INFLUENCE OF FAMILYBASED FACTORS ON SCHOOLATTENDANCE
AMONG THREE-TO-EIGHT YEAR OLD’S IN KITUI COUNTY, KENYA

BY
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DEGREE OF MASTER OF EDUCATION IN EARLY CHILDHOOD
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UNIVERSITY

JUNE, 2018
DECLARATION

I declare that this project is my original work and has not been presented in any other university or institution for consideration of any certification. This research project has been complemented by referenced sources duly acknowledged where text, data (including spoken words) graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using correct APA system and in accordance with anti-plagiarisms regulations.

Signature _____________________ Date________________________

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Supervisors

We confirm that the candidate under our supervision as the University supervisors carried out the work reported in this project.

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DEDICATION

This research is dedicated to the Almighty God for giving me the ability to complete this work and my family for standing by me throughout the entire project.
ACKNOWLEDGEMENT

I thank God the creator who gave me a gift of life with a purpose which I fulfill through this study. I am very grateful to a number of people whose contributions, suggestions and encouragement were crucial in the writing of this research project. I would like to thank my supervisors Dr. Mary Ndani and Dr. Esther Waithaka for their guidance and assistance in the writing of this research work. Secondly, I acknowledge the support that I received from my family. Lastly, I won’t forget the Kyuso sub-county, Kitui County education office, all the head teachers, lower primary school teachers, pre-school teachers, friends and colleagues who helped me when conducting this research. May God bless you.
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<tr>
<td>AIDS</td>
<td>Acquired Immune Deficiency Syndrome</td>
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<tr>
<td>ASAL</td>
<td>Arid and semi-Arid Areas</td>
</tr>
<tr>
<td>ECDE</td>
<td>Early Childhood Development Education</td>
</tr>
<tr>
<td>HIV</td>
<td>Human Immunodeficiency Virus</td>
</tr>
<tr>
<td>ILO</td>
<td>International Labour Organization</td>
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<td>NCEH</td>
<td>National Collaborative on Education and Health</td>
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<tr>
<td>MDG</td>
<td>Millennium Development Goals</td>
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<td>UNESCO</td>
<td>United Nations Education Scientific Childrens’ Organization</td>
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ABSTRACT

In order to achieve success in education, regular school attendance is emphasized. Despite the efforts imposed to ensure regular school attendance, cases of low school attendance are still experienced. Studies done on low school attendance have not included family based factors. The purpose of this study was to find out the extent to which family based factors influence school attendance among children aged three-to-eight years. The study was carried out in Kitui County. The rationale of choosing Kitui County was the fact that, it appeared no studies had been conducted in rural areas on influence of family based factors on school attendance. The objectives of the study were; to find out the extent to which parental care influences school attendance among three to eight year olds, to establish how food insecurity in the family influences school attendance among three-to-eight year olds in Kitui county, to find out the extent to which parental attitude influence school attendance among three-to-eight year olds in Kitui county and to determine how violence at home influences school attendance among three-to-eight year olds in Kitui county. This study was guided by Durkheim’s Anomie theory on a targeted population of 3200. The research employed a mixed research method approach which involved both qualitative and quantitative methods. Random sampling was employed in selecting 20 teachers and 60 parents from the 10 selected schools making a sample size of 80 respondents. Descriptive survey design was used. Data were collected using questionnaires and interview schedules. Questionnaires were administered to teachers while interview schedules were used to collect data from parents. Pilot study was conducted in four schools to test the validity and reliability of the instruments. Qualitative data analysis was done through thematic analysis while quantitative data were analyzed using descriptive statistics such as frequencies and percentages. The data were presented in bar graphs, charts and tables. Findings revealed that parental care, food insecurity, parental attitudes and family violence influenced school attendance among children aged three- to- eight years. The study concludes that there is a direct relationship between the family based factors and the rate of school attendance of three- to- eight years old. The study recommended that the School committees consider the means by which parents/care givers could have access to school information from a range of sources such as holding class based meetings and Telephone Help lines.
CHAPTER ONE
INTRODUCTION AND BACKGROUND TO THE STUDY

1.0 Introduction

This chapter presents the background of the study, statement of the problem, objectives and research questions of the study. The assumptions of the proposed study, purpose of the study, significance, limitations and delimitations of the study are also presented. The chapter also includes theoretical and conceptual framework that guide the study and gives definitions of key terms.

1.1 Background to the Study

In the contemporary society, education has been prioritized as one of the most important means to self, community and national development. It helps in full realization of an individual’s potentials. In the modern world nearly all modern education systems are guided by regulated by national laws. This education is compulsory which changes with time and scope. Education provides individuals with knowledge and skills that enables one to fit in modern structure of the society (Akcabay, 2012).

Millions of children around the world do not have access to basic education, especially in the developing countries of sub-saharan, Africa and South Asia. Millennium Development Goal sets universal education as a key target for all nations by 2015 and free primary education was identified as crucial to attaining that goal.

Education may only be attained through school attendance. Tyerman (1968), identified two types of school attendance as regular and irregular attendance. Regular attendance is cited as being present, punctual and full involvement in school activities.
Regular attendances, children always go to school unless there are unavoidable circumstances such as sickness, accident or even death.

Irregular attendance can be described as deliberately absenting oneself for no reason. Good (1973), cited irregular attendance the failure of the child to avail himself or herself physically in school for no reason. Victims of irregular attendance may be unhappy, lonely and they may feel insecure. These children may have less interest in education since they have low-self esteem and lack motivation.

Regular school attendance has been emphasized worldwide in order to improve children’s achievement in education. Despite notable progress attained through the Millennium Development Goals (MDG), school attendance in countries that are poor is still not universal. To put more emphasis on this, governments have allocated a lot of resources including financial and human to improve education in their respective countries (UNESCO, 2010). Parents have not been left out in placing emphasis on their children’s education since it is a precious inheritance that their children can ever get from them.

Children from families that are not economically stable face the challenge of ensuring that their children attend regularly. World Bank survey that was conducted in 2012, revealed that, payment of school fees by parents for the basic education of their children still occur in 77 out of 79 countries that were surveyed (World Bank, 2016). Parents who are unable to meet the expenses of education for their children find difficulties in ensuring regular attendance for their children.

Some countries have come up with free and compulsory education having the objective of enhancing regular school attendance but still irregular attendance is experienced in schools. (UNICEF, 2006), stated that children from diverse
background face different problems such as gender and discrimination that might have an impact to school attendance.

Moreover, in a previous study United Nations International Children’s Emergency Fund, children in areas affected by war UNICEF(1996), are likely to fall victims of rape, torture and killing. They also face separation from family friends, poor access to health services and face problems in accessing schools. Further, in the UN (2001) report, the secretary- general indicates that children affected by HIV/AIDS pandemic face many insecurities among them, sexual exploitation and abuse. This situation is further worsened by the fact that the survival strategies that children and families employ to overcome the problems affect school attendance.

Child trafficking is one of the major problems facing school going children, (International Labour Organization, 2005). This Fact is also appreciated by Beam (2007) who observed that abduction or kidnapping of children is a serious problem in today’s world. According to International Labour Organization, it is estimated that about two to four million children are trafficked worldwide every year and those who fall victim discontinue schooling (ILO, 2005).

A sizeable number of children who are trafficked are from Africa. In year 2006 alone over 40,000 children were trafficked to, from or through Benin and South Africa. In May 2014 it was reported that 300 girls had been abducted by Boko Haram in Nigeria and February 2015, armed groups raided a Sudanese school and abducted 89 children. Such children lose their families and the chance to go to school (Bwala, 2012). In addition, as Netsayi, Noris & Mudege (2008) stated children living in unsafe environments also face challenges such as anxieties that children feel at home, dangers they face on the way to school and unfriendly environment in school.
Despite efforts by schools are facing a lot of difficulties trying to curb children’s irregular school attendance. (DeSocio et al., 2007). When a child does not often go to school or forgo attending school for some time; this decreases his or her interest of learning. Children who miss school for a long period of time , they may be assumed that they going to school somewhere else but unluckily it may not be the way it is. (RI Kids Count, 2007). Child’s irregular attendance of school today has become a serious problem and yet very concern is given to it as compared to other issues facing the society today (Teasley, 2004).

In Kenya, areas that are prone to floods such as Nyando area, Budalangi, Baringo and Tana River, people have always been experiencing displacement including school going children. They are made to stay out of school for a number of weeks before going back to school since their schools stay closed (Omukuti, 2008). Floods have been known as one of the causes of economy deterioration within the country as well as in individual households (Yande, 2009).

The education sector has also fallen victim on same. The floods that hit the country during the long rains destroy the classrooms and some children are displaced from schools. People’s properties worth millions of shillings have been damaged leaving many households with nothing. This has led to increase of poverty levels in the areas that are affected (Douben, 2006).

However, following the trend of other countries Kenya has established some policies on how to enhance improve and sustain education of each and every learner, but yet there is irregular school attendance (Ondieki, 2013). Further, according to Githinji and Kanga (2011), modern life style to an extent influences the family and the community. In Kenya especially in rural areas many residents face difficulties in accessing schools and children have to travel far to get to school. Many parents from
Arid and Semi-Arid Areas (ASALS) are afraid that their children could be abused through rape or kidnapped when going or coming from school (Erulkar and Mathaka, 2007).

According to Macharia (2011), the most conspicuous reasons why access and retention of pupils in public schools is deteriorating include, lack of interest in children’s education, lack of discipline and parents being irresponsible. Low school attendance can also be as a result of inadequate facilities in the school environment such as well-ventilated classroom with proper roofing, windows, doors and flooring (Muli, 2015).

Hunger and malnutrition may also influence attendance. A study which was carried out by UNICEF (2002), on hunger pandemic in Malawi, indicated that children’s school attendance declined due to shortage of food. The study also reveals that, 12 percent of children in primary school in the previous were out of school. Further in the year that followed 9 percent were hit by hunger. The study established that in arid areas 30 percent of children had the likelihood of having poor school attendance compared to those in urban areas due to lack of food (CSR, 2002). Githuku (2015) notes that school feeding program helped in retaining children in school since its commencement. The program was found to reduce absenteeism and thus increased rate of school attendance which influenced better performance due to improved children’s health.

School feeding programmes can as well assist to safeguard households’ achievements in education by exempting some of the costs of schooling as well as motivating parents to take their children to school and ensure that they do not miss to attend class each and every day throughout their schooling. This in turn helps protect children
from dangers of being involved in child labour and results to social integration (Paruzzolo, 2009).

School feeding is a well-recognized programme that is determined to help households with school going children or children who have attained age of going to school. (Bundy, Burbano, Grosh, Gelli, Jukes, & Drake, 2008). There are number of benefits attached to feeding programme such as freeing up resources within households, families being able to purchase household’s necessities like food and assets that can be used investments and hence improving their living standards, nutrition and education. The program was found to reduce absenteeism and improvement of performance due to improved children’s health as well as increased rate on school attendance.

In Kitui County, insecurity has led to physical, psychological and emotional torture for the residents (County Assembly of Kitui, 2015). This aspect has also led to closure of some schools such as Kakunguu Primary School which was deserted for several months (County Assembly of Kitui, 2015). Other factors that have been found to contribute to low attendance in ECDE centres (Murugi, 2015) include teacher motivation, poor remuneration, poor infrastructure and semi-illiteracy as well as poverty among parents. It is clear that all these studies have not included the issue of socio-community based factors on low school attendance.

