

# Impact of School Requirements on Pupils' Academic Performance

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## Abstract

This study examines the influence of some school requirements (textbooks, writing materials, school wear and farm tools) on pupils' academic performance in urban and rural schools in Kumba III sub Division in the Southwest Region of Cameroon. The study used a cross-sectional survey design and a semi-structured Likert-type questionnaire to collect data from class six pupils. Data was analyzed descriptively using frequency, proportion and Multiple-Response Analysis (MRA). To analyse the hypotheses, the perceptions between those that agreed and disagreed were compared using the Chi-Square test of independence. The findings of study showed that generally pupils did not have any of the required learning materials in sufficient quantities and this seriously affected their academic performance. However, pupil's performance is slightly better in rural areas as children from rural schools possessed slightly more learning materials in comparison to their peers from urban schools. It is recommended that government should increase efforts aimed at ameliorating the living conditions of the populations while international partners (UNICEF, UNESCO) and non-governmental organizations use every means possible to assist government efforts to address and improve this very critical situation and thus enable the pupils to improve their academic performance.

**Keywords:** academic performance, learning materials, pupil's perception, influence

## 1. Introduction

A critical look at Cameroon's Poverty Reduction Strategy Paper (PRSP) (2003), indicates that in 2001, the rate of access to primary school stood at 95 percent, which is close to the target of 100 percent access to the first year of primary school. However, the completion rate for primary school is still low (56 percent), which means that of every 100 new entrants into primary school, only 56 pupils reach class 6 (the sustainable literacy threshold). The attrition rate in the beginning and middle years of primary school is very high.

Educational quality is measured by academic results, learning conditions and also the student-teacher ratio. According to data reflected in PRSP quality indicators show a deterioration in performance in both the First School Leaving Certificate (FSLC) marking the end-of-primary schooling and the conditions under which pupils' study. The success rate at the FSLC, Examination, was 72 percent in 2001 with a repetition rate of over 25 percent. The student-teacher ratio in primary education was 63 during the school year 2000/2001. More than half of the teaching staff is underqualified, because of shortcomings in either initial or continuous professional development. This is compounded by a weak education supervision system characterized by lack of training for supervisors, too few supervisors, little mobility for supervisors because of logistic constraints among others. There is also a general lack of morale among the teachers owing to discrepancies in their status since some are civil servants and are paid more, while others are on contract and are paid much less and poor working conditions (PRSP2006).

In addition, teachers and students alike suffer from a shortage of recommended textbooks: with the exception of French and Mathematics where the situation permits, textbook possession rate for other subjects is only three students in out of every 10. As for the teachers, the shortage of teaching texts is even more glaring: only one in 10 teachers has the science guide (PRSP2006).

The PRSP report concludes that, "The foregoing analysis suggests that education conditions for the population as a whole are a cause of concern. Analyses of the poverty profile show that schooling conditions for the poor are even more alarming. These results confirm that there is a significant link between schooling and poverty in Cameroon. In fact, the net enrollment rate is 8.8 percentage points lower for children ages 6 to 14 living in poor

families, compared to those in non-poor families (74.1 percent versus 82.9 percent in 2001). This discrepancy may reflect the fact that poor people do not have sufficient income to cover school expenses, and/or that access is more difficult for poor children than for the non-poor, or in "regions" that are poor in relation to others. Moreover, education spending is five times higher among non-poor families than among poor families (68,001 CFA francs versus 15,973 CFA francs, on average, in 2001): it accounts for 4.2 percent of poor family budgets, and 5.6 percent for non-poor families. The difference in the enrollment rate is thus in large part a reflection of monetary poverty, but it also shows inter-regional differences in capacities and hence in access." (69)

## 2. Statement of the Problem

The economic crises that the country experienced between 1986 and 2000 caused the government to slash salaries of civil servants by over 70 percent with a minimum wage of about 29,000frs cfa (US\$60). To compound the situation the salary scale of private sector workers is lower than that of the public sector. The economic situation since the achievement of the completion point of Heavily Indebted Poor Country status has been characterized by increasing unemployment. This has led to the increase of general poverty among the majority of the population accompanied by increasing inability for them to avail themselves and their families with the basic necessities of life among which features very strongly, the education and training of their forebears. Given this situation of prevailing inadequacy Though the government has included in all her strategic development plans towards emergency by 2035 the provision of teachers and learners with textbooks and instructional materials, it has not been able to realizing this goal due to inadequate financial resources and has resorted to the provision of a "minimum package" of didactic materials to primary school on a yearly basis. Given the prevailing situation of shortage of financial resources for both parents and the state and the need to meet the requirements for universal quality primary education it was necessary to carry out this study to determine how the available learning resources are affecting pupil's performance in primary schools.

## 3. Purpose of the Study

The purpose of the study is to find out the influence of the availability and use of school requirements (textbooks, writing materials, school uniforms and farm tools) on the pupil's academic performance in urban and rural primary schools in Kumba III sub Division.

