

INFLUENCE OF TEACHERS' TARGET CONTACT-HOURS ADHERENCE OF LESSON ATTENDANCE MONITORING ON STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN WEST-POKOT SUB COUNTY, WEST-POKOT COUNTY, KENYA

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Abstract

Educationists in their various dockets oversee learners and teachers converge on this one common parameter: lesson attendance. The monitoring is for learners' education consumption and management of teachers' education service provision for students' academic performance. Therefore, this study investigated the influence of teachers' target contact-hours adherence of lesson attendance monitoring on students' academic performance for students in public secondary schools in West-Pokot Sub-County. The study was pinned on the Systems Theory. The descriptive survey design was used to examine a target population of 698 people. Krejcie and Morgan table was used to determine a sample size of 248 respondents. Questionnaire was used to collect data. The study employed both descriptive and inferential statistics in analysis and used correlation and regression analysis as key analytical models. Regression results demonstrated that target contact hours adherence had statistically significant influence on students' academic performance. The study recommends that school management in the Sub-County should make more attempts in carrying out subjects contact hours of teachers.

Keywords: *Target Contact-Hours, Lesson Attendance Monitoring, Students' Academic Performance*

INTRODUCTION

The educationists' research into the field of the service charter of providing learning objectives, appropriate content, strategies and resources among them is lesson attendance learning timetable as a management tool for monitoring and evaluation for tasks performance outcome. Teachers' lesson attendance is a product of timetabling school academic practice. This has generated interest of education managers on how to spend time in school timetables to achieve better academic outcomes. Time being one of the resources is scheduled into a timetable as a plan for action for duration of time to be accounted for in terms of adding value. To attain what is required by the end of the period, duration has to be linked to performance. The concept of performance deviations either in Value Added Progress (VAP) or Value Reduction Progress has

been accepted because of the role of Intelligent Quotient (IQ) to learners, different entry behaviour, targets expected by educational sponsors and disparities of resource distribution has led to the focus on performance deviation values. Performance deviation values are associated with the award of International Organization of Standardizations (ISO). Different countries have varied inclinations on the timetable to improve pass rates. According to Wallace (2008) in China and Peru, learners do not engage optional subjects. Students remain in one form throughout while teachers rotate reflecting student based timetable. USA expresses dynamism as indicates Wikipedia (<http://www.zpub.com/23/09/09>), the school curriculum timetable is typically run on uniform subjects per class level. Every subject has equal number of lessons per week and subjects are allocated systemically on the timetable. Other schools use block scheduling for different subjects for learning concurrently.

In Australia and most European countries, timetabling of lesson attendance process is a-week long effort normally spreadsheet computer package are needful applied. Their subjects are coded with a number for a teacher with a particular class. Art-related subjects in junior schools embrace lecture approach in their teacher centered timetable. Advanced schools are associated with teacher-based timetable for high common entry behaviors of learners. In the snow north and south poles zones multi-shift schedules do well with timetable centeredness to capture educational purposes due to change of weather. Audio visual programs on online transmission in distance e-learning allow subjectivity to make timetable centeredness more appropriate for learners to add than reduce deviation values. The basic essence of lesson attendance to both teachers and students is for Value Added Progress (VAP). In USA, VAP is synonymous with the most improved, progress record on report forms in terms of marks, positions and grades over a period of time while Value Reduction Progress (VRP) is attributed to the opposite. Universally, the cut-off marks and minimum number of subjects to be graded are meant to sustain VAP. Both the value added and reduction progress are not events but processes which require resource of time to achieve.

In Kenya more than one timetable approach is undertaken drawing the interest of this study to focus on terminal output. Teacher based timetable approach is preferred by teachers for both compulsory and optional subjects in form three and four. Learners rotate in classes during learner-involving strategies pointing towards learner-centered approach. Provincial and National schools go for the culture management based timetable after considering high common entry behavior as opposed to many individual differences that merit student-centered timetable. In ASAL regions Multi-shift programs are evident because schools to adopt time based approach. Whereas in both urban and rural poor due to multi-grade program and teaching staff shortage, teacher based time table is appropriate. These are styled to maximize lesson attendance. The dynamics on the TPAD are tailored to accommodate streaming of homogenous ability or heterogeneous classes. The MOE, (2012) has Curriculum Based Establishment (CBE) to regularize each subject work-loading in form one to four that determines allocation matrix to at most 28 lessons for every teacher not in management in a week. Each learner receives instructions of 50 lessons in a week.

