

**FACTORS INFLUENCING STUDENTS' ATTENTION SPAN AMONG PUBLIC  
SECONDARY SCHOOLS IN NGONG SUB-COUNTY IN KAJIADO COUNTY,  
KENYA**

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**DECLARATION**

I, the undersigned, declare that this research project is my original work. It has never been presented to any University or Institution for any academic credit or ward of a degree. All information collected from various sources, have been indicated and acknowledged.

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**BR MOSES FEGHER, FMS**

## **DEDICATION**

I dedicate this project to my late mother, ISABELA VAMBE, my late grandmother, EMILY TAKAWIRA, who brought me up in love and concern to become who I am today. To my siblings, friends and all the Marist Brothers at the Marist International Centre MIC who in many diverse ways proven a true and loving family to me.

## **ACKNOWLEDGEMENT**

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## **ABSTRACT**

The purpose of this study was to look at the “Factors Influencing Students’ Attention Span among Public Secondary Schools in Ngong Sub-County, Kajiado County.” The study was guided by the following research objectives: to examine the trend of students’ attention span among Secondary School Students in Ngong Sub-County, Kajiado County; to determine how a teacher’s methodology influence attention span among Secondary School Students in Ngong Sub-County, Kajiado County; to investigate student’s perception of the subject influence on attention span among Secondary School Students in Ngong Sub-County, Kajiado County; to find out if student’s sitting location can influence attention span among Secondary School students in Ngong Sub-County, Kajiado County. The study was based on a quantitative research paradigm. The researcher used questionnaires to collect data from the students and teachers in three randomly selected Secondary Schools from the study area. The study used 30% of the population sample which was selected randomly. A sample of 150 students and 9 teachers were used in this research. The data collected was conducted to achieve the set objectives. The collected data was organized and analyzed using Statistical Packages for Social Sciences (SPSS). The analyzed data was presented using tables, bar charts and pie charts. Interpretation and recommendations were based on the research findings. The research found that, majority of the students do not have problems with paying attention in class. The teachers have an important role in enhancing students’ attention span. Since most teachers are not familiar with the problem of attention span the following recommendations were made; that teachers need to undergo further in service workshops and seminars to acquire necessary skills on building up of students’ attention span. Teachers should use a variety of instructional strategies and these should be changed approximately.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

**APA:** American Psychological Association

**MIC:** Marist International Center

**MOE:** Ministry of Education

**USA:** United States of America

**SPSS:** Statistical Package for the Social Sciences

# CHAPTER ONE

## INTRODUCTION

### **1.1 Background of the study.**

Almost all teachers ask their students to pay their full attention to the lessons being explained. Teachers claim that attending to their every word would help students get a better grasp of the lessons and ideas, and that it would take them less time to revise what they have learned afterwards. Teachers normally tell their students this piece of information without knowing how valid it is, or whether it is true. As suggested by Dean (2006, p.22) "teachers know intuitively that they need to harness attention for learning".

Attention is the ability to focus on certain aspects or objects. It includes the abilities to receive the information and to select what is relevant from the incoming stimulation. Levels of attention include; focused attention that is the ability to realize individual items of information, for instance to be aware of the environment. The second type is sustained attention that is commonly called as concentration for example, during the lecture. Another type is Selective attention that is the ability to avoid distractions from both internal and external stimulus for example when we are doing things of personal interest. The next type is altering attention which is the ability to shift the focus of attention from task to task. And the last type is divided attention which is the ability to respond to multiple tasks at the same time (Shelton et al 2008). However, for the purpose of this research the researcher focused on the sustained attention.

Unsworth et al (2014) stated that attention plays a huge role in various cognitive operations, such as working memory, long term memory, comprehension and reasoning, and general fluid intelligence. Adding to that, attention has an important role in the learning process because it brings whatever information being discussed to consciousness, and leads to conscious processing. It has been said by Laureys et al (2015) that when paying attention to a certain object, people become conscious of the object's attributes, and as soon as attention is

shifted to something else, the object "fades from consciousness". However, Shelton et al (2008) went against this idea and suggested that "not everything being attended to is available to consciousness, or vice versa. In fact, information being attended to is not always under the control of attentional processes, and attention can be often directed towards input that remains outside of consciousness".

Others, such as Dean (2006) have suggested that attention is related to working memory, which is also known as short term memory. Working memory capacity is controlled by attention, and that is why it is assumed that attentional mechanisms are used to control the movement of information into working memory. In addition, Robison and Unsworth (2015) stated that having greater working memory capacity means having the ability to use attention in order to avoid distraction. Dean (2006) suggested that the relationship between attention control and working memory capacity is reflected in students' academic achievement in terms of their comprehension and recall ability; however, I believe the evidence is not strong enough because no direct relationship has been made between the three constructs.

Monks and Schmidt (2011) on their research entitled, "The Impact of Class Size and Number of Students on Outcomes in Higher Education" identified that many students are unable to maintain attention throughout long lessons in classrooms. With a large number of students in an average Public-school classroom, there are many distractions and students can find their minds wandering very easily. This research focused on students in Public Secondary Schools. It is visible that students have difficulties in this area of paying attention and if not attended to it may affect both their academic performance by loss of interest and attention and their peers by their behaviour.

## **1.2 Statement of the Problem**

Attention is clearly an important factor that contributes to learning, helping students to pay attention in class has always been a concern for teachers. There are various factors that may

affect student attention span it may be the methods used by teachers, the perception of students towards the subject or the position they sit in class. Shernoff et al (2014) found out that the common experience of teachers is; students do not pay attention in class. Teachers often see individual students drifting off, staring into space, checking their text messages, or doing homework for another course which is a clear sign that attention span is a problem. The research by Wang (2015) revealed that learners pay more attention when teachers use various techniques to explain the language point. Ngware et al. (2013) in their study identified that students who sit in the front row in a classroom led to higher learning gains of between 5 percent and 27 percent compared to sitting in other rows that are farther away from the chalkboard.

Out of the studies mentioned, they all admitted that attention span is influenced by either methodology, perception, or sitting location in class but none has specifically addressed the factors influencing students' attention span In Public Secondary Schools in Ngong sub-County.

### **1.3 Research objectives**

The study was guided by the following research objectives

- i.** To examine the trend of students' attention span among Secondary School Students in Ngong Sub-County, Kajiado County.
- ii.** To determine how a teacher's methodology influence attention span among Secondary School Students in Ngong Sub-County, Kajiado County.
- iii.** To investigate student's perception of the subject influence on attention span among Secondary School Students in Ngong Sub-County, Kajiado County.
- iv.** To find out student's Sitting location influence on attention span among secondary school students in Ngong Sub-County, Kajiado County.

#### **1.4 Research Questions**

The research questions included the following

- i.** What is the trend of students' attention span among Secondary School students in Ngong Sub-County, Kajiado County?
- ii.** To what extent does teacher methodology influence attention span among Secondary School students in Ngong Sub-County, Kajiado County?
- iii.** To what extent does student's perception of the subject influence attention span among Secondary School students in Ngong Sub-County, Kajiado County?
- iv.** To what extent does student Sitting location influence attention span among Secondary School students in Ngong Sub-County, Kajiado County?

#### **1.5 Scope, and Limitations of the study**

Zina (2021) defined limitations as condition or design characteristics that may impact the generalisation and utility of findings, such as small sample size or restricted access to records keeping in mind that most projects are limited. In other words, these difficulties or constraints that the researcher experience during the whole process of proposal writing to the end of conducting the study. Some of the problems encountered in this study were as follows

The study covered only three public schools in Ngong Sub-County and drawing a generalization to the findings from this research may not give the exact picture of the whole Sub-County.

Limited time to carry out the research as the researcher is a student who needs to study at the same time. However, enough time was dedicated for the research.

The researcher was not able to control the attitudes of the respondents as they respond to the instruments and this may lead to biasness.



### **1.6 Delimitation of the study.**

According to Simon (2011) delimitation are factors within researcher's control and define the boundaries that are set in order to create a researchable study. The study concentrated on the factors influencing students' attention span among Public Secondary Schools in Kenya. There are many factors influencing students' attention span but this research was restricted specifically to teacher methodology, student's perception of the subject and Sitting location in class thus, it excluded other factors. Due to limited time and the interaction of the researcher with students and personnel in Public Secondary Schools the researcher delimited the study to three Public Secondary Schools in Ngong Sub-county. As a result of this demarcation, the findings of this study cannot be generalized to the entire county.

### **1.7 Significance of the study**

The study identified some factors influencing students' attention span and the role it played in the process of learning. The information obtained can be useful to the Ministry of Education, teachers, students, parents, and schools. Firstly, the study has helped teachers and the School administration to be aware that attention span is a big problem in the modern times. This may help to reduce or eradicate this problem through the findings of this study. The study can help the teachers to break the monotony of using same instruction method in teaching but opt the use of different methods since teachers are entrusted with the role of using the instruction method which makes the subject matter easier to learn and motivates learners to pay attention.

Furthermore, the study can help the parents to identify the roles to play both at home and society to make sure that learners do not only pay attention when in classroom situation but also can do the same through new experiences outside classroom. Parents can be motivated to educate their children to the highest level through the findings of the current study.

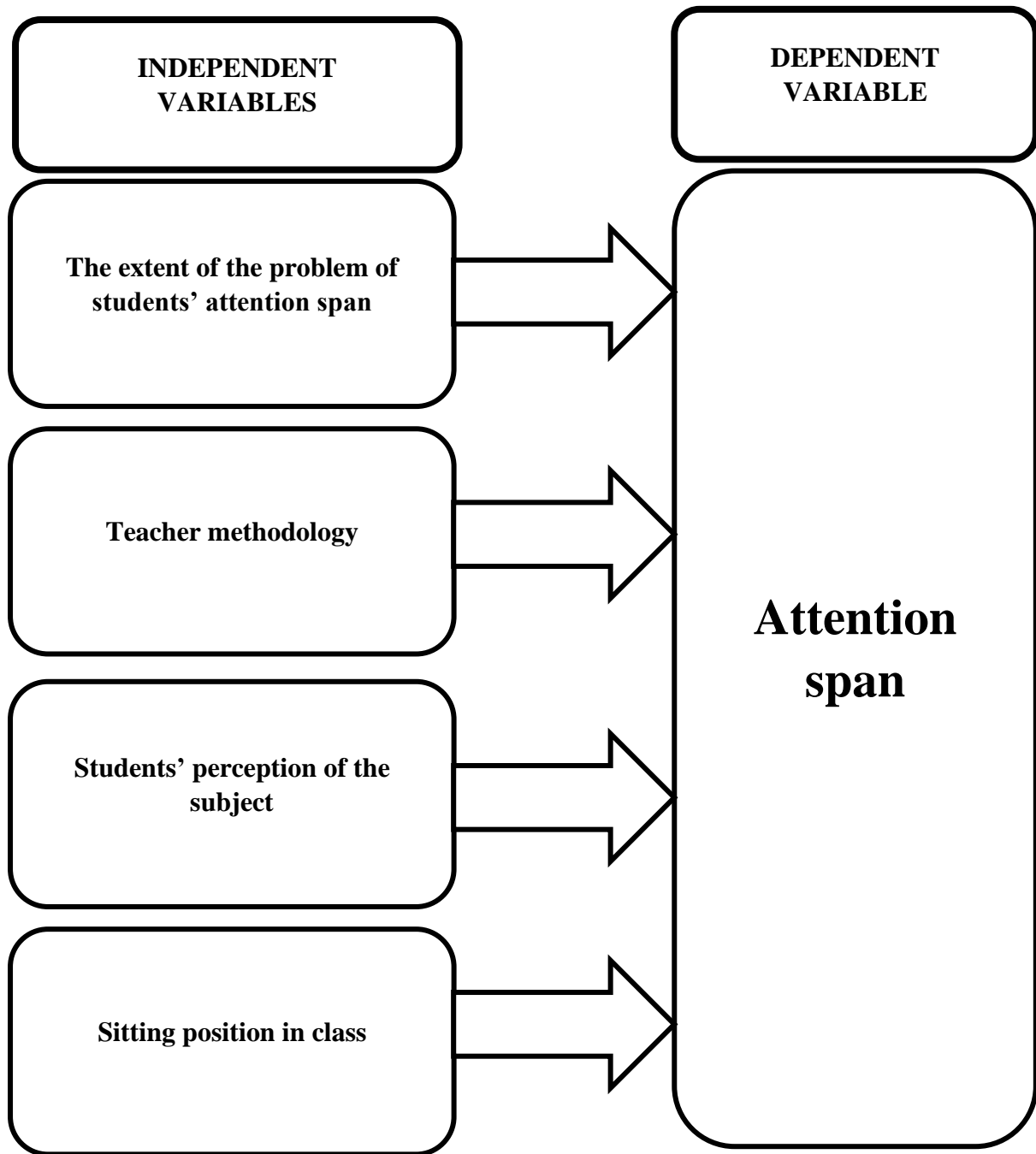
The ministry of Education can help the teachers through teachers training Colleges to emphasize on the vitality of class management in regard to student's attention span. The study is also helpful to curriculum developers to emphasize on the using creative ways to manage the class for example adopting modernised sitting arrangements which promote student's attention or prepare quality text book which motivates learners to have a positive attitude towards any subject.

In addition, the study is helpful to the students to identify the importance of paying full attention when the teacher is instructing. It can also offer some insights to other researchers wishing to engage in further research studies and contribute to the improvement of the quality of education in Kenya.

### **1.8 Conceptual frame work**

A conceptual frame work is an explanation of the possible connection between the variables and answers the why questions. A variable is an empirical property that can take part on two or more values (Gray & Malins, 2016). For instance, if a property can change either in quality or quantity then it qualifies to be a variable. In other words, conceptual framework showed interrelationship of independent and dependent variables of the study by presenting them either graphically or diagrammatically (Cohen et al., 2011). Independent variables such as students' past performance, students' interest in the subject and Sitting location in class among others interact in the attention span in secondary schools. the diagram below shows how these variables interact to each other.