## 4. Objectives of the Study

The objectives of this study are to find out how the acquisition and use of;

- ✓ Textbooks influences the academic performance of primary school pupils in urban and rural schools.
- ✓ Writing materials influences the academic performance of primary school pupils in urban and rural schools.
- ✓ School wears influences the academic performance of primary school pupils in urban and rural schools.
- ✓ Farm tools influences the academic performance of primary school pupils in urban and rural schools.

## 5. Research Questions

The following research questions have been formulated to guide this study.

- 1) To what extent do pupils' use of textbooks influences their academic performance?
- 2) How does pupils' use of writing materials influence their academic performance?
- 3) In what ways do pupils use of school wears influences their academic performance?
- 4) Do pupils' use of farm tools influences their academic performance?

## 6. Hypotheses

Ho. Pupils' acquisition and use of textbooks has no significant influence on their academic achievement.

Ha. Pupils' acquisition and use of textbooks has a significant influence on their academic achievement.

Ho. Pupils' possession and use of writing materials has no significant effect on their school achievement.

Ha. Pupils' possession and use of writing materials significantly affect their school achievement.

Ho. Pupils' acquisition and use of school wear does not significantly influence their academic performance.

Ha. Pupils' acquisition and use of school wear has a significant influence on their academic performance.

Ho. Pupils' possession and use of farm tools has no significant effect on their academic achievement.

Ha. Pupils' possession and use of farm tools significantly effects their academic achievement.

## **7. Theoretical Framework**

Piaget's stage developmental theory will provide a suitable backdrop for the study as it covers the age group of the participants of the study and provides salient insights on the relationship between their developmental stage and the manner in which they acquire learning. This is complemented by Bruner's theory which explains how pupils concretize their experiences when they interact with various learning materials.

In relation to cognitive development, Piaget (1896 – 1980), propounded that learners are active growing beings, and at their early childhood school life goes through internal impulses and development patterns which allow them to actively construct their own cognitive worlds. And so learners tend to learn more and develop in their own efforts to understand and act on their world. This information need not be poured in their minds from the environment they need to understand the working of both the physical and social world (Nsamenang 1999).

Generally, Piaget (1958) describes cognitive development as occurring in a series of qualitatively different stages, at each stage a child's mind develops a new way of operating. From infancy through adolescence, mental operations evolve from learning based on simple sensory and motor activity to logical, abstract thought. This gradual development occurs through interrelated principles, namely Organization, Adaptation and Equilibration, all of which can go effectively and efficiently to meet expected objectives in the teaching / learning process. This is possible in our institutions of learning only when both the teachers, and learners are interacting with the basic school learning requirements in the various learning environments. The stage relevant to this study is the Concrete Operational Stage (7 to 11 years).

In the concrete operational stage (7-11 years), learners in the Cameroon school system are in senior primary five and six (Grades 5 and 6) and according to Piaget (1958) should be able to use their developing cognitive processes to explore, experiment and perform operations, and use them to solve concrete actual problems. Concrete Operational thoughts are made up of operations that allow the child to do mentally what was done physically before, as learners at this stage can think logically because they can take multiple aspects of a situation into account. They master issues about space or ability to determine time and distance within which they can be covered. They can now be able to determine Cause and Effects (Causality), have the ability to arrange objects in a series according to dimensions (Categorisation) and able to play with numbers like performing simple Arithmetic functions. All this helps in their academic performance and task in given standards and grading in their sequence tests and end of course examinations as they progress and such knowledge help them to solve their daily life problems.

In this connection Brunner J.S (1966) argues that, learners' ability to interpret ideas enables them to place the ideas in the appropriate category and to create coding systems. This permits accurate perception and prompt discovery, facilitates transfer, aids memory and the development of attention skills in the learning content. Attention in class during learning and usage of the basic school requirements, adopt learners to mental attitudes of alertness. All these, Bruner says, are vital cognitive processes as learners learn to listen, look, act, think and in certain cases, ask questions. This altitude is accompanied by a certain sign of concentration. In a classroom setting, this is greatly facilitated by the acquisition and use of school requirements like text books, writing materials and others by the learners. Brunner, (1966) concluded that when children learn using effective school requirements, they can cognitively represent or transform their experiences, arguing that people are made, not born.

In this light, learner development is facilitated by the availability and use of school resources by the teachers and learners. This invites us to examine some literature related to the school requirements of the study in order to gain some insights into how pupils' interactions with these instructional resources in collaboration with their teachers can assist them in acquiring knowledge and consequently translate into positive performances in classrooms.

## **8. Literature Review**

Freiberg, Driscoll and Knights (1999) observed that some vital factors that influence academic performance in school are the basic school requirements. When a good quality teaching environment and other learning inputs, are available, the institution will likely enable pupils' produce high performance in their sequence test and end of course examinations. Abenga (1995) agreed that the availability and acquisition of these school requirements leads to higher intelligence scores and their non-availability is susceptible to reduce pupils scores because no effective and efficient learning will be realized.

