
EFFECT OF PLANNED LEARNER BEHAVIOR ON LEARNER ACHIEVEMENT IN SECONDARY SCHOOLS OF WEST POKOT KENYA: ADDRESSING PUNCTUALITY, ATTENDANCE AND PARTICIPATION

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ABSTRACT

Planned learner behavior is integral in school-based planning which foster conducive environment for higher academic achievement. Well-structured planned behaviors contribute to developing intrinsic and extrinsic competencies crucial for mastering material measured for high attainment. In school settings which are intentionally designed for welcoming planned learner behavior, including punctuality and engagement may result in improved academic scores, fostering interest and better retention of content learnt. However, in instances where learner behavior is inappropriately planned, instructional processes may be negatively skewed for enhanced learning attainment. Study objective was to examine effect of punctuality, attendance, and participation on learner achievement in county secondary schools in West Pokot, Kenya.

The theoretical foundation was institutional theory, asserting that schools, as social organizations, align with societal norms and values. The adoption of a positivism paradigm and a quantitative approach facilitated examination of planned learner behavior on academic attainment.

The study employed descriptive survey research design involving 133 secondary schools, using probability sampling, questionnaires, and key informant interviews. The sampling approach resulted in selection of 366 teachers spread across 64 secondary schools. Statistical tools, including linear regression and SPSS, were used in quantitative analysis, while qualitative data were thematically analyzed.

The results revealed a statistically significant model, indicating that learner punctuality, class attendance, and class participation significantly influenced learner achievement. The predictor variables; learner punctuality (Beta coefficient=.219, $t=9.482$, $p=0.000$), class attendance (Beta coefficient=.149, $t=6.123$, $p=0.000$) and class participation (Beta coefficient=.129, $t=5.705$ & $p=0.000$), demonstrated significant positive coefficients, suggesting a positive association with increased learner scores. Punctuality had strongest influence on learner attainment while participation had the least contribution. The study recommended implementing and strengthening administrative measures for punctuality, through reward system, to cultivate a positive culture of timeliness.

Additionally, study suggested developing and enforcing regularity of attendance, with clear consequences for absenteeism.

INTRODUCTION

Planned learner behavior as a component of school-based planning, cultivates an environment conducive for achievement of higher academic goals. Well-structured planned behaviors contribute to the development of intrinsic and extrinsic competencies, essential for mastering and retaining academic material. In intentionally welcoming school settings, learners are more inclined to exhibit punctuality, attend classes, and engage in academic discussions, ultimately leading to improved performance in academic assessments (Polirstok, 2017).

Moreover, learners in a structured behavioral environment tend to exert more control over learning, fostering increased interest and better retention of material. Further, planned learner behavior may facilitate teachers to act as guiding influencers in motivating and supporting learners to exert considerable effort in learning process and enhance interest, enthusiasm, persistence, and effort (Hejazi & Sadoughi, 2023). The resulting controlled learning atmosphere coupled with teacher support may most likely enhance overall academic experience by promoting learners' cognitive resources and fostering continued effort and sustained interest in the lengthy and demanding processes of learning.

As a consequence, understanding and harnessing learner behavior may empower schools to deliver personalized, engaging learning experiences, facilitating optimal performance and success for individuals within the educational system.

Planned learner behavior, particularly punctuality, class attendance, and class participation, may significantly influence academic achievement in secondary schools. Specifically, punctuality is a valuable trait that sets the tone for learner commitment to own education. In addition, arriving on time to attend class allows the learner to start learning process promptly and maximizes exposure to instructional time for better scores. On the other hand, chronic lateness may disrupt learning environment, not just for the latecomer but for the entire class resulting in indiscipline, disjointed learning and much lower learner achievement. More still, lateness may result in missed instructions, incomplete understanding of concepts and lower level of engagement with the academic material giving rise to diminished scores.

On the same breadth, learners who attend classes consistently are more likely to understand assigned material, and effectively participate in class activities enjoying benefit of structured and routinely regulated attendance which may enhance mastery of concepts and learning outcomes.

Furthermore, enduring absenteeism may lead to gaps in knowledge; misunderstanding and learners may most frequently struggle to grasp pertinent concepts, resulting in falling behind in coursework, lowering learner attainment. Worse still, missed classes may result in incomplete notes, irregular delivery of content and mixed-up conceptualization, resulting in much more diminished learner attainment.

