RELATIONSHIP BETWEEN ANNUAL AGE GROUPINGS AND ACADEMIC PERFORMANCE OF PUPILS IN THE PUBLIC PRIMARY SCHOOL IN GARISSA TOWN SUB COUNTY, GARISSA KENYA

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ABSTRACT

This study's goal was to determine the impact of annual age groupings on students' academic performance in the public primary school in Garissa town sub county, Garissa County. Positivism was used in the investigation. For this study, a descriptive research strategy was used to accomplish the predetermined specified goal. The study was conducted in the County of Garissa, Garissa Town Sub County. The study's target population was the 39 public elementary schools in Garissa Town Sub County, Garissa County. 16,524 students in public elementary schools were the target group for the analytic unit. To collect data from 391 students in class one, 39 instructors from each of the 39 schools contributed. Data was collected from a sample of 391 class one students using simple random sampling. Primary data was gathered via a questionnaire. Validity of the construct and the content was examined. The results of the pilot test were examined using Cronbach's alpha is a measure of the internal consistency or average correlation of survey items used to assess the reliability of an instrument. A coefficient value greater than 0.7 denotes the reliability of the research tool making it suitable for use in this study. Through the use of questionnaires, this study gathered data using both quantitative and qualitative methods, and the data was then analysed with the aid of SPSS version 24 and suitable data analysis tools. Tables and figures were used to display the data. The participants' consent and privacy were respected. The researcher followed the rules of ethical research.

Keyword: Academic Performance, Annual Age Groupings, Public Primary School

INTRODUCTION

In recent decades, the development of cognitive, physical, and emotional skills in schoolchildren around the world has been facilitated by improvements in public policies aimed at boosting the teaching and learning processes inherent in any educational system (Dhuey, Figlio, Karbownik, & Roth, 2019). To guarantee that student differences are as little as feasible, this precaution was implemented.. Regardless of the differences across these studies, including the age of the participants, diverse backgrounds, kids with special educational needs, and various sample sizes, the tendency is that younger students experience greater difficulties during the school year than somewhat older students (Wattie, Schorer, and Baker, 2015). Students born in December would be the "relatively younger" under the Spanish educational system, which divides each school year into groups according to those born in a certain year. Students born in January would be the "relatively older.". Children who are the same age chronologically may have biological age differences of up to one year due to the students' different maturation rhythms. Because of their experiences and growth, older children perform significantly better academically (Wattie, Cobley, & Baker, 2015). Examining the prevalence and long-term consequences of the Relative Age Entry (RAE) on child development in the educational domain is required to determine the significance of relative age in the integral development of the subject, taking these factors into account.

When it came to RAE and achievement in formal education, researchers in Singapore discovered that older students in the classroom had a higher chance of academic success (Barnsley, Thompson & Legault 2017). The older students in the class have higher test results than the younger ones. According to Sherar et al. (2017), deferring enrolment by a year improves eighth-grade language and math test results for pupils in Israel. According to a French study (Vaeyens et al., 2014), According to their relative ages, younger pupils are more likely to repeat the same grade for an additional year as a result of this mismatch. The gap is brought about by differences in early physical and cognitive development and lasts for years.

The Republic of South Africa (RSA), like many other African nations, encounters difficulties with academic achievement in primary school as a result of age inequalities. Despite these contextual factors, South African society views participation in sports—outside of academic achievement—as being crucial (Sharp et al., 2019). In order to provide their children a comparative edge in school since they are older and, therefore, more mature than the other students in the cohort, many parents or guardians in Uganda, especially the wealthy ones, want to delay their children's entry into formal education (Douglas, 2017). Evidently, certain subgroups are more likely than others to enter school later. Boys are far more likely to be held back than girls, according to a number of studies conducted in Uganda. Numerous situations where social interactions are likely have drawn significant attention to the subject of whether group makeup affects an individual group member's performance, particularly in educational settings (Pehkonen et al., 2015).

