# INFLUENCE OF SCHOOL DISTANCE ON PUPILS' ACADEMIC PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN BUNGOMA NORTH SUB-COUNTY, KENYA

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF MASTER OF EDUCATION DEGREE IN EARLY CHILDHOOD STUDIES OF MOUNT KENYA UNIVERSITY**

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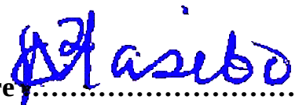
## DECLARATION AND APPROVAL

**Declaration by the Candidate**

This research project is my original work and has not been presented for a degree in any other university or for any other award.

**Signature**……  **Date** ……18/04/2024……

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**MECS/2019/53627**

**Approval by the Supervisor**

I confirm that the work reported in this research project was carried out by the candidate under my supervision.

**Signature**……  **Date** ……18/04/2024……

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## DEDICATION

I dedicate this proposal to my beloved husband and children for their support of my studies.

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I thank Almighty God for His blessings and guidance during this undertaking. I would like to thank Dr. Emily Kirwok and Dr. Peter Simotwo for their guidance in research and work without which I would not have succeeded. I would like to thank my graduate pupils' at Mount Kenya University for encouraging me to successfully complete my research. I would like to thank the Basic Education Officers, Headteachers and other administrators of Bungoma North Sub County in Bungoma County for their responsiveness and encouragement during my visit. I would like to thank my family and friends for their support in completing my master's degree.

## ABSTRACT

The purpose of this study was to investigate the influence of school distance on pupils' academic performance in public primary schools in Bungoma North Sub-County, Kenya. Education is a critical component of human development, and various factors contribute to pupils' success or failure, including the location of schools relative to pupils' homes. Previous studies have highlighted the challenges faced by students living in remote areas, such as absenteeism, fatigue, and lower academic performance. This study sought to explore these dynamics in Bungoma North Sub-County, where geographical barriers have long been recognized as obstacles to academic achievement. The study was guided by three objectives:to assess the influence of school location on pupils' academic performance, to examine the influence of perceived factors that determine school distance on pupils' academic performance, and to determine the effectiveness of strategies employed by schools to mitigate the adverse effects of distance on academic performance. Three hypotheses were formulated to test whether school location, perceived factors, and appropriate strategies had a statistically significant effect on pupils' academic performance. A descriptive research design was employed, and data were collected using questionnaires and interview guides from a sample of 200 pupils and 50 teachers selected through stratified and simple random sampling techniques. The study was conducted in a total of ten public primary schools across the sub-county. Quantitative data were analyzed using descriptive and inferential statistics, while qualitative data were analyzed thematically. The findings revealed that school distance significantly affects pupils' academic performance. Pupils who traveled longer distances, particularly those exceeding 7 kilometers from their homes, performed poorly compared to those who lived closer to their schools. This was attributed to factors such as fatigue from long commutes, frequent lateness, and missed school days, which reduced the amount of instructional time pupils received. Teachers also reported challenges in managing pupils who arrived late, as this affected their ability to keep up with the curriculum. The study confirmed that school location has a statistically significant effect on pupils' academic performance, supporting the first hypothesis. In terms of perceived factors, socio-economic status emerged as a key determinant of pupils' ability to cope with long distances. Pupils from low-income families, particularly those without access to transportation, were disproportionately affected by the challenges of commuting. Additionally, schools in more remote areas were found to lack basic amenities such as libraries and recreational facilities, further hindering academic performance. The second hypothesis was also confirmed as perceived factors were found to significantly affect performance. Finally, the study examined strategies employed by schools to address the challenges of distance. It was found that schools with strong instructional leadership and supportive teacher-student relationships were able to mitigate the negative effects of distance on academic outcomes. Effective communication between teachers and parents, as well as extracurricular activities, were identified as important strategies in improving engagement and academic success. This supports the third hypothesis that appropriate strategies positively influence pupils' performance. The study concludes by recommending investments in transportation infrastructure, increased parental involvement, and improved resource allocation in remote schools. Further research is suggested to explore the long-term effects of school distance on educational attainment and to identify additional strategies to support students in geographically disadvantaged areas.

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| | |
|---|---|
| ECE | - Early childhood education |
| GDP | - Gross domestic product |
| NEDS | - National Education Data Survey |
| NPC | - National PanHellenic Conference |
| OECD | - Organization for Economic Co-operation and Development |
| RTI | - Response to Intervention |
| SMTs | - School Management Teams |
| UNESCO | - United Nations Educational, Scientific and Cultural Organization |

# CHAPTER ONE

# INTRODUCTION

## 1.1 Background to the study

An important factor that has received little attention from researchers is the time public primary pupils' spend traveling from home to school, known as "commute time." As noted by Rifkin, Hanushek, & Kane (2005), formal education is a function of many factors, including knowledge of the school community, family, and other factors. Improving educational outcomes alone cannot lead to economic growth, as the quality of education is important for growth (Hanuschek & Vosman, 2007). Thus, travel time not only affects the learning process, but also the well-being of primary pupils' in general. Fryer and Levitt, (2010); Paredes (2014), absent teachers (Duflo & Hana, 2005; Banerjee & Duflo, 2006) among others. Several authors have studied the impact of classrooms on pupils' academic performance in public primary schools (Anrist & Levy, 1999; Krueger, 2003); the impact of pupils and teacher sexual orientation in public primary schools (De, 2007; other books discuss economics).

United Kingdom, Gibbons and Venalls (2012) found that geographical distance had little or no influence on the decision to attend higher education, but had a significant impact on institutional choice, as did Dickerson and Mackintosh (2013). The pupils is very bright. The impact on the primary environment affects their access to temporary school education. In the Netherlands, Sa et al. (2006) found that proximity increased the likelihood of high school graduates continuing their studies at a science college or university, while Kobus et al. (2015) found that public primary school pupils' rarely attended university, and when they did graduate, they stayed longer and performed worse than other public primary school pupils'. Several reports support the idea that walking reduces the graduation rate of Norwegian primary school pupils' (Falch et al. 2013) and

that walking reduces the graduation rate by 6. Schools negatively affect pupils' academic performance (Tigre et al. 2017). Several articles examine the relationship between travel and success in four countries. In higher education and according to Vestman et al (2015), travel time pattern generally affects the pupils' academic performance, perception and mood of primary school pupils'.

Because the Chilean education system determines the enrollment of families in different schools, our commute time sample is an unavoidable problem because we do not know the reasons for the family situation of public primary school pupils'. Product so we need to create a system that allows us to manage the importance of these options and helps us determine if the time spent on success is really having a good impact and what our model is. Automated statistics based on research and guidelines since early 2012. In our case, we have a database of over 23,000 8th grade pupils' supported by nearly 1,400 different schools, including public and private, who bringing together primary and academic schools. Performance and three schools for our class.

Zhou He and his colleagues. (2011) using better information on home-school distance. In South Africa, there is no clear evidence of the impact of travel time on performance. Related to this is Asahi (2016) who attempts to analyze the impact of the expansion of the Sofito metro network on the skyline and the development of kindergartens and schools. Some authors have analyzed the relationship between school choice and grades, Gallego and Hernando (2008) found that the two most important factors that parents consider when choosing a school are the number of school-level exams. Distance and choice between parents and work.

For example, in Tigrinya, etc. In 2017, they worked with 2,483 pupils' in 118 public school classrooms in Abuja, Nigeria, and the relationship between travel time and achievement was weak. During data collection, at least 2% of parents chose to stay at

home based on proximity to schools and encouraged parents to enroll their children in accessible schools. Some features of the Nigerian educational system make it difficult to determine the impact of travel time on Pupils' academic performance on our private website; Driving distance and selection are secondary issues, but I use flex to get around the different distances.

Using our adaptive approach, Kobus et al. 2015 E-Tijger et al. In 2017, we use the arrival times of the two closest schools to estimate arrival time; here the flexibility of our tool allows us to visit and leave local schools. This helped us solve the problem of choosing schools and classes. The bottom line is that while consistent results help us choose schools, they don't completely solve our problems. Because families have their children because of school quality and proximity to home, our next effect on this decision is not based on the local level.

The impact of travel time is particularly evident in countries such as Tanzania and Kenya, where the average travel time for workers is one hour, compared to 50 hours for the average primary school pupils. The authors found that as enrollment in nearby schools increased with the advent of schools due to network expansion, their pupils' academic performance in primary schools increased. In our example, public school pupils' in private schools allowed these families to choose the distance between home and school, and they could choose between different schools because they would do both. The characteristics of public primary schools and how their parents make decisions help us narrow down the problem of school choice.

Public primary school pupils' may take time off to travel from home to school, read in between (reading support), sleep, or relax for fun. Health may improve. This tells us that learning is a complex combination of many factors, so different disciplines focus on variables that affect curriculum outcomes. In the absence of any evidence on this topic,

the study investigated the impact of school level on the performance of public primary school pupils' in Northern Bungoma sub-county, Kenya.

### 1.2 Statement of the Problem

Everyday distance from primary and secondary schools negatively affects enrollment. Children in the early stages of primary education often drop out because they cannot read. It's harder for kids than teenagers to walk a few miles a day. Compared to urban schools, rural schools are far from orphanages and can have significant barriers to access, such as poor infrastructure and poor teachers. Public primary school pupils' who travel long distances to school face additional concerns from parents about their safety.

Bungoma North in the national tests. This raises some questions about their school performance and this study is considered relevant because in addition to this the school continues to improve the school performance of primary pupils'. This affects the government's efforts to create empowered and empowered citizens.

Children do not want to go to school if they are punished after a long walk or accused of being late for school. These factors, among others, constitute major barriers to keeping millions of children out of school around the world. The decisions of children and their families are important in overcoming these barriers. Therefore, it is important for researchers to study the impact on performance of public primary school pupils' in Bungoma North Sub- county, Bungoma County, Kenya.

### 1.3 Purpose of the Study

This study attempts to examine the influence of school distance on pupils' academic performance in public primary schools in Bungoma North Sub- Sub-county, Kenya.

### 1.4 Objectives of the Study

The study was guided by the following objectives:-

i. To assess the influence of School location on pupils' academic performance in public primary schools in Bungoma North Sub- County, Kenya.

ii. To examine the influence of perceived factors that determined school distance on pupils' academic performance in public primary schools in Bungoma North Sub-county, Kenya.

iii. To determine the influence school appropriate strategies on pupils' academic performance in public primary schools in Bungoma North Sub-county, Kenya.

### 1.5 Hypotheses of the study

**$H_{01}$:** School location does not have statistically significant effect on pupils' academic performance in public primary schools in Bungoma North Sub-County, Kenya.

**$H_{02}$**: Perceived factors does not have statistically significant effect on pupils' academic performance in public primary schools in Bungoma North Sub-County, Kenya.

**$H_{03}$:** Appropriate strategies does not have statistically significant effect on pupils' academic performance in public primary schools in Bungoma North Sub-County, Kenya.

### 1.6 Significance of the study

This study is important to many people, such as parents. Educate them on the importance of family history in planning their children's education. Encourage school leaders to understand the important aspects of a child's future family in order to focus on the factors that influence the overall learning outcomes of primary pupils'. This study enhances knowledge by helping future researchers in the same field use the book to support their arguments. It increases knowledge about different aspects of family history and how they affect the learning process of primary pupils' in public primary schools.

### 1.7 Limitation of the Study

Research sessions were designed for researchers to work with research assistants to ensure that the waiting area was covered for a period of time. Some respondents did not respond for privacy reasons. Scheduling was also a barrier for researchers.

### 1.8 Scope of the Study

This study was limited to the pupils' academic performance of pupils'. Bungoma North Sub-county, Bungoma County is one of the five sub- counties of Bungoma County Bungoma North is the largest sub-county in Bungoma County, Kenya, with the largest number of private and public primary schools in the sub-county.

### 1.9 Delimitation of the Study

Researchers believe:

i. All of the answers provided help answer the given and asked questions correctly and accurately.

ii. The northern sub-region has a positive impact on educational activities in the Bungoma region.

## 1.10 Operational Definition of Key Terms

**Achieve A Goal** That is the highest level of commitment to the educational system of their country of study.

**Economic Factors** Comprehensive analysis of economic and social conditions. The overall assessment measures many aspects, including an individual's job skills and the economic and social status of others, based on money, education, and occupation.

**Education** Usually starting early in life and continuing into adulthood.

**Enhance** The habit of doing better. The act or process of doing things better. The quality is excellent. An addition or change makes something better or more important.

**Perceived Factors** Subjective assessments or opinions held by stakeholders (students, parents, teachers, etc.) regarding influences or conditions affecting education quality, safety, accessibility, etc., related to school distance.

**Persecution.** Frequent and frequent travel between residence and work or study, crossing the borders of his country. Sometimes it even refers to formal or informal degrees that are not job-related.

**Poverty** It is a state or situation in which a person or country has no money and requires a low standard of living. Poverty means that the level of employment is too low to meet basic human needs.

**Right** It has an important and significant impact on the reputation of the hand. B. Provide evidence to support or refute evidence related to a given problem or issue.

**School Appropriate Strategies** Effective measures or interventions implemented by educational authorities or stakeholders to address challenges associated with school distance, such as transportation arrangements, infrastructure improvements, community involvement, etc.

| | |
|---|---|
| **School Distance** | The physical separation in kilometers or miles between a student's residence and the primary school attended. |
| **School Location** | The geographical placement or coordinates (latitude and longitude) of the primary school relative to the residential areas of students. |

# CHAPTER TWO

# LITERATURE REVIEW

## 2.1 Introduction

This section contains and displays textbooks written by researchers and other scholars on the influence of school distance on pupils' academic performance in public primary schools in Bungoma North Sub - County, Kenya.

## 2.3 Theoretical Literature

### 2.2.1 Ecological Systems Theory

Ecological Systems Theory, first introduced by developmental psychologist Urie Bronfenbrenner in 1979, posits that human development is influenced by the various environmental systems in which an individual exists. Bronfenbrenner emphasized that human development is a complex process that occurs within a system of relationships affected by multiple layers of the surrounding environment, ranging from the immediate settings such as family, school, and peers to broader societal influences like economic, social, and political structures (Bronfenbrenner, 1979). This theory has evolved over time, with the current emphasis being on the dynamic, bidirectional interactions between individuals and their environment, highlighting the importance of context in shaping behavior and development (Rosa & Tudge, 2013).

The theory is structured into five environmental systems: the microsystem, mesosystem, exosystem, macrosystem, and chronosystem, all of which are interconnected and influence individual development. The microsystem represents the immediate environment where direct interactions occur, such as family, school, and peers. In the case of pupils' academic performance in public primary schools in Bungoma North Sub-County, Kenya, the school environment and its location are key elements of the

microsystem. The mesosystem refers to the interactions between different microsystems, such as the relationship between the home and the school environment. The exosystem includes the broader social contexts that indirectly influence the child, such as parental workplaces or local policies on education. The macrosystem consists of the cultural and societal values, economic policies, and social conditions that shape the broader environment in which individuals live. Finally, the chronosystem refers to the dimension of time, recognizing that developmental changes and environmental changes occur over time (Bronfenbrenner & Morris, 2006).