The type of lesson-attendance learning timetable is influenced by the number of teachers on the staff, subjects offered, organization of subjects and educational outcomes the school desires. The lesson attendance of subjects on the timetable is an external regulation.

The lesson-attendance is a TSC appraisal program reflected on learning timetable. The Lesson attendance form is completed by the class secretary with full knowledge of the subject teacher.

The form is expected to be delivered to the Deputy Principal for approval on weekly basis. The end user of lesson attendance is the principal for filing and analysis when needed.

Statement of the Problem

In Kenya more than one timetable approach is undertaken drawing the interest of this study to focus on terminal output. Teacher based timetable approach is preferred by teachers for both compulsory and optional subjects in form three and four. Learners rotate in classes during learner-involving strategies pointing towards learner-centered approach. Provincial and National schools go for the culture management based timetable after considering high common entry behavior as opposed to many individual differences that merit student- centered timetable. In ASAL regions Multi-shift programs are evident because schools to adopt time based approach. Whereas in both urban and rural poor due to multi-grade program and teaching staff shortage, teacher based time table is appropriate. These are styled to maximize lesson attendance.

However, in West Pokot Sub county there is chronic teacher-absenteeism as contextualized by ASAL which has let to students' lesson unattendance hence inconsistencies in students' academic performance. Teaching staff shortage despite hardship allowance attraction yet lesson-attendance adherence of teachers' accountability yardstick is habitually overlooked that eventually jeopardizes students' academic performance.

The causality of this scenario are TSC registered teacher supply shortage to timetable demands, high teacher turnover, station fatigue, teacher to learner, and subject to learner ratio and rates deficit, no- learning space of some key optional subjects, undocumented timetable swaps, redundancy, brain drain of locals, inertia, insecurity, double-teacher contradictory allocation, unforeseen teacher second-subject incompetence that demeans extra time schedules. The magnitude of this problem is when lessons are repulsively paired, doubling different and/or same subjects that are not practical ones, non-castigation of hardship allowance to timetabled BOM teachers, service transfers to county government, unprotected retirements among others provide both constant and anticipatory under-equipped lesson coverage in time and resources contravene relevant students' academic outcome. The challenges are escalated by equalization non-funding, initiation of primary to secondary school ratio, damage uncontrolled and regularized lateness due to terrain distance, underutilized teacher to student timetable ratio, misplaced commercial priorities, commercial extra-lesson budgetary demands, retrogressive Female Genital Mutilation (FGM) traditions, subject(s) mismatch to local needs, schooling distance, inaccessibility of Teaching Practice (TP) teachers, role modeling inadequacy, optional subject(s) context disconnect and cattle- rustling associated absenteeism and readmission of the overage among many others. The ideal orientation should be that just like term date's calendar is uniform so to teachers' lesson attendance across ASAL regions to be nationally uniform to activate common monitoring and weed out noncomplying teachers to achieve 100% quality for students' academic performance.

In case of the pointed out go unnoticed to amends the sameness of lesson attendance will divert course, syllabus under coverage due to compromised monitoring, the overage readmission culture may not be catered for that may cause collective unrest in an effort of certified schooling that go with exam preparedness, the unutilized FSE funding and /or resource and subsequent deterioration of academic fixation versus teachers who cannot beat timetable tenets may risk job loss due to side-shows of uncultured redundancy. That may warrant diminishing collective academic performance returns. The study focuses on contact hour adherence, lesson sequence indicators, support resources and timetable innovations adherences to measure teachers' lesson attendance monitoring vis-a-vis students' academic performance.

LITERATURE REVIEW

Empirical Review

The management functions of the master timetable depend on stream-capacity of the school. According to Farrant (2004) schools differ from a one-stream class to five streams. These require practical ways of designing a teaching –learning instructional timetable as follows. First, select the best time to begin school, breaks for play and lunch assembly, registration to close school each day. Second, allocate prescribed lesson of all subject per week for each stream. Third, fill in those lessons period that cannot be altered from a specific time e.g. broadcast lessons, periods taken by a specialist outside teacher and lessons requiring special rooms. Fourth allocate subjects of high concentration e.g. maths, chemistry, physics early in the day, after short breaks though preferably not first in the day. Practical subjects must be doubled and alternated with mentally demanding and less active ones. Physical education is best held at time of day when the sun is not too hot and when the children are not too tired from long walks to school. There shall be no doubling of lessons except for practical subject. Fifth, fill every subject to its correct allocation of periods per week in accordance with the time analysis. Sixth, try-out the timetable for a week to ensure no mistake will escape your notice. The researcher will use target contact hour adherence on lesson adherence cycle.

