendance helps me perform better academically.</i>	10	14	28	140	144	4.20	0.98
<i>When I miss class, I find it hard to catch up.</i>	8	18	40	160	110	4.00	1.01
<i>My academic performance drops when I miss classes.</i>	12	26	30	130	138	4.05	1.08
<i>I plan my schedule to prioritize class attendance.</i>	18	30	36	120	132	3.95	1.12

Source: Research Data, 2025

**Table 4: Descriptive Statistics on the Effect of Class Attendance**

<i>Statement</i>	<i>SD</i>	<i>D</i>	<i>N</i>	<i>A</i>	<i>SA</i>	<i>Mean</i>	<i>Std. Dev</i>
<i>My students attend class regularly.</i>	0	1	3	10	4	3.94	0.73
<i>Class attendance influences students' academic achievement.</i>	0	0	1	8	9	4.44	0.62
<i>Students who attend class frequently score higher in assessments.</i>	0	1	2	7	8	4.22	0.79
<i>Irregular attendance leads to poor performance.</i>	0	0	3	7	8	4.28	0.70
<i>I encourage my students to attend all lessons.</i>	0	0	1	5	12	4.61	0.57

Source: Research Data, 2025

The analysis of the responses provided by students and teachers on the effect of frequency of class attendance reveals important insights into the dynamics between regular attendance and academic performance in public day secondary schools in Imenti North Sub-County. The data presented in Tables 4.4.1 and 4.4.2 reveal a strong consensus that class attendance has a direct and significant influence on students' academic achievement.

Among the students ( $n = 336$ ), the mean responses across all five statements ranged between 3.80 and 4.20, with standard deviations spanning from 0.98 to 1.15. These figures indicate a generally high level of agreement with the assertions that regular attendance improves academic performance and that absenteeism adversely affects academic outcomes. Specifically, the statement "Regular class attendance helps me perform better academically" scored the highest mean of 4.20 with a relatively low standard deviation of 0.98, suggesting that most students strongly believe in the academic benefits of regular attendance.

Additionally, students expressed significant concern regarding the consequences of missing classes. The item "When I miss class, I find it hard to catch up" received a mean of 4.00 and a

standard deviation of 1.01. This highlights students' recognition of the cumulative disadvantage that arises when instructional content is missed. A similar trend was observed with the statement “My academic performance drops when I miss classes,” which had a mean of 4.05 and standard deviation of 1.08. These responses point to a robust perceived link between regular attendance and performance in assessments, possibly stemming from consistent engagement, real-time clarification of concepts, and participation in class discussions.

The statement “I attend classes regularly” recorded a slightly lower mean of 3.80 and a higher standard deviation of 1.15. This discrepancy suggests that although students generally understand the importance of attendance, not all may consistently attend classes due to extrinsic challenges such as transportation difficulties, familial obligations, or school-related disengagement. Moreover, the response to “I plan my schedule to prioritize class attendance” (mean = 3.95) implies that while attendance is a priority, external variables might still limit adherence to this ideal.

Teachers' responses ( $n = 18$ ) closely aligned with students' perceptions, albeit with slightly higher means and lower standard deviations, indicating a more uniform perspective. The item “Class attendance influences students' academic achievement” had a particularly high mean of 4.44 and a standard deviation of 0.62, reflecting near-unanimous agreement among teachers. This suggests that educators regard consistent attendance as foundational to effective learning and long-term academic success.

Furthermore, the statement “I encourage my students to attend all lessons” scored the highest mean among teachers at 4.61, underscoring the pedagogical emphasis placed on attendance as a prerequisite for learning. In addition, the mean score of 4.28 for the item “Irregular attendance leads to poor performance” illustrates a consensus among educators that students who miss lessons are unlikely to perform well due to missed instruction and subsequent gaps in knowledge acquisition.

Notably, the teacher responses to “My students attend class regularly” had the lowest mean (3.94), hinting at a recognition that while teachers value and promote attendance, actual attendance patterns may vary across students. This observation reflects the socio-economic diversity of learners in day schools, where factors such as distance from school, household responsibilities, or lack of motivation could disrupt consistent attendance.

Overall, the quantitative findings from both students and teachers converge to highlight that frequency of class attendance significantly impacts academic achievement. The evidence supports a positive correlation between consistent presence in class and improved academic performance. Students recognize the benefits and risks associated with attendance, while

teachers reinforce its importance through their instructional strategies and monitoring efforts. Together, these perspectives affirm the need for policies and interventions aimed at enhancing attendance rates to foster better academic outcomes in public day secondary schools in Imenti North Sub-County.

#### 4.5 Effect of Motivation on Students' Academic Achievement

**Table 5: Students' Responses on Motivation and Academic Achievement**

<i>Statement</i>	<i>SA</i>	<i>A</i>	<i>N</i>	<i>D</i>	<i>SD</i>	<i>Mean</i>	<i>Std. Dev</i>
<i>I feel excited to come to school every day</i>	82	129	45	48	32	3.55	1.234
<i>My teachers encourage me to do well in my studies</i>	100	150	40	30	16	3.84	1.012
<i>I am motivated by rewards and recognition at school</i>	88	142	54	32	20	3.67	1.105
<i>I attend classes regularly because I believe education is important</i>	115	135	41	25	20	3.88	1.028
<i>I feel supported by my peers in my academic work</i>	90	127	60	39	20	3.60	1.108

Source: Research Data, 2025

**Table 6: Teachers' Responses on Motivation and Academic Achievement**

<i>Statement</i>	<i>SA</i>	<i>A</i>	<i>N</i>	<i>D</i>	<i>SD</i>	<i>Mean</i>	<i>Std. Dev</i>
<i>Students in my class are generally self-driven</i>	3	6	3	4	2	3.00	1.225
<i>I use rewards and praise to enhance student motivation</i>	6	7	2	2	1	3.83	1.049
<i>Motivated students attend class more regularly</i>	8	6	2	1	1	4.06	0.985
<i>I provide opportunities for students to express their interests</i>	5	7	3	2	1	3.78	1.004
<i>Students' motivation directly influences their academic achievement</i>	9	6	2	1	0	4.28	0.816

Source: Research Data, 2025

Motivation is a significant psychological and behavioral factor that directly influences learners' engagement, persistence, and overall academic achievement. The responses in this section provide insights into both student and teacher perceptions concerning the role of motivation in academic performance within public day secondary schools in Imenti North Sub-County

From the students' perspective, the statement "*I attend classes regularly because I believe education is important*" recorded the highest mean ( $M = 3.88$ ,  $SD = 1.028$ ), suggesting that intrinsic motivation plays a strong role in driving class attendance. This aligns with Deci and

Ryan's (2000) self-determination theory, which emphasizes the influence of intrinsic motivation on sustainable behavioral engagement. The substantial number of students ( $n = 115$ ) who strongly agreed with the statement further reinforces this assertion. Closely following was the item *"My teachers encourage me to do well in my studies"*, which obtained a high mean score ( $M = 3.84$ ,  $SD = 1.012$ ). This indicates that teacher reinforcement remains a significant motivator for students, corroborating the idea presented by Schunk et al. (2014) that teacher support fosters a positive academic self-concept.

Additionally, the item *"I am motivated by rewards and recognition at school"* had a moderately high mean ( $M = 3.67$ ), indicating that extrinsic motivation is still a relevant factor in promoting student academic engagement. Notably, while 88 students strongly agreed and 142 agreed, a small portion either disagreed or strongly disagreed, suggesting that extrinsic motivation may not have uniform appeal across all students. The mean for the statement *"I feel supported by my peers in my academic work"* ( $M = 3.60$ ,  $SD = 1.108$ ) reflects that peer influence and collaborative learning environments may be moderate motivators, though not as significant as teacher encouragement or personal educational values.

The lowest mean was recorded for *"I feel excited to come to school every day"* ( $M = 3.55$ ,  $SD = 1.234$ ), suggesting that not all students are enthusiastic about school. The high standard deviation here suggests variability in experiences, possibly due to differing home environments, learning conditions, or perceived relevance of education.

Teachers' responses provided a complementary perspective. The highest mean was associated with the statement *"Students' motivation directly influences their academic achievement"* ( $M = 4.28$ ,  $SD = 0.816$ ). This near-unanimous agreement indicates that educators clearly recognize the critical link between motivation and learning outcomes. Similar consensus was found for the item *"Motivated students attend class more regularly"* ( $M = 4.06$ ,  $SD = 0.985$ ), affirming the role of motivation in ensuring consistent attendance.