**Figure 1 Conceptual Framework**



## **1.9 Theoretical frame work**

According to Evans et al (2011) a theoretical framework is a collection of interrelated ideas based on theories of propositions, which are derived from and supported by data or evidence. Karjo (2020) define theory as facts, ideas and principles that attempt to explain the nature of the society, its organization, structure and pattern of behaviour. Theories are significant in every study and we cannot think without a theory; facts do not speak for themselves; we impose meaning on them.

Since theories facilitates in understanding human behaviour, this study was guided by Gagne (1968) theory which states that drawing the learner's attention to the fact that they are actually going to learn something and what it is that they will be learning, is the first step in attracting the learner's attention in the learning process. The learner becomes motivated if the learning situation appeals to them. This theory make influence in the education field and support the researcher on the factors influencing students' attention span among secondary schools.

Paying attention to what is being taught by the teacher requires motivation. There are a number of situations which motivate the leaners in paying attention, for instance; the way the teacher is teaching, the way the students perceive the subject or the position in which the student sits in class. Under teacher methodology it is good to note that, students' attention span greatly improves when he or she is kept in suspense which could be achieved by randomly engaging students in order to keep them on their toes regardless of whether or not the lesson has great relevancy for them (Jensen, 2013). This suggests that if every student is alert and following the lesson, as they are not sure when they may be called upon, they are propelled to concentrate to ensure that they are attentive when needed. This motivates the learner to stay focussed.

## **1.10 Operational Definition of Key Terms.**

**Student:** A person formally engaged in learning, especially one enrolled in a School Or College

**Attention Span:** Is the amount of time spent concentrating on a task before becoming distracted

**Teacher methodology:** Teaching strategy is a way and means of organizing learning experiences.

**Teaching:** Teaching is the process of imparting knowledge, skills, values and attitudes to learners.

**Learning:** Learning is the process of acquiring permanent change in knowledge, skills, attitudes and understanding through experience. It is behavioural modification gained through experience or conditioning.

**Perception:** the ability to see, hear, or become aware of something through the senses. In other words, perception is a process of attaining awareness or understanding of sensory information.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter presented a literature review on factors influencing students' attention span among Public Secondary Schools. The chapter is organized in sub-sections namely; The extent of the problem of students' attention span, student's perception of the subject, methodology of the teacher and Sitting location in class.

#### **2.2 The Extent of the Problem of students' Attention Span**

Attention is an important factor that contributes to learning because it facilitates information processing and has a huge impact on students' participation in classroom. Al'Omairi and Al Balushi (2015) suggested that attention aids the learning process because attending to lessons has a huge impact on students' performance. However, it is unfortunate that the modern generation struggle to pay attention in class because of a number of distractions which negative use of technology has imposed on the society. For example, things like internet content or usage are believed to be addictive and at times destructive which makes attention span become a big problem to the students.

A study done by Chonge (2020) in Bungoma County at Kibabii University under the title, "Social Media Networks and Their Impact on University students' Academic Performance" recognized that there exists a link between use of social media networks and students' attention span where by those who use social media throughout the day were found to have a short attention span as compared to those that use social networks at specific times such as night, weekend and during breaks. The research used a sample size of 225 students and the study employed a questionnaire in data collection with descriptive statistics being used in data analysis. The researcher used stratified sampling design and this method gave all the students equal opportunity of being picked for the study. However, since this research was conducted in

a University but the problem might emanate during their Secondary School level which makes this study relevant to fill that gap.

Subramanian (2018) identified that in the modern world of social media, smart phones and hyperlinks makes it difficult to stay focused. The statistics states that the average attention span is down from 12 seconds in the year 2000 to eight seconds now. That is less than the nine-second attention span of your average gold fish. These statistics have been seen in Time Magazine, the Telegraph, the Guardian, USA Today, the New York Times and the National Post. Georgiou (2015) attested that continuous attention span may be 8 seconds but this amount of time may make the eyes to shift, or a stray thought may enter consciousness. These short lapses are only minimally distracting and do not tend to interfere with task performance. These findings were done in India, the current research was done in Kenya, Ngong Sub-county Kajiado County.

A research was conducted by Ellah et al (2019) entitled, “Problem-Solving Skills as Correlates of Attention Span and Working Memory of Low Ability Level students in Senior Secondary Schools.” The study was conducted in Otukpo, Ogbadibo and Okpokwu Local Government Areas of Benue State Nigeria. It adopted correlational survey research design. The population for the study comprised all Secondary School that offered Physics, Chemistry and Biology as school subjects in all the Public senior Secondary Schools in the study area for 2017/2018 academic session while the sample was 450 science students from 24 Senior Secondary Schools in the study area. It confirmed that attention span is a big problem as the findings revealed that low percentage variation in students’ problem-solving skills in Science are attributed to measure of working memory and attention span. This maybe because of the demand of concentration which Science subjects require therefore this current research explored other disciplines in general other than science subjects.

### **2.3 Teacher Methodology and Attention Span**

Teacher methodology refers to the general principles, pedagogy and classroom managements techniques used in classroom instructions (Moore, 2014). Teachers choose different methods of teaching basing on a number of reasons and some of them are abilities of the leaner, the number of students in a class or the subject area. Darling-Hammond et al (2020) identified that teaching method has an important factor that determine student's concentration in the classroom. Teaching aims at the production of a community whose major role is to promote the welfare of human kind through application of knowledge. In attempt to achieve objectives of the Secondary School syllabus, Habók and Nagy (2016) suggested several methods of teaching which include: practical work, lecture method, field trip, class discussions, demonstrations and work project. It is in line with these that teacher methodology has impact on the attention span of learners. The current research explored more on the combination of these methods in a lesson method.

Odom and Bell (2015) in their research on Associations of Middle School Student Science Achievement and Attitudes about Science with Student-Reported Frequency of Teacher Lecture Demonstrations and Student-Centered Learning, found out that a good number of teachers use only lecture method without demonstrations and experiences in their lessons. Teacher lecture method as a simple way to use since it does not require much preparations to use it. Teachers fail to break the monotony of using only one instructional method each and every year. Habók and Nagy (2016) emphasize teachers' use of combination of methods for a single topic despite that sometimes it may not be possible to use the combination of methods of instruction on a single topic due to the constraints such as lack of material resources and even space that curtail use of variety of teaching methods. The current research will identify methods which can be used in a combination in order to help leaners pay more attention.



Basheer et al (2016) conducted a research in Israeli on the Effectiveness of Teachers' Use of Demonstrations for Enhancing Students' Understanding of and Attitudes to Learning the Oxidation-Reduction Concept. The sample consisted of 131 Israeli 8th graders in Middle schools (junior high school) and the results revealed that, if planned properly, demonstrations can serve as an effective platform for enhancing students' understanding of certain Chemistry concepts as well as increase their motivation and interest to learn Chemistry. However, this previous study focused on the topics of oxidation-reduction and electrolysis; this really showed that more key concepts should be researched in order to obtain a more comprehensive picture and this current study was done to cover that gap. This was based in the fact in the reviewed literature that good teaching methods by a teacher motivate students to work hard since it enhances positive attitudes and interest development among students which influence their attention span.

Teacher methodology has a great impact as far as class management and maintaining students' attention span is concerned. Sometimes, learners find themselves absent minded while the class is on and it is the duty of the teacher to use the method considering the nature of the subject and the time of the day. Bieg et al (2017) conducted a research on Teaching methods and their impact on students' interest in mathematics. In a sample of 141 Swiss High-school students, discrete emotions, control-related appraisals, and teaching methods were assessed via the experience-sampling method. The three main teaching method were, direct instruction which was reported most frequently (42.6%), followed by working individually (24.5%), and working in small groups or pairs (14.1%). Results of multilevel analyses revealed that direct instruction was associated with little attention and higher levels of boredom compared to the other two teaching methods. However, with the nature of the subject under research the findings show that mathematics does not ensemble well with direct instruction. However, this past research did not indicate the time of the day in which Mathematics was taught, sometimes

during morning hours learners tend to be more active than in the afternoon. This present research is open to all subject as far as methodology is concerned and the time of the day in which this subject is taught. With particular attention on the concentration span of the students during lesson.

As far as good teaching and learning are of great importance, the administration that supports it is key to providing an accomplished education that encompasses the whole child. However, it is sad that at times teachers struggle to be creative in their teaching methodology due to lack of support from the administration. Mangwanda et al (2017) conducted a research on Poor performance in the advanced level Geography: a case of four High Schools in Hurungwe District, Mashonaland West Province, Zimbabwe. Findings show that shortage of resources, overstretched teachers, admission of mediocre lower 6 pupils and recruitment of under qualified teachers were some of the factors contributing to poor pass rates in the district. A multi-stage procedure was used to sample a total of 4 High Schools, 100 high school pupils, 17 teachers and 4 Heads of Departments. This problem seems to be present in all levels of high school students and the current research focused on form one to three students which Mangwanda, et al (2017) did not consider.

In light of the fact that learning is a process that involves investigating, formulating, reasoning and using appropriate strategies to solve problems, teachers should realise that it becomes more effective if the students are tasked to perform rather than just asked to remember some information. Kahu (2013) attested that a typical learning environment with a presentation from the course teacher accompanied by a lecture neither promotes learners' participation nor build the required level of reasoning among students. Students pay more attention and build a better understanding of the main concepts more effectively when they are engaged to solve problems during class activities.

## **2.4 Students' perception of the subject**

Perception is a complex mental process. It depends not only upon the attention paid to material, but also upon previous experience. Mutodi and Ngirande (2014) defined perception as a personal interpretation of information from one's own perspective. The influence of schools on students' attention span is derived from a student's individual perception of the subject. Students learn better when they perceive the subject. positively.

In most African countries especially Kenya Mathematics is perceived as a difficult subject, liked by only few students. Students claim incompetence towards the subject, while others choose not to pursue Mathematics. This come as a result that the way learners earn marks in Mathematics is limited as compared to other subjects. Since marks motivate learners, they get demoralised when they continuously fail. Githua (2013) carried out a study on Secondary school students' perceptions of Mathematics formative evaluation and the perceptions' relationship to their motivation to learn the subject by gender in Nairobi and Rift Valley Provinces, Kenya with a sample size of 649 students from 32 Secondary Schools 320 boys and 329 girls, stratified by class level, school category, gender and social set up. Mixed sex and single sex Schools were used for the study. The findings showed that there is a strong and significant relationship between students' perception of formative evaluation in Mathematics classrooms and their motivation to learn Mathematics. The evaluation and giving of grades do much to enhance student's extrinsic motivation to learn subject matter but can also have a strong negative effect on students' intrinsic motivation if evaluation is improperly carried out. It is in this line that when students are not well motivated in the way the subject is being evaluated and graded their interest in the subject goes down affecting the attention span. They would prefer doing assignments or writing notes of other subjects during Mathematics lesson. Though the previous research has a bigger sample size it was limited to geographic location in the sense that students from the cities tend to be more competent in Mathematics regardless of their

gender. The current research focused on Ngong which has quality schools and teachers and has access to many qualified teachers from the surrounding Universities.

Another research was done by Mutodi and Ngirande (2014) on the similar subject with Githua titled, “The Influence of Students Perceptions on Mathematics Performance. Results reveal that there are gender differences in the way boys and girls perceive Mathematics. It seems boys tend to perceive Mathematics positively as compared to girls. It also revealed that age has an effect on students’ perceptions of Mathematics. Language-related effects were also found to significantly affect students’ performance. Since performance is a result of how students have been following the teacher while teaching, it is clear that the attention span of girls in Mathematics is quite short because they perceive it to be difficult in some way. The sample size of 124 students was used 73 girls and 51 boys. However, the research under review was limited to Mathematics only and the location of the study was quite different in terms of literacy rate as compared to Kenya. This present research gave a different flavour from the current body of knowledge since it encompassed the other subjects as well and geographical location was different.

Kubiatko et al (2012) conducted a research entitled “Gender and Grade Level as Factors Influencing Perception of Geography in Czech Republic.” The research tool was questionnaire; the data were obtained from 540 lower Secondary pupils. They found out that boys achieved higher score in comparison with girls. The boys expressed more positive perception of Geography lessons in the schools and for them, this subject is easier than for girls. Boys would like to have Geography lessons more often than girls. It is probably caused by the character of the subject content, which is partially connected with Science. This implies that the attention span of female students during Geography lessons is short as compared to boys. However, the research was done in a totally different area and time frame. In modern times learners are making use of different learning resources like smart phones, e books or projectors. This made the

current study relevant since it was done in a different location and time frame because these days students make use of different resources to learn geography for example smart phones, e-books and projectors. This has a great impact in influencing the perception of students towards geography.

Perception is influenced by the type of subject, for example practical subjects tend to attract many students and their attention span is quite long. The research by Njoroge and Orodho (2014) on Secondary school students' perception towards Agriculture subject in Public Secondary Schools in Nairobi County, Kenya affirmed the aforementioned observation. The data was provided by 304 randomly selected students taking Agriculture subject in Secondary Schools in Nairobi County. The major findings were that although there was a declining enrolment trend, the enrolled students had positive attitude towards Agriculture subject. However, the teaching and learning of the subject was constrained by inadequate instructional resources, especially the tools, demonstration land and Agricultural equipment. The research done by Fatima (2016) in Pakistan also affirmed that practical subjects are perceived positively by many students thereby motivating them to pay more attention. The research revealed that students have clear perceptions about the concept, themes, and nature of Geography. Students perceived Geography as an interesting, multidisciplinary, useful and equally important for both girls and boys. She used a sample of 106 of which 45 were male and 61 were female students. Since Nairobi county is quite big in terms of the number of Secondary Schools, the same applies to Pakistan. The sample size used in these two studies is quite small and the current research will use a bigger sample size.

## **2.5 Sitting location in class**

A lot of research exists regarding the delivery of course knowledge and material, much less attention has been paid to the attention span effect of Sitting location within a classroom. In Kenya students usually sit in classrooms in the traditional Sitting arrangement which causes

teacher-centred instruction. Students usually sit in twos or threes at each desk, one after another in columns facing the teacher and the board. Sitting location also known as Sitting area includes places where several people can sit in a classroom set up. There is Sitting for 40 students and some students may prefer to sit in front, others in the middle and there are those who sit at the back of the classroom.