### *8.1 Textbooks*

Graham (1991) holds that an educational programme cannot succeed with inadequate books. In the same vein, Hallack (1990) agrees that the acquisition, availability, relevance and adequate use of educational resource items like the basic school requirements by the pupils enhance their academic performance and that their unattractiveness and non-availability can contribute to poor performance. Martin (2002) reports that research shows that reading scores of learners who own and use text books are higher in comparison to those without textbooks and Ayoo (2002) and Eshiqani (1993) agree that school requirements such as textbooks have a direct impact on good performance among the learners in developing countries mostly as they spend most of their time studying in a classroom for a day, such requirements influence the teaching and learning process. Schools with equipped libraries, with updated textbooks enhance and influence learners, academic performance.

Research conducted by the UK Department for International Development (2007) provides evidence which underscores the importance of school requirement as vital facilities in relation to quality and effective education which accounts for varied performances by learners. These required school items will include text books, writing materials, school wears, farm tools, and other physical amenities like classrooms among others.

Elisabeth and Shuard (1988) propose that to foster the teaching-learning process, learners need to be given the time to use these school learning requirements, to manipulate them and come out with their own conclusions from their findings as they use these materials to discover knowledge and answers to life challenges in their daily lives. In like manner, Nwankwo (1982) acknowledges that the acquisition and provision of these school requirements by the government, parents, Parent Teacher Associations and other stakeholders and their proper usage guarantee the chance for effective and efficient academic performance on the side of the learners. Schools or institution with a wide range of these school requirements at the disposal of the learners will influence and effect their academic performances and achievements both in school and after leaving school.

In the same vein, the Global Monitoring Report Policy Paper (2016) “Every Child Should Have A Book”, corroborates the foregoing propositions when its submission that the amount a country spends on learning materials is a good indicator of its commitment to provide quality education for all. Textbooks are especially relevant to improving learning objectives and outcomes in low income countries with large classes, well designed textbooks in sufficient quantities are the most effective way to improve instruction and learning.

Without textbooks, children can spend many of their school hours copying content from blackboards which severely reduces time for engaged learning. The cost of textbooks is a key barrier that prevents children from having access to the learning materials they need. Textbooks are recognized as core for the new sustainable development goal of education.

The fourth Sustainable Development Goal on education (SDG4,21 -22) underscores the need to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. This implies that Educational institutions and programmes should be adequately and equitably resourced with safe environment, friendly and easily accessible facilities, sufficient numbers of teachers and educators of quality, using active and collaborative pedagogical approaches and other learning materials, open educational resources and technology that are non-discriminatory, learning conducive, learner friendly, context specific, cost effective and available to all learners-children, youths and adults.

The report also states that, although systematic data are lacking and generally exist only for core textbooks, existing information shows that in many countries, students at all levels either lack textbooks altogether or are required to share them with their peers. For example, as of 2012 in Cameroon there was only one reading textbook for every 12 students and only one mathematics textbook for every 14 students in Grade 2.

### *8.2 Writing Materials*

Mintzberg (1979) contends that resources directly utilized in teaching and learning are clearly classrooms and curriculum support resources (like workbooks, writing materials, wall pictures, maps, concrete objects and others). Consequently, the importance of writing materials in any teaching and learning process cannot be over emphasized, for the fact that such materials enhance, motivate, facilitate and make the teaching learning process easy, lively and concrete, thus promoting effective and efficient transmission of organized skills, knowledge, values and altitudes from the teacher to the learners within an instructional situation. (Nwachukwu, 2006)

The research findings from “Report What Works” (1986), about teaching and learning published by the United States Department of Education, indicated that by using the writing materials available (pens, pencils, crayons, writing books and others) learners will be encourage by their teachers to draw and scribble stories at an early age, learn to compose more easily, more effectively and with greater confidence than learners who do not have this

encouragement. And that learners in their early grades, learn more effectively when they use physical objects and writing materials to jot down notes in their lessons, this will obviously motivate them to learn better thus enhance and influence their academic performance.

### *8.3 School Wears*

Uniforms were first instituted in the 16<sup>th</sup> century England at the charity school for poor children, but it was only in the 19<sup>th</sup> century that the English public schools began instituting uniforms and even later for them to be widely accepted at state schools, especially state elementary schools. (Synott and Symes, 1995) It was presumed that School uniforms will increase school spirit and loyalty and during the 1950's and 1960's the phrase "Dress Right, Act Right," was heard throughout schools in the United States, in an effort to diminish delinquency. In Cameroon, uniforms were instituted by the missionary institutions which introduced education, especially in the English-Speaking regions. This practice has continued till date with government, Religious institutions and private voluntary agencies running schools each instituting its own uniform. In Cameroon nursery and primary school children do not wear uniforms in all public schools though it is worn in some private schools.

