

Academic Performance among Students in County Secondary Schools of West Pokot County, Kenya: Addressing Teaching, Scoring and Revision

Julius Chemkenei Koring'ura, Genevieve Wanjala, Ibrahim Simiyu Khatete and Paul Amolo Odundo
University of Nairobi

ABSTRACT

Decimal performance in KCSE examinations of West Pokot County has periodically worried the education stakeholders following wastage of financial and material resources invested in education. The decimal performance has denied the graduates opportunities for admission to higher institutions of learning and employment in both public and private organizations. This study endeavored to investigate teacher participation in pedagogy and its influence in academic achievement scores. The study was guided by four objectives which included: determining influence of class teaching on academic achievement scores in West Pokot County secondary schools; establishing influence of scoring assignments on academic achievement scores in West Pokot County secondary schools and assessing influence of revision on academic achievement scores in West Pokot County secondary schools. Learning theory propounded by Dewey in 1916 guided the study and it adopted descriptive research design. The target population was 31,882 students and 1995 teachers. Samples of 328 students and 150 teachers participated in the study while stratified and purposive sampling techniques were used. A questionnaire for students and an interview schedule for teachers were applied to collect data with test-retest technique to ascertain validity and reliability of instruments. Data collected from respondents were analyzed and relationships between the independent and depended variables were established. The study established that class teaching, scoring of assignments and engaging in revision were critical activities influencing a learner's academic achievement. The study recommended 100% class teaching to facilitate efficient and effective completion of syllabuses and scoring of assignments regularly to identify gaps in teaching/learning processes. The study finally recommended revision of assignments to enhance understanding of concepts including answering examinations techniques.

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I. INTRODUCTION

Learners' academic achievement is a requirement for admission to higher institutions of learning and employment in public or private organizations. Ballooning numbers of graduates has given rise to steep competition for vacancies at the higher institutions of learning and in the job market, which are pegged on academic achievement scores. This scenario has singled out academic achievement as the most important product in the process of teaching and learning and all investments have been channeled to meet this goal (Lamas, H., 2015). Academic performance, according to Lamas (2015), is informed by learning approaches teachers employ in educational institutions.

In support of massive investment in the provision of education, scholarships awarded to graduates of secondary schools by organizations, private or public, to pursue courses of interest at tertiary institutions, nationally or internationally, qualifications are pegged on academic achievement scores. The beneficiaries of such scholarships are likely to feel empowered and a sense of accomplishment as opportunities for high paying jobs would become available to graduates from tertiary institutions. Besides scholarships and employment in public or private organizations, academic achievement has potential in providing unlimited benefits to students which include the influence on economic, social, political and technological factors of a nation (Mitra, D and Zheng, A., 2014). Based on the significance of secondary school education, the government spends heavily on teacher education in an attempt to develop professional skills and abilities amongst the teachers to effectively participate in pedagogy (Ochieng, O.D., 2021). It is believed that a professional teacher has ability to inculcate skills and abilities to secondary school students to influence their academic achievement scores. According to Akungu, A.J.,(20214) the government's provision of subsidized secondary school education in addition to teaching and learning resources, allow students and teachers work in an environment of effective participation in teaching/learning processes likely to influence academic achievement scores desired.

Contrary to expectations of education stakeholders, West Pokot secondary school students consistently register decimal performance in KCSE examinations despite creation of conducive teaching and learning environment (<https://newspro.co.ke/2021>). It is observed that decimal performances in examinations deny secondary school graduates opportunities for further studies and or employment in both public and private organizations. Studies have established low academic achievers view themselves as losers in life and as a consequence make no efforts to change their circumstances but feel frustrated, hopeless and are likely to engage in drugs and substance (Injendi, J., 2014). It is likely that such graduates of secondary schools make little contributions to the wellbeing of the community and family. It is therefore observed that decimal performances in examinations render resources, meted by the government and parents/guardians through provision of teaching and learning resources, useless resulting to high level of poverty amongst communities. Research has also established decimal performance in secondary school examinations has influence on life expectancy among community members (Hummer R.A and Hernandez E.M, 2013). This quality of education is significant in promoting economic development of a community by virtue of skilled personnel working longer in an area of specialization, thus validating investment in education.

Secondary schools are staffed with professional teachers who are equipped with the art and the science of teaching and have capacity to influence students' performance positively. The low performances observed in West Pokot secondary schools therefore indicate the existence of a gap that needs to be established and filled. It is against this background that this study endeavored to establish the factors likely to promote learner academic performance in KCSE examination.