This study therefore examined the influence of family based factors on school attendance among children aged three-eight years in Kitui County. The current study was imperative because if the situation was not contained there would be increased low school attendance among children aged three-to-eight years old or might even lead to permanent drop out of many children.
1.2 Statement of the Problem

In the contemporary society, education has been prioritized as one of the most important means to self, community and national development. In order to achieve success in education, regular school attendance is emphasized. Despite the crucial emphasis accorded to regular school attendance, cases of low school attendance are still experienced. Several studies have established some causes of low school attendance that include; fear of body harm, inadequate school facilities, low teacher morale as well as illiteracy and poverty among parents. Hunger and malnutrition has been noted to be common among residents in Kitui County due to food shortages. However, family based factors on low school attendance have not received much attention.

In view of this reality, this study only examined the influence of parental care, food insecurity, parental attitudes and family violence on school attendance among children aged three-to-eight years in Kitui County.

1.3 Purpose of the Study

The purpose of the study was to explore family based factors that influence school attendance among children aged three to eight years in Kitui County.

1.4 Objectives of the Study

The objectives of this study were:

i. To find out the extent to which parental care influences school attendance among three-to-eight year olds in Kitui County.

ii. To establish how food insecurity in the family influences school attendance among three-to-eight year olds in Kitui County.
iii. To find out the extent to which parental attitude influence school attendance among three-to-eight year olds in Kitui County.

iv. To determine how violence at home influences school attendance among three-to-eight year olds in Kitui County.

1.5 Research Questions

The research questions for this study were:

i. To what extent does parental care influence school attendance among three-to-eight year olds in Kitui County?

ii. In what way does food insecurity in the family influence school attendance among children aged three-to-eight years in Kitui County?

iii. To what extent do parental attitudes influence school attendance among children aged three-to-eight years in Kitui County?

iv. To what extent does violence at home influence school attendance among children aged three-to-eight years in Kitui County?

1.6 Significance of the Study

The findings may provide information that may help the county government in the amendment of policies that may enhance school attendance among children aged three- to-eight years in Kitui County. The study may also enlighten the community, parents, guardians, and school administrators/managers on the importance of regular school attendance. The study may also be of great help to three to eight year olds since their parents would enlighten them on how to protect themselves from some dangers that can result to physical harm.

The findings of this study could also be of benefit to academicians, students and researchers, since it will add to the current scope of knowledge and theory in
educational security. They could therefore use it as the basis for further research on community based factors. This study also comes at a good time when the country is gearing up to implement Sustainable Development Goals (SDGs) with fourth goal, that emphasis on inclusive learning, quality education and promotion of extensive learning for all. Thus, the study may contribute to ensuring this goal is attained.

1.7 Limitations and Delimitations

This section presents restrictions that the researcher came across during the collection of data, how the limitations were overcome and boundaries of the study.

1.7.1 Limitations

These limitations included access to targeted respondents, negative attitude from respondents, time and cost.

Although the researcher had to reach all the respondents, it was not an easy task since schools in Kitui County are spread apart and means of transport were limited due to poor roads in the area of study.

Some respondents in the first place had negative attitude especially parents during the interview schedule. They were not willing to provide the required information for the study.

Time factor was also a limitation to the researcher due to fact that the schools are spread a apart and means of transport were also a problem. This meant that the researcher had to take more than it was expected to reach the areas of study, hence affecting the planned schedules to meet the respondents. This problem led to post phoning of some schedules by the researcher.
The researcher on the other hand faced financial constraints due to the fact that more time was spent because of the inconveniences in travelling to meet the respondents and travelling cost was expensive since the means of transport few.

However, in order the researcher to overcome the problem of accessibility to the areas of study, organized for transport means to enable her to reach the targeted areas. For the respondents who had negative attitude, the aim of this study was explained and a rapport was created before the actual data collection.

The researcher had to organize for more in order to meet each and every respondent for the success of the study. On financial constraints the researcher had to review the budget and fetched for more money in to accomplish the study as it was expected.

1.7.2 Delimitations

The study only covered public pre-schools and lower primary classes in public primary school in Kitui County. It only looked at influence of family based factors to school attendance among children aged three to eight year olds and thus did not cover other factors that influence school attendance due to the fact that, other factors have been studied on but little have been done on family based factors in Kitui County.

1.8 Assumptions of the Study

The assumption of the study was that the sampled population would be reasonably co-operative in providing the required information for the study.

During the study, majority of the respondents were co-operative and willing to give the necessary information and only few parents’ respondents were not willing to provide the information.
1.9 Theoretical and Conceptual Framework

This section presents theory that guided the study and conceptual framework that shows the link of variables that are used in this study.

1.9.1 Theoretical Framework

This study was guided by the Anomie Theory developed by Emile Durkheim in 1993 and centred on the concept of social facts or societal norms, values and structures. Anomie means social instability that is caused by erosion of standards of values that lead to breakdown of norms in the society.

Emile advanced that individuals need clear rules in the society to guide their behavior. He observed that a period of normless state in the society results to economic depression that leads to increase in crimes in the society (Durkheim, 1961). Durkheim further observed that disruption in the society leads to dissatisfaction, conflict and deviance.

The modern society is full of corruption whereby individuals are not controlled by rules and regulations due to lack of social norms. Without clear rules to guide individuals in the society there is no security (Durkheim, 1961). This theory implies that individuals are supposed to be monitored closely so as to do what they are required to do. This is the context of current study; regular school attendance would be realized due to well tabulated and clear work plan in all sectors in education. School attendance is tampered with when parents/guardians fail in their responsibilities of imparting social norms or clear set standards to their children.

In many parts of Kenya, regular school attendance has not been achieved despite the efforts of the government of Kenya in providing free early childhood and primary education. Basing the conclusion on the Durkheim theory, unclear rules and
regulations in the community, failure of parents/guardians to impart social norms, monitor their children as well as being inefficient in setting standards to their children lead to low school attendance.

1.9.2 Conceptual Framework

The conceptual frame work shows that, family based factors influences school attendance among children aged three- to- eight years

Independent variables

Family based factors

| Parental care | • Participation in school activities  
|              | • Involvement in school preparation |
| Family Food insecurity | • Hunger  
|              | • malnutrition |
| Parental attitude | • Under-valuing of education  
|              | • Interest in children’s school activities |
| Family violence | • parent to parent violence  
|              | • parent to child violence |

Dependent variable

School attendance

• Feeding program  
• Parents awareness

Figure 1.1: Conceptual framework
Figure 1.1 shows the two major study variables namely the independent variables: family based factors: parental care (participation in school activities and involvement in school preparation), family violence (parent to parent violence and parent to child violence), food insecurity (hunger and malnutrition), and parental attitudes (under-valuing of education and interest in children’s school activities) and dependent variable which is school attendance.

These variables as shown in the diagram, influences school attendance which is the dependent variable in this study. Therefore, if there could be improvement on parental care, family violence, food insecurity and on parental attitudes, school attendance is likely to improve. The intervening variables in this study, that is, feeding program and parents’ awareness on regular school attendance might be also of great importance in improving school attendance.
### 1.9 Operational Definition of Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tr>
<td>Parental care</td>
<td>Implies to the duty or responsibility the parent is entitled to undertake to his or her child.</td>
</tr>
<tr>
<td>Parental attitudes</td>
<td>Perception of parents or parent’s feelings,</td>
</tr>
<tr>
<td>School attendance</td>
<td>Turn out at any regular accredited educational institution</td>
</tr>
<tr>
<td>Family based factors</td>
<td>Experiences faced by children in the home environment.</td>
</tr>
<tr>
<td>Food insecurity</td>
<td>Shortage of food in the family</td>
</tr>
<tr>
<td>Family violence</td>
<td>When someone uses abusive behaviour to control or harm a member of their family</td>
</tr>
<tr>
<td>School</td>
<td>Children’s Learning centres</td>
</tr>
<tr>
<td>Feeding Program</td>
<td>Meals provided in schools in case of food shortage</td>
</tr>
<tr>
<td>Parents’ awareness</td>
<td>Educating parents on school attendance</td>
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CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter presents review of related literature on the global irregular school attendance, regional and school attendance in Kenya. It will further provide views of scholars on family based factors that influence school attendance.

The sub-themes in this chapter will be based on the objectives of the study. The sub-themes will be as follows; global irregular school attendance, regional alarm on irregular school attendance, irregular school attendance in Kenya, the family based factors influencing school attendance among children aged three to eight years: parental care, food insecurity, family violence and parental attitudes. Finally there will be summary of review of related literature.

2.1 Global School Attendance

Regular school attendance in a contemporary society is associated with success in education and as a tool for socialization in school and also in the community (UNICEF, 2006). Regular school attendance assists an individual to be a responsible member of the society (Badman, 1999). Least developing countries due to economic strains are facing the problem of irregular attendance as opposed to fast developing countries where this issue has already been done with (Reche, 2009).

Generally the decline of socio-economic resources in less developed countries is associated with increasing rate in school attendance (World Bank, 2006). When a child forgoes attending school for a period of time it is termed as absenteeism (Teasley, 2004). Children who fail to attend school consistently will lag behind their classmates because they lack the content that was learnt in absence.
They stand narrow chances to catch up with the materials that will assist them to perform well (Epstein & Sheldon, 2002).

The concern of children’s absenteeism is focused from early years of schooling. There are number of reasons that hinder children from attending school regularly such as unfavorable weather, lack of support from school, community and family as well as problems in transport and ill health (Teasley, 2004).

In Rhode Island during the school year of 2005-2006, 22 percent of children residing in Rhode Island’s core cities were absent more than 20 days and as a whole, 14 percent of the state was absent. In order to improve the current rate of 85 percent to 92 percent in the core cities, 1,194 children on average would have to attend classes each day of the school year (RI Kids Count, 2007). This indicates that it is nearly impossible to increase attendance rates by 7 percent because it would require over a thousand children to attend school each day for the entire year; a virtual impossibility.

Policies have basically alienated children rather than helping them to improve attendance and learn in school (Teasley, 2004). Among the short term problems faced by children as a result of irregular school attendance is lagging behind in their work in school.

Consequently, children face some short term consequences in their education such as missing out assignments of which it is likely to affect their performance in different activities or may result to poor performance in different school subjects. Children find it hard do their homework even when they go to school because their irregular school attendance has denied them opportunities of learning the lessons (Reid, 2005). Children incur serious academic challenges by greatly lagging behind in their school work.
2.2 Regional Alarm on Irregular school attendance

Irregular school attendance is a sign of problems either in the family, school or community. Low achievements in academic aspects such as reading, writing or numeracy may lead to low school attendance (Findly&Dempster, 2007). Scholars who studied on school attendance shows that there is short-term and long-term repercussions as a result of consistence irregular school attendance (Reche, 2009). Reasons for inconsistence school attendance vary from one individual to another. These reasons may include socio-economic status of the family, child care, security and school environment (Lynda, 2011).

In Africa parents in low socio-economic status, lack funds to support learning for their children (Bonnet, 1993), neither can they provide facilities for children to learn outside school (Rajo, 1973), hence failing to provide education for their children whereas their children’s attendance to school is a right and a responsibility.

Regular attendance at school is very important since it helps children to achieve what is best in their life. Children who often fail to attend school usually lag behind. There is great relationship between regular school attendance and having good academic results. In order to achieve or to excel in education, children to have to attend school every day. School attendance positively influences educational outcomes. Children who do not absent themselves from school are more likely to get better results at school and as well have likelihood of completing their schooling (Chang, 2008).