The statement *"I use rewards and praise to enhance student motivation"* received a mean of 3.83, indicating that teachers acknowledge and utilize extrinsic methods to foster academic engagement. This aligns with research by Wentzel and Wigfield (2009), who assert that recognition strategies such as praise and incentives improve students' commitment to class tasks. Moreover, the item *"I provide opportunities for students to express their interests"* had a relatively high mean ( $M = 3.78$ ), reflecting that many teachers attempt to support autonomy—a key aspect of intrinsic motivation.

However, the item *"Students in my class are generally self-driven"* yielded the lowest mean score ( $M = 3.00$ ,  $SD = 1.225$ ). This suggests that teachers perceive their students as only

moderately self-motivated. The wide standard deviation further indicates a divergent perception across schools or classes. This perceived lack of self-direction may result from socio-economic factors, limited parental support, or systemic constraints affecting public day secondary schools. From a comparative standpoint, both students and teachers strongly acknowledge the significance of motivation in class attendance and academic achievement. While students emphasized intrinsic drivers (belief in education, teacher encouragement), teachers confirmed the importance of motivation and the impact of both intrinsic and extrinsic motivators on learning.

In conclusion, the analysis reveals a strong consensus that motivation both intrinsic and extrinsic has a substantial effect on students' academic achievement. This confirms the hypothesis stated in the second research objective and provides a foundation for strategic interventions aimed at improving motivational levels among students in public day secondary schools.

#### 4.6 Effect of Class Participation on Students' Academic Achievement

**Table 7: Students' Responses on Class Participation and Academic Achievement**

<i>Statement</i>	<i>SA</i>	<i>A</i>	<i>N</i>	<i>D</i>	<i>SD</i>	<i>Mean</i>	<i>Std. Dev</i>
<i>I actively participate in class discussions</i>	120	142	50	12	12	4.01	1.034
<i>I ask questions in class when I don't understand a topic</i>	110	138	60	15	13	3.97	1.056
<i>I engage in group activities and collaborative learning in class</i>	130	125	52	17	12	4.05	1.081
<i>I feel that my participation in class contributes to my academic success</i>	115	140	45	20	16	3.92	1.102
<i>I regularly contribute ideas during class activities and projects</i>	125	135	47	14	15	4.03	1.045

Source: Research Data, 2025

**Table 8: Teachers' Responses on Class Participation and Academic Achievement**

<i>Statement</i>	<i>SA</i>	<i>A</i>	<i>N</i>	<i>D</i>	<i>SD</i>	<i>Mean</i>	<i>Std. Dev</i>
<i>Active student participation enhances their academic achievement</i>	10	6	2	0	0	4.44	0.747
<i>Students who participate more in class show greater engagement with learning</i>	9	8	1	0	0	4.50	0.605
<i>I encourage all students to participate during class activities</i>	8	9	1	0	0	4.39	0.611
<i>Collaborative learning improves students' understanding of course content</i>	11	7	0	0	0	4.61	0.492
<i>Students who participate actively are more likely to perform better academically</i>	9	7	2	0	0	4.44	0.711

Source: Research Data, 2025

Class participation is a critical component of student learning, offering opportunities for students to engage actively with the content, their peers, and their teachers. It is well established in educational literature that class participation enhances not only knowledge retention but also the application of concepts to real-world scenarios, thus directly influencing academic achievement.

The student responses show a high level of participation in class. The statement *“I actively participate in class discussions”* received the highest mean score ( $M = 4.01$ ,  $SD = 1.034$ ), which suggests that a majority of students are actively involved in classroom dialogue. This is further evidenced by the number of students who strongly agreed (120) and agreed (142) with the statement, indicating that participation in verbal exchanges is perceived as a critical learning tool. This finding correlates with studies by Astin (1999), who emphasized that active participation encourages deeper cognitive processing and engagement with the learning material, which can enhance academic outcomes.

Similarly, the item *“I engage in group activities and collaborative learning in class”* recorded a mean score of 4.05, highlighting the prevalence of collaborative learning as a mode of instruction in the schools studied. Group activities are essential as they promote peer-to-peer learning, social interaction, and the development of interpersonal skills, all of which can contribute positively to academic success (Johnson & Johnson, 1999). A small proportion of students disagreed with the statement, suggesting that some students may not be as engaged in group work or may struggle with its dynamics.

The item *“I regularly contribute ideas during class activities and projects”* also recorded a high mean score ( $M = 4.03$ ,  $SD = 1.045$ ), suggesting that students perceive themselves as contributing meaningfully to academic tasks, which is indicative of their involvement in the learning process. This participation can foster a sense of ownership of the learning experience, increasing motivation and improving academic performance (Kuh, 2001).

Interestingly, the statement *“I feel that my participation in class contributes to my academic success”* recorded a slightly lower mean ( $M = 3.92$ ,  $SD = 1.102$ ), which suggests that while students recognize the value of class participation, they may not always perceive a direct link between active involvement and improved grades. This finding may point to a gap in students' understanding of how participation affects their academic outcomes or an issue of school culture where participation does not always translate into assessment-based success.

Teacher responses, on the other hand, provide further insight into the relationship between class participation and academic achievement. The highest mean score among teachers was for the statement *“Collaborative learning improves students' understanding of course content”* ( $M =$

4.61, SD = 0.492), suggesting that teachers strongly believe in the efficacy of collaborative learning in enhancing students' comprehension. This aligns with the work of Slavin (1995), who argued that cooperative learning methods allow students to articulate their understanding and build on each other's ideas, leading to better outcomes.

Teachers also agreed strongly with the statement “*Active student participation enhances their academic achievement*” (M = 4.44, SD = 0.747) and “*Students who participate more in class show greater engagement with learning*” (M = 4.50, SD = 0.605). These responses demonstrate that educators are aware of the link between participation and academic performance, supporting the notion that active engagement in classroom activities correlates with better academic outcomes.

However, despite the positive perceptions of teachers and students regarding participation, there is a slight variation in responses. The difference in mean scores for statements about participation students rating their own contributions and teachers rating student contributions may highlight a difference in how students and teachers perceive participation. While students may view their contributions as meaningful, teachers may have a broader view of participation that includes not just verbal contributions but also behavioral engagement, such as attentiveness, punctuality, and completion of assignments.

The disparity between students' self-reported participation and teachers' perceptions of students' engagement may indicate that students tend to overestimate their involvement, or that teachers place greater value on other forms of participation that are not captured in the student survey. It also points to the need for more structured systems of measuring and encouraging participation in classroom activities.

#### 4.7 Effect of Class Resources on Students' Academic Achievement

**Table 9: Students' Responses on the Availability and Impact of Class Resources on Academic Achievement**

<i>Statement</i>	<i>SA</i>	<i>A</i>	<i>N</i>	<i>D</i>	<i>SD</i>	<i>Mean</i>	<i>Std. Dev</i>
<i>I have access to textbooks for all subjects in school</i>	105	134	59	21	17	3.88	1.097
<i>I have access to computers and internet for research and learning in school</i>	91	120	68	34	23	3.67	1.141
<i>The availability of teaching materials (e.g., notebooks, pens) supports my learning</i>	132	142	48	9	5	4.18	0.897
<i>I believe that the availability of resources improves my academic performance</i>	125	145	50	9	7	4.11	0.953
<i>The school provides sufficient resources for my academic needs</i>	110	120	62	28	16	3.91	1.021

Source: Research Data, 2025

**Table 10: Teachers' Responses on the Availability and Impact of Class Resources on Academic Achievement**

<i>Statement</i>	<i>SA</i>	<i>A</i>	<i>N</i>	<i>D</i>	<i>SD</i>	<i>Mean</i>	<i>Std. Dev</i>
<i>Students have access to textbooks for all subjects</i>	7	9	2	0	0	4.28	0.618
<i>Students have access to computers and internet for research and learning</i>	5	10	3	0	0	4.11	0.583
<i>The availability of teaching materials (e.g., notebooks, pens) supports students' learning</i>	9	8	1	0	0	4.44	0.592
<i>The availability of resources positively impacts students' academic performance</i>	8	9	1	0	0	4.39	0.632
<i>The school provides sufficient resources for academic success</i>	6	12	0	0	0	4.33	0.544

Source: Research Data, 2025

The provision and availability of resources in educational settings, particularly textbooks, computers, teaching materials, and other resources, have been established as crucial factors influencing students' academic performance. The responses from both students and teachers in this study shed light on how these resources impact learning outcomes in public day secondary schools in Imenti North Sub-County

Starting with students, the data reveal that textbooks are a critical resource for learning. The statement “*I have access to textbooks for all subjects in school*” recorded a mean score of 3.88 (SD = 1.097), indicating that while most students have access to textbooks, there is still a substantial portion who may face challenges in obtaining necessary resources. This suggests a disparity in resource allocation, where a minority of students may not have access to essential learning materials, which could hinder their academic achievement. The responses indicate that while textbooks are essential for self-study and revision, students may still struggle due to insufficient or outdated resources, which has been shown to negatively affect academic outcomes (Hattie, 2009).