In this light, Joseph (1986) formulated an analysis of clothing's as communication which provides a framework within which uniforms as a component can be better understood. He asserts that clothing's as a sign conveys information about values, beliefs and emotions. Brunsma and Rockquemore (1998), agree that uniforms act as suppressors of student's individuality, and "serves the function of maintaining social control within school environments". They suggest that school uniforms are meant to convey the institutional values of the school and are enforced so that the student will adhere to the goals of the school such as increased academic success, higher level of productivity and attentiveness and lower level of disciplinary problems.

Regular school wears are also useful in that, it reduces the dilemma of what to wear, it becomes easier in the morning when the learner has in his or her mind that the only thing, she has to wear is the school uniform (Brunsma 31). This saves time for learners to get to school earlier and well prepared to learn. This also gives learners a sense of belonging and a common identification look. When learners are in school uniforms, they feel like a family, they feel they belong together (Valero and Zevenbergen, 2004). This motivates them to learn and impacts their academic performance. According to Kela (2009), culture itself in relation to dressing in the various school wears is in the content of education; as learners learn to dress in their school wears from foundation level through their life span, this tends to influence them positively or negatively; depending on the trends of society culture in relation to school wears prescribed for learners use, which most often should portray the culture of the area where a school is located. All these will tend to have an influence on the learner's academic performance in school in relation to their physical, emotional, social and intellectual presentation and build up.

### *8.4 Farm Tools*

Nwangwu (1990) identified various characteristics of a modern learning environment to include buildings, classroom, farming plots, playground, sporting facilities which he argues, aid the teachers for effective and efficient delivery of lessons and their eventual influence on pupils' academic performances. Thus, these facilities and requirements should be made available to learners to assist them practice transferring theoretical knowledge acquired in classrooms into practice and thus improve their academic performances. Therefore, Elizabeth and Shuard (1988) assert that in order to foster learning, the teacher should give the learners opportunities for practical work. Thus, the schools and parents should make sure they acquire and make available farm tools for pupils to use during the outdoor practical lessons for cultivation of crops used for sustaining the community and society, and such knowledge and skills as developed by learners serve them even after leaving school to solve their daily live problems. In the same light, Loxley's (1998) study on the effects of the acquisition and availability of physical school requirements found out that, learners engaged in practical work turn to discover knowledge themselves by doing.

In 2004, The United Nations Food and Agricultural Organisation, (FAO), and UNESCO's Institute of Educational Planning, co-published a book on school gardening which addressed the importance of school gardening and agriculture education to community life and the learner. As agriculture helps to build leadership and team spirit through their inter curricular programs in agricultural education. Learners learn about farming in a community and learn to work together and see how the community provides food for the public.

## **9. Methodology**

This study uses the cross sectional – survey design. The data was collected using a closed ended Likert-type questionnaire to collect information from teachers and pupils. The questionnaire was divided into four main

areas of five questions each covering one of the research objectives making a total of 20 items. The instrument was subjected to face and content validity. A pilot survey was carried out with class six pupils in 2 primary schools in Buea and the result used to correct areas which lacked clarity. Data was collected in the month of February 2018 using the direct delivery method from pupils. Prior to collecting data permission was sought and obtained from parents through a letter which explained the purpose of the study and how the information will be used and only pupils whose parents gave consent were used in the study. Research assistants worked with pupils to complete the questionnaire.

9.1 Population

The population of this study is made up of 35 primary schools consisting of 18 rural and 17 urban schools, with 200 teachers and 1700 pupils. The sample population of the study is made up of 11 rural and 10 urban primary schools, comprising all school types and a sample size of 100 pupils. The simple random sampling technique was used to select the sample schools through a balloting system which enabled schools to be selected from three sources containing the names of the three school types represented in the population. Proportionate purposeful sampling was used to select the pupils since only those with parental consent participated in the study. Data was collected from class six pupils in the sample schools.

9.2 Data Analysis

The data were analyzed using frequency and proportions. Multiple Response Analysis was used to calculate the aggregated score for conceptual components (Nana, 2012). Conceptual indicators' scores were layered with background indicators using cross tabulations and compared among categories of background indicators using Chi-Square test of independence. Data were presented using frequency tables and charts. All statistics were presented at the 95% Confidence Level (CL), Alpha =0.05.

9.3 Findings

Presentation of findings based on the specific objectives.

9.3.1 Research Objective One: To find out how the acquisition and use of textbooks influences the academic performance of primary school pupils in urban and rural schools.