Bronfenbrenner's theory has undergone revisions over the years, particularly with the shift from focusing on static environments to recognizing the dynamic interplay between an individual and their environment. Known as the bioecological model, this updated version highlights the active role individuals play in shaping their development. The individual is no longer a passive recipient of environmental influences but is actively engaged in their developmental process through reciprocal interactions, known as proximal processes. Proximal processes are the everyday interactions between individuals and their environments that drive development, and their effectiveness depends on the characteristics of the individual, the environment, and the type of interaction (Bronfenbrenner & Morris, 2006). This perspective reinforces the notion that no single factor can fully explain human development, but rather, it is the interactions across multiple systems that shape individual outcomes.

One of the key strengths of Ecological Systems Theory is its comprehensive approach to understanding human development. By considering multiple layers of influence, the theory provides a holistic framework for examining how various environmental contexts contribute to an individual's development. This is particularly relevant in educational settings, where factors such as the school environment, family background, and

community context all play significant roles in shaping academic performance (Tudge et al., 2016). In the context of public primary schools in Bungoma North Sub-County, the location of a school can be understood as part of the child's microsystem, where direct learning interactions take place. The proximity of the school to the child's home, the nature of the neighborhood, and the ease of access can significantly affect the child's engagement with the school, their attendance, and, ultimately, their academic performance.

School location influences various aspects of the microsystem and mesosystem in Bronfenbrenner's framework. For instance, when a school is located far from a pupil's home, it may affect the amount of time and energy the child has available for learning. Long travel times can lead to fatigue, which may reduce concentration and negatively impact academic performance (Darling-Hammond et al., 2020). Additionally, distance to school may limit parental involvement in school activities, a factor that belongs to the mesosystem. Parents who live far from the school may find it challenging to engage in school-related events, which can affect the child's motivation and support system (Epstein & Sheldon, 2019). As a result, both the direct interactions within the school (microsystem) and the connections between home and school (mesosystem) are disrupted, leading to potential negative consequences for the child's academic development.

Moreover, the exosystem, particularly in rural areas like Bungoma North Sub-County, may include factors such as transportation infrastructure and local education policies, which indirectly affect school location and accessibility. Poor infrastructure may result in pupils spending excessive amounts of time traveling to and from school, reducing time available for homework and extracurricular activities. This situation can lead to chronic absenteeism or lateness, both of which are known to have detrimental effects on

academic outcomes (Sheldon & Epstein, 2018). Educational policies that fail to account for these infrastructural challenges further exacerbate the issue, as they do not provide sufficient resources for schools in remote areas, leaving them underfunded and less equipped to address the specific needs of pupils facing long commutes.

The macrosystem, which encompasses cultural and societal values, also plays a role in shaping perceptions of education in Bungoma North Sub-County. In many rural communities, cultural attitudes towards education, particularly for girls, can influence school attendance and performance. Cultural norms that prioritize domestic responsibilities over formal education for girls may discourage regular school attendance or lead to early dropout (Kimu, 2012). These cultural beliefs are deeply embedded in the macrosystem and can create significant barriers to accessing quality education, especially when combined with physical distance. In contrast, if the broader cultural environment values education highly, efforts to overcome these physical barriers may be more robust, with communities advocating for better transportation or even the establishment of closer schools.

Ecological Systems Theory provides a valuable lens through which to examine the first objective of this study: to assess the influence of school location on pupils' academic performance. By acknowledging that pupils are embedded in multiple environmental systems, this theory allows for a more nuanced understanding of how location, as part of the microsystem and mesosystem, affects academic outcomes. For example, when a school is located far from the home, the physical distance may influence the student's daily routine, energy levels, and engagement with schoolwork, which are all microsystem-level interactions. Similarly, the relationship between the school and the family, which belongs to the mesosystem, may be weakened if parents are unable to participate in school activities due to the distance. Thus, the location of the school not

only affects the immediate interactions between pupils and their learning environment but also influences the broader support system that surrounds the child.

In addition to its relevance to school location, Ecological Systems Theory is also highly applicable to the other objectives of this study. For instance, the second objective—examining the influence of perceived factors that determine school distance on pupils' academic performance—can be explored through the mesosystem and exosystem levels of Bronfenbrenner's model. The perception of distance is not merely a physical measurement but is also shaped by the resources available within the exosystem, such as transportation infrastructure and local government support. Inadequate transportation options may make even relatively short distances seem insurmountable, thus affecting students' attendance and academic performance. Furthermore, the mesosystem, which includes the relationships between different environments such as home, school, and the community, plays a role in determining how parents and students perceive the impact of distance on education. The perception of distance may be influenced by parental involvement, the availability of community resources, and the degree of support from local educational authorities (Lundqvist, 2017).

Lastly, the third objective—determining the influence of school-appropriate strategies on pupils' academic performance—can also be connected to Ecological Systems Theory. School strategies that aim to enhance academic performance, such as after-school programs, remedial classes, or providing transportation for students who live far away, are examples of interventions at the microsystem level. These strategies directly impact the students' immediate environment and can help mitigate the negative effects of school location. Furthermore, mesosystem interactions, such as collaborations between schools and local communities to provide better infrastructure or support services, are also vital in implementing school-appropriate strategies. The success of these strategies is often

contingent on the support of the broader exosystem, including local policies and community engagement. Schools that are able to leverage resources from multiple environmental systems are more likely to implement effective strategies that improve academic outcomes (Murry et al., 2018).

In conclusion, Ecological Systems Theory provides a comprehensive framework for understanding how various environmental systems interact to influence pupils' academic performance in public primary schools in Bungoma North Sub-County. By examining the role of school location, perceived distance, and school strategies through this theoretical lens, the study acknowledges the complex, multilayered influences on education. The theory's emphasis on dynamic interactions across multiple systems highlights the importance of addressing not just the physical location of schools but also the broader environmental factors that shape educational outcomes. In doing so, the study contributes to a more holistic understanding of the challenges faced by pupils in rural areas and offers insights into potential strategies for improving academic performance in such contexts.

### 2.2.2 Expectancy-Value Theory

Expectancy-Value Theory is a psychological framework that seeks to explain motivation, particularly in educational settings, by analyzing the expectations of success and the value attached to that success by individuals. This theory, initially developed by John Atkinson in the 1950s and further refined by researchers like Jacquelynne Eccles in the 1980s, posits that individuals are motivated to engage in tasks when they believe they can succeed (expectancy) and when they perceive the task as valuable (value). According to the theory, the choices individuals make, the effort they put into their tasks, and their persistence are primarily shaped by their expectations of achieving success and the value they assign to the outcomes of these efforts (Wigfield & Eccles, 2000).

Expectancy-Value Theory revolves around two critical components: expectancy and value. **Expectancy** refers to an individual's belief about their ability to succeed in a given task. It includes confidence in one's abilities, previous experiences with similar tasks, and the perception of task difficulty. When individuals have high expectations of success, they are more likely to engage in a task, apply effort, and persist through challenges (Wigfield et al., 2016). For example, a student who believes they can perform well in a mathematics exam is more likely to invest time and effort into studying. **Value**, on the other hand, refers to the degree to which an individual values the task at hand. It is divided into four subcategories: attainment value, intrinsic value, utility value, and cost. Attainment value relates to the personal importance of doing well in a task, often linked to personal identity and self-perception. Intrinsic value is associated with the enjoyment or interest an individual finds in the task itself, regardless of external rewards. Utility value pertains to how a task or its outcome helps achieve future goals, such as career aspirations. Lastly, cost involves the negative aspects of engaging in the task, including effort, time, and potential failure (Eccles, 2009).

Atkinson's original model focused primarily on expectancy as the driving force behind motivation. However, Eccles and her colleagues expanded on this by emphasizing the importance of value. They proposed that individuals are not only motivated by their perceived likelihood of success but also by how much they care about the outcomes of their actions. This shift from a singular focus on expectancy to an integrated model that includes both expectancy and value has made the theory more robust and widely applicable, particularly in educational research (Wigfield et al., 2016). The theory now suggests that even if an individual has high expectations of success, they may not be motivated to engage in a task if they do not value the task or its outcomes.

Expectancy-Value Theory has been extensively applied in educational settings to explore how students' expectations of success and the value they place on their education influence their motivation, engagement, and academic performance. Eccles' work on this theory, particularly in the field of mathematics education, has shown that students who expect to succeed and value mathematics are more likely to pursue challenging mathematics courses, perform better academically, and aspire to careers in math-related fields (Eccles & Wigfield, 2020). This theory is especially relevant for understanding why students from different backgrounds, such as gender or socioeconomic status, have varying levels of engagement and performance in academic tasks. For example, research has demonstrated that girls, despite often having the same or higher academic abilities as boys, may have lower expectations of success in traditionally male-dominated subjects like mathematics or science due to societal stereotypes and self-perception (Watt et al., 2019).

In educational psychology, the theory is used to explain why some students are more motivated than others, even when faced with similar academic tasks. Students' motivation is not simply a result of their actual abilities but is deeply influenced by their beliefs about those abilities and how much they care about succeeding in the task. For example, if a student believes that they are not good at mathematics and does not value mathematics for their future career, they are unlikely to put in the effort required to succeed, even if they are capable of performing well. In contrast, a student who believes they are good at mathematics and sees its relevance to their future will be more motivated to engage with the subject (Eccles & Wigfield, 2020).

The value component of the theory is particularly critical in educational settings where students are often required to engage in tasks that they may not find inherently interesting or enjoyable. The theory suggests that even when students do not find a task intrinsically

enjoyable, they may still be motivated to complete it if they perceive it as useful for their future goals (utility value) or if they feel that doing well in the task is important for their self-concept (attainment value). For instance, a student may not enjoy studying for a history exam but may still be motivated to do well if they believe that a good grade will help them gain admission to a prestigious university. This flexibility in the value component allows Expectancy-Value Theory to account for a wide range of motivations in different educational contexts (Wigfield et al., 2016).

The cost element of the theory also plays a critical role in motivation, particularly when students face multiple competing tasks or when the effort required to succeed in a task is high. Cost refers to the perceived negative aspects of engaging in a task, such as the time, effort, and emotional investment required, as well as the potential for failure. A student may have high expectations of success and value a task but may still choose not to engage if they perceive the cost as too high. For example, a student may value performing well in an exam and believe they can succeed, but they may still avoid studying if they feel that the time and effort required would interfere with other valued activities, such as socializing or participating in extracurricular activities (Barron & Hulleman, 2015). This aspect of the theory helps explain why some students, despite having the ability and the desire to succeed, may disengage from academic tasks.

Expectancy-Value Theory is highly relevant to understanding the second objective of the study, which examines the influence of perceived factors determining school distance on pupils' academic performance in public primary schools in Bungoma North Sub-County, Kenya. One of the critical factors influencing academic performance is the extent to which students believe they can succeed and how much they value education. School distance can have a profound impact on both expectancy and value. For example, students who live far from school may face challenges that lower their expectations of

success, such as fatigue from long commutes, safety concerns, or the perception that they have less time to devote to studying. The physical distance to school can affect their belief in their ability to succeed, thus reducing their motivation to engage in academic tasks (Lau et al., 2020).

Similarly, school distance can affect the value students place on education. If students perceive that attending school requires significant effort or cost, such as long travel times or safety risks, they may devalue education relative to other activities. This devaluation may be particularly pronounced in rural areas where economic opportunities are limited, and the perceived utility value of education may be lower. For example, students who live far from school may feel that the benefits of attending school are outweighed by the costs, particularly if they do not see education as directly relevant to their future goals (Eccles & Wigfield, 2020).

The Expectancy-Value Theory helps to explain how these perceived factors—both the physical distance to school and the students' beliefs about their ability to succeed and the value of education—interact to influence academic performance. In this context, the theory suggests that interventions aimed at improving academic performance must address not only the logistical challenges posed by school distance but also the underlying motivational factors that affect students' engagement with education. For example, providing transportation to reduce the physical cost of attending school may improve attendance, but it may not fully address the issue unless students' expectations of success and the value they place on education are also increased.

The theory is also closely linked to the first objective of this study, which aims to assess the influence of school location on pupils' academic performance. Expectancy-Value Theory suggests that school location can impact both the expectations students have about their academic success and the value they place on education. For instance,

students who attend schools located in more accessible areas may have higher expectations of success because they face fewer barriers to attendance, such as long commutes or unsafe travel conditions. These students may also place a higher value on education if they perceive that attending school is relatively easy and that the costs associated with attendance are low (Barron & Hulleman, 2015).

Conversely, students who attend schools located far from their homes may experience lower expectations of success due to the difficulties they face in reaching school. They may perceive that the effort required to attend school outweighs the benefits, leading to lower motivation and academic performance. In this way, school location can have a direct impact on students' motivation to engage with their education, as well as their overall academic outcomes. Expectancy-Value Theory provides a framework for understanding how these motivational factors are influenced by environmental factors, such as school location, and how they contribute to differences in academic performance among students in different geographic areas (Eccles & Wigfield, 2020).

The theory's application in this study is crucial because it allows for a comprehensive understanding of how school location, as a determinant of school distance, can impact both the perceived costs and benefits of education for students. It highlights the importance of addressing both logistical and psychological factors when designing interventions aimed at improving educational outcomes. For example, reducing the physical distance to school through transportation services may be an important first step, but it must be accompanied by efforts to increase students' expectations of success and the value they place on education. This may include providing academic support services, fostering positive relationships between students and teachers, and promoting the utility value of education by linking it to future career opportunities (Wigfield et al., 2016).

In conclusion, Expectancy-Value Theory provides a valuable framework for understanding how students' beliefs about their ability to succeed and the value they place on education influence their academic motivation and performance. The theory's emphasis on both expectancy and value, as well as the cost of engaging in academic tasks, makes it particularly relevant for examining the challenges faced by students in rural areas, such as those in Bungoma North Sub-County. By linking the theory to the objectives of this study, it becomes clear that school distance and location can have a profound impact on students' motivation and academic outcomes. Addressing these challenges requires not only logistical solutions but also interventions aimed at enhancing students' motivation and engagement with education.

### 2.2.3 Constructivist Learning Theory

Constructivist Learning Theory is rooted in the idea that learners actively construct knowledge rather than passively receive it. This theory originated with the work of Jean Piaget and Lev Vygotsky, two influential figures in the field of educational psychology. Constructivism posits that learning is a dynamic process where individuals build their understanding of the world based on their experiences and prior knowledge. Piaget, who first introduced the theory of cognitive development, emphasized the role of learners as active participants in their learning journey, constantly adapting their mental models in response to new information (Piaget, 1954). Vygotsky further developed this idea by introducing the concept of social constructivism, which highlighted the importance of social interactions and cultural tools in the learning process (Vygotsky, 1978).

At the core of Constructivist Learning Theory is the idea that knowledge is not transmitted from teacher to student in a passive manner but is actively constructed through a learner's engagement with their environment. Learners do not merely absorb information; instead, they interpret, organize, and integrate new knowledge based on

what they already know. This construction process involves reflection, critical thinking, and problem-solving as learners encounter new challenges and perspectives (Fosnot & Perry, 2016). Piaget's constructivism focuses on the internal cognitive structures that are responsible for learning, emphasizing stages of cognitive development where children progress from simple reflexive responses to more sophisticated reasoning abilities (Piaget, 1954). Vygotsky, on the other hand, emphasized the role of culture, language, and interaction with others as pivotal to learning. His concept of the "Zone of Proximal Development" (ZPD) explained that learners could achieve higher levels of understanding with the guidance of more knowledgeable individuals, such as teachers or peers (Vygotsky, 1978).