McGowan et al (2017) conducted a research on University students in Opatija, Croatia entitled, “Learning to program-does it matter where you sit in the lecture theatre?” They discovered that the best assessment results were achieved by the students in the front row and that assessment score degraded the further students sat from the front. While the most engaged were found to regularly sit at the front, the same was not true for the most academically able or those with the greatest prior programming experience. These finding affirms that the sitting position has an impact on the attention span of the learners. Since these researchers focused on a specific topic, the research was conducted in a university and the methodology was longitudinal which took a space of twelve weeks. These researchers overlooked the aspect of personality variables in regard to the Sitting **location** in class. This current research filled that gap since it focused on a number of Secondary Schools in Ngong and the method was quantitative approach.

A study was done by Meeks et al (2013) in United States of America in a business University, on the impact of seating location and seating type on student performance. Data were collected over a 10-year period from 1,138 undergraduate senior business students during their capstone course. The findings suggested that students’ attention span is not significantly altered by Sitting location or Sitting type. In other words, if Sitting did make a difference, instructors would face a dilemma in determining how to award the best sits as clearly not every student can occupy the front row. From the researcher’s point of view, this previous research did not consider that some leaners have problems with sight, some see well when they are sitting

in front while others see well when they are at the back or centre of the classroom. Therefore, if it happens that a student who is short sighted is sitting at the back, the level of concentration goes down, he or she will fail to follow the teacher during the lesson. This research under review used a different method which was an important gap to be filled. The level of education in which Meeks et al focused was quite advanced and most of the learners were intrinsically motivated to learn. Consequently, it may bring different results when done in a different level like this research which was focused on Secondary Schools in Kenya because in Secondary School, students do not have a clear objective of going to school so Sitting location impact their attention span.

Will et al (2020) conducted a research on “the impact of classroom Sitting location and computer use on student academic performance” in the University of British Columbia. They measured Sitting location and computer use in five large first year university classes which sampled 1364 students, collecting nearly 3000 total responses across 5 different introductory psychology courses with 4 different instructors on 3 separate occasions. Data were collected from each course on three separate occasions throughout the term, with a separation of 4 weeks between each data collection. The findings showed that sitting further from the instructor negatively impacted students’ concentration. The findings of this research under review may not be realistic in the sense that the teacher may not have been using different methods of instruction. If the teacher applies different methods of learning the sitting location may not be of great impact as far as attention span is concerned. Therefore, the current research will try to see the combination of sitting position, methods used by the teacher and their effect on students’ attention span.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

This chapter provided a description of the research design and the methodology which were used in the study. It comprises of the research design, area of study target population, sampling procedures and size. In addition, it includes the description of research instruments, methods of data collection, validity and reliability of the instruments, data analysis and ethical considerations.

#### **3.2 Research Design**

According to Burkhardt (2012). research design is a conceptual structure within which research will likely be done. This includes the design plan for the collection, measurements and analysis of data. Descriptive survey research embraces quantitative and qualitative techniques which are the best for evaluating perceptions, opinions, attitudes, habits or any other variety of education or social issues (Denny, 2014). For the purpose of this research, the researcher used the quantitative research paradigm. This research design helped the researcher in collecting data from the students and teachers from the Public Secondary Schools, in order to study the Factors Influencing students' Attention Span among Public Secondary Schools in Ngong Sub County, Kajiado County

#### **3.3 Area of the study**

The study was conducted in Ngong Sub-County. Ngong is located in Kajiado County and the area is a newly developed region, where there can be found people of all kind of social status namely low earning, middle earning and high earning families. Ngong captured the attention of the research as many students from other parts of Kenya are admitted in these Schools adding to student's diversity in cultures. On the other hand, the researcher observed that no research similar to the topic under study has been done in this area.



### **3.4 Target population**

According to Daniel and Cross (2018), population is a group of individual, objects or items from which samples are taken. Studenski (2009) defined target population as the population which the researcher wants to generalize the results of the study. The subjects of this research were drawn from three different Public Secondary Schools in Ngong Sub-County. Form one to three students together with some teachers were the target population for this study. The main purpose for targeting the form one, two and three students was because attention span affect anyone regardless of education level but for these three stages, there are chances to improve their attention span which will lead to better performance in their final exams. In this way any one is in a better position to talk about factors affecting student attention span. Similarly, targeting the teachers and not the Head teachers was for the fact that teachers are more in direct contact with students and they can easily observe which factor affects student's attention span as compared to Head teachers. This was the reason as to why the researcher thought that teachers and students are the best target population for this study.

### **3.5 Sample Size, Techniques and Procedure**

According to Hanif et al (2017), a sample is a part of the target or accessible population that has been procedurally selected to represent it. On the other hand, a sample is a part of the statistical population whose properties are studied in order to obtain information about a whole (Holmes et al, 2017). Sampling techniques is a description of the strategies which the researcher will use to select representative respondents from the target or accessible population (Hanif et, al 2017).

The study focused on the teachers and the students to obtain a sample size. The researcher used simple random sampling technique for this study. The researcher had small pieces of papers on which he wrote the numbers from one to the last number of the population size. The pieces of papers were put in a container for which at the end a container was closed

and shaken. The research invited the students to pick a piece of paper each. Then, those who picked the papers having the corresponding to the numbers belonging to the sample size were taken to belong to the sample. Simple random sampling technique provides equal chance to every member to be part of the sample as part of participation in the study. The use of simple random sampling by the researcher was aimed at ensuring that different groups from the three schools were sampled to be represented in the sample.

**Table 1: Sample Size**

<b>Name of the School</b>	<b>Total Population of the students</b>	<b>30% of the students</b>	<b>Sample Number of Teachers</b>	<b>Total Sample Size</b>
<b>School A</b>	230	69	3	72
<b>School B</b>	150	45	3	48
<b>School C</b>	120	36	3	39
<b>Total</b>	<b>500</b>	<b>150</b>	<b>9</b>	<b>159</b>

### **3.6 Instruments for data collection**

Research instrument is a tool used to collect data from the sample. It is a tool the researcher uses to gather information needed in attempt to solve a research problem (Billups, 2019). There are many types of research instruments the researcher can use to collect data but this study used questionnaires for both teachers and students.

### **3.7 Description of Research Instruments**

According to Billups (2019) questionnaire is a systematically prepared form or document with a set of questions deliberately designed to elicit responses from respondents or research instruments for the purpose of collecting data or information. The effective use of questionnaires for data collection depends on how the researcher formulates and administers the questions, the means he uses in giving out the questionnaires and the method of contacting

respondents for retrieval of the questionnaire. Billups (2019) states that these methods affect the quality and credibility of the data to be obtained. Therefore, the researcher used structured questionnaire which comprised one for the students and another one for the teachers.

### **3.7.1 Questionnaire for the Students**

The questionnaire for students is made up of five sections. Section (A) was on demographic information such as age, gender and year of study. Section (B) contained the extent of the problem of students' attention span. Section (C) dealt with the methods used by teachers. Section (D) dealt with the Students perception of the subject. Section (E) focused on Students' sitting location in class.

### **3.7.2 Questionnaire for the Teachers**

In this study, the questionnaire for the teachers was similar to the one of the students except for a few modifications in the first section concerning the demographic information of the teachers. the questionnaire tried to find out from the teachers their awareness of the factors influencing students' attention span in Public Secondary Schools. The questionnaire had five sections. Section A consist of questions concerning demographic information. Section B is composed of the extent of the problem of students' attention span. Section C, consisted items concerning the methods which they use when teaching. Section D consists the Students perception of their respective subject. Section E focused on Students' sitting location in class.

### **3.8 Validity and Reliability of the instruments**

Andres (2012) stated that validity is the extent to which a test measures what it is intended to measure. Validity of a research tool is the extent to which results obtained from the analysis of the data represent the phenomenon under study. Therefore, the validity of the research tools employed in this study was enhanced by research experts whom the researcher consulted and more importantly by the guidance given by the Supervisor who worked hand in hand with the researcher.

Bashir et al (2008) defined reliability as the extent to which results are consistent over time and accurately represent the characteristics of the total population under study. A study is reliable if the results of a study can be reproduced under a similar methodology.

### **3.9 Methods of Data Analysis**

According to Ramsey and Schafer (2012) data analysis is a process of systematic searching and arranging interview transcripts, field notes and data obtained from the field. Thus, for this study the researcher went to the field to collect data, after which he examined and analysed the data using the SPSS frequencies, tables and percentages to answer the research questions. The researcher organised and summarised the data which was collected from the field for easy reliability, then made a conclusion and some recommendations based on the findings of the study.

### **3.10 Ethical Considerations**

For appropriate and sounding research process, the researcher obtained official authorization from appropriate authorities. A permission letter was obtained from the Deputy Principal of MIC and was given to the Head teachers for permission on behalf of the schools where data was collected. In the process of data collection, the researcher assured the respondents of confidentiality in all the information they provided. The researcher assured individual protection for anonymity by making use of numbers or pseudo numbers in order not to disclose the names of the respondents. The whole sources of information concerning the study was done as regards to academic honesty. Books and journals used for the study were cited both in-text and in the reference, APA 7th edition style was used.

## CHAPTER FOUR

### PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS FOR THE STUDY

#### 4.1 Introduction

This chapter comprises of analysis and interpretation of the collected data on factors influencing students' attention span among Public Secondary Schools in Ngong Sub County Kajiado County. The data analysis was based on the objectives that guided the study. Data collected from the field were analysed and presented using the frequency distribution tables, charts or figures, and texts.

#### 4.2 Questionnaires Return Rate

The study was conducted among two categories of respondents: students and teachers in three Public Secondary Schools. These schools included: A Girls' Secondary School, Boys' Secondary School and a Mixed Day Secondary School. Their questionnaires return rate was presented in table below.

**Table 2: Questionnaires Return Rate**

Respondents	Questionnaires Distributed		Questionnaires Returned	
	<i>f</i>	%	<i>f</i>	%
Teachers	9	100	9	100
Students	150	100	149	99.3
<b>Total</b>	<b>159</b>		<b>158</b>	

Source: (Field data, 2021)

Table 2 showed that, 159 questionnaires were distributed to the respondents (150 students and 9 teachers). 158 (99.3%) questionnaires from the students and 9 (100%) from teachers were returned. The total number of returned questionnaires was 158 (99.4% }.

However, failure of one of the students to return questionnaire did not affect the study. This high questionnaire return rate indicates that the data was reliable.

### 4.3 Demographic Information of Respondents

The demographic information of the respondents was based on gender, age, level of study for students, and on the side of the teachers, gender, school status, years of teaching experience and academic qualification. Respondents were asked to provide this demographic details so as to be able to classify them in their right perspective. They were analysed and presented as follows.

#### 4.3.1 Gender Distribution of Students and Teachers

The data for gender representation are presented in Table 3 below

**Table 3: Respondents' Gender Distribution**

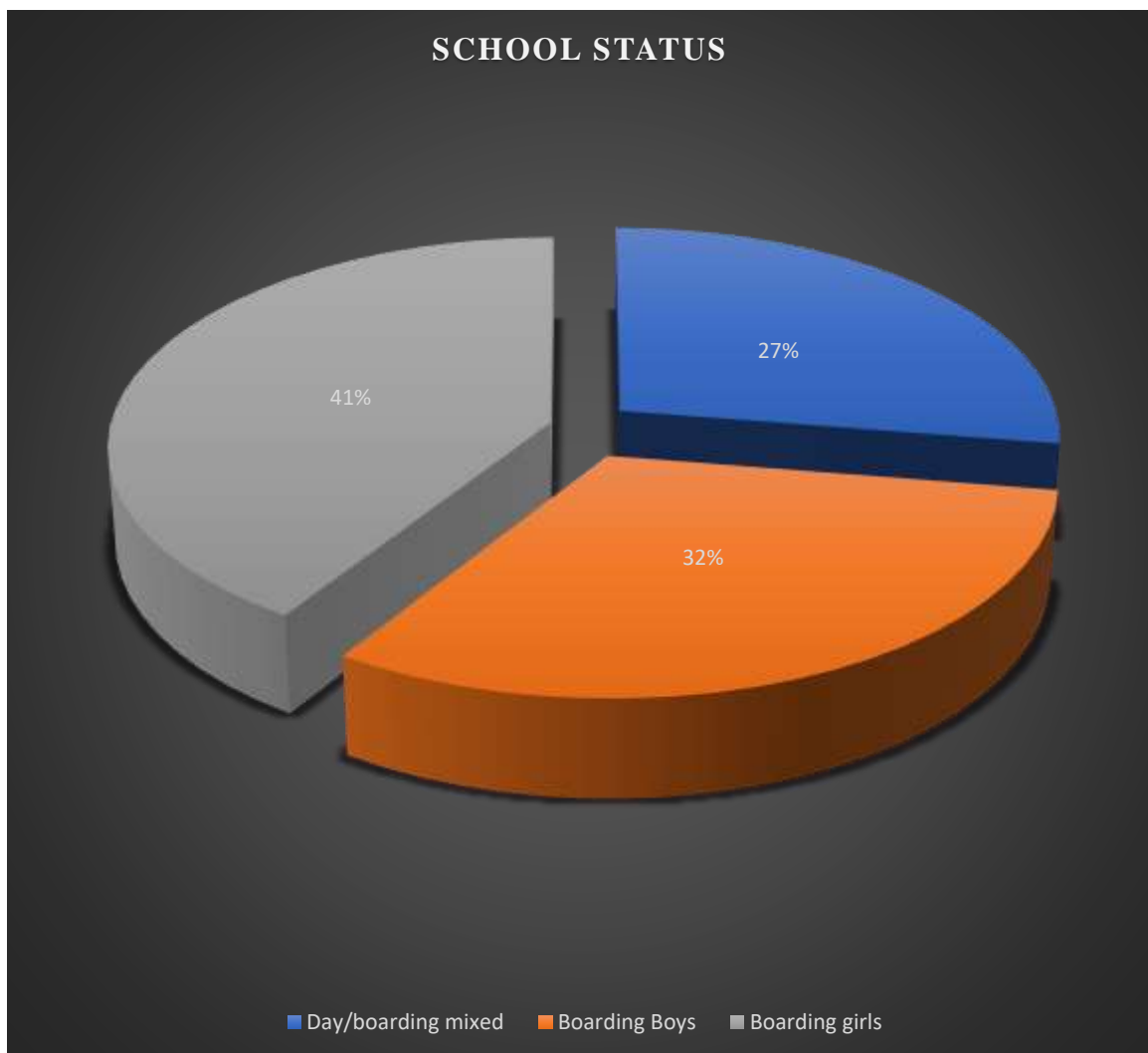
Respondents	Male		Female		Other		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
<b>Teachers</b>	6	66.7	3	33.3	0	0	<b>9</b>	<b>100</b>
<b>Students</b>	81	54.4	64	43	4	2.7	<b>149</b>	<b>100</b>

Source: (Field data, 2021)

From the Table 3, showed that 66.7% were male teachers while 33.3% were female teachers. Table 3 also showed that 54.4% were male students while 43% were female students and 2.7% were other. This implied that the majority of the respondents were female students and male teachers.