Majority of boarding schools and even learners who are accommodated in their secondary school life perform better by adding value from their KCPE entry marks than those in day schools according to MOE KCSE Report (2016). According to Quality Assurance report of Gorett, (2009) teachers and students lose contact hours and lessons respectively impacting on VAP which is not supposed to be done by schools. The researcher will find out the number of Lesson attendance on the Teaching -learning Instructional Timetable and those missed matters a lot particularly to form three and four because there will no time for cover up hence syllabus coverage will be a concern. The concern of the researcher in this context is to establish lessons attended to and those missed vis-à-vis KCSE performance deviations. The researcher will delve engage target contact hour adherence on lesson-attendance paradigm.

The observation of Majani (2004) considers that when the timetable is being plotted, the subjects are the ones to be plotted first, names come only after the subjects are well plotted and distributed. These will ensure the government prescribed duration of subject in a week for a given number of weeks in a term will be utilized. The staff and student registers are regulatory measure to have organized education experience for both the students' and teachers' differences that will help improve the learners and subject performance. According to MOE (2004) CATs and exams are scheduled either in the morning or evening for syllabus coverage between 8.00 a.m. to 4.00pm to impact positively on performance. The researcher will explore the ministry's guidelines of proper subject distribution of lessons that have to be adhered to. The researcher will consider prescribed lessons and contact hours that have to be implemented to gain value addition for content covered. Every subject is given 40 minutes for prescribed teaching –learning duration for both teachers and students. This will be evaluated by teachers and students attendance register. Contact hours affect value added progress of both the teachers and learners because of many tasks going undone. The incomplete syllabus coverage causes poor performance that has eventually drawn the attention of this research study. The researcher wills rigor target contact hours on lesson-attendance paradigm.

The report of Odhiambo, (2012) posits the beckoning future of the 21st century Competence Based Curriculum (CBC) that infuses talents on timetabled lessons. The working timetable trend is more born than made that inclines toward competence monarchy. The competence synergy

has talent orientation that is a day-to-day requirement for present learners and teachers to conduct the following duties as opposed to those absent for lessons who miss out to execute the following direct and indirect timetable support roles such as representation role for future. To avoid timetable routine shake the duty prefects and teachers per week to taste meals, water and school canteen consumables to officially commission usage to save time of boycotting lesson.

Theoretical Framework

The theory of System Theory posit that input equals output .One evaluates certain behavior and resource input as positive subjective norm of practice to project desired target output. It would result in higher quality exit behaviour and the system is more likely to benefit in in trickle out effect according to Hale, Householder & Greene, (2003).This theory relates to the study in duo dimension. First at the onset of input equals output of the requirements of lesson attendance investment to achieve optimum completion rates. The joining of the elements of teaching, lesson attendance and learning timetable elements accumulates into the system for complementary function for the desired exit output. Kiplagat and Wafula (2016) advances that in an open-ended scenario learners need to be informed in advance to enable them actively participate in instructional timetable to enable them have effective finishing contribution.

METHODOLOGY

The study will employ both descriptive survey and phenomenological research designs. This is a group or single distribution matrixes visibly compute, measured theoretically in view of Weiers (2011). West-Pokot Sub County has 2 national, 19 extra county schools and 31 county and 163 mixed day public secondary schools. The researcher targeted a population of 698 (representation of form 3 and 4 students, teachers, deputy principals and school principals) from 2 national and 19 extra county schools in West-Pokot Sub County. Stratified random sampling dictated four clusters of schools in West Pokot. Krejcie and Morgan table was utilized to determine the sample size of 248 respondents. Questionnaire and document analysis were utilized in data collection. Quantitative data was analyzed by the frequency distributions and percentages, measures of central tendency and dispersion and regression analysis. Qualitative ones were as per sub themes and presented in quotations of teachers’ lesson-attendance monitoring on academic outcomes.

FINDINGS AND PRESENTATION

Response Rate

The researcher gave the respondents 248 questionnaires, and only 193 questionnaires were properly filled and returned. This represented an overall successful response rate of 77.82%. The response rate is considered adequate to make conclusions for the study as observed by Mugenda (2003), who noted that 50% response rate is sufficient, 60% good and any rating above 70% is considered very well done.

Descriptive Findings of the Study Variables

The findings are presented in form of percentages, mean and standard deviations. The responses are in line with a 5-point Likert scale where 5, 4, 3, 2, and 1 represented strongly agree, agree, neutral, disagree, and strongly disagree respectively.