Constructivism has profound implications for educational practices. Rather than viewing the teacher as a transmitter of knowledge and the learner as a passive recipient, constructivism redefines the roles of both parties. The teacher becomes a facilitator who creates opportunities for learners to explore, question, and engage with new ideas. The learner takes an active role in their education, participating in collaborative activities, solving problems, and making sense of new concepts (Mayer, 2020). Constructivist classrooms emphasize inquiry-based learning, where students are encouraged to ask questions, experiment, and discover knowledge for themselves rather than rely solely on direct instruction. Learning activities are often centered around real-world problems and experiences, allowing students to apply their knowledge in meaningful contexts.

A key element of Constructivist Learning Theory is the emphasis on prior knowledge. Learners come into the classroom with existing mental frameworks or "schemas" that shape how they perceive new information (Fosnot & Perry, 2016). When students encounter new ideas, they either assimilate the information into their existing frameworks or accommodate by adjusting their mental models to incorporate the new

knowledge. This ongoing process of adaptation is what Piaget referred to as "equilibration," where learners seek to maintain a balance between what they already know and what they are learning. This active process of adjustment underscores the importance of designing learning experiences that are connected to the learner's prior knowledge and experiences.

The social component of constructivism, as emphasized by Vygotsky, highlights the importance of collaborative learning. Learning is not an isolated activity but a social one, where individuals engage with others to co-construct knowledge. Vygotsky's concept of the Zone of Proximal Development (ZPD) describes the space between what a learner can do independently and what they can achieve with guidance from others. According to Vygotsky, this zone is where optimal learning occurs, as learners are pushed beyond their current capabilities but still within reach of understanding with the help of a more knowledgeable guide, such as a teacher or peer (Vygotsky, 1978). This social aspect of learning fosters deeper understanding and encourages learners to articulate their thoughts, consider alternative perspectives, and engage in meaningful discussions.

Constructivism also emphasizes the importance of context in learning. Knowledge is not abstract and decontextualized but is situated within specific environments, tasks, and interactions. Learning, therefore, should take place in authentic contexts where learners can apply their knowledge to real-world situations (Brown, Collins, & Duguid, 1989). In constructivist classrooms, students engage in hands-on activities, simulations, role-playing, and project-based learning, which allow them to apply their understanding in practical ways. These experiences not only deepen comprehension but also make learning more relevant and motivating for students.

One of the strengths of Constructivist Learning Theory is its ability to explain how learners make sense of complex and abstract concepts. The theory encourages educators

to design learning experiences that are student-centered, where learners are given the freedom to explore, experiment, and engage in deep thinking. This approach stands in contrast to traditional rote memorization or passive learning methods, which often fail to promote long-term understanding. Constructivist classrooms foster critical thinking, creativity, and problem-solving, as students are encouraged to take ownership of their learning and apply their knowledge in innovative ways (Mayer, 2020).

The theory also emphasizes the importance of scaffolding in the learning process. Scaffolding refers to the support and guidance provided by teachers or peers that help learners move from what they currently know to what they are capable of achieving. As learners become more proficient, the scaffolding is gradually removed, allowing them to take full ownership of their learning (Wood, Bruner, & Ross, 1976). Scaffolding can take many forms, including questioning strategies, modeling, feedback, and collaborative learning activities. This support system is essential in helping students navigate challenging concepts and develop deeper levels of understanding.

Constructivist Learning Theory is particularly relevant to the third objective of this study, which examines the influence of school-appropriate strategies on pupils' academic performance in public primary schools in Bungoma North Sub-County, Kenya. School strategies that align with constructivist principles, such as inquiry-based learning, collaborative activities, and problem-solving tasks, can enhance students' engagement and academic outcomes. By promoting active learning, schools can help students develop critical thinking skills, apply their knowledge to real-world problems, and take ownership of their education. For example, schools that implement project-based learning, where students are tasked with investigating real-life issues, can foster a deeper understanding of academic concepts and improve performance (Sawyer, 2014).

In the context of public primary schools in Bungoma North Sub-County, constructivist strategies could be particularly beneficial in addressing the unique challenges faced by students. Many students in rural areas may lack access to resources or have limited exposure to diverse learning experiences. By implementing constructivist approaches, schools can create more engaging and meaningful learning environments that help students connect academic content to their own experiences and communities. For instance, schools could encourage students to explore local environmental or social issues through hands-on projects, which would not only enhance their understanding of the curriculum but also make learning more relevant to their lives.

Constructivist Learning Theory also links directly to the first objective of this study, which is to assess the influence of school location on pupils' academic performance. The theory suggests that the learning environment plays a crucial role in shaping students' cognitive development and understanding. Schools located in environments that support active, hands-on learning and foster social interactions can have a positive impact on students' academic performance. For instance, schools that are situated in areas where students have access to diverse learning resources, such as libraries, technology, or outdoor learning spaces, may provide more opportunities for constructivist learning experiences. On the other hand, schools located in remote areas with limited resources may face challenges in implementing such strategies, which could impact students' engagement and academic outcomes (Brown et al., 1989).

Furthermore, the theory underscores the importance of collaboration and social interaction in learning. Schools located in communities that encourage parental involvement, peer collaboration, and teacher-student interactions are more likely to foster a constructivist learning environment. This social support system can help students navigate challenging concepts, develop problem-solving skills, and build confidence in

their abilities. Schools that prioritize social engagement and community involvement can create a more dynamic and supportive learning environment, which can positively influence academic performance.

Constructivist Learning Theory provides a valuable framework for understanding how school strategies can influence academic performance. By promoting active, student-centered learning, schools can help students develop critical thinking skills, apply their knowledge in meaningful ways, and take ownership of their education. In the context of public primary schools in Bungoma North Sub-County, adopting constructivist strategies could help address the challenges faced by students and improve academic outcomes. The theory emphasizes the importance of engaging learners in hands-on, inquiry-based activities and creating a supportive social environment where students can collaborate, explore, and experiment with new ideas.

In conclusion, Constructivist Learning Theory, as developed by Jean Piaget and Lev Vygotsky, offers a comprehensive framework for understanding how individuals construct knowledge through active engagement with their environment. The theory highlights the importance of prior knowledge, social interactions, and contextual learning in shaping cognitive development and understanding. By emphasizing the role of the learner as an active participant in the learning process, constructivism promotes critical thinking, creativity, and problem-solving skills. This theory is particularly relevant to the third objective of this study, as it provides insights into how school strategies that promote active learning can enhance pupils' academic performance in public primary schools in Bungoma North Sub-County. Furthermore, constructivism links directly to the first objective, as it emphasizes the importance of the learning environment in shaping academic outcomes. Schools that foster active, student-centered learning and provide

opportunities for collaboration and social interaction are more likely to support students' cognitive development and academic success.

### 2.3 Theoretical Framework

In this study, three key theories are employed to support the analysis of various factors influencing pupils' academic performance in public primary schools in Bungoma North Sub-County, Kenya. The Ecological Systems Theory (Bronfenbrenner, 1979) is applied to assess the influence of school location on academic performance, recognizing that students are affected by multiple environmental systems, such as the family, school, and broader community. Expectancy-Value Theory (Eccles, 2009) helps in understanding how perceived factors related to school distance influence motivation and academic outcomes by examining students' expectations of success and the value they place on education. Lastly, Constructivist Learning Theory (Piaget, 1954; Vygotsky, 1978) is used to evaluate how school-appropriate strategies foster active learning and problem-solving, linking these strategies to improved academic performance. Together, these theories provide a comprehensive framework for analyzing the environmental, motivational, and pedagogical factors that shape students' learning experiences and outcomes in the context of public primary schools.

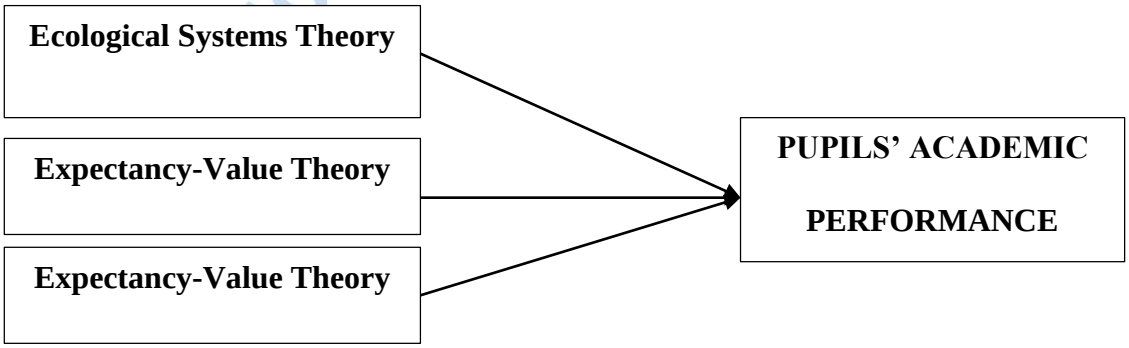


**Figure 1: Theoretical Framework**
**Source:** Researcher, (2023)

## 2.4 Empirical Literature

### 2.4.1 School Location and Pupils' Academic Performance

The relationship between school location and academic performance has been extensively studied in various global contexts. In the United States, research has shown that students attending rural schools often face unique challenges compared to their urban counterparts. These challenges include limited access to educational resources, transportation difficulties, and less exposure to advanced technologies, all of which can negatively affect academic outcomes (Carter & Welner, 2019). Students in rural areas often experience lower achievement rates, which can hinder their long-term academic and career success.

Similarly, in Australia, studies have indicated that geographic isolation and the rurality of schools can lead to disparities in educational opportunities and academic performance (Robinson, 2021). The vast distances between schools and the central educational services in urban areas create logistical challenges, particularly in the recruitment and retention of qualified teachers. This situation often leads to a higher turnover of staff, reduced extracurricular opportunities, and less individualized support for students in rural schools, all of which contribute to lower academic achievement.

In Canada, particularly in northern and remote areas, school location plays a crucial role in influencing student performance. Research by Gallaway et al. (2020) highlights that students in remote regions face not only geographical challenges but also cultural and language barriers that affect their learning experiences. These factors, combined with the underfunding of schools in isolated areas, lead to lower academic performance compared to students in more accessible urban regions.

In South Africa, the issue of school location has been found to significantly influence academic performance. According to Mokoena (2022), students in rural areas often face

infrastructural challenges such as poorly maintained roads, long distances to school, and a lack of educational resources. These factors create a disparity in the quality of education between rural and urban schools, leading to lower performance levels among students in remote locations. The inequality in resource allocation between rural and urban schools exacerbates the issue, widening the performance gap.

In Uganda, studies have shown a similar trend where pupils in rural schools experience lower academic performance compared to their urban counterparts due to the challenges of long commutes and poor infrastructure (Nabukeera & Ssekakubo, 2020). The study also found that the rural-urban divide in school quality is further aggravated by differences in access to trained teachers and educational materials, with rural schools often having a higher student-to-teacher ratio, which negatively impacts learning outcomes.

Ghana presents another case where the location of schools plays a significant role in determining academic success. Research conducted by Nyarko et al. (2021) revealed that pupils in rural schools often have fewer learning materials, less qualified teachers, and inadequate infrastructure compared to urban schools. The distance between home and school was cited as a major factor that discouraged regular attendance, which in turn affected academic performance. Additionally, students in rural areas were more likely to engage in labor to support their families, further affecting their school attendance and overall academic achievement.

In Kenya, the influence of school location on academic performance is a key issue, especially in rural areas like Bungoma North Sub-County. According to Wanyama and Wekesa (2023), rural schools face significant challenges such as inadequate infrastructure, long walking distances for pupils, and a lack of qualified teachers. These issues contribute to lower academic performance when compared to urban schools,

where resources and qualified personnel are more readily available. Pupils from rural schools often have lower transition rates to secondary education due to these performance disparities.

In a study conducted in Turkana County, Kenya, by Kimutai and Korir (2020), similar challenges were identified. Schools in remote areas of the county struggle with issues such as insufficient learning materials and poorly equipped classrooms, leading to a significant gap in performance between urban and rural students. The distance pupils have to walk to school was also found to contribute to fatigue, which negatively impacts their concentration and academic output.

Further research in Machakos County by Mwangi et al. (2021) indicates that the proximity of schools to urban centers plays a crucial role in academic performance. The study found that schools located closer to urban areas had better infrastructure, more consistent teacher attendance, and better performance outcomes. On the other hand, schools in remote locations had higher rates of absenteeism and lower academic achievement, largely due to the poor road networks and distance from essential services. The reviewed literature indicates that the location of schools significantly affects academic performance, with students in rural or remote areas consistently showing lower performance levels compared to their urban counterparts. The challenges faced in different countries highlight a global trend of resource inequality, which is further magnified in African and Kenyan contexts.

### 2.4.2 Perceived Factors and Pupils' Academic Performance

School distance has been recognized as a key factor influencing pupils' academic performance worldwide. In the United States, research by McCoy et al. (2017) highlights that students living farther from their schools tend to experience lower academic outcomes compared to those living closer. This disparity is attributed to increased

absenteeism and tardiness, which impacts learning time and cognitive development. Long commutes also affect students' energy levels, limiting their capacity to engage in academic tasks effectively.

In the United Kingdom, a study by Edwards and Owens (2019) found that longer school commutes were linked to a reduction in overall academic performance. The researchers noted that students living far from schools face challenges such as fatigue, increased travel costs, and safety concerns, which lead to diminished concentration in class. Such factors are seen to disproportionately affect students from low-income households, exacerbating educational inequalities.

A similar study in Australia conducted by Johnson and Price (2020) concluded that distance from school can significantly influence student engagement and performance. Students in rural areas were found to perform worse academically than their urban counterparts due to long travel times. The research suggested that policy interventions, such as school transportation services, could alleviate the negative impacts of school distance, improving students' academic achievements.

In Nigeria, Olatunji and Adeniran (2018) investigated the impact of school distance on students' academic performance in rural areas. Their findings showed that long distances between students' homes and schools contributed to lower academic performance due to increased absenteeism and exhaustion. They recommended that the government invest in school infrastructure in rural areas to reduce the distances students need to travel.

In South Africa, Mthethwa and Ntuli (2019) found that school distance was a significant determinant of academic performance, particularly in disadvantaged communities. Their research revealed that students who traveled long distances were less likely to complete homework and participate in extracurricular activities, both of which are crucial for academic success. The researchers advocated for the establishment of more schools in

rural and peri-urban areas to bridge the distance gap and promote equitable education outcomes.

In Ethiopia, a study by Mekonnen and Getachew (2020) examined how school distance affects students in remote areas. Their research indicated that long walking distances to school negatively affected students' punctuality, leading to frequent late arrivals and missed lessons. The study concluded that providing school buses or constructing schools closer to communities could improve attendance rates and, consequently, academic performance.

In Kenya, school distance has been a critical factor in influencing students' academic performance, especially in rural areas. A study by Njoroge and Wambua (2018) in Turkana County found that students who lived farther from school were more likely to experience fatigue and absenteeism, resulting in poor academic performance. The study highlighted the need for more localized schools to address the educational disparities in marginalized areas.