### 4.3.2 School Status

Figure 2 School Status

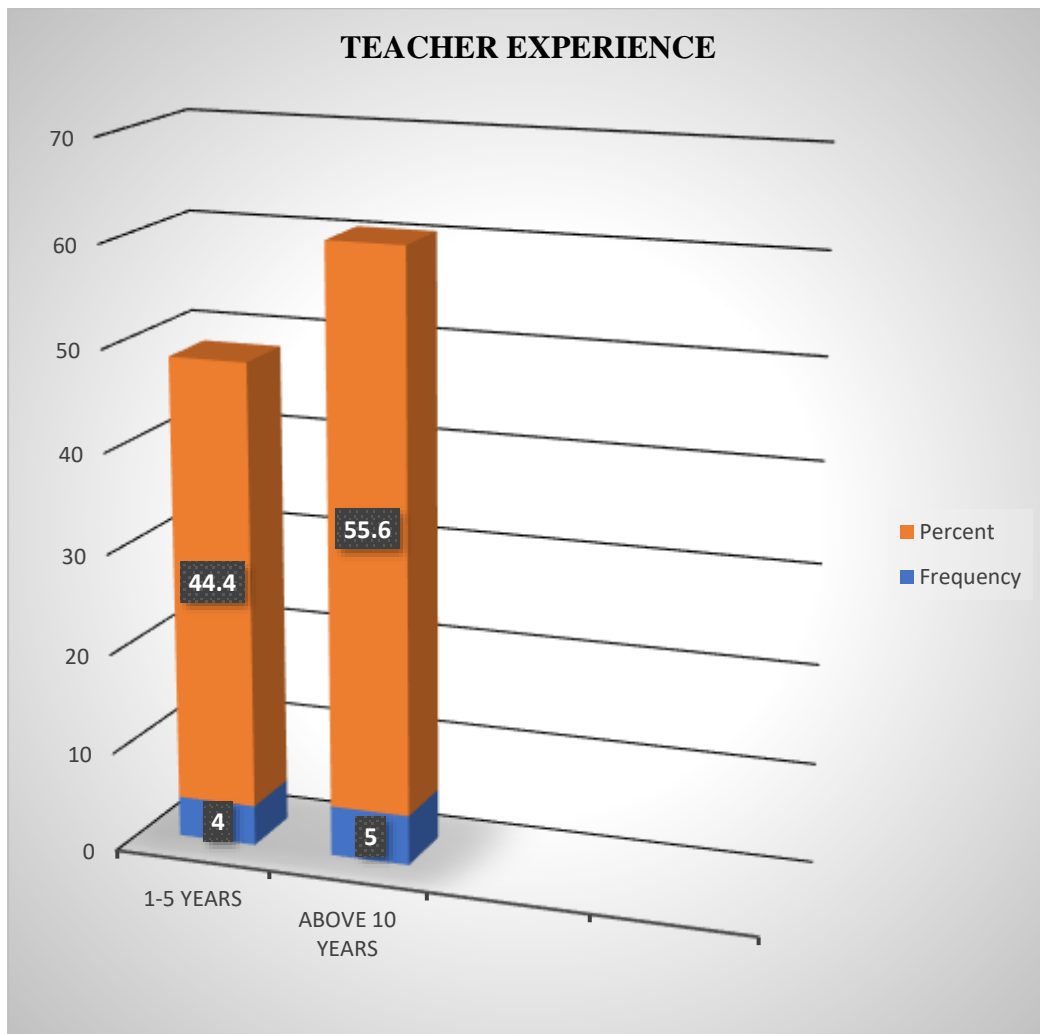


Source: (Field data, 2021)

Figure 2 showed the three schools that participated in the research; Girls' Secondary school 41%, a Boys' Secondary School 32% and a Mixed Secondary School 27% of student's participation. There was a small marginal number Between Girls' Secondary School and Boys' Secondary School. This implied that both male and female students like School.

### 4.3.3 Teacher experience

Figure 3 Teacher experience



Source: (Field data, 2021)

Figure 3 is an illustration of teachers experience in the selected Schools. The results displayed that those with 10 years' experience and above were 56% and 44% were those between 1-5 years' experience. This implied that teachers in the schools under the study had more experience such that they were able to use their experience to influence students in paying attention.



#### 4.3.4 Students' class

The student respondents were asked to indicate their year of study. The results were presented in the Figure 4 below.

**Figure 4 Students' class**

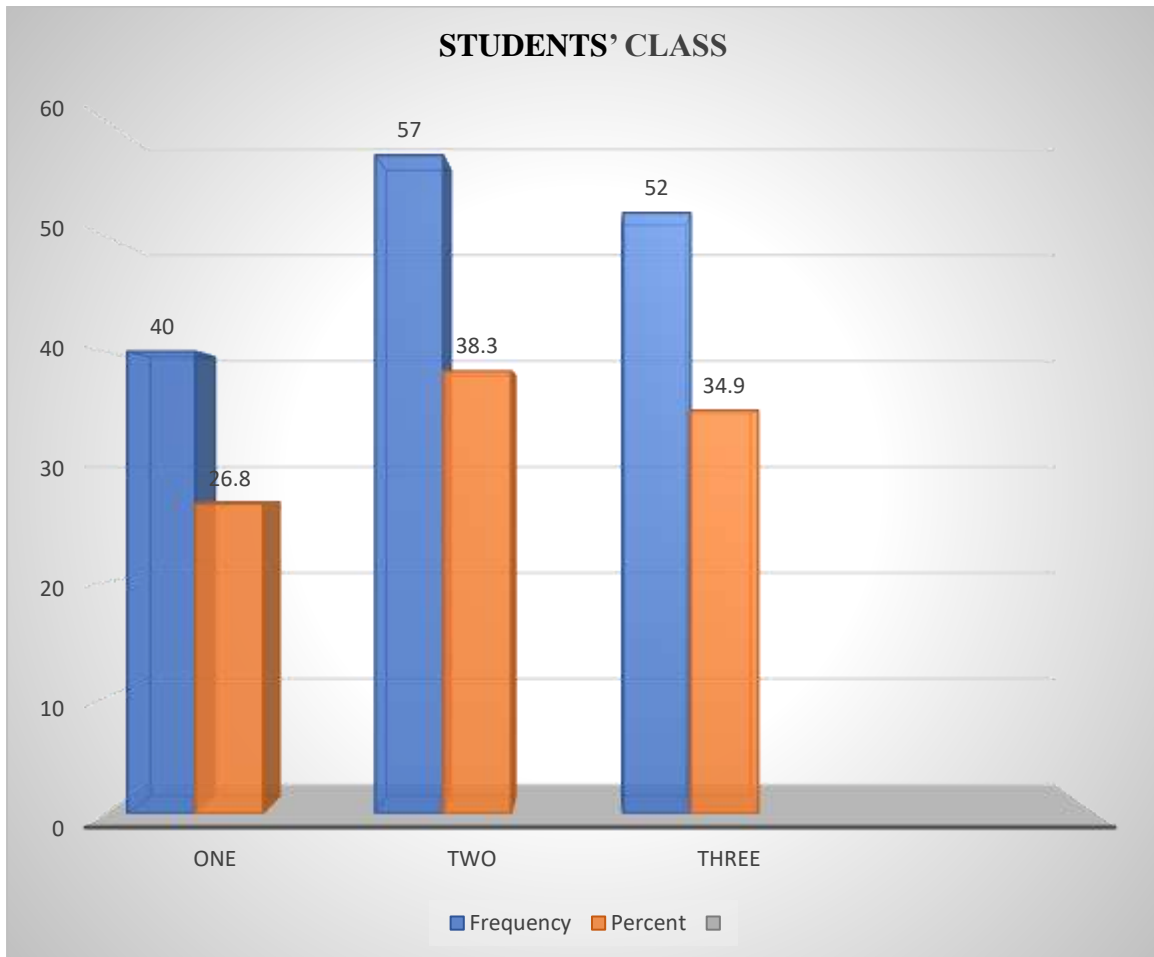
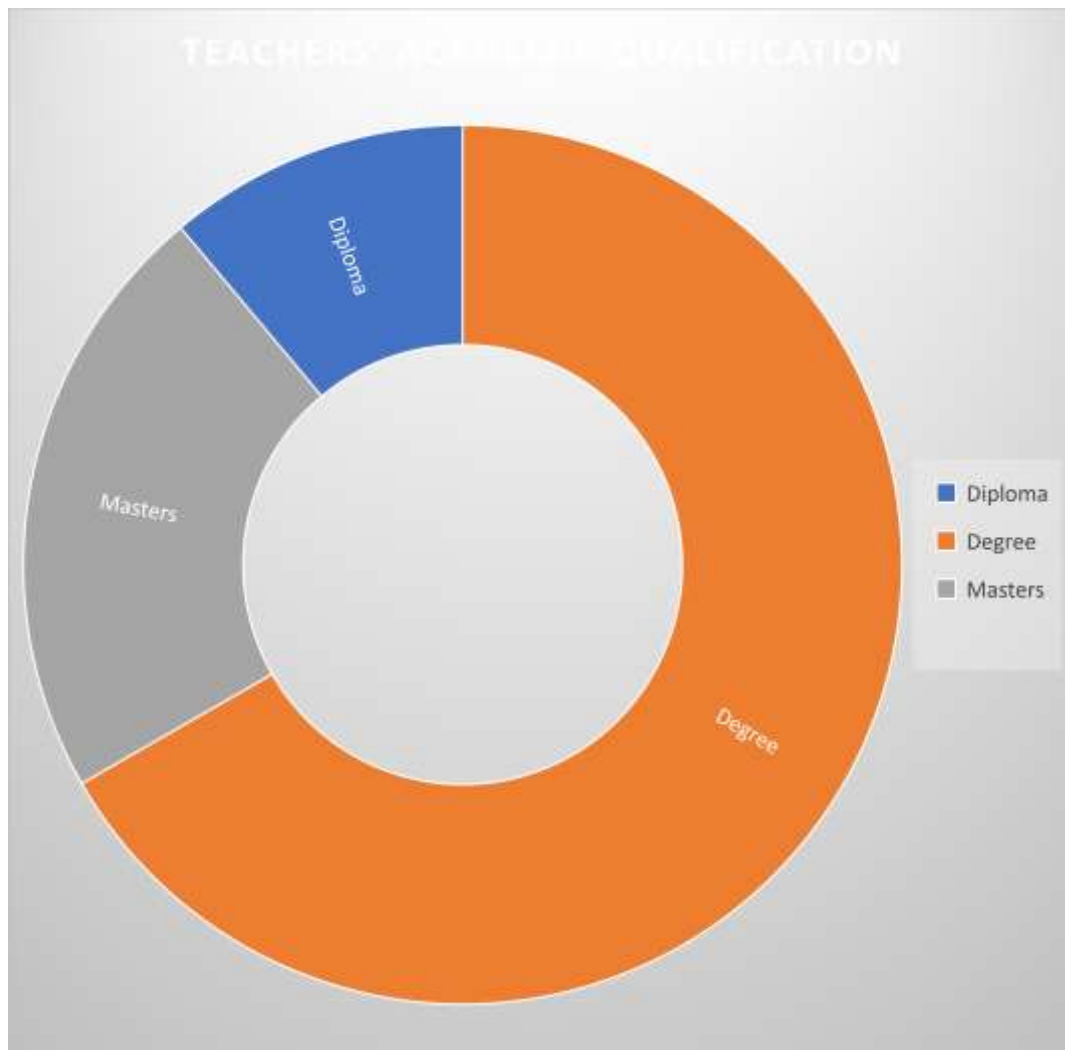


Figure 4 showed the distribution of the year of study of the students. It indicated that 52(34.9%) were in form three. 57(38.3%) were in form two and 40(26.8%) were in form one. This demonstrated that the majority of the respondents were in form three. The researcher included forms one, two and three in the study since these were the students who can benefit from the study as they approach their final exams.

#### 4.3.4 Teachers' Academic Qualification

Teachers were asked to indicate their level of qualification and they responded as shown in Figure 5 below.

**Figure 5 Teachers' Academic Qualification**



Source: (Field data, 2021)

From the Figure 5, 11% of the teachers were Diploma holder while 67% of the teachers were Degree holders and 22% have Masters. This was an indication that all the teachers included in the current research were qualified and had competences necessary to teach. Therefore, the qualifications of teachers reflected the validity of their responses.

#### 4.3.5 Age of Students

The study also sought to inquire and stipulate the age of students who collaborated by providing feedback to the questionnaires.

**Table 4: Students' Age**

<b>Age in Years</b>	<b><i>f</i></b>	<b>%</b>
10 -13	6	4.0
14-17	116	77.9
18 and above	27	18.1
<b>Total</b>	<b>149</b>	<b>100.0</b>

Source: (Field data, 2021)

Table 4 above showed that, 4% of the students were aged 10-13 years, 77.9% were aged 14-17 years, 18.1% were aged 18 and above. Majority of the students were therefore aged between 14-17 years. The researcher therefore concluded that, the respondents were mature enough to understand the questions and draw conclusions. This enhanced the reliability of the data collected.

#### 4.4 The Extent of the Problem of Students' Attention Span

This was one of the objectives of the study, the researcher chose to find out whether attention span is a problem amongst students. Both students and teachers were asked similar questions and the responses were summarized in Figure 6 below.