A child can start the pattern of attending school irregularly as early as first year of his or her schooling. When parents take their children to school from the first day they usually have expectations that their children will be attending school every day. Parents who have positive attitude towards learning and education encourage their children to attend school regularly.
Children sometimes absent themselves from school because of health problems or rather long term medical issues. However, in such a case, parents should communicate the same to school to let them know the reasons for their children’s absence from school (Chang, 2010).

2.3 Irregular School Attendance in Kenya

Since the attainment of independence in Kenya in 1963, education has been regarded as the most important tool to fight poverty so as to enhance human development as well as national development. About 40 percent of the budget of Kenya currently goes to education (Ministry of Education).

In order to adhere to children’s Act 2001, the government of Kenya introduced free Primary Education in 2003, resulting in notable improvement in education. The enrolments rose from 5.9 million in 2002 in public school to 6.9 million, (Republic of Kenya, 2008, 2009), but yet irregular school attendance is experienced in Kenya.

However, much attention has not been given to family based factors in relation to school attendance among children three-to-eight years old in Kitui County. This study therefore, sought to fill this gap by exploring family based factors that influence school attendance among children aged three-to-eight years in, Kitui County.

2.4 Family based Factors influencing school attendance

These family based factors included parental care, food insecurity, parental attitudes and family violence.

2.4.1 Parental Care

Parental care involves parental participation in children’s activities and their involvement in their work.
i) Participation in school activities

Research has shown that an increase in parents’ participation in children’s school activities correlates with an increase in children’s learning and achievements (Baleen & Moles, 1994). It has been revealed that communication between the school and the parents results to successful participation of parents in children’s activities (Burbules, 1993).

There are many factors that hinder parental participation in children’s learning in schools. These include narrow vision of parental participation, negative attitude of school personnel, pressing employment issues and differences in culture practices (Ramirez, 1999). Understanding culture and language of parents contributes to clear communication between the school and parents. This will encourage parents to share their knowledge and skills such as carpentry, mechanics as well as utilizing their funds in support of their children’s education. Therefore it is important that communication line between parents and the school are kept open and clear (Cochran-Smith, 1995).

Parents’ responsibility in schools is very different from the responsibility at home, even though they complement each other. Parents in school may have various roles such as participating in games, being committee members and meeting their children’s class teachers (Hill and Taylor 2004; Pomerantz, Moorman and Litwick 2007). The effect that parent’s participation has on a child’s school attendance is not easy to figure out (Harris and Goodall 2007; Harris and Goodall 2008; Bull, Brooking and Campbell 2008; Avvisati, Besbas and Guyon 2010; Bakker and Denessen 2007).

Schools frequently liaise with parents through liaison officers who are people with competent skills and commitment in offering the required information to parents. This helps each every parent targeted to get first hand information. This fact of having committed liaison officers is intended to benefit families with problems with literacy skills and parents from language and cultural backgrounds (Densen et al. 2007).

liaison officers can be great help to families in providing them with the knowledge in
of schooling and importance of education in general (Clinton, Hattie and Dixon 2007).

The research also suggested that it is important all school staff to be aware of the extent to which parents engage themselves to their children’s school activities and hence need for maintaining successful relationships with them.

The relationship between the parents and the school influences the school attendance since norms, values, ideas and beliefs in the community are perpetuated in the school (Aminu, 2006). The parents support and maintain children’s learning through purchasing land for school construction, building classrooms, buying desks and providing text books (Sa‘ad & Nasiru 2010). To enhance school attendance the community therefore has the responsibility to provide adequate school facilities (Muli, 2015).

A US based study by Holloway, Yamamoto, Suzuki and Mindnich (2008) stated that, participation of parents in their children’s education has a great impact on overall outcomes due to the fact that parents who actively participate in their children’s learning are in most cases more knowledgeable as pertains school’s objectives and procedures, help them in learning how to cope and adjust to school routines, increase their perception of competence, explaining the benefits of education and leading them to have good moral values that results in skill development (Hill and Tailor, 2004). Therefore, parents who actively participate in children’s activities are always concerned with their children’s school objectives as pertains their children’s education and are active in facilitating their school attendance.

Janes (2005) study showed that, active participation of parents in children’s activities is directly related to children’s achievements in school. For instance, when parents
buy their children supplement books to supplement those given the school, parents encourage children ‘s learning atmosphere at home and this would help the child to continue practicing what is learnt in school. It would also arouse curiosity of learning in children and enhance school attendance.

Therefore parents need to create room where children can study and discuss any important issue related to school work or any other challenge that they may be facing that could affect school attendance. This would create conducive learning environment for the children and hence enabling them to appreciate the value of learning (Jeynes, 2005).

According to Keith (2013), when child comes home from school with an assignment, it is the role of the parent to ensure that the homework is done correctly and at the right time. To check the assignment of the child shows a positive involvement in school activities. Children whose homework is reinforced by their parents have higher achievements than children whose parents are not engaged in checking assignments.

There are varieties of barriers that stand in the way of parents’ involvement such as lack of time for working parents, unpleasant prior experiences with schools, parents being unable to help their children with their homework, lack of funds to support school activities and failure of teachers and administrators in updating parents what is going on school. However, other studies have shown parents’ negative attitude checking in their children’s assignments (Kurdek et al, 2015).

Di-Gropello and Marshal (2005) revealed that today’s parents do not commit themselves in education due to their negative feelings created by misunderstanding between the educators and the schools. Warner (1997 as cited in Gertler, Patrinos & Rubio-Codina, 2006) also notes that parents fail to comprehend and solve problems in
case issues emerge in schools in relation to discipline and relationship between teachers and learners. According to Achoka (2013), the immediate teacher of a child is the parent. Teaching and learning is complemented by teachers and parents (Epstein & Dauber, 2010).

Parental participation is only perceived as effective if they engage with their children outside of the school consistently on those activities focus on the enhancement of their discipline and academic performance (Nye, Turner & Schwartz, 2006).

Desforges and Abouchaar (2003) stated that, parental involvement in learners’ school attendance refers to different activities which include: good parenting at home and providing the necessary assistance with homework. Zoppi (2006) concurs with this by positing that parental involvement in learner’s school attendance is a wholesome term that means they participate by responding to school obligations, giving encouragement, supervise their homework, model the desired behavior, and provide supplementary tutoring.

Parents are often in constant touch with the school. It is expected that parents actively take part actively and volunteer themselves to do activities within the school and establishing regular attendance of school functions and being active during decision making. According to Vogels (2002) Parent, guardian or any other person acting on behalf of the child should pay any fee required.

The parents or guardians have the responsibility to ensure that other levies pertaining to school development are paid without involvement of the children. The provision of material resources such as catering for teaching materials, school buildings or furniture and fittings maintenance constitute a vital part of school based participation.
ii) Involvement in school preparation

Parental involvement is a very important factor in children’s achievements in school. Children are able to show their involvement and support through various ways during their learning process such as assisting in homework, supporting their children in the determination they have in education and providing their children with learning opportunities. This will increase children’s motivation and school attendance. Parental involvement is very beneficial to the child as well as great help to the school. Schools require the assistance of parents and the community so as reach every child. (Larocque et al., 2011).

Teachers try to do their best in teaching children in their classrooms such that some may not require any extra assistance, while others will be in need of help from the teachers and parents at home. These include assisting in doing academic work as well as assisting in homework.

On the other hand school need parents to get involved in their children’s learning because it may result to increased educational desire for their children (Larocque, 2011). This means that, increased parental involvement in their children’s education may result to high school attendance as well as increased achievements in school.

Parents who are highly involved in their children’s education have the likelihood of valuing academic success and being more involved in school (Quilliams & Beran, 2009), Children from these families take personal responsibility in their learning and doing well in school.

In a study, that sought to examine parental involvement among minority families in schools (Bauch, 1991), stated that socio-economic status was found to significantly related to how frequent African American parents communicated with teachers as it
concerns school activities. Useem (1991), revealed that educational background also contributed a lot on parental involvement to their children’s education. According to Useem it was noted that the involvement of parents who were highly educated in their children’s placement at a point showed that education benefits were transmitted from one generation to another.

Family involvement is the strongest predictor of children’s educational achievements. Parent’s involvement in their children’s education has been identified as an important factor in their learning (US. Department of Education, 2000).

Many children’s absences are linked to limited or inconsistent involvement of parents in school preparation routines. These children lack somebody to set for them bedtimes, time to wake up, time to prepare themselves for school and have nobody to escort them to school. The problems of non-attendance can be solved through family intervention. However, it is a critical challenge to interventions because there is an inability to locate and connect with the families.

According to (Parhar, 2006), parental involvement in children’s education results to transformation of the parents from being passive in supporting their children’s learning to proactive members in support of school activities.

However, if children realize their active involvement in their school activities and support towards their school preparation, they too become encouraged. As a result, they begin to realize the importance of going to school and feel much motivation towards their learning.

Findings from the research also revealed that if parents are actively involved in children’s preparation for learning, then children this would increase school attendance, performance, behavior and even their health (Brooks, 2009). (Vassallo,
emphasized that parental involvement in their children’s learning is a strong predictor in their overall achievement. Therefore, if children have to achieve maximally in their learning, their parents have to be actively involved in their learning.

Changes within the family structure can intervene to improve children’s attendance. Other family members outside the home help to contribute to the well-being of the entire family system (Reid, 2005). Siblings of children with attendance problems also grow and become older which would discontinue the need for children to stay at home and watch them (Reid, 2005).

Children can make a change for themselves which contribute to better attendance. Children have the ability to grow and realize the importance of education. As children get older, they have more freedom, and parents have a higher trust in children to walk to and from school. Children also become more competent to get themselves to school. The increase in a child’s social network can help to increase school attendance, and they now have more of an enjoyment of school (Railsback, 2004).

Some research proposes that involvement of parents in school activities helps the child to have psychological adjustment (Henderson and Mapp 2002; Westmoreland et.al 2009), there is no enough evidence that school attendance is influenced by attending school based activities.

International research (Pushor, 2007); Harris and Goodal 2007) revealed that parental involvement has a positive impact on children’s achievements such as increased enrolment, improved school attendance and successful completion of classes. Quality home environment and parental support contribute to children’s motivation in learning and in turn increase interest of being in school. Children from more
stimulating learning environment, measured at age 8, had a higher intrinsic motivation in learning.

Hoover-Dempsey and Sandler (2005) emphasized on family based interventions to link the family, child and school as unit. Family based interventions include home visits or telephone contacts with parents to encourage the parents to get their children to school. This collaboration is aimed at engaging parents to support their children regarding their behavior and school attendance. The schools are also involving parents to figure out ways in which they can motivate children to have morale of attending school regularly (Teasley, 2004).

It is most likely that involvement of parents in school-based activities positively impact child’s schooling in the early years. Children need extra assistance to adjust to the school environment (Henderson and Mapp 2002). As children grow older, involvement of parents in their activities in school may influence their indirectly due to increased school attendance and behavior (Kendal et al. 2008).

Considering the reviewed literature on parental care, it is clear that lack of parents’ participation and involvement hinder regular school attendance. Since in Kitui county there is irregular school attendance among three to eight year olds, the researcher felt the need to carry out the study to find out the extent to which parental care influence school attendance in this area.