II. LITERATURE REVIEW

The study considers literature on participation of a teacher on pedagogy intended to influence academic achievement scores. As a curriculum implementer, a teacher is believed to possess requisite skills and abilities in his/her area of authority and could engage in varied activities to impart knowledge. Teacher activities considered in this study include teaching in class, marking assignments and revision of work to assure proper understanding of a subject matter amongst the learners.

2.1 Teaching

Teaching is defined as a process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the known to unknown (Smith, M.K., 2020). Smith, (2020) believes teaching is a wise, hopeful and respectful cultivation of learning undertaken in the belief that all should have the chance to share in life. Teaching is an expert service that involves engagement of students in such a manner as to desire to understand the subject and participate in a discussion and share knowledge (Gegenfurtner, A., Lewalter, D., Lehtinen, E., Schmidt, M. and Gruber, H., 2020). It is a requirement for the teacher to have sufficient knowledge of the subject matter to manage the learning process effectively to impact on behavior. Effective teaching, according to Education Development Trust (2016), is where the teacher delivers information that entertains while attracting the need to get more of it amongst the students. Information given to the students in the teaching process is built on the previously acquired knowledge to form an assortment of skills and abilities. The information is processed by a professional teacher from simple to complex in a manner that allows clarity of areas of discussions as provided in the syllabus book (Education Development Trust, 2016). The disposition of a teacher plays a role in capturing students' attention and maintaining it throughout the teaching process with application of a variety of skills which may include humor, commitment and consistency (Shirani et al, 2016)). Use of tools and methods in processing information during teaching are likely to aid in understanding concepts of interest amongst the students. Teaching is done in an environment that allows sharing of information and free from interruption with learners given an opportunity to explore areas of discussion through writing of assignment at the end of each class teaching. When teaching is done in accordance to the requirement of the profession, it is believed students would acquire intended knowledge likely to influence their academic achievement scores in examinations.

2.2 Scoring of assignments

Scoring of assignments is a practice intended to report a student's academic achievement scores earned, a measure of knowledge acquired from teaching and learning process in a specified study area (Booren, L.M., Downer, J.T., and Vitiello, V.E. 2012). Prompt scoring and grading of assignments communicate to students how they are performing in the course and where they need more help to achieve the course's goals. Students' understanding of the level of their knowledge in an area of study allows them take action by doing corrections and revisions to improve understanding of concepts being measured (Truemper, C.M. 2004). On the other hand, Baker, S., & Strout, S. (2017) posit assignment results inform a subject teacher of a student's knowledge, skills and abilities in a specified subject area. Those students found to perform decimally, the subject teacher could recommend them for remedial classes to improve their academic achievement scores in the subject while higher

achievers could be rewarded to boost engagement with school work. In certain instances, students' achievement scores are likely to prompt a subject teacher re-examine and appraise his/her teaching methods for purposes of improvement, an attempt to identify their strengths and weaknesses in influencing learner involvement and understanding of concepts desired. According to Jeanette, J., Drew, H.G. and Charles, J.I. (2017) assignment results are used to guide on procurement of teaching and learning resources by the school management, which would influence academic achievement scores in the long run. It is believed that quality teaching/learning is based in the resources and their selection and procurement is critical in educational institutions.

Consistent issuance and scoring of assignments on regular basis is likely to keep students on toes with regards to studying and discussing concepts, a practice that keeps students engaged in addition to setting goals for themselves. It is believed that regular record of assignment results allow teachers and students see the progress of performance and efforts put in, which serves as an appropriate information used to advice learners on improvement of academic achievement scores.

2.3 Revision

Revision refers to the cognitive and intuitive processes students employ to develop their thinking to problem solve, to be creative, to re-envision, and to find the jewels within all the tangled, half-formed sentences (Moxley, J. & Yirinec, J., (2013) It means redoing work already done with an intention of understanding it better. Kathryn, S.O., & Renee, G. (2017) claim students revise class assignments to ensure achievement of intended objectives. This practice would allow a learner articulate concept taught in class and be able to reproduce when needed, as it is the case with examinations. Revision would enable a learner to appropriately discuss and apply knowledge acquired during class presentation in addition to evaluating its significance in relation to real life situation (Lewis, W. 2014). In the same vein, a subject teacher promotes understanding of the subject matter through conducting remedial classes, where students are likely to participate actively in asking and answering questions. A rough idea of a subject of discussion tends to make students attentive in order to fill gaps identified in the earlier class presentation; hence revision is significant in clarifying information intended for transmission in addition to making learning enjoyable (IvyPanda, (2022).