#### 4.4.1 I/students have problem with paying attention during lesson

The researcher asked students and teachers respondents whether paying attention is a problem.

**Table 5: Problem with paying attention during lesson**

<b>Problem with paying attention during lesson</b>	<b>Frequency</b>	<b>Percent (Students)</b>	<b>Frequency</b>	<b>Percent (Teacher)</b>
Strongly agree	17	11.4	0	0
Agree	32	21.5	1	11.1
Not sure	13	8.7	3	33.3
Disagree	51	34.2	5	55.6
Strongly disagree	36	24.2	0	0
<b>Total</b>	<b>149</b>	<b>100</b>	<b>9</b>	<b>100</b>

Source: (Field data, 2021).

Table 5 showed that 11.4% of students strongly agreed, 21.5% agreed, 8.7% not sure, 34.2%, disagree and 24.2% strongly disagree. The same applied with the teacher's response, agreed 11.1%, not sure, 33.3% and 55.6% disagree. From the look of responses of students and teachers in schools, paying attention is a problem but cannot be found with every student. This maybe because majority of the students were not exposed to social media or they do not have access to smart phones since Subramanian (2018) identified that in the modern world of social media, smart phones and hyperlinks make it difficult for some learners to stay attentive during the lesson.

#### 4.4.2 I can describe my/students' attention span as short

**Table 6: Description of attention span as short**

<b>Description of attention span as short</b>	<b>Frequency</b>	<b>Percent (Students)</b>	<b>Frequency</b>	<b>Percent (Teacher)</b>
Strongly agree	17	11.4	2	22.2
Agree	52	34.9	3	33.3
Not sure	32	21.5	0	0
Disagree	36	24.2	4	44.4
Strongly disagree	12	8.1	0	0
<b>Total</b>	<b>149</b>	<b>100.0</b>	<b>9</b>	<b>100.0</b>

Source: (Field data, 2021)

Table 6 showed that, 11.4% of students strongly agreed, 34.9% agreed, 21.5% not sure, 24.2% disagreed and 8.1% strongly disagreed. Same as with the teacher's response, strongly agreed, 22.2% agreed, 33.3% and 44.4% disagreed. From the look of responses of students and teachers in schools, majority of the students can describe their attention span as short and same applies to teachers, majority of them can describe their students' attention span as short. This approved the statistics noted by Subramanian (2018) that the average attention span is down from 12 seconds in the year 2000 to eight seconds now.

#### 4.4.3 I can describe my attention span as long.

**Table 7: Description of attention span as long.**

<b>I can describe my attention span as long</b>	<b>Frequency</b>	<b>Percent (Students)</b>	<b>Frequency</b>	<b>Percent (Teacher)</b>
Strongly agree	16	10.7	1	11.1
Agree	47	31.5	3	33.3
Not sure	31	20.8	2	22.2
Disagree	42	28.2	3	33.3
Strongly disagree	13	8.7	0	0
<b>Total</b>	<b>149</b>	<b>100</b>	<b>9</b>	<b>100</b>

Source: (Field data, 2021)

Table 7 showed that, 10.7% of students strongly agreed, 31.5% Agree, 20.8% not sure, 42(28.2%) disagreed and 13(8.7%) strongly disagreed. Same as with the teacher’s response, strongly agreed, 11.1% agreed, 33.3%, not sure 22.2% and 33.3% disagreed. The results showed that majority of the students can describe their attention span as long and same applies to teachers, majority of them indicated that they can describe their students’ attention span as long. This may be a result that most of these learners were not obsessed with technology as Chonge, (2020) puts it that, “there exists a link between use of social media networks and students’ attention span where by those who use social media throughout the day were found to have a short attention span as compared to those that use social networks at specific times such as night, weekend and during breaks.

#### 4.4.4 I/students get distracted during lesson at times.

**Table 8: Distractions during lesson at times**

I/students get distracted during lesson at times.	Frequency	Percent (Students)	Frequency	Percent (Teacher)
Strongly agree	32	21.5	1	11.1
Agree	62	41.6	8	88.9
Not sure	20	13.4	0	0
Disagree	19	12.8	0	0
Strongly disagree	16	10.7	0	0
<b>Total</b>	<b>149</b>	<b>100</b>	<b>9</b>	<b>100</b>

Source: (Field data, 2021)

Table 8 showed that, 21.5% of students strongly agreed, 41.6% agreed, 13.4% not sure, 12.8% disagreed and 10.7% strongly disagreed. Same as with the teacher's response, strongly agreed, 11.1% agreed, 8(88.9%). The table show that majority of the students agreed that they get distracted during lesson at times. One teacher strongly agreed and the other teachers agreed to the statement that students get distracted during lesson at times. According to the findings of Ugur and Koc (2015) majority of the students were distracted by their classmates and also confessed that they can cheat with the help of their phones.

#### 4.4.5 I/students understand everything taught by the teacher during a lesson.

**Table 9: Understanding everything taught by the teacher during a lesson.**

<b>understanding everything taught by the teacher during a lesson.</b>	<b>Frequency</b>	<b>Percent (Students)</b>	<b>Frequency</b>	<b>Percent (Teacher)</b>
Strongly agree	15	10.1	0	0
Agree	15	10.1	2	22.2
Not sure	46	30.9	1	11.1
Disagree	49	32.9	6	66.7
Strongly disagree	24	16.1	0	0
<b>Total</b>	<b>149</b>	<b>100.0</b>	<b>9</b>	<b>100.0</b>

Source: (Field data, 2021).

Table 9 showed that, 10.1% of students strongly agreed, 10.1% agreed, 30.9% not sure, 32.9% disagreed and 16.1% strongly disagreed. None of the teachers strongly agreed, 22.2% agreed, 11.1% not sure, 66.7% disagreed and none of the teachers strongly disagreed. From the look of this table, responses of students and teachers in schools show that majority of the students do not understand everything taught during a lesson. Majority of the teachers also agreed that students do not understand everything taught during a lesson.



#### 4.4.6 I find it difficult to understand the teacher during the lesson.

**Table 10: Difficulties in understanding the teacher during the lesson**

<b>Difficulties in understanding the teacher during the lesson</b>	<b>Frequency</b>	<b>Percent (Students)</b>
Strongly agree	6	4
Agree	24	16.1
Not sure	30	20.1
Disagree	60	40.3
Strongly disagree	29	19.5
<b>Total</b>	<b>149</b>	<b>100</b>

Source: (Field data, 2021)

Table 10 showed that, 4% of students strongly agreed, 16.1% agreed, 20.1% not sure, 40.3% disagreed and 19.5% strongly disagreed. This question was asked to students only and majority of the students disagreed to the statement that they have difficulties in understanding the teacher during the lesson. Cicekci and Sadik (2019) observed that the teachers perceived the attention problems that the students experienced during the course mostly as a problem arising from the students themselves while the students associate this problem not only with themselves, but also with other students, teachers and the environment.

#### 4.4.7 Distractions which hinders me/students from paying attention in class.

**Table 11: Distractions which hinder me/students from paying attention in class.**

<b>There are a lot of distractions which hinders me from paying attention in class.</b>	<b>Frequency</b>	<b>Percent (Students)</b>	<b>Frequency</b>	<b>Percent (Teacher)</b>
Strongly agree	26	17.4	2	22.2
Agree	42	28.2	2	22.2
Not sure	19	12.8	1	11.1
Disagree	37	24.8	4	44.4
Strongly disagree	25	16.8	0	0
<b>Total</b>	<b>149</b>	<b>100</b>	<b>9</b>	<b>100</b>

Source: (Field data, 2021)

Table 11 showed that, 17.4% of students strongly agreed, 28.2% agreed, 12.8% not sure, 24.8% disagreed and 16.8% strongly disagreed. According to the findings, Students agree to the statement that there were a lot of distractions which hinders them from paying attention in class. On the part of teachers 22.2% strongly agreed, 22.2% agreed, 11.1% not sure, 44.4% disagreed and none of the teachers strongly disagreed. However, this did not interfere with the research objective. However, Limniou, et al (2020) found out that student learning experience is linked to their individual learning characteristics which may be connected to course characteristics and teaching approach.

#### 4.5 Teacher Methodology influence on students' attention span

The researcher moved on to find out how does teacher methodology influence students' attention span. Similar statements were put to students and teachers as stated below.

##### 4.5.1 The teacher uses different methods of teaching.

**Table 12: Different methods of teaching.**

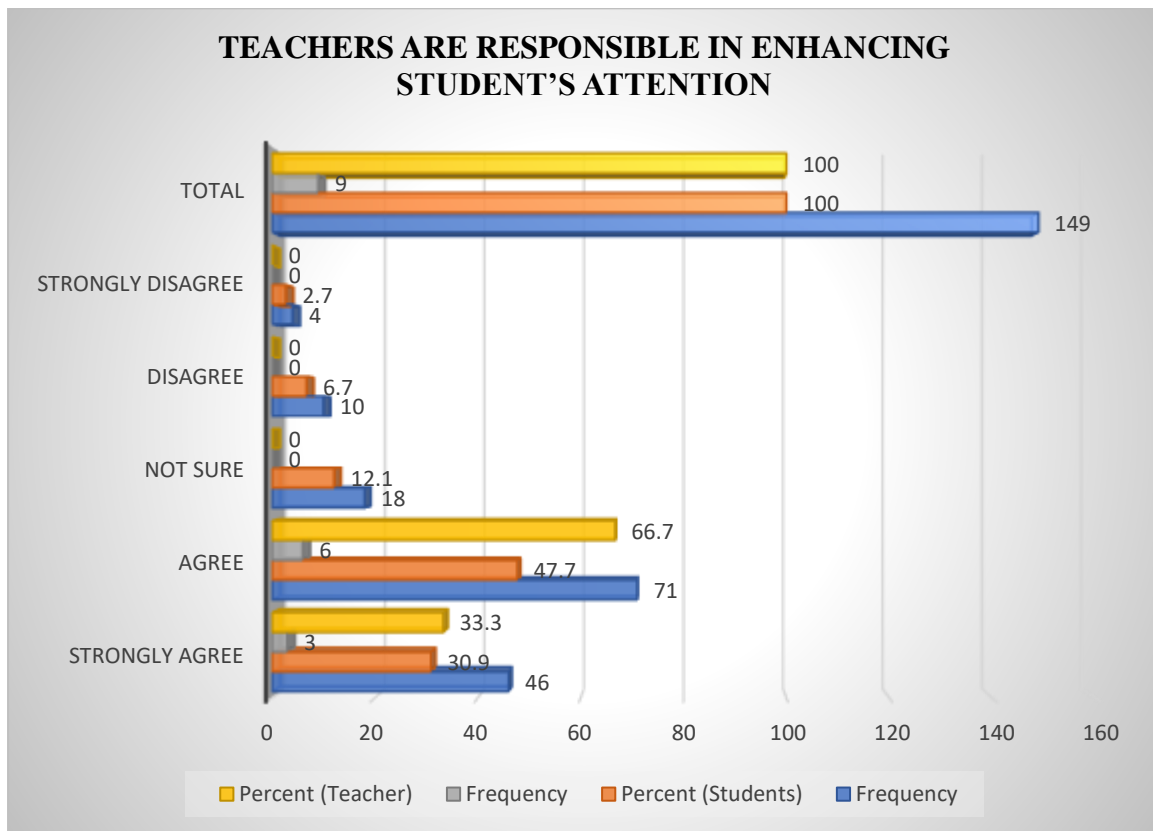
<b>The teacher uses different methods of teaching</b>	<b>Frequency</b>	<b>Percent (Students)</b>	<b>Frequency</b>	<b>Percent (Teacher)</b>
Strongly agree	44	29.5	6	66.7
Agree	80	53.7	2	22.2
Not sure	10	6.7	0	0
Disagree	12	8.1	1	11.1
Strongly disagree	3	2.0	0	0
<b>Total</b>	<b>149</b>	<b>100</b>	<b>9</b>	<b>100</b>

Source: (Field data, 2021)

The analysed data showed that, 29.5% of students strongly agree, 53.7% agree, 6.7% not sure, 8.1% disagree and 2% strongly disagree. The findings conclude that, Students agree to the statement that, the teacher uses different methods of teaching. On the part of teachers, majority of them strongly agreed 66.7%, and agreed 22.2% that they use different methods of teaching and only 11.1% disagreed. This confirms the finds of Basheer et al (2016) that using different methods motivates students to learn and increases their attention span.

#### 4.5.2 Teachers are responsible in enhancing student’s attention

**Figure 6: Enhancing Attention span is a responsibility of teachers**



Source: (Field data, 2021)

The above Figure 6 showed that, 30.9% of students strongly agreed, 47.7% Agree, 12.1% not sure, 6.7% disagreed and 2.7% strongly disagreed. According to the findings, Students agree to the statement that teachers were responsible in enhancing student’s attention. Same applied to teachers 33.3% strongly agreed, 66.7% agreed. This showed that the teachers too agreed to the statement that they were responsible in enhancing student’s attention. This clearly answers the question that what extent does teacher methodology influence attention span among Secondary School students in Ngong Sub-County, Kajiado County?

#### 4.5.3 The methods used by the teacher makes paying attention easier.

**Table 13: The methods used by the teacher makes paying attention easier.**

<b>The methods used by the teacher makes paying attention easier</b>	<b>Frequency</b>	<b>Percent (Students)</b>	<b>Frequency</b>	<b>Percent (Teacher)</b>
Strongly agree	53	35.6	3	33.3
Agree	62	41.6	6	66.7
Not sure	18	12.1	0	0
Disagree	6	3.4	0	0
Strongly disagree	11	7.4	0	0
<b>Total</b>	<b>149</b>	<b>100</b>	<b>9</b>	<b>100</b>

Source: (Field data, 2021)

Table 13 showed that, 35.6% of students strongly agree, 41.6% agree, 12.1% not sure, 3.4% disagree and 7.4% strongly disagree. Same as with the teacher's response 33.3% strongly agreed and 66.7%. agreed. From the look of this table, responses of students and teachers in schools showed that they all agree to the statement the method used by the teacher makes paying attention easier. this approves the findings of Odom and Bell (2015) that by using one method of teaching students get bored and the desire to pay attention is low

#### 4.5.4 I like the methods used by the teachers when teaching.

**Table 14 Methods used by the teachers.**

<b>I like the methods used by the teachers when teaching.</b>	<b>Frequency</b>	<b>Percent (Students)</b>	<b>Frequency</b>	<b>Percent (Teacher)</b>
Strongly agree	28	18.8	2	22.2
Agree	65	43.6	4	44.4
Not sure	34	22.8	3	33.3
Disagree	19	12.8	0	0
Strongly disagree	3	2.0	0	0
<b>Total</b>	<b>149</b>	<b>100</b>	<b>9</b>	<b>100</b>

Source: (Field data, 2021)

The analysed data in Table 14 showed that, 18.8% of students strongly agree, 43.6% agree, 22.8% not sure, 12.8% disagree and 2% strongly disagree. Majority of the students agreed to the statement that they like the methods used by the teachers when teaching. The teacher's response, 22.2% strongly agree, 44.4% agree and 33.3% were not sure. Majority of the teachers confirmed that they were comfortable with the methods they use to teach.