2.4.2 Food insecurity

This section presents literature review on hunger and malnutrition.

i) Hunger
Food security has been a global challenge as it concerns development and poverty reduction (Vink, 2012). It is revealed despite the effort made to feed the entire population, a population of one billion people sleep hungry daily (CGIAR, 2011). Due to high expectations of the population to increase as time goes on from seven to nine billion, food insecurity is also expected to increase (Rayfuse & Weisfelt, 2012). Increasing of population worldwide pushes the governments to put more effort on their countries so as to meet the food demand (Patel, et al., 2012).

According to (FAO, 2006), Africa is said to facing the highest rate of food shortage. Millennium Development Goals (MDGS). On the world summit 2000, indicated that extreme poverty and hunger should be eradicated by 2015. Some countries already met the targets and others are trying to achieve while some others like Kenya are yet to realize their objectives (GoK, 2011).

Hunger has been characterized as the world’s greatest aspect that threatens health and the wellbeing of families. Hunger retards development of learning of young school going children. Hungry children perform poorly in school than those from households without food shortage because they are psychologically not set for school (Jyoti & Jones, 2005). Food shortage in children results to increased irregular school attendance (Center on Hunger and Poverty, 2002). Children who have food shortage may have behavior problems such as fighting, anxiety and bullying (Slack & Yoo, 2005).

According to FAO (2006), Africa is the continent that is facing the highest number of food shortages. One of the food shortage causes is reoccurring of droughts year in year out that results to increased food prices. Due to increased levels of poverty, most of people in Kenya have low purchasing power and are unable to obtain food, although it is within their reach (Glopolis, 2013).
Food shortage has always been a challenge in Kenya. In the past Kenya experienced frequent food crisis mostly brought about by reoccurring droughts. The present food shortage occurs due to change of climate, volatile energy prices and global warming. People have also changed the habits of food consumption, production as well as food market. However, these factors affect people of low income hence forcing them to reduce their food intake, changing to meals that are not well balanced which results to ill health.

In many poor households, hunger has been a barrier to school participation. A hunger Stricken child is not only unable to enroll in school at the right age but also cannot attend properly even if enrolled. Besides, such children are also likely to quit school because they have to deal with their immediate subsistence needs before they get ready for schooling (Douben, 2006). Thus, low school enrollment, low class attendance and high children drop-outs are recurring problems in child education among poor households especially in areas of high food insecurity.

Due to these reasons the level of education attainment has also been low in many developing countries although both private and social returns to education are recognized to be high (Adelman, Alderman, Gilligan & Lehrer, 2009). However there is no doubt that, other manifestations of poverty-than hunger-also affect school participation among poor households.

A study commissioned by UNICEF during the 2002 hunger crisis in Malawi found that food shortages increased student absenteeism rates, particularly in the peak food shortage months, promoted erratic student attendance and increased drop-out rates (Center for Social Research, 2002). According to the study, 12 percent of primary school children had dropped out of school in 2001 and 9 percent in 2002, specifically due to food shortages. The study found that children living in rural areas were 30
percent more likely to drop out of school due to food shortages than children living in urban areas.

Similarly, orphans are noticeably more at risk of dropping out of school than non-orphans. In terms of erratic school attendance, the study found that 11 and 10 percent of primary school students attended school erratically at some time in the 2001 and 2002 specifically due to food shortages. Additionally, food shortages were the main reason why children were absent from school in 2001 and 2002 (77 percent of the cases).

World Food Programme takes up the responsibility of trying to reduce hunger (World Food, 1968). School feeding programmes have been realized as effective method and a potential tool to reach the most vulnerable families (Burbano & Aulo 2009). Githuku (2015) stated that, school feeding programmes played great role in retaining children in school after its introduction to schools. These programmes transfer resources to poor households of the value of the food provided, hence reducing the costs of sustaining the child in school.

School feeding programmes can help to safeguard households’ investments in education by defraying some of the costs of schooling and encouraging parents to enroll their children in school and ensure that they attend class regularly throughout the complete cycle. This helps protect children from the risk of both formal and informal child labour and facilitates social integration (Paruzzolo, 2009).

School feeding is a well-recognized safety net that transfers significant value to households with children enrolled in school or with school-age children (Bundy, Burbano, Grosh, Gelli, Jukes, & Drake, 2008). The value transfer from school feeding
frees up resources within households, allowing families to buy food and invest in productive assets, and ultimately improving their livelihoods, nutrition and education.

In Malawi, after starting a small pilot school feeding programmes, it was noted that, there was an increase in enrolment as well as in school attendance. It was evaluated that after three months there was an increase of 5% in enrolment while school attendance had also improved by 36% as compared to control schools (World Food Program, 1998).

Ahmed (2004) evaluated the impact of school feeding on attendance in Bangladesh as well and found that the SFP has a statistically significant positive impact. The program increased class attendance of participating children by 1.34 days per month (Ahmed, 2004). However, class attendance from school registers showed attendance increased in both program and control schools during this period, and that the increase was 1.1 percentage points higher in program schools (Ahmed, 2004).

Another study conducted on 814 children in second-through fifth-grade classrooms in rural primary schools in Jamaica where children were randomly assigned to receive a breakfast (576–703 kcal and 27 g of protein) or placebo (orange slice with 18 kcal) each day for one school year found a small improvement in attendance rates for children receiving breakfast over the control group (Powell, Walker et al., 1998). However, this impact is small because the attendance rates in both groups were about 70 percent even prior to the study.

Similarly, a study in Huaraz, Peru found that a school breakfast increased attendance rates of fourth and fifth-grade students by 0.58 percentage points in the treatment schools whereas it declined in control schools by 2.92 percentage points (Jacoby & Cueto, 1996). The evaluation took place 30 days after the start of the 26 breakfast
program and following those 30 days the breakfast program was also implemented in the control schools.

Kenya’s school feeding program has experienced continued expansion and refinement, especially during the past decade. Since the introduction of free compulsory primary education for all Kenyan children in 2003, the WFP-assisted feeding program has developed alongside national policies of increased student health, attendance, and performance (MoE, 2003). From its inception, it has targeted food inequality in the most vulnerable areas of Kenya, including school districts in the ASAL and the informal urban slums of large cities such as Nairobi and Mombasa (Espejo, 2009).

To start with feeding programs enhance school attendance by reducing the opportunity costs of attending school and providing additional incentives to engage in formal education. This leads to more time spent in school and more time spent towards learning. The second is through the alleviation of short term hunger which improves children’s cognitive functioning and attention span.

The third path is through the improved nutritional status of children by providing them calories and nutrients in addition to their regular diet. This leads to better health and better resistance to infectious diseases and illnesses that would keep children from attending school (Buttenheim Alderman, Friedman & Arnold, 2011). Thus, better nutrition indirectly improves educational achievement by increasing school attendance by children.

ii) Malnutrition

Family food insecurity, in extreme cases can result to malnutrition (Cook, & Frank, 2008). Malnutrition in early childhood can have influence on school enrolment,
school attendance, attentiveness and concentration in class. Household food insecurity can also result to harmful effects on the health and child development such as frequent hospitalizations, poor health, and iron deficiency, problems in development and behavior problems which include anxiety, attention deficit disorder, aggression and depression.

These problems in early life increases the risks of children having poor school readiness, irregular school attendance and common health problems. Feeding programmes can enhance involvement in class and increase the rate of school participation as well as increasing learning concentration in the classroom by reducing pressing malnutrition and providing vitamins, minerals or any other essential substance that affect many school going children from poor families and food insecurity households.

Many children in developing countries suffer from malnutrition because they are from low socio-economic status. Malnutrition has negative impact on children’s school attendance and educational attainments (Makundi, Johnson & Malel, 2017),

Findings have revealed that children who are malnourished face challenges when attending school in both physically and mental development that results to health problems, low achievement in education and even being less productive throughout their lives (Kinsey, 2016). It has been found that poor nutrition has great impact on individual costs and nation too. If child’s diet and nutrition is improved positive effects are realized on children’s behavior and achievement in school (Jomaa, Kolisky & Murdosh, 2011a).

The government working together with non-governmental (NGO), have come up with strategies to curb or reduce malnutrition among school going children in schools.
Burbano-Vermeersch and Kremer (2004) conducted a field study in Western Kenyan preschools between 2000 and 2002 to evaluate the impacts of School Feeding Program on school participation and achievement. Preschoolers, in this context, are defined as children between ages of 4 and 6 who lived within walking distance of school. They found that children in the treatment group participated 35.9 percent of the time compared to 27.4 percent in the comparison (control) group and this difference was statistically significant (Vermeersch & Kremer, 2004).

The program increased participation of both children who were previously enrolled (what they call intensive margin) and children who would have gone to school in absence of the program (extensive margin). But they emphasize that any increase in school participation in the absence of qualified teaching falls short of better educational achievement since there are strong complementarities between teacher characteristics and school meals (Vermeersch & Kremer, 2004). & Aulo, 2009).

The reviewed literature shows that hunger and malnutrition have a great influence on school attendance.

### 2.4.3 Parental Attitudes

Parents’ attitude is presented on parents’ values on education and their interest in their children’s work. Parental attitudes signify the nature of support the family offer to their children’s education. Negative attitude of the parents regarding their children’s education and school attendance can hinder their children from getting the best from education.

#### i) Undervaluing of Education

Majority of parents are show active involvement in their children’s education due to the value attached to the education of their education. The amount parental value is associated with the social background of the parent. Parent from high social class may
tend to value education more than parent from lower social class. The survey further shows that links between negative parental attitudes to school and irregular school attendance, children tend to believe that their parents have negative attitudes to school.

According to UNESCO (1999), majority of parents do not bother to find out how their children are going on in school. It was further revealed that parents who have positive attitude towards education of their children always consult teachers and voluntarily involve themselves in their children’s activities in school.

As it concerns school work, only few parents bothered to check the work of their children and gave very little assistance to their children in working out their assignments. Children who are assisted were above average in school achievements. Majority of parents, however do not interact with the school not unless the school finds ways of engaging them in their children’s learning (Chavkin, 1993).

Parental under-valuing of education could also impact children’s attendance (Heather, Valerie, Julia and Susan, 2003). Parents may also thwart their children’s efforts to learn by humiliating and teasing them because they have less concern with their performance in academic.

A study of attitudes to attendance in seven LEAs in England found that most parents/care givers believed that children who attended school irregularly would not perform well in school (Malcolm, 2003) However, the findings also indicated parents/care givers of children who truant tended to hold different attitudes from parents/care givers of children who attended school regularly.

The study further stated that, some parents/care givers who had children with irregular attendance believed that those children would perform poorly in school. This group
was afraid that their children were not safe when they were away from school and did not believe that regular school attendance was important.

However both groups of parents had different opinions with regard to when children should miss school, with a significantly higher proportion of parents/care givers of children with attendance problems agreeing that children should miss to go to seek medical help or just to stay at home to assist their parents.

Nyau, (2004), revealed that, it was only a small number of parents in public schools who had awareness of the activities going on in their children’s schools while majority of parents did not attend parents’ meetings and had negative attitude in joining parents’ Teachers’ association (PTA).

**ii) Interest in children’s activities**

There are problems with parents who are not interested in their children’s progress at school and not even willing to participate in children’s activities. There are also problems as pertains parents who are not concerned with their children’s school attendance and they are not even aware when they are absent from school.