Planned learner behavior drawn from active participation in class discussions, question and answer sessions, enhances understanding of the subject matter for accelerated learning. Active participation creates positive learning environment, which stimulates critical thinking allows a learner to receive immediate feedback from teachers for enhanced learning achievement. On one hand, limited participation may indicate disengagement with the learning process weakening conceptualization of content for improved scores. Again, learners who do not participate in class discussions or activities may miss out on valuable insights and fail to develop essential communication, critical thinking skills and competencies for enhanced learning. Based on this realization, planned learner behavior, including punctuality, class attendance, and class participation, may most likely create foundation for academic success in secondary schools by stimulating sustained learning.

More still, consistent positive behaviors in class activities contribute to a conducive learning environment, while negative behaviors may hinder learner progress and overall academic achievement.

According to Katz (2015), punctuality extends beyond a mere sense of timing, symbolizing organizational skills and dedication which if appropriately synchronized, may result in higher learner achievement. More still, punctual learners, according to Katz (2015), value education which correlates positively with academic achievements. Urquijo and Extremera (2017) reinforce this notion by asserting that school-based planning, with emphasis on punctuality and attendance, positively link with increased class engagement, enhanced learning, and improved examination grades across subject specializations. In addition, Sansaluna-Maulana, Aliman, and Ulangkaya's (2021) underscored influence of punctuality and attendance on raising learning outcomes. Further, Sansaluna-Maulana et al. (2021) argued that time management serves as bedrock of discipline, which, if intricately linked to punctuality may significantly influence academic attainment.

More still, Sultana and Rashid (2013) stressed the vital role of school-based planning in addressing time management and punctuality for effecting systematic teaching-learning environment that enhances overall learning engagement for higher scores. In context, consistent enforcement of discipline, especially regarding punctuality, may be deemed imperative to stimulate higher attainment. For example, Hassan, Jami, and Aqeel's (2016) highlighted position of punctuality as correlating with learner achievement particularly across subject specializations. Based on this, institutional based planning that improves punctuality, tended to enhance academic excellence across school systems including West Pokot County, Kenya.

In addition, school-based planning focusing on class attendance, if systematically implemented tends to influence learning achievement across subject areas. According to Sides and Cuevas (2020), there exist strong correlation between class attendance and learning achievement in highly technical modules with practical components, administered in specialized contexts. However, Urquijo and Extremera (2017) noted that while attendance may significantly contribute to course grades, this may not be universally true as individual learner differences tend to influence targeted outcomes of instruction.

More findings by Sides and Cuevas (2020) tend to align moderate correlation between attendance and learning achievement in theory-based specializations.

Again, a positive relationship between learning achievement and class attendance suggested more improved learning outcomes arising from structured instructional processes. More still, Santiago de Compostela University (Spain) recognized that regularity of attendance tended to determine scheduling of conflicts around instructional processes and natural resources to raise the quality of outcomes across disciplines. (Kaliakamur, Mugwe, and Thinguri 2019).

Class participation may be crucial aspect of academic success, marked by active learner engagement and the recognition that individual effort is central to learner achievement. The extent of learner involvement in instructional participation significantly influences academic achievement in class settings across schools. Thomas (2013) argued that engagement in the instructional process positively contributes to class participation, enhancing overall academic achievement across school systems. Therefore, active participation reflects a pedagogical approach where learners take responsibility for own learning, playing a pivotal role in improving educational outcomes.

Wangeri, Kimani & Mutweleli (2012) building on learner participation, highlighted that active class participation fosters a sense of responsibility, enabling learners to identify and address knowledge gaps for accelerated attainment. Similarly, learner attitudes and behavior play a significant role in shaping class participation among learners during instructional processes. Again, autonomy and prompt engagement in academic work were noted as determinants of class participation which stimulate higher learning attainment (Wangeri et al., 2012). Active participation, as recognized by Waseka and Simatwa (2016), not only facilitates learning but cultivates sense of connectedness, affiliation, and belonging among learners, leading to improved overall scores. School-based planning emphasized as an element promoting meaningful learner engagement in efficient and effective learning, addressing issues arising eliminate feelings of boredom and alienation that may instigate high dropout rates (Onyango, 2012). While Oundo (2013) underscored the role of school-based planning in providing a platform for counselors to address psychological and social aspects of learning, promoting class participation and inherent better scores across school system.

On the same vein, Keyes (2019) highlights that engaged learners, through active class participation, invest additional energy in learning by interacting effectively with

peers, while remaining focused during and after the teaching-learning process.

STATEMENT OF THE PROBLEM

School based planning targeting punctuality, regularity of attendance and learner participation in class tends to accentuate learner attainment during and after teaching-learning process. In instances where punctuality, attendance and learner participation are negatively skewed, learning attainment may be compromised across specialization. Again, punctuality enhances prompt implementation of teaching-learning process which strengthens acquisition of expected competencies to boost learner attainment for effective and efficient application of requisite skills. On the same vein, weak implementation of class processes resulting from inability to respect timeliness may most likely inhibit actualization of demands of instruction for accelerated learning. In addition, ineffective time management tends to encourage inappropriate implementation of instructional processes which may yield much lower learner achievement.