#### 4.5.5 The school administration supports the use of different methods of learning.

**Table 15: The school administration supports different methods of learning**

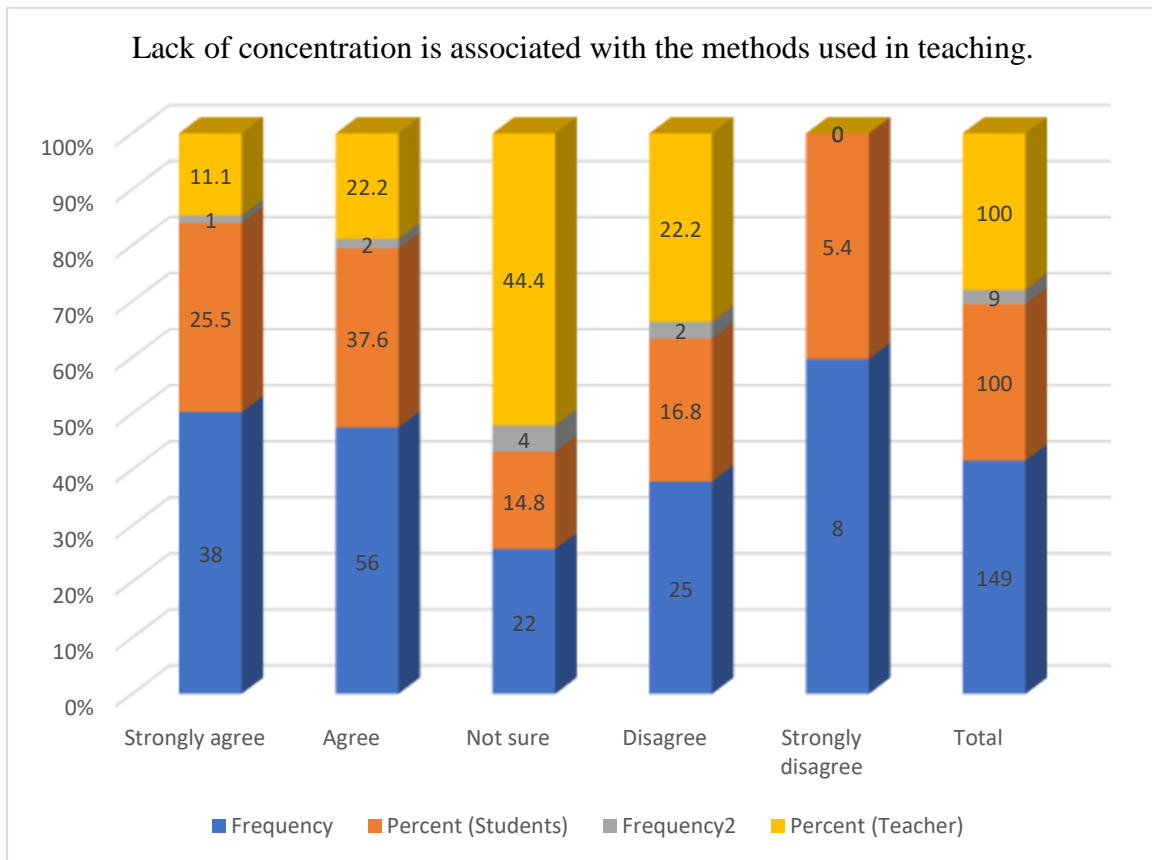
<b>The school administration supports the use of different methods of learning.</b>	<b>Frequency</b>	<b>Percent (Students)</b>	<b>Frequency</b>	<b>Percent (Teacher)</b>
Strongly agree	25	16.8	2	22.2
Agree	50	33.6	7	77.8
Not sure	47	31.5	0	0
Disagree	14	9.4	0	0
Strongly disagree	13	8.7	0	0
<b>Total</b>	<b>149</b>	<b>100</b>	<b>9</b>	<b>100</b>

Source: (Field data, 2021)

Table 15 showed that, 25(16.8%) of students strongly agree, 50(33.6%) agree, 47(31.5%) not sure, 14(9.4%) disagree and 13(8.7%) strongly disagree. Same as with the teacher's response, strongly agree, 2(22.2%) agree, 7(77.8%). The responses of students and teachers in schools show that majority agree to the statement; the school administration supports the use of different methods of learning.

#### 4.5.6 Lack of concentration is associated with the methods used in teaching.

**Figure 7: Lack of concentration is associated with the methods used in teaching**



Source: (Field data, 2021)

Figure 7 showed that, 25.5% of students strongly agreed, 37.6% agreed, 14.8% not sure, 16.8% disagreed and 5.4% strongly disagreed. According to the findings, majority of the students agree to the statement that lack of concentration is associated with the methods used in teaching. On the part of teachers 11.1% strongly agreed, 22.2% agreed, 44.4% not sure, 22.2% disagreed and none of the teachers strongly disagree. Majority of the teachers were not sure with the statement Lack of concentration is associated with the methods used in teaching and Bieg et al (2017) in his research Teaching methods and their impact on students' interest in mathematics concluded that direct instruction was associated with little attention and higher levels of boredom compared to working individually and working in small groups or pairs.



**4.5.7 Most of the methods used in our school are not effective for learning.**

**Table 16: Most of the methods used in our school are not effective for learning.**

<b>Most of the methods used in our school are not effective for learning</b>	<b>Frequency</b>	<b>Percent (Students)</b>	<b>Frequency</b>	<b>Percent (Teacher)</b>
Strongly agree	13	8.7	0	0
Agree	23	15.4	1	11.1
Not sure	53	35.6	3	33.3
Disagree	38	25.5	2	22.2
Strongly disagree	22	14.8	3	33.3
<b>Total</b>	<b>149</b>	<b>100</b>	<b>9</b>	<b>100</b>

Source: (Field data, 2021)

Table 16 showed that, 8.7% of students strongly agreed, 15.4% agreed, 35.6% not sure, 25.5% disagreed and 14.8% strongly disagreed. According to the findings, majority of the students were not sure with the statement that most of the methods used in our school are not effective for learning. On the part of teachers none of the teachers strongly agreed, 11.1% agreed, 33.3% not sure, 22.2% disagreed and 33.3% strongly disagreed. This clearly showed that majority of the teachers strongly disagreed that most of the methods used in our school are not effective for learning. This is because the school provides resources since shortage of resources may lead to poor attention as Mangwanda et al (2017) puts it.

#### 4.6 Students' perception of the subject

The researcher on the other hand went on to find out how do Students perceive the subjects which they are doing in Secondary Schools in Ngong. Students and teachers were asked similar questions and the responses were given as shown below.

##### 4.6.1 I/students actively participate during the lesson

**Table 17: I/students actively participate during the lesson**

<b>I/students actively participate during the lesson</b>	<b>Frequency</b>	<b>Percent (Students)</b>	<b>Frequency</b>	<b>Percent (Teacher)</b>
Strongly agree	32	21.5	0	0
Agree	78	52.3	7	77.8
Not sure	21	14.1	0	0
Disagree	14	9.4	2	22.2
Strongly disagree	4	2.7	0	0
<b>Total</b>	<b>149</b>	<b>100</b>	<b>9</b>	<b>100</b>

Source: (Field data, 2021)

Table 17 showed that, 21.5% of students strongly agreed, 52.3% agreed, 14.1% not sure, 19.4% disagreed and 2.7% strongly disagreed. According to the findings, majority of the students agree that they actively participate during the lesson. On the part of teachers none of the teachers strongly agreed, 77.8% agreed and 22.2% disagreed. The findings show that majority of the teachers agreed that students actively participate during the lesson. This goes in line with the finds of Githua (2013) that there is a strong and significant relationship between students' perception of formative evaluation in mathematics classrooms and their motivation to learn mathematics. Students' participation showed that their perception towards the subject prompts them to actively participate

#### 4.6.2 It is impossible to like all the subjects in school

**Table 18: It is impossible to like all the subjects in school**

<b>It is impossible to like all the subjects in school</b>	<b>Frequency</b>	<b>Percent (Students)</b>	<b>Frequency</b>	<b>Percent (Teacher)</b>
Strongly agree	28	18.8	3	33.3
Agree	89	59.7	5	55.6
Not sure	10	6.7	1	11.1
Disagree	16	10.7	0	0
Strongly disagree	6	4.0	0	0
<b>Total</b>	<b>149</b>	<b>100</b>	<b>9</b>	<b>100</b>

Source: (Field data, 2021)

Table 18 showed that, 18.8% of students strongly agreed, 59.7% agreed, 6.7% not sure, 10.7% disagreed and 4.0% strongly disagreed. On the part of teachers, 33.3% strongly agreed 55.6% agreed, 11.1% disagreed. Majority of both teacher and students agreed to the statement that, “It is impossible to like all the subjects in school.” This displayed that the students’ attention span differs depending on the subjecting they were learning. Since the research by Mutodi and Ngirande (2014) attest that there are gender differences in the way boys and girls perceive mathematics. Therefore, it confirms that it is impossible for the students to like all the subjects they are doing in school.

#### 4.6.3 Some subjects are just boring by nature.

**Table 19: Some subjects are just boring by nature.**

Some subjects are just boring by nature.	Students		Teacher	
	Frequency	Percent (Students)	Frequency	Percent (Teacher)
Strongly agree	35	23.5	1	11.1
Agree	44	29.5	2	22.2
Not sure	28	18.8	3	33.3
Disagree	24	16.1	3	33.3
Strongly disagree	18	12.1	0	0
<b>Total</b>	<b>149</b>	<b>100</b>	<b>9</b>	<b>100</b>

Source: (Field data, 2021)

Table 19 showed that, 23.5% of students strongly agreed, 29.5% agreed, 18.8% not sure, 16.1% disagreed and 12.1% strongly disagreed. On the part of teachers 11.1% strongly agreed, 22.2% agreed, 33.3% not sure, 33.3% disagreed and none strongly disagreed. Majority of the students agreed to the statement that some subjects are just boring by nature. This may come as a result of gender differences as Kubiato et al (2012) attest that the boys expressed more positive perception of geography lessons in the schools, for them this subject is easier than for Girls. Boys would like to have geography lessons more often than girls.

#### 4.6.4. I/students struggle with paying attention in some subjects

**Table 20: Struggle with paying attention in some subjects**

<b>Struggle with paying attention in some subjects.</b>	<b>Frequency</b>	<b>Percent (Students)</b>	<b>Frequency</b>	<b>Percent (Teacher)</b>
Strongly agree	33	22.1	4	44.4
Agree	80	53.7	4	44.4
Not sure	8	5.4	1	11.1
Disagree	20	13.4	0	0
Strongly disagree	8	5.4	0	0
<b>Total</b>	<b>149</b>	<b>100</b>	<b>9</b>	<b>100</b>

Source: (Field data, 2021)

Table 20 showed that, 22.1% of students strongly agreed, 53.7% agreed, 5.4% not sure, 13.4% disagreed and 5.4% strongly disagree. Majority of the students agreed that they struggle with paying attention in some subjects. On the part of teachers none strongly agreed, 44.4% agreed, 44.4% not sure, 11.1% disagreed and none strongly disagreed. Majority of the teachers also agreed to the statement that students struggle with paying attention in some subjects. Which is very possible since Mutodi and Ngirande (2014) identified that gender and age has an effect on how students perceive Mathematics, where by boys tend to perceive mathematics positively as compared to girls. This is possible with other subjects.

#### 4.6.5. I cannot pay attention to a subject taught in the afternoon.

**Table 21: I cannot pay attention to a subject taught in the afternoon.**

<b>I cannot pay attention to a subject taught in the afternoon</b>	<b>Frequency</b>	<b>Percent (Students)</b>	<b>Frequency</b>	<b>Percent (Teacher)</b>
Strongly agree	31	20.8	2	22.2
Agree	40	26.8	2	22.2
Not sure	29	19.5	5	55.6
Disagree	38	25.5	0	0
Strongly disagree	11	7.4	0	0
<b>Total</b>	<b>149</b>	<b>100</b>	<b>9</b>	<b>100</b>

Source: (Field data, 2021)

Table 21 showed that, 20.8% of students strongly agreed, 26.8% agreed, 19.5% not sure, 25.5% disagreed and 7.4% strongly disagreed. On the part of teachers 22.2 strongly agreed, 22.2% agreed, 55.6% not sure, none disagreed and none strongly disagreed. Some students find it challenging to learn in the afternoon such that they have negative attitude towards the subject learnt in the afternoon. This contradicts with the conclusion of Bieg et al (2017) that, it is only the methods used in teaching which affect the attention span.

#### 4.6.6. Interest in the subject makes paying attention easier.

**Table 22: Interest in the subject makes paying attention easier**

<b>Interest in the subject makes paying attention easier.</b>	<b>Frequency</b>	<b>Percent (Students)</b>	<b>Frequency</b>	<b>Percent (Teacher)</b>
Strongly agree	88	59.1	1	11.1
Agree	51	34.2	5	55.6
Not sure	7	4.7	2	22.2
Disagree	1	0.7	1	11.1
Strongly disagree	2	1.3	0	0
<b>Total</b>	<b>149</b>	<b>100</b>	<b>9</b>	<b>100</b>

Source: (Field data, 2021)

Table 22 showed that, 59.1% of students strongly agreed, 34.2% Agreed, 4.7% not sure, 0.7% disagreed and 1.3% strongly disagreed. On the part of teachers 11.1% strongly agreed, 55.6% agreed, 22.2% not sure, 11.1% disagreed and none strongly disagreed. The data conclude that majority of the learners and teachers agreed to the statement that Interest in the subject makes paying attention easier. This affirms the findings of Fatima (2016) that learners were more interested in practical subjects thereby motivating them to pay more attention.