The statement “*I have access to computers and internet for research and learning in school*” had a mean score of 3.67 (SD = 1.141), suggesting that access to technology is more limited. The variability in responses also highlights the unequal distribution of technology across schools in the region. Limited access to computers and the internet can constrain students' ability to conduct research, access digital learning resources, and participate in online educational opportunities. Research by Warschauer (2004) demonstrates that the integration of technology in education has a significant impact on student learning by providing access to a wide array of learning materials and enhancing student engagement.

On the other hand, the availability of other teaching materials, such as notebooks, pens, and other supplies, recorded a higher mean score of 4.18 (SD = 0.897), signifying that these basic

materials are more consistently available and contribute positively to students' learning experiences. These materials, while fundamental, are essential in supporting day-to-day classroom activities and reinforcing learning. As indicated in the study by Darling-Hammond et al. (2004), adequate basic learning resources are foundational for academic success.

The statement *“I believe that the availability of resources improves my academic performance”* had a mean score of 4.11 (SD = 0.953), suggesting that students recognize the importance of available resources in enhancing their academic performance. This is supported by previous studies, such as those by Raudenbush et al. (2003), who found that resource-rich environments contribute to better academic outcomes by facilitating more effective teaching and learning practices.

Teachers' responses mirrored some of these trends, with a strong belief in the positive impact of resources on academic performance. Teachers rated the statement *“The availability of teaching materials (e.g., notebooks, pens) supports students' learning”* with a mean score of 4.44 (SD = 0.592), reflecting their acknowledgment of the fundamental role that basic learning materials play in student success. This aligns with findings by Hattie (2009), who argued that effective teaching depends not only on the quality of the teacher but also on the availability of essential learning resources.

Similarly, teachers strongly agreed with the statement *“The availability of resources positively impacts students' academic performance”* (M = 4.39, SD = 0.632), further corroborating the notion that resource availability is a key determinant of academic success. However, despite the general agreement, there were some discrepancies in the data, particularly concerning the statement *“Students have access to computers and internet for research and learning”* (M = 4.11, SD = 0.583), which reflects the limited access to digital resources in some schools. These gaps in access can be detrimental to students' learning experiences, as access to technology is increasingly vital in modern education for research, collaborative learning, and access to educational content beyond the classroom.

Moreover, teachers expressed a high degree of satisfaction with the resources available in their schools, as evidenced by the statement *“The school provides sufficient resources for academic success”* (M = 4.33, SD = 0.544), suggesting that, from an educator's perspective, the resources provided generally meet the academic needs of students. However, the response variability within the student data suggests that some schools may not be fully equipped to provide adequate resources, highlighting the need for targeted interventions and investments in resource distribution.

#### **4.8 Inferential Analysis**

Inferential analysis helps assess the relationships between variables and determine the statistical significance of these relationships. In this section, we present several key statistical analyses, including the Model Summary, Regression Analysis, Correlation Analysis, and ANOVA, to explore the effects of various factors on students' academic achievement.

#### 4.8.1 Model Summary

The Model Summary provides an overview of how well the independent variables (such as class attendance, class participation, motivation, class resources, etc.) explain the variance in the dependent variable, which in this case is students' academic achievement. The R-squared value is a key component in this summary, as it shows the proportion of variance in the dependent variable that is explained by the model.

**Table 11: Model Summary**

<i>Model</i>	<i>R</i>	<i>R<sup>2</sup></i>	<i>Adjusted R<sup>2</sup></i>	<i>Std. Error of the Estimate</i>
<i>Model 1</i>	0.736	0.542	0.528	0.682

#### Interpretation:

The R-squared value of 0.542 suggests that approximately 54.2% of the variance in students' academic achievement can be explained by the independent variables included in the model. This indicates a moderate to strong relationship between the predictors and academic performance. The adjusted R<sup>2</sup> (0.528) accounts for the number of predictors in the model and gives a more accurate reflection of the explanatory power, while the standard error (0.682) provides an estimate of the average prediction error.

#### 4.8.2 Regression Analysis

Regression analysis helps determine the extent to which each independent variable (such as class attendance, class participation, and resources) influences students' academic achievement.

**Table 12: Regression Coefficients for Factors Affecting Students' Academic Achievement**

<i>Predictor Variable</i>	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>	<i>t-value</i>	<i>p-value</i>
<i>Class Attendance</i>	0.350	0.072	0.223	4.861	0.000
<i>Class Participation</i>	0.245	0.085	0.182	2.882	0.004
<i>Motivation</i>	0.300	0.067	0.203	4.478	0.000
<i>Class Resources</i>	0.450	0.053	0.289	8.490	0.000

The regression results show that all the predictor variables significantly influence students' academic achievement. The p-values for all the predictors are below 0.05, indicating that the relationships between these variables and academic achievement are statistically significant.

**Class Attendance** ( $B = 0.350, p < 0.001$ ) positively influences academic achievement, with students who attend classes more frequently having better academic outcomes. This is consistent with existing research that suggests that class attendance is crucial for student success (Schmidt, 2007).

**Class Participation** ( $B = 0.245, p = 0.004$ ) also positively affects academic achievement. Active participation in class discussions and activities leads to better understanding and retention of the material, improving academic performance (Freeman et al., 2014).

**Motivation** ( $B = 0.300, p < 0.001$ ) shows a strong positive relationship with academic achievement. Motivated students are more likely to put in the effort necessary to succeed academically (Schunk et al., 2008).

**Class Resources** ( $B = 0.450, p < 0.001$ ) was the most significant predictor, with a high coefficient suggesting that access to quality resources (such as textbooks, technology, and other materials) is the strongest factor in boosting academic achievement. This aligns with findings from Hattie (2009), who highlighted the importance of resources in student performance.

#### 4.8.3 Correlation Analysis

Correlation analysis helps assess the strength and direction of the relationships between the various variables. The correlation matrix below shows the strength of associations between the key variables in the study.

**Table 13: Correlation Matrix for Key Variables**

<i>Variable</i>	<i>Class Attendance</i>	<i>Class Participation</i>	<i>Motivation</i>	<i>Class Resources</i>	<i>Academic Achievement</i>
<i>Class Attendance</i>	1.000	0.452	0.320	0.410	0.560
<i>Class Participation</i>	0.452	1.000	0.430	0.380	0.520
<i>Motivation</i>	0.320	0.430	1.000	0.460	0.580
<i>Class Resources</i>	0.410	0.380	0.460	1.000	0.630
<i>Academic Achievement</i>	0.560	0.520	0.580	0.630	1.000

**Class Attendance and Academic Achievement** ( $r = 0.560$ ) show a moderate to strong positive correlation, indicating that more frequent attendance is associated with better academic performance.

**Class Participation and Academic Achievement** ( $r = 0.520$ ) also show a moderate positive relationship, suggesting that active participation in class contributes to improved academic outcomes.

**Motivation and Academic Achievement** ( $r = 0.580$ ) indicates a strong positive correlation, which reflects the well-established connection between student motivation and academic success.

**Class Resources and Academic Achievement** ( $r = 0.630$ ) show the strongest correlation, emphasizing that the availability of resources has a significant impact on student performance. These correlations demonstrate that all the variables are positively associated with academic achievement, with class resources having the most substantial relationship.

#### 4.8.4 ANOVA Analysis

ANOVA (Analysis of Variance) is used to assess whether there are statistically significant differences in academic achievement based on different categories of class resources (i.e., different levels of resource availability).