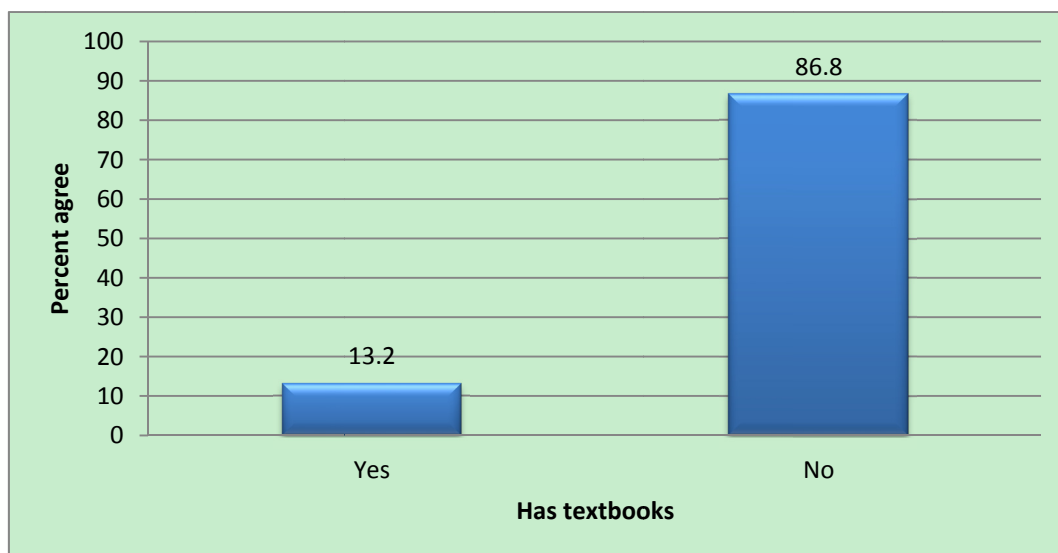
Table 1. Pupils' perceptions on how the acquisition and use of textbooks influences their academic performance

Textbooks	Urban N <sub>cases</sub> =47 N <sub>responses</sub> =282		Rural N <sub>cases</sub> =53 N <sub>responses</sub> =318	
	Yes	No	Yes	No
Has all the required textbooks	0.0%(0)	100%(47)	5.7%(3)	94.3%(50)
Reader	12.8%(6)	87.2%(41)	69.8%(37)	30.2%(16)
Workbook	14.9%(7)	85.1%(40)	26.4%(14)	73.6%(39)
Supplementary books?	4.3%(2)	95.7%(45)	5.7%(3)	94.3%(50)
Has all the required workbooks	0.0%(0)	100%(47)	3.8%(2)	96.2%(51)
Has all the required number of exercise books	0.0%(0)	100%(47)	9.4%(5)	90.6%(48)
<b>MRS</b>	5.3%(15)	94.7%(267)	20.1%(64)	79.9%(254)

$\chi^2=6.00$ ;  $df=1$ ;  $P=0.014$

Though in both locations pupils overwhelmingly agreed that they did not possess textbooks, 94.7% the situation was significantly more critical in urban areas ( $P<0.05$ ) with a proportion of 5.3% as compared to 20.1% for their counterparts in rural areas. Relatively more pupils in rural areas possessed materials on all indicators than their counterparts in urban areas.

Research Hypothesis One: The acquisition and use of textbooks influences pupils’ academic performance in urban and rural schools.



$\chi^2=109.52$ ;  $df=1$ ;  $P=0.000$

Figure 1. Pupils’ perceptions on how the acquisition and use of textbooks influences their academic performance in urban and rural schools

Pupils’ significantly ( $P<0.05$ ) were not adequately equipped with textbooks Those that were satisfactorily equipped with textbooks made a weight of only 13.2% as against 86.8% for those that were not satisfactorily equipped. This lack is perceived to be a serious factor hindering pupils’ academic performance.

9.3.2 Research Objective Two: To find out how writing materials influence the academic performance of primary school pupils in urban and rural schools.

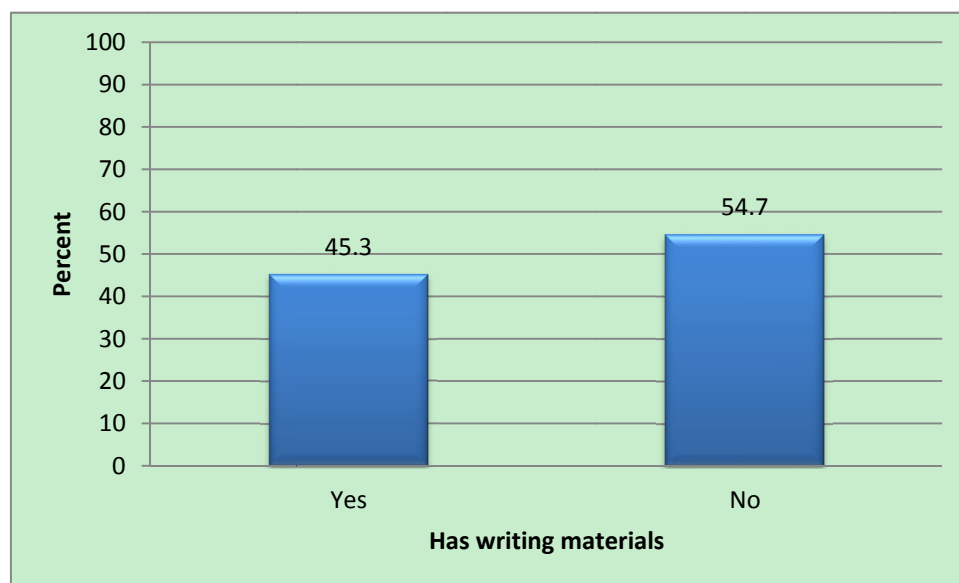
Table 2. Pupils’ perceptions on how writing materials influence their academic performance