**4.6.7. I/ students enjoy most of the subjects I/they am studying.**

**Table 23: I/ students enjoy most of the subjects I/they am/are studying.**

<b>I/ students enjoy most of the subjects I/they am/are studying</b>	<b>Frequency</b>	<b>Percent (Students)</b>	<b>Frequency</b>	<b>Percent (Teacher)</b>
Strongly agree	47	31.5	2	22.2
Agree	49	32.9	2	22.2
Not sure	27	18.1	4	44.4
Disagree	23	15.4	1	11.1
Strongly disagree	3	2.1	0	0
<b>Total</b>	<b>149</b>	<b>100</b>	<b>9</b>	<b>100</b>

Source: (Field data, 2021)

Table 23 showed that, 31.5% of students strongly agree, 32.9% agree, 18.1% not sure, 15.4% disagree and 2.1% strongly disagree. The data conclude that majority of the students were comfortable with the subjects they are studying. On the part of teachers 22.2% strongly agreed, 22.2% agree, 44.4% not sure, 11.1% disagree and none strongly disagree. Most of the teachers where not sure with the statement that students enjoy the subjects which they were doing. Since Secondary School teachers have specific subjects which they teach, they may not know how the students perform in other subjects.



#### 4.7 Students' Sitting location in class

The researcher on the other hand went on to find out how does students' sitting location in class influence paying attention. Students and teachers were asked similar questions and the responses were given as shown below.

##### 4.7.1 The sitting position influence concentration during lesson

**Table 24: The sitting position influence concentration during lesson**

The sitting position influence concentration during lesson	Students		Teacher	
	Frequency	Percent (Students)	Frequency	Percent (Teacher)
Strongly agree	42	28.2	2	22.2
Agree	48	32.2	2	22.2
Not sure	22	14.8	4	44.4
Disagree	18	12.1	1	11.1
Strongly disagree	19	12.8	0	0
<b>Total</b>	<b>149</b>	<b>100</b>	<b>9</b>	<b>100</b>

Source: (Field data, 2021)

Table 24 showed that, 28.2% of students strongly agreed, 32.2% agreed, 14.8% not sure, 12.1% disagreed and 12.8% strongly disagreed. From the look of this table, majority of students agree that sitting position influence concentration during lesson. This indicates that the sitting position has an influence on the attention span of the learners (McGowan et al 2017). On the part of teachers 22.2% strongly agreed, 22.2% agreed, 44.4% not sure, 11.1% disagreed and none strongly disagree. Majority of teachers were not sure with the statement that sitting position influence concentration during lesson. This could be as a result that teachers never paid attention to that.

#### 4.7.2 I/students have a preferred place to sit in class

**Table 25: I/students have a preferred place to sit in class**

<b>I/students have a preferred place to sit in class</b>	<b>Frequency</b>	<b>Percent (Students)</b>	<b>Frequency</b>	<b>Percent (Teacher)</b>
Strongly agree	41	27.5	3	33.3
Agree	60	40.3	5	55.6
Not sure	18	12.1	1	11.1
Disagree	21	14.1	0	0
Strongly disagree	9	6.0	0	0
<b>Total</b>	<b>149</b>	<b>100</b>	<b>9</b>	<b>100</b>

Source: (Field data, 2021)

Table 25 showed that, 27.5% of students strongly agreed, 40.3% agreed, 12.1% not sure, 14.1% disagreed and 6.0% strongly disagreed. On the part of teachers 33.3% strongly agreed, 55.6% agree, 11.1% Not sure, none disagree and none strongly disagreed. The table indicates that majority of both teachers and students were in agreement with the statement that they have preferred place to sit in class. This showed students choose where to sit in relation to their personality since students in the front of the classroom are likely more motivated and interact with the lecturer more than their classmates (Zomorodian et al 2012).

### 4.7.3 Students who sit at the back have little attention

**Table 26: Students who sit at the back have little attention**

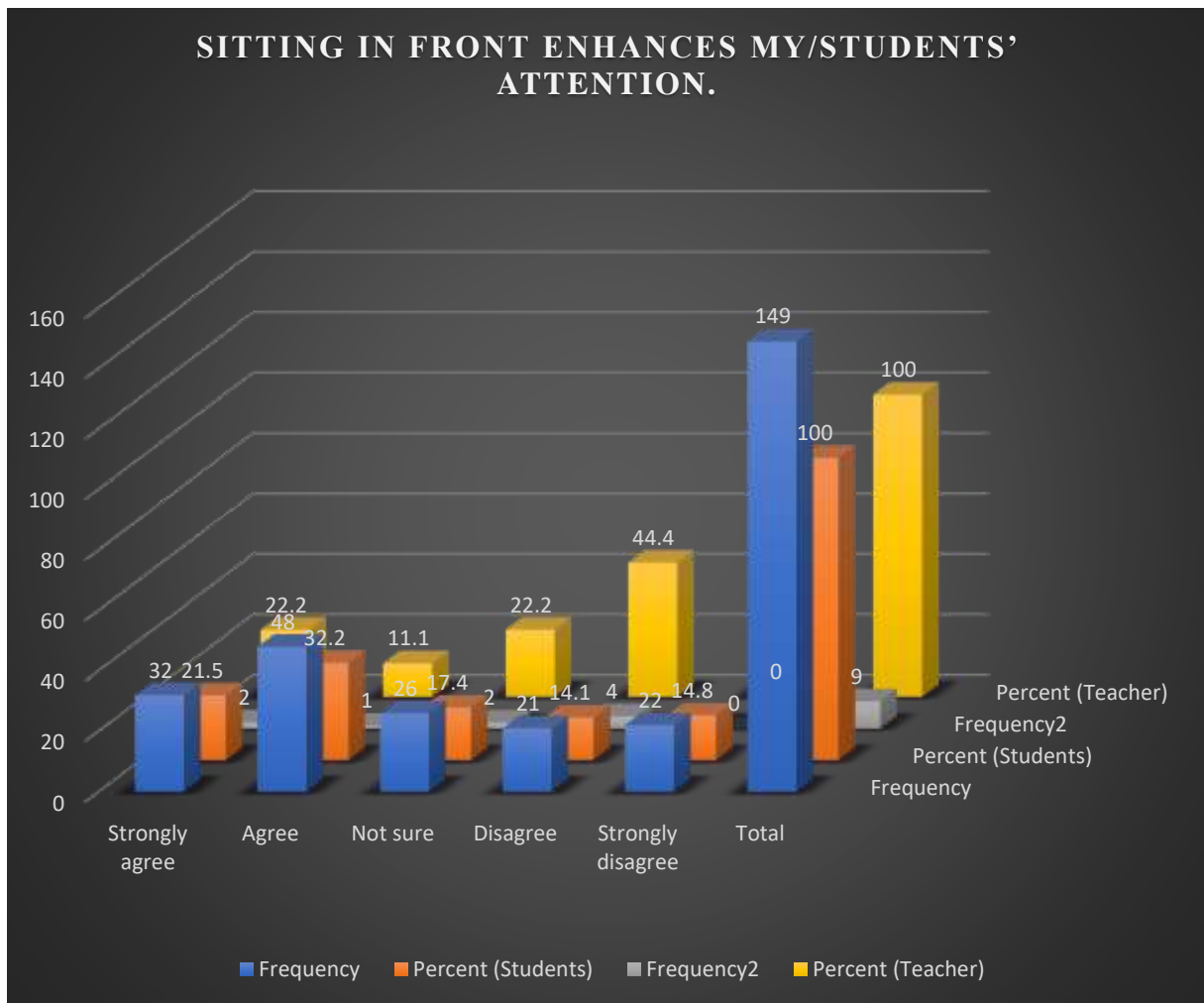
<b>Students who sit at the back have little attention</b>	<b>Frequency</b>	<b>Percent (Students)</b>	<b>Frequency</b>	<b>Percent (Teacher)</b>
Strongly agree	28	18.8	1	11.1
Agree	26	17.4	5	55.6
Not sure	26	17.4	1	11.1
Disagree	35	23.5	2	22.2
Strongly disagree	34	22.8	0	0
<b>Total</b>	<b>149</b>	<b>100</b>	<b>9</b>	<b>100</b>

Source: (Field data, 2021)

Table 26 showed that, 18.8% of students strongly agreed, 17.4% agreed, 17.4% not sure, 23.5% disagreed and 22.8% strongly disagreed. On the part of teachers 11.1% strongly agreed, 55.6% agreed, 11.1% not sure, 22.2% disagreed and none strongly disagreed. From the students' respondents, majority disagreed to the statement that those who sit at the back have little attention while majority of the teachers agreed. This implies that teachers know very well from the performance of their students that those who sit at the perform poorly (McGowan et al 2017). This is not always the reason because if sitting did make a difference, instructors would face a dilemma in determining how to award the best sits as clearly not every student can occupy the front row (Meeks, et al 2013).

#### 4.7.4 Sitting in front enhances my/students' attention.

**Figure 8: Sitting in front enhances my/students' attention**



Source: (Field data, 2021)

Figure 8 showed that, 21.5% of students strongly agreed, 32.2% agreed, 17.4% not sure, 14.1% disagreed and 14.8% strongly disagreed. On the part of teachers 22.2% strongly agreed, 11.1% agreed, 22.2% not sure, 44.4% disagreed and none strongly disagreed. From the analysis, majority of the students agreed to the statement that sitting in front enhances attention while teachers disagreed. This disapproved the findings Vander Schee (2011) that students generally perceive that sit location does not influence overall attention span or course performance.

#### 4.7.5 Sitting in the middle makes me/students prone to interruption.

**Table 27: Sitting in the middle makes me/students prone to interruption**

<b>Students who sit at the back have little attention</b>	<b>Frequency</b>	<b>Percent (Students)</b>	<b>Frequency</b>	<b>Percent (Teacher)</b>
Strongly agree	23	15.4	1	11.1
Agree	30	20.1	7	77.8
Not sure	36	24.2	1	11.1
Disagree	38	25.5	0	0
Strongly disagree	22	14.8	0	0
<b>Total</b>	<b>149</b>	<b>100</b>	<b>9</b>	<b>100</b>

Source: (Field data, 2021)

Table 27 showed that, 15.4% of students strongly agreed, 20.1% agreed, 24.2% not sure, 25.5% disagreed and 14.8% strongly disagreed. On the part of teachers none strongly agreed, 11.1% agreed, 77.8% not sure, 11.1% disagreed and none strongly disagreed. Majority of the students disagreed to the statement that sitting in the middle makes me prone to interruption while majority of the teachers were not sure. The results object the belief that students reported high engagement, attention, and quality of classroom experience when sitting in the middle of the classroom than when sitting at the back Shernoff et al (2017).

#### 4.7.6 Sitting position has nothing to do with attention span

**Table 28: Sitting position and attention span**

<b>Sitting position has nothing to do with attention span</b>	<b>Frequency</b>	<b>Percent (Students)</b>	<b>Frequency</b>	<b>Percent (Teacher)</b>
Strongly agree	44	29.5	0	0
Agree	31	20.8	2	22.2
Not sure	24	16.1	4	44.4
Disagree	34	22.8	2	22.2
Strongly disagree	16	10.7	1	11.1
<b>Total</b>	<b>149</b>	<b>100</b>	<b>9</b>	<b>100</b>

Source: (Field data, 2021)

Table 28 showed that, 29.5% of students strongly agreed, 20.8% agreed, 16.1% not sure, 22.8% disagreed and 10.7% strongly disagreed. On the part of teachers none strongly agreed, 22.2% agreed, 44.4% not sure, 22.2% disagreed and 11.1% strongly disagreed. The table show that the sitting position has nothing to do with attention span since majority of the students strongly agreed to the statement while teachers were not sure. According to Meeks, et al (2013) student attention span is not significantly altered by sitting location or sitting type.

#### 4.7.7 It is good for the class teacher to periodically change sitting positions in class

**Table 29: Periodically change sitting positions in class**

<b>It is good for the class teacher to periodically change sitting positions in class</b>	<b>Frequency</b>	<b>Percent (Students)</b>	<b>Frequency</b>	<b>Percent (Teacher)</b>
Strongly agree	52	34.9	4	44.4
Agree	35	23.5	4	44.4
Not sure	19	12.8	1	11.1
Disagree	23	15.4	0	0
Strongly disagree	20	13.4	0	0
<b>Total</b>	<b>149</b>	<b>100</b>	<b>9</b>	<b>100</b>

Source: (Field data, 2021)

Table 29 showed that, 34.9% of students strongly agreed, 23.5% agreed, 12.8% not sure, 215.4% disagreed and 13.4% strongly disagreed. On the part of teachers 44.4% strongly agreed, 44.4% agreed, 11.1% not sure, none disagreed and none strongly disagreed. The table showed that majority of both teachers and students were comfortable with changing sitting position in class. Since majority of the students were comfortable with sitting anywhere in the class, this confirms notion that students' attention span is not significantly altered by sitting location or sitting type (Meeks, et al 2013).

## **CHAPTER FIVE**

### **SUMMARY OF THE FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS**

#### **5.1 Introduction**

The purpose of the study was to find out the factors influencing students' attention span in Public Secondary Schools in Ngong Sub-County. After careful analysis of the findings in chapter four, this chapter outlined a summary of the findings, conclusion based on the findings and recommendations. Proposals for further research were also provided.

#### **5.2 Summary of the Findings**

The study investigated the factors influencing students' attention span in Public Secondary Schools in Ngong Sub-County. The objectives of the study were:

- i.** To examine the trend of students' attention span among Secondary School Students in Ngong Sub-County, Kajiado County.
- ii.** To determine how a teacher's methodology influence attention span among Secondary School Students in Ngong Sub-County, Kajiado County.
- iii.** To investigate student's perception of the subject influence on attention span among Secondary School Students in Ngong Sub-County, Kajiado County.
- iv.** To find out if student's Sitting location can influence attention span among Secondary School students in Ngong Sub-County, Kajiado County.