More still, regular attendance of class and respective activities tend to boost learning achievement through unified approach to implementing school programs. On the one hand, irregular school-based planning may result in weaker mastery of concepts diminishing ability of the learner to efficiently display competencies across

disciplines. Further, school-based planning may improve attendance which strengthens learner conceptualization of content which in turn accelerate attainment of quality of scores. More still, regularity of attendance may improve quality of instructions and inherent mastery of content for higher order thinking skills. While irregularity of attendance weakens discipline, acquisition of requisite content and lowering overall grade across specialization during and after the instructional process.

Based on this realization, school-based planning premised on rigorous class participation during teaching-learning process tends to generate interest for strengthened acquirement of critical thinking skills. On the other hand, inefficient lesson instruction processes drawn from unstructured participation may most probably result in development of low critical thinking skills and overall learning achievement, all of which arising from inappropriately structured school-based planning process.

OBJECTIVE

The purpose of this study is to determine the effect of planned learner behavior and learner achievement in secondary schools in West Pokot County, Kenya. The specific objective of the study was to determine the effects of punctuality, attendance and

participation on learner achievement in secondary schools in West Pokot County, Kenya.

THEORETICAL PERSPECTIVE

Institutional theory underpins the study by providing deeper understanding of school as an organization with management practices as products of social factors rather than economic forces (Suddaby, 2015). The theory was first proposed by John Meyer and Brian Rowan in 1977, and later supported by Paul DiMaggio and Walter Powell in the construction of Societal Effect theory. The theory views organizations, their structures, practices, and standards of behavior as determined by rules and norms originating from their environment (Roszkowska-Menkes 2022). Additionally, Huerta, & Zuckerman (2009) in support of the theory, argue that organizations conform to prevailing norms, values, and rules in their external environment, shaping their structures and behaviors to gain legitimacy and acceptance.

In regard to this study, institutional theory perceives schools as social organizations which align with societal norms and values targeted, such as planned learner behavior which serves as a pillar of learner attainment. Furthermore, planned learner behavior as component of school-based planning and learner achievement involves incorporating punctuality, class attendance, and class

participation in enhancing discipline for efficient and effective school management. Punctuality and attendance reflect adherence to external norms, enhancing institution's legitimacy by meeting societal expectations for positive coexistence and learner attainment.

School-based planning, viewed through an institutional lens, becomes a strategic approach to create harmonious structures within the educational institution that comply with societal expectations (Lammers et al., 2014). The theory emphasizes cultural theories, ideologies, and societal prescriptions in institutional scripts to improve learning achievement by shaping learner behaviour, enhancing teacher participation, fostering a positive school climate, and providing adequate instructional facilities for accelerated learning.

Further, educational achievement drawn from institutional-based planning, depends on behavior patterns as collective actors in school, as a social organization, with targeted goals of attainment.

CONCEPTUAL FRAMEWORK

The framework underscores the interplay between planned learner behavior and academic achievement, highlighting the specific aspects of punctuality, attendance,

and participation that contribute to learner success in West Pokot County, Kenya. The paper presupposes punctuality may positively affect learner achievement by ensuring that learners do not miss important instructional content or activities. Additionally, higher attendance rates among learners lead to enhanced opportunities to engage with the material and participate in discussions. Further, active participation among learners facilitate interaction with the material, asking questions, and deepen their understanding of contents.