Writing materials	Urban		Rural	
	N <sub>cases</sub> =47		N <sub>cases</sub> =53	
	N <sub>responses</sub> =235		N <sub>responses</sub> =265	
	Yes	No	Yes	No
Has enough pen to write throughout the year	0.0%(0)	100%(47)	9.4%(5)	90.6%(48)
Use pen to copy notes during lessons	87.2%(41)	12.8%(6)	92.5%(49)	7.5%(4)
The use of pen in copy notes help you to understand and pass your exam	100%(47)	0.0%(0)	98.1%(52)	1.9%(1)
Has enough pencils to write throughout the year	2.1%(1)	97.9%(46)	1.9%(1)	98.1%(52)
Has enough rulers throughout the year	2.1%(1)	97.9%(46)	1.9%(1)	98.1%(52)
<b>MRS</b>	38.3%(90)	61.7%(145)	40.7%(108)	59.2%(157)

$\chi^2=0.10$ ;  $df=1$ ;  $P=0.750$

In both locations pupils generally reported that they did not adequately possess and use writing materials. However, the situation was more critical in urban areas though not significantly ( $P>0.05$ ) with a proportion of 38.3% as compared to 40.7% for their peers in rural areas.

Research Hypothesis Two: The acquisition and use of Writing Materials influences pupils’ academic performance in urban and rural schools.



$\chi^2=8.00$ ;  $df=1$ ;  $P=0.005$

Figure 2. Pupils’ perceptions on how writing materials influence the academic performance of primary school pupils in urban and rural schools

Pupils’ significantly ( $P<0.05$ ) were not adequately equipped with writing materials. Pupils who were satisfactorily equipped with writing materials made a weight of 54.7% as against 45.3% for those that were not satisfactorily equipped implying that this negatively affected their academic achievement.

9.3.3 Research Objective Three: *School wears* influences the academic performance of primary school pupils in urban and rural schools.

Table 3. Pupils’ perceptions on how school wears influences the academic performance

School wear	Urban N <sub>cases</sub> =47 N <sub>responses</sub> =329		Rural N <sub>cases</sub> =53 N <sub>responses</sub> =371	
	Yes	No	Yes	No
	Has two schools uniforms	100% (47)	0.0% (0)	100% (53)
The wearing of uniforms helps to keep you away from punishment	100% (47)	0.0% (0)	98.1% (52)	1.9% (1)
Has the required school shoes and socks throughout the year	0.0% (0)	100% (47)	7.5% (4)	92.5% (49)
Regularly wear the school uniform and socks to school	0.0% (0)	100% (47)	3.8% (2)	96.2% (51)
Frequently sent home from school for putting on wrong uniform	95.7% (45)	4.3% (2)	66.0% (35)	34.0% (18)
Has the required sport wear	0.0% (0)	100% (47)	30.8% (16)	69.2% (36)

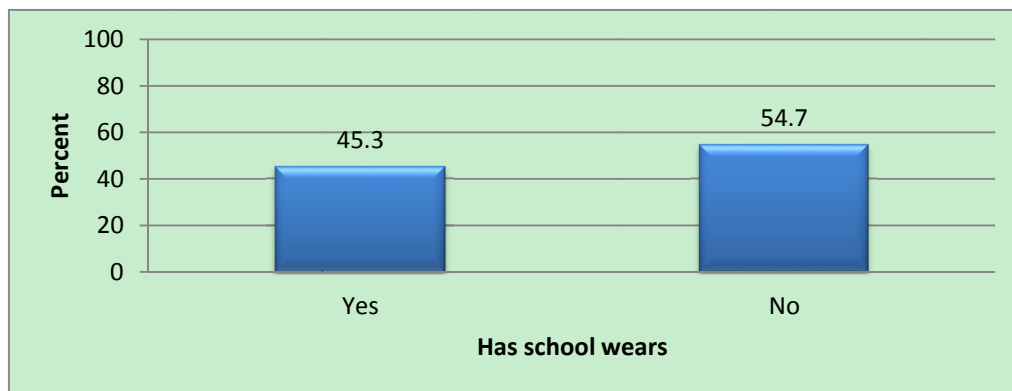


I use my sport wear	2.1% (1)	97.9% (46)	28.3% (15)	71.7% (38)
<b>MRS</b>	42.5%(140)	57.5%(189)	47.7%(177)	52.0%(193)

$\chi^2=0.30$ ;  $df=1$ ;  $P=0.584$

Though in both locations pupils to a weak extent agreed to adequately possess and use school wears, the situation was slightly more critical in urban areas though not significantly ( $P>0.05$ ), with a proportion of 42.5% as compared to 47.7% for they counterparts of rural areas.