Relative age affects academic achievement when forming school groups or assessing academic performance, in Kenya, is not a criterion that is taken into account (Keith, Wasanga, Wanderi, Somerset, 2017). Given that Kenya has a RAE on child development, it is critical to keep an eye on its prevalence and long-term consequences in the educational sector, taking these factors into account in order to establish the significance of relative age in the total academic performance. Given the foregoing, this systematic analysis analysed the relationship between the relative age effect and academic achievement for students in public primary schools in Garissa Town sub county, Garissa County, Kenya.

Statement of the Problem

In Kenya, every kid has the right to basic social services, including schooling. The academic achievement of students in Garissa County's public primary schools has been declining. Among other things, the relative age effect has been linked to the decline. The influence of relative age on students' academic achievement in Garissa County's public primary schools is not, however, supported by empirical data. An individual's likelihood of finishing a course rises by 3% for every ten peers in the same age cohort, according

to a study by Laura, Jacqueline, and Karim (2020), which used a unique dataset of 17,000 working professionals enrolled in business skills training courses offered by an elite U.S. business school over a three-year period. According to a study by Larsen, Little, and Coventry (2020), a child's relative age, the age at which they are compared to their peers, has been proven to have an impact on their academic performance, especially but not only at the start of formal schooling. Both of the two studies we looked at (Laura et al., 2020 and Larsen et al., (2020)) were carried out in developed nations. Furthermore, Larsen's (2020) study only took into account academic accomplishment in a select few areas, whereas Laura et al.'s (2020) study concept focused on professional achievement. These contextual, conceptual, and methodological research gaps are therefore presented by the examined studies. The current study examined how students' academic performance in public primary schools in Garissa Town Sub County, Garissa County, Kenya, was affected by their relative entering age, in an effort to close this achievement gap.

Research Objective

The objective of the study was to determine the relationship between annual age groupings and academic performance of pupils in the public primary school in Garissa town sub county, Garissa Kenya.

Theoretical Framework

The study variables were guided by the following theories; Mathew Effect Theory, and Confirmation of this theory.

Mathew Effect Theory/Residual Bias

The Matthew effect was developed by Merton (1968) to show a tendency in the scientific reward system. It is applicable to many sectors, including politics, economics, and technology. In situations where people start off with advantages that many of their coworkers do not enjoy and those advantages remain over time, this is what is meant by the Matthew effect. This was described as a "residual bias" by Williams and Reilly (2000), which refers to a snowballing of benefits where athletes who have previously been known to selectors are more likely to be taken into consideration in the future (Vincent & Glamser, 2006).

Confirmation of this theory could explain the results of research on ice hockey players aged 8 to 19 conducted by Barnsley and colleagues (Barnsley et al., 1985; Barnsley & Thompson, 1988). In particular, compared to comparatively younger individuals, relatively older participants looked to be intuitively more coordinated, stronger, faster, bigger, and performed better (Barnsley & Thompson, 1988; Musch & Grondin, 2001; Müller et al., 2017; Cumming et al., 2018). As a result of their improved performance and greater rewards for their efforts, individuals had a better likelihood of keeping their participation status (Helsen et al., 2005; Schorer et al., 2013). Participants who are younger than average, however, frequently stop practicing sports to pursue other pastimes that have a higher chance of success (Barnsley & Thompson, 2004). The persistence of RAE at the levels of academic achievement is a result of this

LITERATURE REVIEW

Annual Age Groupings and Academic Performance

Kaila (2017) discovered that older children may have started school at a more optimal age and thus learned more quickly. Second, peer effects may boost older children's confidence, which improves their performance. It's also possible that older students' performances will boost younger students' motivation and encourage them to try harder. Finally, it is recommended that older students perform better on exams because they take them at a later age. Finally, because the exams are given at a later age, relatively older children may perform better.

Momanyi, Too, and Simiyu (2015 investigated the effect of students' age on academic motivation and academic performance among secondary school students attending day schools in Nakuru municipality. The target population included all Form two and Form four students from the sixteen secondary schools in Nakuru

municipality, of which seven day schools were sampled using the stratified random sampling technique. The sample size was 489 students. A questionnaire was used to collect data. Pearson's r and analysis of variance (ANOVA) were the main statistical methods used in this study. In this study, descriptive statistics, frequencies, and percentages were used to present data and explain variables. This study's findings indicated a positive relationship between academic motivation and academic performance. It was also discovered that students' ages had a significant impact on their academic performance. It was also discovered that students' ages had a significant impact on their academic performance. The youngest students (12 to 15 years old) had the highest mean scores (48.06), while the oldest students (20 to 23 years old) had the lowest mean in academic performance. Thus, the youngest students outperformed the older students in terms of academic performance.