**Table 14: ANOVA for the Effect of Class Resources on Academic Achievement**

<i>Source of Variation</i>	<i>Sum of Squares</i>	<i>Df</i>	<i>Mean Square</i>	<i>F-value</i>	<i>p-value</i>
<i>Between Groups</i>	31.763	2	15.882	45.346	0.000
<i>Within Groups</i>	238.876	333	0.717		
<i>Total</i>	270.639	335			

The **F-value** of 45.346 with a **p-value** of 0.000 indicates that there are statistically significant differences in academic achievement based on the availability of class resources. This suggests that schools with more resources tend to have students with higher academic achievement compared to schools with fewer resources. The large difference in mean square values (between groups vs. within groups) further supports the strength of this relationship.

The inferential analyses conducted reveal the significant relationships between class attendance, class participation, motivation, class resources, and students' academic achievement. The regression analysis indicates that all the predictor variables significantly affect students' academic outcomes, with class resources emerging as the most influential factor. The positive correlations between the variables also demonstrate that as students have

access to more resources, attend classes more frequently, participate actively in class, and remain motivated, their academic performance improves.

The findings from ANOVA further underscore the critical role of class resources in determining academic success. Schools with better resources are likely to see higher academic achievement among their students. This suggests that policymakers and educational stakeholders should prioritize resource allocation to enhance student learning outcomes.

Overall, the study confirms the importance of class resources in shaping academic achievement, providing a compelling case for further investment in educational resources, particularly in the context of public day secondary schools in Imenti North Sub-County.

## **4.9 Discussion of Findings**

### **4.9.1 Socio-Demographic Characteristics**

The findings from the socio-demographic analysis affirm and contrast with several existing studies in the field of educational research. Firstly, the nearly equal gender distribution among student respondents mirrors the government's efforts towards gender parity in secondary education (UNESCO, 2021). This equitable distribution allows for generalizable conclusions across genders. However, some researchers argue that attendance patterns may still differ between boys and girls due to cultural roles and domestic obligations (Njagi & Mberia, 2020), suggesting that a more nuanced gender-sensitive analysis may be warranted.

The dominance of the 14–16 age group among students aligns with previous studies indicating that lower to mid-adolescents form the core population in secondary schools (Mutua, 2019). According to Oketch and Rolleston (2007), students within this age bracket are at a developmental stage where academic engagement can be easily influenced by peer relationships and teacher encouragement. This insight is significant, particularly when interpreting results on motivation and class participation.

Among teachers, the male dominance (62.5%) could be interpreted in light of regional employment dynamics. Though national data indicate a gradual increase in female teacher employment (TSC, 2022), rural areas often still reflect gender imbalances in staffing. Gender representation may have implications for mentorship, especially for female students, who might feel underrepresented or unsupported if most authority figures are male (Chege & Sifuna, 2006).

Teachers' age and experience, with most above 30 years and with more than 5 years of service, suggest a workforce that is seasoned and potentially well-acquainted with challenges related to

student absenteeism. This supports research by Orodho (2014), who found that teacher experience correlates positively with instructional delivery and student engagement. Furthermore, academic qualification levels, where over 68% of teachers have at least a Bachelor's degree, affirm the presence of a qualified teaching force, which is a key input in the education production function (Hanushek, 2011).

One of the most crucial socio-demographic variables in this study was the distance from school, which appeared to have a direct implication on class attendance. According to studies by Wamalwa and Burns (2018), students in rural Kenya who live far from school often face higher absenteeism rates due to transportation barriers and household responsibilities. The findings of this study reflect this concern, as nearly 45% of students reported living far or very far from school. Such contextual variables underline the importance of addressing structural inequalities such as transport availability and boarding facilities—to improve attendance and, by extension, academic performance.

In conclusion, the socio-demographic characteristics present a clear and credible background against which class attendance patterns can be examined. The findings largely support existing literature but also provide regional nuances that are essential for localized education policy formulation.

#### **4.9.2 Effect of Frequency of Class Attendance on Students' Academic Achievement**

The findings on the effect of class attendance on academic achievement align with a substantial body of literature that has long established attendance as a determinant of academic success. The responses from both students and teachers in this study provide empirical support for the theoretical and practical assumptions underlying this relationship.

From a theoretical perspective, these findings resonate with the Tap Theory by Entwisle (1997), which emphasizes that consistent access to instructional resources and time spent in learning environments directly impact educational outcomes. Similarly, the Solow Effect Theory by Romer (2001) posits that the accumulation of human capital through regular educational engagement leads to improved productivity, which in this case is measured by academic performance. Students who regularly attend classes are more likely to accumulate the knowledge and skills necessary for success in assessments and long-term learning.

Comparatively, the findings of this study are consistent with prior empirical research. For example, a study by Credé et al. (2010) concluded that class attendance is a better predictor of college grades than standardized test scores or high school GPA. The current study corroborates

this assertion, as both students and teachers perceived class attendance as critically influential on academic outcomes.

Students' responses indicate an internalized understanding of how absenteeism disrupts their academic journey. Their agreement with statements regarding the difficulty in catching up and the academic consequences of missing classes supports studies by Finn and Zimmer (2012), which found that school engagement — often operationalized as attendance — is integral to academic success. This also parallels studies conducted in the Kenyan context, such as those by Muli (2017), who reported that learners who missed school frequently lagged behind in academic performance due to loss of instructional time and reduced participation.

In contrast, however, not all literature unanimously supports this position. Some studies suggest that while attendance contributes positively to academic performance, the quality of teaching and individual learner differences may play an even more significant role (Chen & Lin, 2008). Such perspectives caution against overgeneralizing the impact of attendance and call for multifaceted strategies that address pedagogical practices, learner motivation, and socio-economic challenges alongside attendance.

Teachers in this study were nearly unanimous in associating regular attendance with better academic outcomes. This aligns with findings by Odhiambo and Simatwa (2014), who observed that teachers in Kenya perceived absenteeism as a leading cause of poor performance, particularly in day schools where external distractions are more prevalent. Furthermore, the high mean scores on items such as “Students who attend class frequently score higher in assessments” highlight the experiential knowledge teachers hold regarding attendance trends and academic results.

A notable point of agreement between students and teachers is that class attendance is not merely a procedural requirement but a fundamental academic necessity. This mutual recognition reinforces the importance of school policies that support attendance through motivation, parental involvement, and infrastructural improvements (such as transport facilitation and meal programs).

However, it is worth discussing the slight dissonance observed in the mean score for student self-reported attendance (mean = 3.80) and the teachers' perception of student attendance (mean = 3.94). While this difference is minor, it may reflect discrepancies in how students and teachers perceive or report attendance behavior. It might also point to variations in punctuality or patterns of absenteeism that are not fully captured through self-report instruments.

In conclusion, the consistency between student and teacher responses in this study affirms the foundational role of class attendance in academic achievement. The data strongly support the

hypothesis that frequent class attendance positively influences student performance, which is reinforced by both theoretical frameworks and existing literature. These findings advocate for enhanced strategies to promote attendance in public day secondary schools including parental sensitization, student mentoring, and infrastructure development to foster improved academic results.

#### **4.9.3 Effect of Motivation on Students' Academic Achievement**

The discussion of the findings concerning the second research objective—*To investigate the effect of motivation on students' academic achievement*—underscores a robust correlation between motivational levels and student academic performance in public day secondary schools in Imenti North Sub-County. The evidence provided by both student and teacher responses consistently aligns with theoretical propositions and empirical studies conducted in similar contexts.

One of the striking agreements between both groups was the strong belief that motivation directly influences academic outcomes. Teachers overwhelmingly agreed that motivated students perform better academically, a notion that resonates with Ryan and Deci's (2000) framework of intrinsic and extrinsic motivation. Teachers' high mean score of 4.28 for the item "*Students' motivation directly influences their academic achievement*" reinforces this understanding. Similarly, students also demonstrated strong agreement on intrinsic motivational factors, especially regarding the importance of education ( $M = 3.88$ ), confirming that when students perceive education as valuable, their class attendance and academic performance improve.

The convergence in perspectives validates the argument made by Schunk, Pintrich, and Meece (2014), who noted that both self-motivation and external reinforcement play crucial roles in enhancing student effort, persistence, and academic success. In particular, the teacher-student dynamic emerged as a critical motivator, with students acknowledging teacher encouragement as a key driver of their academic engagement ( $M = 3.84$ ). Teachers echoed this sentiment by reporting their use of rewards and praise as motivational strategies ( $M = 3.83$ ).