Research Hypothesis Three: The acquisition and use of School Wears influence pupils’ academic performance in urban and rural schools.



$\chi^2=2.00$ ;  $df=1$ ;  $P=0.157$

Figure 3. Pupils’ perceptions on how the acquisition and use of school wears influence pupils’ academic performance in urban and rural schools

Pupils’ were not adequately equipped with school wears perceived to be a serious inhibiting factor to their academic achievement as they were often sent home, pupils who were satisfactorily equipped with school wears made a weight of 45.3% as against 54.7% for those that were not satisfactorily equipped though this difference was not significant.

9.3.4 Research Objective Four: Farm tools influences the academic performance of primary school pupils in urban and rural schools.

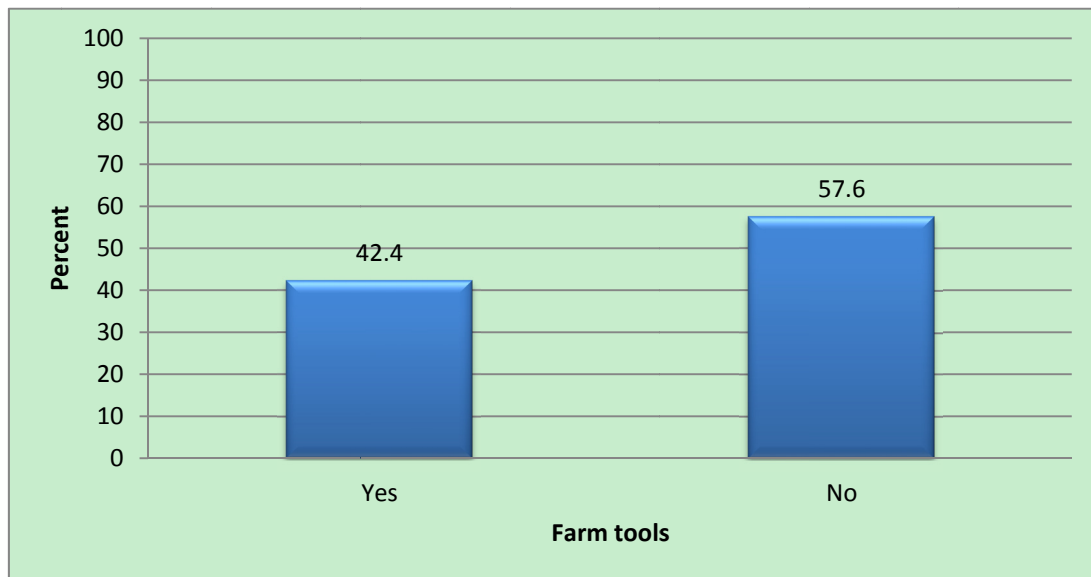
Table 4. Pupils’ perceptions of how farm tools influence their academic performance

Farm tools	Urban $N_{cases}=47$ $N_{responses}=235$		Rural $N_{cases}=53$ $N_{responses}=265$	
	Yes	No	Yes	No
	Hoes	53.2%(25)	46.8%(22)	49.1%(26)
Cutlass	36.2%(17)	63.8%(30)	49.1%(26)	50.9%(27)
Spade	46.8%(22)	53.2%(25)	37.7%(20)	62.3%(33)
Diggers	40.4%(19)	59.6%(28)	34.0%(18)	66.0%(35)
Ropes	44.7%(21)	55.3%(26)	34.0%(18)	66.0%(35)
<b>MRS</b>	44.2%(104)	55.7%(131)	40.7%(108)	59.2%(157)

$\chi^2=0.10$ ;  $df=1$ ;  $P=0.749$

On the aggregate pupils in both locations reported to insufficiently possess and use farm tools. The situation though slightly more critical in rural areas was not significantly ( $P>0.05$ ), with proportion of 34.0% as compared to 44.7% for they counterparts of urban area.

Research Hypothesis Four: The acquisition and use of farm tools influence pupils’ academic performance in urban and rural schools.