Revising an assignment paper done earlier in the course, a teacher provides students an opportunity to link coursework and examinations in addition to learning skills for future use in similar environments. Buijs, M., & Admiraal, W. (2013) believe a teacher gives similar or same assignment done earlier to serve as revision and correlates the results to establish involvement of students in revision activity and advice them accordingly to influence achievement score. Students preparing to sit examinations usually engage in revision through reading notes presented earlier in class, engaging in group discussions of relevant materials of study and writing mock examinations (Hamilton, C. 2018). Such activities are believed to influence academic achievement score and a student would be keen on matters of revision in order to compete favorably in a course.

III. Statement of the problem

A learner's performance in KCSE examinations is critical in admissions to higher institutions of learning to pursue a course desired. It is noted that many organizations recruit their staff from a pool of qualified secondary school graduates, indicating the significance of a learner's academic achievement scores in determining placement opportunities. In recognition of academic achievement scores, the government of Kenya spends over 30% of its national budget on education and teacher education in particular. Teacher education in Kenya is intended to equip student teachers with pedagogical skills likely to influence students' academic achievement scores. Teacher participation in pedagogy through teaching, scoring assignments and revision of work done in class is believed to influence a learner's academic achievement scores. West Pokot secondary schools have consistently registered decimal performance in KCSE examinations and have denied the graduates university admissions and employment in organizations, where qualifications were pegged on higher academic achievement scores. The graduates have remained jobless, rendering materials and financial resources invested in their secondary school education useless. This means that investment in secondary school education is not only useless but one draining the government and parents/guardians resources without tangible benefits, making communities poorer day after day. This situation of unemployed of secondary school graduates, coupled with poverty arising from useless investment meted in secondary school education triggers despondency, stress, conflicts and death amongst secondary schools' graduates and their family members. Such a situation has seen both the youths and elders alike engage in taking illicit drinks and chewing/smoking substance to feel high to manage stress and suicidal thoughts (Shahram, H. (2015). It is against this background that the study intends to establish teacher participation in pedagogy and its influence on learners' academic achievement scores. Special attention was given to the role of a teacher in teaching, scoring assignments and revision of work done in class and their impact on learner's academic achievement scores.

IV. Purpose and objectives

The purpose of this study was to examine teacher participation in pedagogy and its influence on learners' academic achievement scores in secondary schools of West Pokot County, Kenya. This study intent to generate information in relation to various aspects of pedagogy, the school management should use to promote students' academic achievement scores. The objective of the study is to examine teacher role in teaching, marking assignments and revision of work done in class and their subsequent influence on academic achievement scores.

V. Theoretical framework

The study is anchored on learning theory propounded by John Dewey in 1916 who noted that knowledge and skill are useful only when imparted to others and not their accumulation for its sake. A professional teacher should have sufficient curiosity to demonstrate knowledge, incite the learners to imitate and develop intelligence and character. A teacher discusses a subject matter while demonstrating its application in solving problems for learners to appreciate. Upon listening to discussions, the learners enter into consciousness through guidance and acquire same reflection as their teacher to engage in the same discussion. It is observed that discussion will not take place unless the teacher and learner share consciousness. Dewey observed that consciousness was synonymous to a room whose entry is possible through a door which must be opened with a key held by a teacher. While having same consciousness a teacher and a learner could discuss matters visible to them to assure equitable reflection along with contribution with clarifications of process activities. Process activities translate to skills and knowledge of their applications turns to abilities cultivated thus enabling the learner to acquire both skills and abilities. Dewey asserted that skills and abilities could be seen in the eye of a learner, confirmed by his/her involvement and disposition in doing or telling/describing a situation at hand. All areas within a packet of consciousness are synonymous to an itemized topic of study. Clarity of such itemized areas of study form an authority in a subject and a student's level of authority, determined by performance, informs the teacher's ability to impart knowledge, skills and abilities. A subject specialist is the one with special ability to impart knowledge and skill to a learner clearly, effectively and effortlessly. Dewey advocated for a professional personnel to handle a teaching service and create individuals, from a pool of young people, who are intelligent, knowledgeable and of superior character. He believed the learner who acquired knowledge and skills has an accompanied feeling of confidence to perform an activity and full of authority and joy.