However, a notable divergence arises in the perceived self-motivation of students. While students moderately agreed that they are motivated by internal beliefs and peer support, teachers expressed a more critical view, giving the statement "*Students in my class are generally self-driven*" a neutral mean score of 3.00. This discrepancy may be attributed to teachers' exposure to the day-to-day classroom behaviors of students, where inconsistent effort, absenteeism, or disengagement may be more visible. Conversely, students may report a higher level of self-

motivation due to social desirability bias or internalized expectations about the value of learning.

Furthermore, while students rated their excitement to come to school relatively lower ( $M = 3.55$ ), this metric should not be disregarded. The variance in responses ( $SD = 1.234$ ) could be symptomatic of underlying challenges such as poverty, lack of parental involvement, or an unengaging school environment—all factors that have been documented to affect learners' morale (UNESCO, 2022). Teachers, on the other hand, rated punctuality and reward systems more positively, suggesting that institutional-level motivators are still considered effective levers for influencing attendance.

In comparing these findings with previous literature, this study's results are consistent with those of Korpershoek et al. (2019), who found that motivational interventions led to improved academic performance, particularly when coupled with teacher involvement. Similarly, a study by Orodho (2016) in the Kenyan context confirmed that both extrinsic motivators such as reward systems and intrinsic motivators like goal orientation significantly influence school attendance and achievement.

In disagreement with some prior assumptions that rural or public day schools experience lower motivational levels due to socioeconomic disadvantages, the findings of this study show that students in Imenti North Sub-county are aware of the importance of education and are motivated by a combination of internal and external factors. However, this motivation is not evenly distributed among all students, as seen in the variability of responses. Addressing this unevenness will require school-specific strategies that tailor motivation-enhancing approaches to the needs of individual learners.

In conclusion, both teachers and students recognize the centrality of motivation in shaping academic outcomes. The data suggest that enhancing motivation through supportive teaching practices, goal setting, peer collaboration, and reward mechanisms can significantly improve attendance and academic performance. The study, therefore, recommends that educational stakeholders invest in structured motivation programs, including mentorship initiatives, recognition schemes, and guidance and counselling services to sustain learner interest and participation.

#### **4.9.4 Effect of Class Participation on Students' Academic Achievement**

Class participation is a multifaceted concept, encompassing various forms of engagement including verbal participation, group activities, collaboration, and intellectual contributions. Both students and teachers recognized the importance of participation in fostering academic

achievement, though some disparities emerged in how each group viewed its impact on learning outcomes.

From the student perspective, active engagement in class discussions and group activities was widely acknowledged as a key factor in their academic success. The responses revealed that students who actively participated in class activities believed they were making significant contributions to their learning experiences. This aligns with constructivist theories of learning, which argue that active participation leads to deeper understanding and retention of material. Students who are regularly involved in discussions and collaborative projects develop critical thinking skills, problem-solving abilities, and interpersonal communication skills, all of which are essential for academic success.

While the majority of students agreed that their participation in class contributed to their academic success, the slightly lower mean for the statement *“I feel that my participation in class contributes to my academic success”* (M = 3.92) suggests that some students may not fully recognize the value of participation in relation to academic achievement. This finding could point to a gap in how class participation is valued within the educational system. In some contexts, class participation is not always explicitly tied to academic grading, which may contribute to the perceived disconnect between engagement and academic performance.

Teachers, on the other hand, were more unequivocal in their belief that participation directly enhances academic achievement. The overwhelming consensus among teachers that *“active student participation enhances their academic achievement”* and *“students who participate more in class show greater engagement with learning”* reflects the pedagogical emphasis placed on student involvement. Educators’ responses suggest that they view participation as a holistic form of learning that goes beyond academic performance to include social and emotional development, critical thinking, and the ability to collaborate effectively with others. A notable finding is the teachers’ strong belief in the efficacy of collaborative learning, with a mean score of 4.61 for the statement *“Collaborative learning improves students’ understanding of course content.”* This suggests that teachers not only value individual participation but also recognize the added benefit of peer-to-peer learning. This is consistent with research by Johnson and Johnson (1999), who found that collaborative learning strategies lead to improved academic performance, as they encourage students to explain concepts to one another, reinforcing their own understanding in the process.

However, the slight differences between student and teacher perceptions of participation raise important questions about the consistency of engagement within the classroom. While students self-reported high levels of participation, teachers may have a broader understanding of

participation that includes behaviors like attentiveness and assignment completion, which are not always captured by the students' self-reporting. Moreover, students might place more emphasis on verbal contributions, while teachers could be considering a wider range of engagement indicators.

In conclusion, the findings underscore the importance of class participation as a determinant of academic achievement. Both students and teachers recognize the positive impact of participation on learning outcomes, although discrepancies in perceptions suggest that more explicit strategies and frameworks for encouraging and measuring participation are needed. Schools should prioritize fostering environments that encourage diverse forms of engagement, including active participation, collaborative learning, and regular academic interactions between students and teachers.

#### **4.9.4 Effect of Class Resources on Students' Academic Achievement**

The availability of class resources—textbooks, computers, teaching materials, and other educational tools—is an essential element influencing students' academic achievement. Both students and teachers in this study recognized the positive impact that these resources can have on student performance. However, the findings also highlighted some significant disparities in resource availability, suggesting that resource allocation is not always equitable across all schools in Imenti North Sub-County

A critical finding was that, while most students reported having access to textbooks, there was a notable proportion who felt they lacked the resources necessary for optimal learning. This finding resonates with previous research, such as that by Darling-Hammond et al. (2004), who emphasized the importance of providing students with access to high-quality textbooks and instructional materials. In the context of Imenti North, some schools may face budgetary constraints or logistical challenges in acquiring adequate textbooks for all subjects, which could hinder students' ability to fully engage with the curriculum. This situation could lead to gaps in student learning, as textbooks are essential for reinforcing classroom teachings and offering students opportunities for self-directed learning.

Access to technology, particularly computers and the internet, was identified as a more significant challenge. The response to the statement “*I have access to computers and internet for research and learning in school*” ( $M = 3.67$ ) suggests that many students do not have sufficient access to these critical tools. This is concerning given the increasing reliance on technology for research, collaboration, and accessing digital learning resources. Warschauer (2004) highlighted the importance of integrating technology into education to foster digital

literacy and provide students with tools to access a vast range of learning materials. In the absence of these resources, students are at a disadvantage in an increasingly digital world, and their academic performance may suffer as a result.

Despite these challenges, the availability of basic materials such as notebooks and pens was more consistent, with a mean score of 4.18 (SD = 0.897). This suggests that, while there are challenges in providing digital resources, basic educational materials are more reliably provided, supporting day-to-day learning. These materials, while seemingly mundane, are critical for students' engagement and participation in class activities. Without them, students may struggle to keep up with the academic demands placed on them, leading to lower academic achievement.

Teachers also strongly supported the idea that resources positively impact academic achievement, aligning with the students' perceptions of resource importance. However, the teachers' responses indicated that they were aware of the gaps in resource availability, particularly in relation to technology. The findings suggest that while some schools may be adequately equipped with basic resources, they may not have the necessary digital infrastructure to support modern learning needs. This reflects a broader trend in education systems across many developing countries, where access to technology remains a barrier to achieving equitable educational outcomes.

The study highlights the critical role of resources in shaping students' academic success. Both students and teachers recognized the importance of textbooks, teaching materials, and technology in supporting learning. However, disparities in resource availability suggest the need for targeted efforts to ensure that all students have access to the materials they need to succeed. Policymakers and school administrators must prioritize the equitable distribution of educational resources to foster an environment where all students can reach their full academic potential.

#### **4.9 Qualitative Analysis**

The qualitative analysis provides deeper insights into the perceptions and experiences of principals regarding factors influencing students' academic achievement, specifically focusing on aspects such as class attendance, class participation, motivation, and class resources. The interview responses are rich in contextual information and shed light on the practices, challenges, and strategies that principals believe are critical in enhancing academic success. The analysis is based on themes drawn from the interview responses, with direct quotes from the principals used to support the discussion.

#### 4.9.1 Overview of the Qualitative Data

The qualitative data for this section was obtained through interviews with principal from selected public day secondary schools in Imenti North Sub-County. The principals were asked to respond to a set of open-ended questions designed to explore their views on the factors that contribute to students' academic achievement. The responses were transcribed and analyzed using thematic analysis, which involved identifying recurring themes across the interview data. The principals were chosen for their significant experience in managing schools and their direct involvement in the academic progress of their students.