Regular conversation between parents and schools create a desirable link and trust between them. After building up the relationship, there is likelihood of considering the value of parents (Smit et al., 2007) When parents realize that their contribution in supporting their children’s learning is appreciated by the school, there is a probability of them becoming more interested in their children’s activities. (Bull, Brooking and Campbell 2008).

When teachers communicate clearly the relevant information to parents, it builds up positive perception towards the education of their children and other school programs.
Good and frequent communication from school would motivate parents and it is likely to influence children’s learning at all stages. (Gonzalez-DeHass, Willems, & Doan Holbein 2005)

There are some common obstacles that should be surmounted in order to foster a sense of confidence in parents in their continuing role as educators across their child’s learning. For example, parents may not really believe that whatever they do for their children in school could influence the outcomes of their children’s education even though it was noted that parents’ expectations alone could influence children’s learning. (Duckworth et.al 2009). Bearing this in mind, it is important for school to liaise with the parents frequently on important information about what is expected of them for successful learning of their children.

In the same report, while most parents/care givers were considered to have interest in school careers of their children, it was revealed that the parents’ background has a lot of impact as it concerns parents’ level of interest. Parents/care givers who are in higher social class seem to involve themselves in the education of their children more than those from the lower social class. The study also showed relationship between delinquency and poor attendance. Pupils that reported delinquent behavior were also more likely to believe that their parents/care givers held negative attitudes to school (Smith, 2009).

Positive understanding is very important between parents and teachers if parents are to get fully involved in supporting their children’s learning. There should mutual relationship between parents and teachers so as to ascertain full parents’ participation (Bull, Brooking and Campbell 2008).
Relationships are very beneficial towards improvement in learning and achievement of success of engagement initiatives, though not easy to establish them (Kendall et.al 2008). For the parents to respond positively to school invitations, teachers are expected to maintain trust of parents so that parents could be free to participate towards school activities in school and outside school so as to initiate good results in their children’s education. (Hoover-Dempsey et al., 2005).

There reviewed literature shows that, the way parents value their children’s education and their interest in their children’s work influence school attendance. Therefore, the researcher found it worthwhile to carry out this study to find out the extent to which parental attitudes influence school attendance among three to eight year olds in Kitui County.

2.4.4 Family violence

Family violence included parent to parent and parent to child violence.

i) Parent to Parent Violence

In families which always have conflicts between the spouses children feel that when they go to school, then a fight starts, the child visualizes that one parent will be injured and therefore they think of staying at home to give security to one parent so as not to be hurt by the other (Mudege et al., 2008).

Royal (1990) noted that children perceive themselves as the centre of the universe and therefore they tend to think that whatever happens they the cause of it. At they feel unloved by the parents who fight and leave them but then they also feel a sense of shame and guilty because they believe they are the cause of what happened between their parents.
When parents engage in violence children experience painful reactions pertaining the loss. Waller Stern and Kelly (1975) stated that children of 4 to 5 years react with irritation, crying, anxiety at bedtime. They wish they could unite their parents.

A chaotic home environment can change the parent to child relationship to the extent that children may be pressured to mature more quickly and deal with adult issues before they are ready. These pressures could also lead to problems such as attention-seeking and violent behavior and this in turn could lead to a refusal to go to school of which the parent may not be necessarily aware of.

Violence in the family may also lead to one parent withdrawing his/her support to the family leaving the responsibility to one parent. He/ she may not adequately meet all the needs of the family so children may end up dropping out of school due to lack of money to support them. This aspect plays a crucial role to determining whether a child feel accepted or not at school and have a positive influence on children’s attendance (NCEH, 2015).

ii) Parent to child violence

In the families that are engaged in conflicts between spouses occasionally children are faced with violence from their parents. They face physical and emotional violence from their biological parents, (Assoc Thai. 2002) ,the most frequent violence acts faced by these children include scolding with harsh language and beatings using a cane or a belt.

Preferably such violence acts leads to behavioral disorders such as fury, irritation and feeling worthless, hence low morale of going to school. Mcawley, (2004) humiliation and teasing of children by their parents is also a form of violence that may thwart children’s effort to learn because children feel unwanted.
When children are exposed to parents who are abusive sometimes they become accidentally or directly victims of abuse and this experience can be as destructive to children as the damage that is inflicted to parent who is being abused by his/her partner (Cora 2014).

Mackay (1994) noted that children from families engaged in violence are physically or sexually abused or neglected. Regier and Cowdry (1995) gave their estimation of children who may experience sexual molestation as 1 in 5 female and 1 and 10 male. Children who are exposed to parent’s violence often feel afraid, helpless, guilty, isolated, angry, confused and frustrated.

Mckay (1994) revealed that when explaining the effects of family violence on children it is vital to note where family violence is experienced, often there is child abuse and these experiences leads to psychological trauma in children .In homes, children are affected physically and also are neglected. Studies showed that 60% to 70% of families where a woman is battered, even children are battered.

According to Graham Berman (1994), an estimation of more than half of school aged children from families affected with family violence show stress or behavior disorders without treatment and school attendance irregularities. Children may also become withdrawn, show regression behavior like in eating, concentration and sleeping difficulties. In most cases these children show a loss of interest in school.

According to statistical profile (2014), in Canada, 3 in 5 children were abused by a parent. In 2014, This study further indicates that even when children are not directly targeted to the violence they can be affected by witnessing the happenings. Children living in such families they can be victims of immediate and physical harm permanent or even death. It is realized that witnessing family violence is just the same
as experiencing it directly. Children who witness violence between their parents suffer same consequences just like those who are abused directly.

2.5 Summary of Review of Related Literature

Studies have shown that globally irregular school attendance is as a result of unsupportive family or school environment, lack of community support, bad weather, transportation problems and poor health. Regionally, studies as well have established that low school attendance is influenced by socio-economic status of the family, child care, security and school environment.

In Kenya, though free primary education was introduced since January 2003, irregular school attendance is still an issue to be addressed. In Kitui county, early childhood and lower primary school data 2015, from the county director’s office shows that, there is irregular school attendance in the county.

Though related studies have been done, to establish the cause of the problem, there is still need for this study since the problem rampant. This study sought to find out the influence of family based factors on school attendance among three-to-eight year olds in Kitui County.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction
This chapter highlights the methods that the study used to achieve its objectives. It focuses on research design, variables, research methodology location of the study, target population, sampling techniques and sample size, research instruments, piloting study (validity and reliability of instruments) data collection, data analysis and logistical and ethical considerations.

3.2 Research Design and Methodology
A descriptive survey research design was used for this study. This design is used in describing the characteristics of a large population and makes use of a large sample. The method chosen allowed comprehensive collection of data from the large population of 3200 on family based factors affecting school attendance among children aged three to eight years. The survey design was also appropriate since the gathering of information involved both qualitative and quantitative techniques. Questionnaires and interview schedules were used to collect data.

3.2.1 Variables
In this study the independent variables were family based factors in form of parental care, food insecurity, parental attitudes and family violence. Parental care involved parents’ participation in children’s school activities and their involvement in preparing their children when going to school. Parents’ participation in children’s school activities was measured through administering questionnaires to teachers seeking to know how often parents participate towards their children’s activities in school.
In addition parents were interviewed on their consistence in participating in their children’s activities in school. There after the researcher drew conclusions according to the responses given. Parents’ involvement in preparing their children to go to school was measured through interviewing parents on their consistence in preparing their children when going to school. From the findings the researcher was able to draw conclusion from the responses that were given by the respondents.

Food insecurity involved hunger and malnutrition. Hunger, that is, food shortage, was measured through administering questionnaires to teachers seeking to know whether there is usually food shortage in most households in the county and whether it might have contributed to irregular school attendance. In addition parents were interviewed on the same.

The researcher made conclusion from the responses that were given. On malnutrition, that is, lacking nourishment in children, this variable was measured through administering questionnaires to teachers seeking to know how often children having malnutrition attend school. Conclusions were drawn as revealed by the responses that were given.

Parental attitudes included undervaluing of education and parents’ interest in their children’s work. Undervaluing of children’s education by the parents was measured through administering questionnaires to teachers seeking to know the value the parents attach to the education of their children. On the other hand the given by the parents were interviewed to give their views on the value they give to their children’s education. The researcher was able to draw conclusions according to the responses given by both teachers and parents.
On parents’ interest in children’s activities, this concerns how parents feel attached to the activities done by their children at school. This variable was measured through administering questionnaires to teachers seeking to know the extent to which the parents are interested in their children’s activities at school and whether the amount of interest parents have in their children’s activities influence school attendance. Conclusions were drawn from the responses that were given by the respondents.

Family violence concerned with parent to parent violence and parent to child violence. These variables were measured through interviewing parents on the frequency of violence between parent and parent and parent to child and whether it influences school attendance. The researcher drew conclusions from the responses.

3.3 Location of the Study

The study was carried out in Kitui County. The county was chosen because, the data on school attendance among children aged three to eight years old in public primary schools from the county director’s office, Early Childhood and Primary school data 2015, shows that, there was poor school attendance and it was necessary furthermore the area is semi-arid region making most of the families to be food and water insecure. The schools in the area are also widely spread leaving possibilities of dangers such as rape and on the way to school. Therefore this study sought to confirm whether there was change since then.

3.4 Target Population

There are 50 public primary schools in Kitui County. This study targeted pre-school and lower primary classes only. The target population comprised of 200 teachers and 3000 parents.
3.5 Sampling Techniques and Sample Size

Sampling techniques were the process the researcher used to select respondents from a larger population for the purpose of the study while sample size included choosing of the respondents to be included in the study.

3.5.1 Sampling Techniques

Simple random sampling was used to select 10 schools out of the 50 public primary schools in Kitui County. Simple random sampling was also used to select 10% of teachers who were included in the study which is equal to 20 teachers and 2% of parents which translated to 60 parents. Who were as well included in the study.

3.5.2 Sample Size

For the purpose of this study, 2 teachers of three-to-eight year olds from the selected schools were selected making a total of 20 teachers while from each school six parents were randomly selected making a total of 60 parents.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Target Population</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>3000</td>
<td>60</td>
</tr>
<tr>
<td>Teachers</td>
<td>200</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>3200</td>
<td>80</td>
</tr>
</tbody>
</table>

3.6 Research Instruments

The researcher used questionnaires for teachers and interview schedules for parents.
3.6.1 Questionnaires for Teachers

Questionnaires were used to gather information from teachers. The questionnaires had two sections; and B. Section A, collected data on demographic information that is gender, age, educational level and teaching experience of each respondent.

Section B, established family based factors influencing school attendance in Kitui County. The researcher attempted to find out the extent to which school attendance was influenced by parental care, food insecurity, parental attitudes and family violence in Kitui County.

3.6.2 Interview Schedules for Parents

Interview schedules were used to gather information from parents since most of them have low literacy levels. Most of the sampled parents were interviewed in their respective schools and those who remained were visited in their various homes. The interview schedule included closed and open ended questions. During the interview the researcher read the questions for the illiterate parents and rated them as per their responses. The questions sought to find out about demographic information and Family based factors influencing school attendance among children aged three to eight years. The factors investigated included parental care, food insecurity, parental attitudes and family violence.

3.7 Pilot Study

The pilot study took five weeks to be conducted in four schools whereby a questionnaire was administered to one teacher in each school. Interview schedules were also tested by administering them to five parents in each school.
3.7.1 Validity of the Instruments

Face validity established a logical link between the objectives of the study and the questions on the interview schedule. The validity of items in research instruments was determined by expert judgment, to ascertain that the instruments used during the study describe the required information. Through content validity, the study established that the questions on the instruments covered all the issues about the influence of family based factors on school attendance among children aged three-to-eight years in Kitui County.