VI. Conceptual framework

A conceptual framework provides detailed possible outcomes likely to be observed with a professional teacher's participation in pedagogy and its influence on learner's academic scores. Since academic achievement scores are likely to be realized through learner's responses to assignments or examinations, it is believed that teaching, marking and revision are critical pedagogical activities leading to performance and subsequent rewards. The three activities are dependent on each other as indicated by arrows and when appropriately applied would likely improve learner's performance score in examinations that meet University admission threshold and employment criteria.

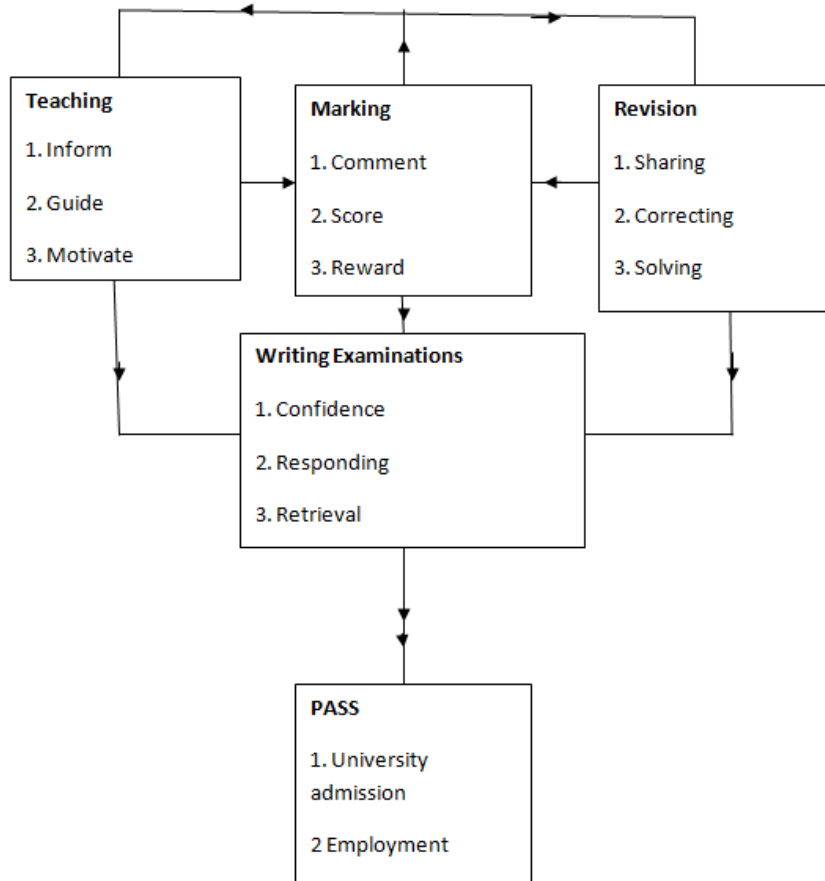


Fig. 1: Conceptual Framework

VII. DATA AND METHODOLOGY

The study employed a descriptive research design to collect data and was appropriate in allowing investigation of activities and their degrees of influence on academic achievement. Census was used to identify secondary schools while random, stratified and purposive samplings were applied to identify respondents. The target population included 31,882 students and 1995 teachers of West Pokot County secondary schools. The research instruments used in this research included questionnaires for students and interview schedules for principals and teachers. Questionnaires attempted to solicit information from students on assessment of teacher effectiveness while interview schedules for principals/teachers sort to establish the significance of their participation in pedagogy in relation to learner academic achievement scores. Forms three and four students were considered among the respondents on the basis of their knowledge on how teacher participation in pedagogy promotes academic achievement scores amongst secondary schools learners. According to Jackson, S. L (2009) descriptive research design is commonly represented by use of frequency charts, bar graphs and pie charts to tabulate the information gathered appropriately. Data collected in this study was processed by editing, coding and tabulated to generate information necessary that would inform on the significance of pedagogy in promoting learner academic achievement. The validity and reliability of research instruments were assured by use of test re-test technique in two schools which were not used during actual data collection process.