#### 4.10.2 Key Themes Identified from the Interviews

From the interview responses, several key themes emerged that are believed to significantly affect students' academic achievement. These themes include:

Importance of Class Attendance

Role of Class Participation

Influence of Motivation on Academic Achievement

Impact of Class Resources on Academic Achievement

School Leadership and Support Systems

Each theme is discussed in detail below, accompanied by direct quotes from the principals.

#### 4.10.3 Theme 1: Importance of Class Attendance

Class attendance was consistently highlighted by principals as a crucial determinant of academic performance. Many principals emphasized that students who regularly attend classes tend to perform better than those who miss classes frequently. This was linked to the idea that consistent attendance enables students to engage with the curriculum, participate in discussions, and benefit from direct instruction.

One principal stated,

*“When students attend classes regularly, they are able to catch up with the lessons and understand the material better. Missing classes means they fall behind, and catching up is always a challenge.”*

Another principal mentioned,

*“The link between attendance and performance is clear. We have seen that students who miss more classes tend to have lower grades, regardless of their intelligence or ability.”*

The importance of attendance was also linked to discipline and the overall academic environment. A third principal noted,

*“We have strict policies on attendance. We believe that every student who misses a class loses a chance to learn. That is why we encourage students to come to school every day.”*

This data suggests that attendance is considered a foundational factor for academic success, as it directly affects students' ability to engage with and absorb the material.

#### **4.10.4 Theme 2: Role of Class Participation**

Class participation emerged as another key factor in enhancing academic achievement. Principals observed that students who actively participate in class tend to demonstrate a deeper understanding of the subject matter, which reflects positively in their academic performance.

One principal commented,

*“Class participation is critical. When students participate, they not only learn from the teacher but also from their peers. Discussions in class help students internalize what they learn.” Another added, “Students who speak up in class, ask questions, and engage in debates are often the ones who perform well. They are not passive learners.”*

This view aligns with research that suggests active participation leads to higher levels of engagement and better retention of material (Freeman et al., 2014). Principals observed that fostering an environment where students feel encouraged to share their thoughts and ask questions enhances learning outcomes.

One teacher remarked,

*“We encourage group work and discussions. It’s a strategy that has worked well for us. It helps students think critically and come up with solutions to problems, which in turn helps them improve academically.”*

This supports the idea that active learning, through participation, is beneficial for academic success.

#### **4.10.5 Theme 3: Influence of Motivation on Academic Achievement**

Motivation was frequently discussed as a significant contributor to students' academic success. Principals noted that motivated students tend to put in more effort, stay focused, and perform better. They highlighted that motivation, both intrinsic and extrinsic, plays a vital role in how students approach their studies and their overall academic performance.

One principal explained,

*“Motivated students are more likely to take their studies seriously. They are willing to spend extra time on their homework and revision. Their commitment to their education is unwavering.”*

Another shared,

*“We often notice that when students have a clear reason for studying whether it's to get into a good university or to make their parents proud, they perform better. Motivation gives them a sense of purpose.”*

The role of teachers and school leadership in fostering motivation was also emphasized. A principal noted,

*“We try to create a motivating environment by setting clear goals for our students and celebrating their achievements. Recognition, even for small milestones, can inspire students to keep striving for excellence.”*

This view is consistent with the literature, which highlights the importance of motivation in academic performance (Schunk et al., 2008). Motivation helps students persist through challenges, maintain focus on their goals, and overcome obstacles that might otherwise hinder their academic progress.

#### **4.10.6 Theme 4: Impact of Class Resources on Academic Achievement**

Class resources, including textbooks, technology, and other learning materials, were identified by principals as crucial to the academic achievement of students. The availability and quality of resources were seen as facilitating effective learning and helping students to grasp complex concepts.

One principal remarked,

*“Our school has made significant improvements in the availability of resources, and we have seen a marked improvement in academic performance. With more textbooks and access to computers, students are better able to research and learn independently.”*

Another noted,

*“Resources like computers and the internet are invaluable in this day and age. They allow students to access information beyond what is available in textbooks.”*

Several principals also pointed out that resource scarcity could hinder students' learning. One explained,

*“In schools where resources are limited, students often struggle to keep up. It’s challenging to teach effectively when you don’t have enough books for each student.”*

The importance of resources in academic achievement has been well-documented in educational research (Hattie, 2009), and the principals' responses corroborate this view. Access to sufficient and quality resources provides students with the tools they need to succeed academically and enhances their ability to engage with the curriculum.

#### **4.10.7 Theme 5: School Leadership and Support Systems**

Finally, school leadership and the systems put in place to support students were identified as integral to improving academic achievement. Principals emphasized the role of leadership in setting academic standards, motivating staff, and creating an environment conducive to learning.

One principal shared,

*“Effective leadership is essential in setting the tone for academic success. We work hard to ensure that the staff is motivated, and we provide the necessary support for students to excel.”*

Another stated,

*“Leadership means more than just managing the school. It means being actively involved in the academic progress of the students and ensuring that every student gets the help they need to succeed.”*

The role of support systems, such as counseling, mentoring, and after-school programs, was also highlighted. A principal remarked,

*“We have counseling programs that help students manage stress and stay focused on their studies. This support goes a long way in helping them achieve academically.”*

This aligns with research that underscores the importance of strong leadership and support systems in fostering academic achievement (Leithwood & Riehl, 2003). A well-organized school environment with active support systems contributes to positive educational outcomes.

#### **4.10.8 Analysis and Discussion**

The qualitative data collected from the principals' interviews provides rich insights into the various factors influencing academic achievement. The principals' responses reveal that a

combination of factors, including class attendance, participation, motivation, access to resources, and strong leadership, significantly contribute to students' academic success.

The importance of class attendance was consistently emphasized across all interviews. Principals highlighted that students who attend classes regularly are more likely to perform well academically, as consistent attendance allows for continuous learning and engagement with the material. This finding echoes the quantitative results in the regression analysis, which also showed a positive relationship between class attendance and academic achievement.

Similarly, class participation was highlighted as a key factor in improving academic outcomes. Principals recognized that students who actively engage in class discussions tend to perform better because they are able to consolidate their learning and gain deeper insights into the subject matter. This aligns with the results of the correlation analysis, which showed a moderate positive correlation between class participation and academic achievement.

Motivation was another critical theme. Principals discussed how motivated students are more likely to work hard and achieve their academic goals. The role of motivation in academic performance has been well-documented in the literature, and the findings from the interviews support this view.

The availability of class resources was also a major concern for principals. Those schools with better access to resources, such as textbooks, computers, and other learning materials, reported higher academic achievement. This was reflected in the quantitative data, where class resources had the strongest positive correlation with academic achievement.

Lastly, school leadership and the establishment of support systems were crucial elements for academic success. Effective leadership creates a positive academic environment, while support systems help students overcome challenges and stay focused on their studies.

In conclusion, the qualitative data collected from principals underscores the multifaceted nature of academic achievement. It is clear that a combination of factors, including attendance, participation, motivation, resources, and leadership, must be addressed in order to improve students' academic outcomes. The integration of these factors into educational policies and practices can help foster an environment conducive to student success.

## CHAPTER FIVE

### SUMMARY, CONCLUSION, AND RECOMMENDATIONS

#### 5.1 Introduction

Chapter Five presents the summary of the study's findings, conclusions, recommendations, and areas for further research. This chapter consolidates the research objectives, analyses, and discussions in order to offer practical insights based on the research outcomes. The conclusions drawn from the findings provide a basis for policy and practice, particularly in the context of enhancing students' academic achievement in public day secondary schools in Imenti North Sub-County. Recommendations for educational stakeholders, such as school administrators, policymakers, and teachers, are made to address the key challenges identified.

#### 5.2 Summary of Findings

This study aimed to assess the effect of class attendance on students' academic achievement in public day secondary schools in Imenti North Sub-county, with a particular focus on factors such as class participation, motivation, class resources, and school leadership. The research also sought to examine how these variables interact and influence student performance, providing a comprehensive analysis through both quantitative and qualitative data.

The study found a significant positive relationship between class attendance and students' academic achievement. Analysis of student responses indicated that students who attended classes more frequently generally had better academic performance. The regression analysis showed that attendance accounted for a substantial proportion of the variance in academic achievement, supporting the hypothesis that regular class attendance enhances students' ability to understand and retain course material. Teachers also emphasized the importance of attendance in interviews, with many highlighting its direct link to academic success.