Siddiquah (2019) conducted a study to help identify the effect of different variables on the locus of control of secondary school students. About 120 students participated in the study. The Brown locus of control scale (Blocs) was used to assess students' internal and external locus of control. T-test and ANOVA were used to determine the difference in locus of control between students of different ages, grade levels, subjects, and family income. The results showed that younger age groups (12-14 years) and lower grade level (9th) students had a significantly higher external locus of control than older age groups (16-17 and 18-19 years old) and higher grade level (10th) students.

Katarzyna (2020) discovered that the majority of four and five-year-olds had an external locus of control for both successful and unsuccessful experiences. People develop a stronger internal locus of control as they get older. Most children aged 7 showed an internal locus of control in situations of success, but it wasn't until they were 11 that they began to attribute both success and failure to internal causes. Age was found to affect locus of control and educational performance in this study. In the current study, the researcher would like to find out whether age affects locus of control and student attitude in secondary school, resulting in better achievement in a different environment and with a larger population. This provides support for the current study.

METHDOLOGY

Research Paradigm

Positivism, social constructionism, the critical paradigm, and postmodernism are the research philosophies (Kombo & Tromp, 2006). Positivism was used in the investigation. When considering empirical investigations, positivism is typically the first philosophy that comes to mind. Positive theory is predicated on deductive reasoning, objectivity, and knowability. The positivist framework is based on the idea that society can and should be studied empirically and scientifically. Positivism calls for a science free of biases and values as part of its quest for an objective, factual, and knowable truth (Carey, 1993). Both quantitative and qualitative research methods will be used in the study. This is due to the usage of both quantitative and qualitative data.

Research Design

This study used descriptive survey research design that is qualitative in nature. According to Gay (1992), descriptive research design is the process of gathering information in order to respond to inquiries about the current condition of the subject being studied. This study therefore adopted this study design in gathering data from respondents on the influence of relative entry age of learners on academic performance of learners in public primary schools in Garissa sub county, Garissa County, Kenya. The adopted design was appropriate for this study as it helped the researcher collect detailed information on the link between relative entry age in school and academic performance of learners. The key informants for this study were teachers in selected public primary schools. This method was preferred as it helped collect information on people's

opinions, attitudes and suggestions plus observations on how relative entry age of learners in school impacts on their academic performance in public primary schools.

Target Population

According to Orodho (2004), population is the collective of all the things or individuals that the researcher is taking into account. While the term "target population" refers to the group of people to which a researcher wants to apply the findings of a study, Mugenda & Mugenda (2003) define this group as the population. The target population for the study included the 300 teachers in public primary schools in Garissa sub county, Garissa County, Kenya. The preferred target population was appropriate because teachers were the primary stakeholders in primary education and more so in public primary schools. And thus, were best equipped to give out relevant information on how relative entry age influences academic performance.

Sample

Using a sample size of 30 % of the total number of teachers serving in public primary schools will be selected translating to 90 teachers.

Research Instrument

A questionnaire was used collect primary data. Thus, a structured questionnaire collected quantifiable data from 90 teachers in the selected schools. Kothari (2004) describes a questionnaire as a data-gathering tool that includes a variety of questions and instructions used to elicit replies from participants. According to Kothari (2003), one advantage of questionnaires is that it is easier to get responses from a big group of people. As a result, conclusions that are more broadly applicable can be drawn from the data that was gathered. Additionally, Kothari (2004) asserts that the use of questionnaires in research is based on providing direct access to information that is already present in the respondent's thinking and can result in data that gives some surprising insights. Data was collected within 14 days through drop and pick method. Five (5) research assistants were used to help gather data from the sampled respondents

Validity of Questionnaire Research

In terms of measurement, validity refers to how an instrument achieves its intended results (Mugenda 2003). A piloted questionnaire was evaluated for content, construct, and face validity in order to remove bias and imprecise language. The piloted questionnaire wase tested, with the help of university supervisors, to ensure that it could collect data to support the research topic in the final version. Construct validity was used to assess whether the questionnaire accurately captures the fundamental idea behind the operating framework. These questionnaires was distributed to managers and supervisors so that the validity of the structured surveys would be confirmed. After being investigated, those that were determined to be invalid requests were eliminated.