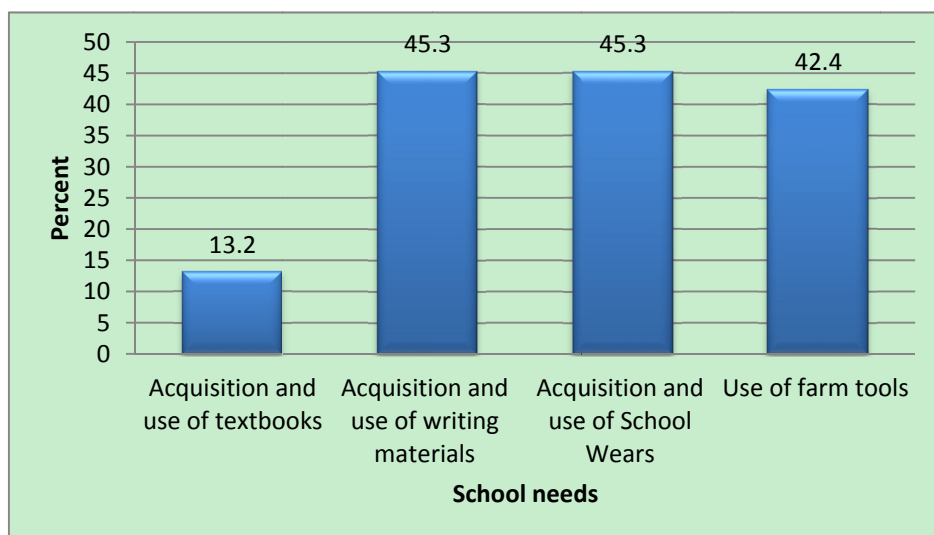


$\chi^2=5.12$ ;  $df=1$ ;  $P=0.024$

Figure 4. Pupils’ perceptions on how the acquisition and use of farm tools influences the academic performance of primary school pupils in urban and rural schools

Pupils’ were not adequately equipped with farm tools which was perceived to hinder their academic achievements as those that were satisfactorily equipped with farm tools made a weight of 42.4%, less than half, as against 57.6% for those that were not satisfactorily equipped and this difference was significant ( $P<0.05$ ).

**10. Summary of Findings**



$\chi^2=31.45$ ;  $d.f.=1$ ;  $P=0.000$ .

Figure 5. Comparing pupils perceived acquisition and use of various categories of school needs

Pupils were the most equipped in writing materials and school wears with equal weights of 45.3%, followed by farm tools (42.4%), then textbooks (13.2%). It is worth noting that for all the types of school needs, less than the majority was adequately equipped. This is course of concern because the importance of school needs in the performance of students is obvious. The contrast between textbooks and the rest was so critical and statistically significant ( $P < 0.05$ ).

## 11. Discussion

In relation to pupils' acquisition and use of text books, the findings show that pupils overwhelmingly did not possess the needed textbooks to study. This lack of instructional materials is very detrimental to teaching, learning and evaluation especially at this basic level where pupils need to experiment with a variety of learning resources in order to stimulate, develop their potential and to progressively master and influence their environment. Though the findings indicated that pupils' in rural schools possessed more textbooks in relation to their peers in urban schools, the demographic data revealed that a majority of parents of pupils in urban schools like those in rural schools were farmers. This finding is corroborated by findings of the UNESCO report (2012), that for core textbooks, in many south Saharan countries, students at all levels either lack textbooks altogether or are required to share them with their peers. This highlights the general poverty level of the population which renders parent's incapable of purchasing basic textbooks for their children thereby curbing their ability to learn in relation to their potential and affecting the desired quality of education.

The consequences on pupil's ability to learn and the quality of learning are seriously affected as Graham (1991) posits that, the absence of textbooks is likely to lead to the failure of any educational programme. Therefore, pupils in these schools are deprived of the benefits that come with pupils owning and using textbooks to study as indicated by (Hallack 1990, Eshiqani 1993, Martin 2002 and Ayoo 2002). The important Place that textbooks occupy in promoting learning gives them a place of choice in the new sustainable development goal of education and access to appropriate learning material is listed as a key strategy for achieving the first means of implementation

Without textbooks, pupils have nothing to manipulate in order to discover knowledge, come out with their own conclusions and use their findings to solve life challenges in their daily lives (Elisabeth and Shuard, 1980).

In relation to writing materials, pupils in both urban and rural schools reported that, they did not possess them in sufficient quantities and consequently, were unable to make adequate use of these leading to poor performance. This situation deprives the pupils from benefiting from the advantages to learning such as motivation, facilitate of teaching and learning, making learning easy, lively and concrete and promoting the effective and efficient transmission of organized skills, knowledge, values and altitudes from the teacher to the learners within an instructional situation (Mintzberg 1979, Nwachukwu, 2006).

Similarly, pupils were not adequately provided with school wear which had a negative impact on their study as pupils missed classes by being sent back home. Though the situation was slightly critical in urban schools the difference was not significant.

Concerning pupil's possession and use of farm tools in learning, they reported on the aggregate that they did not have these tools in sufficient quantities therefore, their inability to use them in practical's seriously hampered their learning. The lack of farm tools makes it impossible for pupils to be able to transfer theoretical knowledge gained in the classroom into practice and deprives learners from discovering knowledge through engagement in hands-on activities. Consequently, the spirit of collaboration and team work that such activities engender cannot be nurtured among these learners.

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