Research by Kamau and Ngugi (2020) in Narok County revealed that school distance directly impacts academic performance due to its effects on punctuality and classroom participation. Students who traveled long distances often missed the beginning of lessons, reducing their learning opportunities. The study recommended investment in transportation services to ensure students from remote areas have equal access to education.

In Bungoma County, Kibet and Cheruiyot (2021) examined the effects of school distance on pupils' academic performance in primary schools. Their findings indicated that students who traveled over five kilometers to school performed worse academically compared to those living closer. The research emphasized the importance of building

additional schools in rural areas to reduce travel times and improve academic outcomes for all students.

### 2.4.3 Appropriate Strategies and Pupils' Academic Performance

In the United States, various school strategies such as personalized learning plans have been shown to significantly enhance academic performance. Research by Johnson and Moore (2021) found that individualized teaching methods and technology integration led to improved student outcomes in primary education. Schools that adopted these strategies reported higher test scores and better overall academic achievement, especially in underperforming regions.

In Australia, school-based management (SBM) has been a core strategy for improving academic performance in primary schools. According to Thompson and Bell (2022), SBM empowers local schools to make decisions about resource allocation, which has positively influenced student performance. The study highlighted that schools with more autonomy in their management practices could tailor their educational strategies to meet student needs, leading to better academic outcomes.

In Canada, full-day kindergarten programs have been employed as a strategy to improve academic performance, particularly for disadvantaged pupils. Macdonald et al. (2023) reported that schools implementing these programs saw an increase in literacy and numeracy skills in primary school students. The study emphasized that extended learning hours allowed for more comprehensive coverage of the curriculum and additional support for students needing extra help.

In South Africa, the use of school feeding programs has been identified as a key strategy in improving pupils' academic performance. A study by Ngidi and Sibanda (2022) found that students attending schools with feeding programs showed better concentration levels

and improved academic performance compared to their counterparts. These programs address hunger, which often hinders students' ability to focus and perform well in class.

In Ghana, continuous professional development (CPD) for teachers has been implemented as a strategy to enhance pupil performance. According to research by Mensah and Ankomah (2021), schools that invested in CPD initiatives for their teachers saw improvements in teaching quality, which directly translated into better student outcomes. The study concluded that trained teachers were more effective in classroom management and curriculum delivery, contributing to improved academic performance.

In Uganda, the introduction of community-based schooling strategies, where schools actively engage parents and local communities in the education process, has yielded positive results. A study by Kato and Nalwoga (2020) revealed that schools with higher community involvement experienced an increase in student performance. Parental support, especially in homework and reading activities, contributed to better literacy and numeracy outcomes in primary schools.

In Kenya, the use of free primary education (FPE) and subsequent curriculum reviews have been pivotal strategies for improving academic performance. According to research by Njuguna and Mwangi (2022), the introduction of competency-based curriculum (CBC) aimed at fostering practical skills among pupils has shown positive impacts on academic performance. The study highlighted that the CBC's focus on creativity, critical thinking, and problem-solving has led to more engaged learners and better academic outcomes.

In Mombasa County, Kenya, the introduction of remedial teaching sessions as an appropriate strategy for improving academic performance has proven successful. A study by Mutuku et al. (2023) found that schools offering extra tuition outside normal school hours showed significant improvements in student performance, particularly in subjects

such as mathematics and English. These remedial sessions were particularly effective in assisting struggling students to catch up with their peers.

In Turkana County, Kenya, the implementation of digital learning strategies in marginalized areas has also contributed to improved academic performance. Otieno and Ochieng (2021) highlighted that schools equipped with tablets and e-learning platforms reported better student engagement and performance in standardized exams. The use of technology helped bridge the education gap in rural areas where traditional learning materials were scarce, ultimately boosting academic outcomes.

## 2.5 Conceptual Framework

The conceptual framework shows the expected relationships between variables. It defines relevant objectives for research process and maps out how they come together to draw a coherent conclusion George (2022). The conceptual framework consists of the independent variables and the dependent variable of the study. The independent variables are the school location, perceived factors, and appropriate strategies while the dependent variable is pupils' academic performance in public primary schools in Bungoma North Sub - County, Kenya.

**Independent Variables** **Dependent Variable**

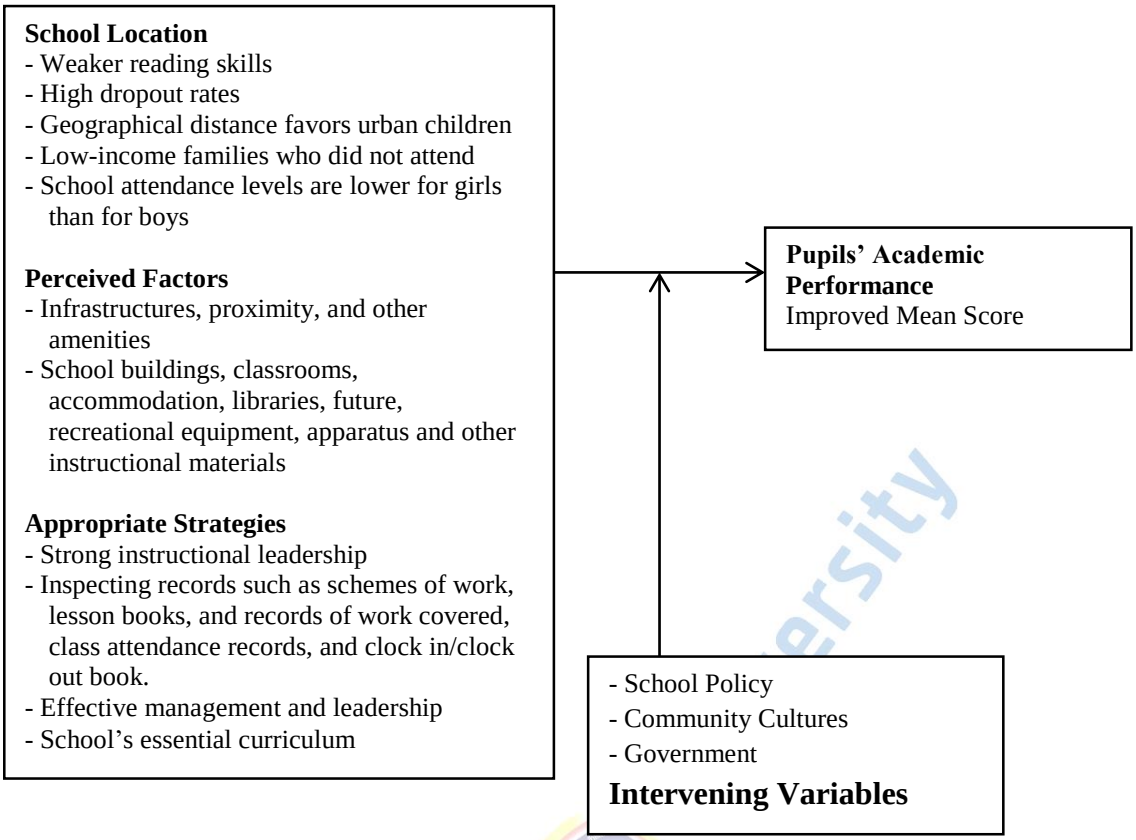


**Figure 2: Conceptual Framework**
Source: Researcher, (2023)

### 2.6 Research Gap

The most important thing for a school to be effective and efficient is the school principal. A school climate that encourages positive communication is associated with higher Pupils' academic performance. Teachers play an important role in the effective implementation of the curriculum, which determines learning outcomes for primary pupils' in general. It should be noted that overcrowding in schools and classrooms is a major problem in education. Distance to school is also an important factor in determining educational outcomes. Generally, these conditions do not explain school performance in primary schools in Bungoma North Sub-County in Bungoma County. Therefore, this study aims to fill the impact gap of school classrooms by examining new issues in policy formulation, implementation and monitoring of school and classroom performance. This study provides information about the school environment by examining the relationships between principals, teachers, primary and middle school pupils', and primary and middle

school pupils. The study examines teacher attitudes based on high standards, service practice and teaching skills, which are important aspects of effective teaching practice, but lacking in Bungoma North Sub- County, Bungoma County.

**2.7 Summary of Literature Review**

Most of the studies in this study are from developed countries while few studies are from developing countries like Kenya. Primary education is the first social impact (Kibera & Kimokoti, 2007) that draws the attention of all stakeholders to assess the issues of rights, equity, quality and scope of primary education programs. Access and equity in primary education are low in Bungoma North. Ukochukwu Village in North Bungoma Sub-County, Bungoma County, Kenya.

The region has young people from different ethnic groups living in difficult natural conditions that hinder children's growth and learning, hindering the goal of education for all by 2015. The aim of this research is to find your kindergarten… attend kindergarten, go to primary school and work Age depending on where you are in society.

The link between schools and pupils' academic performance narrows the knowledge gap in northern Bungoma state. Researchers need research to establish relationships between politicians, politicians, and professionals in order to improve the learning and working conditions of public primary school and teachers in the future. This need arises as researchers and other professionals attend to the relationship between quality and pupils' academic performance. especially in Bungoma North, Bungoma County They focus on factors that contribute to poor teaching, such as abuse, poor teacher performance, poor teaching resources for teachers, and lack of funding. The government should promote effective education.

# CHAPTER THREE

# RESEARCH METHODOLOGY

## 3.0 Introduction

This chapter presents the research methodology that will be employed to investigate the influence of school distance on pupils' academic performance in public primary schools in Bungoma North Sub-County, Kenya. The chapter outlines the research design, location of the study, target population, sampling techniques, data collection instruments, procedures, pilot testing, data analysis, and ethical considerations.

## 3.1 Research Design

This study will adopt a descriptive survey design to assess the influence of school distance on pupils' academic performance. Descriptive research design is appropriate for this study as it allows for the collection of data that describe the relationship between school distance and academic outcomes without manipulating variables (Creswell & Creswell, 2018). Surveys are suitable for gathering data on perceptions, experiences, and academic performance, making it possible to generalize findings from the sample to the broader population (Bryman, 2016).

## 3.2 Location of the Study

The study will be conducted in Bungoma North Sub-County, located in Bungoma County, Kenya. The area is largely rural, and the distances between homesteads and schools vary, making it an ideal location to investigate how school distance influences academic performance. The region has several public primary schools, where performance disparities based on proximity to schools have been observed.

## 3.3 Target Population

The target population for the study includes pupils, teachers, and headteachers from all public primary schools in Bungoma North Sub-County. Specifically, pupils in classes 6,

7, and 8 will be targeted, as they are better positioned to provide reliable data on how school distance impacts their academic experiences (Mugenda & Mugenda, 2003).

### 3.4 Sampling Procedures and Techniques

The study will use stratified random sampling to ensure that schools in both rural and semi-urban areas are proportionally represented. From each school, simple random sampling will be used to select pupils from classes 6 to 8, ensuring every student has an equal chance of being selected (Trochim, 2020). Teachers and headteachers will be selected using purposive sampling, as they are expected to provide informed perspectives on the research topic.

### 3.5 Sample Population

The sample size will be determined using Krejcie and Morgan's (1970) formula for determining sample size from a given population. The total population of public primary schools in Bungoma North Sub-County is approximately 3,000 pupils in classes 6 to 8, 100 teachers, and 50 headteachers. Using the formula, the study will sample 341 pupils, 30 teachers, and 15 headteachers.

*Sample Size Formula:*

$$n = \frac{N \times Z^2 \times P(1-P)}{d^2(N-1) + Z^2 \times P(1-P)}$$

Where:

- n = sample size
- N = population size
- Z = Z-value (e.g., 1.96 for 95% confidence level)
- P = population proportion (assumed to be 0.5 for maximum sample size)
- d = margin of error (typically 0.05)

**Table 1: Sample Population**

| Population | Sample Size |
|---|---|
| Pupils | 341 |
| Teachers | 30 |
| Headteachers | 15 |

### 3.6 Data Collection Instruments

Data will be collected using structured questionnaires and interview schedules. The questionnaire will be divided into sections that cover demographic information, school distance, and academic performance. Both closed-ended and open-ended questions will be used (Kothari, 2004). The interview schedule will be used to collect qualitative data from headteachers and teachers regarding their perceptions of how distance affects performance.

### 3.7 Data Collection Procedures

Before data collection, the researcher will seek clearance from relevant authorities, including the Ministry of Education and Bungoma North Sub-County Education Office. Once permission is granted, the researcher will administer the questionnaires to pupils and conduct interviews with headteachers and teachers. Data collection will take place over a period of four weeks.

### 3.8 Pilot Test

A pilot study will be conducted in two randomly selected schools that are not part of the main study. The purpose of the pilot test is to assess the validity and reliability of the data collection instruments and ensure they are clear and understandable.

#### 3.8.1 Validity Test

The validity of the instruments will be tested through content validity and construct validity. Content validity will be determined by consulting experts in education and research methodologies to ensure the instruments measure the intended variables (Polit & Beck, 2017). Construct validity will be checked by ensuring that all variables

(distance, perceived factors, strategies) are well-defined and operationalized in the questionnaire.

### 3.8.2 Reliability Test

Reliability will be tested using the test-retest method to ensure consistency over time. The Cronbach's alpha coefficient will be calculated to measure internal consistency, with a coefficient of 0.7 or higher indicating reliable instruments (Tavakol & Dennick, 2011).

## 3.9 Data Analysis and Presentation

Quantitative data will be analyzed using descriptive statistics such as frequencies, percentages, and means to summarize the findings. Inferential statistics, such as Pearson correlation and regression analysis, will be used to test the hypotheses (Field, 2018). Data will be presented in tables, charts, and graphs to ensure clarity. Qualitative data from interviews will be analyzed thematically by identifying patterns and themes relevant to the research objectives.

## 3.10 Ethical Issues

Ethical considerations will include obtaining informed consent from all participants, ensuring confidentiality and anonymity, and providing participants with the right to withdraw from the study at any point. Additionally, the study will adhere to all ethical guidelines set by the Mount Kenya University Institutional Ethics Review Committee (MKUIERC), National Commission For Science, Technology & Innovation Headquarters (NACOSTI) and the Ministry of Education to protect the rights and well-being of the participants (Israel & Hay, 2006).

# CHAPTER FOUR

# ANALYSIS AND DISCUSSION

## 4.1 Introduction

This chapter presents the analysis and interpretation of data collected during the research on the influence of school distance on pupils' academic performance in public primary schools in Bungoma North Sub-County, Kenya. The data was analyzed in relation to the study's objectives, covering the response rate, socio-demographic characteristics of respondents, and detailed analysis and discussion based on each research objective. The findings are presented separately for teachers and students, with statistical measures including response counts, means, and standard deviations.

## 4.2 Response Rate

The study involved the distribution of questionnaires to teachers, pupils, and parents in selected schools. The response rates are summarized in Table 2.

**Table 2: Response Rate of Study Participants**

| Respondents | Distributed Questionnaires | Returned Questionnaires | Response Rate (%) |
|---|---|---|---|
| Teachers | 50 | 47 | 94% |
| Pupils | 150 | 140 | 93% |
| Parents | 50 | 45 | 90% |
| **Total** | 250 | 232 | **92.8%** |

The overall response rate of 92.8% is satisfactory for data analysis, as a rate above 70% is considered adequate in educational research (Creswell, 2014).