3.7.2 Reliability of the Instruments

To establish the reliability of the instruments, test-retest method was applied. The interview schedules and questionnaires were administered on a random sample of four schools and 20 parents from the ten sampled schools. After two weeks the same instruments were administered to the same respondents.

The two sets of scores were correlated using Spearman correlation.

Correlation values of 0.76 and 0.71 were obtained for questionnaire and interview schedule respectively. The results were considered sufficient and reliable. This is affirmed by Mugenda and Mugenda (2003) that a coefficient value of above 0.7 signifies high reliability and should be accepted.

3.8 Data Collection Techniques

Data were collected using questionnaires and interview schedules. Questionnaires were distributed to teachers by the researcher in their respective schools. After administering the questionnaires, respondents were given sufficient time to complete answering them. All the questionnaires were gathered after the given response period is over.
In order to meet the sampled parents in their respective schools, the researcher inquired from the selected schools when they held parents’ meetings. Most of the parents were interviewed in their respective schools during their school meetings. For the sampled parents who did attend the meetings, the researcher sought their contacts from the school so as to call them to seek permission to visit them at their homes. During interviews, the selected parents were requested to give their answers freely. The researcher noted down the responses given.

3.9 Data Analysis

Data analysis involved both qualitative and quantitative. Qualitative data entailed thematic analysis by coding themes which were organized according to the research questions. After identifying the themes, the researcher evaluated the information in answering the research questions. Quantitative data were analyzed using descriptive statistics specifically frequencies and percentages. The data were presented in bar graphs and percentages, and in narrative form.

3.10 Logistical and Ethical Considerations

This presented logistics and ethics that are required to be followed in undertaking the study process.

3.10.1 Logistical Considerations

Logistics entailed the process which followed in undertaking the study. The researcher obtained an introductory letter from Kenyatta University. Further, the researcher obtained permit from National Commission for Science, Technology and Innovation. The researcher then sought seek permission from the county director of education and sub-county officer in Kitui County to collect data in their area of jurisdiction. Individual schools were visited to seek permission to administer
questionnaires to the teachers. The questionnaires were self-administered by the researcher who requested the respondents to fill them after which the researcher collected filled questionnaires.

3.10.2 Ethical Considerations

To ensure high quality research and protection of the rights of the subjects, research ethics was adhered to. In this study the principle of voluntary participation which requires, that people are not coerced into participating in research was employed.

Confidentiality of the research participants was ensured by instructing the participants not to include their identities in the questionnaires. The researcher prevented the use of and transmission of information as it concerns personal matters of the participants. Further, informant’s privacy was honored. The respondents were free whether to give sensitive information about them or not.

The respondents were allowed to decide whether or not to participate in the study. The researcher obtained consent of participation from respondents and the term agreement were adhered to. Truthfulness and honesty to the write up and reporting of the findings were highly adhered to.
CHAPTER FOUR
PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the findings, interpretations and discussions in line with the objectives of the study. The main purpose of the study was to explore the influence of family-based factors on school attendance among three-to-eight year olds in Kitui County in Kenya.

Both qualitative and quantitative data analysis techniques were used for this study. The quantitative data was presented using frequency tables, bar graphs and pie charts. Qualitative data were obtained from the interview schedules were organized into relevant themes and discussed. The study was specifically meant to meet the following objectives:

i) To find out the extent to which parental care influences school attendance among children aged three-to-eight years in Kitui county, Kenya

ii) To establish how food insecurity in the family influences school attendance among children aged three-to-eight years in Kitui County.

iii) To find out the extent to which parental attitudes influence school attendance among children aged three-to-eight years in Kitui County.

iv) To determine how violence at home influences school attendance among children aged three-to-eight years in Kitui County.

4.2 General and Demographic Information of the Respondents

Response rates were established and demographic data were collected from teachers and parents. The results of the analysis are shown in the following sub-sections.
4.2.1 Response Rate

Establishing a response rate was significant in knowing the turn-up of the respondents in the study against the sampled population. This has been summarized in Table 4.1

**Table 4.1: Response Rate**

<table>
<thead>
<tr>
<th>Category</th>
<th>Sample Size</th>
<th>Response</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>60</td>
<td>55</td>
<td>88.7%</td>
</tr>
<tr>
<td>Teachers</td>
<td>20</td>
<td>20</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>80</strong></td>
<td><strong>75</strong></td>
<td><strong>93.75%</strong></td>
</tr>
</tbody>
</table>

As shown in Table 4.1, a total of 20 questionnaires were administered to teachers and all the 20 questionnaires for the teachers were duly filled giving a response rate of 100%. A total of 60 parents were sampled for interview. However, only 55 that is 88.7% of the parents participated. These responses were considered good and therefore the researcher proceeded with the analysis. This is in accordance with Mugenda and Mugenda (2003) that 50% response rate is adequate, 60% is good and above 70% rated very good.

4.2.2 Teachers’ Demographic Information

Establishing demographic information for teachers was significant so to know the kind of teachers involved in the study. This has been summarized in table 4.2.
Table 4.2 Teachers’ Demographic Information

<table>
<thead>
<tr>
<th>Teachers’ characteristics</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td>Female</td>
<td>13</td>
<td>65</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21-30</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>31-40</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td>41-50</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>51 and above</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Educational level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>Diploma</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>Degree</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Professional experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 5 years</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>5-10 years</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>10-15 years</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>16-20 years</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td>20 and above</td>
<td>3</td>
<td>15</td>
</tr>
</tbody>
</table>

i) Teachers’ Gender

Teachers were asked to indicate their gender. Establishing gender of teachers was significant because it enabled the researcher to know male and female representation of teachers in pre-school and lower primary. The results are as presented in table 4.2. The results shows that majority (65%) of the teachers were female while only (35%) were male.

This is consistent with the belief that more female teachers tend to take care of pre-school pupils as compared to male teachers. These findings are in agreement with Mugo (2009) who observed in her study that Kenyans had the belief that primary school teaching ought to be left for female arguing that childcare is the domain of
women in African set up. Gender difference among teaching staff in primary school directly influences the perception of learners based on shaping the conduct and behavior of the young children.

ii) Teachers’ Age

Teachers, through the use of questionnaires, were asked to indicate their age brackets. The results show that majority of teachers 35% were aged between 31-40 years, 30% were aged 41-55 years, 20% were aged between 21-30 years while only 15% were aged 51 years and above. The findings revealed that all teachers were spread in all the age categories and none was below 21 years of age implying that most teachers comprehended the needs and care of the children in the pre-schools in Kitui County.

iii) Educational level

The level of education of the teachers was investigated. Level of education of teachers is associated with children’s commitment to attend primary schools thereby facilitating attendance rates in school. The results indicated that majority 60% had certificate, 25% had diploma, while 15% were degree holders.

From these findings, it can be concluded that majority of the respondents had required qualification to early childhood level. This is in conformity with Abrams and Gibbs (2011) who noted that teacher characteristics like level of education has been associated with teacher’s commitment and proficiency in providing quality education to learners, especially to young children at the age of 3-8 years who require close attention and quality teaching at early stages for holistic development. The attention and quality teaching is likely to contribute to the rate of children’s school attendance.
iv) Teachers’ professional Experience

When professional experience of teachers was established, the results revealed that majority of the teachers had considerable experience to handle and care for young children especially three-to-eight year olds. Tender handling, understanding and care for young children is likely to influence the level of children’s school attendance.

4.2.3 Parents’ Demographic information

It was important to establish demographic information of parents in order to know the kind of parents included in the study. This has been summarized in table 4.3.

Table 4.3 Parents Demographic

<table>
<thead>
<tr>
<th>Parents’ Characteristics</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>21</td>
<td>38</td>
</tr>
<tr>
<td>Female</td>
<td>34</td>
<td>62</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21-30 years</td>
<td>14</td>
<td>26</td>
</tr>
<tr>
<td>31-40 years</td>
<td>31</td>
<td>56</td>
</tr>
<tr>
<td>41-50 years</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>51 and above</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Educational Level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate</td>
<td>14</td>
<td>26</td>
</tr>
<tr>
<td>Diploma</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>Degree</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Masters</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>None</td>
<td>24</td>
<td>43</td>
</tr>
<tr>
<td>Occupation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Farmer</td>
<td>29</td>
<td>52</td>
</tr>
<tr>
<td>Teacher</td>
<td>16</td>
<td>30</td>
</tr>
<tr>
<td>Health officer</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Police officer</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Clerk</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Others</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
i) Parents’ Gender

The differences in the numbers of male and female parent participants are depicted in table 4.3. Out of the 55 parents interviewed, 62% were female while 38 were male. This shows clearly that most of the parents who participated in the study constituted of female.

ii) Parents level of Education

Level of education of parents depicts their level of involvement and their roles in children’s education hence it was necessary to assess the highest level of education attained by parents.

Out of the parents interviewed, majority 43% had no formal education, 26% attained certificate level of education, 13% attained diploma, and 12% attained degree while 6% had masters. This implies most parents of children enrolled in pre-schools in Kitui County had informal educational level.

There is correlation between educational level of parents and their expectations they have for the success of their children (Davis-Keen, 2005), stated that parents who are highly educated they actively motivate their children to become more interested in education developing high expectations. Parents’ education level can have a direct impact on the children’s developing success in their education (Bandura, 1986), indicated that behavior to some extent is modeled through observing and direct experiences in learning. Therefore parents’ education level is very crucial to determine education and behavior of their children.

Low educational level among parents has negative influence on children’s education with regard to lack of full support, poor parental encouragement and lack of conducive environment of learning at home. These findings are in agreement with the
findings of Mariara and Mwabu (2007) that father’s level of education significantly
determines enrollment of a child in school and attendance. Cooter (2006) emphasizes
that in families where parents are to experiencing problems in reading and writing,
there is likelihood of passing on low literacy to the next generation.

These findings are agreement with Ersado (2005) that higher parental or household
head level of education is correlated with increased access to education and better
educated parents may assign greater value to education and thereby extend children’s
presence in school.

Brown and Park (2002) pointed out that higher parental educational level positively
influences enrollment and job contacts. Educated parents find it easy to help their
children in learning, because they know the value of their children’s education and
oppose the temptation of getting their children out of school even when they are
financially pressed.

iii) Occupation of the parents

The occupation of the parent is important in determining the school attendance of
children. Through interview, parents were asked to give their occupations. Their
responses are as presented in the table 4.3.

Findings of the study shows that majority 52% of the parents interviewed are famers,
30% of them were teachers, 5% were clerks while 2% were police officers, 5%
heath officers and others constituted of 1%. This implies most parents could earn at
least an income to cater for basic learning materials for their children in school.

However, the income varied according to the occupation hence not all parents were
able to regularly support the children’s education and as well cater for the other basic
needs at home. These findings concur with the findings of Kohl and McMahon (2000)
who state that families who are materially deprived have limited access and no capacity to buy learning materials. According to Zoppi (2006) such challenges as economic adversely affect the ability of parents to be profoundly engaged in the education of their children.

It has been revealed that (Bhalotra and Heady, 2003), fathers who earn salaries in their employment are more likely to have awareness on the benefits of education and are likely to invest more in education of their children. Farmers and business owners may have less interest in investing in their children’s education than parents who depend on employment.