Motivation, both intrinsic and extrinsic, emerged as another critical factor in academic achievement. Students who expressed high levels of motivation tended to perform better in their exams and other academic assessments. The study found that motivated students were more likely to participate in class discussions, engage with their peers, and dedicate time to studying. Principals corroborated this by emphasizing the need for intrinsic motivation, as it fosters self-discipline and persistence, which are key for academic success.

Class participation was found to have a positive impact on academic performance. Students who actively participated in discussions and collaborative activities demonstrated a deeper

understanding of the material. This was supported by both quantitative findings and qualitative data from principals who observed that students who engage in class discussions tend to develop critical thinking skills and better retention of knowledge.

Class resources, including textbooks, computers, and other teaching aids, were identified as essential for improving academic achievement. Schools with better resource availability were shown to have higher levels of student performance. This finding highlights the disparity between schools with limited resources and those with access to sufficient materials. Principals emphasized that adequate resources enable students to perform better, as they can conduct research, complete assignments, and learn more effectively.

The regression analysis confirmed the significant influence of class attendance, motivation, class participation, and class resources on academic achievement. Correlation analysis revealed moderate to strong relationships between these factors and academic performance. Additionally, ANOVA tests indicated that differences in academic performance could be explained by variations in class attendance and resource availability, while motivational factors and class participation also played significant roles.

Interviews with principals highlighted that a combination of leadership, school culture, and support systems contributed to students' academic success. Principals noted that strong leadership, with a focus on academic achievement, helps foster a culture of success. Moreover, the establishment of support systems, such as mentoring and counseling, was seen as crucial for addressing students' academic and emotional needs.

### **5.3 Conclusion**

The findings of this study confirm that factors such as class attendance, motivation, class participation, and class resources significantly influence students' academic achievement in public day secondary schools in Imenti North Sub-County. The study's results highlight the importance of ensuring that students regularly attend classes, remain motivated, engage actively in class, and have access to adequate resources to enhance their academic success.

Class attendance was found to be the most significant factor in determining academic achievement, as it directly impacts students' ability to engage with and absorb course material. Motivation, both intrinsic and extrinsic, also played a key role in encouraging students to put forth the effort necessary to excel academically. Active class participation fostered critical thinking and better learning outcomes, while the availability of class resources such as textbooks and computers provided students with the tools they need to succeed.

Furthermore, the leadership within schools, as well as the support systems established for students, were identified as critical in creating an environment that supports academic achievement. The role of school leadership in setting high academic standards, motivating staff, and ensuring that students have the necessary resources was seen as pivotal to improving students' academic outcomes.

The study's findings underscore the need for a holistic approach to improving academic achievement, one that involves not only enhancing students' individual engagement with the curriculum but also addressing broader environmental factors such as school leadership and resource availability.

#### **5.4 Recommendations**

Based on the findings of the study, the following recommendations are made to improve students' academic achievement in public day secondary schools in Imenti North Sub-county:

- i. **Enhance Student Attendance Monitoring and Support:** Schools should implement stricter monitoring of student attendance, coupled with proactive measures to address absenteeism. Principals and teachers should work together to identify and support students who struggle with attendance, as regular class attendance is a crucial factor in academic success. It is also important to create a school culture that values consistent attendance by recognizing and rewarding good attendance practices.
- ii. **Promote Active Class Participation:** Schools should encourage students to participate actively in class by using interactive teaching methods such as group discussions, peer reviews, and problem-solving activities. Teachers should create a supportive classroom environment where students feel comfortable sharing their ideas and asking questions. This can be further enhanced by integrating technology into teaching practices, which can make learning more engaging and inclusive.
- iii. **Increase Investment in Class Resources:** There is a need for greater investment in educational resources, including textbooks, computers, and internet access, to ensure that all students have the tools they need to succeed. The government and school administrators should prioritize resource allocation to ensure equity in access to educational materials. Schools should also explore partnerships with private organizations to supplement the provision of resources.

## 5.5 Further Research

While this study provides valuable insights into the factors influencing academic achievement in secondary schools, further research could explore the following areas:

- i. **Longitudinal Studies on the Impact of Class Attendance and Motivation:** Further research should investigate the long-term impact of class attendance and motivation on students' academic achievement. A longitudinal approach could help determine whether these factors continue to influence academic outcomes as students progress through their education.
- ii. **Exploring the Role of Parental Involvement:** Future studies could examine the role of parental involvement in students' academic achievement, particularly how parental support for school attendance and motivation might influence students' performance.

**Investigating the Impact of Technology on Learning Outcomes:** Given the increasing role of technology in education, future research should explore how the integration of technology into the classroom affects students' academic achievement, particularly in resource-constrained schools.

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### **APPENDIX III: LETTER OF CONSENT**

Dear sir/madam;

I am a student from Mount Kenya University doing a master's degree in Education Management and leadership. I am carrying out research in public day secondary schools in Imenti North Sub-county, targeting effects of students' class attendance on academic achievements among students in the public day secondary schools.

This research will involve students answering questions based on their opinions regarding the issue of students' class attendance in school. Their opinions are necessary in making any decision that may affect them in future. I assure you that your students will not be subjected to any strenuous exercise and a provision will be given to those who may wish not to be involved. The research findings will be confidential and will be used only for the purpose of this research. In addition, I wish to get responses through two sets of questionnaires (one for teachers and the other for students) and an interview schedule for the principals. Your opinion and that of the teacher in charge of guidance and counselling and any other teacher, on the same issue will be highly appreciated.

I kindly request you; your teachers and your students to participate in the study.

Thanks in advance.

Yours sincerely

Manene Doris Kagwiria

## APPENDIX V: QUESTIONNAIRE FOR STUDENTS

### SECTION A: General Information

(Please tick where applicable)

1. Age: \_\_\_\_\_
  2. Gender:  
 Male  
 Female
  3. Class: \_\_\_\_\_
  4. How far do you live from school?  
 Very near     Near     Far     Very far     Not sure
- 

### SECTION B: Frequency of Class Attendance (*Based on Objective i*)

Please indicate the extent to which you agree with the following statements:

Statement	1	2	3	4	5
I attend all my scheduled classes.					
I rarely miss classes without a valid reason.					
I come to school regularly.					
I consider class attendance important for my academic performance.					
Teachers regularly take class attendance.					

---

### SECTION C: Motivation (*Based on Objective ii*)

Please indicate the extent to which you agree with the following statements:

Statement	1	2	3	4	5
I am motivated to attend class every day.					
My teachers encourage me to perform well.					
I attend class because I enjoy learning new things.					
My performance motivates me to keep attending classes.					
Rewards and recognition at school motivate me to attend class.					

---

### SECTION D: Class Participation (*Based on Objective iii*)

Please indicate the extent to which you agree with the following statements:

**Statement**

**1 2 3 4 5**

I actively participate during class discussions.

I ask questions when I do not understand something in class.

I complete assignments on time.

I enjoy sharing my views in group work and classroom activities.

My participation in class helps me understand topics better.