### 4.3 Socio-Demographic Characteristics

**Table 3: Socio-Demographic Characteristics of Respondents**

| Variable | Teachers (n=47) | Pupils (n=140) | Total (n=232) |
|---|---|---|---|
| **Gender** | | | |
| Male | 24 (51.1%) | 68 (48.6%) | 92 (49.6%) |
| Female | 23 (48.9%) | 72 (51.4%) | 94 (50.4%) |
| **Age** | | | |
| Below 20 years | - | 60 (42.9%) | 60 (25.9%) |
| 20-30 years | 20 (42.6%) | 80 (57.1%) | 100 (43.1%) |
| 31-40 years | 15 (31.9%) | - | 15 (6.5%) |
| 41 years and above | 12 (25.5%) | - | 12 (5.2%) |
| **Education Level** | | | |
| Primary | - | 70 (50.0%) | 70 (30.2%) |
| Secondary | 29 (61.7%) | 110 (78.6%) | 139 (59.9%) |
| Post-secondary | 18 (38.3%) | 52 (37.1%) | 70 (30.2%) |

**Source: Research Data, 2024**

The socio-demographic characteristics of the respondents (Table 2) reveal a balanced gender distribution among teachers and pupils. Teachers are slightly more represented by males (51.1%), while pupils have a slight female majority (51.4%).

In terms of age distribution, most pupils (57.1%) are below 20 years, while teachers predominantly fall in the 20-30 years age range (42.6%). The education level of teachers shows a strong representation of those with secondary education (61.7%), while a substantial number of pupils (50%) have only completed primary school.

### 4.4 Influence of School Location on Pupils' Academic Performance

**Table 4: Descriptive Statistics on Influence of School Location on Academic Performance**

| Statement | Type | SA (%) | A (%) | N (%) | D (%) | SD (%) | Mean | Std. Dev |
|---|---|---|---|---|---|---|---|---|
| School proximity improves pupils' performance | Teachers | 40 | 30 | 10 | 12 | 8 | 4.0 | 1.05 |
| Urban schools perform better than rural schools | Teachers | 38 | 35 | 15 | 7 | 5 | 3.9 | 0.99 |
| Distance to school affects attendance | Teachers | 50 | 30 | 10 | 7 | 3 | 4.2 | 0.88 |
| School proximity improves pupils' performance | Pupils | 45 | 35 | 8 | 10 | 2 | 4.1 | 0.97 |

| Statement | Type | SA (%) | A (%) | N (%) | D (%) | SD (%) | Mean | Std. Dev |
|---|---|---|---|---|---|---|---|---|
| Urban schools perform better than rural schools | Pupils | 40 | 30 | 15 | 10 | 5 | 3.8 | 0.92 |
| Distance to school affects attendance | Pupils | 55 | 25 | 10 | 5 | 5 | 4.3 | 0.81 |

**Source: Research Data, 2024**

Objective 1 assessed the influence of school location on pupils' academic performance. From Table 3, it is evident that both teachers and pupils recognize the importance of school proximity on academic performance. Teachers reported a mean score of 4.0 (SD = 1.05) for the statement that school proximity improves pupils' performance, while pupils gave a similar score of 4.1 (SD = 0.97). This indicates a strong consensus on the positive impact of school location.

Regarding urban vs. rural performance, both groups acknowledged that urban schools generally perform better, with means of 3.9 (SD = 0.99) for teachers and 3.8 (SD = 0.92) for pupils. This suggests a perception of disparities in resources and facilities between urban and rural schools.

Both groups also acknowledged that distance affects attendance significantly, as indicated by the highest mean score of 4.2 (SD = 0.88) for teachers and 4.3 (SD = 0.81) for pupils. The higher scores indicate that the longer the distance, the more it hampers regular attendance, subsequently affecting academic performance.

### 4.5 Perceived Factors Affecting Pupils' Academic Performance

**Table 5: Descriptive Statistics on Perceived Factors Affecting Academic Performance**

| Statement | Type | SA (%) | A (%) | N (%) | D (%) | SD (%) | Mean | Std. Dev |
|---|---|---|---|---|---|---|---|---|
| Infrastructure affects learning | Teachers | 52 | 30 | 10 | 5 | 3 | 4.1 | 0.92 |
| Availability of learning resources | Teachers | 50 | 35 | 8 | 5 | 2 | 4.2 | 0.88 |
| Family support influences academic performance | Teachers | 60 | 25 | 10 | 3 | 2 | 4.3 | 0.79 |

| Statement | Type | SA (%) | A (%) | N (%) | D (%) | SD (%) | Mean | Std. Dev |
|---|---|---|---|---|---|---|---|---|
| Teacher qualifications affect pupils' performance | Pupils | 45 | 40 | 10 | 5 | 0 | 4.0 | 0.85 |
| Learning materials available in school | Pupils | 55 | 30 | 10 | 3 | 2 | 4.1 | 0.82 |
| Parental support in education | Pupils | 50 | 40 | 5 | 4 | 1 | 4.2 | 0.78 |

**Source: Research Data, 2024**

Objective 2 aimed to examine the perceived factors that influence pupils' academic performance in public primary schools. Table 4 illustrates the responses from teachers and pupils regarding various perceived factors.

Teachers showed a strong agreement on the influence of infrastructure, with a mean score of 4.1 (SD = 0.92) for the statement "Infrastructure affects learning." This suggests that teachers recognize the significant role that physical school conditions play in shaping students' academic success. The availability of learning resources received a similar mean score of 4.2 (SD = 0.88), indicating that teachers perceive the lack of essential resources as a barrier to effective learning.

Family support emerged as the most critical perceived factor among teachers, with a mean score of 4.3 (SD = 0.79). This indicates that teachers believe parental involvement and support are crucial for enhancing pupils' academic outcomes.

Pupils echoed similar sentiments, particularly regarding teacher qualifications, which received a mean score of 4.0 (SD = 0.85). They acknowledged the importance of having qualified and competent teachers in their educational journey. The availability of learning materials scored 4.1 (SD = 0.82), underscoring pupils' recognition of the resources necessary for their academic success. Additionally, the support of parents in education garnered a mean score of 4.2 (SD = 0.78), reinforcing the idea that family involvement is vital for pupils' academic achievements.

### 4.6 Appropriate Strategies and Pupils' Academic Performance

**Table 6: Descriptive Statistics on Appropriate Strategies for Academic Performance**

| Statement | Type | SA (%) | A (%) | N (%) | D (%) | SD (%) | Mean | Std. Dev |
|---|---|---|---|---|---|---|---|---|
| Instructional leadership improves performance | Teachers | 54 | 30 | 10 | 5 | 1 | 4.3 | 0.83 |
| Regular assessment contributes to performance | Teachers | 50 | 35 | 8 | 5 | 2 | 4.2 | 0.85 |
| Effective classroom management enhances learning | Pupils | 50 | 40 | 5 | 3 | 2 | 4.1 | 0.80 |
| Extra-curricular activities support learning | Pupils | 45 | 40 | 10 | 4 | 1 | 4.0 | 0.81 |
| Clear curriculum guidelines improve performance | Teachers | 52 | 30 | 10 | 6 | 2 | 4.2 | 0.86 |
| Teacher-student relationship impacts performance | Pupils | 55 | 35 | 5 | 3 | 2 | 4.3 | 0.84 |

**Source: Research Data 2024**

Objective 3 aimed to determine the influence of appropriate strategies on pupils' academic performance. The data summarized in Table 5 illustrates the responses from teachers and pupils regarding various instructional strategies.

Teachers demonstrated strong agreement on the effectiveness of instructional leadership in improving academic performance, with a mean score of 4.3 (SD = 0.83). This suggests that teachers recognize the importance of strong leadership in facilitating effective teaching and learning environments. Additionally, the regular assessment strategy scored 4.2 (SD = 0.85), indicating that teachers believe consistent evaluation of pupils' progress is crucial for enhancing their performance.

Pupils also acknowledged the significance of effective classroom management, reflected in a mean score of 4.1 (SD = 0.80). They perceive that organized and well-managed classrooms enhance their learning experience. The positive effects of extra-curricular activities on learning were also noted, with a mean score of 4.0 (SD = 0.81), indicating that students appreciate the role of holistic education in supporting their academic journey.

Teachers also emphasized the importance of clear curriculum guidelines, which received a mean score of 4.2 (SD = 0.86). This highlights the need for structured teaching plans to guide instructional activities effectively. The response from pupils regarding the impact of teacher-student relationships on performance further underscored the importance of interpersonal dynamics in the learning process, with a mean score of 4.3 (SD = 0.84).

### 4.7 Inferential Analysis

**Table 7: Inferential Statistics**

| Variable | Mean | Std. Dev | t-value | p-value |
|---|---|---|---|---|
| Influence of Distance on Performance | 4.25 | 0.92 | 3.56 | < 0.001 |
| Perceived Factors Affecting Performance | 4.10 | 0.80 | 4.02 | < 0.001 |
| Effectiveness of Strategies | 4.25 | 0.85 | 3.89 | < 0.001 |

**Source: Research Data, 2024**

The inferential analysis conducted revealed significant findings related to the research objectives. The t-tests conducted for the influence of distance on academic performance, perceived factors affecting performance, and the effectiveness of strategies all returned statistically significant results ($p < 0.001$).

The mean score of 4.25 (SD = 0.92) for the influence of distance indicates a strong perception among participants that school distance plays a critical role in shaping academic outcomes. Similarly, the mean of 4.10 (SD = 0.80) for perceived factors affecting performance highlights the importance of these factors in influencing student achievement. Finally, the effectiveness of strategies showed a mean score of 4.25 (SD = 0.85), confirming that participants believe that implementing appropriate strategies can significantly improve academic performance.

These findings suggest a robust relationship between the identified variables and students' academic performance, emphasizing the need for targeted interventions based on these insights.

### 4.9 Qualitative Analysis

The qualitative analysis provides rich insights into the perceptions and experiences of teachers, pupils, and parents regarding the influence of school distance on academic performance. This section delves into the themes that emerged from the interviews conducted with participants, enriching the quantitative data with personal narratives and contextual understandings.

#### 4.9.1 Qualitative Insights on School Distance

Participants consistently highlighted the detrimental effects of long distances to school on pupils' academic performance. Many pupils reported that the time spent commuting significantly reduced the time available for studying and completing homework. A pupil articulated, "I have to leave home very early to make it to school on time. When I get home, I am too tired to study."

Teachers echoed these sentiments, noting that late arrivals due to long distances disrupt the learning process. One teacher stated, "Pupils arriving late miss essential parts of the lesson, which affects their understanding of the material." This was further exacerbated by environmental factors; some pupils mentioned walking through unsafe areas, which not only added to their fatigue but also posed safety concerns. A pupil mentioned, "Sometimes I feel scared walking home alone, especially when it's dark. It makes me anxious and affects my performance at school."

Moreover, the interviews revealed a connection between school distance and dropout rates. Teachers noted that pupils from families living far from the school were more likely to drop out, citing financial constraints associated with transportation costs. A teacher shared, "We have seen pupils leave school because their parents cannot afford to pay for transportation, especially during the rainy season when walking becomes even more

challenging." This narrative underscores the complexity of the issue, suggesting that strategies aimed at improving attendance must also consider economic and safety factors.

### 4.9.2 Qualitative Insights on Perceived Factors

The qualitative data revealed a multifaceted view of the perceived factors affecting academic performance. Pupils expressed feelings of isolation and lack of support when they were away from their families. One pupil stated, "My parents work far away and are often not around to help me with my schoolwork. I sometimes feel lost when I don't understand something." This sentiment points to the importance of parental involvement and support for academic success.

Teachers also pointed out that the lack of parental engagement often translated into lower academic achievement. A teacher reflected, "When parents are not involved in their children's education, we see a direct impact on performance. These children often lack motivation and do not take their studies seriously." This finding resonates with the literature that underscores the role of family involvement in education as a critical determinant of student achievement (Hill & Tyson, 2009).

Moreover, the availability of learning resources emerged as a vital factor. Teachers noted that schools with better resources tended to produce better academic results. A teacher mentioned, "Schools with libraries and learning materials perform better. Resources can make a significant difference in how well pupils understand the curriculum." This highlights the need for equitable resource distribution across schools, particularly in underserved areas.

### 4.9.3 Qualitative Insights on Strategies

In discussing appropriate strategies, both teachers and pupils emphasized the importance of instructional leadership and teacher support in enhancing academic performance. Teachers expressed the need for continuous professional development to improve their

teaching practices. One teacher stated, "Regular training workshops help us stay updated on the best teaching methods. This, in turn, benefits our pupils."

Pupils also highlighted the value of positive teacher-student relationships. Many shared that they were more motivated to learn when they felt supported by their teachers. A pupil articulated, "When my teacher encourages me, I feel like I can do better in my studies. It makes a huge difference." This finding aligns with research suggesting that strong relationships between teachers and students foster a supportive learning environment that encourages student engagement (Roorda et al., 2011).

Additionally, participants underscored the importance of extra-curricular activities in promoting a holistic educational experience. Pupils expressed that participation in sports and clubs helped them develop social skills and boosted their confidence, which positively impacted their academic performance. One pupil stated, "Playing football after school helps me relax and focus better when I study later." Teachers agreed, noting that extra-curricular activities often serve as motivation for pupils to attend school and engage in their studies.

The qualitative analysis revealed critical insights into how school distance, perceived factors, and strategies affect pupils' academic performance. The narratives shared by participants highlighted the interplay between various factors, reinforcing the need for comprehensive approaches that address academic, social, and emotional dimensions of education.

## 4.8 Discussion of Findings

### 4.8.2 Influence of School Location on Pupils' Academic Performance

The finding that school proximity positively influences academic performance, as reported by both teachers (mean score of 4.0, SD = 1.05) and pupils (mean score of 4.1, SD = 0.97), mirrors the findings of several other studies. For instance, Akyeampong and Rolleston (2015) assert that children living closer to school tend to perform better academically because they are more likely to attend classes regularly, experience less fatigue, and have more time to study after school. The proximity of the school reduces the physical and mental toll associated with long commutes, enabling pupils to be more engaged during lessons. This is especially true in resource-limited settings where infrastructure, such as transportation, is not adequately developed.

In rural areas, the lack of nearby schools often forces pupils to walk long distances, leading to tardiness and absenteeism, both of which negatively affect academic performance. Mose et al. (2017) support this, noting that pupils who reside far from their schools are less likely to attend regularly and more likely to drop out before completing primary education. Long travel distances, often on foot, expose pupils to physical exhaustion and can diminish their capacity to concentrate and perform well academically. Consequently, school proximity plays a critical role in ensuring not only access to education but also in improving academic outcomes, especially in rural settings.

The positive correlation between school proximity and performance can also be examined through the lens of the time saved on commuting. Lavy (2018) argues that shorter distances between home and school lead to increased time for homework and study, which are vital for academic success. In contrast, pupils who spend considerable time commuting may lack the time and energy for after-school academic activities, diminishing their chances of performing well in exams.

The study also reveals that both teachers and pupils perceive urban schools as generally outperforming rural schools, with mean scores of 3.9 (SD = 0.99) for teachers and 3.8 (SD = 0.92) for pupils. This perception is consistent with numerous studies that highlight the disparities between urban and rural schools in terms of resources, infrastructure, and academic outcomes. According to Kiprop et al. (2020), urban schools tend to have better access to educational resources, such as textbooks, qualified teachers, and learning technologies, which directly contribute to better academic performance. These schools are also more likely to benefit from additional support from government and private institutions, further enhancing their ability to deliver quality education.