Table 1: Target population of the study

SUB-COUNTY	NO. OF SCHOOLS	STUDENTS	TEACHERS
Kapenguria	48	13,439	726
Pokot South	24	4,500	357
Pokot North	11	2,296	152
Pokot Central	22	3,674	333
Kipkomo	28	7,975	427
TOTAL	133	31,882	1,995

Source: WPC Education office, 2022

Table 2: Sample size of the study

SUB-COUNTY	SCHOOLS		STUDENTS		TEACHERS	
	P	S	P	S	P	S
Kapenguria	48		13,439	146	726	8
Pokot South	24		4,500	49	357	4
Pokot North	11		2,296	25	152	2
Pokot Central	22		3,674	40	333	4
Kipkomo	28		7,975	86	427	5
TOTAL	133	103	31,882	346	1,995	23

P- Unit Population

S- Unit Sample

VIII. STUDY FINDINGS AND DISCUSSIONS

8.1 Students demographic characteristics

Gender, age and grade/class of a student are the demographic information considered and discussed in relation to the study objective.

8.1.1 Gender distribution

Table 3 provides gender distribution with 38.1% female and 61.9% male students respectively, a situation to be addressed by County Government of West Pokot to bring about gender equality. It is likely that FGM and early marriages, commonly practiced by the community members, negatively impact on the girl child education.

Table 3: Gender distribution

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	125	38.1	38.1	38.1
	Male	203	61.9	61.9	100.0
	Total	328	100.0	100.0	
Total		328	100.0		

8.1.2 Age distribution

The study found that 31.1% of students were 15 or less years old, 40.5% were those with 16-20 years of age and 28.3% were 21 or above years old. It is observed that these students are in their teenage and are responsible for their future. There are likely to be ambitious with high expectations for the future and able to tell of teachers wasting time and those supporting them to achieve their dreams.

Table 4: Age distribution

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15 or less years	102	31.1	31.1	31.1
	16-20 years	133	40.5	40.5	71.6
	21 or above years	93	28.3	28.4	100.0
	Total	328	99.9	100.0	
Total		328	100.0		

At these ages, the students are full of energy and when guided well, they can work and achieve good academic results in examinations.

Table 5: Grade/class membership

		Class			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	F3	187	57.0	57.0	57.0
	F4	141	43.0	43.0	100.0
	Total	328		100.0	
Total		328	100.0		

According to table 5, there were 57.0% and 43.0% of F3 and F4 students respectively who participated in the study. It is believed such students have done several examinations and passed to earn promotions to senior grades in secondary school level and could be informed of behaviors likely to promote learner academic achievement. They are likely to serve an appropriate source of information for the study.

8.2 Participation in pedagogy and student's performance

A learner is believed to effectively evaluate the influence of a teacher on learning process while participating in pedagogy. This study attempted to solicit information from beneficiaries of the learning process (students) who are likely to provide accurate information pertaining teachers involvement in various pedagogical processes. Teaching, marking and revision were the various pedagogical activities considered in the study.

8.2.1 Class teaching and amount of knowledge imparted

The students provided their responses on the significance of a class teaching and its influence on the amount of knowledge imparted to a student in specified subjects. Table 6 indicated 68.6% and 31.4% of respondents who strongly agreed and agreed respectively that teaching influences amount of knowledge imparted. Knowledge imparted to a learner is likely to influence academic achievement as measured on various topical areas.

Table 6: Amount of teaching imparted to students
Amount of knowledge imparted to learners

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	103	31.4	31.4	31.4
Valid Strongly agree	225	68.6	68.6	100.0
Total	328	100.0	100.0	

It is believed that amount of knowledge imparted to the learner subsequently determines academic achievement.

8.2.2 Class teaching and quality of information

Table 7 provides 45.7% and 43.0% the number of respondents respectively who strongly agree and agree that class teaching influences quality of information given to learners. They were only 11.3% of respondents who were uncertain.

Table 7: Class teaching and quality of information imparted to learners
Quality of information imparted to learners

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Uncertain	37	11.3	11.3	11.3
Valid Agree	141	43.0	43.0	54.3
Valid Strongly agree	150	45.7	45.7	100.0
Total	328	100.0	100.0	

The quality of information a teacher has is imparted through class teaching to the learner which is believed to influence learner's academic achievement. It's there observed that teacher education is significant in determining quality of information a teacher has.

8.2.3 Marking informs achievement level

There were 22.9% and 57.0% of respondents who strongly agree and agree respectively that marking informs achievement level while 20.1% of respondents who disagree that marking informs achievement level.

Table 8: Marking informs achievement level
Informs achievement level

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Dis-agree	66	20.1	20.1	20.1
Valid Agree	187	57.0	57.0	77.1
Valid Strongly agree	75	22.9	22.9	100.0
Total	328	100.0	100.0	

It is observed that 79.9% were of the opinion that marking informs achievement level which is likely to mystify believes held by learners concerning their knowledge in their various subjects. The learners are bound to make decisions on their reading/study habits to improve achievement level.