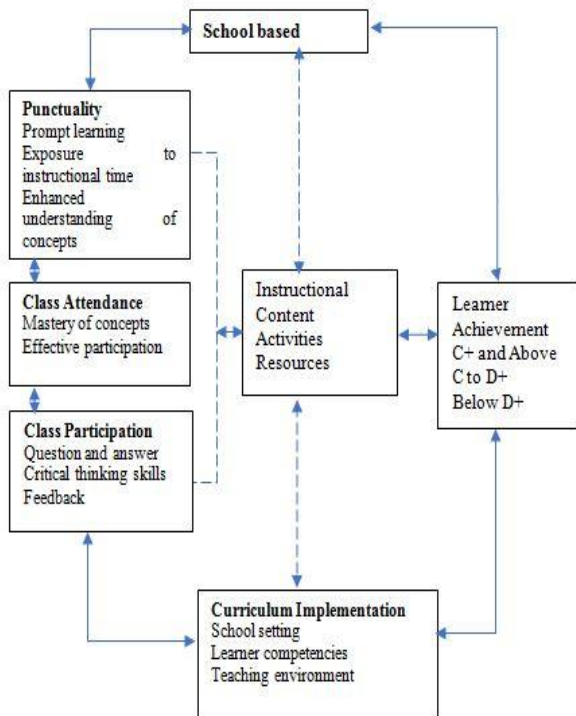


Figure 1. Conceptual Framework

Furthermore, effective curriculum implementation may moderate the outcomes of planned learner behavior on learner achievement by ensuring that instructional objectives are met and learner access necessary resources and support. Further, quality and relevance of instructional content may influence how effectively learners engage with the material and, consequently, their achievement outcomes.

As a consequence, the study assumes dimensions of planned learner behavior (punctuality, attendance, and participation) are independent variables while learner achievement is dependent variable.

METHODOLOGY

The study adopted positivism paradigm embedded in quantitative approach to determine the effect of planned learner behavior on improved scores. Paradigms represent global views and principles, as well as the interpretive world. This presents ideas and opinions towards subjects of inquiry guiding intended actions. The paradigm drives data collection and analysis processes to accentuate targeted knowledge by generating ideas. As a result, the paradigm influences every decision made. Positivism help discover objective truths about reality through empirical evidence for generation of newer knowledge for accelerated learning. The approach therefore rejects speculations and metaphysical theories about reality and instead relies on evidence collected in a scientific process.

Mixed-method provided on descriptive survey research design was used to generate quantitative and qualitative data to provide holistic understanding of multifaceted questions and resultant data. Population frame was 133 secondary schools while unit of analysis were teachers and learners.

Further, probability sampling methods including Fisher's sample size formula, together with convenient sampling were used to select 64 schools, 64 principals, 364 teachers, 349 learners and 64 BOM/ PTA representatives.

Questionnaire and KIIs were used to solicit data from the responses. Descriptive statistics were generated to highlight distribution of sub-components of study variables. Linear regression models are based on the premise that Y is a function of a set of k independent variables ($X_1, X_2 \dots X_k$), as indicated in the formula: $Y_j = \beta_0 + \beta_1 X_1 + \epsilon_j$. Where: β_0 = intercept; β_1 = regression coefficient; ϵ_j = error term; Y_j = dependent variable; X_1 = independent variable (Morgan et al., 2007). The model generated standardized regression coefficients (Beta weights), t-statistic and p-values, which enabled the investigator to fulfil the study's objective.

The effect of planned learner behavior on the academic achievement was by Beta weights. The Statistical Package for Social Sciences (SPSS) facilitated quantitative data analysis. Qualitative data generated from the principals and the BOM/PTA representatives were processed and analysed following three steps, including transcription and organization in line with main themes; description to produce preliminary reports; and thematic analysis, which identified emerging sub-themes under each cluster, as well as patterns and trends of change in learners' achievement in reading comprehension (Best and Khan, 2004).

The investigator conformed to three principles of research ethics, including respecting participants' right to self-determination, as well as ensuring confidentiality and justice (Henrickson, et al., 2020). In this regard, the investigator obtained consent from the school administration and teachers before involving learners in the study. The process involved writing brief letters, explaining purpose of the study, its potential benefits to the learners and the importance of voluntary participation. Teachers were the main study respondents while principals and BOG/BOMs complimented their perspectives. Besides, all participants were assured that the information obtained from them would be kept confidential, and used for the purpose of the research only. Confidentiality measures included ensuring anonymity of the schools and participants.

RESULTS

The response rate for the entire study was 84.06%, with teachers' questionnaires recording highest return rate of 95% while principals recorded the least at 62%. The study response rate was above 60%, which according to Morton et al., (2012) is generally considered acceptable for research generalizability and representativeness.

Demographic profile of Respondents

The results and analysis of the demographic attributes are presented in table 3.1.

Table 1: Demographic Characteristics

Variables	Categories	Frequency	Percentage
Gender	Female	145	39.8
	Male	219	60.2
Age	30 years and below	89	24.4
	31 to 45 years	160	43.8
	46 years and above	116	31.8
Professional status	untrained teachers	83	22.7
	trained teachers	271	74.0
	Others	12	3.3
subject taught	Humanity	94	25.7
	Language	79	21.6
	Mathematics	81	22.1
	Other	32	8.7
	Science	80	21.9
Highest level of education	Masters/ PhD	14	3.8
	Bachelors	338	92.3
	Diploma	14	3.8
experience in years	5 years or less	92	25.1
	6 to 10 years	103	28.1
	11 years and above	171	46.7
Years worked in organization	5 years or less	99	27.0
	6 to 10 years	72	19.7
	11 years and above	195	53.3

These results in table 1 show that the respondents comprise of more male (60.2%) than female (39.8%), with the majority being trained teachers (74.0%) holding bachelor's degrees (92.3%).