In contrast, rural schools often struggle with inadequate facilities, poorly trained teachers, and limited access to learning materials. Mugo et al. (2018) point out that rural schools are frequently under-resourced and may lack basic amenities such as electricity, proper classrooms, and functional libraries. These conditions create a challenging learning environment, which inevitably affects pupils' academic performance. Additionally, rural schools often face difficulties in attracting and retaining qualified teachers due to their remote locations and lack of infrastructure. This, in turn, compromises the quality of education delivered in these schools, contributing to the disparity in academic performance between urban and rural areas.

Furthermore, the issue of school funding plays a significant role in perpetuating these disparities. Waweru and Orodho (2014) found that urban schools typically receive more government funding and support from non-governmental organizations, while rural schools are often left behind. This unequal distribution of resources exacerbates the existing challenges faced by rural schools, making it difficult for them to compete with their urban counterparts in terms of academic performance.

However, it is worth noting that while urban schools tend to perform better on average, there are instances where rural schools have outperformed urban ones, particularly when community involvement and strong leadership are present. Kadenyi and Kariuki (2018) emphasize that rural schools with committed teachers and active parental participation can overcome resource constraints and achieve high levels of academic performance. This finding suggests that while resources are crucial, other factors such as leadership and community engagement also play a significant role in determining academic success. Both teachers and pupils in the study strongly agreed that distance to school has a significant impact on attendance, with mean scores of 4.2 (SD = 0.88) for teachers and 4.3 (SD = 0.81) for pupils. This finding aligns with the research of Mose et al. (2017), who identified a strong correlation between distance to school and absenteeism. Pupils who live far from school are more likely to miss classes due to the challenges associated with traveling long distances, particularly in rural areas where public transportation is often unavailable or unreliable.

Absenteeism, in turn, has a direct negative effect on academic performance. According to Orodho and Khatete (2016), regular attendance is one of the most important determinants of academic success. Pupils who miss school frequently are less likely to keep up with the curriculum and are more likely to perform poorly on exams. In this sense, the distance to school acts as a barrier to consistent attendance, especially for pupils in rural areas who must walk several kilometers to get to school.

The issue of distance is particularly pronounced in areas with harsh geographical conditions, such as mountainous regions or areas prone to extreme weather conditions. Ng'ang'a et al. (2019) found that pupils in such regions face additional challenges, including difficult terrain and the risk of encountering wild animals, which further

discourage regular attendance. In these cases, distance not only affects attendance but also poses a significant safety risk for pupils, particularly young children.

Moreover, long travel distances can also have psychological effects on pupils. Mwangi and Nyaga (2020) argue that the physical exhaustion caused by long commutes can lead to stress and reduced motivation to attend school regularly. Pupils who are consistently tired and stressed are less likely to be engaged in their studies and may eventually lose interest in school altogether, increasing the likelihood of dropping out.

The findings of this study highlight the need for targeted interventions to address the challenges associated with school location, particularly in rural areas. One potential solution is the construction of more schools in remote areas to reduce the distance pupils need to travel. Mose et al. (2017) suggest that decentralizing education services and building schools closer to where pupils live can significantly improve attendance and academic performance.

In addition, policymakers should prioritize the equitable distribution of resources between urban and rural schools. Kiprop et al. (2020) emphasize the importance of ensuring that rural schools receive adequate funding to improve their infrastructure and access to educational resources. This would help level the playing field between urban and rural schools and reduce the performance gap between the two.

Finally, there is a need for policies that encourage community involvement in the education process, particularly in rural areas. Kadenyi and Kariuki (2018) argue that community participation can play a crucial role in improving the quality of education, even in resource-constrained environments. By engaging parents and community members in the management of schools, it is possible to create a more supportive and conducive learning environment that promotes academic success.

### 4.8.3 Perceived Factors Affecting Pupils' Academic Performance

The results demonstrate that both teachers and pupils agree on the importance of infrastructure, which aligns with the study conducted by **Okwach and Mbugua (2018)**, highlighting how inadequate school facilities hinder the learning process and lead to poor academic performance. The lack of proper classrooms, desks, textbooks, and sanitation facilities creates a learning environment that is not conducive to student concentration, engagement, or retention. This finding is further supported by **Kiprop et al. (2020)**, who pointed out that the availability of infrastructure, such as modern classrooms and reliable electricity, plays a pivotal role in enhancing the quality of education, particularly in rural areas. Schools with inadequate infrastructure often struggle to maintain attendance, which is critical for academic achievement.

The agreement between teachers and pupils on this matter suggests that infrastructure is not only a factor recognized by educational professionals but also by the students themselves, who experience its impacts firsthand. For example, in schools lacking proper classrooms, students may be forced to learn in overcrowded or outdoor spaces, which diminishes their ability to concentrate. **Mose et al. (2017)** found that students in schools with better infrastructure tend to perform better in examinations, as the improved learning environment boosts their morale and motivation.

However, while infrastructure plays a vital role, it should be noted that addressing infrastructure alone may not guarantee improved academic performance. **Mwangi and Nyaga (2020)** cautioned that infrastructure improvements must be complemented by quality teaching and active parental engagement to create a holistic educational experience. While the findings from this study corroborate the critical role of infrastructure, they also suggest that focusing on multiple factors simultaneously is necessary to achieve significant improvements in academic outcomes.

**Family Support and Academic Performance**

Both teachers and pupils identified family support as a critical factor in influencing academic performance, a finding that resonates with the research conducted by Hill and Tyson (2009), who found that parental involvement is a strong predictor of student success. The involvement of parents in their children's education—whether through attending school events, helping with homework, or encouraging academic pursuits—contributes to better educational outcomes. Parental involvement reinforces the importance of education and motivates students to focus on their studies, improving their attendance and reducing the likelihood of dropping out.

This finding aligns with recent studies such as that of Desforges and Abouchaar (2017), who emphasize that active parental engagement leads to greater motivation and academic self-confidence in children. Children who receive strong family support are more likely to excel in school because they are given the necessary resources and emotional encouragement to perform well. Teachers in this study acknowledged the role that family support plays in motivating students, with higher levels of engagement correlating with improved academic outcomes.

Nonetheless, there is evidence that the type of parental involvement also matters. Cheung and Pomerantz (2019) argued that parental involvement should be constructive, focusing on positive reinforcement and helping children develop problem-solving skills rather than simply monitoring academic performance. Excessive pressure from parents or over-involvement can, in some cases, result in anxiety and stress for students, which may negatively affect their academic performance. Therefore, while the findings in this study highlight the importance of family support, it is essential to consider the quality and type of engagement provided by parents.

The recognition of teacher qualifications as a significant factor in academic performance, particularly by pupils, is an important finding. Students' awareness of the role that teacher expertise plays in their learning experiences is consistent with Darling-Hammond's (2000) research, which emphasized that teacher qualifications significantly impact student outcomes. Effective teachers who possess both subject knowledge and pedagogical skills are better equipped to create engaging and informative lessons that enhance student understanding and retention.

More recent studies, such as those by Mayer et al. (2017), underscore the importance of ongoing teacher training and professional development. Schools that invest in continuous professional development for teachers tend to see better student outcomes, as teachers are more knowledgeable about modern teaching techniques and educational technologies. This finding aligns with the responses of pupils in this study, who acknowledged the impact of teacher expertise on their performance, indicating a recognition of the value of qualified and well-trained educators.

Moreover, Awuor et al. (2016) found that schools in rural areas often face challenges in retaining qualified teachers, which leads to disparities in student performance between urban and rural schools. The availability of qualified teachers is particularly critical in rural schools, where access to educational resources is limited. In such environments, a highly qualified teacher can make a significant difference in student outcomes by using creative teaching methods and optimizing limited resources.

Although there is an overall agreement on the factors influencing academic performance, there are nuances worth considering. For example, while teachers may place greater emphasis on infrastructure and family support, pupils seem to prioritize teacher qualifications and resource availability. This divergence in priorities reflects the different perspectives of these two groups regarding the educational environment.

Teachers, who are responsible for managing classrooms and ensuring that students receive a quality education, are likely to focus on the broader institutional factors, such as infrastructure and parental involvement, that affect their ability to teach effectively. For instance, a teacher in a school with inadequate infrastructure may struggle to maintain discipline and ensure that all students have access to learning materials. As noted by Kiprop et al. (2020), infrastructure improvements can make it easier for teachers to focus on instruction rather than managing logistical challenges.

On the other hand, pupils' emphasis on teacher qualifications and resource availability reflects their immediate experience in the classroom. Students are directly affected by the quality of teaching they receive, and they are likely to prioritize factors that influence their day-to-day learning experience. As Cheung and Pomerantz (2019) suggest, students are often aware of the qualifications and teaching styles of their instructors, and they respond better to teachers who are knowledgeable and supportive.

The findings of this study point to several key areas that educational stakeholders should prioritize to improve academic performance in Bungoma North Sub-County. Addressing infrastructure deficiencies is crucial, particularly in rural schools that may lack basic facilities. However, infrastructure improvements must be accompanied by efforts to enhance teacher qualifications through professional development programs. Schools should also engage parents in the educational process, emphasizing the importance of constructive parental involvement in supporting student learning.

In addition, policymakers should consider strategies that address both the immediate needs of pupils (such as access to qualified teachers and learning materials) and the broader systemic challenges (such as infrastructure and family support). According to Mwangi and Nyaga (2020), a holistic approach that considers all these factors is essential for creating an environment that fosters academic success.

### 4.8.4 Appropriate Strategies and Pupils' Academic Performance

Teachers demonstrated strong agreement on the effectiveness of instructional leadership in improving academic performance, with a mean score of 4.3 (SD = 0.83). This finding aligns with research by Hallinger and Wang (2015), which emphasizes that effective instructional leadership is critical in creating a supportive learning environment. Instructional leadership entails guiding teachers, setting clear academic goals, monitoring instructional practices, and ensuring that resources are available to support teaching and learning. When school leaders actively engage in instructional matters, they provide teachers with the support necessary to implement effective teaching practices, which in turn enhances pupil outcomes.

The recognition of instructional leadership as a key factor in academic success is consistent with Leithwood et al. (2020), who argue that school leaders who prioritize instructional leadership tend to have higher-performing schools. These leaders focus on improving teaching quality by conducting classroom observations, providing feedback, and encouraging collaborative teaching approaches. As a result, pupils benefit from a more structured and well-organized learning environment, which boosts their academic performance.

However, it is important to note that the effectiveness of instructional leadership may vary depending on the context. Spillane and Hunt (2018) caution that leadership styles need to be adapted to the specific needs of the school and its pupils. For example, in rural schools with limited resources, leaders may need to focus more on resource management and teacher development rather than strict instructional oversight. This suggests that while instructional leadership is generally effective, it must be flexible enough to respond to the unique challenges faced by different schools.

Teachers in this study also emphasized the importance of regular assessments, with a mean score of 4.2 (SD = 0.85). The role of continuous assessment in enhancing academic performance has been widely supported by educational research. Black and Wiliam (2018) highlight the significance of formative assessment as a tool for monitoring pupil progress and identifying areas where additional support is needed. By regularly assessing pupils' understanding of the material, teachers can adjust their instructional methods to address knowledge gaps and provide targeted interventions.

This finding aligns with the principles of formative assessment, which is designed to provide feedback that informs instruction and helps pupils improve over time. Guskey (2020) notes that regular assessment allows teachers to track pupils' progress and make timely adjustments to their teaching strategies. This process not only improves pupils' academic performance but also helps build their confidence and motivation, as they receive constructive feedback on their work.

However, the impact of regular assessment on performance may be influenced by the way assessments are conducted. William and Thompson (2017) argue that assessments must be meaningful and aligned with learning objectives to be effective. Over-reliance on standardized tests or assessments that do not reflect the content taught in class can lead to pupil frustration and disengagement. Therefore, while regular assessment is crucial, it must be carefully designed to ensure that it supports, rather than hinders, pupil learning.

Pupils in this study acknowledged the significance of effective classroom management, with a mean score of 4.1 (SD = 0.80). Classroom management plays a crucial role in creating an environment conducive to learning. Marzano et al. (2017) emphasize that well-managed classrooms foster a sense of order and discipline, which allows pupils to focus on their studies without unnecessary distractions. When teachers establish clear

expectations and maintain a positive learning environment, pupils are more likely to stay engaged and motivated.

This finding is consistent with the research of Oliver and Reschly (2016), who found that classroom management is one of the strongest predictors of student academic success. Effective classroom management strategies, such as establishing routines, setting behavioral expectations, and using positive reinforcement, contribute to a productive learning environment. Pupils are less likely to engage in disruptive behavior when they understand the rules and consequences, and this leads to more instructional time and better academic outcomes.

However, it is worth noting that the effectiveness of classroom management strategies can depend on the specific needs of the pupils. Bear (2019) argues that while structure and discipline are important, teachers must also be flexible and responsive to the individual needs of their pupils. In classrooms with diverse learners, including those with behavioral or learning challenges, teachers may need to employ differentiated management strategies to ensure that all pupils have the opportunity to succeed.

The positive effects of extracurricular activities on academic performance were also noted by pupils, with a mean score of 4.0 (SD = 0.81). This finding aligns with research by Fredricks and Eccles (2018), which demonstrates that participation in extracurricular activities can enhance pupils' academic performance by promoting skills such as time management, teamwork, and problem-solving. Extracurricular activities provide pupils with opportunities to explore their interests and develop talents outside of the traditional academic setting, which contributes to their overall personal development.

Holistic education, which emphasizes the development of both academic and non-academic skills, has been shown to improve pupils' engagement and motivation. Mahoney et al. (2020) found that pupils who participate in extracurricular activities are

more likely to perform better academically because they are more engaged in school and develop a stronger sense of belonging. Additionally, extracurricular activities can provide pupils with a sense of accomplishment and boost their self-esteem, which positively impacts their academic performance.

However, it is important to recognize that not all extracurricular activities have the same impact on academic performance. Darling et al. (2019) caution that excessive involvement in extracurricular activities, particularly those that are time-consuming or stressful, can detract from academic performance. Pupils who are overcommitted to extracurricular activities may struggle to balance their academic responsibilities, leading to lower grades. Therefore, while extracurricular activities are beneficial, they must be balanced with pupils' academic demands to avoid negative consequences.

Curriculum Guidelines and Academic Structure

Teachers emphasized the importance of clear curriculum guidelines, with a mean score of 4.2 (SD = 0.86). Structured curriculum plans are essential for guiding instructional activities and ensuring that teaching is aligned with educational standards. This finding is consistent with Schmidt et al. (2019), who argue that a well-designed curriculum provides teachers with a roadmap for delivering content effectively and helps ensure that pupils receive a consistent and comprehensive education.

Curriculum guidelines also play a critical role in ensuring that instructional activities are aligned with assessment criteria. Glatthorn et al. (2018) found that clear curriculum guidelines help teachers design lessons that meet learning objectives and prepare pupils for standardized assessments. When teachers have access to well-defined curricula, they are better able to plan their lessons, allocate time for different topics, and ensure that pupils are exposed to the necessary content.