8.2.4 Marking provokes the need to study

There were 43.0% and 34.1% of respondents who strongly agree and agree that marking provoke the need to study while 22.9% disagree. It is likely that a learner may be confident in passing an examination but after marking and release of results, the outcome might be different. When the results are below expectation, the learner would be provoked to study seriously to change academic achievement for the better.

Table 9: Marking provokes the need to study
Marking Provokes the need to study

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Dis-agree	75	22.9	22.9	22.9
Valid Agree	112	34.1	34.1	57.0
Valid Strongly agree	141	43.0	43.0	100.0
Total	328	100.0	100.0	

It's therefore likely that marking, as pedagogy, informs a learner his or her level of performance which could provoke a change of behavior to improve.

8.2.5 Revision re-aligns knowledge

In table 10, there were 11.3% and 68.6% of respondents who strongly agree and agree respectively that revision re-aligns knowledge while 20.1% were uncertain.

Table 10: Revision re-aligns knowledge
Revision Re-aligns knowledge

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Uncertain	66	20.1	20.1	20.1
Valid Agree	225	68.6	68.6	88.7
Valid Strongly agree	37	11.3	11.3	100.0
Total	328	100.0	100.0	

It's believed that revision of class work enlightens a learner on a specific area of study and re-aligns ideas or knowledge. The learner is likely to re-organize ideas and get ready to positively respond to examinations, thus influencing the learner's academic achievement.

8.2.6 Revision enhances retrieval of information

There were 57.0% and 43.0% of respondents who strongly agree and agree respectively that revision enhances retrieval of information. Revision is expected to remind a learner of work covered in the course and could easily retrieve information as needed during examination. The learner is likely empowered through revision to discuss a specific area of knowledge which could influence learner's academic achievement.

Table 11: Revision enhances retrieval of information
Revision enhances retrieval of information

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	141	43.0	43.0	43.0
Valid Strongly agree	187	57.0	57.0	100.0
Total	328	100.0	100.0	

8.3 Teachers' demographic information

Teachers' demographic information was provided to inform on the source of data for the study.

8.3.1 Gender

Table 12 indicates 52.7% and 47.3% the number of male and female respondents respectively who participated in the study.

Table 12: Gender distribution
Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	79	52.7	52.7	52.7
Valid Female	71	47.3	47.3	100.0
Total	150	100.0	100.0	

Gender inequality is observed among members of teaching staff in West Pokot County, a need to be addressed by the County government.

8.3.2 Age distribution

There were 52.0% and 26.0% of respondents whose ages lie within 31-40 and 41-50 years respectively while 15.3% and 6.7% were less than 30 years and 51-60 years respectively as observed in table 13.

Table 13: Age distribution

		Age distribution			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30 years or less	23	15.3	15.3	15.3
	31-40 Years	78	52.0	52.0	67.3
	41-50 Years	39	26.0	26.0	93.3
	Total	150	100.0	100.0	100.0

The data indicate that West Pokot county secondary schools are staffed with energetic teachers, informed by their age distributions in table 13, and could facilitate higher learners' academic achievement in their schools by virtue of engaging them in effective and varied pedagogical activities.

8.3.3 Professional Qualifications

There were 86.7% of respondents with bachelors' degree, 8.7% with doctoral degrees and 4.7% with diploma qualification.

Table 14: Professional qualification

		Qualifications			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	7	4.7	4.7	4.7
	Bachelors degree	130	86.7	86.7	91.3
	Doctoral degree	13	8.7	8.7	100.0
	Total	150	100.0	100.0	

Data indicate West Pokot County is staffed with 100% trained teachers and are expected to deliver higher achievement scores amongst their students.

8.3.4 Teacher responsibility

The data observed in table 15 indicates 68.7% of respondents were assistant teachers, 12.7% subject heads and 18.7% class teachers.

Table 15: Responsibility

		Responsibility			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Assistant teacher	103	68.7	68.7	68.7
	Subject head	19	12.7	12.7	81.3
	Class teacher	28	18.7	18.7	100.0
	Total	150	100.0	100.0	

It is observed that the majority of teachers who participated in the study have the responsibility of teaching only while a few had additional engagement, either as a class teacher or a subject head. This inform that teachers have adequate time to engage on pedagogical activities likely to increase learners academic achievement scores.