Target Contact Hours Adherence and Students’ Academic Performance

Table 1: Target Contact Hours Adherence

Statement	Frequency as a percentage (%)					Mean	SD Dev
	1	2	3	4	5		
A student attends each lesson and does assignment in 40 minutes.	9.5	20.6	6.3	58.7	4.8	3.36	1.104
A teacher attends each lesson and does	7.9	17.5	34.8	55.6	14.3	3.60	1.160

assignment in 40 minutes.

A teacher with few lessons makes 12.7 27 4.8 41.3 14.3 3.26 1.304 learners to perform better.

The learner-liking subject order on 9.5 33.3 11.1 41.3 4.8 3.13 1.191 timetable ups VAP in KCSE.

Deadline documents of the timetable 12.7 17.5 7.9 52.4 9.5 3.41 1.257 conform to exit rates.

Source: Field Data, (2023)

The results in table 1 shows that the average Likert scale of the responses is 3.54, which indicates that majority of the respondents, agreed to the statements. The standard deviation is 1.24, which indicated that the responses were varied. The results imply that generally, target contact-hours adherence of teachers' lesson attendance monitoring influence students' academic performance in public secondary schools in West-Pokot Sub County, Kenya. The findings are in agreement with study findings by Majani (2004) who observed that when the timetable is being plotted, the subjects are the ones to be plotted first, names come only after the subjects are well plotted and distributed. These will ensure the government prescribed duration of subject in a week for a given number of weeks in a term will be utilized. The staff and student registers are regulatory measure to have organized education experience for both the students and teachers' differences that will help improve the learners and subject performance. According to MOE (2004), CATs and exams are scheduled either in the morning or in evening for syllabus coverage between 8.00 a.m. to 4.00pm to impact positively on performance. The researcher will explore the ministry's guidelines of proper subject distribution of lessons that have to be observed. Every subject is given 40 minutes for prescribed teaching –learning duration for both teachers and students. This will be evaluated by teachers and students attendance register. Contact hours affect value added progress of both the teachers and learners because of many tasks going undone. The incomplete syllabus coverage causes poor performance that has eventually drawn the attention of this research study. The researcher wills rigor target contact hours on lesson-attendance paradigm.

Regression Analysis

The study sought to determine the significance of the relationship between target contact hours adherence and students' academic performance (dependent variable). When the p-value is less than 0.05 then it implies that the result is significant.

Table 1: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.793 ^a	.629	.587	.08071

a. Predictors: (Constant), Target Contact Hours Adherence.

Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression 10.643	1	10.643	90.832	.000 ^b
	Residual 22.38	191	0.117		
	Total 33.023	192			

a. Dependent Variable: Students' Academic Performance

b. Predictors: (Constant), Target Contact Hours Adherence.

	Unstandardized Coefficients	Standardized Coefficients	t	Sig.

	B	Std. Error	Beta		
(Constant)	.307	.430		.733	.516
Target Contact Hours Adherence	.473	.119	.415	5.841	.000

a. Dependent Variable: Students' Academic Performance

From the model summary, the R square (coefficient of determination) is a commonly used statistics to evaluate model fit. The results of the regression analysis in table 2 indicate that R² was .629 or 62.9 %. This shows that target contact hours adherence study explain only 62.9 % of the changes in students' academic performance. Other variables not in the study contribute to the remaining 37.1% of the changes in students' academic performance. The analysis of variance (ANOVA) test was used to test the significance of the regression model adopted in the study. The result of the ANOVA test showed an F-statistic of 90.832 which was statistically significant at 0.000 (p<0.05) indicating that the regression relationship was highly significant predicting how target contact hours adherence influenced students' academic performance. Table 2 showed a statistically significant positive influence of target contact hours on students' academic performance ($\beta=0.473$).

Conclusions

The study correlation results indicated that target contact hours adherence had statistically significant positive correlation with students' academic performance. It was therefore concluded that school management need to focus on the stated variables such as subjects contact hours of teachers', weekly lessons contact hours of teachers', substitute of contact hours of teachers' and recovery of contact hours of teachers in order to enhance students' academic performance in public secondary schools in West-Pokot Sub County.

Recommendations

The study concluded that target contact hours adherence had a significant effect on students' academic performance in public secondary schools in West-Pokot Sub County. The study therefore recommended that school management in the Sub-County should make more attempts in carrying out subjects contact hours of teachers', weekly lessons contact hours of teachers', substitute of contact hours of teachers' and recovery of contact hours of teachers in pursuit of enhancing the students' academic performance.

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