In terms of age distribution, a significant portion falls within the 31 to 45 years bracket (43.8%). Most respondents have over 11 years of teaching experience (46.7%) and have worked in their current organizations for the same duration (53.3%). Subjects taught are fairly evenly distributed among humanities, languages, mathematics, and science, while a small percentage (8.7%) teaches other subjects. Consequently, the analysis reveal majority of the teachers in county secondary schools are trained teachers, hold a bachelor's degree, and have more than 5 years of experience, suggesting a diverse and experienced group in the educational context in West Pokot County.

ACADEMIC PERFORMANCE

The results of the dependent variable presented in table 2 show the school's performance in the past KCSE exams beginning 2018 to 2022

Table 2: Descriptive Statistics Schools KCSE Performance

Year	N	Minimum	Maximum	Mean	Std. Dev.	Skewness	Kurtosis
2018	63	2.83	6.84	4.3414	.96955	.530	-.409
2019	63	2.98	6.66	4.5368	.95057	.374	-.587
2020	63	2.77	6.80	4.5485	.89768	.233	-.495
2021	63	2.85	6.88	4.6445	.87222	.189	-.480
2022	63	2.70	6.87	4.6673	.87801	.218	-.274
mean	63	2.94	6.70	4.5444	.86498	.376	-.510

Table 2 results indicate the minimum and maximum mean scores ranged from 2.70 to 6.88, whereas the mean and standard deviation ranged between 4.3414 to 4.6673 out of 12; and 0.86498 to 0.96955 respectively. The mean and standard deviation results suggested consistent central tendency. The skewness had values between 0.189 and 0.530, while kurtosis values ranged between -0.587 to -0.274. These results suggest somewhat symmetrical distribution which has no outliers. The results suggested that the county secondary schools did not register significant deviations in KCSE scores over the five-year period, which showcased lack of strategies such as school-based planning targeting learner

behavior that would alter the results upwards or downwards.

Univariate Analysis: Teacher Perceptions on Planned Learner Behaviour

Univariate analysis was performed on punctuality, class attendance and class participation to generate descriptive statistics which provided insights into uniqueness of data. The analysis captured number of observations (N), minimum, maximum, mean, standard deviation (Std. Dev.), skewness, and kurtosis, which enhance understanding of distribution and characteristics of data obtained from Likert scale.

Table 3: Teacher Attitude on Planned Learner Behavior

	N	Min	Max	Mean	Std. Dev.	Skewness	Kurtosis
Learner punctuality influences achievement scores	366	1	5	3.73	1.037	-.657	-.059
Regular class attendance affects achievement scores	365	1	5	4.10	1.006	-1.107	.782
Learner participation enhance instructional process	365	1	5	3.72	1.045	-.699	.035

The findings in table 3 indicate that, on average, learners in the surveyed context demonstrated moderate punctuality, scoring 3.73 out of 5. While the mean score is positive, a slight negative skewness (-0.657) suggests a subset of learners struggling with punctuality. Conversely, regular class attendance scored higher, averaging 4.10 out of 5, indicating good attendance habits. The relatively high mean score and negative skewness (-1.107) suggest a strong trend toward consistent attendance. Learners' participation during instruction received an average score of 3.72, indicating a moderate level of engagement.

Despite a negative skewness (-0.699) indicating some variation, recognizing the crucial role of learner participation in the learning process is essential. The results imply that punctuality as a component of planned learner behavior is important for effective learning as it ensures that learners are present and ready to engage in learning activities. However, the presence of a subset of learners struggling with punctuality suggests a need for interventions to address this issue as tardiness could lead to missed learning opportunities and affect overall achievement.

Similarly, Regular attendance is crucial for academic achievement as it enables learners to benefit from instruction, interact with peers, and stay updated with course content. Further, the analysis indicates that active participation in class discussions, activities, and assignments is essential for deepening understanding and knowledge retention. As such, planned learner behavior, as a dimension of school-based planning, needs to make efforts to encourage greater participation among all learners to enhance their learning outcomes.

Table 4: Planned Learner Behavior and Learning Achievement

BIVARIATE ANALYSIS: TEACHERS' PERCEPTION ON PLANNED LEARNER BEHAVIOR AND ACHIEVEMENT

The bivariate analysis targeted identification of specific learner behaviors significantly linked to mean school performance in KCSE, including punctuality, attendance, and participation. This analysis provides insights for school-based planning and educational policymaking by assessing the impact of teacher attitude on enhancing planned learner behavior for greater punctuality, participation and engagement.