8.3.5 Teachers' Experience

Data in table 16 indicate 22.0% the respondents with 5 or less years of teaching experience, 39.3% with 6 to 10 years, 30.0% with 11 to 15 years and 8.7% have 16 or above years of teaching experience.

Table 16: Teachers' experience

		Experience			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5 Years or less	33	22.0	22.0	22.0
	6-10 Years	59	39.3	39.3	61.3
	11-15 Years	45	30.0	30.0	91.3
	16 years or above	13	8.7	8.7	100.0
	Total	150	100.0	100.0	

It is observed that the teachers were highly experienced and are likely to be well equipped with pedagogical skills needed to boost students' achievement levels.

8.3.6 Teaching Subjects

Data in table 17 indicates 22.0% of the respondents teaching Languages, 22.0% Mathematics, 25.3% Humanities, 22.0% Science and 8.7% other teaching subjects.

Table 17: Teaching subjects
Teaching Subject

	Frequency	Percent	Valid Percent	Cumulative Percent
Language	33	22.0	22.0	22.0
Mathematics	33	22.0	22.0	44.0
Humanity	38	25.3	25.3	69.3
Science	33	22.0	22.0	91.3
Other	13	8.7	8.7	100.0
Total	150	100.0	100.0	

It is observed that all the subjects were well staffed enabling the learners to effectively learn each subject. It is likely that teachers and students effects would influence learners academic achievement scores positively.

8.4 Teacher participation in pedagogy and learner academic achievement

This section provides information from the respondents pertaining participation in pedagogy and learners' academic achievement scores. The teachers, who are the respondents in this case are believed to give correct information concerning participation in pedagogy and learners' academic achievement scores.

8.4.1 Position of teaching

From data in table 18, there 60% of respondents teach 70% of the syllabus, 30% teach 100% while 10% teach only 50%.

It is observed that 30% of respondents teach the entire syllabus for a given course, thus providing the learners a greater opportunity to earn higher academic achievement scores.

Table 18: Position of teaching
Position of teaching

	Frequency	Percent	Valid Percent	Cumulative Percent
50%	15	10.0	10.0	10.0
70%	90	60.0	60.0	70.0
100%	45	30.0	30.0	100.0
Total	150	100.0	100.0	

There were 60% of respondents who teach 70% of the syllabus, leaving out 30% amount of work to be taken care of by the students themselves, a situation likely to be challenging and could lower chances of success in examinations. The 10% of respondents teach only 50% of the syllabus suggests that 50% of work would be left to the students to cover on their own. This scenario is likely to traumatize the learners, a situation likely to influence learners, academic achievement scores negatively.

8.4.2 Class teaching and academic achievement scores

From the data, 50% of respondents indicated that class teaching allows reception of desirable knowledge which may be used in the future. There were 30% of respondents who held that class teaching allowed for addition and storage of information while 20% believed that class teaching enabled clarification of information.

Table 19: Class teaching and academic achievement
Class Teaching and academic achievement scores

	Frequency	Percent	Valid Percent	Cumulative Percent
allows a learner to receive desirable knowledge needed for future use	75	50.0	50.0	50.0
allows addition and storage of information	45	30.0	30.0	80.0
allows clarification of information	30	20.0	20.0	100.0
Total	150	100.0	100.0	

The data, as provided by the respondents, indicated class teaching as critical in influencing learners' academic achievement scores.

8.4.3 Marking of assignments and academic achievement

There were 50% of respondents who believed marking of assignment provides a learner’s performance level, 30% suggested that marking assignments enable a teacher to evaluate and improve effectiveness of his/her teaching, while 20% indicated that marked assignments’ results provoke students to study.

Table 20: Marking assignments and academic achievement
Marking of assignments and academic achievement

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	allows a teacher to evaluate and improve effectiveness of his or her teaching	45	30.0	30.0	30.0
	provide a student’s performance level	75	50.0	50.0	80.0
	provokes students to study in the event of low performance	30	20.0	20.0	100.0
	Total	150	100.0	100.0	

The analysis of data suggest marking assignments inform, both the student and the teacher, the amounts of inputs in their work and are likely to take corrective measures in preparation of end of course examinations.

8.4.4 Revision and academic achievement

In table 21, there were 60% of respondents who believed revision allows understanding of a subject matter, 45% held that revision enables remembrance of concepts learnt earlier while 15% of respondents suggested revision help a teacher correct misconceptions of the subject matter observed.