Reliability of Research Instruments

Reliable results are those that hold up when the exact same test is run repeatedly and produces consistent results. The results of the pilot test was analyzed using Cronbach's alpha (), which determines the internal consistency, or the mean correlation, of items in an instrument for surveying to gauge its reliability. It was appropriate for the study since Cronbach's alpha (α) evaluates a set of research tools' dependability (Ventura, 2018). According to Kothari (2004), a research instrument is reliable if its coefficient value is more than 0.7 and can therefore be used in this study.

Data Analysis

Data analysis is a procedure whereby unprocessed data is examined to reveal the meaning (Kothari, 2006). Since this study used questionnaires to collect both qualitative and quantitative data, the data was analysed using the proper data analysis techniques. With the use of SPSS version 24, the results from the surveys were analysed and compared to the current theoretical framework. Descriptive analysis was used

where data was interpreted through the use of mean, frequency, standard deviation, numbers. Data wase presented in tables and figures.

RESULTS AND DISCUSSION OF FINDINGS

Using the questionnaire as the data collection tool, the research sampled 90 (30%) of the target population) teachers in the selected schools in Garissa Town Sub County, Garissa County; where only 78 of them filled out the questionnaire completely and returned it.Grounded on these results, 78 (86.67%) responded, which Mugenda and Mugenda (2008) considered to be very high. According to Mugenda and Mugenda (2008), a response rate that is above 49% and below 60% is considered to be adequate, above 59% and below 69 is considered to be good, and above 69% is considered to be extremely high. Mugenda and Mugenda (2008) go on to say that an extremely high response rate is sufficient to produce an accurate, dependable, and credible result. As a result, 86.67%, a very high response rate, is appropriate to support reliable results. Although 86.67% of the sample responded, it was unclear why 13.33% did not. Nevertheless, the entire response adequately addressed all of the tool's questions.

Analysis, Presentation and Interpretation of Results

As guided by the research hypothesis, this research adopted quantitative analysis to test the research hypotheseses achieved the objectives presented in the study. The investigation sought to determine the degree of relationship between the independent variables and the dependent variable. The Chi Square test was used to determine whether any relationship in the sample population was strong enough for the study to justify drawing conclusions about the larger population from which the sample was drawn (Turhan, 2020).

The research generated chi-square results after first obtaining a contingency table for each association to explain the relationship. The Chi-Square (2) is calculated as follows:

$\chi2 = S$ (Observed Frequency - Expected Frequency)^2 / Expected Frequency

The significance probability of Chi-Square (2) output should be less than 0.05 for the association to be translated as significant (Garth, 2008). That is, the study used a 5% (0.05) level of significance. Before interpreting Chi-Square, the study considered the "Minimum Expected counts." To justify proceeding with the interpretation of the Chi-Square statistics, the value for the expected count must not fall below 5 in more than 25% of the cells.

Relationship between Annual Age Groupings and Academic Performance

The investigation investigated the first, indicated hypothesis; **H$_{01}$:** There is no significance relationship between annual age groupings and academic performance of pupils in the public primary school in Garissa town sub county, Garissa County, Kenya.

The analysis provided for construction of the contingency table for annual age groupings and academic performance among pupils in the public primary school in Garissa town Sub County shown in Table 1.