The assessment of planned learner behavior utilized three perception statements for teachers, with respondents indicating their frequency on a five-point ordinal scale: "strongly disagree," "disagree," "uncertain," "agree," and "strongly agree." The table illustrates the number and percentage of responses categorized by different school performance levels (C+ and above; C to D+ and Below D+), along with responses to each statement at each level. Chi-square values were employed to ascertain the statistical significance of the relationship between school leadership items and school achievement, with the evaluation relying on the p-value. A p-value less than 0.05 indicates a significant relationship

Planned Learner Behavior items	Mean School performance in KCSE (2018 to 2022)										Chi-square analysis (X ² , df, p-value)	
	C+ and above		C to D+		Below D+		Total		n	%		
	n	%	n	%	n	%	n	%				
Learner punctuality influence on achievement scores	strongly disagree	0	0.0	1	0.5	1	8.7	1	3.2	19	5.81	
	disagree	0	0.0	5	2.3	2	2.8	3	9.3	8	0.00	
	uncertain	0	0.0	2	1.2	5	4.1	8	2.5	0		
	agree	0	0.0	1	0.9	5	4.3	2	6.5			
	strongly agree	2	1.0	6	2.5	5	3.9	9	2.4			
	Total	2	1.0	2	1.0	1	1.0	3	1.0	6	0	0
Regular class attendance affects achievement scores	strongly disagree	0	0.0	0	0.0	9	7.1	9	2.5	13	5.92	
	disagree	0	0.0	4	1.8	1	1.5	1	5.2	8	0.00	
	uncertain	0	0.0	1	0.4	6	4.4	3	5.3			
	agree	0	0.0	7	3.5	3	4.7	3	2.4			
	strongly agree	2	1.0	1	0.5	5	3.3	1	4.9			

	Tota l	2 0	1 0 0. 0	2 1 0 8	1 0 0 0	1 2 0 7	1 0 0 0	3 6 5	1 0 0	
Learner participa tion enhance instru ctional process	stron gly disag ree	0	0. 0	4 . 8	1 . 0	1 0 7	7 . 9	1 4 5	3 . 8	13 3. 88
	disag ree	0	0. 0	9 . 1	4 . 1	2 3 1	1 8 1	3 2 1	8 . 8	, 8, 0. 00 0
	unce rtain	0	0. 0	2 6 . 9	1 1 . 9	5 8 5	4 7 . 7	8 4 . 3	2 . 0	
	agree	5	2 5. 0	1 1 3 8	5 1 . 8	2 9 2	2 . 8	1 4 7 3	4 0 . 3	
	stron gly agree	1	7 5. 0	6 6 . 3	3 0 . 3	7 7 5	5 . 5	8 8 . 1	2 4 . 1	
	Tota l	2 0	1 0 0. 0	2 1 0 8	1 0 0 0	1 2 0 7	1 0 0 0	3 6 5	1 0 0	

The chi-square analysis revealed statistically significant associations between planned learner behaviors and mean school performance in KCSE. Notably, strong agreements regarding the influence of learner punctuality, regular class attendance and keen participation during instruction were all significantly correlated with higher achievement levels of C+ and above. The chi-square analysis unveiled compelling evidence of statistically significant connections between planned learner behaviors and learner achievement in the 5-year period of Kenya Certificate of Secondary Education (KCSE) examination.

Notably, the three pivotal planned learner behaviors including learner punctuality, regular class attendance, and active participation during instruction revealed instances of strong agreement among teachers, emphasizing the positive influence of these identified behaviors. Importantly, these strong agreements were found to be significantly correlated with higher achievement levels, specifically those attaining C+ and above in the KCSE examination. The implications of the study suggest that learners consistently displaying punctuality, regular attendance, and active participation in instructional activities are more likely to achieve higher academic success. In addition, the study recognizes fostering and acknowledging planned learner behaviors, highlighting their positive impact on overall school performance, especially in achieving higher grades in the KCSE examination.

Further qualitative assessment on the principals and BOG/PTAs indicated that attendance and punctuality of both learners and teachers resulted in higher academic outcome. This view aligned with the strong agreement among teachers on the influence of learner punctuality and regular class attendance, which are critical to academic success.