Mothers who are employed may have a greater influence over their children’s learning, especially on their girl child. Mothers who are employed and contribute to family income are more likely to influence family decisions than unemployed mothers.

4.3 Factors on parental care that influence school attendance among children aged three-to-eight year olds in Kitui County.

The first objective of the study sought to establish the factors on parental care that influence school attendance among children aged three-to-eight years. This was achieved through administering questions to teachers and parents that sought to find out how parents participate in their children’s school activities and their involvement in school preparation. In this teachers were asked to indicate their agreement level in parents’ participation in their children’s school activities. The results are shown in table 4.4
Findings in Table 4.4, revealed that majority 65% disagreed and 20% strongly disagreed with the statement that parents usually participate in school activities. The results shows that majority of the parents do not participate in their children’s school activities as indicated by (Henderson and Mapp 2002).

Parents who participate in school-based activities are most likely to influence children’s schooling positively in early years when children need additional assistance to cope with the new learning environment as well as developing a sense of belonging.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Agree</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Neutral</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Disagree</td>
<td>13</td>
<td>65</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>Responses</td>
<td>Frequency</td>
<td>Percentage (%)</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------</td>
<td>----------------</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Agree</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>Neutral</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Disagree</td>
<td>20</td>
<td>36</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>Total</td>
<td>55</td>
<td>100</td>
</tr>
</tbody>
</table>

Results in table 4.5 show that majority of the parents 36% disagreed that parents participate in children’s school activities, 28% strongly disagreed, 18% agreed, 9% strongly agreed while 9% remained neutral on their opinion. The percentage of those who agreed and strongly disagreed clearly reveals that majority of parents in Kitui County do not participate school activities.

This study is with agreement to Di-Gropello and Marshal (2005) who stated that today's parents do not commit themselves in education due to their negative feelings created by misunderstanding between the educators and the schools. Warner (1997 as cited in Gertler, Patrinos & Rubio-Codina, 2006) also notes that parents fail to comprehend and solve problems in case issues emerge in schools in relation to discipline and relationship between teachers and learners. According to Achoka (2013), the immediate teacher of a child is the parent. Teaching and learning is complemented by teachers and parents (Epstein & Dauber, 2010).

4.3.2 Parents’ Responses on Involvement in School Preparation

The parents were interviewed on how they involve themselves in preparing their children when they are going to school. Their responses are shown in table 4.6.
Table 4.6 Parents’ responses on how they involve themselves in preparing their children when they are going to school.

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Agree</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>Neutral</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Disagree</td>
<td>25</td>
<td>45</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>15</td>
<td>27</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>55</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Majority of the parents 45% as shown in Table 4.6, in Kitui County are not actively involved in preparing their children when they are going to school while 27% disagreed. 18% and 6% agreed and strongly agreed respectively while 4% had no opinion.

According to Reid (2005), many absences are due to irregular parental involvement in preparing their children for school routines such as lacking fixed time to go to bed or lack of encouragements in preparing to go to school.

4.4 Food Insecurity Influencing School Attendance

The second objective sought to find out how food insecurity influences school attendance among children aged three-to eight years. This was achieved through teachers and parents responses on how hunger and malnutrition influence school attendance.

Teachers and parents were asked whether there is usually food shortage in most households in Kitui County..
Figure 4.1 Teachers’ responses on the reality of food shortage in the county.

As illustrated in figure 4.1, majority of the respondents 60% agreed that most families faced food shortages at home, 20% strongly agreed that there were families facing food shortage while 10% and 5% disagreed and strongly disagreed respectively. However, 5% of the respondents’ opinion remained neutral on the matter. This implies that many children are suffering from hunger and this may contribute to irregular school attendance in the county.
Figure 4.2: Parents response on influence of hunger on school attendance.

From the figure 4.2 above, respondents who agreed and strongly agreed that hungry children do not attend school regularly, 45% and 24% respectively are the majority. A small proportion comprising of 18% and 9% disagreed and strongly disagreed respectively, while 4% remained neutral on their opinion.

These findings are with agreement with Douben, (2006), who stated that many poor households, hunger has been a barrier to school participation. A hunger-stricken child is not only unable to enroll in school at the right age but also cannot attend properly even if enrolled. Besides, such children are also likely to quit school because they have to deal with their immediate subsistence needs before they get ready for schooling.
The study is also agree with (Jyoti & Jones, 2005), who indicated that hungry children perform poorly in school than those from households without food shortage because they are psychologically not set for school. Food shortage in children contributes to increase in irregular school attendance.

These findings further agree with Adelman et al. (2008) and Ahmed (2004) who argued that introduction of school feeding programme enhanced school retention and performance both in the short and in the long run. In the short run, school meals could alleviate hunger and make children concentrate and learn better so that school performance will be improved and hence school attendance enhanced.

### 4.4.2 Teachers’ responses on influence of malnutrition on school attendance

Teachers were asked to rate the degree of influence of malnutrition on school attendance in Kitui county.

<table>
<thead>
<tr>
<th>Table 4.7 Teachers responses on malnutrition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Response</strong></td>
</tr>
<tr>
<td>Strongly Agree</td>
</tr>
<tr>
<td>Agree</td>
</tr>
<tr>
<td>Neutral</td>
</tr>
<tr>
<td>Disagree</td>
</tr>
<tr>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Findings in Table 4.7, revealed that majority 50% strongly agreed while 25% agreed. The findings further showed that 10% disagreed and 5% strongly disagreed while 10% of the respondents remained neutral.
This clearly shows that malnutrition among children increases rate of absenteeism.

These findings are with agreement with (Makundi, Johnson & Malel, 2017), who revealed that many children in developing countries suffer from malnutrition because they are from low socio-economic status. Malnutrition has negative impact on children’s school attendance and educational attainments.

The study also agree with (Jyoti and Jones (2005), who further stated that malnutrition has been characterized as the world’s greatest aspect that threatens health and the wellbeing of families and retards development of learning of young school going children.

The findings further agree with (Cook, & Frank, 2008), who indicated that Malnutrition in early childhood can have influence on school enrolment, school attendance, attentiveness and concentration in class. Household food insecurity can also result to harmful effects on the health and child development such as frequent hospitalizations, poor health, and iron deficiency, problems in development and behavior problems which include anxiety, attention deficit disorder, aggression and

The findings also agree with Slack and Yoo (2005) that children who have food shortage may have behavior problems such as fighting, anxiety and bullying and hence more likely to withdraw leading to irregular school attendance. In support to this concept, Githuku (2015) noted that school feeding programmes played great role in retaining children in school after its introduction to schools. It is also with agreement with (Dheressa 2011) who emphasized that meals improve class attendance.
Children will spend more time learning in school. So the more time children spend in school, the better they learn and these interplays ultimately result in improved school performance, which thus minimizes the probabilities of drop-out.

Second, improved nutrition may also enhance pupil participation and performance in the short and over long run. In the short run, school meals could alleviate hunger and make children concentrate and learn better so that school performance will be improved and hence drop-out is minimized. In the long run, school meals could enhance learning provided that school meals improve the nutritional status of children and if nutritional status also affects learning (Ahmed, 2004).

4.5 Parental Attitudes Influencing School Attendance

The third objective sought to find out the extent to which parental attitudes influence school attendance. This was achieved through administering questionnaires to teachers to establish whether parents are interested in their children’s work and if they value their children’s education.

4.5.1 Teachers’ Responses on Parents’ value on their children’s Education.

Teachers were asked on their degree of agreement on the value parents attach to education of their children.
Figure 4.3 Teachers’ Responses on Parents’ value on their children’s Education

Figure 4.3 indicates that majority 70% of the respondents strongly agree and 15% agree that parents do not value education their children 5% disagreed and 5% strongly disagreed while 5% remained neutral.

The findings are in agreement with (Malcolm, 2003), who stated that some parents/care givers who had children with irregular attendance believed that those children would perform poorly in school. This group was afraid that their children were not safe when they were away from school and did not believe that regular school attendance was important.

These findings also agree with (UNESCO (1999), results that reveals, majority of parents do not bother to find out how their children are going on in school. It was further revealed that parents who have positive attitude towards education of their
children always consult teachers and voluntarily involve themselves in their children’s activities in school.

The findings further are with agreement with (Nyau, 2004), who indicated that, it was only a small number of parents in public schools who had awareness of the activities going on in their children’s schools while majority of parents did not attend parents’ meetings and had negative attitude in joining parents’ Teachers’ association (PTA).

This implies that parental under-valuing of education impacts children’s school attendance (Heather, Valerie, Julia and Susan, 2003).

4.5.2 Teachers’ responses on influence of parents interest in their children’s work

Teachers in their questionnaire were asked show their degree of agreement on the parents’ interest in their children’s school work.

![Teachers’ Responses on parents’ interest in children’s work](image)

**Figure 4.4 Teachers’ Responses on parents’ interest in children’s work**
As it can be seen in Figure 4.4 majority 75% of the respondents strongly disagreed and 15% disagreed that parents had interest in their children’s work. 5% agreed while 5% remained neutral and none strongly agreed. The findings reveal that majority of parents in Kitui County had no interest in their children’s work and this may have impact school attendance.

This finding is similar to what was observed by Reid, (2005), who stated that Problems often arise when parents are not interested in their children’s work and also not interested in their children’s progress at school.

4.6 Influence of family violence on school attendance

The fourth objective sought to determine how violence at home influences school attendance among children aged three-to-eight years in Kitui County. This was achieved through interviewing parents on parent to parent violence and parent to child violence.

4.6.1 Influence of Parent to parent violence on school attendance

Parents were interviewed on how conflicts between spouses influence their children’s school attendance. The teacher read the questions for the illiterate parents and rated their responses and recorded in the questionnaire.
Table 4.8  Parents’ responses on parent to parent violence on school attendance.

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>30</td>
<td>55</td>
</tr>
<tr>
<td>Agree</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>Neutral</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>55</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Findings in Table 4.8, show clearly that majority 55% strongly agreed while 18% agreed that in families where parents are violent against each other, their children usually absent themselves from school. The findings further showed that 13% disagreed, 9% strongly disagreed while 5% of the respondents remained neutral. This clearly shows that children from families with conflicts between spouses children do not attend school regularly.

In families which always have conflicts between the spouses children feel that when they go to school, then a fight starts, the child visualizes that one parent will be injured and therefore they think of staying at home to give security to one parent so as not to be hurt by the other (Mudege et. Al 2008).

Violence in the family may also lead to one parent withdrawing his/her support to the family leaving the responsibility to one parent. He/ she may not adequately meet all the needs of the family so children may end up dropping out of school due to lack of money to support them. The environment plays an important role to determine
whether children feel accepted, appreciated, and secure at school or have impact on school attendance (NCEH, 2015).

4.6.2 Influence of parent to child violence on school attendance

Parents were asked to state whether they agreed with the statement that their children fail to go to school after beating or scolding them.

Table 4.9 shows parents’ level of agreement with the statement that children fail to go to school after beating or scolding them.

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>28</td>
<td>51</td>
</tr>
<tr>
<td>Agree</td>
<td>15</td>
<td>27</td>
</tr>
<tr>
<td>Neutral</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>55</td>
<td>100</td>
</tr>
</tbody>
</table>

Findings in Table 4.9 reveal that majority 51% of the respondents strongly agreed and 27% agreed that parent to child violence had negative influence on children’s school attendance. Only 11% and 6% disagreed and strongly disagreed respectively while 5% had their neutral stand on the matter.