Table 1

Analysis by Annual Age Grouping and Academic performance Crosstabulation

			Academic performance				Total
			0 to 29%	30 to 49%	50 to 69%	70 to 100	
Annual Age Grouping	3 to 5 years	Count	2	1	0	1	4
		% within Annual Age Grouping	50.0%	25.0%	0.0%	25.0%	100.0%
		% within Academic performance	40.0%	5.9%	0.0%	2.7%	5.3%
	5 to 7 Years	Count	1	9	6	12	28
		% within Annual Age Grouping	3.6%	32.1%	21.4%	42.9%	100.0%
		% within Academic performance	20.0%	52.9%	35.3%	32.4%	36.8%
	More than 7 years	Count	2	7	11	24	44
		% within Annual Age Grouping	4.5%	15.9%	25.0%	54.5%	100.0%
		% within Academic performance	40.0%	41.2%	64.7%	64.9%	57.9%
Total		Count	5	17	17	37	76
		% within Annual Age Grouping	6.6%	22.4%	22.4%	48.7%	100.0%
		% within Academic performance	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Research data (2023).

Based on the results in table 1 majority of the pupils, 44(57.9%) were more than seven (7) years old while 28(36.8%) were aged between five (5) and seven (7) years and 4(5.3%) aged between three (3) and five years. The results showed that among those who scored between 70 to 100, the ones' aged over seven (7) years old formed the largest group followed by those aged between 5 and 7 year who formed 32.4% and then the group aged between 3 and 5 years who made up a paltry 2.7%.

In these results, in the group aged between 3 and 5 years, most of them, 2(50.0%) scored between 0 and 29% while 1(25.0%). scored between 30 and 49% and another 1(25.0%) scored between 70 to 100. With regards to group aged between 5 and 7 years, most of them, 12(42.9%), scored between 70 to 100 while 9(32.1%) scored between 30 and 49% as 6(21.4%) scored between 50 and 69% and 1(3.6%) scored between 0 and 29%. In those aged above 7 years, a majority of 24(54.5%) scored between 70 to 100 while 11(25.0%) scored between 50 and 69%, 7(15.9%) scored between 30 and 49% and 2(4.5%) scored between 0 and 29%.

Among those who showed that academic performance of the pupils was between 0 and 29%, 40.0% indicated the pupils age was between 3 and 5 years, 40,0% as another 40.0% showed that it was more than 7 years and 30% showed that it was between 5 and seven years. In the group which showed that academic performance of the pupils was between 30 and 49%, a majority of 52.9% showed that the pupils age was between 5 and 7 years as 41.20% showed that it was more than 7 years and 5.9% showed it was between 3 and 5 years. In those who showed that academic performance of the pupils was between 50 and 69%, 64.70% indicated that the pupils age was more than 7 years as 35.3% showed that it was between 5 and 7 years. In the group which showed that the academic performance of the pupils was between 70 and 100%, 64.9% showed that pupils age was more than 7 years as 32.4% showed that i was between 5 and years and 2.7 indicated that

it was between3 and 5 years. Informed by the results, it was found the older the pupils, in terms of annual year, the better tge academic performance.

Chi-Square tests results on relationship between the annual age groupings and academic performance among pupils in the public primary school in Garissa town Sub County were captured in table 2.

Table 2
Chi-Square Tests for annual age groupings and academic performance
Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16.162[a]	6	.013
Likelihood Ratio	10.385	6	.109
Linear-by-Linear Association	5.275	1	.022
N of Valid Cases	76		

a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is .26.
Source: Research data (2023).

Table 2 shows that the case of the relationship between annual age groupings and academic performance among pupils in the public primary school in Garissa town Sub County, the expected count was 6 cells (50.0%), which is above 5(25%),

The Chi-Square value obtained for the relationship between annual age groupings and academic performance among pupils in the public primary school in Garissa town Sub County was 16.162 with 6 df and a significance probability of 0.013, which was less than 0.05. That is $\chi2(6) = 16.162$, p=0.013 (P-value <.05), which showed a very highly significant relationship. Based on these results, there is enough evidence that there is relationship between annual age groupings and academic performance among pupils in the public primary school in Garissa town Sub County. The study concludes that there is a very high significant relationship between annual age groupings and academic performance among pupils in the public primary school in Garissa town Sub County.