In addition, their emphasis on discipline and behavior management to maintain a conducive and disciplined learning environment corresponded to the importance of positive learner behavior in boosting discipline, as identified by the PTA. Furthermore, the principals encouraged parents to be active partners in reinforcing desired learner behavior, reinforcing the significance of Parents and Community Involvement in bolstering academic success. This aligned with the theme identified in the PTA thematic analysis, where parents were seen as crucial in promoting positive learner behavior. Principals recognized the value of involving parents and the community in shaping learners' behavior.

Table 5: Thematic Analysis - Planned learner behavior

Responses	N	Percentage
Principals		
Attendance and Punctuality of both learners and teachers	5 5	86%
Discipline and Behavior Management for maintaining a conducive and disciplined learning environment.	6 0	94%
Parent and Community Involvement in promoting positive learner behavior.	4 5	70%
Positive Behavior Interventions to address challenging learner behavior.	4 1	64%
Motivation and Engagement initiatives to motivate and engage weak learners in their learning.	3 7	58%
PTA/ BOMs		
strategies for promoting positive learner behavior to boost discipline	4 5	70.3 %
Champion for initiatives that enhance learner participation and interest in learning.	5 3	82.8 %
Emphasizing character education and values in school planning.	4 4	68.8 %
Encouraging parents to be active partners in reinforcing desired learner behavior.	6 2	96.9 %
Assessing the impact of the physical and social environment on learner behavior.	5 1	79.7 %

The results in table five showed that principals supported the idea of positive behavior interventions to address challenging learner behavior. The theme identified by the PTA regarding strategies for promoting positive learner behavior were punctuality, regular class attendance and class participation. Additionally, school principals acknowledged the need for interventions to address challenging learner behaviors such as lateness, disengagement and absenteeism, to foster a positive learning environment. Further, the principals mentioned the importance of motivation and engagement initiatives to motivate and engage weak learners in their learning. This view corresponded with the teachers' agreement on the influence of keen participation during instruction and the importance of motivating and engaging learners. Conversely, the principals' and PTAs/ BOMs' views validated the importance of planned learner behavior in boosting discipline and academic success. This convergence of views from different stakeholders highlighted the critical role of planned learner behavior in achieving better academic outcomes in county secondary schools.

During discussion, one teacher indicated that punctuality determines level of school and learner performance in class and said that:

“Punctuality enables a learner to be in class on time, ready to welcome the teacher and effectively engage in the learning process to enhance mastery of content for sustained learning.

In addition, punctuality enables a learner to maintain positive mental frame for efficient learning, maintenance of discipline and enhanced participation for accelerated learning. In summary, punctuality determines success at individual and school levels for higher learning achievement”

The analysis underscores the pivotal role of learner behavior in shaping academic outcomes, emphasizing the significance of planning of learner behavior in fostering improved learning achievement. The findings were tandem with Onyango (2012) assertion that manifestation of learner’s behavior emanating from school-based planning may instigate motivation, attitude towards school, willingness to do homework and confidence in one’s self for accelerated learning.

Based on this realization, school-based planning tends to encourage learner engagement within the school, with teachers, regularized peer sharing and motivation towards instructional processes. This, if well planned may accelerate acquirement of content for improved learning attainment.

On the same vein, inappropriate school planning may weaken learner-learner engagement which may compromise actualization of better learning achievement.

In support of this position, a teacher had this to say:

“Inefficient and ineffective school-based planning tend to lower learner interest in targeted activities which are intended to enhance learning for higher achievement. Further, weak planning processes tend to dissuade teachers from structuring activities that capture learner imagination, interest and innovativeness to accelerate engagement for improved learning score.”

REGRESSION ANALYSIS

The study performed linear regression analysis to test the relationship between planned learner behavior and achievement.

Table 6: Linear Regression Analysis

	R	R Square	Adjusted R Square	Std. Error of the Estimate	
Model Summary	.725 ^a	.526	.522	.39017	
	Sum of Squares	df	Mean Square	F	Sig.
ANOVA	60.743	3	20.248	133.005	.000 ^b
Linear Regression Analysis	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	4.202	.099		42.323	.000
Learner punctuality	.219	.023	.402	9.482	.000
Class attendance	.149	.024	.266	6.123	.000
Class participation	.129	.023	.239	5.705	.000

The linear regression analysis indicated that model was statistically significant, and the predictors, including learner punctuality, class attendance, and class participation, have a significant impact on learner achievement in county secondary schools in West Pokot County. Notably, the regression model explains 52.6% of the variance in the dependent variable. This suggests that more than half of the variability in learner achievement can be accounted for by the predictors included in the model. In addition, the F-test is highly significant ($p < 0.001$), indicating that the model is statistically significant. Further, all predictors (learner punctuality (Beta coefficient=.219, $t=9.482$, $p=0.000$), class attendance (Beta coefficient=.149, $t=6.123$, $p=0.000$) and class participation (Beta coefficient=.129, $t=5.705$ & $p=0.000$)) have significant positive coefficients, suggesting they are associated with an increase in learner achievement.