Table 21: Revision and academic achievement
Revision and academic achievement

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	It enables a learner to understand the subject matter better	90	60.0	60.0	60.0
	a teacher to correct a learners’ misconception of a subject matter	15	10.0	10.0	70.0
	reminds a learner the concepts learnt in class	45	30.0	30.0	100.0
	Total	150	100.0	100.0	

Critical analysis of data suggests revision aid clarity and understanding of concepts, a requirement for higher academic achievement scores.

IX. CONCLUSION

In conclusion the study found that class teaching is a requirement in an educational institution which serves a medium of interaction and sharing of ideas between a learner and a teacher. It is the first hand process of curriculum implementation intended to connect the source of information and the recipient in an environment of equal participation. The study established teaching was a means of passing desirable information to a student. Teaching is a pedagogical activity that channel planned concepts laid down in a school syllabus which would be tested in examinations to determine the level of understanding amongst individual learners. A teacher teaching students in class has an opportunity to meet all learners for a particular class to teach and discuss content of a specified subject, in a manner that each participant learner confirms achievement of intended objectives. The 100% teaching position allows a learner receive all the information needed for a particular grade and consequently apply the knowledge in different situations, including answering examinations questions. This means any teaching position less than 100% would jeopardize academic achievement scores amongst learners, leading to decimal academic achievement. The study further found marking assignment a critical pedagogical activity likely to influence learner’s academic achievement scores through informative approach. Examination results generated from marking of assignments allow a teacher evaluate his/her teaching methods with intention to improve. Through marking of assignments, a teacher gets to learn students’ abilities in the subject and could organize them in groups according to their individual learning needs and guides them effectively. The study observed that assignment results are likely to provoke a learner to work harder and improve academic achievement scores. It is believed high examination scores provide a sense of confidence to a student, which is likely to motivate effective participation in the learning process. Poor academic achievement results, on the other hand, could provoke a learner relook at his/her study habits and improve them to be effective before it is too late. The study established revision of work plays a significant role in clarifying concepts and enhances

their understanding. The study further noted revision allows a student address misconceptions of information and enhances clarity of concepts which could influence academic achievement.

X. RECOMMENDATIONS

Academic achievement scores are critical for placement at higher institutions of learning and for recruitment of staff in public and private institutions. It is against this background that the study made the following recommendations:

- 1) A subject teacher to participate in teaching all topics as required in the syllabus with 100% students attendance.
- 2) A teacher to examine students regularly and mark assignments promptly.
- 3) Assignment results should be released and revision done to enhance understanding of concepts and questions' answering techniques.

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APPENDIX

Questionnaire for Students

Section I: Personal information of student

Fill in the spaces indicated with a tick or a cross to correctly describe your responses.

Gender	Male		Female		
Age	15 and below		16-20		21 and above
Class	F3		F4		

Table 3: Student demographic information

Section II: Participation in pedagogy

Indicate the extent to which teacher participation in pedagogy promotes learner academic achievement.

5-Strongly Agree 4– Agree 3 – Uncertain 2 – Dis-Agree 1- Strongly Dis-Agree

Significance of pedagogy on learners' academic achievement		Rating scale				
		5	4	3	2	1
1	Teaching in class determines amount of knowledge imparted to learners.					
2	Teaching determines quality of information given to students.					
3	Marking informs achievement level					
4	Marking provokes the need to study					
5	Revision re-aligns knowledge					
6	Revision enhances retrieval of information					

Table 4: Pedagogy questionnaire

Interview schedule for teachers

1. Demographic information of teachers

- a) What is your gender?
- b) How old are you?
- c) What is your professional qualification?
- d) What is your responsibility?
- e) f) What is your experience in teaching?
- g) What subject(s) do you teach?

2. Teacher participation in pedagogy and learner's academic achievement

- a) What is the position of your teaching?(30%, 50%, 70%, 100)
- b) How does class teaching influence a learner's academic achievement scores?(allows a learner to receive desirable knowledge needed for future use, allows addition and storage of information when recorded, allows clarification of information)
- c) How does marking of assignment influence academic achievement? (allows a teacher to evaluate and improve effectiveness of his or her teaching, provide a student's performance level, provokes students to study in the event of low performance)
- d) What is the significance of revision of work? (It enables a learner to understand the subject matter better, a teacher to correct a learners' misconception of a subject matter, reminds a learner the concepts learnt in class)

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