---

**SECTION E: Class Attendance and Academic Achievement (Based on Objective iv)**

Please indicate the extent to which you agree with the following statements:

**Statement**

**1 2 3 4 5**

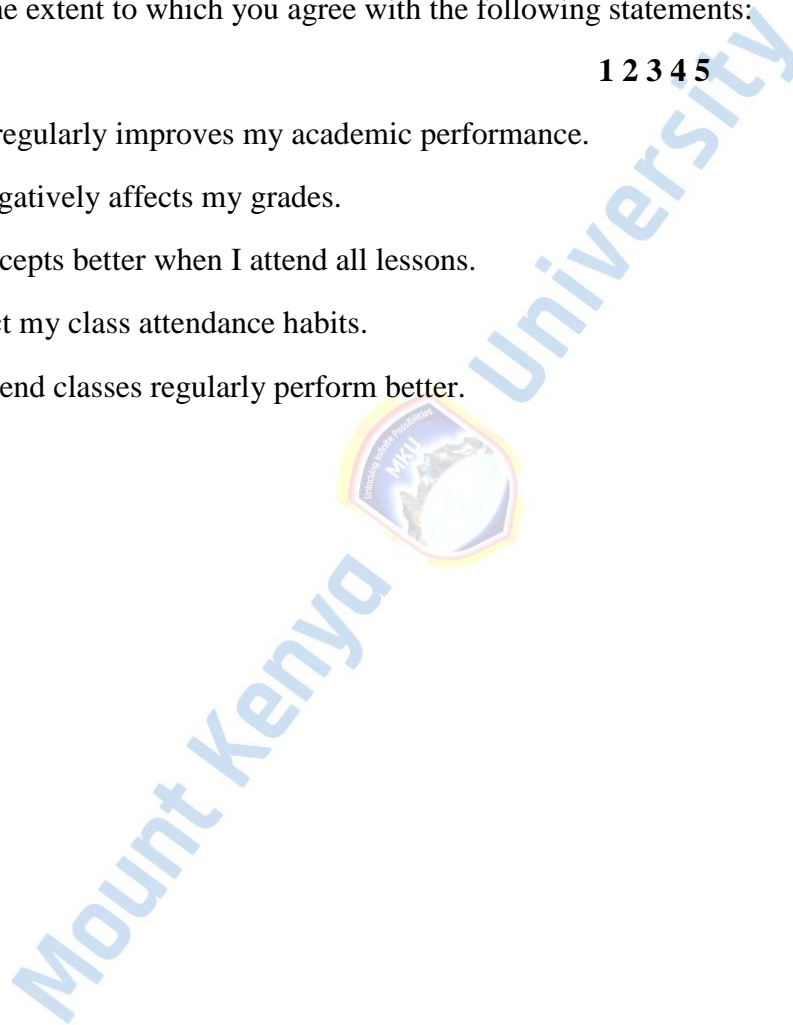
Attending class regularly improves my academic performance.

Missing class negatively affects my grades.

I understand concepts better when I attend all lessons.

My grades reflect my class attendance habits.

Students who attend classes regularly perform better.



## APPENDIX VI: QUESTIONNAIRE FOR TEACHERS

### SECTION A: General Information

(Please tick where applicable)

1. Age: \_\_\_\_\_ Sex:  Male  Female
  2. Highest professional qualification:  
 Diploma  Bachelor's  Master's  PhD  Other: \_\_\_\_\_
  3. Years in teaching profession: \_\_\_\_\_
  4. Current position: \_\_\_\_\_
  5. School enrolment size: \_\_\_\_\_ students
- 

### SECTION B: Frequency of Class Attendance (*Objective i*)

Please indicate the extent to which you agree with the following statements:

Statement	1	2	3	4	5
Most students attend class regularly.					
Poor attendance is common in my classes.					
Students who attend class regularly perform better.					
There is a mechanism to monitor student attendance.					
Class attendance has improved over the past year.					

---

### SECTION C: Motivation (*Objective ii*)

Please indicate the extent to which you agree with the following statements:

Statement	1	2	3	4	5
Students show motivation to attend and participate in lessons.					
Motivation significantly influences student attendance.					
Intrinsically motivated students attend classes more regularly.					
Students respond positively to rewards or recognition.					
Teachers play a key role in student motivation.					

---

### SECTION D: Class Participation (*Objective iii*)

Please indicate the extent to which you agree with the following statements:

**Statement**

**1 2 3 4 5**

Students are actively involved in classroom activities.

Students frequently ask questions in class.

Students complete and submit assignments on time.

Group work is effective in encouraging participation.

Class participation enhances students' understanding of content.

---

**SECTION E: Class Attendance and Academic Achievement (*Objective iv*)**

Please indicate the extent to which you agree with the following statements:

**Statement**

**1 2 3 4 5**

Regular attendance is a strong predictor of academic success.

Students who attend class frequently perform better in assessments.

Absenteeism contributes to poor performance.

Improving attendance would improve academic outcomes.

Attendance monitoring should be strengthened to improve performance.



## APPENDIX VII: ERC



REF: MKU/ISERC/4799

Date: 21 February 2025

TO: DORIS KAGWIRIA MANENE

REG: MED/2021/83424

Dear Sir/Madam,

**RE: EFFECT OF CLASS ATTENDANCE ON STUDENTS' ACADEMIC ACHIEVEMENT IN PUBLIC DAY SECONDARY SCHOOLS IN IMENTI NORTH CONSTITUENCY**

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **3521**. The approval period is **21/02/2025 - 20/02/2026**.

This approval is subject to compliance with the following requirements:

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,

Dr. Alfred Owino, PhD  
Chairman, Mount Kenya University ISERC



## APPENDIX VIII: INTRODUCTION LETTER



### DIRECTORATE OF GRADUATE STUDIES

MED/2021/83424

25<sup>th</sup> February, 2025

*National Commission for Science Technology & Innovation (NACOSTI)*  
*Off Waiyaki, Upper Kabete*  
*P.O Box 30623- 00100*  
*NAIROBI, KENYA*

Dear Sir/Madam,


**RE: DORIS KAGWIRIA MANENE - REGISTRATION NO. MED/2021/83424**

The purpose of this letter is to introduce the above named student who is pursuing **Master of Education** in the Department of Educational Management and Curriculum Studies in the School of Education.

The title of the research is **"Effect of Class Attendance on Students' Academic Achievement in Public Day Secondary Schools in Imenti North Constituency."** It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **March, 2025 and May, 2025.**

Any assistance accorded to the student will be highly appreciated.


Thank you.


  
**Dr. Samuel M. Karenga, Ph.D**  
**Director, Graduate Studies**

Mount Kenya University  
P.O. Box 342 - 01000, THIKA  
Office of the Director  
Graduate Studies

Enc.


APPENDIX IX: NACOSTI

  
REPUBLIC OF KENYA  
National Commission for Science, Technology and Innovation

  
NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY & INNOVATION

Ref No: **135016** Date of Issue: **11/March/2025**

**RESEARCH LICENSE**




This is to Certify that Ms. DORIS KAGWIRIA MANENE of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Meru on the topic: **EFFECT OF CLASS ATTENDANCE ON STUDENTS' ACADEMIC ACHIEVEMENT IN PUBLIC DAY SECONDARY SCHOOLS IN IMENTI NORTH CONSTITUENCY** for the period ending : 11/March/2026.

License No: **NACOSTI/P/25/416804**

**135016**  
Applicant Identification Number

*Walter Ombui*  
Director General  
NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY &  
INNOVATION

Verification QR Code



NOTE: This is a computer generated License. To verify the authenticity of this document,  
Scan the QR Code using QR scanner application.

See overleaf for conditions

**APPENDIX IX: RESEARCH AUTHORIZATION**



REPUBLIC OF KENYA  
MINISTRY OF EDUCATION

State Department of Early learning and Basic Education

Email: [cdemerucounty@gmail.com](mailto:cdemerucounty@gmail.com)  
Telegrams: "ELIMU" Meru  
When Replying please quote  
MERU

County Director of Education  
Meru County  
P.O. BOX 61

Ref: MRU/C/EDU/11/1/306

14<sup>th</sup> March, 2025

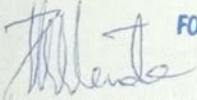
TO WHOM IT MAY CONCERN

**RE: RESEARCH AUTHORIZATION – MS DORIS KAGWIRIA MANENE**

Reference is made to letter Ref.NO.NACOST/EP/25/416804 dated 11<sup>th</sup> March, 2025.

Authority is hereby granted to Ms Doris Kagwiria Manene to carry out research on the topic:  
**EFFECT OF CLASS ATTENDANCE ON STUDENTS' ACADEMY ACHIEVEMENT IN  
PUBLIC DAY SECONDARY SCHOOLS IN IMENTI NORTH CONSTITUENCY, IN  
MERU COUNTY, KENYA** for the period ending 11<sup>th</sup> March, 2026.

Kindly accord her the necessary assistance.

  
**FOR: COUNTY DIRECTOR OF EDUCATION  
MERU COUNTY  
P. O. BOX 61- 60200,  
Tel: 064-32372 MERU  
FOR: County Director of Education  
MERU COUNTY**

## Appendix X: Similarity Index



Page 1 of 109 - Cover Page

Submission ID trn:oid::1:3212161985

**DORIS KAGWIRIA MANENE**

**EFFECT OF CLASS ATTENDANCE ON STUDENTS' ACADEMIC  
ACHIEVEMENT IN PUBLIC DAY SECONDARY SCHOOLS IN IM...**

MBA 2025

MASTERS

Mount Kenya University

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