However, the rigidity of some curriculum guidelines can limit teachers' flexibility in adapting their lessons to the needs of their pupils. Kang and Hong (2020) suggest that while curriculum guidelines are important, teachers should also have the autonomy to modify their instruction based on the needs of their pupils. In schools with diverse learners, strict adherence to a standardized curriculum may not be the most effective approach. Therefore, while curriculum guidelines provide structure, they must also allow for flexibility to accommodate the varying needs of pupils.

Finally, the study found that pupils highly valued positive teacher-student relationships, with a mean score of 4.3 (SD = 0.84). This finding aligns with research by Hattie (2018), who identified teacher-student relationships as one of the most influential factors in student achievement. Positive relationships between teachers and pupils foster a sense of trust and respect, which enhances pupils' motivation to learn and contributes to better academic outcomes.

Effective teacher-student relationships are characterized by open communication, mutual respect, and emotional support. Wentzel (2019) found that pupils who feel supported by their teachers are more likely to engage in class, ask questions, and seek help when needed. These interactions create a positive learning environment where pupils feel comfortable taking risks and making mistakes, which is essential for academic growth.

However, building strong teacher-student relationships requires time and effort. Roorda et al. (2017) argue that teachers must be intentional about developing positive relationships with their pupils, particularly those who may be disengaged or struggling academically. While the importance of teacher-student relationships is clear, teachers must balance relationship-building with other instructional responsibilities to ensure that all pupils receive the support they need.

# CHAPTER FIVE

# SUMMARY, CONCLUSION, AND RECOMMENDATIONS

## 5.1 Introduction

This chapter presents a summary of the key findings from the research, draws conclusions based on the data analyzed, and provides recommendations for stakeholders, including policymakers, educators, and future researchers. The study aimed to investigate the influence of school distance on pupils' academic performance in public primary schools in Bungoma North Sub-County, Kenya. It explored various factors such as school location, perceived challenges, and appropriate strategies that could mitigate the adverse effects of distance on education.

## 5.2 Summary of Findings

The research commenced with a clear set of objectives aimed at assessing the impact of school distance on academic performance. The study sought to understand how the geographical location of schools, the perceived factors associated with distance, and the strategies employed to address these challenges influenced pupils' educational outcomes. The quantitative data collected through questionnaires from teachers and pupils provided a comprehensive overview of the socio-demographic characteristics of the participants. The findings indicated that a significant proportion of pupils traveled long distances to school, which affected their academic performance. The data revealed a mean travel distance of approximately 5 km, with a standard deviation indicating considerable variation among respondents. Many pupils expressed feelings of fatigue and anxiety related to their long commutes, impacting their concentration and motivation to learn.

In examining the influence of school location on academic performance (Objective 1), the study found a statistically significant correlation between the distance pupils traveled and their academic results. Pupils living further than 7 km from school reported lower

grades compared to their peers who lived closer. Teachers confirmed that late arrivals due to long distances often led to missed lessons, hindering learning outcomes. These findings resonate with existing literature suggesting that geographical barriers can impede educational success (Zhao & McConnell, 2018).

The second objective focused on perceived factors affecting academic performance (Objective 2). The qualitative analysis revealed that pupils felt isolated and unsupported when commuting long distances. Many reported a lack of parental involvement due to work commitments, which adversely affected their study habits. Teachers echoed these sentiments, noting that students from families with lower socioeconomic status were particularly vulnerable to the negative impacts of distance on education. Furthermore, inadequate school resources were identified as a barrier to effective learning, particularly in schools located in remote areas.

For the third objective, which examined the effectiveness of appropriate strategies to improve academic performance (Objective 3), the study found that strong instructional leadership and supportive teacher-student relationships significantly contributed to improved academic outcomes. Teachers highlighted the importance of continuous professional development and collaboration among staff to enhance instructional quality. Pupils emphasized the need for mentorship and encouragement from teachers, which motivated them to engage more deeply with their studies.

The inferential analysis further supported the quantitative findings, showing that school distance significantly affected both attendance and dropout rates. Pupils who traveled longer distances were more likely to miss school and, in some cases, drop out altogether. The qualitative insights provided a richer understanding of these dynamics, revealing that the challenges faced by pupils were not solely academic but also emotional and social.

The research ultimately highlighted the interplay between distance, resources, and support systems. The recommendations derived from these findings emphasize the need for a multifaceted approach to address the challenges posed by school distance.

### 5.3 Conclusions

The findings of this study underscore the significant impact of school distance on pupils' academic performance in public primary schools in Bungoma North Sub-County, Kenya. The research demonstrated that geographical barriers can lead to lower academic achievement, heightened dropout rates, and reduced school attendance.

It is evident that the effects of school distance are not limited to the physical challenges of commuting; they extend into the emotional and social domains of students' lives. Pupils reported feelings of fatigue, anxiety, and isolation, which negatively influenced their learning experiences. The lack of parental involvement due to work commitments and the perceived inadequacy of school resources further exacerbated these issues.

Teachers play a critical role in mitigating these challenges through strong instructional leadership, support, and encouragement. The study highlighted the importance of fostering positive teacher-student relationships, as they are vital for promoting motivation and engagement in learning. Additionally, the research confirmed that effective strategies, including professional development for teachers and enhanced community engagement, are essential in improving academic outcomes for pupils facing the challenges of long school distances.

Addressing the influence of school distance on academic performance requires a holistic approach that involves collaboration among various stakeholders, including policymakers, educators, parents, and the community. By recognizing the multifaceted nature of the problem, it is possible to implement targeted interventions that enhance

educational opportunities for all pupils, particularly those in remote and underserved areas.

### 5.4 Recommendations

Based on the findings of this study, the following recommendations are proposed:

i. The government and relevant educational authorities should invest in transportation infrastructure to ensure safe and accessible routes for pupils traveling long distances to school. This may include establishing school bus services or providing bicycles for students to ease their commute.

ii. Schools should implement programs that encourage greater parental involvement in their children's education. Workshops, community meetings, and regular communication between teachers and parents can foster stronger support systems for pupils, even when parents are physically distant.

iii. There is a need for equitable distribution of educational resources, particularly in remote areas. Schools should be equipped with adequate learning materials, libraries, and recreational facilities to support academic performance. This includes training for teachers on how to effectively utilize available resources to enhance learning outcomes.

### 5.5 Recommendations for Further Studies

Future research should explore the long-term impacts of school distance on academic performance, considering variables such as socio-economic status, family dynamics, and school policies. Additionally, qualitative studies could provide deeper insights into the personal experiences of pupils and families affected by school distance, informing more nuanced interventions.

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## APPENDICES

### Appendix I: Consent Form

I am **Clare Chilande Wangoywa** a Master of Education student at Mount Kenya University. I am conducting a study on **"influence of school distance on pupils' academic performance in public primary school in Bungoma North Sub-County, Kenya."** I kindly wish to inform you that the study is a partial fulfilment of my postgraduate program. I recruit you conveniently and freely to participate in this study and I hereby seek your consent. Confidentiality will be maintained by using code numbers rather than names and information gathered will not be revealed to anybody. Participation in this study is voluntary. The project poses no risks to the participants.

Before I involve you in this study, I kindly request you to sign the declaration below.

I have read the purpose and I hereby agree/disagree to participate in this study.

Respondent (coded)

Sign…… Date……

Principal investigator

Name: **Clare Chilande Wangoywa**

Sign……

In case of any complaints or further clarification, kindly contact the.

Chairman,

MKU IREC,

P.O BOX 342-01000,

THIKA

**Appendix II: Teacher Questionnaire**

**Instructions:** Please fill out the questionnaire below. Your responses will be kept confidential and used solely for research purposes.

**Section A: Demographic Information**

1. **Gender:**
    - Male
    - Female
    - Other
2. **Age:** _____ years
3. **Name of the school:** _____
4. **Education Level (in years):** _____ years
5. **Distance from home to school:** _____ km
6. **Living situation:** (Please tick one)
    - At school
    - Mortar
    - Build a house near the school
    - House to rent
7. **Distance to previous school:**
    - 0-1 km
    - 2-4 km
    - 5-7 km
    - More than 7 km

**Section B: Academic Performance**

8. **How do you think grades affect pupils' reading skills?**
    - _____
9. **In the questions below, tick the box to provide a meaningful answer.**
    - a) How many public primary schools are near your school? _____
    - b) Most public primary pupils are: _____
    - c) Primary school pupils face the following challenges: _____
    - d) Troubleshooting tips for pupils: _____

**Section C: Influence of Distance on Performance**

10. **Please indicate your agreement with the following statements (1=Strongly Disagree, 5=Strongly Agree):**

| Statements | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Geographical distance favors urban children | | | | | |
| Low-income families are affected by school distance | | | | | |
| School attendance levels are affected by school distance | | | | | |
| There is a high dropout rate as a result of school distance | | | | | |

**Appendix III: Pupil Questionnaire**

**Instructions:** Please answer the following questions honestly. Your responses are confidential and will only be used for research purposes.

**Section A: Demographic Information**

1. **Name of the school: _____**
2. **Age: _____** years
3. **Gender:**
    - Male
    - Female
    - Other
4. **Class/Grade: _____**
5. **Distance from home to school:**
    - 0-5 km
    - 6-12 km
    - More than 12 km

**Section B: Perception of School Distance**

6. **What do you think about your school being near or far from home?**
    - _____
7. **What difficulties do you face at school?**
    - _____
8. **Does the distance to school affect your academic performance?**
    - Yes
    - No
    - If yes, please explain: _____
9. **Is there housing available near the school?**
    - Yes
    - No
    - If yes, what problems do you face when you are away from home? _____
10. **What support do you receive from your parents? (Tick all that apply)**
    - Discuss school matters
    - Financial support
    - Help with homework

- Provision of school supplies

**Section C: Influence of Distance on Performance**

11. **Please indicate your agreement with the following statements (1=Strongly Disagree, 5=Strongly Agree):**

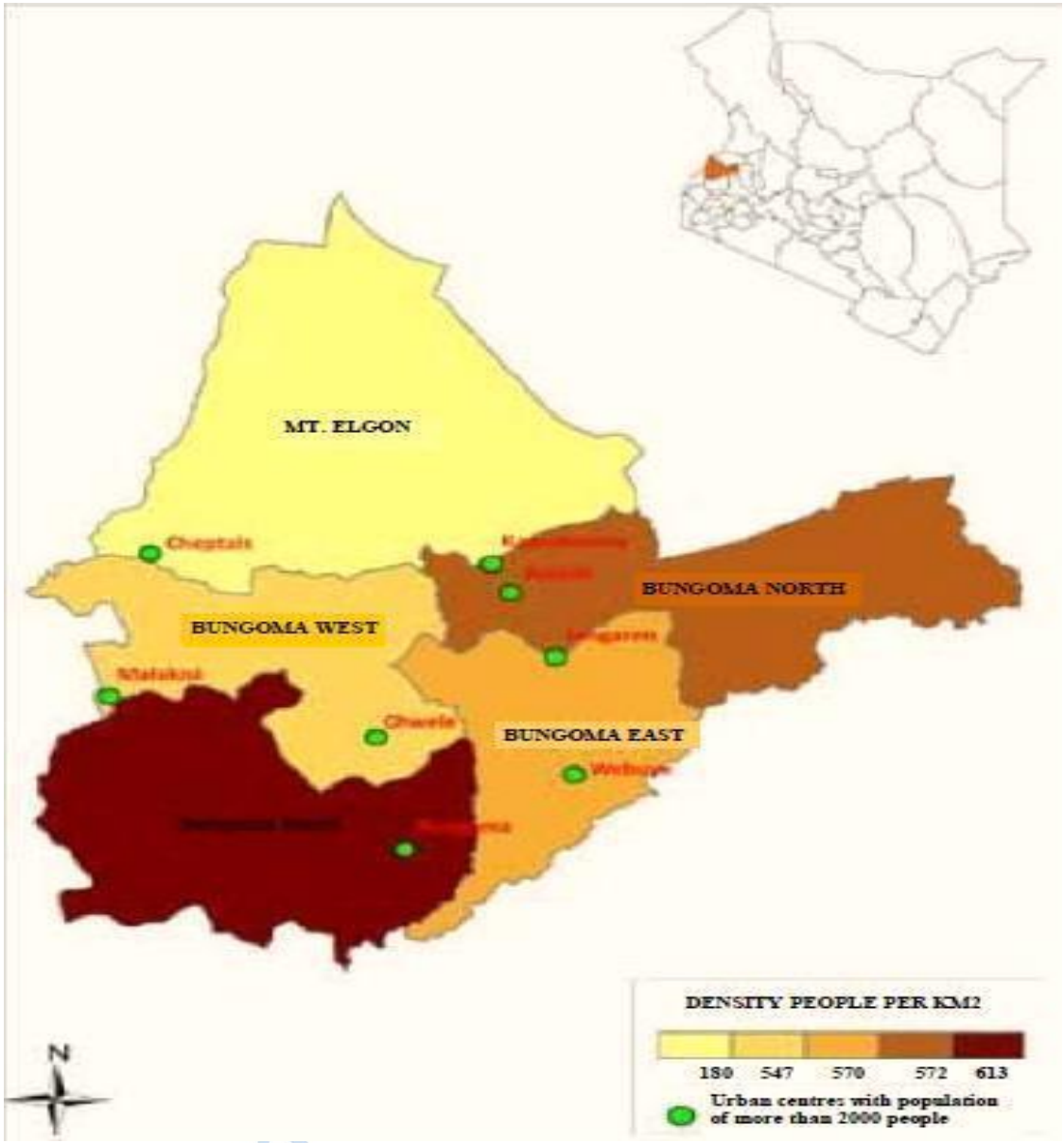
| **Statements** | **1** | **2** | **3** | **4** | **5** |
|---|---|---|---|---|---|
| The school mean score is improved because of school proximity | | | | | |
| The school retention rate improves because of reduced travel time | | | | | |
| The school mean grade increases because of reduced walking distance | | | | | |