Literature review was carried out to enhance analysis of the factors influencing students' attention span in Public Secondary Schools in Ngong Sub-County. The study is guided by Gagne (1968, p. 180) theory entitled Learning and Instructional Sequence. The theory states that drawing the learner's attention to the fact that they are actually going to learn something and what it is that they will be learning, is the first step in attracting the learner's attention in the learning process.



The research design used in the study was a quantitative research design. This type of quantitative design helped the researcher to use questionnaires to collect data. The targeted population included Teachers and Students. However, a sample of study or total targeted population was 159 Respondents that involved 9 teachers and 150 students. A total of 158 participants were involved in the study which included: 81 boys, 64 girls, 6 male teachers and 3 female teachers from the schools that participated. Questionnaires were administered to all students and teachers in the study sample.

The researcher employed simple random sampling technique for this study. Simple random was used to ensure that all the students in the three schools had an equal chance to be picked for the study. Information collected was organized and analysed using SPSS system and presented using tables and figures based on the research objectives used in the study as summarized below:

### **5.2.1 To examine the trend of students' attention span among Secondary School students in Ngong Sub-County, Kajiado County**

The research found out that; attention span is a problem. The only challenge is there is no mutual acceptance of this problem between teachers and students. For instance, the findings show that majority of the students (28%) agree to the statement that, there were a lot of distractions which hinders them from paying attention in class. While majority of the teachers (44.4%) disagreed to the same statement. The researcher also found out that 34.9% of the students were able to describe their attention span as short. Contrary to that 44.4% of the teachers disagreed to the statement that they can describe their students' attention span as short. However, Subramanian (2018) states that the average attention span is down from 12 seconds in the year 2000 to eight seconds now, but some other researchers are perceiving the whole thing as a delusion. This is a clear sign that attention span is a problem the only difference is

maybe advancement in technology is pointed out as the major cause to this problem has not yet spread in Kajiado County.

### **5.2.2 To determine how teacher's methodology influence attention span among Secondary School students in Ngong Sub-County, Kajiado County**

The study showed that; teacher methodology has influenced a lot on student's attention span. Majority were in support of the statement that teachers are responsible in enhancing student's attention. 53.7% of the students agreed that teacher uses different methods of teaching. Similarly, 66.7% of teachers were in support. Further, the study found out that the method used by the teacher makes paying attention easier for the students.

### **5.2.3 To investigate student's perception of the subject influence on attention span among Secondary School students in Ngong Sub-County, Kajiado County**

The study reviewed that students perceive subjects differently. The findings of the study, both lecturers and students agreed that it is impossible to like all the subjects the students are doing in school. 59.7 % of the students agreed to the statement while 55.6% of the teachers supported. The study also concluded that Interest in the subject makes paying attention easier. The findings of Kubiako et al (2012) states that boys achieved higher score in geography in comparison with girls because boys expressed more positive perception of geography lessons in the schools.

### **5.2.4 To find out students' sitting position influence on attention span among Secondary School students in Ngong Sub-County, Kajiado County**

The study noted that although students have a preferred place to sit in class, sitting position does not have much influence in students' attention span. 34.9% of the students strongly agreed to the statement It is good for the class teacher to periodically change sitting positions in class, they were supported by 44.4% of teachers. According to the findings of Meeks, et al (2013) student attention span is not significantly altered by sitting location or sitting type.

### **5.3 Conclusions**

On the objectives of the study, the researcher drew the following conclusion from the findings; Majority of the students do not have problems with paying attention in class. Students were capable of describing their attention span as either long or short. There were a lot of destruction which hinder students from paying attention during the lesson. Students were comfortable with the methods used by the teachers during the lesson. The teachers have an important role in enhancing student's attention span. Time of the day does not have a lot of impact inattention span but students' interest in the subject makes paying attention easier. The teachers have an adequate teaching experience majority were above 10 years. sitting position does not affect attention span and majority of the students were open with the idea of changing sitting position in class. Finally, attention span is an important factor that contributes to learning.

### **5.4 Recommendations**

In order to improve students' attention span among Public Secondary Schools in Ngong Sub-County Kajiado County but also to the entire Secondary Schools in Kenya, the following were the recommendations.

#### **5.4.1 Students**

For students' best interest, it could be suggested that they pay their full attention in class since the results of this study have shown that students able to describing their attention span as either long or short. Paying attention in class definitely facilitates the learning process for the students because the information will be processed effectively which makes their retrieval easier later. In the classroom, students are recommended to avoid distractions from both inside and outside the classroom, such as noise, side talks with classmates and people passing by the classroom. Although doing this might seem as an easy thing to do, some students struggle with this problem. Training oneself to ignore such distractors that might lead to inattention in classroom is very important in order to not affect the processing of the new information in a

negative way because it will definitely make it difficult to comprehend what the teacher is saying.

#### **5.4.2 Ministry of Education and Curriculum designers**

Curriculum designers can make books more appealing to students in order to arouse students' interest in the subject matter, which will boost students' intrinsic motivation level and make them more eager to learn the subjects. The MOE can collaborate with curriculum designers with different ideas in order to design books that serve the curriculum purposes, but at the same time are interesting to students in order to ensure that students are interested enough in the subject to the extent that they will pay their full attention in class. The ministry as well could hire specialists to go to schools and provide guidance for both teachers and students about the importance of attention in the learning process and how it affects the academic achievement of the students. They can also teach teachers some strategies that would help them to maintain students' concentration in classroom, and teach students some strategies which help to be attentive for a longer period of time.

#### **5.4.3 Teachers**

Since attention span is a new problem in education field, teachers need to undergo further retraining in workshops and seminars to acquire necessary skills on building up of students' attention span. Teachers should use a variety of instructional strategies and these should be changed approximately. For example, they could deliver information for 15 minutes via lecture. This strategy could be followed by small group work or cooperative learning for 20 minutes. Next, students could engage in individual seatwork or watch a video.

#### **5.4.4 School administration**

The school administration may contribute to students' ability to pay attention in the classroom by organising workshops facilitated by the teachers and principals. These workshops could be weekly with the aim to discuss the reasons behind students' inattention in classroom

and provide some solutions for each of the problems. In this way, they can involve the parents of the students in this process because they are aware of their children's problems. They might consider the physical and psychological atmosphere in the classroom. The physical atmosphere is mainly concerned with the sitting of the students in the classroom and the temperature of the classroom. Students cannot focus when the temperature is either too cold or too hot, and that is why making sure that the temperature is moderate is crucial. The psychological atmosphere includes both students' and teachers' feelings in the classroom, as well as their attitudes towards the subject on which they are working. Teachers need to appear pleasant and confident in front of the students so that students would feel encouraged to be engaged with both the teacher and the lesson being explained

### **5.5 Suggestion for Further Research**

The study investigated the factors influencing students' attention span among Public Secondary Schools in Ngong Sub-County Kajiado County. The researcher therefore, suggests that other studies could be carried out in relation to the current study. They include:

- A study of the use of technology by learners in the home which may affect their attention and concentration.
- An investigation into the role of attention and concentration in the classroom.
- A study on the preferred methods of teaching from a learner's point of view as well as a teacher's point of view.

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## APPENDIX I: QUESTIONNAIRE FOR STUDENTS

Marist International University College,  
P.O. Box 24450-00502,  
Nairobi-Kenya.  
Dear respondent,

I am a student at Marist International University College, a Constituent College of the Catholic University of Eastern Africa with the registration No. B.Ed./486/17/18. I am carrying out a research on the *Factors Influencing Students' Attention Span among Public Secondary Schools in Ngong Sub-County Kajiado County*. Kindly respond to the questions in all honesty as the information you will provide will be used only for academic purposes. Please do not write your name on this questionnaire.

Yours faithfully,  
Kudakwashe Blessed Vambe

### Section A: Demographic Information

(please tick [√] in the appropriate box)

- Gender: Male [ ]      Female [ ]      Other [ ]
- What is the status of your school? Day/Boarding  
Mixed [ ]      Boarding Boys [ ]      Boarding girls [ ];
- Form One [ ];      Two [ ]      Three [ ];
- Age: Between 10-13 [ ];      Between 14-17 [ ];      18 and Above [ ];

### Section B: The extent of the problem of students' attention span

Please rate the following statements using the key below. Tick (√) as appropriate

Strongly agree (SA); Agree (A); Not Sure (NS); Disagree (D); Strongly Disagree (SD);

Statements	SA	A	NS	D	SD
I have problem with paying attention during lesson?					

I can describe my attention span as short					
I can describe my attention span as long.					
I get distracted during lesson at times					
I understand everything taught by the teacher during a lesson.					
I find it difficult to understand the teacher during the lesson.					
There are a lot of distractions which hinders me from paying attention in class.					

### Section C: Teacher methodology

Statements	SA	A	NS	D	SD
The teacher uses different methods of teaching					
Teachers are responsible in enhancing student's attention					
The methods used by the teacher makes paying attention easier.					
I like the methods used by the teachers when teaching.					
The school administration supports the use of different methods of learning?					
Lack of concentration is associated with the methods used in teaching					
Most of the methods used in our school are not effective for learning.					

**Section D: Students' perception of the subject**

<b>Statements</b>	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>D</b>	<b>SD</b>
I actively participate during the lesson					
It is impossible to like all the subjects in school					
Some subjects are just boring by nature.					
I struggle with paying attention in some subjects					
I cannot pay attention to a subject taught in the afternoon					
Interest in the subject makes paying attention easier.					
I enjoy most of the subjects I am studying.					

**Section E: Students' sitting location in class.**

<b>Statements</b>	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>D</b>	<b>SD</b>
The sitting position influence concentration during lesson					
I have a preferred place to sit in class					
Students who sit at the back have little attention					
Sitting in front enhances my attention.					
Sitting in the middle makes me prone to interruption					
Sitting position has nothing to do with attention span					
It is good for the class teacher to periodically change sitting positions in class					

**Thanks very much for your participation**

## APPENDIX II: QUESTIONNAIRE FOR TEACHERS

Marist International University College,  
P.O. Box 24450-00502,  
Nairobi-Kenya.  
Dear respondent,

I am a student at Marist International University College, a Constituent College of the Catholic University of Eastern Africa with the registration No. B.Ed./486/17/18. I am carrying out a research on the *Factors Influencing Students' Attention Span among Public Secondary Schools in Ngong Sub-County Kajiado County*. Kindly respond to the questions in all honesty as the information you will provide will be used only for academic purposes. Please do not write your name on this questionnaire.

Yours faithfully,  
Kudakwashe Blessed Vambe

### Section A: Demographic Information

(please tick [] in the appropriate box)

33. Gender: Male []      Female []      Other []

34.      What is the status of your school?

Day/Boarding Mixed []      Boarding Boys []      Boarding girls [];

35. Qualification Diploma []; Degree []; Masters []      Other []

36. Teaching experience: 1-5 years []; 6-10 years [];      Above 10 years [];

**Section B: The extent of the problem of students' attention span**

Please rate the following statements using the key below. Tick (✓) as appropriate

Strongly agree (SA); Agree (A); Not Sure (NS); Disagree (D); Strongly Disagree (SD);

Statements	SA	A	NS	D	SD
students have problem with paying attention during lesson?					
I can describe student's attention span as short					
I can describe student's attention span as long.					
Students get distracted during lesson at times					
Students understand everything I teach during a lesson.					
There are a lot of distractions which hinders students from paying attention in class.					

**Section C: Teacher methodology**

Statements	SA	A	NS	D	SD
I use different methods of teaching					
Teachers are responsible in enhancing student's attention					
The method used by the teacher makes paying attention easier.					
I'm comfortable with the methods I use when teaching.					
The school administration supports the use of different methods of learning?					
Lack of concentration is associated with the methods used in teaching					
Most of the methods used in our school are not effective for learning.					



**Section D: Students' perception of the subject**

<b>Statements</b>	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>D</b>	<b>SD</b>
Students actively participate during the lesson					
It is impossible for students to like all the subjects in school					
Some subjects are just boring by nature.					
Students struggle with paying attention in some subjects					
Students cannot pay attention to a subject taught in the afternoon					
Interest in the subject makes paying attention easier.					
Students enjoy most of the subjects they are studying.					

**Section E: Students' sitting location in class.**

<b>Statements</b>	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>D</b>	<b>SD</b>
The sitting position influence concentration during lesson					
Students have a preferred place to sit in class					
Students who sit at the back have little attention					
Sitting in front enhances attention.					
Sitting in the middle makes students prone to interruption					
Sitting position has nothing to do with attention span					
It is good for the class teacher to periodically change sitting positions in class					

**Thanks very much for your participation**

### APPENDIX III. MAP OF NGONG SUB-COUNTY



## APPENDIX IV: RESEARCH AUTHORIZATION



### MARIST INTERNATIONAL UNIVERSITY COLLEGE

Constituent College of The Catholic University of Eastern Africa  
Langata Road, P.O. Box 24450 – 00502 Karen, Nairobi  
Phone: 254 – 20- 2012787, 2012797; Fax 254 – 20- 2389939; 0722391091

#### OFFICE OF THE DEPUTY PRINCIPAL ACADEMIC

#### RESEARCH AUTHORIZATION

28<sup>th</sup> January 2021

TO WHOM IT MAY CONCERN

**RE: KUDAKWASHE Blessed Vambe B.Ed 486/17/18**

The above-named person is registered as a full-time student at Marist International University College. We kindly request you to assist him in carrying out the research exercise.

The research topic is:

*Factors Influencing Students' Attention Span among Public Secondary Schools in Ngong Sub-County, Kajiado*

The research project is being undertaken in partial fulfillment of the requirements for the of Bachelor of Education award in this institution.

We would, therefore, be most grateful if you kindly facilitate the exercise in whichever way possible.

Thank you in advance for your assistance.

Yours sincerely

  
Rev. Br. Vincent de Paul Kouassi  
DEPUTY PRINCIPAL- ACADEMIC