Guided by these results, it was found that most of the pupils aged over seven (7) years old had high academic performance as compared to those aged between 5 and 7 years whose performance moderate and the young ones, aged between 3 and 5 years, who registered low academic performance. Thus, starting with low performance at young ages, the academic performance increase with age even after 7 years. These findings agree with those in the study by Datar (2006) which discovered that preschoolers who started a year older than their peers had higher learning scores. It's interesting to note that older kids progressed more than younger ones did, as seen by the fact that their learning scores increased more swiftly for them throughout grade levels. Therefore, older pupils outperformed younger students. In support of these findings, Kaila (2017) discovered that older children may have started school at a more optimal age and thus learned more quickly. Second, peer effects may boost older children's confidence, which improves their performance. It's also possible that older students' performances will boost younger students' motivation and encourage them to try harder. So, older students perform better on exams because they take them at a later age and because the exams are given at a later age, relatively older children may perform better. Also, Siddiquah (2019) study results showed that younger age groups and lower grade level students had a significantly higher external locus of control than older age groups (16-17 and 18-19 years old) and higher grade level (10th) students. Furthermore, study by Katarzyna (2020) discovered that the majority of four and five-year-olds had an external locus of control for both successful and unsuccessful experiences. People develop a stronger internal locus of control as they get older. Most children aged 7 showed an internal locus of control in situations of success, but it wasn't until they were 11 that they began to attribute both success and failure to internal causes. Age was found to affect locus

of control and educational performance in this study. In their study, Momanyi, Too, and Simiyu (2015) discovered that students' ages had a significant impact on their academic performance. It was also discovered that students' ages had a significant impact on their academic performance. However, the results disagree with those in this study to show that the youngest students (12 to 15 years old) had the highest mean scores (48.06), while the oldest students (20 to 23 years old) had the lowest mean in academic performance. Thus, the youngest students outperformed the older students in terms of academic performance.

Intervening Influence of Teachers' Turnover on The Relationship Between Relative Age Entry of Learners and Academic Performance

The research assessed the second hypothesis; **H$_{02:}$** Teacher's turnover has no intervening influence on the relationship between relative age entry of learners and academic performance of pupils in the public primary school in Garissa town sub county, Garissa County, Kenya

Table 3
Teacher's turnover and academic performance

			Academic performance				Total
			0 to 29%	30 to 49%	50 to 69%	70 to 100	
Teachers' Turnover	0 to 5%	Count	1	3	0	2	6
		% within Teachers' Turnover	16.7%	50.0%	0.0%	33.3%	100.0%
		% within Academic performance	20.0%	17.6%	0.0%	5.6%	7.9%
	6 to 10%	Count	0	6	3	9	18
		% within Teachers' Turnover	0.0%	33.3%	16.7%	50.0%	100.0%
		% within Academic performance	0.0%	35.3%	16.7%	25.0%	23.7%
	11 to 15%	Count	3	0	2	7	12
		% within Teachers' Turnover	25.0%	0.0%	16.7%	58.3%	100.0%
		% within Academic performance	60.0%	0.0%	11.1%	19.4%	15.8%
	More than 15%	Count	1	3	4	10	18
		% within Teachers' Turnover	5.6%	16.7%	22.2%	55.6%	100.0%
		% within Academic performance	20.0%	17.6%	22.2%	27.8%	23.7%
Total		Count	5	13	9	28	54
		% within Teachers' Turnover	6.6%	25.0%	13.9%	49.3%	100.0%
		% within Academic performance	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Research data (2023)

Among those who showed that staff turnover was not exceeding 5 years, 50% showed that academic performance of the pupils was between 30% and 49% while 33.3% showed that it was between 70 and 100%

and 16.7% indicated that the academic performance of the pupils was not exceeding 29%. In that group which showed that the teacher's turnover was between 6 and 10 years, 50% showed of them showed that academic performance of the pupils was between 70 and 100% while 33.3.% showed that they scored between 30% and 49% as 16.7% indicated that they scored between 50 and 69%. In the group which showed that the staff turnover was between 11 to 15%, 60% showed that the academic performance of the pupils was between 0 and 29% while 19.4% showed that they adored between 70 and 100% and 11.1% showed that they scored between 50 and 69%. For those who showed that the staff turnover was over 15%, a majority of 55.6% showed that the cadmic performance of the pupils was between 70 and 100% as 22.0% showed that it was between 50 and 69% while 20.0% showed that it did not exceed 29% and 17.6% indicated that it was between 30 and 49%.