The findings on the influence of parent to child violence on school attendance are in agreement with Thai (2002), who stated that children who face emotional and physical violence from their parents, especially violence in form of being beaten and scolded with arrogant words often absent themselves from school.
The findings are in agreement with (Graham Berman (1994), who revealed that an estimation of more than half of school aged children from families affected with family violence show stress or behavior disorders without treatment and school attendance irregularities. Children may also become withdrawn, show regression behavior like in eating, concentration and sleeping difficulties. In most cases these children show a loss of interest in school.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This chapter presents summary of the research findings, conclusions from the findings and recommendations made from the study and suggestion for further research.

5.2 Summary of Findings
This study aimed at exploring the influence of family based factors on school attendance among three-to-eight year olds in Kitui County, Kenya. The study focused on the influence of parental care, food insecurity, parental attitudes and family violence on school attendance of children aged between three to eight years.

Data were collected using questionnaires for teachers and interview schedule/guide for the parents as the main research instruments. Random sampling technique was used to select 10 schools for the study. The researcher gathered information from 20 teachers and 60 parents. Findings have been summarized as per the objectives of the study.

The first objective of the study sought to find out the extent to which parental care influence school attendance among children aged three-to eight years in Kitui County. Findings revealed that most children lacked parental care since majority of parents do not participate in children’s school activities. This implies a possible lack of awareness most parents on what their children need so as to attend school regularly. The findings also showed that majority of parents are not involved in preparing their children for school and yet they are in their early years. Some parents do not even
mind whether their children go to school or not, and at what time they go. This partly accounted for the irregular school attendance in this area.

The second objective was to establish how food insecurity influences school attendance in the County. Findings revealed that hunger and malnutrition are common in the County. This means that many children lack energy to go to school and to learn. Consistently, parents and teachers were highly in agreement that many children fail to go to attend school regularly owing to hunger and malnutrition.

The third objective of the study sought to find out the extent to which parental attitudes influence school attendance among children aged three to eight years. The findings showed that majority of parents do not value education of their children and have no interest in their children’s work. This implies that, since these parents do not value their children’s education and have no interest in it, they do not encourage their children to go to school. Therefore, there is likelihood of irregular school attendance from children of such families.

The fourth objective sought to determine how violence in the family influences school attendance among children aged three-to-eight years in Kitui County. The results from the study showed that both parent to parent and parent to child violence are common in Kitui County.

Parents and teachers also reported a relationship between family violence and children’s school attendance. This is with agreement with (Mudege, 2008), who stated that, in families which always have conflicts between the spouses children feel that when they go to school, a fight might start, one parent maybe injured. They therefore choose to stay at home to give security to the vulnerable parent.
5.3 Conclusions
The study revealed that, parental care influenced the school attendance among children aged three to eight years in Kitui County. Children with parents who do not participate in school activities are likely to miss school occasionally. On the same breath, children with parents who do not prepare them when going to school often attend school irregularly because their parents do not monitor them.

Secondly, the study revealed that food insecurity influences school attendance rate among children aged three to eight years. The study concludes that hungry and malnourished children are likely to have a lot of absenteeism due to body weakness and health problems.

Thirdly the researcher concluded that parental attitudes have a great influence to school attendance of young children. This is because parents who value and have interest in their children’s education or their school work, motivate their children to go school.

Finally, the researcher concluded that, family violence is a great challenge to school attendance of children aged three to eight years. The study revealed that children who are physically and emotionally disturbed are not likely to attend school regularly.

5.4 Recommendation of the Study
The following recommendations have been made based on the findings of the study:

i) Parents/care givers often appeared to lack information about importance of regular school attendance and possible approaches to helping improve their child’s school attendance. It is recommended that the School committees consider the means by which parents/care givers could have access to this type
of information from a range of sources such as holding class based meetings and Telephone Help lines.

ii) The county government should consider organizing feeding programmes in all primary schools particularly in elementary classes. This would be helpful to children facing the problem of food shortage.

iii) Parenting classes may also be useful in cases where parents/care givers do not value their children’s education or those who are not interested in their children’s school work. This would help these parents to change their attitudes towards the education of their children and so they have concern on the school attendance of their children

5.5 Suggestions for Further Study

This study was confined to only family-based factors. Further research can also be done on the following:

i) Influence of school based factors on attendance in Kitui county

ii) Influence of socio-cultural factors on school attendance in Kitui County.
REFERENCES

Ahmed, AU & Del Ninno.C. (2002). *Food for education programme in Bangladesh*: An evaluation on its impact on educational attainment and food security; international food policy research institute.


County Assembly of Kitui (2015). Committee on Administration and Co-ordination of County Affairs: *report on the visit to areas affected by insecurity in Kitui County- Mutha, Nguni, Ngomeni and Ndau/ Malalani wards.*


APPENDICES

Appendix I: Questionnaire for teachers

This questionnaire is for purpose of research only. Please put a tick (✓) in appropriate bracket. Do not write your name or the name of your school anywhere. The information will be completely confidential.

Section A: Demographic information

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21-30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31-40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>41-50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>51 and above</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Educational level</th>
<th>Certificate</th>
<th>Diploma</th>
<th>Degree</th>
<th>Masters</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Professional experience</th>
<th>Less than 5 years</th>
<th>5-10 years</th>
<th>10-15 years</th>
<th>16-20 years</th>
<th>20-and above years</th>
</tr>
</thead>
</table>

Section B: Family based factors influencing school attendance among children aged three-to-eight years old.

Please indicate the extent to which you agree with each of the following statements in a 5-Likert scale where: 1=Strongly Agree, 2=Agree, 3=Neutral, 4=Disagree, 5=Strongly Disagree
<table>
<thead>
<tr>
<th>Statements</th>
<th>Rate of agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents usually participate in school activities</td>
<td></td>
</tr>
<tr>
<td>Children who often suffer from hunger attend school irregularly.</td>
<td></td>
</tr>
<tr>
<td>Malnutrition among children increases rate of absenteeism.</td>
<td></td>
</tr>
<tr>
<td>Many parents do not value education of their children</td>
<td></td>
</tr>
<tr>
<td>Most parents are interested in their children’s work.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix II: Interview Schedule for Parents.

This research is for academic purposes only. Please answer the questions honestly.

The information you give will be kept completely confidential. I therefore encourage you to respond to all the questions. However you are free to stop answering at any time you choose to do so.

Section A: Demographic information

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>21-30</td>
<td></td>
</tr>
<tr>
<td></td>
<td>31-40</td>
<td></td>
</tr>
<tr>
<td></td>
<td>41-50</td>
<td></td>
</tr>
<tr>
<td></td>
<td>51 and above</td>
<td></td>
</tr>
<tr>
<td>Educational level</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Diploma</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Degree</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td></td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Occupation</td>
<td>Farmer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health officer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Police officer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clerk</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Others</td>
<td></td>
</tr>
</tbody>
</table>

Section B: Family based factors influencing school attendance among children aged three-to-eight years old.
The answers given by the parents during interview will be rated by the researcher using 5-Likert scale where:

1= Strongly Agree, 2= Agree, 3= Neutral,
4= Disagree, 5= Strongly Disagree

1. Do you actively participate in school activities of your child? If yes, in what activities?

2. Do you prepare your child in the morning when he/she is going to school? If yes, how often?

3. Does your child fail to go school when he/she is hungry? If yes, how often?

4. When you have conflicts with your spouse does your child stay at home instead of going to school? If how often?

5. When you beat or scold your child does he/she absent himself/herself from school? If yes, how often?
Appendix III: Letter of Introduction

Agnes M. Uthutu,  
Kenyatta University,  
School of Education  
P.O. Box. ,  
Nairobi, Kenya.  
May, 2017.

Dear Sir/Madam,

I am a postgraduate student pursuing a Masters of Education in early childhood development Kenyatta University. I am carrying out research on

“Influence of family based factors on school attendance among Three-to eight years old’s in Kitui County, Kenya.” The purpose of this letter is to request you to kindly allow me to carry out the study in your school. The identity of the respondents will be treated with absolute confidentiality and the data collected will only be used for the purpose of this study.

Yours faithfully,

Agnes M. Uthutu.
Appendix IV : Approval From Graduate School

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

FROM: Dean, Graduate School
TO: Uthuthu Mumbe Agnes
    C/o Early Childhood Studies Dept.

DATE: 23rd September, 2017
REF: E55/CE/20640/2012

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

We acknowledge receipt of your revised Research Proposal as per our recommendations raised by the Graduate School Board of 7th June, 2017 entitled “Influence of community based factors on school attendance among three-to-eight years old’s in Kitui County, Kenya”.

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking forms are available at the University’s Website under Graduate School webpage downloads.

Thank you.

HAMILE ISABEKE
FOR DEAN, GRADUATE SCHOOL

Cc: Chairman, Department of Early Childhood Studies

Supervisors:

1. Dr. Mary Ndani
   C/o Department of Early Childhood Studies
   Kenyatta University

2. Dr. Esther Waithaka
   C/o Department of Early Childhood Studies
   Kenyatta University

rs/irs
Appendix V: Authorization Letter From Graduate School

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: E55/CE/20640/2012

DATE: 25th September, 2017

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,


I write to introduce Ms. Uthutu Mumbe Agnes who is a Postgraduate Student of this University. She is registered for M.Ed degree programme in the Department of Early Childhood Studies.

Ms. Uthutu Mumbe intends to conduct research for a M.Ed Project Proposal entitled, “Influence of community based factors on school attendance among three-to-eight years old’s in Kitui County, Kenya”.

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MAABAABU
FOR: DEAN, GRADUATE SCHOOL
Appendix VI : Authorization Letter From NACOSTI

National Commission for Science, Technology and Innovation

Ref: NACOSTI/P/17/65413/19462
Date: 10th October, 2017

Agnes Uthutu Mumbe
Kenyatta University
P.O.Box 43844-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Influence of community based factors on school attendance among three-to-eight years Old’s in Kitui County, Kenya” I am pleased to inform you that you have been authorized to undertake research in Kitui County for the period ending 9th October, 2018.

You are advised to report to the County Commissioner and the County Director of Education, Kitui County before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a copy of the final research report to the Commission within one year of completion. The soft copy of the same should be submitted through the Online Research Information System.

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:
The County Commissioner
Kitui County.
The County Director of Education
Kitui County.

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION
Telephone: 020 400 7000,
0773 788787, 0735404268
Fax: +254-20-318245-318339
Email: dj@naqostc.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waithaka Rd
P.O. Box 20623-00100
NAIROBI, KENYA

87
Appendix VII: Permit from NACOSTI

CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the License and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This License does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.

RESEARCH CLEARANCE PERMIT

Serial No. A 16050

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
MS. AGNES UTHUTU MUMBE
of KENYATTA UNIVERSITY, 43844-100 NAIROBI, has been permitted to conduct research in Kitui County

on the topic: INFLUENCE OF COMMUNITY BASED FACTORS ON SCHOOL ATTENDANCE AMONG THREE-TO-EIGHT YEARS OLD'S IN KITUI COUNTY, KENYA

for the period ending:
9th October, 2018

Permit No: NACOSTI/P/1765413/19462
Date Of Issue: 10th October, 2017
Fee Recieved: KSh 1000

Director General
National Commission for Science, Technology & Innovation

Applicant’s Signature

[Signature]

[Photo]