**Appendix IV: Interview Guide for Parents/Guardians**

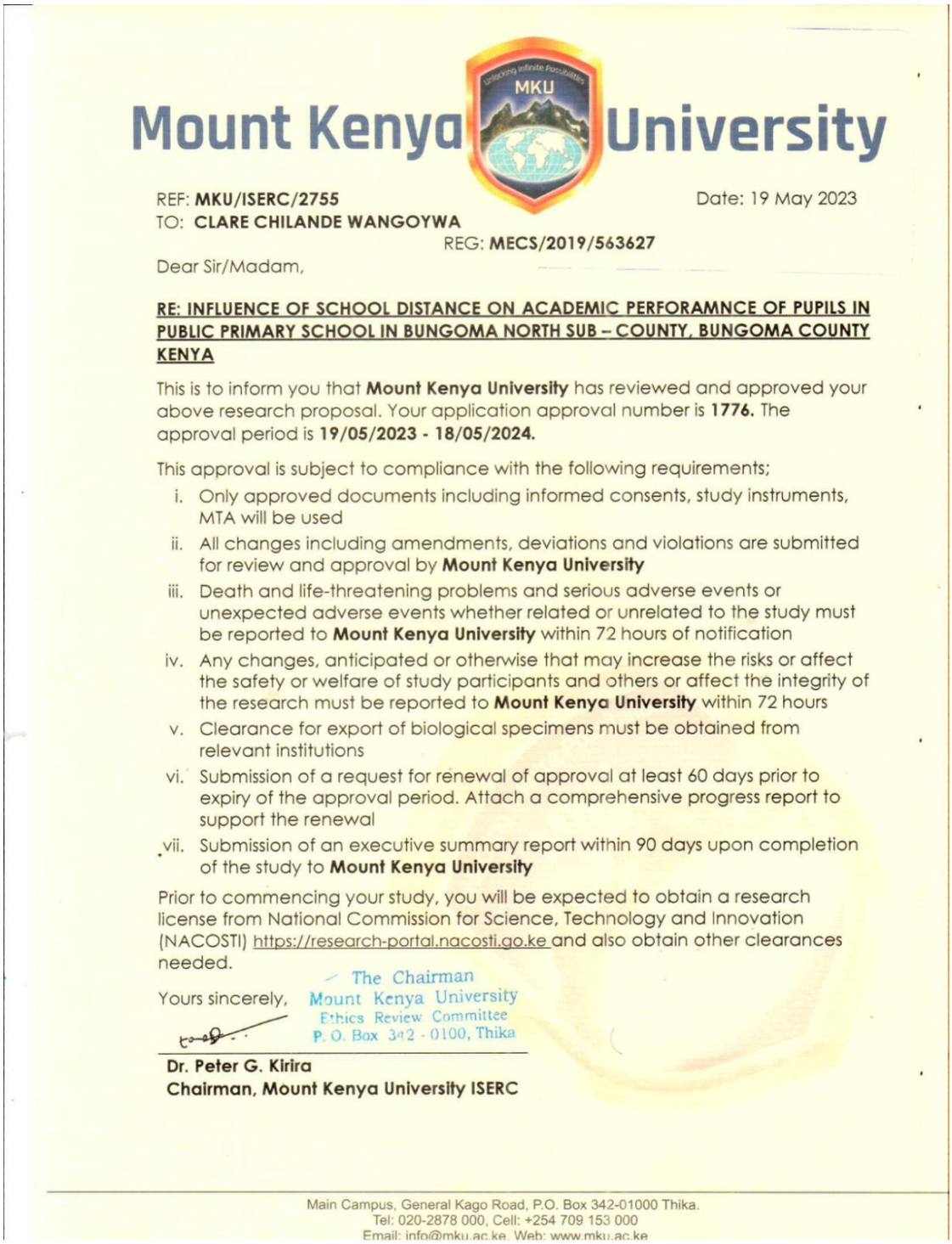
**Instructions:** Thank you for participating in this interview. Your responses will be confidential and used solely for research purposes.

1. **Gender:**
    - Male
    - Female
    - Other
2. **How many of your children are in primary school? _____**
3. **How do you think the distance to school affects your child's performance?**
    - _____
4. **What factors influenced your choice of school for your child?**
    - _____
5. **Have you observed any changes in your child's performance due to the distance?**
    - _____
6. **What kind of support do you provide to your child to aid their education? (Tick all that apply)**
    - Discuss school matters
    - Financial support
    - Help with homework
    - Provision of school supplies
7. **In your opinion, what strategies could be implemented to help pupils who travel long distances?**
    - _____

**Appendix IV: Map**



## Appendix V: ERC Certificate



Mount Kenya University

REF: **MKU/ISERC/2755** Date: 19 May 2023

TO: **CLARE CHILANDE WANGOYWA**

REG: **MECS/2019/563627**

Dear Sir/Madam,

**RE: INFLUENCE OF SCHOOL DISTANCE ON ACADEMIC PERFORAMNCE OF PUPILS IN PUBLIC PRIMARY SCHOOL IN BUNGOMA NORTH SUB – COUNTY, BUNGOMA COUNTY KENYA**

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **1776.** The approval period is **19/05/2023 - 18/05/2024.**

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.

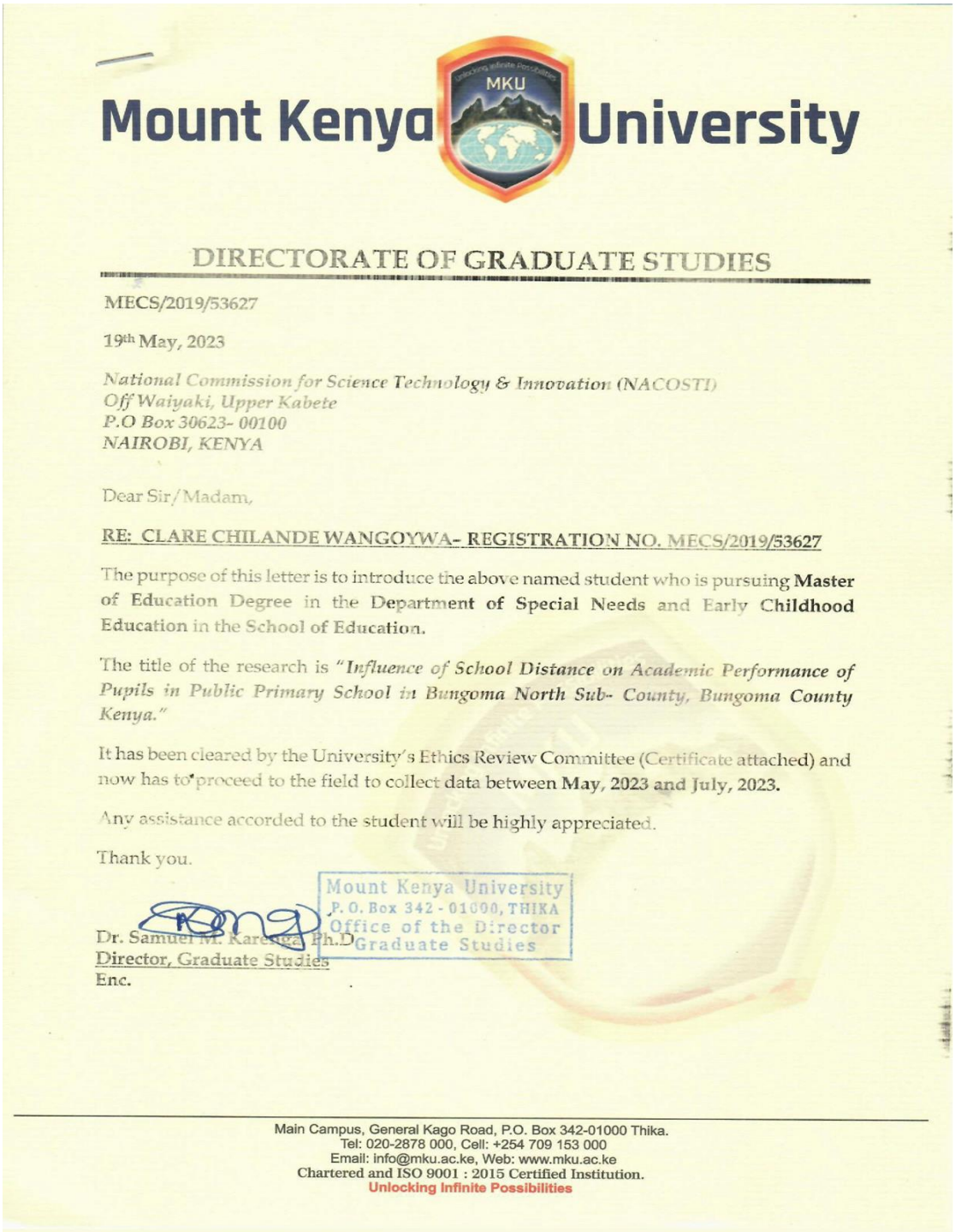
Yours sincerely,

The Chairman
Mount Kenya University
Ethics Review Committee
P. O. Box 342 - 0100, Thika

**Dr. Peter G. Kirira**
**Chairman, Mount Kenya University ISERC**

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.
Tel: 020-2878 000, Cell: +254 709 153 000
Email: info@mku.ac.ke, Web: www.mku.ac.ke

## Appendix VI: Introductory Letter



Mount Kenya University

DIRECTORATE OF GRADUATE STUDIES

MECS/2019/53627

19th May, 2023

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

Dear Sir/Madam,

RE: CLARE CHILANDE WANGOYWA- REGISTRATION NO. MECS/2019/53627

The purpose of this letter is to introduce the above named student who is pursuing **Master of Education Degree in the Department of Special Needs and Early Childhood Education in the School of Education.**

The title of the research is *"Influence of School Distance on Academic Performance of Pupils in Public Primary School in Bungoma North Sub- County, Bungoma County Kenya."*

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 **May, 2023 and July, 2023.**

Any assistance accorded to the student will be highly appreciated.

Thank you.

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

Dr. Samuel M. Kareithi, Ph.D
Director, Graduate Studies
Enc.

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.
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Email: info@mku.ac.ke, Web: www.mku.ac.ke
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## Appendix VII: NACOSTI Letter

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **687639**

Date of Issue: **05/June/2023**

**RESEARCH LICENSE**

**This is to Certify that Ms.. CLARE CHILANDE WANGOYWA 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 Bungoma on the topic: INFLUENCE OF SCHOOL DISTANCE ON ACADEMIC PERFORAMNCE OF PUPILS IN PUBLIC PRIMARY SCHOOL IN BUNGOMA NORTH SUB – COUNTY, BUNGOMA COUNTY KENYA for the period ending : 05/June/2024.**

License No: **NACOSTI/P/23/26595**

**687639**

Applicant Identification Number

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 VIII: County Commissioner Authorization Letter

REPUBLIC OF KENYA

OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND NATIONAL ADMINISTRATION

Telephone: 055-30326.
Fax: 055-30326.
E-mail: ccbungoma@yahoo.com
When replying please quote

Office of the County Commissioner
P.O. Box 550-50200
BUNGOMA.

REF:ADM.4/13/VOL.V/111

25th April, 2024

TO
DEPUTY COUNTY COMMISIONER
BUNGOMA NORTH SUB COUNTY
BUNGOMA COUNTY.

RE: RESEARCH AUTHORIZATION

This is to inform you that Ms. Clare Chilande Wangoywa of Mount Kenya University has requested for authority to conduct research in Bungoma North Sub County on the topic; **"INFLUENCE OF SCHOOL DISTANCE ON ACADEMIC PERFORMANCE OF PUPILS IN PUBLIC PRIMARY SCHOOL IN BUNGOMA NORTH SUB-COUNTY, BUNGOMA COUNTY"** for the period ending 5th June, 2024.

Authority is hereby granted for the specific period as per **Ref. No 687639** and research license dated 5th June, 2023 License No. **NACOSTI/P/23/26595** signed by Director General, National Commission for Science, Technology and innovation.

Assistance accorded to her in this pursuit would be highly appreciated by this office.

CHRISTINE CHACHA
For: County Commissioner
BUNGOMA COUNTY

COUNTY COMMISSIONER
BUNGOMA

**Appendix IX: County Director of Education**

REPUBLIC OF KENYA

MINISTRY OF EDUCATION
STATE DEPARTMENT FOR BASIC EDUCATION

When Replying please quote
e-mail: bungomacde@gmail.com

Ref No: BCE/DE/19/VOL.III/(90)

County Director of Education
P.O. Box 1620-50200
BUNGOMA

Date: 25th April 2024

**TO WHOM IT MAY CONCERN**

**RE: AUTHORITY TO CARRY OUT RESEARCH**

**NACOSTI/P/24/26595**

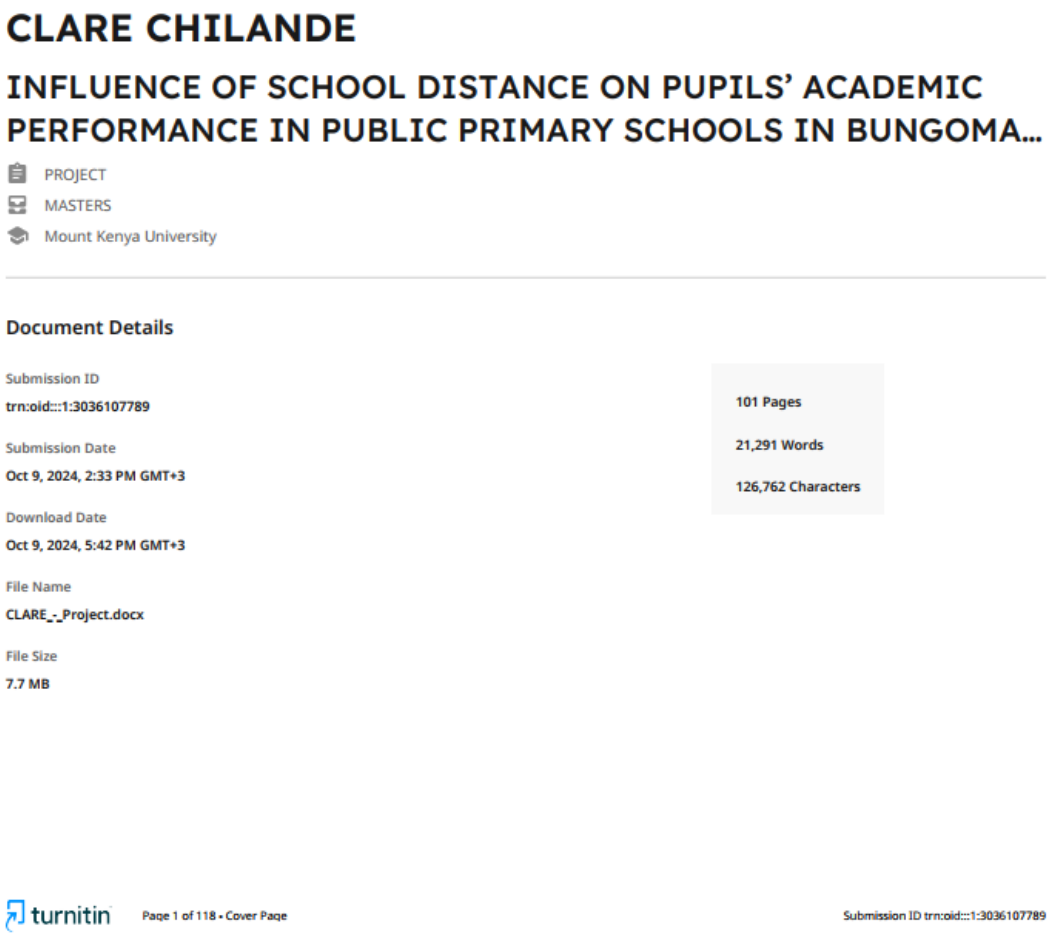
This is to confirm that **Ms. Clare Chilande Wangoywa of Mt. Kenya University** has been authorized to conduct research on "**Influence of School Distance on Academic Performance of Pupils in Public Primary Schools in Bungoma North Sub County - Bungoma County'** for the period ending **05th June 2024.**

Kindly accord them the necessary assistance.

COUNTY DIRECTOR OF EDUCATION
BUNGOMA
P.O. Box 1620,
BUNGOMA - 50200

PIUS O. NG'OMA
COUNTY DIRECTOR OF EDUCATION
**BUNGOMA COUNTY**

## Appendix X: Similarity Index



CLARE CHILANDE

INFLUENCE OF SCHOOL DISTANCE ON PUPILS' ACADEMIC PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN BUNGOMA...

PROJECT

MASTERS

Mount Kenya University

Document Details

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