In the group which indicated that the academic performance of the pupils was between 0 to 29%, 60% showed that staff turnover was between 6 and 10% while 20% indicated the staff turnover was not exceeding 5% and another 20% indicated the staff turnover was more than 15 years. In the group where they showed that academic performance of the pupils was between 30% and 49%, 35.3% showed that the staff turnover was between 6 and 10% while as 17.6% showed that staff turnover was between not exceeding 5% another showed that 7.6% showed that staff turnover was between more than 15%. In the group which showed that the academic performance of the pupils was between 50 and 59%, 22.2% indicated that the staff turnover was between 70 and 100% while 16.7% showed that staff turnover was between 6 and 10% and 11% showed that staff turnover was between 11 and 15%. In that group which indicated that academic performance of the pupils was between 70 and 100%, 27.8% showed that staff turnover was between more than 15% while 25.0% indicated that staff turnover was between 6 and 10% while as 19.4% showed that staff turnover was between 11 and 15% and 5.6% indicated that staff turnover was not exceeding 5%. The chi square test results are captured in Table 4.

Table 4
Chi Tests for Teacher's turnover and academic performance

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	21.955[a]	12	.038
Likelihood Ratio	24.793	12	.016
Linear-by-Linear Association	.808	1	.369
N of Valid Cases	76		

a. 15 cells (75.0%) have expected count less than 5. The minimum expected count is .39.
Source: Research data (2023)

Table 4 shows that the case of the relationship between teacher's turnover and academic performance among pupils in the public primary school in Garissa town Sub County, the expected count was 15 cells (75.0%), which is above 5(25%), The Chi-Square value obtained for the relationship between Teacher's turnover and academic performance among pupils in the public primary school in Garissa town Sub County was 21.955 with 12 df and a significance probability of 0.038, which was less than 0.05. That is $\chi2(12) = 21.955$, p=0.038 (P-value <.05), which showed a very highly significant relationship. Based on these results, there is enough evidence that there is relationship between Teacher's turnover and academic performance among pupils in the public primary school in Garissa town Sub County. The study concludes that there is a significant relationship between Teacher's turnover and academic performance among pupils in the public primary school in Garissa town Sub County.

CONCLUSIONS & RECOMMENDATIONS

The study concludes that there is a very high significant relationship between annual age groupings and academic performance among pupils in the public primary school in Garissa town Sub County where pupils aged over 7 years old had high academic performance as compared to younger ones. So, academic performance increase with age even after 7 years. This may be explained by the fact that older pupils start school at a more optimal age and thus learn more quickly or that older students perform better because they take them at a later age and people develop a stronger internal locus of control as they get older.

The study concludes that there is a significant relationship between Teacher's turnover and academic performance among pupils in the public primary school in Garissa town Sub County.

The study found that the older the pupils in terms of birth month and annual age perform better than the younger ones while the RAD of the younger ones affected their performance. But peer effects may boost older children's confidence, which improves their performance. So, the study proposes that public primary school in Garissa town Sub County should put in place policies to ensure that the older pupils collaborate with the younger ones because it also possible that older students' performances will boost younger students' motivation and encourage them to try harder.

Teachers' turnover adversely affected the relationship between relative age entry of learners and academic performance of pupils in the public primary school in Garissa town sub county, Garissa Kenya. Accordingly, this research recommends for public primary school in Garissa town Sub County to motivates their teachers and put in place strategies for alleviating high teachers' turnover.

Suggestions for Further Research

This study used quantitative analysis, which failed to answer some qualitative concerns. Accordingly, this research recommends for the research to be done using both quantitative and qualitative approaches to verify the findings. The study was done using data from public primary school in Garissa town Sub County, which limited applicability of the findings in the entire Garissa County and the country as a whole. So other study should be done for the entire County and for all schools.

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