The constant (4.202) represents the estimated value of the dependent variable when all predictors are zero. In support of the results, Urquijo and Extremera (2017) asserted that school-based planning, with emphasis on punctuality and attendance, positively link with increased class engagement, enhanced learning, and improved examination grades across subject specializations.

Again, Hassan, Jami, and Aqeel's (2016) highlighted position of punctuality as correlating with learner achievement particularly across subject specializations. By implication, administrative measures aimed at improving learner punctuality play a crucial role in shaping learner behavior and, consequently, academic outcomes.

In the same breadth, Sides and Cuevas (2020) realized in their study that there exists a strong correlation between class attendance and learning achievement across various subject specializations. Kaliakamur, Mugwe, and Thinguri (2019) recognized that regularity of attendance tended to determine scheduling of conflicts around instructional processes and natural resources to raise the quality of outcomes across disciplines. The results highlight those administrative strategies aimed at facilitating learner attendance in class, which may include targeted policies, support systems, and resources, foster positive learner behaviors across county schools in ASAL regions. Additional literature by Thomas (2013) and Wangeri, Kimani & Mutweleli (2012) support the findings by arguing that engagement in the instructional process positively contributes to class participation, enhancing overall academic achievement.

As a result, the active participation reflects a pedagogical approach where learners take responsibility for their learning, playing a pivotal role in improving educational outcomes.

Moreover, active class participation fosters a sense of responsibility, enabling learners to identify and address knowledge gaps.

CONCLUSION

The linear regression analysis unraveled compelling insights into the myriad factors influencing learner achievement. This statistically significant model, elucidating 52.6% of the variance, not only sheds light on the pivotal role of predictors such as learner punctuality, class attendance, and class participation but also underscores their collective impact. The positive coefficients associated with these predictors (Beta coefficients: .219, .149, .129, respectively) not only validate their significant influence on enhancing learner achievement but also emphasize the importance of addressing these aspects systematically within educational frameworks. Moreover, this study's findings resonate strongly with existing literature, as evidenced by the work of Urquijo and Extremera (2017), which emphasizes the symbiotic relationship between school-based planning, punctuality, and attendance, ultimately leading to heightened class engagement and improved examination outcomes.

Similarly, the research by Hassan, Jami, and Aqeel (2016) underscores the direct correlation between punctuality and learner achievement, further bolstering the imperative for administrative interventions aimed at fostering and sustaining punctuality among students. Conversely, study not only reinforces the significance of punctuality, attendance, and participation in the educational landscape but also underscores the need for concerted efforts at both institutional and policy levels to cultivate an environment conducive to optimal learner engagement and achievement. Subsequently, integrating planned learner behavior strategies to enhance these aspects into educational policies and practices could yield profound benefits for learner outcomes in county secondary schools in West Pokot County and beyond.

RECOMMENDATIONS

Based on the study findings, the research proposes the recommendations below;

1. Establish school policies that aim to inculcate learner punctuality. The school administration and stakeholders may introduce a reward system for punctual learners, such as certificates or recognition in school assemblies, fostering a positive culture around timeliness. In

addition, the administrators may conduct regular meetings with teachers and staff to reinforce the importance of punctuality and discuss ways to address challenges that may hinder learners' timely arrival.

2. The school administration may establish policies that promote good attendance habits, with a strong trend towards consistent attendance. To enable learner benefit from instruction, interact with peers, and stay updated with course content. In addition, the clear attendance policy may outline consequences for frequent absenteeism, with a progressive disciplinary approach. Further, the administration may regularly communicate attendance policies to parents and learners through newsletters, school websites, and parent-teacher meetings to ensure awareness and understanding.

3. The school administration and teachers should create an inviting environment in class to promote active engagement in the instructional process. This may be realized by implementing interactive teaching methods, such as group discussions, hands-on activities, and technology integration, to make

lessons more engaging. Also, the administration may facilitate the provision of professional development opportunities for teachers to enhance their instructional skills, promoting varied and interactive teaching methods that capture learners' interest.

4. Recognize the role of regular attendance in scheduling conflicts and allocate resources. The principal may designate a staff member or counselor to identify learners facing scheduling conflicts and work with them to create personalized timetables. Also, the school administration with the support of the BOM/PTA may allocate resources, such as additional support classes or tutoring sessions, to assist learners who may face challenges balancing their schedules due to extracurricular activities.

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